



Notice of Public Hearing and Regular Meeting The Board of Trustees Lago Vista ISD

A Public Hearing and Regular Meeting of the Board of Trustees of Lago Vista ISD will be held on October 17, 2011, beginning at 6:00 PM in the Board Room in Viking Hall, 8039 Bar K Ranch Road, Lago Vista, Texas 78645.

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

1. Invocation
 2. Welcome visitors/public participation
 3. Public Hearing: Financial Integrity Rating System of Texas
 4. STAAR End Of Course Policy Review
 5. Approval of Student Health Advisory Committee Members
 6. Approval of minutes for regular meeting on September 19th
 7. Monthly financial report
 8. Budget Amendment
 9. Superintendent Report
 - a. Community Meetings
 - b. Communication
 - c. Instructional Program Update
 - d. Grant Updates
 - e. School Finance Litigation
 10. Discussion and Consideration of November Board Meeting Date
 11. 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. 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.

Matt Underwood
Superintendent

Date

**State of Texas Assessments of Academic Readiness (STAAR™)
Questions and Answers (Q&As)
August 26, 2011**

[As policies are finalized, these Q&As will be updated. Please check frequently for updates.]

1. What is STAAR?

The State of Texas Assessments of Academic Readiness, or STAAR, will replace the Texas Assessment of Knowledge and Skills (TAKS) program beginning in spring 2012. The STAAR program at grades 3–8 will assess the same grades and subjects as are assessed on TAKS. For high school, general subject-area TAKS tests will be replaced with twelve STAAR end-of-course (EOC) assessments.

2. Why is there a new assessment program for Texas students?

The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, is developing a new assessment system in response to requirements set forth by the 80th and 81st Texas legislatures. This new system will focus on increasing postsecondary readiness of graduating high school students and helping to ensure that Texas students are competitive with other students both nationally and internationally.

3. In what grades, subjects, and courses will students be assessed under the new STAAR program?

At grades 3–8, students will be tested in mathematics and reading. Students will also be tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. STAAR EOC assessments will be available for Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

4. In general, how will the STAAR assessment program be different from the TAKS assessment program?

The most significant changes to the assessment program include

- increasing the rigor of both the assessments and the performance standards for all grades, subjects, and courses;
- changing high school assessments from grade-based to course-based assessments;
- establishing postsecondary-readiness performance standards for Algebra II and English III; and
- using empirical validation studies as part of the standard-setting process to ensure that performance standards are linked from grade to grade and are also linked to external evidence of postsecondary readiness.

5. What are the most significant differences between the STAAR assessments and the TAKS assessments?

- The rigor of items has been increased by assessing skills at a greater depth and level of cognitive complexity. In this way the tests will be better able to measure a greater range of student achievement and establish stronger links to postsecondary readiness.
- The total number of test items for the STAAR assessments has been increased for most grades, subjects, and courses.
- A four-hour time limit has been established for STAAR assessments, as opposed to TAKS, which was untimed.

- STAAR assessments in mathematics and reading will be linked from grade to grade as well as to postsecondary-readiness standards for the Algebra II and English III assessments.
- STAAR assessments have been designed to focus on “readiness” standards, which are defined as those Texas Essential Knowledge and Skills (TEKS) student expectations that are not only essential for success in the current grade or course but also important for preparedness in the next grade or course. By focusing on the student expectations that are most critical to assess, STAAR will better measure the academic performance of students as they progress from elementary to middle school to high school.
- STAAR EOC assessments will differ from the current TAKS high school assessments in that each STAAR EOC assessment will cover only the content from a particular course (e.g., Algebra I will assess only Algebra I content) rather than content from multiple courses (e.g., Algebra I and grade 8 mathematics were assessed on the TAKS grade 9 mathematics tests).
- STAAR writing assessments at grades 4 and 7 will be extended to two days.
- STAAR EOC assessments for English I, II, and III will be administered over two days, with the writing component on day one and the reading component on day two.
- The test designs for STAAR grades 4 and 7 writing and STAAR English I, II, and III will require students to write two essays addressing different purposes for writing rather than one longer personal essay, which TAKS required.
- In reading assessments for STAAR, greater emphasis will be given to critical analysis rather than literal understanding. The test designs for English I, II, and III will allow for the reading and writing components to be equated and scaled separately so that reading and writing scores can be reported separately. This means that a student will need to retake only the portion of the STAAR English I, II, or III assessment (reading or writing) that he or she did not pass.
- Most STAAR mathematics and science assessments will have an increased number of open-ended (griddable) items to allow students the opportunity to derive an answer independently without being influenced by the answer choices provided with the questions.
- STAAR grade 3 assessments will have separate answer documents instead of scorable test booklets.

6. How will student performance be described on STAAR?

There will be two cut scores, which will identify three performance categories. For the general STAAR assessments, STAAR Modified, and STAAR L, the labels for the performance categories are

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

For the STAAR Alternate assessments, the performance labels are

- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

7. What is the timeline for establishing student performance standards for the STAAR program?

The timeline for standard-setting activities will differ for STAAR 3–8 and STAAR EOC because of the timing of available assessment data and different legislative requirements. For STAAR EOC, operational assessment data are available from the spring 2011 administrations. Therefore,

performance standards will be set in February 2012, prior to the spring administrations. However, operational assessment data for STAAR 3–8 will not be available until after the spring 2012 administrations; for this reason performance standards will be set in October 2012.

Legislation requires a system of performance standards that are linked from grade to grade starting with postsecondary-readiness performance standards down through grade 3. Therefore, STAAR EOC performance standards must be established before standards for STAAR 3–8 can be set. Additionally, districts must be provided with test scores on STAAR EOC assessments so that they can be used as 15% of the students' final course grades for the 2011–2012 school year.

8. What are the Student Success Initiative (SSI) requirements for the 2011–2012 school year?

Because there will be no performance standards in place for grades 3–8 in the 2011–2012 school year, students cannot be held subject to SSI for that year. Therefore, there are no SSI requirements for the 2011–2012 school year.

9. Will there be SSI retest opportunities for grades 5 and 8 reading and mathematics in the 2011–2012 school year?

SSI retest opportunities will not be offered in May or June of 2012 because performance standards for STAAR 3–8 will not be set until October 2012. For the 2011–2012 school year, districts will make promotion/retention decisions based on the same academic information (e.g., the recommendation of the student's teacher and the student's grade in the subject) used to make these decisions in non-SSI grades. As stated in TEC §28.021(a), "a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level."

10. Which students will be required to take the STAAR EOC assessments?

Students first enrolled in grade 9 or below in the 2011–2012 school year will be required to take the STAAR EOC assessments for courses in which they're enrolled as part of their graduation requirements and will no longer take TAKS. Students enrolled in grade 10 or above in the 2011–2012 school year or who are repeating grade 9 in the 2011–2012 school year will graduate under TAKS requirements and do not have the option of taking STAAR assessments. These students will only take STAAR EOC assessments if their campus has been assigned to participate in the mandatory testing activities.

11. What are the testing requirements for students who repeat grade 9 in the 2011–2012 school year?

Repeating grade 9 students in the 2011–2012 school year have TAKS as their graduation requirement. These students will not take the TAKS grade 9 assessments, as these tests are no longer available. However, districts may choose to administer a released TAKS test or a locally developed test to students. Students are eligible to take the TAKS grade 10 assessments as soon as they are reclassified as 10th graders.

12. What are the testing requirements for students in grades 3–8 who are also enrolled in a high school course with a STAAR EOC assessment?

Students in grades 3–8 who are also enrolled in a high school course will take that STAAR EOC assessment as required for graduation. Local district policies will determine whether these students are required to take the corresponding STAAR grade-level assessment; however, they must take all other STAAR grade-level assessments. For example, a grade 8 student enrolled in Algebra I will take STAAR grade 8 reading, science, and social studies as well as STAAR Algebra I. Local

school district policy will determine whether this grade 8 student will also take the STAAR grade 8 mathematics assessment.

Students in grades 5 and 8 may not be denied promotion based on unsatisfactory performance on STAAR EOC assessments.

Note that this information reflects the language in House Bill 2135, which was passed by the 82nd Legislature, and is different from what was indicated in the April 22, 2011, district communication regarding the implementation of STAAR. Districts should keep in mind that decisions have not yet been made about how test scores for these students will be used in state or federal accountability.

13. What are the testing requirements for students in grades 3–8 who are receiving instruction in subjects above their enrolled grade?

These students will be required to take the STAAR assessment for the subject in which they are receiving instruction if the content covers the entire curriculum for that subject. For example, a student in grade 5 who is receiving instruction in grade 6 mathematics would take STAAR grade 5 reading and science but grade 6 mathematics if the advanced subject matter he or she is being taught covers all the TEKS required for grade 6 mathematics.

Students in grades 5 and 8 may not be denied promotion based on unsatisfactory performance on STAAR assessments above their enrolled grade level.

Districts should keep in mind that decisions have not yet been made about how test scores for these students will be used in state or federal accountability.

14. How are the STAAR EOC assessments related to course grades?

The score a student receives on a STAAR EOC assessment is required to count for 15% of the student's final grade in the course. Since grading policies are determined locally and TEA lacks statutory authority in this area, districts should establish local policies to implement this statutory requirement. For the STAAR English I, II, and III assessments, which have a separate reading and writing component, districts have discretion over how the scores from each component are used to calculate the 15% grading requirement. TEA is not planning to provide a method by which scale scores can be converted into grading systems because of wide variations in grading policy from district to district.

There is no corresponding requirement for students taking a modified or alternate assessment, so districts are not required to count STAAR Modified or STAAR Alternate EOC assessment scores as 15% of a student's final course grade.

15. If a student has a passing grade in a course before the EOC score is calculated but a failing grade once the EOC score is included, can the student still be given credit for the course?

No. TAC §74.26(c), regarding credit for high school graduation, stipulates that "credit for courses for high school graduation may be earned only if the student received a grade which is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course." A student whose final grade for a course is less than the equivalent of a 70 on a scale of 100 may not be given credit for that course, since by law the grade must include the student's score on the EOC assessment. Districts retain the same options that have always been available: (a) to use summer school or other remediation for purposes of allowing the student to reach a passing grade for the course or (b) to take the EOC assessment in subsequent administrations to increase that portion of the final grade.

16. How are the STAAR EOC assessments related to graduation requirements?

Depending on their graduation program, students will be required to meet the passing standard, Level II: Satisfactory Academic Performance (or at least achieve a predetermined minimum score), on eight to twelve STAAR EOC assessments. In order to graduate, a student must achieve a cumulative score that is at least equal to the product of the number of EOC assessments taken in that content area and a scale score that indicates satisfactory performance (Level II). For example, if the scale score range is 0–1000 and the passing standard, or satisfactory performance, is 700, a student would need to achieve a cumulative score of 2100 (3 assessments × 700 = 2100) in each of the four foundation content areas. A student must achieve a minimum score on an EOC assessment for the score to count toward his or her cumulative score. A student's cumulative score is determined using his or her highest score on each EOC assessment within a content area.

Cumulative score requirements do not apply to students taking STAAR Modified or STAAR Alternate, as there are no cumulative score requirements planned for these programs.

17. What are the STAAR EOC assessment requirements for the different graduation programs?

Students graduating under the Minimum High School Program (MHSP) must take STAAR EOC assessments for all courses in which they are enrolled and for which there is a STAAR EOC assessment available and meet a cumulative score requirement in each of the four foundation content areas. It is possible that some students graduating on the minimum plan will need to perform satisfactorily on as few as eight EOC assessments.

Students graduating under the Recommended High School Program (RHSP) must take all twelve STAAR EOC assessments (Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history) and meet the cumulative score requirement in each of the four foundation content areas. Additionally, these students must achieve Level II: Satisfactory Academic Performance on the Algebra II and English III assessments in order to receive a diploma under the RHSP.

Students graduating under the Distinguished Achievement Program (DAP) must take all twelve EOC assessments and meet the cumulative score requirement in each of the four foundation content areas. In addition, these students must meet Level III: Advanced Academic Performance, the postsecondary-readiness performance standard, on the Algebra II and English III assessments in order to receive a diploma under the DAP.

18. If a student is in the MHSP and takes a course that is not part of the MHSP requirements (e.g., chemistry), does the student have to take the STAAR EOC assessment for this course?

If a student on the MHSP is enrolled in a course that is not specifically required on the MHSP (refer to TAC §74) and there is a STAAR EOC assessment for that course, the student must take the assessment, and the score a student receives must count for 15% of the student's final course grade. However, the student has the option of using the score in his or her cumulative score.

19. What are the STAAR graduation requirements for students who complete a high school course prior to spring 2012, the first high-stakes administration of STAAR EOC assessments?

A student who has STAAR as his or her graduation requirement and who has completed a high school course prior to spring 2012 (e.g., a grade 8 student who completed Algebra I during the 2010–2011 school year or a freshman who will complete English I in the first semester of the 2011–2012 school year) is not required to take that specific STAAR EOC assessment to fulfill his

or her graduation requirement. As a result, the student's cumulative score will be based on fewer assessments. However, the student could choose to take the assessment beginning in spring 2012 and has the option of using the score in his or her cumulative score. Scores on EOC assessments taken prior to spring 2012 will not count towards a student's cumulative score.

20. What are the STAAR graduation requirements for students who earn course credit by examination?

Students may use credit by examination to fulfill their course requirements; however, they are still required to take STAAR EOC assessments to fulfill their testing requirements.

21. What types of substitute assessments can students use to fulfill their STAAR EOC assessment requirements?

TEA will be conducting studies to examine the test results of students who take both the STAAR EOC assessments and other assessments (e.g., AP, IB, and SAT subject tests) to determine if these assessments are at least as rigorous as the STAAR EOC assessments and may be used to meet the cumulative score requirement. If the research supports the validity of substitute assessments, a substitution policy may be implemented as early as the 2013–2014 school year.

22. How many testing opportunities will students have for the STAAR EOC assessments?

All twelve STAAR EOC assessments will be administered at the end of the first semester, at the end of the second semester, and in the summer, giving students three testing opportunities each year. Note that there will not be an administration at the end of the first semester in the 2011–2012 school year as the state makes the transition from TAKS to STAAR.

23. How will the STAAR Modified assessments differ from TAKS–Modified (TAKS–M)?

As with TAKS–M, the new STAAR Modified assessments for grades 3–8 and for EOC will reflect the same content as the general assessments (i.e., STAAR). The STAAR Modified assessments will retain several features of the TAKS–M assessments; however, STAAR Modified will reflect the same increased rigor and focus of the general assessments. The tests will differ from the TAKS–M assessments in the following ways:

- New performance standards will be set for STAAR Modified using available empirical data to link performance across specific grades within a subject and across courses. Additional empirical data will be collected and analyzed to provide information for the standards review process in future years.
- The STAAR Modified EOC assessments will differ from the TAKS–M high school assessments in that each STAAR Modified EOC assessment will cover only the content from a particular course (e.g., Algebra I will assess only Algebra I content) rather than content from multiple courses (e.g., Algebra I and grade 8 mathematics were assessed on the grade 9 TAKS–M mathematics tests).
- The number of items on the STAAR Modified assessments will increase from the number of items on the TAKS–M tests. The number of items on the STAAR Modified assessments has been determined by decreasing the number of STAAR Modified blueprint items proportionally from the number of items on the STAAR blueprints—by approximately 20%—for each reporting category.
- Field-test items will be embedded in the modified assessments rather than administered as stand-alone field tests every three years.
- Students will be required to respond to writing tasks focused on different purposes for writing. These purposes include personal narrative, literary, expository, persuasive, and analytical writing.

24. For which courses will STAAR Modified EOC assessments be available?

STAAR Modified assessments will be developed for nine of the twelve EOC assessments: Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S. history. STAAR Modified assessments will not be developed for Algebra II, chemistry, or physics, as these courses are not required on the Minimum High School Program, the graduation program for students who take STAAR Modified assessments.

25. When will students start taking STAAR Modified?

The first administration of the STAAR Modified assessments will be in spring 2012. STAAR Modified EOC assessments will be administered two times per year (fall and spring) as they become operational. All nine STAAR Modified EOC assessments will be operational in the 2014–2015 school year.

The STAAR Modified implementation plan is described in the table below. Students will not receive scores for the spring 2012 stand-alone field tests in geometry and English II. However, the decision about what types of scores will be reported for the other assessments administered in spring 2012 has not yet been finalized.

STAAR Modified Implementation Plan

	Spring 2012	Spring 2013	Spring 2014	Spring 2015
Grades 3–8	spring administration	operational	operational	operational
Algebra I	spring administration	operational	operational	operational
Geometry	stand-alone field test	operational	operational	operational
Biology	spring administration	operational	operational	operational
English I	spring administration	operational	operational	operational
English II	stand-alone field test	operational	operational	operational
English III	no assessment available	no assessment available	spring administration	operational
World Geography	spring administration	operational	operational	operational
World History	no assessment available	spring administration	operational	operational
U.S. History	no assessment available	no assessment available	spring administration	operational

26. Can a student take a combination of STAAR and STAAR Modified assessments?

Yes. A student can take any combination of STAAR and STAAR Modified assessments with the exception of the two components of the STAAR English I, II, and III assessments. If a student takes the writing component of the STAAR Modified English I assessment, he or she must also take the reading component of the STAAR Modified English I assessment.

27. How will STAAR Alternate assessments differ from TAKS–Alternate (TAKS–Alt)?

The STAAR Alternate assessments will be similar in design to the TAKS–Alt assessments. Students will continue to perform assessment tasks linked to the grade-level TEKS. However, STAAR Alternate will incorporate a vertical alignment in the program’s assessment tasks that will allow scores to be compared across different grades for the same subject and language version. The high school assessments will change from grade-level assessments to course-based assessments. STAAR Alternate assessments will reflect the same increased rigor and focus of the general and modified assessments. STAAR Alternate high school assessments will be developed for Algebra I, geometry, biology, English I, English II, English III, world geography, world history, and U.S. history.

28. When will STAAR Alternate be implemented?

STAAR Alternate assessments will be implemented in the 2011–2012 school year. STAAR Alternate will replace TAKS–Alt assessments at all grades and subjects.

29. Will the dyslexia bundled accommodations continue to be offered to eligible students taking the STAAR reading assessments?

Two of the three bundled accommodations will be available for students with dyslexia and other reading disabilities on the STAAR reading assessments in grades 3 through high school—the oral reading of item stems/answer options only and extended testing time, if needed. These accommodations do not need to be offered as a bundle; the needs of the student should be considered when determining which accommodations to use. A proper-nouns list like the one used in the TAKS assessments will no longer be provided.

30. Will versions of STAAR be developed for English language learners (ELLs)?

As with TAKS, Spanish versions of STAAR will be available for eligible ELLs in grades 3–5 in each grade and subject assessed by the English versions. Additionally, linguistically accommodated versions of STAAR called STAAR L will be available for eligible ELLs in grades 3–8 and high school. ELLs not eligible to take the Spanish or STAAR L versions will take the general STAAR tests in English but may be eligible to receive certain limited linguistic accommodations. Both Spanish STAAR and STAAR L are designed to be comparable to STAAR in content, rigor, and academic achievement standards. Following implementation of the STAAR program, the Texas English Language Proficiency Assessment System (TELPAS) will be reviewed and adjusted as needed to maintain an appropriate relationship between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR.

31. Will ELL test participation criteria change for the STAAR program?

Yes. Revisions to ELL test participation criteria will be made through the commissioner of education rulemaking process and posted on the Texas Education Agency website in fall 2011.

32. What will STAAR L be like?

STAAR L will be composed of STAAR test forms in English that have built-in computer-based linguistic accommodations designed for ELLs who are eligible for a significant degree of linguistic accommodation. Two types of accommodations will be built into the STAAR L interface—clarification of unfamiliar English and reading aloud of text. As the students take the tests, they will be able to click on text to obtain English clarification of words and language structures that are likely to be unfamiliar to them. The read-aloud interface functionality will enable students to hear text read aloud. The linguistic accommodation interface will be implemented beginning in spring 2013. Until then, STAAR L tests will be administered in paper mode only, and the clarification and read-aloud accommodations will be provided by the test administrator.

Beginning in 2013, these accommodations will be delivered online, and STAAR L will be administered as an online testing program.

33. Will STAAR L be available for all grades, subjects, and courses?

L versions of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies will be developed. STAAR L reading, writing, and English I–III assessments will not be developed. Like all Texas students, ELLs in grade 6 and above will be given access to dictionaries when taking STAAR reading, writing, and English I–III tests. ELLs in grades 3–5 may be eligible to use dictionaries as a linguistic accommodation when taking reading and writing tests. STAAR L versions will be administered on the same schedule as STAAR assessments.

34. Will Spanish or STAAR L versions of STAAR Modified be developed?

No. The small number of ELLs with disabilities who meet STAAR Modified participation criteria will take the STAAR Modified test forms in English but may qualify for allowable linguistic accommodations.

35. When will more information about allowable linguistic accommodations for the STAAR program be available?

More information will be available in fall 2011 on the TEA Student Assessment website.

36. For which assessments will make-up testing be available?

For the STAAR program, make-up testing opportunities for students who are absent will be available for all grades, subjects, and courses. Make-up testing opportunities will also be available for all administrations, including the summer administrations.

37. Will STAAR administrations be available online?

The STAAR grades 3–8 administrations will be available only in paper format. Paper and online administrations will be available for STAAR EOC assessments.

STAAR L and STAAR Modified will be administered on paper only in 2012. STAAR L will become an online testing program in 2013. Online administration plans for STAAR Modified for 2013 and beyond have not yet been finalized.

38. Will there be a time limit for tests in the STAAR program?

All tests in the STAAR program will have a four-hour time limit. The test will start when students are directed to turn to the first question. TEA will review the four-hour time limit after the first STAAR administration in spring 2012 to determine if the policy needs to be reconsidered or adjusted for specific grades, subjects, or courses.

Accommodations for extra time or an extra day will be available for students who meet eligibility criteria for their use.

39. Can districts offer multiple test sessions in the same day?

Districts may administer multiple test sessions in the same day. If necessary, they may decide on early start times or extending testing beyond the typical school day, particularly at the high school level.

40. What happens to students who arrive late or after testing has begun?

All students must be given the maximum of four hours to complete the tests. Districts will need to determine if the student can test on that day or on a make-up day.

41. Are breaks allowed during STAAR assessments?

Breaks are allowed during STAAR assessments; however the following breaks must be included in the four-hour time limit.

- Breaks for water or snacks
- Bathroom breaks
- Breaks for physical activity (e.g., standing up and stretching)
- Routine medical breaks (e.g., to take medicine)

Breaks for lunch are not included in the four-hour time limit; however it is recommended that lunch be scheduled outside of the testing time.

42. Are there any released tests available for STAAR?

In fall 2011, selected test questions from all grades, subjects, and courses will be released. The first full release of spring test forms of STAAR will occur in summer 2014.

43. How will reporting change when STAAR is implemented?

The implementation of STAAR will bring some key changes to the way information is reported.

For TAKS all reports were provided in hard-copy format with the option to receive online reports for a fee. With the new STAAR program, all reports will be provided online. One copy of each of the Confidential Student Reports (CSRs) and labels will be provided in hard-copy format.

Because standards for STAAR EOC will not be set until February 2012, current EOC reports provide raw scores only. With the implementation of STAAR EOC assessments, results for students for the spring administrations will be delivered online shortly after the May test administration is complete, followed by the delivery of results on paper. For specific reporting dates, please refer to the 2011–2012 testing calendar, which is posted on the Student Assessment website at <http://www.tea.state.tx.us/student.assessment/calendars/>.

Alternate methods of reporting assessment results will be used with STAAR, which will provide opportunities to examine data in a variety of ways. Online tools for students, teachers, and campus and district personnel will provide the ability to track progress toward graduation, compare results across years and groups, and look at growth patterns for various groups of students.

44. How will the student and teacher data portals and the Texas Assessment Management System, delivered through PearsonAccess, be used with STAAR?

As with TAKS, there will be no charge for students, parents, or school districts to use the data portals of the Assessment Management System.

The student portal will continue to be used with STAAR, and beginning in 2012, students will be able to see their past TAKS and TELPAS results along with their STAAR results. Students first entering grade 9 and below in 2011–2012 will graduate under the STAAR graduation requirements. Students will be able to track their progress toward graduation within the student portal. Student results will continue to be available in the student portal at the same time that school districts receive their results online.

The teacher portal will continue to provide results at the class level for teachers. Districts will be able to upload information to create class groups and the assessment results for those students. This can be done at any time of the year so that teachers can see the past results of their current students. In addition, classroom linking information will be received from districts in the summer of

each year. This information, the list of teachers, the classes they taught, and the students that were in those classes, will be provided to the assessment contractor, allowing class groups to be created to show the previous year assessment results.

Beginning in the 2011–2012 school year, districts will also have access to an analytic reporting tool in the Assessment Management System. Analytic reporting will allow users to analyze results in order to compare current and historical data. They can perform comparisons of campuses to campuses, campuses to districts, districts to districts, and districts to the state. Campus and district personnel will also be able to organize the data to examine different demographic and program information groups, enabling easy access to cross-section analysis of the assessment data.

45. Where can I go to find more information about the STAAR program?

For more information about the STAAR program, visit the TEA Student Assessment website at <http://www.tea.state.tx.us/student.assessment/staar>.

STAAR Program

Starting Points

Revised August 31, 2011

Revisions to the STAAR Program Starting Points

On August 26, 2011, TEA released a STAAR Questions and Answers (Q&A) document, available at http://txetests.com/FAQS/STAAR_8_26_11.pdf. The Q&A addresses inclusion of the EOC assessment score as 15 percent of the final course grade and indicates that districts must base the decision of whether to award course credit on the final course grade that includes the EOC assessment score. See Questions 14 and 15 in the August 26 document.

This guidance from TEA affects the policy choices that TASB Policy Service offered in the March 2011 *STAAR Program Starting Points*. Specifically, the guidance eliminates two of the options offered in the *Starting Points*—Options 1 and 2 at CREDIT, which base the award of credit in some instances on the course grade before the EOC assessment score is added in as 15 percent of the final course grade. As a result of this guidance, the options originally offered in this *Starting Points* at CREDIT and RETAKES have been revised.

This *Starting Points* document is provided to Policy Service subscribers for educational purposes only, to inform your understanding of the topic and assist you in your local policy development. It contains information to facilitate a general understanding of the law, but it is not an exhaustive treatment of the law on this subject nor is it intended to substitute for the advice of an attorney. **It is important for you to consult with your own attorneys in order to apply these legal principles and make local policy choices.**

A NEW SYSTEM OF STATE ASSESSMENTS

Beginning in the 2011–12 school year, the Texas Education Agency (TEA) will implement the State of Texas Assessments of Academic Readiness (STAAR) program, which includes new assessments in grades 3 through 8 and development of twelve end-of-course (EOC) assessments for students in grades 9 through 12. STAAR phases out the Texas Assessment of Knowledge and Skills (TAKS) program, in place since 2003. Students enrolled for the first time in grade 9 in the 2011–12 school year must perform successfully on the EOC assessments to graduate. To graduate on the Recommended or Advanced/Distinguished Achievement Programs, students must also meet performance targets on certain assessments. As a result of this new testing framework, TASB Policy Service has reviewed policies concerning grading and class rank, along with a range of other issues associated with the implementation of EOC assessments.

WHAT IS STAAR?

STAAR differs significantly from the current TAKS program in the following ways:

- STAAR assessments evaluate content and skills from the Texas Essential Knowledge and Skills at greater depth and a higher level of cognitive complexity.
- STAAR assessments emphasize readiness in terms of subsequent grades or courses, and ultimately, college and career readiness.

- EOC assessments constitute a new form of exit-level testing. To graduate, students must achieve a cumulative score at least equal to the product of the passing standard times the number of EOC assessments in each foundation area (English language arts, mathematics, science, and social studies). In general, students on the Recommended or the Advanced/Distinguished Achievement Programs are required to take all twelve EOC assessments. Students on the Minimum Program will usually take fewer EOC assessments.

For a complete overview of the STAAR program, see Section I of TEA's *Transition Plan for House Bill 3* at <http://www.tea.state.tx.us/student.assessment/hb3plan> and the STAAR Questions and Answers document (August 26, 2011, version) at http://txetests.com/FAQS/STAAR_8_26_11.pdf.

POLICY IMPACT

Implementation of the STAAR program will have an impact on three board policies: EIA(LOCAL), EIC(LOCAL), and EIE(LOCAL). Policy Service has provided sample EIA policy text below concerning grading. Policy Service has also provided a sample resolution districts may use to address Student Success Initiative (SSI) promotion requirements at EIE.

Two key EOC assessment concepts have significant policy implications for districts in the areas of course credit, grading, and class rank:

- First, districts are required to have local board policy stating that an EOC assessment score counts as 15 percent of the final course grade.
- Second, a student is permitted to retake an EOC assessment for any reason at any of the scheduled testing administrations, with the district determining whether to count the retake score as 15 percent of the final course grade.

Policy Service has developed this *Starting Points* worksheet to provide general information to districts on STAAR and to help districts explore options and formulate policy regarding how and whether retake scores will be used to calculate the student's final course grade.

The worksheet provides policy text on several topics based on TEA guidance and information Policy Service has gathered. Some districts may determine that locally developed text is better suited for their needs. For this reason, the worksheet offers the option for the district to include locally developed text, as appropriate.

Policy Service recommends that the district's decisions on how to use EOC assessment scores be addressed at EIA(LOCAL), which includes board policy related to the district's guidelines for grading. Procedural details regarding implementation of the district's policy decisions should be included in the district's grading guidelines.

Note for districts that serve only kindergarten through grade 6 or 8: Districts that only serve students in kindergarten through grade 6 will only need to review the last section of the worksheet, which includes a sample resolution on EIE(LOCAL), and need not submit anything to Policy Service. Districts that serve students in kindergarten through grade 8 will need to complete all sections of the worksheet.

WORKSHEET INSTRUCTIONS

Please do not adopt this worksheet or this text at the present time. Once Policy Service receives the completed worksheet, we will incorporate the selected provisions into EIA(LOCAL)and prepare a draft, which will be sent to you and **should then be taken to the board for adoption.**

1. Please make certain you have completed the contact information section.
2. In the worksheet's left-hand column, type an "X" beside every statement that applies for each block of policy text.
3. In the right-hand column, you can alter the default policy text or paste locally crafted policy text where appropriate. Word's "Track Changes" feature will annotate all of your edits.
4. If you need help with Track Changes (to turn off the "balloons," for instance) Ctrl+click the following links for instructions in [Word 2007](#) and [Word 2003](#).
5. **Before** the board has adopted any policy changes, **e-mail** the completed worksheet to your policy consultant or Policy.Service@TASB.org with the words "STAAR Worksheet" in the subject line. Your policy consultant will prepare a draft of EIA(LOCAL) for you and your board to review and adopt.
6. Make plans to communicate the new policy choices to your staff and students and to adjust handbooks or develop administrative regulations or procedures, as needed, to align with this new policy.
7. Be sure to notify us of adoption at pol-support@tasb.org so we can update the district's *Policy On Line* manual and our records.

Call your policy consultant at 800-580-7529 or 512-467-0222 if you have any questions.

© 2011 by TASB, Inc. All Rights Reserved.

For in-district use by subscribers to TASB Policy Service only. Further duplication or distribution of this material, in whole or in part, is prohibited without written permission of TASB Policy Service.

Contact Information

District:

County-district number:

Your name:

Your e-mail address:

Your telephone number:

CREDIT—EIA(LOCAL)

BACKGROUND

A district must count an EOC assessment score as 15 percent of a student’s final course grade. The TEA STAAR Questions and Answers document (August 26, 2011, version) indicates that the award of credit must be made using the final course grade that includes the EOC assessment score. Therefore, a student who has a passing grade in a course before the EOC assessment score is calculated, but a failing grade in the course after the EOC assessment score is calculated in as 15 percent of the final grade, may not be given credit for the course. Districts will need to consider options to allow the student to gain credit for the course, which could include summer school or other remediation or retaking the EOC assessment. See RETAKES, below.

Districts will also need to determine how the assessment score will be calculated to count for 15 percent of the final grade. See GRADING, below. As indicated in the August 26, 2011, Q&A, TEA is not planning to provide a conversion table to convert the scale EOC assessment scores to percentage scores that can be used to calculate the final course grade. Therefore, each school district has local discretion to create its own conversion chart for this purpose.

For the reasons above, Policy Service recommends the adjacent text for inclusion in your policy.

END-OF-COURSE ASSESSMENTS

When required by state law, a student’s score on the initial end-of-course (EOC) assessment shall count for 15 percent of the student’s final grade for the course as reported on the student’s transcript.

RETAKES—EIA(LOCAL)

BACKGROUND

As mentioned above, a student may retake an EOC assessment for any reason at any scheduled test administration. In accordance with law, a district cannot prohibit a student from retaking an EOC assessment, but the law gives districts the option of whether to count retake scores in the calculation of the final course grade.

Students may want to retake an EOC assessment for a variety of reasons.

- Students who are trying to achieve the necessary scores for graduation may take an EOC assessment multiple times and several years after taking the course.
- Students may wish to retake assessments to raise their final course grades for purposes of college admission, scholarships, or other honors.
- Students who are struggling to earn course credit could retake an EOC assessment multiple times, depending on the district's policy on whether retake scores are calculated into the final course grade.

A decision to include retake scores in the final course grade could require the district to recalculate and change a student's transcript multiple times. Districts considering this approach should consider the staff time required for these activities.

OPTIONS

Based on these factors and the information on district practice that Policy Service has gathered, this worksheet provides text for two policy options in regard to retake scores. If the district develops its own text, insert it at **Option 3**.

Option 1 provides that the district will include retake scores as 15 percent of the final course grade only to allow a student who does not have a passing grade in the course to gain credit for the course. Subsequent retakes will not be included in the final course grade. Districts that choose to include retake scores in the final course grade calculation to give students with failing grades an opportunity to earn credit should address several related issues in their grading guidelines, such as:

1. The number of times a district will accept a student's retake score for the purpose of earning course credit. For example, a district could choose to include only an initial retake in the final course grade.
2. The time frame within which retakes will be accepted for the purpose of earning course credit. For example, a district could choose to include in the final course grade only a retake taken during the summer after completion of the course.
3. The use of scores when a student takes the assessment multiple times. For example, a district could choose to use the highest retake score rather than an average of the retake scores.

Please note: In accordance with law, a district cannot prohibit a student from retaking an EOC assessment. A district can only decide how the district will use the retake score for credit decisions.

In **Option 2**, retake scores will never count in the final course grade calculation. If a district chooses this option, the district will need to consider other methods of recovery for a student who does not have a passing grade in the course to earn course credit.

Other Options: Some districts may wish to reflect retake scores in the final course grade even if a student has credit for the course. Because of the administrative time and possible confusion involved in recalculating final grades and adjusting transcripts, Policy Service has not included this option in the worksheet. A district that wishes to follow this approach should add its locally developed policy text at **Option 3**.

Type an X in the blank to choose the option appropriate for your district.

- _____ The district selects option 1.
- _____ The district selects option 2.
- _____ The district selects option 3. The district has developed its own text. (*Type your text beneath "RETAKES—OPTION 3" at right.*)

RETAKES—OPTION 1

If a student retakes an EOC assessment, the District will include the retake score as 15 percent of the final course grade only if the retake score allows a student to gain credit for the course. After a student earns credit for the course, subsequent retakes will not be included in the calculation of the final course grade.

RETAKES—OPTION 2

If a student retakes an EOC assessment, the District will not include the retake score in the final grade calculation for the course.

RETAKES—OPTION 3

SPECIAL EDUCATION—EIA(LOCAL)

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student’s ARD committee will determine whether the general EOC assessment is an accurate measure of the student’s achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments in the STAAR program. If a student takes a STAAR Modified or Alternate assessment, the student’s ARD committee will determine whether the score on the EOC assessment will count as 15 percent of the student’s final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation. TEA recommends that the cumulative score be reported only for students who take one or more general EOC assessments, not for the alternative assessments.

For the reasons above, the adjacent text will be included in the policy draft that will be sent to you for board adoption.

SPECIAL EDUCATION

A student’s ARD committee shall determine the type of assessment to be administered and how the score on an EOC assessment shall be used for final course grades, credit decisions, and graduation requirements.

GRADING—EIA(LOCAL)

A district’s specific rules for calculating the final course grade with the EOC assessment score should be included in the district or campus grading guidelines rather than in local board policy. Districts that choose to include EOC assessment scores in individual semester grades will need to specify how and when semester grades will be calculated to include the EOC assessment score.* Districts have discretion in this area as long as the EOC assessment score totals 15 percent of the final course grade. Whatever the formula, consider whether it will work within the context of your grading software. The district might also consider including the calculation method on student report cards.

* UIL eligibility is only affected if an EOC assessment score directly affects the preceding six-week or nine-week grade. Most methods of calculating EOC assessment scores in course grades do not affect six-week or nine-week grades, only semester or yearly grades. If you have questions concerning UIL eligibility, please contact the UIL.

Type an X in the blank to choose whether or not to use the text shown at right.

- Yes, the district will use this text.
- The district will use this text, but with the amendments shown at right. (*Type your changes into the text shown at right.*)

GRADING

Calculation of grades with EOC assessment scores shall be in accordance with the District’s grading guidelines.

CLASS RANK—EIC(LOCAL)

The material on class rank has been removed from the *Starting Points* as TASB Policy and Legal Services seek further information from TEA and evaluate the effect of TEA's August 26, 2011, guidance on the practice most districts currently follow of calculating class rank on semester grades. Additional information and recommendations will be issued at a future date.

SAMPLE RESOLUTION—EIE(LOCAL)

Another policy affected by the STAAR program is EIE(LOCAL), addressing retention and promotion. In addition to articulating district standards for mastery and promotion, most districts' EIE(LOCAL) policies restate the grade advancement testing provisions requiring students in grades 5 and 8 to meet the passing standard on applicable state-mandated assessment instruments to be promoted to the next grade.

TEA's Transition Plan and the STAAR Questions and Answers document (August 26, 2011, version) explain that performance standards for grades 3 through 8 will not be established until fall 2012, which is several months after students have taken the first round of assessments in spring 2012. Because of this timeline, the Student Success Initiative (SSI) promotion requirements will not include use of the STAAR results in the 2011–12 school year only. The law continues to require the use of other academic information in promotion decisions, such as teacher recommendations and student grades.

To suspend the local policy provision requiring students to pass the grade 5 and 8 assessments, Policy Service suggests that the board consider adopting a resolution to this effect for the 2011–12 school year. Otherwise, a district would need to revise board policy twice—once to remove the provision and a second time to add back the requirement before the 2012–13 school year. A sample resolution has been included with this worksheet for your consideration.

Since districts should provide appropriate notice of all promotion standards to parents and students, the district should be sure to publish any changes to its 2011–12 grade advancement standards in a readily accessible location, such as the district's Web site and the student handbook. Districts should also make information available to students and parents explaining the factors that will trigger formation of a grade placement committee for a student. The TEA Transition Plan explains that more information about SSI procedures in the absence of passing standards will be included in the 2011–12 Grade Placement Committee Manual.

HB 2135 from the 82nd Legislative Session clarifies that an 8th grade student who takes a high school course with an EOC assessment is not required to also take the grade 8 STAAR examination. If a district requires these students to take both assessments, the district should include this choice in its grading guidelines and will need to communicate this information to students and parents. TEA's STAAR Questions and Answers document (August 26, 2011, version) indicates that TEA is still making decisions about how test scores for these students will be used for accountability. Districts may want to wait for TEA guidance before making decisions on this issue.

If the district requires satisfactory performance on a state-mandated assessment for non-SSI grades and/or subjects as a local promotion standard, be sure to adjust the resolution text to identify those grades and subjects for which the state-mandated assessment is considered and also suspend the requirement for those grades and subjects for the 2011–12 school year.

**RESOLUTION OF THE BOARD TO SUSPEND PORTIONS OF EIE(LOCAL)
FOR THE 2011–12 SCHOOL YEAR ONLY**

WHEREAS, Title 19, Chapter 101 of the Texas Administrative Code and section 28.0211(a) of the Texas Education Code require students in grades 5 and 8 to meet the passing standards on the applicable state-mandated assessment instruments for those grade levels to be promoted to the next grade.

WHEREAS, the _____SD EIE(LOCAL) policy requires students in grades 5 and 8 to satisfy the above stated promotion standards in addition to local standards of promotion to be promoted to the next grade.

WHEREAS, state passing standards for the STAAR grade 5 and 8 examinations will not be established for the 2011–12 school year but only raw score data will be available.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of _____SD shall suspend for the 2011–12 school year only the portions of EIE(LOCAL) that require students in grades 5 and 8 to meet the passing standards on the applicable state-mandated assessment instruments for those grade levels to be promoted to the next grade.

Adopted this ____ day of _____, _____, by the Board of Trustees.

President

Secretary

Currently, our SHAC consists of

Admin Liason - Paul Thailing
Nurse - Regina Carmichael
Community member - Jeanne Oliver
Community member - Karen Karr
Food Services - Julie Blaylock
Faculty (ES) Averil Burpee
Faculty (ES) Sherry Durham
Faculty (MS) Melinda Falk
Faculty (HS) Laura Stehn
Parent (ES-MS) Wendy Reed
Parent (MS) Connie Michaels
Parent (MS-HS) Diana Wallace
Parent (HS) Conni Waddle
Parent (MS) Heather Owens

We need to find two students from HS

Regina Carmichael, RN

Minutes of Regular Meeting

The Board of Trustees

Lago Vista ISD

A Regular Meeting of the Board of Trustees of Lago Vista ISD was held Monday, September 19, 2011, beginning at 6:00 PM in the Board Room in Viking Hall, 8039 Bar-K Ranch Road, Lago Vista, Texas 78645.

Members Present:

Laura Vincent, President
Mark Abbott
David Baker
Tom Rugel
David Scott

Members Absent:

Jerrell Roque, Vice President

Also Present:

Matt Underwood, Superintendent
Henri Gearing, Asst. Superintendent & Director of Finance

1. *Invocation*

Laura Vincent called the meeting to order at 6:00 pm and led the Pledge of Allegiance and the Pledge to the Texas flag.

2. *Public Comments*

No citizens signed up to speak.

3. *Certification of Unopposed Candidates for Board of Trustee Special Election*

Mr. Underwood explained that this is legal requirement when no opposing candidate signs up to run. Because we have a bond election on the ballot as well, we cannot **cancel** the entire election, but we can cancel the Special Board election. We do however have to leave the name on the ballot with the following statement

“The following unopposed candidate is declared elected”

David Scott moved to approve the Certification of Unopposed Candidate

4. *Cancellation of Board of Trustee Special Election*

David Scott moved to approve the Cancellation of Special Trustee Election

5. *Approval of District's 457 Plan*

Mrs. Gearing explained the use of a 457 plan for the district

6. *Waiver of Class Size for Kindergarten*
Mr. Underwood stated this is something he does not like to do but it was necessary due to unexpected growth
Mr. Scott moved to approve the waiver for class size for Kindergarten
Mark Abbott seconds
Motion carries 4-0

7. *Approval of minutes for regular meeting on August 15th and special meeting on August 29th*
Mr. Abbott motions to approve minutes as presented
Tom Rugel seconds
Motion carries 4-0

8. *Monthly financial report*
Mrs. Gearing went over monthly financials. Stated in response to a question that the estimated total rev is about \$17mil; total exp ~16.8mil (include extra Chap 41); were going to add about \$621,000 to fund balance; will put us at about \$4.9mil which is about 4 months operating rev.
David Scott moved to approve financials
Tom Rugel seconded
Motion carries 4-0

9. *Superintendent Report*
 - a. *Bond Information* – handed out bond information flyer; OBR put together a fact sheet with FAQ's; highlighted info about 65+over citizens; voting locations and dates
 - b. *Grant Opportunity* –FEMA grant for an auxiliary gym, due to recent fire situation
 - c. *TASA/TASB Convention* – Mr. Underwood encouraged members to attend although he would be in mandatory financial officer training that is required each year.

10. *Adjourn*
There being no more business Mrs. Vincent adjourned the meeting at 6:29pm

Board President

BANK STATEMENTS/INVESTMENTS

	12-Nov	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General		\$ 188,426.74											
Cap Proj		\$ 19,281.96											
CD's SSB		\$ 3,000,000.00											
Lonestar M & O		\$ 3,369,170.86											
Lonestar I&S		\$ 610,062.85											
Lonestar Constr		\$ 200,975.60											
TOTAL		\$ 7,387,918.01											
Difference		\$ 939,301.61											
INTEREST EARNED													
General		\$ 13.13											
CD'Ss SSB													
Lonestar M & O		\$ 420.07											
Lonestar I&S		\$ 96.37											
Lonestar Constr		\$ 31.94											
TOTAL INTEREST		\$ 561.51											
Cumulative													

09-10	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 51,062.82	\$ 51,988.34	\$ 49,752.85	\$ 49,767.76	\$ 75,933.14	\$ 49,785.06	\$ 49,751.51	\$ 49,741.08	\$ 49,736.94	\$ 49,800.04	\$ 49,842.82	\$ 49,850.65
Gen Sweep	\$ 148,555.52	\$ 146,942.65	\$ 194,542.58	\$ 144,273.38	\$ 166,400.67	\$ 163,399.53	\$ 185,171.08	\$ 164,377.77	\$ 31,766.87	\$ 127,539.48	\$ 44,466.35	\$ 66,032.25
Cap Proj Sweep	\$ 49,790.27	\$ 49,821.31	\$ 49,831.89	\$ 49,842.47	\$ 49,852.37	\$ 49,861.93	\$ 49,873.20	\$ 49,883.45	\$ 49,893.02	\$ 49,904.30	\$ 49,914.55	\$ 49,925.55
I & S	\$ 234.93	\$ 243.97	\$ 235.01	\$ 235.05	\$ 235.09	\$ 235.09	\$ 235.18	\$ 235.21	\$ 535.29	\$ 235.34	\$ 235.38	\$ 235.42
CD's SSB									\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00
Lonestar M & O	\$ 5,007,337.26	\$ 5,251,140.28	\$ 4,683,080.90	\$ 7,575,656.72	\$ 12,150,738.36	\$ 13,420,412.75	\$ 12,345,549.63	\$ 11,095,682.35	\$ 6,516,574.62	\$ 4,862,639.77	\$ 3,361,806.30	\$ 2,484,472.11
Lonestar I&S	\$ 589,241.65	\$ 635,861.38	\$ 710,530.33	\$ 1,212,533.44	\$ 2,151,622.89	\$ 2,085,177.69	\$ 2,136,184.06	\$ 2,189,218.15	\$ 2,198,510.59	\$ 2,199,044.59	\$ 2,211,358.22	\$ 597,622.88
Lonestar Constr	\$ 199,995.85	\$ 200,046.34	\$ 200,089.48	\$ 200,132.64	\$ 200,168.77	\$ 200,200.50	\$ 200,200.50	\$ 200,275.23	\$ 200,315.31	\$ 200,360.17	\$ 200,416.23	\$ 200,477.54
TOTAL	\$ 6,046,218.30	\$ 6,336,044.27	\$ 5,888,063.04	\$ 9,232,441.46	\$ 14,794,951.29	\$ 15,969,072.55	\$ 14,966,965.16	\$ 13,749,413.24	\$ 12,047,332.64	\$ 10,489,523.69	\$ 8,918,039.85	\$ 6,448,616.40
Difference		\$ 289,825.97	\$ (447,981.23)	\$ 3,344,378.42	\$ 5,562,509.83	\$ 1,174,121.26	\$ (1,002,107.39)	\$ (1,217,551.92)	\$ (1,702,080.60)	\$ (1,557,808.95)	\$ (1,571,483.84)	\$ (2,469,423.45)
INTEREST EARNED												
General	\$ 7.88	\$ 8.40	\$ 8.69	\$ 8.61	\$ 8.07	\$ 8.44	\$ 9.25	\$ 8.22	\$ 7.67	\$ 7.49	\$ 8.22	\$ 8.78
Gen Sweep	\$ 29.10	\$ 45.38	\$ 52.88	\$ 54.79	\$ 47.29	\$ 36.05	\$ 34.25	\$ 27.85	\$ 124.57	\$ 36.39	\$ 20.21	\$ 10.94
Cap Proj Sweep	\$ 10.23	\$ 10.24	\$ 10.58	\$ 10.58	\$ 9.90	\$ 9.56	\$ 11.27	\$ 10.25	\$ 9.57	\$ 11.28	\$ 10.25	\$ 13.10
I & S	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.08	\$ 0.05	\$ 0.04	\$ 0.04
CD'Ss SSB												\$ 1,638.35
Lonestar M & O	\$ 1,373.45	\$ 1,235.94	\$ 1,080.15	\$ 1,140.36	\$ 1,922.44	\$ 2,188.99	\$ 1,043.53	\$ 2,250.22	\$ 1,654.18	\$ 1,278.48	\$ 1,150.23	\$ 854.13
Lonestar I&S	\$ 165.25	\$ 154.38	\$ 145.71	\$ 186.31	\$ 307.25	\$ 360.55	\$ 389.99	\$ 409.72	\$ 439.58	\$ 492.35	\$ 616.73	\$ 368.59
Lonestar Constr	\$ 56.47	\$ 50.49	\$ 43.14	\$ 43.16	\$ 36.13	\$ 31.73	\$ 36.89	\$ 37.84	\$ 40.08	\$ 44.86	\$ 56.06	\$ 61.31
TOTAL INTEREST	\$ 1,642.42	\$ 1,504.87	\$ 1,341.19	\$ 1,443.85	\$ 2,331.12	\$ 2,635.36	\$ 1,525.22	\$ 2,744.14	\$ 2,275.73	\$ 1,870.90	\$ 1,861.74	\$ 2,955.24
Cumulative		\$ 3,147.29	\$ 4,488.48	\$ 5,932.33	\$ 8,263.45	\$ 10,898.81	\$ 12,424.03	\$ 15,168.17	\$ 17,443.90	\$ 19,314.80	\$ 21,176.54	\$ 24,131.78

	SEPT	OCT	NOV	STATE DEC	PYMNTS JAN	2011-2012 FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP	\$ 1,423,227.00											
Per Capita												
NSLP												
SBP												
School Lunch Matching												
Title I Part A												
Title II Part A												
IDEA B Pres												
IDEA B Form												
IMAT	\$ 1,413.78											
AP/IB Incentive												
Education Jobs Grant												
SFSF	\$ 7,914.81											
SSI	\$ 3,465.00	\$ 385.00										

Prior Year Funds Rec'd Curr Yr

FSP	\$ 282,140.00
NSLP	\$ 6,778.51
SBP	\$ 1,240.60

denotes FY11 money received in FY12

Prior Year 09-10	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP		\$ 1,785,941.00										
Per Capita	\$ 9,206.00	\$ 50,535.00	\$ 43,685.00	\$ 9,079.00			\$ 50,535.00	\$ 39,743.00	\$ 39,743.00	\$ 62,349.00	\$ 59,039.00	\$ 17,883.00
NSLP	\$ 6,567.00	\$ 21,498.00	\$ 19,737.00	\$ 30,407.00		\$ 19,093.00	\$ 17,727.00	\$ 18,467.52	\$ 21,073.40	\$ 21,767.58	\$ 1,042.16	
SBP	\$ 1,244.00	\$ 5,747.00	\$ 5,364.00	\$ 8,105.00		\$ 4,618.00	\$ 4,599.00	\$ 4,957.08	\$ 5,892.80	\$ 6,054.28	\$ 424.08	
School Lunch Matching								\$ 2,979.87				
Title I Part A	\$ 7,219.97	\$ 18,543.04	\$ 9,433.80		\$ 19,358.52	\$ 5,693.24	\$ 9,350.14		\$ 9,199.86	\$ 9,633.96	\$ 19,166.50	
Title I ARRA		\$ 3,840.44	\$ 2,630.00		\$ 2,700.00						\$ 1,500.00	\$ 446.51
Title II Part A	\$ 2,289.97	\$ 5,245.94	\$ 2,622.24		\$ 5,244.48	\$ 1,005.01	\$ 2,622.24		\$ 2,622.24	\$ 2,622.24	\$ 6,963.61	
Title II Part D Tech		\$ 65.00										
IDEA B Pres		\$ 693.12	\$ 346.42		\$ 692.84		\$ 453.61		\$ 346.42	\$ 346.42	\$ 346.00	\$ 1,192.75
IDEA B Form	\$ 29,703.05	\$ 33,592.98	\$ 16,702.39		\$ 33,773.06	\$ 5,878.64	\$ 16,422.47		\$ 16,787.23	\$ 16,789.63	\$ 16,491.82	\$ 79,129.78
IDEA B Pre ARRA		\$ 50.00								\$ 709.07		
IDEA B For ARRA	\$ 11,405.64	\$ 15,567.19	\$ 45,135.15		\$ 14,030.23	\$ 4,986.23	\$ 7,734.36		\$ 9,172.61	\$ 6,048.17	\$ 14,076.03	\$ 18,651.64
DAEP			\$ 1,367.00									
AP/IB Incentive	\$ 1,426.00											
Education Jobs Grant												\$ 215,875.00
SFSF	\$ 14,387.00	\$ 41,936.82	\$ 42,717.46		\$ 23,945.22	\$ 22,203.10	\$ 33,278.99		\$ 30,721.46	\$ 57,566.15	\$ 34,382.50	\$ 27,887.38

Prior Year Funds Rec'd Curr Yr

FSP	
NSLP	\$ 6,567.00
SBP	\$ 1,244.00

denotes FY10 money received in FY11

**Monthly Tax Collection Calculations
For the Month of September 2011**

I&S Ratio 0.118644068
M&O Ratio 0.881355932

<u>Date(s)</u>	<u>Amount Collected</u>	<u>M&O</u>	<u>Actual %</u>	<u>I&S</u>	<u>Actual %</u>
9/1/2011	\$ 2,994.91	\$ 2,639.58	88.14%	\$ 355.33	11.86%
9/2/2011	\$ 11,216.35	\$ 9,885.60	88.14%	\$ 1,330.75	11.86%
9/6/2011	\$ 5,294.34	\$ 4,666.20	88.14%	\$ 628.14	11.86%
9/7/2011	\$ 19,236.15	\$ 16,953.89	88.14%	\$ 2,282.26	11.86%
9/8/2011	\$ 1,039.35	\$ 916.04	88.14%	\$ 123.31	11.86%
9/9/2011	\$ 2,076.91	\$ 1,830.50	88.14%	\$ 246.41	11.86%
9/12/2011	\$ 2,163.03	\$ 1,906.40	88.14%	\$ 256.63	11.86%
9/13/2011	\$ 498.15	\$ 439.05	88.14%	\$ 59.10	11.86%
9/14/2011	\$ 464.01	\$ 408.96	88.14%	\$ 55.05	11.86%
9/15/2011	\$ 576.04	\$ 507.70	88.14%	\$ 68.34	11.86%
9/16/2011	\$ 365.49	\$ 322.13	88.14%	\$ 43.36	11.86%
9/19/2011	\$ 487.11	\$ 429.32	88.14%	\$ 57.79	11.86%
9/20/2011	\$ 616.43	\$ 543.29	88.13%	\$ 73.14	11.87%
9/21/2011	\$ 598.02	\$ 527.07	88.14%	\$ 70.95	11.86%
9/22/2011	\$ 39.25	\$ 34.59	88.13%	\$ 4.66	11.87%
9/23/2011	\$ 465.99	\$ 410.70	88.13%	\$ 55.29	11.87%
9/26/2011	\$ 559.99	\$ 493.55	88.14%	\$ 66.44	11.86%
9/27/2011	\$ 3,112.29	\$ 2,743.04	88.14%	\$ 369.25	11.86%
9/28/2011	\$ 4,872.58	\$ 4,294.48	88.14%	\$ 578.10	11.86%
9/29/2011	\$ 6,067.80	\$ 5,347.89	88.14%	\$ 719.91	11.86%
9/30/2011	\$ 9,878.43	\$ 8,706.41	88.14%	\$ 1,172.02	11.86%
Totals	\$ 72,622.62	\$ 64,006.39	88.14%	\$ 8,616.23	11.86%

	5711	5712	5719	Totals
	Current Year	Prior Year	Pen & Int	
I&S	5,414.32	1,682.93	1,518.98	8,616.23
M&O	40,220.68	12,501.76	11,283.95	64,006.39
Totals	\$ 45,635.00	\$ 14,184.69	\$ 12,802.93	\$ 72,622.62

Total M&O \$ 52,722.44 (Does not include P & I)
Total I&S \$ 7,097.25

Yearly M&O \$ 52,722.44
Yearly I&S \$ 7,097.25
Total \$ 59,819.69

Sep-11

8.33%

11-12

Current Year

REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	\$ 11,873,559	\$ 76,367	\$ 11,797,192	0.64%
58XX	STATE PROG. REVENUES	\$ 4,408,614	\$ 1,453,224	\$ 2,955,390	32.96%
	TOTAL REVENUE	\$ 16,282,173	\$ 1,529,590	\$ 14,752,583	9.39%

EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	\$ 6,153,018	\$ 466,021	\$ 5,686,997	7.57%
12	LIBRARY	\$ 157,113	\$ 9,911	\$ 147,202	6.31%
13	STAFF DEVELOPMENT	\$ 26,125	\$ -	\$ 26,125	0.00%
21	INST. ADMINISTRATION	\$ 176,890	\$ 24,500	\$ 152,390	13.85%
23	SCHOOL ADMINISTRATION	\$ 695,521	\$ 57,082	\$ 638,439	8.21%
31	GUID AND COUNSELING	\$ 316,692	\$ 26,775	\$ 289,917	8.45%
33	HEALTH SERVICES	\$ 75,156	\$ 4,970	\$ 70,186	6.61%
34	PUPIL TRANSP - REGULAR	\$ 480,150	\$ 161,819	\$ 318,331	33.70%
36	CO-CURRICULAR ACT	\$ 565,128	\$ 66,043	\$ 499,085	11.69%
41	GEN ADMINISTRATION	\$ 518,196	\$ 37,210	\$ 480,986	7.18%
51	PLANT MAINT & OPERATION	\$ 1,079,509	\$ 98,984	\$ 980,525	9.17%
52	SECURITY	\$ 10,000	\$ 394	\$ 9,606	3.94%
53	DATA PROCESSING	\$ 243,625	\$ 13,394	\$ 230,231	5.50%
61	COMMUNITY SERVICE	\$ 21,867	\$ 316	\$ 21,551	1.45%
81	CONSTRUCTION	\$ 65,000	\$ -	\$ 65,000	0.00%
91	STUDENT ATTENDANCE CR	\$ 5,545,000	\$ -	\$ 5,545,000	0.00%
99	TRAVIS COUNTY APP	\$ 90,000	\$ 16,583	\$ 73,417	18.43%
0	Transfer Out	\$ -	\$ -	\$ -	
	TOTAL EXPENDITURES	\$ 16,218,990	\$ 984,002	\$ 15,234,988	6.07%

Sep-10

8.33%

10-11

Current Year

REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
5710	LOCAL TAX REVENUES	\$ 11,695,899	\$ 19,676	\$ 11,676,223	0.17%
57XX	OTHER LOCAL REVENUES	\$ 513,701	\$ 36,740	\$ 476,961	7.15%
58XX	STATE PROG. REVENUES	\$ 4,156,198	\$ 44,884	\$ 4,111,314	1.08%
7xxx	OTHER LOCAL REVENUES	\$ -	\$ -	\$ -	
	TOTAL REVENUE	\$ 16,365,798	\$ 101,300	\$ 16,264,498	0.62%

EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET	Variance	FY12-FY11
11	INSTRUCTION	\$ 6,428,456	\$ 584,275	\$ 5,844,181	9.09%	-1.52%	
12	LIBRARY	\$ 190,626	\$ 16,246	\$ 174,380	8.52%	-2.21%	
13	STAFF DEVELOPMENT	\$ 53,100	\$ 3,150	\$ 49,950	5.93%	-5.93%	
21	INST. ADMINISTRATION	\$ 111,678	\$ 9,786	\$ 101,892	8.76%	5.09%	
23	SCHOOL ADMINISTRATION	\$ 801,868	\$ 68,225	\$ 733,643	8.51%	-0.30%	
31	GUID AND COUNSELING	\$ 323,647	\$ 27,685	\$ 295,962	8.55%	-0.10%	
33	HEALTH SERVICES	\$ 116,684	\$ 9,428	\$ 107,256	8.08%	-1.47%	
34	PUPIL TRANSP - REGULAR	\$ 459,002	\$ 189,664	\$ 269,338	41.32%	-7.62%	
36	CO-CURRICULAR ACT	\$ 566,538	\$ 79,827	\$ 486,711	14.09%	-2.40%	
41	GEN ADMINISTRATION	\$ 533,305	\$ 45,091	\$ 488,214	8.46%	-1.27%	
51	PLANT MAINT & OPERATION	\$ 1,175,530	\$ 182,829	\$ 992,701	15.55%	-6.38%	
52	SECURITY	\$ 15,000	\$ 656	\$ 14,344	4.37%	-0.44%	
53	DATA PROCESSING	\$ 197,840	\$ 13,369	\$ 184,471	6.76%	-1.26%	
61	COMMUNITY SERVICE	\$ 21,024	\$ 1,819	\$ 19,205	8.65%	-7.21%	
81	CONSTRUCTION	\$ -	\$ -	\$ -			
91	STUDENT ATTENDANCE CR	\$ 5,264,500	\$ -	\$ 5,264,500	0.00%	0.00%	
99	TRAVIS COUNTY APP	\$ 87,000	\$ 20,196	\$ 66,804	23.21%	-4.79%	
0	TRANSFER OUT	\$ 20,000	\$ -	\$ 20,000	0.00%		
	TOTAL EXPENDITURES	\$ 16,365,798	\$ 1,252,246	\$ 15,113,552	7.65%	-1.58%	

Fund 199 / 2 GENERAL FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	11,798,858.00	-64,006.39	-64,006.39	11,734,851.61	.54%
5730 - TUITION & FEES FROM PATRONS	2,000.00	.00	.00	2,000.00	.00%
5740 - INTEREST, RENT, MISC REVENUE	45,101.00	-5,390.45	-5,390.45	39,710.55	11.95%
5750 - ATHLETIC ACTIIVTY REVENUE	27,500.00	-6,969.75	-6,969.75	20,530.25	25.34%
5760 - OTHER REV FM LOCAL SOURCE	100.00	.00	.00	100.00	.00%
Total REVENUE-LOCAL & INTERMED	11,873,559.00	-76,366.59	-76,366.59	11,797,192.41	.64%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	4,026,581.00	-1,423,227.00	-1,423,227.00	2,603,354.00	35.35%
5830 - TRS ON-BEHALF	382,033.00	-29,996.63	-29,996.63	352,036.37	7.85%
Total STATE PROGRAM REVENUES	4,408,614.00	-1,453,223.63	-1,453,223.63	2,955,390.37	32.96%
Total Revenue Local-State-Federal	16,282,173.00	-1,529,590.22	-1,529,590.22	14,752,582.78	9.39%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-5,829,303.00	.00	464,617.12	464,617.12	-5,364,685.88	7.97%
6200 - PURCHASE & CONTRACTED SVS	-131,650.00	70.00	129.00	129.00	-131,451.00	.10%
6300 - SUPPLIES AND MATERIALS	-164,590.00	8,265.99	1,256.90	1,256.90	-155,067.11	.76%
6400 - OTHER OPERATING EXPENSES	-20,475.00	.00	18.00	18.00	-20,457.00	.09%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-7,000.00	.00	.00	.00	-7,000.00	-.00%
Total Function11 INSTRUCTION	-6,153,018.00	8,335.99	466,021.02	466,021.02	-5,678,660.99	7.57%
12 - LIBRARY						
6100 - PAYROLL COSTS	-124,033.00	.00	9,610.89	9,610.89	-114,422.11	7.75%
6200 - PURCHASE & CONTRACTED SVS	-6,300.00	.00	.00	.00	-6,300.00	-.00%
6300 - SUPPLIES AND MATERIALS	-25,500.00	6,968.09	299.69	299.69	-18,232.22	1.18%
6400 - OTHER OPERATING EXPENSES	-1,280.00	.00	.00	.00	-1,280.00	-.00%
Total Function12 LIBRARY	-157,113.00	6,968.09	9,910.58	9,910.58	-140,234.33	6.31%
13 - CURRICULUM						
6200 - PURCHASE & CONTRACTED SVS	-10,000.00	4,300.00	.00	.00	-5,700.00	-.00%
6300 - SUPPLIES AND MATERIALS	-3,250.00	.00	.00	.00	-3,250.00	-.00%
6400 - OTHER OPERATING EXPENSES	-12,875.00	590.00	.00	.00	-12,285.00	-.00%
Total Function13 CURRICULUM	-26,125.00	4,890.00	.00	.00	-21,235.00	-.00%
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-171,290.00	.00	14,949.65	14,949.65	-156,340.35	8.73%
6200 - PURCHASE & CONTRACTED SVS	-1,600.00	.00	.00	.00	-1,600.00	-.00%
6300 - SUPPLIES AND MATERIALS	-2,000.00	136.50	9,550.00	9,550.00	7,686.50	477.50%
6400 - OTHER OPERATING EXPENSES	-2,000.00	325.00	.00	.00	-1,675.00	-.00%
Total Function21 INSTRUCTIONAL	-176,890.00	461.50	24,499.65	24,499.65	-151,928.85	13.85%
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-679,366.00	.00	56,384.92	56,384.92	-622,981.08	8.30%
6200 - PURCHASE & CONTRACTED SVS	-625.00	.00	.00	.00	-625.00	-.00%
6300 - SUPPLIES AND MATERIALS	-8,625.00	59.54	.00	.00	-8,565.46	-.00%
6400 - OTHER OPERATING EXPENSES	-6,905.00	70.00	697.30	697.30	-6,137.70	10.10%
Total Function23 CAMPUS ADMINISTRATION	-695,521.00	129.54	57,082.22	57,082.22	-638,309.24	8.21%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-293,642.00	.00	26,775.19	26,775.19	-266,866.81	9.12%
6200 - PURCHASE & CONTRACTED SVS	-8,250.00	.00	.00	.00	-8,250.00	-.00%
6300 - SUPPLIES AND MATERIALS	-8,625.00	540.33	.00	.00	-8,084.67	-.00%
6400 - OTHER OPERATING EXPENSES	-6,175.00	.00	.00	.00	-6,175.00	-.00%
Total Function31 GUIDANCE AND	-316,692.00	540.33	26,775.19	26,775.19	-289,376.48	8.45%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-72,406.00	.00	4,895.01	4,895.01	-67,510.99	6.76%
6300 - SUPPLIES AND MATERIALS	-2,500.00	.00	.00	.00	-2,500.00	-.00%
6400 - OTHER OPERATING EXPENSES	-250.00	.00	75.00	75.00	-175.00	30.00%
Total Function33 HEALTH SERVICES	-75,156.00	.00	4,970.01	4,970.01	-70,185.99	6.61%
34 - PUPIL TRANSPORTATION-REGULAR						
6200 - PURCHASE & CONTRACTED SVS	-265,000.00	.00	.00	.00	-265,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-60,000.00	.00	7,816.42	7,816.42	-52,183.58	13.03%
6400 - OTHER OPERATING EXPENSES	-150.00	.00	.00	.00	-150.00	-.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-155,000.00	.00	154,002.18	154,002.18	-997.82	99.36%
Total Function34 PUPIL TRANSPORTATION-	-480,150.00	.00	161,818.60	161,818.60	-318,331.40	33.70%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-234,773.00	.00	18,345.37	18,345.37	-216,427.63	7.81%
6200 - PURCHASE & CONTRACTED SVS	-86,200.00	502.19	5,469.32	5,469.32	-80,228.49	6.34%
6300 - SUPPLIES AND MATERIALS	-98,150.00	9,676.54	28,761.58	28,761.58	-59,711.88	29.30%
6400 - OTHER OPERATING EXPENSES	-146,005.00	327.68	13,466.49	13,466.49	-132,210.83	9.22%
Total Function36 CO-CURRICULAR ACTIVITIES	-565,128.00	10,506.41	66,042.76	66,042.76	-488,578.83	11.69%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-389,496.00	.00	31,554.55	31,554.55	-357,941.45	8.10%
6200 - PURCHASE & CONTRACTED SVS	-79,950.00	50.00	3,274.94	3,274.94	-76,625.06	4.10%
6300 - SUPPLIES AND MATERIALS	-8,750.00	1,127.46	579.57	579.57	-7,042.97	6.62%
6400 - OTHER OPERATING EXPENSES	-40,000.00	711.59	1,801.09	1,801.09	-37,487.32	4.50%
Total Function41 GENERAL ADMINISTRATION	-518,196.00	1,889.05	37,210.15	37,210.15	-479,096.80	7.18%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-206,159.00	.00	12,761.50	12,761.50	-193,397.50	6.19%
6200 - PURCHASE & CONTRACTED SVS	-765,000.00	28,728.95	84,700.04	84,700.04	-651,571.01	11.07%
6300 - SUPPLIES AND MATERIALS	-68,000.00	297.01	1,522.54	1,522.54	-66,180.45	2.24%
6400 - OTHER OPERATING EXPENSES	-40,350.00	.00	.00	.00	-40,350.00	-.00%
Total Function51 PLANT MAINTENANCE &	-1,079,509.00	29,025.96	98,984.08	98,984.08	-951,498.96	9.17%
52 - SECURITY						
6200 - PURCHASE & CONTRACTED SVS	-10,000.00	.00	393.75	393.75	-9,606.25	3.94%
Total Function52 SECURITY	-10,000.00	.00	393.75	393.75	-9,606.25	3.94%
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-162,775.00	.00	12,984.47	12,984.47	-149,790.53	7.98%
6200 - PURCHASE & CONTRACTED SVS	-67,850.00	.00	410.00	410.00	-67,440.00	.60%
6300 - SUPPLIES AND MATERIALS	-12,000.00	4,832.00	.00	.00	-7,168.00	-.00%
6400 - OTHER OPERATING EXPENSES	-1,000.00	.00	.00	.00	-1,000.00	-.00%
Total Function53 DATA PROCESSING	-243,625.00	4,832.00	13,394.47	13,394.47	-225,398.53	5.50%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-21,867.00	.00	316.40	316.40	-21,550.60	1.45%
Total Function61 COMMUNITY SERVICES	-21,867.00	.00	316.40	316.40	-21,550.60	1.45%
81 - CAPITAL PROJECTS						
6200 - PURCHASE & CONTRACTED SVS	-65,000.00	.00	.00	.00	-65,000.00	-.00%
Total Function81 CAPITAL PROJECTS	-65,000.00	.00	.00	.00	-65,000.00	-.00%
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-5,545,000.00	.00	.00	.00	-5,545,000.00	-.00%
Total Function91 CHAPTER 41 PAYMENT	-5,545,000.00	.00	.00	.00	-5,545,000.00	-.00%
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-90,000.00	.00	16,582.94	16,582.94	-73,417.06	18.43%
Total Function99 PAYMENT TO OTHER	-90,000.00	.00	16,582.94	16,582.94	-73,417.06	18.43%
Total Expenditures	-16,218,990.00	67,578.87	984,001.82	984,001.82	-15,167,409.31	6.07%

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5750 - ATHLETIC ACTIIVTY REVENUE	329,884.00	-32,179.81	-32,179.81	297,704.19	9.75%
Total REVENUE-LOCAL & INTERMED	329,884.00	-32,179.81	-32,179.81	297,704.19	9.75%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	3,205.00	.00	.00	3,205.00	.00%
Total STATE PROGRAM REVENUES	3,205.00	.00	.00	3,205.00	.00%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	197,754.00	.00	.00	197,754.00	.00%
Total FEDERAL PROGRAM REVENUES	197,754.00	.00	.00	197,754.00	.00%
Total Revenue Local-State-Federal	530,843.00	-32,179.81	-32,179.81	498,663.19	6.06%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6200 - PURCHASE & CONTRACTED SVS	-507,093.00	.00	45.20	45.20	-507,047.80	.01%
6300 - SUPPLIES AND MATERIALS	-23,750.00	.00	.00	.00	-23,750.00	-.00%
Total Function 35 FOOD SERVICES	-530,843.00	.00	45.20	45.20	-530,797.80	.01%
Total Expenditures	-530,843.00	.00	45.20	45.20	-530,797.80	.01%

Board Report
Comparison of Revenue to Budget
Lago Vista ISD
As of September

Fund 599 / 2 DEBT SERVICE FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	1,846,964.00	-8,616.23	-8,616.23	1,838,347.77	.47%
5740 - INTEREST, RENT, MISC REVENUE	3,000.00	-96.38	-96.38	2,903.62	3.21%
Total REVENUE-LOCAL & INTERMED	1,849,964.00	-8,712.61	-8,712.61	1,841,251.39	.47%
Total Revenue Local-State-Federal	1,849,964.00	-8,712.61	-8,712.61	1,841,251.39	.47%

Board Report
Comparison of Expenditures and Encumbrances to Budget
Lago Vista ISD
As of September

Fund 599 / 2 DEBT SERVICE FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-1,849,964.00	.00	.00	.00	-1,849,964.00	-.00%
Total Function 71 DEBT SERVICES	-1,849,964.00	.00	.00	.00	-1,849,964.00	-.00%
Total Expenditures	-1,849,964.00	.00	.00	.00	-1,849,964.00	-.00%

Fund 699 / 2 CAPITAL PROJECTS

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5740 - INTEREST, RENT, MISC REVENUE	500.00	-33.32	-33.32	466.68	6.66%
Total REVENUE-LOCAL & INTERMED	500.00	-33.32	-33.32	466.68	6.66%
Total Revenue Local-State-Federal	500.00	-33.32	-33.32	466.68	6.66%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
81 - CAPITAL PROJECTS						
6200 - PURCHASE & CONTRACTED SVS	-70,000.00	.00	.00	.00	-70,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-50,000.00	.00	.00	.00	-50,000.00	-.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-100,905.00	.00	.00	.00	-100,905.00	-.00%
Total Function 81 CAPITAL PROJECTS	-220,905.00	.00	.00	.00	-220,905.00	-.00%
Total Expenditures	-220,905.00	.00	.00	.00	-220,905.00	-.00%

Board Report
Comparison of Revenue to Budget
Lago Vista ISD
As of September

Fund 711 / 2 LITTLE VIKINGS DAYCARE

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5730 - TUITION & FEES FROM PATRONS	119,325.00	-11,708.32	-11,708.32	107,616.68	9.81%
Total REVENUE-LOCAL & INTERMED	119,325.00	-11,708.32	-11,708.32	107,616.68	9.81%
Total Revenue Local-State-Federal	119,325.00	-11,708.32	-11,708.32	107,616.68	9.81%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-113,000.00	.00	7,050.02	7,050.02	-105,949.98	6.24%
6300 - SUPPLIES AND MATERIALS	-3,000.00	250.00	.00	.00	-2,750.00	-.00%
6400 - OTHER OPERATING EXPENSES	-3,325.00	.00	.00	.00	-3,325.00	-.00%
Total Function 61 COMMUNITY SERVICES	-119,325.00	250.00	7,050.02	7,050.02	-112,024.98	5.91%
Total Expenditures	-119,325.00	250.00	7,050.02	7,050.02	-112,024.98	5.91%

Lago Vista ISD				
Budget Amendments				
2011-2012				
AMENDMENT #1				
Fund 199				New
Account Code	Description	Budget	Amendment	Balance
199-34-6633-00-940-299-000	Capital Outlay Transportation (buses)	\$ 155,000.00	\$ (155,000.00)	\$ -
199-71-6512-00-940-299-000	Capital Lease Principal Buses	\$ -	\$ 6,000.00	\$ 6,000.00
199-71-6522-00-940-299-000	Capital Lease Interest Buses	\$ -	\$ 149,000.00	\$ 149,000.00
199-11-6119-00-001-223-000	Prof Staff Salary Sp Ed	\$ 118,626.00	\$ (27,000.00)	\$ 91,626.00
199-31-6119-00-001-299-000	Prof Staff Salary Testing Coordinator	\$ 59,000.00	\$ 27,000.00	\$ 86,000.00
199-81-6219-00-999-299-000	Architectural Services	\$ 65,000.00	\$ (10,000.00)	\$ 55,000.00
199-21-6399-00-999-223-000	Supplies Special Ed-Instruc. Admin	\$ 2,000.00	\$ 10,000.00	\$ 12,000.00
Explanation:				
Auditors entry - lease purchase of busses should be in Function 71 Debt Services not Function 34 - Transportation Capital Outlay				
Recoded Testing Coordinator at High School into Function 31 - Guidance				
Special Education Department purchased a software program to manage special education data.				

Scope & Sequence Update Training

1. Identify # TEK/Se areas in each grade that need intervention (TAKS).
2. Of the SE's identified which are supporting standards or readiness standards – if so, what are the supporting standards of the readiness standards?
3. Identify “Best Practices” within the district to address those deficiencies. What grade did well with these objectives? What were they doing?
4. Are the SE's isolated objectives or part of a larger programmatic problem? Did they occur last year? Are they prominent throughout the district?
5. Where are the performance gaps among the disaggregated populations?
6. What trends do you see when you compare TAKS 2011 to TAKS 2010? Include celebrations, concerns and disaggregated subgroups. What is/are your target area(s) for the year? How have you shared this information with your community and faculty?
7. What will be your accountable subgroups to TAKS 2012? How will you monitor their progress?
What will be your accountable subgroups for AYP 2012? How will you monitor their progress?
8. What specific interventions are in place for students in need of assistance?
9. Discuss staff development needs as a district.
10. What technology support/training do you feel would be beneficial?
11. What resources do we need to fill in the gaps associated with the data?



Texas Cool Schools Program

Texas Cool Schools

An HVAC grant program for Texas public school districts

Utilities represent the third-largest spending category for Texas schools, and much of this expenditure is driven by old, inefficient equipment. The Texas Cool Schools grant program is intended to help our state's schools lower their operating costs by purchasing new and more energy-efficient heating, ventilation and air conditioning (HVAC) systems.

The Comptroller's State Energy Conservation Office will award Texas Cool Schools grants using funds from the American Recovery and Reinvestment Act of 2009 (ARRA). Originally \$25 million, SECO was able to increase program funding by 36% to provide funding to a greater number of school districts. Cool School grants were awarded on a competitive basis.

Other Opportunities for ISDs

More than 400 school districts applied for Texas Cool Schools grants; however, even with the additional funding, only a portion of the applications were awarded grants. School districts that applied for Texas Cool Schools grants but did not receive funding are encouraged to seek alternate funding sources for identified HVAC projects. Other funding sources include, but are not limited to the following:

- SECO — Project loan funding under the Texas LoanSTAR Program
- SECO — Public ISD Energy Efficiency Grants
- Texas Education Agency — Qualified Zone Academy Bonds

Texas Cool Schools Awarded Projects

On Oct. 10, 2011, the Comptroller awarded competitive federal stimulus Cool Schools grants to the following ISDs. These awards are tentative, subject to successful contract negotiations. Total project

amounts are not final until contract execution. Per program rules, grants were awarded on a competitive basis, with scoring criteria based on factors including enrollment, district property wealth, the age of current equipment and the estimated energy savings available from new equipment.

Award Amount	Independent School District
\$850,181.00	AXTELL
\$521,848.00	BALLINGER
\$189,650.00	BLUE RIDGE
\$1,385,600.00	BROADDUS
\$174,875.00	BUCKHOLTS
\$610,940.00	CELESTE
\$640,000.00	CHARLOTTE
\$432,132.00	COLORADO
\$298,165.77	COOLIDGE
\$200,927.00	CRANDALL
\$757,000.00	CROCKETT (Crockett, TX)
\$327,887.19	CROSS PLAINS
\$147,140.00	CUMBY
\$366,160.00	D'HANIS
\$330,000.02	DIBOLL
\$1,800,000.00	DONNA
\$531,080.00	EASTLAND
\$1,998,250.00	EDINBURG CONSOLIDATED
\$211,999.00	FLATONIA
\$349,414.10	FRANKSTON
\$463,680.00	GRANGER
\$460,466.00	HAMLIN
\$139,630.00	HART
\$261,800.00	HENRIETTA
\$444,280.00	JONESBORO
\$425,860.00	KNIPPA
\$105,575.00	MASON
\$1,575,221.70	MEDINA VALLEY
\$486,100.00	MEMPHIS
\$1,905,701.71	MEXIA
\$141,470.00	MIDWAY (Henrietta, TX)
\$186,752.79	MORAN
\$769,959.96	MORTON
\$408,866.94	MULESHOE
\$1,391,470.84	NORTH FOREST
\$1,203,040.64	OLTON

Award Amount	Independent School District
\$131,828.00	PARADISE
\$270,580.00	POTH
\$176,429.40	PRIDDY
\$530,100.00	RALLS
\$828,000.00	RICARDO
\$276,707.00	ROBY CONSOLIDATED
\$593,079.00	ROGERS
\$1,010,880.00	ROSEBUD-LOTT
\$160,200.00	SAM RAYBURN
\$1,756,875.00	SAN ANTONIO
\$215,000.00	SAN PERLITA
\$450,100.00	SANFORD-FRITCH
\$429,148.13	SAVOY
\$402,265.00	SINTON
\$278,104.98	SPURGER
\$1,093,197.00	SWEETWATER
\$982,140.00	TOM BEAN
\$316,008.00	WARREN
\$333,224.00	WODEN
\$429,256.00	WOODSBORO
\$330,000.00	WYLIE (Wylie, TX)

Program Eligibility: see details

Application Process: see details

Key Dates: see details

Program FAQs: see details

Required Plug-ins

[Adobe Reader, MS Excel Viewer, MS Word Viewer]



October 11, 2011

Equity Center plaintiff group files lawsuit today

The Equity Center sent out the following news release today:

Texas Taxpayer & Student Fairness Coalition Files School Finance Lawsuit

(AUSTIN, TX) - A coalition representing public school districts, taxpayers and parents formally filed a lawsuit against the state in Travis County district court last night. In its suit, the Texas Taxpayer & Student Fairness Coalition claims the state's public school finance system is unconstitutional because it doesn't treat Texas taxpayers and school children fairly.

Lead counsel Rick Gray of Gray & Becker, P.C. emphasized, "This lawsuit comes at a crucial time in the history of public education in Texas. School districts, taxpayers and students are being treated unfairly by our current system, and it's time to stand up and fight. Our case is strong and comprehensive, and we'll attack the system from all angles. I'm confident that we will succeed and that Texas taxpayers and students will benefit from our efforts."

The group of more than 150 school districts represented by the coalition continues to grow daily, and many more districts, taxpayers, parents and even business owners are expected to formally join in the coming months.

The following districts were named as plaintiffs to represent the Texas Taxpayer & Student Fairness Coalition in the filed petition: Hillsboro ISD, Hutto ISD, Nacogdoches ISD, Pflugerville ISD, San Antonio ISD, Taylor ISD, and Van ISD. Although the districts vary greatly in size and location, they share a similar story. All are treated unfairly by the current funding system, and their taxpayers and school children are suffering the consequences.

"Succeeding in this lawsuit and attaining an equitable school finance system would enhance our ability to close the achievement gap and offer more educational opportunities for our students," said Dr. Robert Duron, Superintendent at San Antonio ISD. "There is still debate about how to measure the adequacy of the system, but I have no doubt that our current funding system is inequitable."

"We applaud all the districts, taxpayers and parents who have decided to stand up for Texas children and the future of our state," said Dr. Wayne Pierce, Executive Director of the Equity Center, the organization that is facilitating the development and operation of the coalition. "It is never easy to take on the system, but the Texas Taxpayer & Student Fairness Coalition recognizes that we simply can't wait."

[Read the petition here.](#)

[Amy Beneski](#)
Associate Executive
Director
Governmental
Relations

[Ramiro Canales](#)
Assistant Executive
Director
Governmental
Relations

[Casey McCreary](#)
Assistant Executive
Director
Educational Policy

[Jenny LaCoste-Caputo](#)
Director
Communications and
Media Relations

MEMORANDUM

To: Dr. Wayne Pierce
From: Buck Wood, Partner
Ray, Wood & Bonilla
Date: August 26, 2011
Subject: School Finance Litigation

In 2006 the legislature passed a school finance plan that was not a permanent system but a complex number of patches that tried to do the impossible; keep wealthy districts funded at their current level while spending the only real money available, not on schools, but in politically popular tax reductions.

The legislation could only be a temporary patch because holding so many districts harmless and not putting in the revenue to raise the level of funding for the lower wealth districts was going to drive an unreasonable distribution of state funding if the plan stayed in place which it did.

What has resulted can hardly be called a system. Built around a hold harmless scheme called "target revenue," the present "system" is little more than a hodgepodge of devices intended to satisfy some wants of certain legislators with no conception for a system that would address the real needs and priorities of our public schools.

The legislature paid no attention to whether these plans were constitutional or not. They have been led to believe by some representing the interests of districts that

benefit from the current distribution scheme, that equity is no longer an issue that can be litigated. This belief is not grounded in any legal or logical grounds. In order for the Court to reach such a conclusion, it would have to overrule *Edgewood I* and *II* and parts of *IV*. Regardless of what the state may argue, the data are certainly on our side, and the futures of all Texas children and taxpayers are at stake. We believe our case is strong, and it is outlined in the following four points.

THE LEGAL CASE

The lawsuit will attack the legislature's actions on four fronts:

1. Equity, both for students and taxpayers.
2. Arbitrary fund distribution scheme.
3. Adequacy.
4. Tax operates as a state property tax.

1. **Equity for Students and Taxpayers.**

In *Edgewood I* and *II*, the rules for determining the constitutionality of the finance system were established. *Edgewood I* established that *districts (students) should have access to substantially equal revenues at similar tax rates.*

Edgewood II reaffirmed *Edgewood I* but extended the equality requirement to taxpayers. It held that property that was being taxed very low by wealthy school districts created inefficiency in the system. Because of the lack of taxes from those wealthy districts, the system was being deprived of the revenues from these undertaxed properties. Thus taxpayer equity was required.

Until *Edgewood IV*, the inequities were calculated in dollars per WADA. In that case the low wealth districts contended that there was a \$600 gap among weighted students and that was too great. In its decision, the Court used a different calculation. It converted the dollar gap to a tax rate gap by comparing the 15% of the wealthiest districts to the 15% of the poorest districts. This gap was calculated at 9 cents. The

Court concluded that a 9 cent gap was not so great to cause the system to be unconstitutional.

The latest data developed by the Equity Center show dollar gaps and tax rate gaps that would have shocked the Court in *Edgewood IV*. Gaps of \$1,500 per WADA (not including the huge gaps in facilities funding) are common, and, using the Court's top and bottom 15% of the districts, analysis reveals a gap in tax rates of approximately 50 cents. Such a huge disparity should cause the Court to declare the system unconstitutional.

2. **Arbitrary Fund Distribution.**

It is apparent to anyone reviewing the distribution of state funds to school districts that there is no rhyme or reason why comparable districts are receiving very different amounts of state funding.

We know that this first difference is due in large part to the so-called "target revenue" concept embedded in the 2006 funding scheme passed by the legislature. Whatever the rationale for using target revenue in 2006, it has resulted in funds being distributed in an arbitrary fashion. In short, there is no rational basis for the distribution of funds under current law.

Under our Constitution, if a legislative scheme has no rational basis, it is unconstitutional. This is a claim that has not been addressed by our Supreme Court because no funding scheme has ever been so irrational. The data are developed and the

results are undisputed. This claim has great potential in that the State is going to be forced to conjure up a reason for the scheme and that is going to be difficult if not impossible.

3. Adequacy.

In the *West Orange Cove* decision, the Supreme Court adopted the adequacy definition contained in the Education Code. Simply put, this definition requires that school districts be able to “provide all of their students with a *meaningful opportunity* to acquire the essential knowledge and skills reflected in ... curriculum requirements ... such that upon graduation, students are prepared to “continue to learn in postsecondary educational, training, or employment settings.” TEX. EDUC. CODE § 28.001 (emphasis added) ...

The Court did add the following caveat:

“The public education system need not operate perfectly; it is adequate if districts are *reasonably* able to provide their students the access and opportunity the district court described.”

While a pure adequacy suit is difficult to prove, the Court in *West Orange Cove* conceded this about the system in place at that time: “the public education system has reached the point where continued improvement will not be possible absent significant change, whether that change take the form of increased funding, improved efficiencies, or better methods of education.”

Things are worse now and this claim should be made.

4. **Tax Constitutes a State Property Tax.**

In *West Orange Cove*, the Supreme Court held that because some school districts which were at or near the tax cap of \$1.50, were left with no meaningful discretion in meeting state standards, the tax had become an unconstitutional state property tax. In short, the Court said that the \$1.50 tax cap had become both a floor and ceiling for some school districts when raising revenues to meet their obligation under state law.

Presently, there are over 200 school districts in Texas which are at the \$1.17 tax cap. Almost all of these districts are low wealth districts. Using the same type of evidence that was used in the *West Orange Cove case*, we believe that a good case can be made that for many districts, the tax cap has created the identical situation that existed in that case. An important holding in *West Orange Cove* was that a single district may maintain a claim; no large group of districts was required. This allows plaintiffs to focus on specific districts where the evidence is strong.

Conclusion

The legal arguments presented here should leave no room for doubt that a challenge to the legislature's method for funding public schools in Texas is necessary and timely.

Litigation Talking Points

Why is a lawsuit necessary?

A lawsuit is necessary because:

- The Texas Legislature has failed to fund public schools in an efficient, equitable and adequate manner, as required by the Texas Constitution.
- The Texas Legislature has failed to implement a school funding system that lives up to the promise of the 2006 special session, called in response to a Texas Supreme Court ruling that the system in place at that time created, in effect, an unconstitutional state property tax. Since 2006, the funding system has deteriorated to the point that, with only sporadic exception, districts are funded by arbitrary and inequitable hold-harmless and other outside-the-system schemes.
- The Texas Legislature has refused to adopt a rational, efficient system that treats all school children and taxpayers fairly.

Why must equity be a key component of school finance litigation?

- **Student Inequity:** Per weighted student¹ revenues for the basic education program, including both state and local, across Texas will range from less than \$5,000 per student to more than \$12,000 per student for the 2011-12 school year.
 - Even within the same city, revenues range greatly—even at the same property tax rate. For example, at \$1.04 M&O Tax Rate, San Antonio ISD is funded at \$5,036 per student for 2011-12, while Alamo Heights is funded at \$6,243.
 - It's important to note that the children in these districts are held to the same accountability and graduation standards—and will be expected to compete with one another in colleges, universities, and in the workforce.
- **Taxpayer Inequity:** M&O tax rates range across the state from \$.70 to \$1.17 per \$100 of property valuation. Taxpayers in the districts currently at the maximum M&O rate of \$1.17 are able to generate only \$49.80 per student per penny of adopted tax rate. The same number of districts with the lowest tax rates are able to generate \$68.89. This is unfair to taxpayers and businesses.

What outcome will the lawsuit seek?

- The goal of this lawsuit is to achieve a funding system that treats all Texas children and taxpayers fairly, and provides each child the opportunities for a world-class education.

¹ The state uses a weighted student count for school funding purposes that takes into account extra student costs, such as in special education. "Student" will have this meaning throughout this document.

Board Resolution Template

The _____ ISD Board of Education authorizes a one-time expenditure not to exceed \$1 per WADA to join together with other Texas public schools, taxpayers and parents as an unincorporated association for the purpose of speaking with one voice in the litigation of public school finance matters essential to the fair treatment of Texas taxpayers and public school children.

1) How should the item appear on the board agenda?

Agenda appropriate for consultation with attorney and action item:

"Consultation with attorney under Texas Government Code Sect. 551.071 – consultation with attorney in closed session to discuss contemplated litigation related to the school finance system."

Action Item:

"Consider Resolution to join unincorporated association concerning the Texas school finance system and potential litigation to protect the taxpayers and school children of Texas."

Agenda appropriate to consider resolution when attorney is not present with action item:

"Consider resolution related to potential school finance litigation."

Action Item:

"Consider Resolution to join unincorporated association concerning the Texas school finance system and potential litigation to protect the taxpayers and school children of Texas."

Note: A school board cannot go into closed/executive session to discuss school finance litigation unless they are doing so to consult with their attorney.

2) What is the resolution language we should approve?

"The _____ ISD Board of Education authorizes an expenditure not to exceed \$1 per WADA to join together with other Texas public schools, taxpayers and parents as an unincorporated association for the purpose of speaking with one voice in the litigation of public school finance matters essential to the fair treatment of Texas taxpayers and public school children."

3) What if my district wants to participate, but we can't commit to the \$1/WADA recommended cost?

Replace the relevant language in the resolution with an amount you feel comfortable. We don't want any district to not participate because of the cost, but we do need a board resolution committing the district to the suit.

(continued)

4) Will the district be liable for additional financial support?

No, there is no additional liability. In the event additional funds are needed, you may be asked for further consideration, but whatever the district chooses to do will be 100% its own decision. If you wish to add that to the resolution, please do.

5) Can a district support the litigation financially without being a named plaintiff?

Yes, each district has a unique set of circumstances to take into consideration.

6) Is there a deadline to join the Equity Center group?

No, however the sooner districts are able to officially join (pass the resolution), the sooner we can move forward. We realize some districts are waiting to first pass a TRE before bringing up the issue in order to not complicate messages. That's understandable and fine. But please keep in mind that the sooner we can file (with a confirmed group of plaintiffs), the stronger our position will be.

7) What do I do after my board adopts the resolution?

Please send a copy of the adopted resolution to us -- either fax to 512/478-6433 or e-mail to nickell@equitycenter.org

We will put you on a special contact list and will get in touch with you about next steps, payment, and your preferred level of involvement, etc.

J. David Thompson
dthompson@thompsonhorton.com

Philip D. Fraissinet
pfraissinet@thompsonhorton.com

Partners

713.554.6767 Office
713.583.9668 Fax

Thompson & Horton LLP
Phoenix Tower, Suite 2000
3200 Southwest Freeway
Houston, Texas 77027

October 5, 2011

Superintendent or Board Member
Texas Public School District

Re: School Finance Litigation – Time for Unified Action for All Texas School Districts

Dear Superintendent or Board Member:

We are writing to you, a leader in Texas public education, to share some information about school finance litigation and to invite your school district to participate in a broad, diverse coalition of school districts in a unified effort to challenge the constitutionality of the Texas public school finance system. As you know, there has been significant discussion in the last year, particularly since the end of the 82nd Legislature, regarding the possibility of litigation against the State over school funding. We have never taken lightly the matter of school finance litigation, and we strongly believe that a lawsuit should be undertaken only when other avenues for significant structural improvements in our system are closed and when a real possibility of success is achievable through litigation. Ultimately, we must remember that we will all work with the legislative and executive branches to implement needed changes in our school funding system. We have concluded that a broad-based, unified, and forceful challenge to the current funding system is now needed to move Texas forward. We invite your district to participate in this effort.

Our legal team will be led by me and Philip Fraissinet of our firm, Thompson & Horton. We plan to retain top-quality experts, including Lynn Moak, Dan Casey and others from Moak Casey & Associates. Attached at the back of this letter is a summary of the claims and strategies we believe have the most likely probability of success under current law and circumstances.

Enclosed with this letter are the following three documents:

- A resolution for your board to adopt to participate in this coalition
- An engagement letter to retain our law firm for representation in this effort



October 5, 2011

Page 2

- A sample media statement that can be modified/used to announce your District's support of this effort

In order to have your board act on this matter, we suggest that you include the following language on your board agenda:

"Consider adoption of resolution to participate in school finance litigation and to engage Thompson & Horton LLP regarding same."

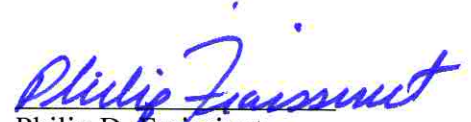
If you would like us to meet with your board to answer any questions, we will be happy to do so. We truly hope you and your district will consider being a part of this effort. Once your board acts, please return to us a copy of the signed resolution and a copy of the signed engagement letter.

Please do not hesitate to contact me (at 713-554-6752) or Philip Fraissinet (at 713-554-6743) if you have any questions or wish to discuss any aspect of our efforts.

We sincerely appreciate your consideration of this invitation.

Very truly yours,
Thompson & Horton LLP


J. David Thompson


Philip D. Fraissinet

JDT/PDF/sjr
Attached Summary
Enclosures

497320



October 5, 2011

Page 3

SCHOOL FINANCE LITIGATION

We believe that the coming litigation will affect and, if successfully handled, should positively impact all Texas school districts. The fact is this: districts can spend their time and resources fighting each other or they can spend their time and resources working together to assert common concerns about the State system. It always has been our team's approach in school finance lawsuits to assert those claims that a broad and diverse group of Texas school districts can support rather than issues that divide districts. That will be our approach now.

Why litigation, and why now?

Less than six years ago, the Texas Supreme Court struck down the State school funding system. In November of 2005, the Court found that over time the Texas legislature had come to rely too heavily on local property tax revenue even as it deprived school districts of meaningful discretion over tax rates. The Court found the system amounted to a State property tax in violation of the Texas Constitution. Our coalition was the only plaintiff group in *West Orange Cove vs. Neeley* that challenged the State on these successful issues.

Importantly, in its decision the Texas Supreme Court also warned legislators about the school funding system's march toward constitutional inadequacy. The Court stated that structural change was needed and warned the legislature: "it remain[ed] to be seen whether the system's predicted drift toward constitutional inadequacy will be avoided by legislative reaction to widespread calls for changes."

In April and May of 2006, the 79th Texas Legislature met in a third special session to address public school finance. Just days ahead of the Court's June 1, 2006 deadline, after which school operations statewide would have been enjoined, the Legislature passed House Bill 1. Initially, House Bill 1 afforded a substantial increase in funding to schools. At the same time, it compressed local property tax rates by one-third over a two-year period, making up the difference with a newly enacted business margins tax plus a portion of State general revenues and other state-sourced funds. With House Bill 1, legislators also created a massive new State hold-harmless provision for school funding, commonly known as target revenue, which locked many districts' funding at 2006 levels per weighted student.

Six years after the Supreme Court's decision, it is evident that the Texas legislature's supposedly temporary solution to the last Court decision has failed to answer the call for needed change, and Texas is once again operating under an unconstitutional school funding system. Revenue added since the Supreme Court's 2005 decision now has been significantly reduced by the 82nd Legislature's cuts this year of more than \$5 billion. The new business tax has failed to generate sufficient revenue to make up for the reduction of local property tax rates. And the "temporary" target revenue system adopted by the legislature in 2006 has become a permanent, parallel and large unexplainable funding system.



October 5, 2011

Page 4

As it currently stands, the system utterly fails to address growth. Texas has added, on average, more than 80,000 students per year since the Court's decision. It will add about 170,000 students in the next two years. Yet this past spring—and for the first time since World War II—the Texas legislature failed to appropriate funding to cover the costs of student population growth under existing formulas over the next biennium. To fund enrollment growth, the legislature reduced funding for the FSP, effectively deciding that all Texas students are worth about \$500 per year less.

Exacerbating the funding crisis are the legislature's new requirements for school districts and students that dramatically increase accountability standards and testing requirements. Let us be clear: increased standards and a shift to an emphasis on post-secondary readiness for all students is a very positive direction. Though well-intentioned, these unfunded measures strain a system that is already overburdened financially. Thus, it is as if, over a five-year period from 2006-2011, the State has responded to the Court's decision declaring the system unconstitutional by raising standards and requirements without sufficient additional resources. Would this response have been acceptable in 2006? We believe that the answer is clearly no. So, why should this response be acceptable today?

In short, the legislature's funding commitment is more distanced than ever from its plans and dictates. It has failed to change the system fundamentally, and more particularly, in a way that will rationally connect resources to the requirements the State has set for all students. The Supreme Court's prediction now is reality: the Texas school funding system, as it currently stands, is unconstitutional.

Unifying and Successful Claims

Our legal team believes that the present Texas school finance system fails to meet the high standards of the Texas Constitution on multiple claims that can provide common ground for a diverse group of districts. We believe that the present Texas school finance system fails to meet the standards of the Texas Constitution in at least three respects:

1. **Adequacy** – Schools and students face significantly increased State performance requirements, curriculum mandates and “college ready” performance levels relative to those in place prior to 2005. Eliminated as part of the 82nd Legislature's dramatic reductions in State funding for public education, however, was funding for specific programs that the Legislature itself has identified as necessary to help the growing population of at-risk students in Texas reach these higher standards. These include programs such as full-day prekindergarten for at-risk students, credit recovery and tutoring, and the technology allotment, among others. The formula adjustments that were retained for student and community differentials are long out of date and have not been updated in decades. If the system is not structured and funded so that there is a close relationship between the State's performance expectations for all students and a funding system actually designed to support those expectations, we believe that it falls short of Constitutional requirements.



October 5, 2011

Page 5

2. **Statewide Property Tax** – the Texas Supreme Court held in 2005 that the system had deteriorated into an unconstitutional State property tax because districts did not have “meaningful discretion” over their own taxes to enrich the State’s required program. Ours was the only group that raised the state property tax issue in *West Orange Cove*. At present, a majority of districts in Texas find themselves with significantly increased State requirements as compared to 2005 and with little discretion remaining other than to cut programs important to parents and students.
3. **Efficiency/Suitability/Arbitrariness** – Many school districts continue to be locked into a target revenue hold-harmless funding system that was enacted as temporary in 2006. The system has significant differences between districts, in many cases differences that are difficult if not impossible to explain. If the system has become so complex that it is largely unexplainable, and if the funding levels for districts have become arbitrary and not reasonably connected to the State’s own high requirements for all students, it is not efficient or suitable as required by the Texas Constitution. Critically, we believe that this violation cannot be remedied simply by eliminating or lowering target revenue for some. Instead, it requires that the Legislature adopt a system that ties funding to the actual costs of meeting the State’s high standards for all Texas children. We must level up, not down.

We believe that these are claims upon which a broad coalition of districts can unite. We believe that having a broad and diverse coalition of districts was critical before, when we achieved success before the trial court and the Supreme Court in *West Orange Cove*. With similar participation and support of school districts across the State now, we believe we have a reasonable probability of succeeding again before *both* a Travis County District Court *and* the Texas Supreme Court.

Goals of Litigation

In the past, Texas courts have generally limited the remedy for a constitutionally deficient funding system to the threat of enjoining the operation of the public school system. We believe that more forceful and direct remedies are required to compel the legislature to implement more long-term and structural changes to the funding system. Specifically, we believe the following goals are ones that can benefit all districts in Texas, and around which all districts can unify:

- Meaningful discretion for ALL Texas school districts to be able to choose locally to provide enrichment beyond State requirements;
- Adequate funding that allows ALL Texas school districts to provide a meaningful opportunity for ALL students, regardless of background or condition, to meet or exceed the standards that we set in Texas; and



October 5, 2011

Page 6

- A finance system that provides funding for ALL Texas school districts in a way that is rationally connected to the standards and requirements set by the State and that offers the greatest opportunity for all schoolchildren in Texas to succeed.

Next Steps

In the very near future, a lawsuit asserting these claims and seeking this relief will be filed. Other school districts and interested parties will have an opportunity to join this effort.

Our goal is to have a diverse, representative, and unified coalition that will assert common claims and share in the costs of this effort. The enclosed engagement letter describes the terms under which each member will participate in the coalition. With regard to costs, we note that because of our success in the *West Orange Cove* case we were able to recover our coalition's legal expenses from the State, and we returned those funds to each and every district that participated in the effort. Although we cannot guarantee the outcome, we can assure you that we will vigorously pursue success and the recovery of legal costs to the fullest extent possible.

**RESOLUTION AND CONSENT OF THE
BOARD OF TRUSTEES OF THE
_____ INDEPENDENT SCHOOL DISTRICT**

The Board of Trustees ("Board") of the _____ Independent School District ("District") does hereby consent and agree, pursuant to Section 11.151 of the Texas Education Code, that the following resolutions be, and hereby are, adopted by the Board:

WHEREAS the Board believes that the presently existing statutory system for the financing of public education in Texas ("Finance System") has and will continue to impair, unless significantly reformed, the education available to the students within the District as well as the ability of the District to provide an appropriate education to all students within the District; and

WHEREAS the Board deems it in the best interest of the District to seek an end to such impairment through the judicial system; and

WHEREAS the Board deems it in the interest of the District to participate with other school districts to retain the law firm of Thompson & Horton LLP to challenge the Finance System; now, therefore, be it

RESOLVED, that the District is hereby authorized to join with other school districts to participate in litigation to challenge the existing Finance System; and be it further

RESOLVED, that the retention of the law firm of Thompson & Horton LLP (the "Firm") be and hereby is authorized and approved for that purpose according to the terms of the engagement letter provided by the Firm; and be it further

RESOLVED, that the Firm be, and hereby is, authorized, empowered, and directed to file and prosecute a lawsuit challenging the presently existing statutory system for the financing of public education in Texas; and be it further

RESOLVED, that the expenditure of public funds by the District be and hereby is authorized and approved for that purpose.

IN WITNESS WHEREOF, the Board of Trustees has approved this Resolution as of this ___ day of _____, 2011.

By: _____
Board President

Attest:

Board Secretary

J. David Thompson
dthompson@thompsonhorton.com

Philip D. Fraissinet
pfraissinet@thompsonhorton.com

Partners

713.554.6767 Office
713.583.9668 Fax

Thompson & Horton LLP
Phoenix Tower, Suite 2000
3200 Southwest Freeway
Houston, Texas 77027

October 5, 2011

Superintendent or Board Member
Texas Public School District

Re: School Finance Litigation – Engagement of Thompson & Horton LLP
("Firm")

Dear Superintendent or Board Member:

We greatly appreciate the opportunity to represent your District ("District") in litigation to challenge the constitutionality of the existing system of financing public schools in Texas ("Litigation").

The purpose of this letter is to describe the terms and conditions under which we will represent the District in the Litigation. We will represent the District as part of a broad, diverse group of public school Districts that will assert claims aimed at improving the school finance system for all Texas students. Each member of this coalition, including your District, will be kept apprised of and have regular opportunity to provide input into strategy and the course of the Litigation. In addition, after the coalition is formed, a "Litigation Committee" will be formed that will be authorized to make day-to-day decisions that may be needed regarding litigation issues which may arise from time to time and require quick direction.

As you know, this is major litigation involving issues that are critical to the future of public education in Texas. From past litigation and experience, we know that significant resources will be necessary to be successful. From discussions we have had with numerous Districts, we anticipate there is sufficient interest among school Districts to form this coalition and to adequately support the efforts that will be required by many to be successful.

As a member of this effort, your District will be asked to contribute in various ways. First, we know that Districts have extensive information and expertise in various areas that will be necessary to the successful prosecution of this lawsuit. We ask that each District provide a



October 5, 2011

Page 2

primary contact for the purpose of gathering information, preparing strategy, and responding to discovery that may be asked for during the Litigation.

Second, school finance cases are expensive. The State will have access to extensive resources and has, in the past, used such resources to defend the finance system. In addition to legal fees, a successful case will require top-quality experts and research in numerous areas. We strongly believe it is important to retain the most qualified experts and conduct the most thorough research and studies in order to be successful. As such, each member of the coalition will be asked to contribute to the costs of litigation, which will include legal fees and expenses, expert fees and expenses, and court and litigation costs.

Under this engagement, the District agrees to contribute financially as follows. For the 2011-2012 school District budget year, the District will contribute \$1 per student in weighted average daily attendance ("WADA"), with a maximum contribution per school District of \$65,000. Based on expressed interest level and past experiences, we anticipate that this contribution will fund all legal and expert fees and costs from pre-filing activities through discovery and trial of the case.

In addition, by approving this engagement, the District authorizes a second possible contribution from the 2012-2013 school District budget year, for an amount *up to* an additional \$1 per WADA. This second contribution will be made if necessary to account for any delay strategy by the State, unanticipated issues that arise during the course of litigation, and future appeals.

After authorization of this engagement, your District will be asked to make its initial contribution. Distribution of payments for case costs and expenses will be made as authorized by the Litigation Committee from time to time.

Under any scenario, any contributions that are made over the two budget periods that are not ultimately required will be returned to each District. Moreover, as in past litigation, we will seek to recover attorney fees and costs from the State at the conclusion of the case and, if successful, will return any such recovery to each District on a prorated basis.

We will represent all of the Districts in this coalition and certainly do not anticipate any conflict arising between the interests of any Districts in our group during this Litigation. However, in any coalition effort, it is important to provide options up-front should such a conflict arise. If a conflict does arise, it may be necessary for Thompson & Horton to withdraw from the representation of one or more Districts in this case. If such a situation arises, your District will have the option of (1) withdrawing from further participation in the case or (2) remaining in the case and retaining another lawyer or law firm to represent the District. Whichever option you choose, however, by signing below, you specifically agree (i) not to move to disqualify the Firm from representing other Districts in the lawsuit under such circumstances and (2) to waive any conflicts that may arise from Thompson &



October 5, 2011
Page 3

Horton's current or continued representation of other school Districts under such circumstances.

If your District's Board of Trustees agrees to these terms and authorizes this engagement by adoption of the Resolution submitted herewith, please have an authorized official sign below and return to us at the address above.

Again, we greatly appreciate the opportunity to represent your District and the coalition in this crucial effort.

Very truly yours,

Thompson & Horton LLP


David Thompson


Philip D. Fraissinet

Superintendent of Schools or Other Authorized Official

Independent School District

JDT/PDF/sjr

497325

PRESS STATEMENT
INDEPENDENT SCHOOL DISTRICT TO CHALLENGE
TEXAS SCHOOL FINANCE SYSTEM

Less than six years ago, the Texas Supreme Court struck down the State school funding system. In November 2005, the Court found that the Texas legislature had over-relied on local property taxes, left local school districts without meaningful discretion over local tax rates, and was operating a state property tax in violation of the Texas Constitution. The Supreme Court also cautioned that the school funding system was on the verge of resulting in a constitutionally inadequate education system. The Court warned that structural change was needed and stated that it “remain[ed] to be seen whether the system’s predicted drift toward constitutional inadequacy [would] be avoided by legislative reaction to widespread calls for changes.”

Six years later, it is evident that the Texas legislature has failed to answer the call for needed change, and Texas is once again operating under an unconstitutional school funding system. Revenue added after the Supreme Court’s last decision has now been significantly reduced by the most recent legislative cuts of more than \$5 billion. The business tax created to bring down local property taxes has failed to generate revenue sufficient to replace lost property tax revenue. And the “temporary” target revenue system adopted by the legislature in 2006 has become a permanent funding system that assigns different levels of money to students in different school districts without regard for the actual costs of educating a growing and increasingly diverse and poor student population.

Texas has added an average of over 80,000 students every year since the Court’s decision. It will add about 170,000 students in the next two years. In 2011, for the first time since WWII, the Texas legislature failed to provide funding to cover the costs of student growth at current formulas in the next biennium.

Despite these cuts, the Texas legislature has continued to add requirements for school districts and students and to increase accountability standards and testing requirements. Increased standards and a shift in emphasis to post-secondary readiness for all students is a good thing. But the State’s funding commitment no longer matches its plans, and the legislature has failed to fundamentally change the system in a way that will rationally connect resources to the requirements the State has set.

Because of these failings, today the _____ Independent School District has agreed to join a coalition of school districts to challenge the constitutionality of the current school funding system. This will be a broad and diverse coalition of school districts that will stand together and raise common concerns to seek a ruling to compel the legislature to adequately fund public education, provide local discretion, and tie funding to the standards and requirements set by the State.

The coalition will be represented by David Thompson and Philip Fraissinet of Thompson & Horton LLP. Mr. Thompson and Mr. Fraissinet were part of the legal team that successfully argued the State property tax claim in 2005. Mr. Thompson also represented Texas Association of School Boards Legal Assistance Fund in Edgewood IV in 1995 on behalf of 263 diverse school districts to raise the adequacy claim for the first time in Texas. Moak Casey and Associates will assist the coalition as experts.

“Our goal is to benefit all school districts by requiring the Texas legislature to establish a rational and understandable funding system actually tied to the high standards it has set for all students, rather than simply leveling down to fit funds available,” said _____. “We believe this legal team has the expertise, experience, and record of success to represent a diverse coalition of districts seeking this common objective.”

In taking this action, the _____ Independent School District and all school districts involved are keenly aware of the economic challenges that have faced our country, state and local communities. Many Texas families have had to do more with less, and Texas school districts and their students, families and employees have done the same. The answers are not easy. But our State cannot use the difficulty of these challenges as an excuse to fail to live up to the constitutional duty placed on our legislature to provide an adequate and understandable school funding system that is not funded by a State property tax.

Plaintiffs:

THE TEXAS TAXPAYER & STUDENT FAIRNESS COALITION

HILLSBORO, I.S.D.

HUTTO I.S.D.

NACOGDOCHES I.S.D.

PFLUGERVILLE I.S.D.

SAN ANTONIO I.S.D.

TAYLOR I.S.D.

VAN I.S.D.

RANDY PITTENGER

CHIP LANGSTON

SHELBY DAVIDSON,

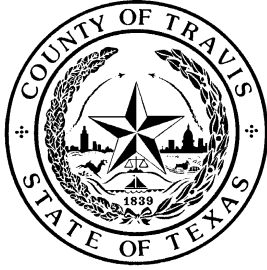
AS NEXT FRIEND OF CORTLAND, CARLI AND CASI DAVIDSON,

Defendants:

ROBERT SCOTT, COMMISSIONER OF EDUCATION, IN HIS OFFICIAL CAPACITY

SUSAN COMBS, TEXAS COMPTROLLER OF PUBLIC ACCOUNTS, IN HER OFFICIAL
CAPACITY

TEXAS STATE BOARD OF EDUCATION



TRAVIS COUNTY ELECTIONS

KEY DATES AND DEADLINES for Contracting Entities for Tuesday, November 8, 2011 Election

August 10	Deadline to notify Elections Division of intent to contract with County Clerk for election services for Nov 2011 election
August 25	Deadline to turn in preliminary ballot content in English and Spanish (listing of ballot contests for candidates and/or propositions)
September 1	Ballot STYLES locked down All entities must sign-off on Voter Registration jurisdiction review No changes to Voter Registration street file may be made after this date
September 7	Candidate filing deadline Deadline to submit candidate names and language changes for ballot Requested deadline to notify County of intent to cancel an election
September 16	Last day for candidate to withdraw Recommended date to conduct ballot position drawing Deadline to notify County Clerk of cancellation of election 5:30 pm Deadline to submit candidate ballot order and final ballot language changes
September 20	Entity Ballot Proofing, 10 am – 3 pm, 5501 Airport Blvd. All entities must proof and approve the ballot
September 21	8am – Ballot locked down No changes to the ballot may be made after this date
September 21-22	Ballot testing [Logic and Accuracy (L&A) test]
September 23	First day to send ballots by mail
October 24	Early Voting Begins
November 4	Early Voting Ends
November 8	Election Day
November 14	4:00 pm Final Ballot Board (provisional and overseas ballots)
November 16	8:00 am First day to pick up final canvass results