

Agenda of Regular Meeting

The Board of Trustees Ector County Independent School District

A Regular Meeting of the Board of Trustees of Ector County Independent School District will be held May 18, 2021, beginning at 6:00 PM.

ECISD is taking steps to protect against the spread of COVID-19 with staff and in our community. All are required to stop at the front desk, have your temperature taken, and answer screening questions prior to accessing building. Visitors are *required* to wear face mask. The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
4. Invocation:
5. Special Presentations:
 - Alicia Press and Roberto Cedillo Accepted to the National Superintendents Academy
 - Recognition of Scripps Regional Spelling Bee Champion
 - Announcement of Memorial Scholarship Awards
 - Introduction of Top 10 Graduates
6. Opening Remarks by Superintendent
7. Public Comment
8. Action Items
 - A. Discussion and Possible Action to Accept for Consideration an Application for an Appraised Value Limitation on Qualified Property from Quail Run Carbon, LLC, assess a Large Project Application Fee, authorize the Superintendent to review the Application for completeness, submit such Application to the Comptroller and Take Other Action Incident Thereto 3
 - B. Discussion of and Request for Approval of Purchases over \$50,000 39
 - C. Discussion of and Request for Approval of 2020-2021 Budget Amendment #8 55
 - D. Discussion of and Request for Approval of the Quarterly Investment Report 58
 - E. Discussion of and Request for Approval to Pay Off Bus Lease 63
 - F. Discussion of and Request for Approval to Sell Property for Less Than Market Value 65
 - G. Discussion of and Request for Approval to Accept Purchase on Tax Foreclosed Property 76

H. Discussion of and Request for Approval of Revisions to Policy FNCA(LOCAL): Student Conduct Dress Code	80
I. Discussion of and Request for Approval of the 2021-2022 Compensation Plan	82
J. Discussion of and Request for Approval of the 2021-2022 District Improvement Plan	117
K. Discussion of and Request for Approval of ECISD's Second Amendment to the Academic Calendar for 2020-2021	252
L. Discussion of and Request for Approval of Standardized Uniforms at Burnet Elementary	254
9. Consent Agenda	258
A. Request for Approval of Minutes of Minutes	259
B. Request for Approval of Bills for Payment	274
C. Request for Approval of Acceptance of Donations Over \$10,000	295
D. Request for Approval of Memorandum of Understanding Between Ector County ISD and the University of Texas Permian Basin for Academic Dual Credit	299
E. Request for Approval of Memorandum of Understanding and Articulation Agreement between Ector County ISD and Odessa College for Dual Credit Offerings	318
F. Request for Approval of Instructional Materials Allotment and TEKS Certification 2021-2022	324
10. Report/Discussion Items	
A. Budget Update Discussion	327
B. Legislative Update	328
11. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the hiring of Principals for Downing Elementary and Jordan Elementary) Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]	
A. Discussion of and Request for Approval of Recommendations for Principals	329
12. Information Items	330
A. Financials	331
B. Purchasing Report	335
C. Routine Personnel Report	336
13. Closing Remarks by Superintendent	
14. Adjournment	



TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION AND POSSIBLE ACTION TO ACCEPT FOR CONSIDERATION AN APPLICATION FOR AN APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY FROM QUAIL RUN CARBON, LLC, ASSESS A LARGE PROJECT APPLICATION FEE, AUTHORIZE THE SUPERINTENDENT TO REVIEW THE APPLICATION FOR COMPLETENESS, SUBMIT SUCH APPLICATION TO THE COMPTROLLER AND TAKE OTHER ACTION INCIDENT THERETO

DATE: May 18, 2021

We are requesting consideration and acceptance of the Chapter 313 Property Tax Valuation Limitation application. Acceptance of the application does not bind the district into entering a contract with the applicant, but provides us the option to consider the application and potential future contract for a Chapter 313 agreement for property value limitation and revenue.

Administrative Recommendation:

Approval to accept an Application for an Appraised Value Limitation on Qualified Property from Quail Run Carbon, LLC, assess a Large Project Application Fee, authorize the Superintendent to review the Application for completeness, submit such Application to the Comptroller and take other action incident thereto.

Quail Run Carbon, LLC

Chapter 313 Application to Ector County ISD

Cummings Westlake, LLC

TAB 1

Pages 1 through 8 of application.

Application for Appraised Value Limitation on Qualified Property

(Tax Code, Chapter 313, Subchapter B or C)

INSTRUCTIONS: This application must be completed and filed with the school district. In order for an application to be processed, the governing body (school board) must elect to consider an application, but — by Comptroller rule — the school board may elect to consider the application only after the school district has received a completed application. Texas Tax Code, Section 313.025 requires that any completed application and any supplemental materials received by the school district must be forwarded within seven days to the Texas Comptroller of Public Accounts.

If the school board elects to consider the application, the school district must:

- notify the Comptroller that the school board has elected to consider the application. This notice must include:
 - the date on which the school district received the application;
 - the date the school district determined that the application was complete;
 - the date the school board decided to consider the application; and
 - a request that the Comptroller prepare an economic impact analysis of the application;
- provide a copy of the notice to the appraisal district;
- must complete the sections of the application reserved for the school district and provide information required in the Comptroller rules located at 34 Texas Administrative Code (TAC) Section 9.1054; and
- forward the completed application to the Comptroller, separating each section of the documents. See 34 TAC Chapter 9, Subchapter F.

The governing body may, at its discretion, allow the applicant to supplement or amend the application after the filing date, subject to the restrictions in 34 TAC Chapter 9, Subchapter F.

When the Comptroller receives the notice and required information from the school district, and has determined that all assertions of confidentiality are appropriate, the Comptroller will publish all submitted non-confidential application materials on its website. The Comptroller is authorized to treat some application information as confidential and withhold it from publication on the Internet. To do so, however, the information must be segregated and comply with the other requirements set out in the Comptroller's rules. For more information, see guidelines on Comptroller's website.

The Comptroller will independently determine whether the application has been completed according to the Comptroller's rules (34 TAC Chapter 9, Subchapter F). If the Comptroller finds the application is not complete, the Comptroller will request additional materials from the school district. Pursuant to 9.1053(a)(1)(C), requested information shall be provided within 20 days of the date of the request. When the Comptroller determines that the application is complete, it will send the school district a notice indicating so. The Comptroller will determine the eligibility of the project and issue a certificate for a limitation on appraised value to the school board regarding the application by the 90th day after the Comptroller receives a complete application—as determined by the Comptroller.

The school board must approve or disapprove the application not later than the 150th day after the application review start date (the date the application is finally determined to be complete by the Comptroller), unless an extension is granted. The Comptroller and school district are authorized to request additional information from the applicant that is reasonably necessary to issue a certificate, complete the economic impact evaluation or consider the application at any time during the application review period.

Please visit the Comptroller's website to find out more about the program at comptroller.texas.gov/economy/local/ch313/. There are links to the Chapter 313 statute, rules, guidelines and forms. Information about minimum limitation values for particular districts and wage standards may also be found at that site.

SECTION 1: School District Information

1. Authorized School District Representative

May 18, 2021

Date Application Received by District

Dr. Scott

First Name

Muri

Last Name

Superintendent

Title

Ector County Independent School District

School District Name

802 N. Sam Houston

Street Address

P.O. Box 3912

Mailing Address

Odessa

City

TX

State

79760

ZIP

732-456-9879

Phone Number

432-456-9878

Fax Number

Mobile Number (optional)

scott.muri@ectorcountysd.org

Email Address

2. Does the district authorize the consultant to provide and obtain information related to this application? Yes No

SECTION 1: School District Information (continued)

3. Authorized School District Consultant (If Applicable)

Form for Section 1, Question 3. Fields include: First Name (Fred), Last Name (Stormer), Title (Attorney), Firm Name (Underwood Law Firm, PC), Phone Number (806-379-0306), Fax Number (806-379-0316), Email Address (fred.stormer@uwlaw.com), and a question about the completion date.

SECTION 2: Applicant Information

1. Authorized Company Representative (Applicant)

Form for Section 2, Question 1. Fields include: First Name (Jeff), Last Name (Delgado), Title (Managing Director), Organization (Starwood), Street Address (5 Greenwich Office Park), Mailing Address (Greenwich), City (Greenwich), State (CT), ZIP (06831), Phone Number (203-422-7827), Fax Number (na), and Business Email Address (jdelgado@starwood.com).

2. Will a company official other than the authorized company representative be responsible for responding to future information requests? [checked] Yes [] No

2a. If yes, please fill out contact information for that person.

Form for Section 2, Question 2a. Fields include: First Name (Keith), Last Name (Tracy), Title (Principal), Organization (Elysian Ventures), Street Address (110 E. 42nd St. Suite 1310), Mailing Address (New York), City (New York), State (NY), ZIP (10017), Phone Number (405-308-7289), Fax Number (na), and Business Email Address (ktracy@elysian.cc).

3. Does the applicant authorize the consultant to provide and obtain information related to this application? [checked] Yes [] No

SECTION 2: Applicant Information (continued)

4. Authorized Company Consultant (If Applicable)

Brandon _____ Westlake _____
 First Name Last Name
 Partner _____
 Title
 Cummings Westlake, LLC _____
 Firm Name
 713-266-4456 _____ 713-266-2333 _____
 Phone Number Fax Number
 bwestlake@cwlp.net _____
 Business Email Address

SECTION 3: Fees and Payments

1. Has an application fee been paid to the school district? Yes No
 The total fee shall be paid at the same time the application is submitted to the school district. Any fees not accompanying the original application shall be considered supplemental payments.

1a. If yes, include all transaction information below. Include proof of application fee paid to the school district in **Tab 2**. Any confidential banking information provided will not be publicly posted.

\$85,000 _____ Check _____
 Payment Amount Transaction Type
 Quail Run Carbon, LLC _____ Ector County ISD _____
 Payor Payee
 March 23, 2021 _____
 Date transaction was processed

For the purpose of questions 2 and 3, "payments to the school district" include any and all payments or transfers of things of value made to the school district or to any person or persons in any form if such payment or transfer of thing of value being provided is in recognition of, anticipation of, or consideration for the agreement for limitation on appraised value.

2. Will any "payments to the school district" that you may make in order to receive a property tax value limitation agreement result in payments that are not in compliance with Tax Code §313.027(i)? Yes No N/A
 3. If "payments to the school district" will only be determined by a formula or methodology without a specific amount being specified, could such method result in "payments to the school district" that are not in compliance with Tax Code §313.027(i)? Yes No N/A

SECTION 4: Business Applicant Information

1. What is the legal name of the applicant under which this application is made? _____ Quail Run Carbon, LLC _____
 2. Texas Taxpayer I.D. number of entity subject to Tax Code, Chapter 171 (11 digits) _____ 32074977078 _____
 3. Parent Company Name _____ Elysian Ventures _____
 4. Parent Company Tax ID _____
 5. NAICS code _____ 325120 _____
 6. Is the applicant a party to any other pending or active Chapter 313 agreements? Yes No
 6a. If yes, please list application number, name of school district and year of agreement _____

SECTION 5: Applicant Business Structure

1. Business Organization of Applicant (corporation, limited liability corporation, etc) _____ Limited Liability Company _____
 2. Is applicant a combined group, or comprised of members of a combined group, as defined by Tax Code §171.0001(7)? Yes No
 2a. If yes, attach in **Tab 3** a copy of the most recently submitted Texas Comptroller Franchise Tax Form No. 05-165, No. 05-166, or any other documentation from the Franchise Tax Division to demonstrate the applicant's combined group membership and contact information.

SECTION 5: Applicant Business Structure (continued)

2b. Texas Franchise Tax Reporting Entity Taxpayer Name

Quail Run Carbon, LLC

2c. Reporting Entity Taxpayer Number

32074977078

3. Is the applicant current on all tax payments due to the State of Texas? Yes No
4. Are all applicant members of the combined group current on all tax payments due to the State of Texas? Yes No N/A

SECTION 6: Eligibility Under Tax Code Chapter 313.024

1. Are you an entity subject to the tax under Tax Code, Chapter 171? Yes No
2. The property will be used for one of the following activities:
- (1) manufacturing Yes No
 - (2) research and development Yes No
 - (3) a clean coal project, as defined by Section 5.001, Water Code Yes No
 - (4) an advanced clean energy project, as defined by Section 382.003, Health and Safety Code Yes No
 - (5) renewable energy electric generation Yes No
 - (6) electric power generation using integrated gasification combined cycle technology Yes No
 - (7) nuclear electric power generation Yes No
 - (8) a computer center that is used as an integral part or as a necessary auxiliary part for the activity conducted by applicant in one or more activities described by Subdivisions (1) through (7) Yes No
 - (9) a Texas Priority Project, as defined by 313.024(e)(7) and TAC 9.1051* Yes No
3. Are you requesting that any of the land be classified as qualified investment? Yes No
4. Will any of the proposed qualified investment be leased under a capitalized lease? Yes No
5. Will any of the proposed qualified investment be leased under an operating lease? Yes No
6. Are you including property that is owned by a person other than the applicant? Yes No
7. Will any property be pooled or proposed to be pooled with property owned by the applicant in determining the amount of your qualified investment? Yes No

*Note: Applicants requesting eligibility under this category should note that there are additional application and reporting data submission requirements.

SECTION 7: Project Description

1. In **Tab 4**, attach a detailed description of the scope of the proposed project, including, at a minimum, the type and planned use of real and tangible personal property, the nature of the business, a timeline for property construction or installation, and any other relevant information. If the project is an amendment or a reapplication please specify and provide details regarding the original project.
2. Check the project characteristics that apply to the proposed project:
- Land has no existing improvements
 - Land has existing improvements (complete Section 13)
 - Expansion of existing operation on the land (complete Section 13)
 - Relocation within Texas

SECTION 8: Limitation as Determining Factor

1. Does the applicant currently own the land on which the proposed project will occur? Yes No
2. Has the applicant entered into any agreements, contracts or letters of intent related to the proposed project? Yes No
3. Does the applicant have current business activities at the location where the proposed project will occur? Yes No
4. Has the applicant made public statements in SEC filings or other documents regarding its intentions regarding the proposed project location? Yes No
5. Has the applicant received any local or state permits for activities on the proposed project site? Yes No
6. Has the applicant received commitments for state or local incentives for activities at the proposed project site? Yes No
7. Is the applicant evaluating other locations not in Texas for the proposed project? Yes No
8. Has the applicant provided capital investment or return on investment information for the proposed project in comparison with other alternative investment opportunities? Yes No
9. Has the applicant provided information related to the applicant's inputs, transportation and markets for the proposed project? Yes No
10. Are you submitting information to assist in the determination as to whether the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in Texas? Yes No

Chapter 313.026(e) states "the applicant may submit information to the Comptroller that would provide a basis for an affirmative determination under Subsection (c)(2)." If you answered "yes" to any of the questions in Section 8, attach supporting information in Tab 5.

SECTION 9: Projected Timeline

NOTE: Only construction beginning after the application review start date (the date the Texas Comptroller of Public Accounts deems the application complete) can be considered qualified property and/or qualified investment.

1. Estimated school board ratification of final agreement October 2021
2. Estimated commencement of construction Q4 - 2021
3. Beginning of qualifying time period (MM/DD/YYYY) 01/01/2022
4. First year of limitation (YYYY) 01/01/2024

4a. For the beginning of the limitation period, notate which **one of the following** will apply according to provision of 313.027(a-1)(2):

- A. January 1 following the application date B. January 1 following the end of QTP
 C. January 1 following the commencement of commercial operations

5. Commencement of commercial operations December 2023

SECTION 10: The Property

1. County or counties in which the proposed project will be located Ector County
2. Central Appraisal District (CAD) that will be responsible for appraising the property Ector CAD
3. Will this CAD be acting on behalf of another CAD to appraise this property? Yes No

4. List all taxing entities that have jurisdiction for the property, the portion of project within each entity and tax rates for each entity:

M&O (ISD): <u>Ector County ISD; 100%; \$1.0547</u> <small>(Name, tax rate and percent of project)</small>	I&S (ISD): <u>Ector County ISD; 100%; \$0.12322</u> <small>(Name, tax rate and percent of project)</small>
County: <u>Ector County; 100%; \$0.365</u> <small>(Name, tax rate and percent of project)</small>	City: <u>NA</u> <small>(Name, tax rate and percent of project)</small>
Hospital District: <u>Ector Co Hospital; 100%; \$0.150</u> <small>(Name, tax rate and percent of project)</small>	Water District: <u>NA</u> <small>(Name, tax rate and percent of project)</small>
Other (describe): <u>Odessa College; 100%; \$0.188965</u> <small>(Name, tax rate and percent of project)</small>	Other (describe): <u>NA</u> <small>(Name, tax rate and percent of project)</small>

SECTION 10: The Property (continued)

5. List all state and local incentives as an annual percentage. Include the estimated start and end year of the incentive:

County: NA
(Incentive type, percentage, start and end year)

City: NA
(Incentive type, percentage, start and end year)

Hospital District: NA
(Incentive type, percentage, start and end year)

Water District: NA
(Incentive type, percentage, start and end year)

Other (describe): NA
(Incentive type, percentage, start and end year)

Other (describe): NA
(Incentive type, percentage, start and end year)

6. Is the project located entirely within the ISD listed in Section 1? Yes No

6a. If no, attach in **Tab 6** maps of the entire project (depicting all other relevant school districts) and additional information on the project scope and size. Please note that only the qualified property within the ISD listed in Section 1 is eligible for the limitation from this application. Please verify that all information in **Tabs 7 and 8**, Section 11, 12 and 13, and map project boundaries pertain to only the property within the ISD listed in Section 1.

7. Did you receive a determination from the Texas Economic Development and Tourism Office that this proposed project and at least one other project seeking a limitation agreement constitute a single unified project (SUP), as allowed in §313.024(d-2)? Yes No

7a. If yes, attach in **Tab 6** supporting documentation from the Office of the Governor.

SECTION 11: Texas Tax Code 313.021(1) Qualified Investment

NOTE: The minimum amount of qualified investment required to qualify for an appraised value limitation and the minimum amount of appraised value limitation vary depending on whether the school district is classified as Subchapter B or Subchapter C, and the taxable value of the property within the school district. For assistance in determining estimates of these minimums, access the Comptroller's website at comptroller.texas.gov/economy/local/ch313/.

1. At the time of application, what is the estimated minimum qualified investment required for this school district? 100,000,000

2. What is the amount of appraised value limitation for which you are applying? 100,000,000

Note: The property value limitation amount is based on property values available at the time of application and may change prior to the execution of any final agreement.

3. Does the qualified investment meet the requirements of Tax Code §313.021(1)? Yes No

4. Attach a description of the qualified investment [See §313.021(1).] The description must include:

- a. a specific and detailed description of the qualified investment you propose to make within the project boundary for which you are requesting an appraised value limitation as defined by Tax Code §313.021 (**Tab 7**);
- b. a description of any new buildings, proposed new improvements or personal property which you intend to include as part of your minimum qualified investment (**Tab 7**); and
- c. a detailed map of the qualified investment showing location of tangible personal property to be placed in service during the qualifying time period and buildings to be constructed during the qualifying time period, with vicinity map (**Tab 11**).

5. Do you intend to make at least the minimum qualified investment required by Tax Code §313.023 (or §313.053 for Subchapter C school districts) for the relevant school district category during the qualifying time period? Yes No

SECTION 12: Texas Tax Code 313.021(2) Qualified Property

1. Attach a detailed description of the qualified property. [See §313.021(2)] The description must include:

- 1a. a specific and detailed description of the qualified property for which you are requesting an appraised value limitation as defined by Tax Code §313.021 (**Tab 8**);
- 1b. a description of any new buildings, proposed new improvements or personal property which you intend to include as part of your qualified property (**Tab 8**);
- 1c. a map or site plan of the proposed qualified property showing the location of the new buildings or new improvements inside the project area boundaries within a vicinity map that includes school district, county and reinvestment zone boundaries (**Tab 11**); and
- 1d. Will any of the proposed qualified property be used to renovate, refurbish, upgrade, maintain, modify, improve, or functionally replace existing buildings or existing improvements inside or outside the project area? Yes No

Note: Property used to renovate, refurbish, upgrade, maintain, modify, improve, or functionally replace existing buildings or existing improvements inside or outside the project area cannot be considered qualified property and will not be eligible for a limitation. See TAC §9.1051(16).

SECTION 12: Texas Tax Code 313.021(2) Qualified Property (continued)

2. Is the land upon which the new buildings or new improvements will be built part of the qualified property described by §313.021(2)(A)? Yes No
- 2a. If yes, attach complete documentation including:
- a. legal description of the land (Tab 9);
 - b. each existing appraisal parcel number of the land on which the new improvements will be constructed, regardless of whether or not all of the land described in the current parcel will become qualified property (Tab 9);
 - c. owner (Tab 9);
 - d. the current taxable value of the land, attach estimate if land is part of larger parcel (Tab 9); and
 - e. a detailed map showing the location of the land with vicinity map (Tab 11).
3. Is the land on which you propose new construction or new improvements currently located in an area designated as a reinvestment zone under Tax Code Chapter 311 or 312 or as an enterprise zone under Government Code Chapter 2303? Yes No
- 3a. If yes, attach the applicable supporting documentation:
- a. evidence that the area qualifies as an enterprise zone as defined by the Governor's Office (Tab 16);
 - b. legal description of reinvestment zone (Tab 16);
 - c. order, resolution or ordinance establishing the reinvestment zone (Tab 16);
 - d. guidelines and criteria for creating the zone (Tab 16); and
 - e. a map of the reinvestment zone or enterprise zone boundaries with vicinity map (Tab 11)
- 3b. If no, submit detailed description of proposed reinvestment zone or enterprise zone with a map indicating the boundaries of the zone on which you propose new construction or new improvements to the Comptroller's office within 30 days of the application date.
- What is the anticipated date on which you will submit final proof of a reinvestment zone or enterprise zone? _____

SECTION 13: Information on Property Not Eligible to Become Qualified Property

1. In Tab 10, attach a specific and detailed description of all **existing property within the project boundary**. This includes buildings and improvements existing as of the application review start date (the date the application is determined to be complete by the Comptroller). The description must provide sufficient detail to locate all existing property on the land that will be subject to the agreement and distinguish existing property from future proposed property.
2. In Tab 10, attach a specific and detailed description of all **proposed new property within the project boundary that will not become new improvements** as defined by TAC 9.1051. This includes proposed property that: functionally replaces existing or demolished/removed property; is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property; or is otherwise ineligible to become qualified property. The description must provide sufficient detail to distinguish existing property (statement 1) and all proposed new property that cannot become qualified property from proposed qualified property that will be subject to the agreement (as described in Section 12 of this application).
3. For the property not eligible to become qualified property within the project boundary in response to statements 1 and 2 of this section, provide the following supporting information in Tab 10:
- a. maps and/or detailed site plan;
 - b. surveys;
 - c. appraisal district values and parcel numbers;
 - d. inventory lists;
 - e. existing and proposed property lists;
 - f. model and serial numbers of existing property; or
 - g. other information of sufficient detail and description.
4. Total estimated market value of existing property within the project boundary (that property described in response to statement 1): \$ 0.00
5. In Tab 10, include an appraisal value by the CAD of all the buildings and improvements existing as of a date within 15 days of the date the application is received by the school district.
6. Total estimated market value of proposed property not eligible to become qualified property (that property described in response to statement 2): \$ 0.00

Note: Investment for the property listed in statement 2 may count towards qualified investment in Column C of Schedules A-1 and A-2, if it meets the requirements of 313.021(1). Such property **cannot** become qualified property on Schedule B.

SECTION 14: Wage and Employment Information

1. What is the number of new qualifying jobs you are committing to create? 10
2. What is the number of new non-qualifying jobs you are estimating you will create? (See TAC 9.1051(14)) 0
3. Do you intend to request that the governing body waive the minimum new qualifying job creation requirement, as provided under Tax Code §313.025(f-1)? Yes No
 - 3a. If yes, attach evidence of industry standard in **Tab 12** documenting that the new qualifying job creation requirement above exceeds the number of employees necessary for the operation, according to industry standards.
4. Attach in **Tab 13** the four most recent quarters of data for each wage calculation below, including documentation from the Texas Workforce Commission website. The final actual statutory minimum annual wage requirement for the applicant for each qualifying job — which may differ slightly from this estimate — will be based on information available at the time of the application review start date (date of a completed application). See TAC §9.1051(21) and (22). **Note:** If a more recent quarter of information becomes available before the application is deemed complete, updated wage information will be required.
 - a. Non-qualified job wages
- average weekly wage for all jobs (all industries) in the county is \$ 1,187.75
 - b. Qualifying job wage minimum option §313.021(5)(A)
-110% of the average weekly wage for manufacturing jobs in the county is \$ 1,552.10
 - c. Qualifying job wage minimum option §313.021(5)(B)
-110% of the average weekly wage for manufacturing jobs in the region is \$ 962.48
5. Which Tax Code section are you using to estimate the qualifying job wage standard required for this project? §313.021(5)(A) or §313.021(5)(B)
6. What is the minimum required annual wage for each qualifying job based on the qualified property? \$ 50,049.00
7. What is the annual wage you are committing to pay for each of the new qualifying jobs you create on the qualified property? \$ 50,049.00
8. Will the qualifying jobs meet all minimum requirements set out in Tax Code §313.021(3)? Yes No
9. Do you intend to satisfy the minimum qualifying job requirement through a determination of cumulative economic benefits to the state as provided by §313.021(3)(F)? Yes No
 - 9a. If yes, attach in **Tab 13** supporting documentation from the TWC, pursuant to §313.021(3)(F).
10. Do you intend to rely on the project being part of a single unified project, as allowed in §313.024(d-2), in meeting the qualifying job requirements? Yes No
 - 10a. If yes, attach in **Tab 6** supporting documentation including a list of qualifying jobs in the other school district(s).

SECTION 15: Economic Impact

1. Complete and attach Schedules A1, A2, B, and C in **Tab 14**. **Note:** Excel spreadsheet versions of schedules are available for download and printing at URL listed below.
2. Attach an Economic Impact Analysis, if supplied by an entity other than the Comptroller's office, in **Tab 15**. (*not required*)
3. If there are any other payments made in the state or economic information that you believe should be included in the economic analysis, attach a separate schedule showing the amount for each year affected, including an explanation, in **Tab 15**.

TAB 2

Proof of Payment of Application Fee

Please find on the attached page, a copy of the check for the \$85,000 application fee paid to Ector County ISD.

TAB 3

*Documentation of Combined Group membership under Texas Tax Code 171.0001(7),
history of tax default, delinquencies and/or material litigation (if applicable)*

Not Applicable

TAB 4

Detailed Description of the Project

Provide a detailed description of the scope of the proposed project, including, at a minimum, the type and planned use of real and tangible personal property, the nature of the business, a timeline for property construction or installation, and any other relevant information.

Quail Run Carbon, LLC (QRC) is requesting an appraised value limitation from Ector County Independent School District (ISD) for the Quail Run Carbon Capture Project (the "Project"), a proposed carbon capture facility that will capture 95% of the CO₂ emissions from the adjacent existing Quail Run Energy Center located in Ector County. A map showing the location of the project is included in Tab 11.

The proposed Project is anticipated to capture over 1.5 million metric tons of carbon dioxide per year from the existing Quail Run Energy Center in Ector County. The exact configuration of the carbon capture equipment will be determined during design and construction, but the carbon capture facility will be located on land owned by the Quail Run Energy Center with all improvements located in Ector County ISD. Current plans are to separate and capture the CO₂ emissions from the existing power plant, and the compress and dehydrate the CO₂ so that it can be pipelined off-site. The Applicant requests a value limitation for all facilities and equipment installed for the Project, including but not limited to: absorbers, compressors, cooling towers, dehydrators, heat exchangers, mounting equipment, pipes, pressure vessels, pumps, reboilers, scrubbers, support structures, steam equipment, turbines and other equipment used for the purpose of separating, purifying, compressing, drying and/or capturing carbon dioxide that would otherwise be released into the atmosphere.

Full construction of the Project is anticipated to begin in Q4 of 2021 with completion by December 31, 2023.

*NOTE: The map in Tab 11 shows the potential location of improvements within Ector County ISD boundaries; however, the final configuration and location of the project facilities is dependent on further design considerations and other factors.

TAB 5

Documentation to assist in determining if limitation is a determining factor.

Elysian is in the carbon capture business. Our vision is that mega-scale carbon capture will become an essential component of industrial processes currently emitting carbon oxides into the atmosphere. We develop and build projects.

Each of our senior team members has been involved in carbon capture for over a decade. In 2018, we began our collaboration to pursue the development of carbon capture and storage projects across a variety of sectors throughout the United States. Elysian is that venture.

These are anticipated to be first of a kind projects. Risks must be allocated efficiently among the parties with the capabilities of alleviating them: technology suppliers, plant designers, EPC contractors, project operators, feedstock suppliers, product off-takers, as well as investors providing equity, tax equity and debt.

Our approach relies on balanced commercial arrangements among the parties to ensure that the projects can be financed and that this model can be replicated across many carbon capture plants in multiple markets.

Elysian Ventures has various projects in development throughout the country and are continually comparing investment opportunities, rate of return, and market viability of each project based upon project financial metrics. For example, Elysian currently has ongoing project developments in many states, including but not limited to, Oklahoma.

Without the tax incentives in Texas, this project becomes non-financeable. Therefore, this appraised value limitation is critical to the ability of the proposed Project to move forward as currently sited.

TAB 6

Description of how project is located in more than one district, including list of percentage in each district and, if determined to be a single unified project, documentation from the Office of the Governor (if applicable).

- | | |
|-----------------------------------|--------|
| 1) Ector County | - 100% |
| 2) Ector County ISD | - 100% |
| 3) Ector County Hospital District | - 100% |
| 4) Odessa Jr. College | - 100% |

TAB 7

Description of Qualified Investment

Quail Run Carbon, LLC plans to construct a carbon capture facility in Ector County.

This application covers all qualified property within Ector County ISD necessary for the commercial operations of the proposed carbon capture facility described in Tab 4. The Project will be located in wholly Ector County ISD. final configuration and location of the project facilities is subject to change.

This application covers all qualified investment and qualified property necessary for the commercial operations of the carbon capture facility.

Qualified Investment and qualified property includes but is not limited to; absorbers, compressors, cooling towers, dehydrators, heat exchangers, mounting equipment, pipes, pressure vessels, pumps, reboilers, scrubbers, support structures, steam equipment, turbines and other equipment used for the purpose of separating, purifying, compressing, drying and/or capturing carbon dioxide that would otherwise be released into the atmosphere.

*NOTE: The map in Tab 11 shows the potential location of improvements within Ector County ISD boundaries; however, the final configuration and location of the project facilities is dependent on further design considerations and other factors.

TAB 8

Description of Qualified Property

Quail Run Carbon, LLC plans to construct a carbon capture facility in Ector County.

This application covers all qualified property within Ector County ISD necessary for the commercial operations of the proposed carbon capture facility described in Tab 4. The Project will be located in wholly Ector County ISD. final configuration and location of the project facilities is subject to change.

This application covers all qualified investment and qualified property necessary for the commercial operations of the carbon capture facility.

Qualified Investment and qualified property includes but is not limited to; absorbers, compressors, cooling towers, dehydrators, heat exchangers, mounting equipment, pipes, pressure vessels, pumps, reboilers, scrubbers, support structures, steam equipment, turbines and other equipment used for the purpose of separating, purifying, compressing, drying and/or capturing carbon dioxide that would otherwise be released into the atmosphere.

*NOTE: The map in Tab 11 shows the potential location of improvements within Ector County ISD boundaries; however, the final configuration and location of the project facilities is dependent on further design considerations and other factors.

TAB 9

Description of Land

Not Applicable

TAB 10

Description of all property not eligible to become qualified property (if applicable)

None

TAB 11

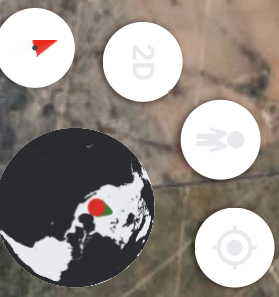
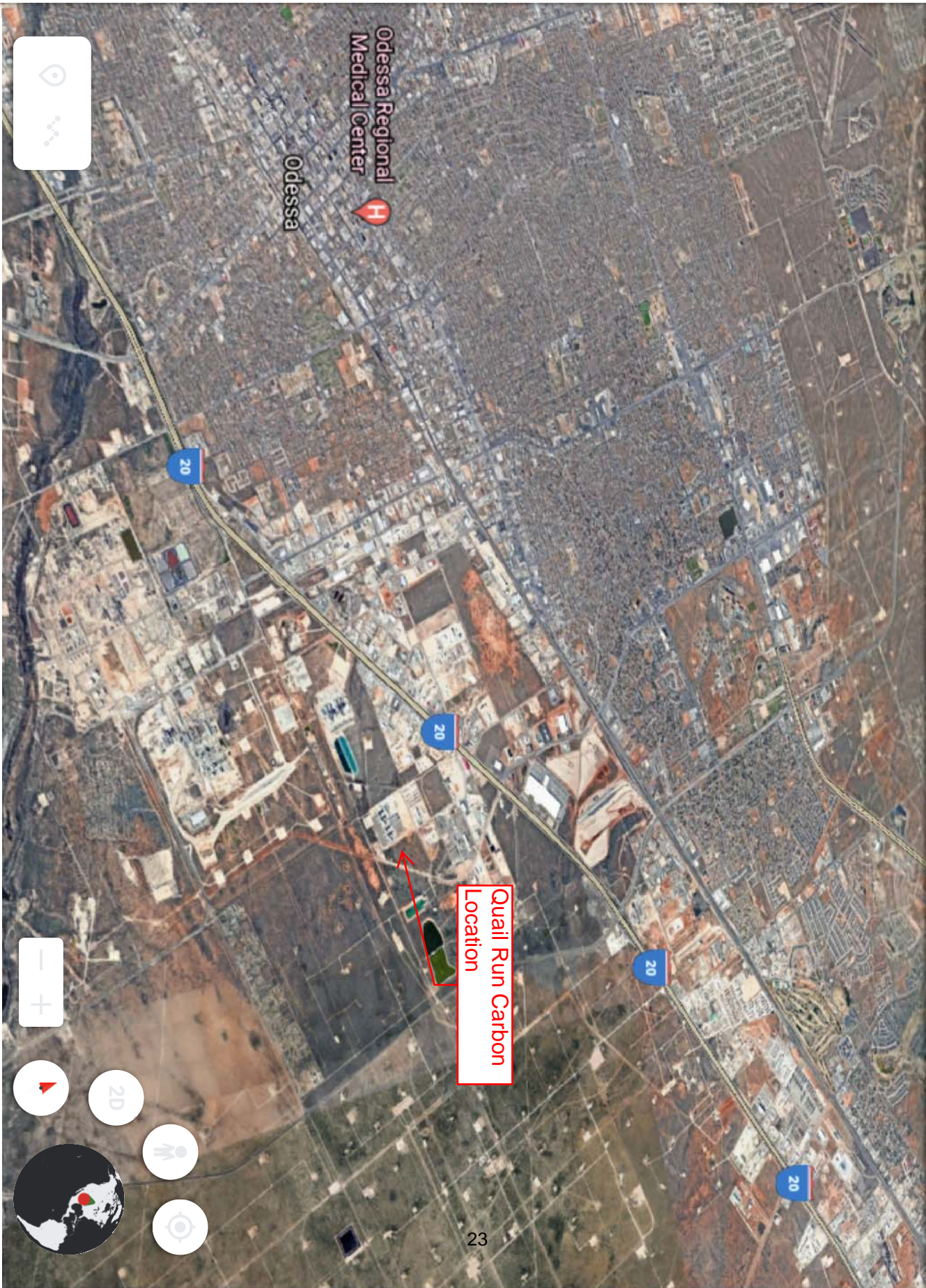
Maps that clearly show:

- a) Project vicinity
- b) Qualified investment including location of new building or new improvements
- c) Qualified property including location of new building or new improvements
- d) Existing property
- e) Land location within vicinity map
- f) Reinvestment or Enterprise Zone within vicinity map, showing the actual or proposed boundaries and size

You are currently running an experimental version of Earth.

[Learn more](#)

[Send feedback](#)



100%

1,000 m Camera: 13,340 m 31°47'56"N 102°17'30"W 866 m

TAB 12

Request for Waiver of Job Creation Requirement and supporting information (if applicable)

Not Applicable

TAB 13

Calculation of three possible wage requirements with TWC documentation

- Ector County average weekly wage for all jobs (all industries)
- Ector County average weekly wage for all jobs (manufacturing)
- See attached Council of Governments Regional Wage Calculation and Documentation

**QUAIL RUN CARBON, LLC
TAB 13 TO CHAPTER 313 APPLICATION**

**ECTOR COUNTY
CHAPTER 313 WAGE CALCULATION - ALL JOBS - ALL INDUSTRIES**

QUARTER	YEAR	AVG WEEKLY WAGES*	ANNUALIZED
FIRST	2020	\$ 1,249	\$ 64,948
SECOND	2020	\$ 1,134	\$ 58,968
THIRD	2020	\$ 1,093	\$ 56,836
FOURTH	2019	\$ 1,275	\$ 66,300
AVERAGE		\$ 1,187.75	\$ 61,763

**ECTOR COUNTY
CHAPTER 313 WAGE CALCULATION - MANUFACTURING JOBS**

QUARTER	YEAR	AVG WEEKLY WAGES*	ANNUALIZED
FIRST	2020	\$ 1,466	\$ 76,232
SECOND	2020	\$ 1,348	\$ 70,096
THIRD	2020	\$ 1,284	\$ 66,768
FOURTH	2019	\$ 1,546	\$ 80,392
AVERAGE		\$ 1,411	\$ 73,372
X		110%	110%
		\$ 1,552.10	\$ 80,709

CHAPTER 313 WAGE CALCULATION - REGIONAL WAGE RATE

	YEAR	AVG WEEKLY WAGES*	ANNUALIZED
Permian Basin	2019	\$ 875	\$ 45,499
X		110%	110%
		\$ 962.48	\$ 50,049

* SEE ATTACHED TWC DOCUMENTATION

Year	Period	Area	Ownership	Industry Code	Industry	Average Weekly Wage
2020	01	Ector	Total All	10	Total, All Industries	1249
2020	02	Ector	Total All	10	Total, All Industries	1134
2020	03	Ector	Total All	10	Total, All Industries	1093
2019	04	Ector	Total All	10	Total, All Industries	1275

Year	Period	Area	Ownership	Industry Code	Industry	Average Weekly Wage
2020	01	Ector	Private	31-33	Manufacturing	1466
2020	02	Ector	Private	31-33	Manufacturing	1348
2020	03	Ector	Private	31-33	Manufacturing	1284
2019	04	Ector	Private	31-33	Manufacturing	1546

**2019 Manufacturing Average Wages by Council of Government Region
Wages for All Occupations**

COG	COG Number	Wages	
		Hourly	Annual
Panhandle Regional Planning Commission	1	\$22.31	\$46,399
South Plains Association of Governments	2	\$18.97	\$39,448
NORTEX Regional Planning Commission	3	\$20.38	\$42,395
North Central Texas Council of Governments	4	\$32.92	\$68,476
Ark-Tex Council of Governments	5	\$20.09	\$41,780
East Texas Council of Governments	6	\$28.95	\$60,211
West Central Texas Council of Governments	7	\$21.83	\$45,406
Rio Grande Council of Governments	8	\$18.15	\$37,749
Permian Basin Regional Planning Commission	9	\$21.87	\$45,499
Concho Valley Council of Governments	10	\$26.74	\$55,625
Heart of Texas Council of Governments	11	\$22.41	\$46,614
Capital Area Council of Governments	12	\$29.37	\$61,091
Brazos Valley Council of Governments	13	\$17.60	\$36,613
Deep East Texas Council of Governments	14	\$21.06	\$43,796
South East Texas Regional Planning Commission	15	\$25.52	\$53,079
Houston-Galveston Area Council	16	\$28.85	\$60,015
Golden Crescent Regional Planning Commission	17	\$21.43	\$44,565
Alamo Area Council of Governments	18	\$26.64	\$55,401
South Texas Development Council	19	\$18.70	\$38,889
Coastal Bend Council of Governments	20	\$34.94	\$72,668
Lower Rio Grande Valley Development Council	21	\$20.05	\$41,698
Texoma Council of Governments	22	\$18.40	\$38,280
Central Texas Council of Governments	23	\$21.07	\$43,821
Middle Rio Grande Development Council	24	\$22.74	\$47,296
Texas		\$27.25	\$56,673

Calculated by the Texas Workforce Commission Labor Market and Career Information Department.

Data published: August 2020.

Data published annually, next update will likely be July 31, 2021

Annual Wage Figure assumes a 40-hour work week.

Note: Data is not supported by the Bureau of Labor Statistics (BLS).

Wage data is produced from Texas Occupational Employment Statistics (OES) data, and is not to be compared to BLS estimates.

Data intended only for use implementing Chapter 313, Texas Tax Code.

TAB 14

Schedules A1, A2, B, C and D completed and signed Economic Impact (if applicable)

See attached Schedules A1, A2, B, C and D

Applicant Name Qual Run Carbon, LLC
 Ector County ISD

ISD Name Ector County ISD

PROPERTY INVESTMENT AMOUNTS

(Estimated Investment in each year. Do not put cumulative totals.)

	Column A	Column B	Column C	Column D	Column E	
	Investment made before filing complete application with district	Investment made during this year in buildings or permanent nonremovable components of buildings that will become Qualified Property	Other new investment made during this year that will not become Qualified Property [SEE NOTE]	Other new investment made during this year that may become Qualified Property [SEE NOTE]	Total Investment (Sum of Columns A+B+C+D)	
Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year below) YYYY				
Investment made after filing complete application with district, but before final board approval of application	--	2021	Not eligible to become Qualified Property	0	0	0
			0	0	0	0
Investment made after final board approval of application and before Jan. 1 of first complete tax year of qualifying time period	QTP-1	2022-2023	77,390,000	0	0	77,390,000
			0	0	0	0
Investment made after final board approval of application and before Jan. 1 of first complete tax year of qualifying time period	QTP-2	2023-2024	133,370,000	2,500,000	0	135,870,000
			0	0	0	0
Total Investment through Qualifying Time Period [ENTER this row in Schedule A2]			461,680,000	2,500,000	0	464,180,000
Total Qualified Investment (sum of green cells)			386,790,000	Enter amounts from TOTAL row above in Schedule A2		

For All Columns: List amount invested each year, not cumulative totals.

Column A: This represents the total dollar amount of planned investment in tangible personal property. Only include estimates of investment for "replacement" property if the property is specifically described in the application.

Column B: Only tangible personal property that is specifically described in the application can become qualified property.

Column C: The total dollar amount of planned investment each year in buildings or nonremovable component of buildings.

Column D: Dollar value of other investment that may affect economic impact and total value. Examples of other investment meeting the definition of 313.021(1) but not creating a new improvement as defined by TAC 9.1051. This is proposed property that functionally replaces existing property. Is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property—described in SECTION 13, question #5 of the application.

Column E: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that may result in qualified property are land or professional services.

Total Investment: Add together each cell in a column and enter the sum in the blue total investment row. Enter the data from this row into the first row in Schedule A2.

Qualified Investment: For the green qualified investment cell, enter the sum of all the green-shaded cells.

Schedule A2: Total Investment for Economic Impact (Including Qualified Property and other Investments)

PROPERTY INVESTMENT AMOUNTS						
(Estimated Investment in each year. Do not put cumulative totals.)						
		Column A	Column B	Column C	Column D	Column E
		New investment (original cost) in tangible personal property placed in service during this year that will become Qualified Property	New investment made during this year in buildings or permanent nonremovable components of buildings that will become Qualified Property	Other investment made during this year that will not become Qualified Property (SEE NOTE)	Other investment made during this year that will become Qualified Property (SEE NOTE)	Total Investment (A+B+C+D)
		Enter amounts from TOTAL row in Schedule A1 in the row below				
Year	School Year (YYYY-YYYY)	TOTALS FROM SCHEDULE A1		0	0	464,180,000
0	2021-2022	2021				
0	2022-2023	2022				
0	2023-2024	2023				
1	2024-2025	2024				
2	2025-2026	2025				
3	2026-2027	2026				
4	2027-2028	2027				
5	2028-2029	2028				
6	2029-2030	2029				
7	2030-2031	2030				
8	2031-2032	2031				
9	2032-2033	2032				
10	2033-2034	2033				
Total Investment made through limitation		461,680,000	2,500,000	0	0	464,180,000
Continue to maintain viable presence						
11	2034-2035	2034				
12	2035-2036	2035				
13	2036-2037	2036				
14	2037-2038	2037				
15	2038-2039	2038				
16	2039-2040	2039				
17	2040-2041	2040				
18	2041-2042	2041				
19	2042-2043	2042				
20	2043-2044	2043				
21	2044-2045	2044				
22	2045-2046	2045				
23	2046-2047	2046				
24	2047-2048	2047				
25	2048-2049	2048				

* All investments made through the qualifying time period are captured and totaled on Schedule A1 (blue box) and incorporated into this schedule in the first row.
 ** Only investment made during deferrals of the start of the limitation (after the end of qualifying time period but before the start of the Value Limitation Period) should be included in the "year prior to start of value limitation period" row(s). If the limitation starts at the end of the qualifying time period or the qualifying time period overlaps the limitation, no investment should be included on this line.
 *** If your qualifying time period will overlap your value limitation period, do not also include investment made during the qualifying time period in years 1 and/or 2 of the value limitation period, depending on the overlap. Only include investments/years that weren't captured on Schedule A1.
 For All Columns: List amount invested each year, not cumulative totals. Only include investments in the remaining rows of Schedule A2 that were not captured on Schedule A1.
 Column A: This represents the total dollar amount of planned investment in tangible personal property. Only include estimates of investment for "replacement" property if the property is specifically described in the application.
 Only tangible personal property that is specifically described in the application can become qualified property.
 Column B: The total dollar amount of planned investment each year in buildings or nonremovable component of buildings.
 Column C: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that will not become qualified property include investment meeting the definition of 313.022(1) but not creating a new improvement as defined by TAC 9.1051. This is proposed property that functionally replaces existing property, is used to maintain, refurbish, renovate, modify or upgrade existing property, or is affixed to existing property—described in SECTION 13, question #5 of the application.
 Column D: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that may result in qualified property are land or professional services.

Each year prior to start of Value Limitation Period <i>Insert as many rows as necessary</i>	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year) YYYY	Qualified Property				Estimated Taxable Value		
			Estimated Market Value of Land	Estimated Total Market Value of new buildings or other new improvements	Estimated Total Market Value of tangible personal property in the new buildings or "in or on the new improvements"	Market Value less any exemptions (such as pollution control) and before limitation	Final taxable value for 18S after all reductions	Final taxable value for M&O after all reductions	
0	2022-2023	2022	0	0	38,695,000	38,695,000	38,695,000	38,695,000	
0	2023-2024	2023	0	0	164,155,000	164,155,000	164,155,000	164,155,000	
Value Limitation Period	1	2024-2025	2024	0	2,437,500	438,596,000	419,103,700	419,103,700	100,000,000
	2	2025-2026	2025	0	2,376,560	407,894,280	389,876,126	389,876,126	100,000,000
	3	2026-2027	2026	0	2,317,150	379,341,680	362,691,746	362,691,746	100,000,000
	4	2027-2028	2027	0	2,259,220	352,787,763	337,407,595	337,407,595	100,000,000
	5	2028-2029	2028	0	2,202,740	328,092,619	313,890,728	313,890,728	100,000,000
	6	2029-2030	2029	0	2,147,670	305,126,136	292,017,499	292,017,499	100,000,000
	7	2030-2031	2030	0	2,093,980	283,767,306	271,672,921	271,672,921	100,000,000
	8	2031-2032	2031	0	2,041,630	263,903,595	252,750,045	252,750,045	100,000,000
	9	2032-2033	2032	0	1,990,590	245,430,343	235,149,416	235,149,416	100,000,000
	10	2033-2034	2033	0	1,940,830	228,250,219	218,778,538	218,778,538	100,000,000
Continue to maintain viable presence	11	2034-2035	2034	0	1,892,310	212,272,704	203,551,379	203,551,379	203,551,379
	12	2035-2036	2035	0	1,845,000	197,413,615	189,387,934	189,387,934	189,387,934
	13	2036-2037	2036	0	1,798,880	183,594,662	176,213,809	176,213,809	176,213,809
	14	2037-2038	2037	0	1,753,910	170,743,035	163,959,794	163,959,794	163,959,794
	15	2038-2039	2038	0	1,710,060	158,791,023	152,561,532	152,561,532	152,561,532
	16	2039-2040	2039	0	1,667,310	147,675,651	141,959,179	141,959,179	141,959,179
	17	2040-2041	2040	0	1,625,630	137,338,356	132,097,068	132,097,068	132,097,068
	18	2041-2042	2041	0	1,584,990	127,724,671	122,923,427	122,923,427	122,923,427
	19	2042-2043	2042	0	1,545,370	118,783,944	114,390,117	114,390,117	114,390,117
	20	2043-2044	2043	0	1,506,740	110,469,068	106,452,354	106,452,354	106,452,354
	21	2044-2045	2044	0	1,469,070	102,736,233	99,068,491	99,068,491	99,068,491
	22	2045-2046	2045	0	1,432,340	95,544,697	92,199,802	92,199,802	92,199,802
	23	2046-2047	2046	0	1,396,530	88,856,568	85,810,270	85,810,270	85,810,270
	24	2047-2048	2047	0	1,361,620	82,636,608	79,866,398	79,866,398	79,866,398
	25	2048-2049	2048	0	1,327,580	76,852,046	74,337,023	74,337,023	74,337,023

Notes: Market value in future years is good faith estimate of future taxable value for the purposes of property taxation.
 Only include market value for eligible property on this schedule.

Date

5/11/2021

Applicant Name

Quall Run Carbon, LLC

ISD Name

Ector County ISD

Schedule C: Employment Information

Form 50-296A

Revised October 2020

	Year	School Year (YYYY-YYYY)	Tax Year (Actual tax year) YYYY	Construction		Non-Qualifying Jobs			Qualifying Jobs	
				Column A Number of Construction FTE's	Column B Average annual wage rates for construction workers	Column C Number of non-qualifying jobs applicant estimates it will create (cumulative)	Column D Number of new qualifying jobs applicant commits to create meeting all criteria of Sec. 313.021(3) (cumulative)	Column E Annual wage of new qualifying jobs		
Each year prior to start of Value Limitation Period <i>Insert as many rows as necessary</i>	0	2021-2022	2021	50 FTE	52,500	0	0	0	0	
	0	2022-2023	2022	250 FTE	52,500	0	0	0	0	
	1	2023-2024	2023	250 FTE	52,500	0	0	0	0	
	1	2024-2025	2024	N/A	N/A	0	10	50,049	0	
	2	2025-2026	2025	N/A	N/A	0	10	50,049	50,049	
	3	2026-2027	2026	N/A	N/A	0	10	50,049	50,049	
	4	2027-2028	2027	N/A	N/A	0	10	50,049	50,049	
	5	2028-2029	2028	N/A	N/A	0	10	50,049	50,049	
	6	2029-2030	2029	N/A	N/A	0	10	50,049	50,049	
	7	2030-2031	2030	N/A	N/A	0	10	50,049	50,049	
8	2031-2032	2031	N/A	N/A	0	10	50,049	50,049		
9	2032-2033	2032	N/A	N/A	0	10	50,049	50,049		
10	2033-2034	2033	N/A	N/A	0	10	50,049	50,049		
Years Following Value Limitation Period	11 through 25	2034-2049	2034-2048	N/A	N/A	0	10	50,049	50,049	

Notes: See TAC 9.1051 for definition of non-qualifying jobs.
Only include jobs on the project site in this school district.

TAB 15

Economic Impact Analysis, other payments made in the state or other economic information (if applicable)

None

TAB 16

Description of Reinvestment Zone or Enterprise Zone, including:

- a) Evidence that the area qualifies as a enterprise zone as defined by the Governor's office*
- b) Legal description of reinvestment zone**
- c) Order, resolution, or ordinance established the reinvestment zone**
- d) Guidelines and criteria for creating the zone**

Ector County ISD will be creating the Reinvestment Zone

TAB 17

Quail Run Carbon, LLC

Chapter 313 Application to Ector County ISD

Cummings Westlake, LLC

Signature and Certification page, signed and dated by Authorized School District Representative and Authorized Company Representative (applicant)

See Attached

SECTION 16: Authorized Signatures and Applicant Certification

After the application and schedules are complete, an authorized representative from the school district and the business should review the application documents and complete this authorization page. Attach the completed authorization page in **Tab 17**.

NOTE: If you amend your application, you will need to obtain new signatures and resubmit this page, Section 16, with the amendment request.

1. Authorized School District Representative Signature

I am the authorized representative for the school district to which this application is being submitted. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code.

print here ▶

Dr. Scott Muir
Print Name (Authorized School District Representative)

Superintendent
Title

sign here ▶

Signature (Authorized School District Representative)

Date

2. Authorized Company Representative (Applicant) Signature and Notarization

I am the authorized representative for the business entity for the purpose of filing this application. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code. The information contained in this application and schedules is true and correct to the best of my knowledge and belief.

I hereby certify and affirm that the business entity I represent is in good standing under the laws of the state in which the business entity was organized and that no delinquent taxes are owed to the State of Texas.

print here ▶

Jeff Delgado
Print Name (Authorized Company Representative (Applicant))

Managing Director
Title

sign here ▶

Signature (Authorized Company Representative (Applicant))

Date

GIVEN under my hand and seal of office this, the
_____ day of _____, _____

Notary Public in and for the State of Texas

(Notary Seal)

My Commission expires: _____

If you make a false statement on this application, you could be found guilty of a Class A misdemeanor or a state jail felony under Texas Penal Code Section 37.10.



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER \$50,000**

DATE: May 18, 2021

As Required by Board Policy CH (Local), attached is a list of contracts/projects to be awarded by purchase orders once approved. (If no purchase over \$50,000 is attached, the agenda item is retained should a purchase item occur between the agenda posting deadline and the Board meeting). Listed below are the purchase requests that meet this requirement this month.

	VENDOR	SERVICE/ PRODUCT	ESTIMATED CONTRACT PRICE	FUNDING	REQUESTOR
1.	Big Rock Educational Services, LLC	RFP #20-10 Contracted Service	\$ 21,000	General Funds	Alicia Press
2.	Big Rock Educational Services, LLC/The New Teacher Project	RFP #21-10 Contracted Service	\$ 861,000	General Funds	Alicia Press
3.	Extreme Exteriors	RFP #20-01 Contracted Service	\$ 882,205	General Funds	Patrick Young
4.	Hellas Construction	Contracted Service	\$ 7,911,353	General Funds	Tracey Borchardt

5.	Culwell Consulting, LLC/ Underwood Law firm	Professional Service	\$ 37,500	Application fee paid by Chapter 313 applicant	Deborah Ottmers
6.	L. Wallace Construction Company, Inc.	Contracted Service	\$ 1,395,381	General Funds	Patrick Young

1. BIG ROCK EDUCATIONAL SERVICES, LLC

July 21, 2020 the Board approve Big Rock Educational Services Professional Development and Job-Embedded Coaching for Campus Principals to support elementary leaders at a cost of \$500,000. ECISD is requesting to extend its partnership into an additional summer professional development initiative. Big Rock Education services has been a wonderful partner to us this year. ECISD plans to continue and expand our partnership with the company, summer professional learning will be critical to our success. Working around the work calendar for assistant principals, it is critical that this training takes place in June so this group of administrators can be part of it. The June training will be in preparation for next school year but will need to be paid using 2020-2021 funds due to timing of our fiscal cycle. The additional cost for this project is \$21,000. The amended total cost for this project, if approved, will be \$521,000.

2. BIG ROCK EDUCATIONAL SERVICES, LLC/THE NEW TEACHER PROJECT

The purpose of these partnerships is to provide targeted leadership coaching and support to campus-based instructional leadership teams. This support is an extension of RELAY training in order to perfect the implementation of high-yield leadership practices such as calendaring, classroom/school culture, observation feedback, classroom rigor, and data-driven instruction. The RFP (#20-10) was approved for the 2020-2021 school year and the Executive Directors of Leadership are seeking to continue/extend these partnerships into the 2021-2022 school year. The total cost for this project is \$861,000.

3. EXTREME EXTERIORS

Completion of the last phase of landscaping (xeriscape) at Blanton, Cameron, Dowling, Gonzales, Hays, Ireland, Lamar, Noel, Pease, Sam Houston, San Jacinto, Zavala, Bowie, Wilson and Young, Administration, and Alternative Center. The total cost for this project is \$882,205.

4. HELLAS CONSTRUCTION

ECISD is requesting to partner with Hellas Construction to complete the resurfacing turf package at OHS, PHS and Ratliff Stadium. Completion of new athletic facilities at Bonham, Wilson/Young, Bowie and Ector to match existing competition fields at Nimitz and Crockett. Package also include the instillation of LED lighting at Bonham, Wilson/Young and Ratliff Stadium. All ADA requirements are included in the improvements. The total cost for this project is \$7,911,353.

5. CULWELL CONSULTING, LLC/ UNDERWOOD LAW FIRM

Culwell Consulting, LLC is a firm based in Texas that specializes in Chapter 313 Agreements of the Texas Property Tax Code. Retaining a consulting is necessary to ensure the Chapter 313 revenues to the district will be properly calculated and handled. The cost for this project is \$37,500. The overall total estimated cost is \$187,500 and will be fully funded by the application fee the district receives. The contract requested for approval with the Chapter 313 application is attached.

6. L. WALLACE CONSTRUCTION COMPANY, INC.

The roof and the scoreboards were damaged during the hailstorm of 2017 and were ruled a complete loss. The project was put out for bid and garnered bids from two different roofing companies. L. Wallace Construction Company, Inc. was selected for the project due to the fact that they were the low bidder and have done quality work for the district on previous projects. The total cost for this project is \$1,395,381.

Administrative Recommendation:
Approval of Purchases over \$50,000



Proposal of Services For

Ector County ISD
802 N. Sam Houston
Odessa, TX 79761

Prepared By

Big Rock Educational Services
701 Commerce St., Suite 810
Dallas, TX 75202



Breakdown of Services

Initial Summer June Professional Development

Objective

- BRES provides 7 days of professional development (PD) to selected campus and district leadership team members at schools to be named by ECISD. The purpose of the Initial Summer June PD is to teach the leadership team how to implement the big rocks and begin the process of implementation for the 2021-2022 school year.

Initial Summer PD Planning & Delivery

- Teaching the content, and utilizing the PD documents designed by BRES with input from campus/district leadership, BRES delivers 7 days of on-site initial summer PD.

Timeline

- June 21-24 2021
- June 28-30 2021

Project Cost

- \$21,000 (includes all planning, delivery and expenses)

Executive Directors of Leadership

(432) 456.8899

802 N. Sam Houston. Odessa, TX 79761

ECISD.Leadershp@ectorcountyisd.org



RFP #20-10

Professional Development and Job-Embedded Coaching for Campus Principals

- **Purpose:** The purpose of these partnerships is to provide targeted leadership coaching and support to campus-based instructional leadership teams. This support is an extension of RELAY training in order to perfect the implementation of high-yield leadership practices such as calendaring, classroom/school culture, observation feedback, classroom rigor, and data-driven instruction. The RFP (#20-10) was approved for the 2020-2021 school year and the Executive Directors of Leadership are seeking to continue/extend these partnerships into the 2021-2022 school year.
- **Background Information and Recommended Service provider:** ECISD will partner with Big Rock Educational Services and The New Teacher Project to provide this support.
- **Premium Renewal Cost:** \$799,000 to Big Rock Educational Services, \$62,000 The New Teacher Project
- **Funding Source:** General Funds

OUR students...THE future

RFP #20-01
Supplemental Services for Landscape Improvements – Phase III

Purpose: Completion of the last phase of landscaping (xeriscape) at our campuses and facilities.

Background Info: We are completing the remaining 16 sites in the landscaping/xeriscaping project. Forty-one (41) total sites will be improved in this project. The projects include crushed granite, decorative boulders, and foliage. The remaining sites include Blanton, Cameron, Dowling, Gonzales, Hays, Ireland, Lamar, Noel, Pease, Sam Houston, San Jacinto, Zavala, Bowie, Wilson and Young, Administration, and Alternative Center.

Project cost: \$882,204.85

Funding Source: General Funds

Recommended Service Provider: Extreme Exteriors

Tracey Borchardt
Executive Director of Athletics
Phone: 432-456-9059
802 N. Sam Houston, Odessa, Texas 79760
tracey.borchardt@ectorcountiyisd.org



Athletic Improvements

Purpose: ECISD is committed to enriching our students in the community with state-of-the-art athletic facilities and upgrades that promote extracurricular activities, physical education, social, emotional health and wellness.

Background Information: Utilizing Hellas Construction to complete a resurfacing turf package at OHS, PHS and Ratliff Stadium. Completion of new athletic facilities at Bonham, Wilson/Young, Bowie and Ector to match existing competition fields at Nimitz and Crockett. Package also include the instillation of LED lighting at Bonham, Wilson/Young and Ratliff Stadium. All ADA requirements are included in the improvements.

Project Cost: \$7,911,353

Funding Source: General funds

Recommended Service Provider: Hellas Construction, Inc.
BuyBoard Coop Contract #560-18



Ector County ISD Proposal Summary

Ector County ISD - Athletic Improvements

Middle Schools - Bonham | Bowie | Ector | Wilson & Young

High Schools - Odessa | Permian

Ratliff Stadium

Sports Surfaces - Buy Board Contract No. 560-18

Alternate Sport Surfaces - 1GPA Contract #17-18DP-03

Sports Lighting & Bleachers - 1GPA Contract No. 19-03DP-06 Job Order Contracting Services

May 12, 2021

Hellas Construction, Inc.

12000 W. Parmer Lane

Austin, TX 78613

512-250-2910

School / Proposal Scope	Products	Add for Cushdrain	Site Contingency	Project Total
BONHAM	\$ 1,690,928		\$ 20,000	\$ 1,710,928
4-Lane Track S200 Red Track Surface	epiQ S200 Full Depth			
Synthetic Turf Football / Soccer Field SBR Infill Goal Posts - 99,615 Square Feet	Fusion XP2 46 oz SBR 2.25"			
Events - Long Jump Pole Vault Shot Put Discus High Jump				
LED Sports Lighting - 30 foot candles at Field Only	Cooper LED			
Spectrum Scoreboard	Spectrum Model 11014-C4			
500-Seat Angle Frame Bleacher Bleacher Pad	Southern Bleacher			
ADA Access Sidewalk Parking Space Lines & Signs				
6' Black Vinyl Chain Link Fence				
4' Black Vinyl Chain Link Fence				
BOWIE	\$ 914,479		\$ 20,000	\$ 934,479
3-Lane Track S200 Red Track Surface	epiQ S200 Full Depth			
Events - Long Jump Shot Put Discus High Jump				
Synthetic Turf Football / Soccer Field SBR Infill Goal Posts - 59,135 Square Feet	Fusion XP2 46 oz SBR 2.25"			
Events - Long Jump Shot Put Discus				
ECTOR	\$ 1,033,987		\$ 20,000	\$ 1,053,987
S200 Red Retop Track Surface	epiQ S200 Retop			
Synthetic Turf Football / Soccer Field SBR Infill Goal Posts - 99,102 Square Feet	Fusion XP2 46 oz 2.25"			
WILSON & YOUNG	\$ 1,679,500		\$ 20,000	\$ 1,699,500
4-Lane Track S200 Red Track Surface	epiQ S200 Full Depth			
Synthetic Turf Football / Soccer Field SBR Infill Goal Posts - 99,615 Square Feet	Fusion XP2 46 oz SBR 2.25"			
Events - Long Jump Pole Vault Shot Put Discus High Jump				
LED Sports Lighting - 30 foot candles at Field Only	Cooper LED			
Spectrum Scoreboard	Spectrum Model 11014-C4			
500-Seat Angle Frame Bleacher Bleacher Pad	Southern Bleacher			
ADA Access Sidewalk Parking Space Lines & Signs				
6' Black Vinyl Chain Link Fence				
4' Black Vinyl Chain Link Fence				
ODESSA	\$ 629,014	\$ 95,302		\$ 724,316
Synthetic Turf Football / Soccer Field SBR Infill / GMD Pad Remove & Replace - 104,550 Square Feet	Matrix HELIX 46 oz SBR 2"			
PERMIAN	\$ 607,008	\$ 92,516		\$ 699,524
Synthetic Turf Football / Soccer Field SBR Infill / GMD Pad Remove & Replace - 100,512 Square Feet	Matrix HELIX 46 oz SBR 2"			
RATLIFF STADIUM	\$ 594,944	\$ 77,355		\$ 672,299
Synthetic Turf Football / Soccer Field EcoTherm Infill / GMD Pad Remove & Replace - 80,136 Square Feet	Matrix HELIX 46 oz EcoTherm 2"			
RATLIFF STADIUM - LED LIGHTING	\$ 424,433			\$ 424,433
LED Sports Lighting Retrofit Existing System - 50 foot candles Field / 30 foot candles Track	Cooper LED Fixtures			
LED Sports Lighting Retrofit Existing System - 75 foot candles Field / 30 foot candles Track	Cooper LED Fixtures Add for Higher Light Level Below			

MIDDLE SCHOOLS	\$ 5,318,894		\$ 80,000	\$ 5,398,894
HIGH SCHOOLS RATLIFF	\$ 1,830,966	\$ 265,173		\$ 2,096,139
RATLIFF LED LIGHTING - 50/30 fc	\$ 424,433			\$ 424,433
RATLIFF LED LIGHTING - 75/30 fc	Add	\$ 65,739.0		\$ 65,739
CONSTRUCITON & SPORTS SURFACES TOTAL PROPOSAL				\$ 7,985,205
DEDUCT for Using 1GPA Contract #17-18DP-03 Sports Surfaces				\$ (73,852)
TOTAL PROPOSAL with 1GPA				\$ 7,911,353

Culwell Consulting LLC

5135 Lorraine Drive
Frisco, Texas 75034
Telephone (512) 914-1328

This contract is made between Culwell Consulting LLC (Consultant) and the Ector County Independent School District (District) for services in connection with the application from Quail Run Carbon LLC (Company) for a value limitation agreement under Chapter 313 of the Tax Code.

I. Services

As a part of this contract the Consultant agrees to:

- A. Provide an in-depth presentation to the school board, administration and community regarding the requirements associated with value limitation agreements.
- B. Present impact analysis of the potential economic development project on the finances of the District over the period of time within which the project would be under the elements of such an agreement.
- C. Review the application for all necessary inclusions and coordinate with the District's legal representation to ensure the application is submitted to the Texas Comptroller's office in a timely manner.
- D. Attend all school board and/or staff meetings as needed to ensure the District is informed of the status of the Ch. 313 application.
- E. Negotiate under the direction of the District with the Company regarding the financial implications of the agreement.
- F. Coordinate with the District's legal representation to ensure all financial protections are in place in an agreement between the District and Company as to any potential revenue loss and supplemental payments.
- G. Present all findings and financial analysis to the school board prior to final adoption of the Chapter 313 agreement between the District and the Company.

II. Period of Representation

- A. This contract shall be in force upon approval by the District's Board of Trustees.

III. Fees for Services

- A. The fee for services provided in Section I will be \$37,500.
- B. The District will be billed for services upon the submission of the Chapter 313 application to the Texas Comptroller's office.
- C. The District is not responsible for any invoice from the Consultant should the Company fail to pay the application fee to the District.
- D. All payments are due upon receipt.

IV. Post Agreement Financial Services

- A. Preparation of the annual revenue-loss and school-district benefit report to be submitted for the school district and the company, as required under the agreements.
- B. Assistance with the completion and submission to the Comptroller’s Office the annual eligibility report form, biennial progress report form, and school district form indicating any benefit payments, extraordinary educational expenses, and revenue protection payments.
- C. Assistance with the processing of any received applications for tax credits on qualified property, as needed.
- D. Providing ongoing interpretation and administration of the existing Chapter 313 Agreement.

V. Fees for Services under Section IV

- A. The Company as defined under the signed value limitation agreement will pay fees for services listed under Section IV.
- B. The school district is not financially responsible for any fees associated with services listed under Section IV.

VI. Termination of Services

- A. The District may terminate this contract without cause at any time.
- B. The Consultant will provide 30-day notice prior to termination.
- C. Any unpaid work at the time of termination shall be paid to the Consultant.

Executed this the _____ day of _____ 2021.

Chris Grammer
Culwell Consulting, LLC

Dr. Scott Muri
Superintendent, Ector County ISD

RFP #21-12SI - Ratliff Stadium Roof Replacement

Purpose: Comprehensive roof and scoreboard replacement.

Background Info: The roof and the scoreboards were damaged during the hailstorm of 2017 and were ruled a complete loss. The project was put out for bid and garnered bids from two different roofing companies. L. Wallace Construction Company, Inc. was selected for the project due to the fact that they were the low bidder and have done quality work for the district on previous projects.

Project cost: \$1,395,381.00

Funding Source: Insurance Recovery Fund

Recommended Service Provider: L. Wallace Construction Company, Inc.



May 14, 2021

Mr. Patrick Young
Ector County ISD
802 N. Sam Houston
Odessa, TX 79761

EM: patrick.young@ectorcountyisd.org

RE: Award Recommendation
2017 Hail Damage
Ratliff Stadium
Bid #21-12SI
CCG 2-158-4

Dear Mr. Young:

Bids were received for the referenced project on April 29, 2021. Two (2) contractors submitted bids as outlined below.

CONTRACTOR	RATLIFF STADIUM BID AMOUNT <i>(Including Owner's Contingency)</i>
L. Wallace Construction Company, Inc.	\$1,395,381.00
Supreme Roofing LP	\$1,867,948.00

Exhibit No. 1 includes the completed Bid Tabulation. L. Wallace Construction Co., Inc., submitted the lowest bid. BLUEFIN recommends award to L. Wallace Construction in the amount of \$1,395,381.00 (including Owner's Contingency). Upon approval, BLUEFIN will prepare contracts between the ECISD and L. Wallace Construction Co., Inc.

If you have any questions, please call. Thank you.

Respectfully,

Vickie Crenshaw, P.E., RRC, RRO
Senior Vice President

VAC/ds

Enclosures

cc: Cortney Smith, Ector County ISD, Cortney.smith@ectorcountyisd.org
Josette Dobbins, Ector County ISD, Josette.dobbins@ectorcountyisd.org
Diana Ornelas, Ector County ISD, Diana.ornelas@ectorcountyisd.org
Jesse Flores, Ector County ISD, Jesus.flores@ectorcountyisd.org

EXHIBIT 1

ROOF REMOVAL AND REPLACEMENT
Ratliff Stadium
BID #21-12SI

CONTRACTOR NAME: L Wallace Construction Co., Inc.			CONTRACTOR NAME: Supreme Roofing LP		
AREA / SCOPE	QTY	COST	QTY	COST	
Ratliff Stadium					
Roof Replacement	12,058 SF	\$ 261,165.00	<i>Not Entered SF</i>	\$	432,647.00
HVAC Unit Work as Shown on Sheet A-102		\$ 45,356.00		\$	122,797.00
North & South Scoreboards		\$ 948,160.00		\$	1,083,612.00
Miscellaneous Exterior Work, Remove & Replace Wallpacks, Painting, etc as shown on Sheets A-103 & A-104		\$ 40,700.00		\$	128,892.00
Subtotal		\$ 1,295,381.00		\$	1,767,948.00
Owner's Contingency		\$ 100,000.00		\$	100,000.00
TOTAL		\$ 1,395,381.00		\$	1,867,948.00
<u>CONSTRUCTION DURATION ACKNOWLEDGEMENT</u>			YES		
<u>UNIT PRICES</u>			YES		
Metal Deck Replacement (Type B) x 12'	\$	150.00 /each	\$	165.00 /each	
Metal Deck Rust Prep & Inhibitor	\$	8.00 /sq. ft.	\$	2.50 /sq. ft.	
Wood Nailers, 1 x 2	\$	4.00 /lin. ft.	\$	1.50 /lin. ft.	
Wood Nailers, 2 x 4	\$	6.50 /lin. ft.	\$	2.50 /lin. ft.	
Wood Nailers, 2 x 6	\$	7.00 /lin. ft.	\$	3.00 /lin. ft.	
Wood Nailers, 2 x 8	\$	7.50 /lin. ft.	\$	3.50 /lin. ft.	
Wood Nailers, 2 x 10	\$	8.25 /lin. ft.	\$	4.00 /lin. ft.	
Wood Nailers, 2 x 12	\$	9.00 /lin. ft.	\$	5.00 /lin. ft.	
CDX Plywood, 4 x 8 x 5/8"	\$	85.00 /each	\$	142.00 /each	
<u>ADDENDUM ACKNOWLEDGEMENT</u>			YES		
Addendum #1 (If Applicable)		YES		YES	
<u>NUMBER OF COPIES TO BE SUBMITTED</u>			YES		
One (1) Original Hard Copy		YES		YES	
One (1) Duplicate Hard Copy		YES		YES	
One (1) Digital Copy		YES		YES	
<u>REQUIRED DOCUMENTS INCLUDED</u>			YES		
ECISD Bid Offer Form		YES		YES	
Bid Form		YES		YES	
AIA A305 - Contractor's Qualification Stmt		YES		YES	
Contractor's Qualification Affidavit		YES		YES	
Subcontractor Listing		YES		YES	
Anti-Trust Form		YES		YES	
Conflict of Interest Questionnaire / Form 1295		YES		YES	
Felony Conviction Notification		YES		YES	
Bid Bond		YES		YES	
Completed W-9 Form		YES		YES	
Sample Certificate of Insurance - Prime & Subcontractors		YES		YES	



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF 2020-2021 BUDGET AMENDMENT #8

DATE: May 18, 2021

Attached is a summary of the recommended Budget Amendment #8 for the 2020-2021 budget.

The net result of the amendment is as follows:

Net decrease in Fund Balance – General Fund (\$11,280,308)

Please be advised, these are changes in estimated budgeted funds, to fund items as noted on attached.

Administrative Recommendation:

Approval of 2020-2021 Budget Amendment #8.

**Ector County ISD
 Finance Department
 Budget Amendment
 Requests to be Appropriated
 2020/2021**

**# 8
 May**



Description	Requestor	Amount
GENERAL FUND		
The following will result in a decrease to fund balance.		
Early pay off on bus lease		\$ 2,244,750
Landscaping for campuses and facilities		882,205
Athletic improvements - turf, facilities, and lighting		7,911,353
Marquee signs for campuses		242,000
		<u>\$ 11,280,308</u>
 The following will result in no change to fund balance.		
Payroll (31), Communities in Schools (32), Greenhouse (81)		\$ 379,706
		<u>\$ 379,706</u>
 The following will result in an increase to fund balance.		
None		\$ -
		<u>\$ -</u>
Net effect to fund balance		<u>\$ (11,280,308)</u>
<hr style="border: 1px solid gray;"/>		
DEBT SERVICE FUND		
The following will result in a decrease to fund balance.		
Early pay off on portion of 2013 bond series		\$ 4,005,000
		<u>\$ 4,005,000</u>
 The following will result in no change to fund balance as there is a equal revenue and expenditure component.		
None		\$ -
		<u>\$ -</u>
 The following will result in an increase to fund balance.		
None		\$ -
		<u>\$ -</u>
Net effect to fund balance		<u>\$ (4,005,000)</u>



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2020 THRU MAY 31, 2021
FISCAL YEAR 2020-2021

	GENERAL FUND				SCHOOL NUTRITION FUND				DEBT SERVICE FUND			
	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 04/30/2021	Additions (Deductions) #8	AMENDED BUDGET 05/31/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 12/31/2020	Additions (Deductions) #8	AMENDED BUDGET 5/31/2021	ORIGINAL BUDGET 7/1/2020	ADJUSTED BUDGET 12/31/2020	Additions (Deductions) #8	AMENDED BUDGET 5/31/2021
REVENUES												
5700 Local and Intermediate	\$ 168,865,254	\$ 169,681,204	\$ -	\$ 169,681,204	\$ 3,376,000	\$ 3,376,000	\$ -	\$ 3,376,000	\$ 17,173,495	\$ 17,173,495	\$ -	\$ 17,173,495
5800 State	136,163,746	140,343,251	-	140,343,251	370,000	370,000	-	370,000	268,836	268,836	-	268,836
5900 Federal	2,100,000	2,100,000	-	2,100,000	14,168,000	14,168,000	-	14,168,000	-	-	-	-
Total - All Revenues	<u>307,129,000</u>	<u>312,124,455</u>	<u>-</u>	<u>312,124,455</u>	<u>17,914,000</u>	<u>17,914,000</u>	<u>-</u>	<u>17,914,000</u>	<u>17,442,331</u>	<u>17,442,331</u>	<u>-</u>	<u>17,442,331</u>
APPROPRIATIONS by FUNCTION												
11 Instruction	184,054,708	180,061,268	-	180,061,268	-	-	-	-	-	-	-	-
12 Instructional Resources and Media Services	2,665,093	2,655,093	4,000	2,659,093	-	-	-	-	-	-	-	-
13 Curriculum and Staff Development	6,385,873	6,851,012	-	6,851,012	-	-	-	-	-	-	-	-
21 Instructional Leadership	6,314,483	6,425,346	1,000	6,426,346	-	-	-	-	-	-	-	-
23 School Leadership	20,325,522	22,215,251	15,000	22,230,251	-	-	-	-	-	-	-	-
31 Guidance, Counseling and Evaluation Services	11,231,935	11,148,125	140,000	11,288,125	-	-	-	-	-	-	-	-
32 Social Work Services	919,660	1,013,080	170,000	1,183,080	-	-	-	-	-	-	-	-
33 Health Services	2,638,775	2,728,243	-	2,728,243	-	-	-	-	-	-	-	-
34 Student Transportation	10,017,309	9,069,619	15,000	9,084,619	-	-	-	-	-	-	-	-
35 Food Services	86,512	86,512	-	86,512	17,479,332	17,479,332	-	17,479,332	-	-	-	-
36 Co/Extra Curricular Activities	6,148,134	6,151,121	(380,706)	5,770,415	-	-	-	-	-	-	-	-
41 General Administration	8,564,766	8,950,094	-	8,950,094	-	-	-	-	-	-	-	-
51 Plant Maintenance and Operations	33,584,867	39,980,949	9,045,558	49,026,507	434,668	434,668	-	434,668	-	-	-	-
52 Security and Monitoring Services	3,256,239	3,257,039	-	3,257,039	-	-	-	-	-	-	-	-
53 Data Processing Services	7,170,304	21,092,383	-	21,092,383	-	-	-	-	-	-	-	-
61 Community Services	1,374,337	1,386,837	-	1,386,837	-	-	-	-	-	-	-	-
71 Debt Services	500,000	500,000	2,244,750	2,744,750	-	-	-	-	13,059,794	13,059,794	(4,322,672)	8,737,122
81 Facilities Acquisition and Construction	15,000	815,000	25,706	840,706	-	-	-	-	-	-	-	-
91 Contracted Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-
99 Intergovernmental Charges	1,875,483	1,920,483	-	1,920,483	-	-	-	-	-	-	-	-
Total - All Appropriations	<u>307,129,000</u>	<u>326,307,455</u>	<u>11,280,308</u>	<u>337,587,763</u>	<u>17,914,000</u>	<u>17,914,000</u>	<u>-</u>	<u>17,914,000</u>	<u>13,059,794</u>	<u>13,059,794</u>	<u>(4,322,672)</u>	<u>8,737,122</u>
OTHER FINANCING SOURCES/(USES)												
Other Financing Sources (Uses)												
7000 Total - Other Financing Sources (Uses)	-	-	-	-	-	-	-	-	-	-	317,672	317,672
Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	-	(14,183,000)	(11,280,308)	(25,463,308)	-	-	-	-	4,382,537	4,382,537	(4,005,000)	377,537
Fund Balance Beginning (July 1)	66,900,745	66,900,745	-	66,900,745	3,418,158	3,418,158	-	3,418,158	13,904,664	13,904,664	-	13,904,664
3000 Fund Balance Ending (Estimated)	<u>\$ 66,900,745</u>	<u>\$ 52,717,745</u>	<u>\$ (11,280,308)</u>	<u>\$ 41,437,437</u>	<u>\$ 3,418,158</u>	<u>\$ 3,418,158</u>	<u>\$ -</u>	<u>\$ 3,418,158</u>	<u>\$ 18,287,201</u>	<u>\$ 18,287,201</u>	<u>\$ (4,005,000)</u>	<u>\$ 14,282,201</u>
APPROPRIATIONS by OBJECT												
6100 Payroll Costs	\$ 240,873,843	\$ 238,614,538	\$ 200,040	\$ 238,814,578	\$ 7,776,366	\$ 7,812,666	\$ -	\$ 7,812,666	\$ -	\$ -	\$ -	\$ -
6200 Purchased/Contracted Services	26,868,409	42,004,762	239,799	42,244,561	364,700	403,700	-	403,700	-	-	-	-
6300 Supplies and Materials	22,743,522	25,420,244	657,571	26,077,815	9,599,934	9,358,634	-	9,358,634	-	-	-	-
6400 Other Operating Expenses	14,324,023	13,191,168	(1,339,180)	11,851,988	173,000	218,000	-	218,000	-	-	-	-
6500 Debt Service	500,000	500,000	2,226,140	2,726,140	-	-	-	0	13,059,794	13,059,794	(4,322,672)	8,737,122
6600 Capital Outlay	1,819,203	6,576,743	9,295,938	15,872,681	-	121,000	-	121,000	-	-	-	-
Total - All Appropriations	<u>\$ 307,129,000</u>	<u>\$ 326,307,455</u>	<u>\$ 11,280,308</u>	<u>\$ 337,587,763</u>	<u>\$ 17,914,000</u>	<u>\$ 17,914,000</u>	<u>\$ -</u>	<u>\$ 17,914,000</u>	<u>\$ 13,059,794</u>	<u>\$ 13,059,794</u>	<u>\$ (4,322,672)</u>	<u>\$ 8,737,122</u>



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

**SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF THE
QUARTERLY INVESTMENT REPORT**

DATE: May 18, 2021

Attached is a quarterly report on District investments. The report represents investments for the months of January 2021 through March 2021. The District's investments are governed by state law and local policies. Every effort is made to maximize investment earnings while protecting the District's assets.

The report represented is in compliance with legislation that requires quarterly reporting.

Administrative Recommendation:

Approval of Quarterly Investment Report

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 QUARTERLY REPORT OF INVESTMENTS
 FOR THE QUARTER ENDED MARCH 31, 2021

OPERATING FUND PORTFOLIO SUMMARY REPORT
 (UNAUDITED)

THIS QUARTERLY REPORT IS IN COMPLIANCE WITH THE INVESTMENT
 STRATEGY AS ESTABLISHED FOR THE POOLED INVESTMENT FUND AND THE
PUBLIC FUNDS INVESTMENT ACT
 TEXAS GOVERNMENT CODE (CHAPTER 2256)

<u>BEGINNING</u>		<u>PURCHASED COST</u>	<u>AMORTIZED BOOK</u>	<u>MARKET</u>	<u>UNREALIZED GAIN OR (LOSS)</u>	<u>WEIGHTED AVERAGE TO MATURITY</u>
	January 1, 2021					
TEXPOOL		\$ 39,918,850	39,918,850	39,918,850 \$	-	32 DAYS
TEXPOOL PRIME		46,202,887	46,202,887	46,202,887	-	48 DAYS
LONE STAR		687,685	687,685	687,737	52	43 DAYS
NEXBANK MONEY MARKET SAVINGS		9,995,175	9,995,175	9,995,175	-	1 DAYS
TEXSTAR		29,850,081	29,850,081	29,850,081	-	42 DAYS
TCG DIRECTED INVESTMENTS		<u>5,932,134</u>	<u>5,932,134</u>	<u>5,899,691</u>	<u>(32,443)</u>	182 DAYS
		<u>\$ 132,586,812</u>	<u>\$ 132,586,812</u>	<u>\$ 132,554,421</u>	<u>(32,391)</u>	
<u>ENDING</u>	March 31, 2021					
TEXPOOL		\$ 43,637,100	43,637,100	43,637,100 \$	-	32 DAYS
TEXPOOL PRIME		82,769,909	82,769,909	82,769,909	-	50 DAYS
LONE STAR		687,736	687,736	687,054	(681)	46 DAYS
NEXBANK MONEY MARKET SAVINGS		9,996,262	9,996,262	9,996,262	-	1 DAYS
TEXSTAR		32,358,953	32,358,953	32,358,953	-	47 DAYS
TCG DIRECTED INVESTMENTS		<u>5,932,188</u>	<u>5,932,188</u>	<u>5,889,704</u>	<u>(42,484)</u>	92 DAYS
		<u>\$ 175,382,148</u>	<u>\$ 175,382,148</u>	<u>\$ 175,338,982</u>	<u>(43,165)</u>	

* - Restated market value for Quarter 1.

CHANGE DURING PERIOD \$ 42,784,561

NOTE: MARKET (FAIR VALUE) IS ESTIMATED AND PROVIDED BY AN OUTSIDE SOURCE.

GASB Statement No. 31 requires all investments to be reported at fair market value(FMV) except for money market investments, investments with maturities less than 12 months at time of purchase and nonparticipating contracts (CD's). At 3/31/2021 none of the above investments are reported at FMV.

PREPARED BY:	UVALDINA VALENZUELA ACCOUNTING SUPERVISOR	<u>signature on file</u>
	ALBESSA CHAVEZ DIRECTOR OF FINANCE	<u>signature on file</u>
	DEBORAH OTTMERS CHIEF FINANCIAL OFFICER	<u>signature on file</u>

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 QUARTERLY REPORT OF YTD EARNINGS
 JULY 1, 2020 THRU MARCH 31, 2021

SUMMARY INVESTMENT EARNINGS

(UNAUDITED)

FUND	TEXPOOL	TEXPOOL PRIME	LONE STAR	TEXSTAR	NEXBANK MONEY MARKET SAVINGS	TCG DIRECTED INVESTMENTS	TOTAL
GENERAL	\$ 9,189.24	\$ 66,952.39	\$ 21.17	\$ 9,878.59	\$ 34,532.29	\$ 71,559.69	\$ 192,133.37
SCHOOL NUTRITION	773.02	-	-	-	-	-	773.02
DEBT SERVICE	9,473.63	-	-	-	-	-	9,473.63
MEDICAL TRUST	12,716.31	-	-	-	-	-	12,716.31
WORKER'S COMP	5,865.50	-	364.66	-	-	-	6,230.16
SPECIAL FUNDS	93.16	-	-	-	-	-	93.16
INSURANCE REC	-	-	-	9,664.04	-	-	9,664.04
	<u>\$ 38,110.86</u>	<u>\$ 66,952.39</u>	<u>\$ 385.83</u>	<u>\$ 19,542.63</u>	<u>\$ 34,532.29</u>	<u>\$ 71,559.69</u>	<u>\$ 231,083.69</u>
PERCENT OF TOTAL	16.49%	28.97%	0.17%	8.46%	14.94%	30.97%	100.00%

SUMMARY OF VARIOUS EARNINGS RATES

PERIOD	TEXPOOL	TEXPOOL PRIME	LONE STAR	TEXSTAR	NEXBANK MONEY MARKET SAVINGS	TCG DIRECTED INVESTMENTS	COMPARISON 90 DAY T-BILL
JULY 2020	0.2082%	0.4179%	0.1512%	0.2003%	0.5000%	2.2100%	0.1200%
AUGUST 2020	0.1768%	0.3404%	0.1169%	0.1645%	0.5000%	2.2100%	0.1100%
SEPTEMBER 2020	0.1474%	0.2619%	0.0866%	0.1339%	0.4500%	2.1600%	0.1100%
OCTOBER 2020	0.1335%	0.2281%	0.0817%	0.1150%	0.4500%	1.5400%	0.0900%
NOVEMBER 2020	0.1231%	0.1625%	0.0778%	0.0944%	0.4500%	1.4100%	0.0900%
DECEMBER 2020	0.0909%	0.1431%	0.0666%	0.0676%	0.4500%	0.9800%	0.0800%
JANUARY 2021	0.0793%	0.1192%	0.0493%	0.0583%	0.4500%	0.9500%	0.0800%
FEBRUARY 2021	0.0431%	0.0973%	0.0266%	0.0334%	0.4500%	0.9400%	0.0400%
MARCH 2021	0.0187%	0.0916%	0.0135%	0.0216%	0.4500%	0.9400%	0.0300%
APRIL 2021							
MAY 2021							
JUNE 2021							
AVERAGE FOR PERIOD	<u>0.1134%</u>	<u>0.2069%</u>	<u>0.0745%</u>	<u>0.0988%</u>	<u>0.4611%</u>	<u>1.4822%</u>	<u>0.0833%</u>
	(2)	(2)	(2)	(2)	(2)	(2)	(3)

NOTE: (1) WEIGHED AVERAGE YIELD (2) SIMPLE INTEREST RATES (3) FIRST AUCTION OF MONTH: SOURCE WSJ

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 QUARTERLY REPORT OF INVESTMENTS
 FOR THE PERIOD FROM JANUARY 1, 2021 THRU MARCH 31, 2021

	QTR BEGINNING		ADDITIONS		DEDUCTIONS		INTEREST EARNED	QTR ENDING		AMORTIZED BOOK VALUE	MARKET (FAIR VALUE)	UNREALIZED GAIN (LOSS)
	BALANCE @ COST	No.	No.	AMOUNT	BALANCE @ COST	%						
TEXPOOL												
GENERAL FUND	\$ 6,867,504.29	55	10,954,468.92	6	13,258,831.46	729.20	\$ 4,563,870.95	10.46%	\$ 4,563,870.95	\$ 4,563,870.95	\$ -	
SCHOOL NUTRITION FUND	903,466.05	0	-	0	-	104.97	903,571.02	2.07%	903,571.02	903,571.02	-	
DEBT SERVICE FUND	9,157,859.13	3	12,729,160.21	3	7,408,821.87	1,190.20	14,479,387.67	33.18%	14,479,387.67	14,479,387.67	-	
MEDICAL TRUST FUND	16,027,781.35	3	5,990,000.00	11	5,325,000.00	1,757.70	16,694,539.05	38.26%	16,694,539.05	16,694,539.05	-	
WORKER'S COMP FUND	6,854,176.65	0	-	0	-	796.93	6,854,973.58	15.71%	6,854,973.58	6,854,973.58	-	
SPECIAL FUNDS	108,062.45	2	32,683.00	0	-	12.74	140,758.19	0.32%	140,758.19	140,758.19	-	
TEXPOOL	\$ 39,918,849.92	63	29,706,312.13	20	25,992,653.33	4,591.74	\$ 43,637,100.46	100.00%	\$ 43,637,100.46	\$ 43,637,100.46	\$ -	
% OF GRAND TOTAL	30.11%						24.88%					
TEXPOOL PRIME												
GENERAL FUND	\$ 46,202,887.04	26	76,050,000.00	3	39,503,011.75	20,033.30	\$ 82,769,908.59	100.00%	\$ 82,769,908.59	\$ 82,769,908.59	\$ -	
TEXPOOL PRIME	\$ 46,202,887.04	26	76,050,000.00	3	39,503,011.75	20,033.30	\$ 82,769,908.59	100.00%	\$ 82,769,908.59	\$ 82,769,908.59	\$ -	
% OF GRAND TOTAL	34.85%						47.19%					
LONE STAR												
GENERAL FUND	\$ 37,733.63	0	-	0	-	2.78	\$ 37,736.41	5.49%	\$ 37,736.41	\$ 37,699.03	\$ (37.38)	
SCHOOL NUTRITION FUND	-	0	-	0	-	-	-	0.00%	-	-	-	
DEBT SERVICE FUND	-	0	-	0	-	-	-	0.00%	-	-	-	
CAPITAL PROJECTS FUND	-	0	-	0	-	-	-	0.00%	-	-	-	
MEDICAL TRUST FUND	-	0	-	0	-	-	-	0.00%	-	-	-	
WORKER'S COMP FUND	649,951.45	0	-	0	-	47.94	649,999.39	94.51%	649,999.39	649,355.42	(643.97)	
SPECIAL FUNDS	-	0	-	0	-	-	-	0.00%	-	-	-	
INSURANCE RECOVERY	-	0	-	0	-	-	-	0.00%	-	-	-	
LONE STAR	\$ 687,685.08	0	-	0	-	50.72	\$ 687,735.80	100.00%	\$ 687,735.80	\$ 687,054.45	\$ (681.35)	
% OF GRAND TOTAL	0.52%						0.39%					
NEXBANK MONEY MARKET SAVINGS												
GENERAL FUND	9,995,174.58	0	-	1	10,000.00	11,086.99	\$ 9,996,261.57	100.00%	\$ 9,996,261.57	\$ 9,996,261.57	\$ -	
MONEY MARKET	\$ 9,995,174.58	0	0.00	1	10,000.00	11,086.99	\$ 9,996,261.57	100.00%	\$ 9,996,261.57	\$ 9,996,261.57	\$ 0.00	
% OF GRAND TOTAL	7.54%						5.70%					
TEXSTAR												
GENERAL FUND	\$ 16,618,575.37	2	3,276,465.16	0	-	1,674.04	\$ 19,896,714.57	61.49%	\$ 19,896,714.57	\$ 19,896,714.57	\$ -	
INSURANCE RECOVERY	13,231,505.28	2	2,505,978.00	2	3,276,465.16	1,220.36	12,462,238.48	38.51%	12,462,238.48	12,462,238.48	-	
TEXSTAR	\$ 29,850,080.65	4	5,782,443.16	2	3,276,465.16	2,894.40	\$ 32,358,953.05	100.00%	\$ 32,358,953.05	\$ 32,358,953.05	\$ -	
% OF GRAND TOTAL	22.51%						18.45%					
TCG DIRECTED INVESTMENTS												
GENERAL FUND	\$ 5,932,134.40	0	-	4	3,090.25	3,144.05	\$ 5,932,188.20	100.00%	\$ 5,932,188.20	\$ 5,889,704.28	\$ (42,483.92)	
TCG DIRECTED INVESTMENTS	\$ 5,932,134.40	0	0.00	4	3,090.25	3,144.05	\$ 5,932,188.20	100.00%	\$ 5,932,188.20	\$ 5,889,704.28	\$ (42,483.92)	
% OF GRAND TOTAL	4.47%						3.38%					
TOTAL ALL INVESTMENTS	\$ 132,586,811.67	93	111,538,755.29	30	68,785,220.49	41,801.20	\$ 175,382,147.67	100.00%	\$ 175,382,147.67	\$ 175,338,982.40	\$ (43,165.27)	

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 QUARTERLY REPORT OF INVESTMENTS
 FOR THE PERIOD FROM JANUARY 1, 2021 THRU MARCH 31, 2021

	QTR BEGINNING BALANCE @ COST	No.	ADDITIONS	DEDUCTIONS No.	AMOUNT	INTEREST EARNED	QTR ENDING BALANCE @ COST	%	AMORTIZED BOOK VALUE	MARKET (FAIR VALUE)	UNREALIZED GAIN (LOSS)
RECAP											
ALL FUNDS											
GENERAL FUND	\$ 85,654,009.31	83	90,280,934.08	14	52,774,933.46	36,670.36	\$ 123,196,680.29	70.24%	\$ 123,196,680.29	\$ 123,154,158.99	\$ (42,521.30)
SCHOOL NUTRITION FUND	903,466.05	0	-	0	-	104.97	903,571.02	0.52%	903,571.02	903,571.02	-
DEBT SERVICE FUND	9,157,859.13	3	12,729,160.21	3	7,408,821.87	1,190.20	14,479,387.67	8.26%	14,479,387.67	14,479,387.67	-
MEDICAL TRUST FUND	16,027,781.35	3	5,990,000.00	11	5,325,000.00	1,757.70	16,694,539.05	9.52%	16,694,539.05	16,694,539.05	-
WORKER'S COMP FUND	7,504,128.10	0	-	0	-	844.87	7,504,972.97	4.28%	7,504,972.97	7,504,329.00	(643.97)
SPECIAL FUNDS	108,062.45	2	32,683.00	0	-	12.74	140,758.19	0.08%	140,758.19	140,758.19	-
INSURANCE RECOVERY	13,231,505.28	2	2,505,978.00	2	3,276,465.16	1,220.36	12,462,238.48	7.11%	12,462,238.48	12,462,238.48	-
TOTAL	\$ 132,586,811.67	93	111,538,755.29	30	68,785,220.49	41,801.20	\$ 175,382,147.67	100.00%	\$ 175,382,147.67	\$ 175,338,982.40	\$ (43,165.27)
ALL INVESTMENTS											
TEXPOOL	39,918,849.92	63	29,706,312.13	20	25,992,653.33	4,591.74	43,637,100.46	24.88%	43,637,100.46	43,637,100.46	-
TEXPOOL PRIME	46,202,887.04	26	76,050,000.00	3	39,503,011.75	20,033.30	82,769,908.59	47.19%	82,769,908.59	82,769,908.59	-
LONE STAR	687,685.08	0	-	0	-	50.72	687,735.80	0.39%	687,735.80	687,054.45	(681.35)
NEXBANK MONEY MARKET SAVINGS	9,995,174.58	0	-	1	10,000.00	11,086.99	9,996,261.57	5.70%	9,996,261.57	9,996,261.57	-
TEXSTAR	29,850,080.65	4	5,782,443.16	2	3,276,465.16	2,894.40	32,358,953.05	18.45%	32,358,953.05	32,358,953.05	-
TCG DIRECTED INVESTMENTS	5,932,134.40	0	-	4	3,090.25	3,144.05	5,932,188.20	3.38%	5,932,188.20	5,889,704.28	(42,483.92)
TOTAL	\$ 132,586,811.67	93	111,538,755.29	30	68,785,220.49	41,801.20	\$ 175,382,147.67	100.00%	\$ 175,382,147.67	\$ 175,338,982.40	\$ (43,165.27)



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF THE PAYOFF OF BUS LEASE

DATE: May 18, 2021

ECISD is requesting approval to pay the final amount due on the bus lease from Santander in the amount of \$2,244,749.52 from the General Fund-fund balance in May 2021. Paying this lease off early will save \$162,195 in interest costs and we will fully own the 30 buses.

This lease was initiated in 2019. The first payment was 8/30/2019 and was to continue until 8/30/2025. We paid \$481,389 in August 2019 and 2020.

Amortization Schedule for 30 Bus Leases Summary					
Nominal Annual Rate	3.26%				
	DATE	PAYMENT	INTEREST	PRINCIPAL	BALANCE
Loan	7/30/2019	.			3,058,330.00
1	8/30/2019	481,389.00	8,467.80	472,921.20	2,585,408.80
2	8/30/2020	481,389.00	84,284.33	397,104.67	2,188,304.13
3	8/30/2021	481,389.00	71,338.72	410,050.28	1,778,253.85
4	8/30/2022	481,389.00	57,971.08	423,417.92	1,354,835.93
5	8/30/2023	481,389.00	44,167.65	437,221.35	917,614.58
6	8/30/2024	481,389.00	29,914.27	451,474.73	466,139.85
7	8/30/2025	481,389.00	15,249.18	466,139.82	0.03
		3,369,723.00	311,393.03	3,058,329.97	

Administrative Recommendation:

Approval of Bus Lease Pay Off



INVOICE

Ector County ISD, TX CCAN 142999
 802 North Sam Houston
 Odessa, TX 79761
 Acct Number - 004-0005065-000

Invoice Number: Payoff
 Invoice Date: 05/09/2021
Payment Due Date: 06/05/2021

Total Amount Due: \$2,244,749.52

CONTRACT	INVOICE/DESCRIPTION	DUE	
004-0005065-000	30 Blue Bird School Buses	06/05/2021	\$2,244,749.52
Please note that any change in your payment amount may be due to a change in the sales tax for your city, county and/or state			TOTAL LATE CHARGES \$0.00
			TOTAL AMOUNT DUE \$2,244,749.52

Make your check payable to:

Santander Bank, N.A.
 3 Huntington Quad, Suite 101N
 Melville, NY 11747
 Att: Customer Service

Invoice Number: Payoff
 Invoice Date: 05/09/2021
 Payment Due Date: 06/05/2021

Total Amount Due: **\$2,244,749.52**



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

**SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL TO SELL
PROPERTY FOR LESS THAN MARKET VALUE**

DATE: May 18, 2021

Attached please find a request for the ECISD board of trustees to approve the sale of a property for less than market value. Taxes on this property have been delinquent since 1991.

Location:	218 Park, Odessa, TX
Prior taxes and penalties owed but unpaid:	\$243,841.91
Amounts to be received from sale:	\$ 22,873.75

Administrative Recommendation:

Approval to sell property for less than market value.

LINEBARGER GOGGAN BLAIR & SAMPSON, LLP

ATTORNEYS AT LAW
1301 EAST 8TH STREET, SUITE 200
ODESSA, TEXAS 79761-4703

432/332-9047
FAX: 432/333-7012

Mark A. Flowers

April 30, 2021

Dr. Scott Muri, Superintendent
Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761

RE: REQUEST FOR A DECISION FROM THE BOARD OF TRUSTEES OF ECISD TO SELL PROPERTY FOR LESS THAN MARKET VALUE SPECIFIED IN THE JUDGMENT OF FORECLOSURE AND ALSO LESS THAN THE TOTAL AMOUNT OF JUDGMENTS AGAINST THE PROPERTY

Dear Dr. Muri:

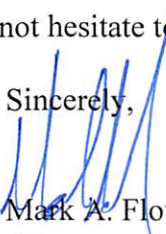
Please place on the agenda of the next board meeting of the Board of Trustees of Ector County Independent School District a request to sell property located at 218 Park, Odessa, Texas for \$65,000.00, which is less than the market value specified in the judgment of foreclosure against the property and is also less than the total amount of the judgment against the property.

Pursuant to the inter-local agreement, which was set up to sell these properties, Trower Realtors has obtained a contract on the property and the buyer, Barracuda Down Hole, LLC, has deposited \$500.00 with Atkins Peacock & Linebarger Goggan, LLP. The property is located at 218 Park, Odessa, Texas and had an appraised value of \$489,529 as of 2018 however the City of Odessa has since demolished the metal warehouse building leaving only the vacant land, which had an appraised value of \$51,150 as of 2018. I have attached an exhibit indicating what each jurisdiction will receive after all costs are paid. Taxes on this property have been delinquent since 1991.

I request that this be placed on the agenda to obtain a decision from the Board of Trustees on whether to sell the above described property for less than the market value and the total judgment amount taken against the property by the taxing entities.

If you have any questions, please do not hesitate to call me at 432-231-1150.

Sincerely,


Mark A. Flowers
Attorney

Meeting Date: _____
_____ Approved OR _____ Not Approved

Tax Resale Distribution Sheet

Address: 218 North Park, Odessa, Texas
Cause #: CC-17-042-T; Ector County Appraisal District, et al vs Texas Flange Inc.
Legal Description: Lots 1 and 2, Block 12, Royalty Heights, City of Odessa
 Acct #27750.03360.00000

	<u>Taxes Owed</u>	<u>Percentage</u>	<u>\$ to be Received</u>
SCHOOL	\$243,841.91	0.49999999	\$22,873.75
COLLEGE	\$39,014.70	0.079999987	\$3,659.80
CED	\$0.00	0	\$0.00
ODESSA	\$102,413.60	0.209999991	\$9,606.97
HOSPITAL	\$19,507.36	0.040000014	\$1,829.90
COUNTY	\$82,906.26	0.170000018	\$7,777.08
UTILITY	\$0.00	0	\$0.00

BID PRICE:	\$50,000.00
REALTOR'S FEE:	\$3,000.00
CLOSING:	\$0.00
COURT COSTS:	\$364.00
SHERIFF'S FEE:	\$62.50
COSTS:	\$826.00
	<hr/>
	\$45,747.50

DEED TRANSFERRING TITLE INTO ECTOR CO., TRUSTEE RECORDED ON: 30-Oct-18



Trower Realtors, Inc.

Residential / Commercial / Property Management

1412 E. 8th
Odessa, Texas 79761

Phone (432) 333-3211
Fax (432) 333-4329

April 26, 2021

RE: Suit #CC-17-042-T; Ector County Appraisal District, et al vs Texas Flange Inc.

Lots 1-2, Block 12, Royalty Heights, City of Odessa

Ector County Taxing Entities
Odessa, Texas

Gentlemen:

This offer is for a vacant lot located on Lots 1-2, Block 12, Royalty Heights Addition, at 218 Park, in a commercial neighborhood inside the city limits.

The listing price was \$489,529.00 and a 2018 tax appraisal value of \$489,529.00 however the City of Odessa has since demolished the metal warehouse building leaving only the vacant land, which had an appraised value of \$51,150 as of 2018.. This contract is for \$50,000.00. I have had this property listed since November 1, 2018.

I recommend that we accept this offer.

Sincerely,

Shawn Crouch
Trower Realtors, Inc.

PROPERTY OWNER NAME & MAILING ADDRESS

TEXAS FLANGE CO
 C/O OMER MARLA
 8610 WESTVIEW DR
 HOUSTON TX 77055-4819



ECAD ACCOUNT NUMBERS

27750.03360.00000
 R100048594

EXEMPTIONS

Undivided Interest: 1.0000000

1301 E. 8TH ST
 Odessa, TX 79761
 (432) 332-6834
www.ectorcad.org

Vol: Page: Inst:

PROPERTY LEGAL DESCRIPTION	
ROYALTY HEIGHTS	60
BLOCK 12	
LOTS 1-2	

TAXING ENTITIES	CURRENT TAX RATE
ECTOR COUNTY I S D	0.0114957
ECTOR COUNTY	0.0038721
CITY OF ODESSA	0.0049325
ODESSA COLLEGE	0.0020642
ECTOR CO HOSPITAL DIST	0.0011792

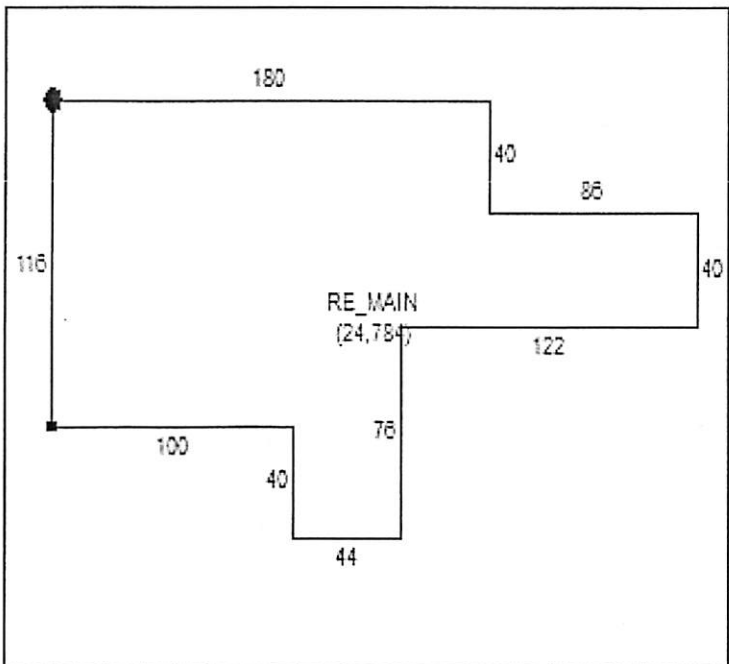
SITUS: 218 PARK AVE
 SQFT: 93,001 ACRES: 2.1350

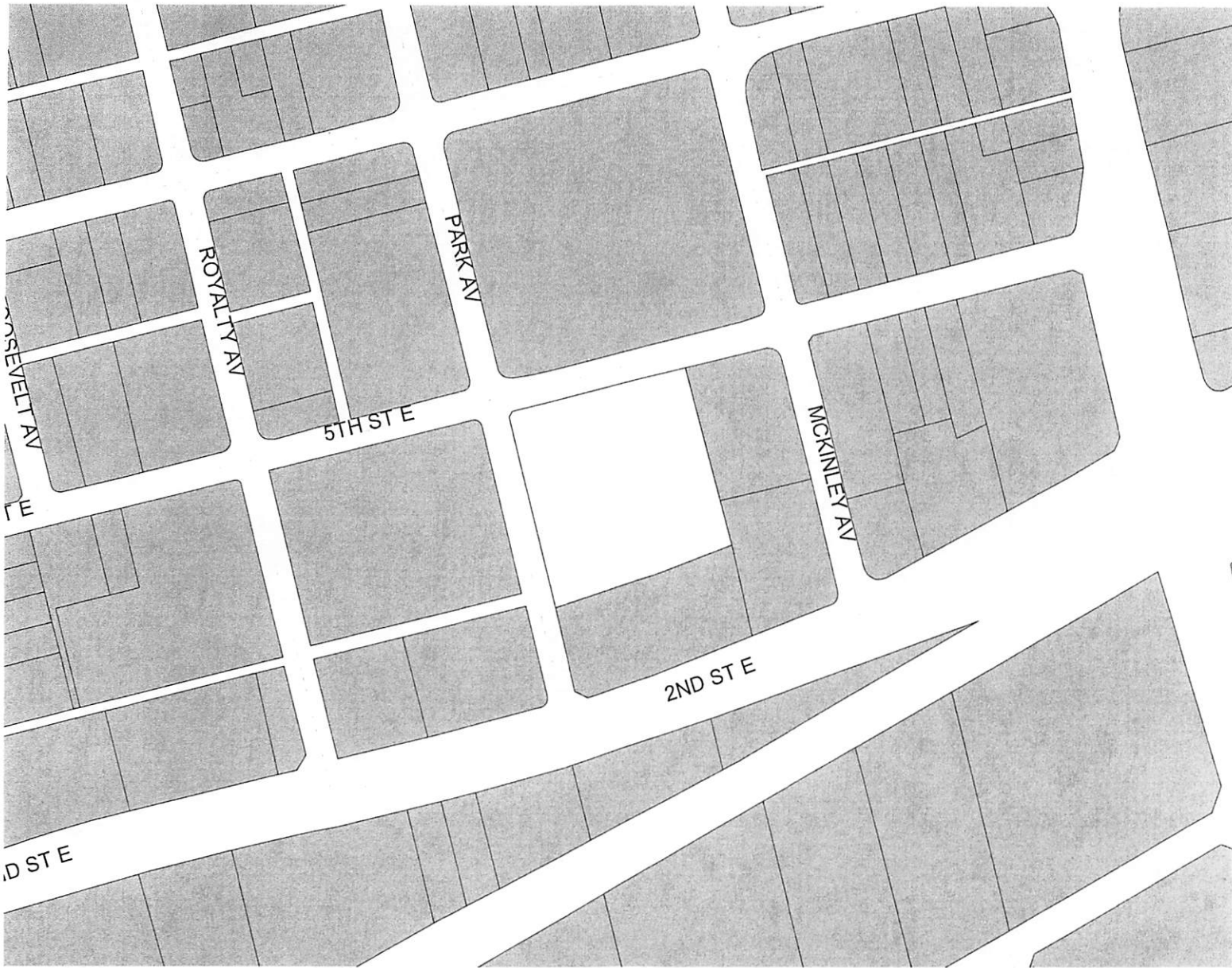
BUILDING DETAIL		
Description	Sq Ft	Year Built
SB3M - MACH SHOP	24,784	1964

PROPERTY VALUES
 This document is a WORKING PAPER ONLY. Values are not certified as official.

	2018 TAX YEAR	2017 TAX YEAR
PRODUCTIVITY		
LAND	51,150	51,150
IMPROVEMENT	438,379	438,379
PERSONAL PROPERTY	0	0
TOTAL MARKET	489,529	489,529
Less Limited Amount on 10% Homestead Increase	0	0
APPRAISED VALUE	489,529	489,529

T.O. ID: 00





-  Streets
-  Parcels
-  Current Selections



ECTOR COUNTY APPRAISAL
 DISTRICT
 1301 E 8TH STREET
 ODESSA, TX, 79761-4722
 (432) 332-6834

Disclaimer: This Map is for illustrative purposes only,
 and is not suitable for parcel specific decision making.
 The areas depicted here may contain error of content,
 completeness and accuracy.

CONNECTEXPLORER



map: Auto (Oblique) Dec 2017 - Jan 2018 image 1 of 3 12/15/2017



Notice of confidentiality rights: If you are a natural person, you may remove or strike any or all of the following information from any instrument that transfers an interest in real property before it is filed for record in the public records: your social security number or your driver's license number.

CORRECTION SHERIFF'S TAX DEED

STATE OF TEXAS

X

X KNOW ALL MEN BY THESE PRESENTS

COUNTY OF ECTOR

X

That, whereas, by virtue of an Order of Sale issued by the Clerk of the District Court in and for Ector County, dated June 27, 2018 on a certain judgment rendered in said Court on 27th day of March, 2018, in a certain **SUIT NUMBER CC-17-042-T; Tract 2, Ector County Appraisal District, Et Al vs. Texas Flange Inc, I, Sheriff Mike Griffis, Sheriff of said County, did upon June 2, 2018, levy upon and advertise the said premises as described in said Order of Sale, by giving public notice of the time and place of said sale by an advertisement in the English language, published once a week for three (3) consecutive weeks preceding such sale, the first publication appearing not less than twenty (20) days immediately preceding the day of sale, beginning on Monday, July 9, 2018, in the Odessa American, a newspaper published in the County of Ector, stating in said advertisement the authority by virtue of which such sale was to be made, the time of levy, the time and place of sale, a brief description of the property to be sold, the number of acres, the original survey, its locality in the County, and the name by which the land is generally known, and by delivering a similar notice to each of the named Defendants, and on the first Tuesday in August, 2018, beginning at 10:00 AM sold said hereinafter described land or lots at public venue, at the West door of the Courthouse of said County, at which sale the premises hereinafter described were struck off to:**

**ECTOR COUNTY TRUSTEE
1010 EAST EIGHTH ST
ODESSA, TX 79761-4703**

for the use and benefit of itself and City of Odessa, Ector County Independent School District and Ector County Hospital District, there being no bid, other than the bid on behalf of the trustee taxing unit, for as much as the adjudged value of the said property or the amount of the taxes, interest, penalties and costs.

NOW, THEREFORE, I, Sheriff Mike Griffis, Sheriff aforesaid, by virtue of the authority vested in me by law have Granted, Sold, and Conveyed, and by these presents do Grant, Sell, and Convey unto the said Ector County Appraisal District, in trust, for the use and benefit of itself and City of Odessa, Ector County Independent School District and Ector County Hospital District City of Odessa, Ector County Independent School District and Ector County Hospital District and their assigns all of the estate, right, title and interest which the Defendants in such suit had on the date said judgment was rendered or at any time afterwards, in and to the following described land and premises, as described in the Order of Sale, viz:

PROPERTY DESCRIPTION

Lots 1 and 2, Block 12, Royalty Heights Addition, an addition to the City of Odessa, Ector County, Texas, according to the map or plat thereof, recorded in Volume 3, Page 420, Deed Records of Ector County, Texas. (Account #27750.03360.00000)

TO HAVE AND TO HOLD the above described premises unto the said Ector County Appraisal District, as trustee, its successors and assigns forever, as fully and absolute as I, as Sheriff aforesaid, can convey by virtue of said Order of Sale;

Subject, however to the owner's right to redeem the same in the manner and within the time prescribed by Section 34.21 of the Property Tax Code of the State of Texas.

This conveyance is made expressly subject to recorded restrictive covenants running with the land, and valid easements of record as of the date of this sale, if such covenants or easements were recorded prior to January 1 of the year the tax lien(s) arose.

THIS CORRECTION SHERIFF'S TAX DEED IS MADE IN PLACE OF THAT CERTAIN SHERIFF'S TAX DEED DATED SEPTEMBER 21, 2018 AND RECORDED AS DOCUMENT #2018-00016195 IN THE OFFICIAL PUBLIC RECORDS OF ECTOR COUNTY, TEXAS WHEREIN THE GRANTEE WAS INCORRECTLY REFLECTED AS ECTOR COUNTY APPRAISAL DISTRICT WHEN IN FACT THE GRANTEE IS ECTOR COUNTY, TRUSTEE. THIS CORRECTION SHERIFF'S TAX DEED REPLACES THAT DEED FOR ALL PURPOSES

IN TESTIMONY WHEREOF, I have hereunto set my hand this the 21 day of September, 2018.

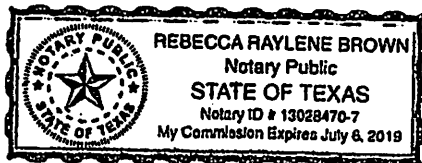
Sheriff Mike Griffis
Sheriff, Ector County, Texas

E. Baeza
By: Sgt. Elizabeth Baeza

STATE OF TEXAS X
COUNTY OF ECTOR X

Before me, the undersigned authority, on this day personally appeared Sgt. Elizabeth Baeza, of Ector County, Texas, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes, consideration, and in the capacity therein expressed.

GIVEN UNDER MY HAND AND SEAL OF OFFICE THIS THE 21 DAY OF September, 2018.



Rebecca Raylene Brown
Printed Name: Rebecca Raylene Brown
Notary Public, State of Texas
My Commission Expires: July 6, 2019

After recording return to:
LINEBARGER GOGGAN BLAIR & SAMPSON, LLP
1301 EAST 8th STREET, SUITE 200
ODESSA, TEXAS 79761-4703
(432) 332-9047; FAX (432) 333-7012



STATE OF TEXAS
COUNTY OF ECTOR

I hereby certify that this instrument was filed on 10/30/2018 at
02:59 PM by me and was duly recorded under the document number
2018-00017521 in the Official Public Records of Ector County, Texas.

A handwritten signature in cursive script that reads "Linda Haney".

Linda Haney, County Clerk
Ector County, Texas

ANY PROVISION CONTAINED IN ANY DOCUMENT WHICH RESTRICTS THE SALE, RENTAL, OR USE OF
THE REAL PROPERTY DESCRIBED THEREIN BECAUSE OF RACE OR COLOR IS INVALID UNDER
FEDERAL LAW AND IS UNENFORCEABLE.

Returned To: LINEBARGER GOGGAN BLAIR & SAMPSON LLP
ATTORNEYS AT LAW
1301 E 8TH STREET SUITE 200
ODESSA, TX 79761



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Stephanie Howard, Deputy Superintendent

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL TO ACCEPT PURCHASE ON TAX FORECLOSED PROPERTY

DATE: May 18, 2021

Attached is a letter from the District's tax attorney describing property which has been purchased by Midland Habitat for Humanity.

\$ 3,000 Lots 1 and 2, Block 1, Sunrise Subdivision, City of Odessa,
Ector County, Texas

Administrative Recommendation:

Approval to Accept the Purchase on Tax Foreclosed Property

LINEBARGER GOGGAN BLAIR & SAMPSON, LLP

ATTORNEYS AT LAW

1301 EAST 8TH STREET, SUITE 200
ODESSA, TEXAS 79761-4703

432/332-9047

FAX: 432/333-7012

April 27, 2021

Dr. Scott Muri, Superintendent
Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761

**RE: Tax Resale Deed to Midland Habitat for Humanity
Cause No. D-2910-T; Ector County Independent School District, Et Al
Vs. Curtis Norris**

Dear Dr. Muri:

Enclosed is a Tax Resale Deed conveying the property the subject of the referenced suit to Midland Habitat for Humanity. Midland Habitat for Humanity paid the full original minimum bid for the property which was struck off in 1992. Please have this deed signed, the signature notarized and return the deed to our office for further handling.

Sincerely,



Jeannie Crane
Area Manager

JC
Enclosure

Notice of confidentiality rights: If you are a natural person, you may remove or strike any or all of the following information from any instrument that transfers an interest in real property before it is filed for record in the public records: your social security number or your driver's license number.

TAX RESALE DEED

STATE OF TEXAS

X

X

KNOW ALL MEN BY THESE PRESENTS

COUNTY OF ECTOR

X

That **Ector County Independent School District, Trustee**, acting through the presiding officer of its governing body, hereunto duly authorized by resolution and order of said governing body which is duly recorded in its official Minutes, hereinafter called grantor, for and in consideration of the sum of \$3,000.00 cash in hand paid by

**MIDLAND HABITAT FOR HUMANITY
305 EAST TEXAS
PO BOX 2555
MIDLAND, TEXAS 79702**

hereinafter called grantee(s), the receipt of which is acknowledged and confessed, has quitclaimed and by these presents does quitclaim unto said grantee(s) all of the right, title and interest of grantor and all other taxing units interested in the tax foreclosure judgment against the property herein described, acquired by tax foreclosure sale heretofore held under **Cause No. B-2910-T, Ector County Independent School District, et al vs. Curtis Norris**, in the district court of said county, said property being located in Ector County, Texas, and described as follows:

LOTS 1 AND 2, BLOCK 1, SUNRISE SUBDIVISION, CITY OF ODESSA, ECTOR COUNTY, TEXAS. (ACCT #30400.00010.00000 AND #30400.00020.00000)

TO HAVE AND TO HOLD the said premises, together with all and singular the rights, privileges, and appurtenances thereto in any manner belonging unto the said grantee(s), their heirs and assigns forever, so that neither grantor, nor any other taxing unit interested in said tax foreclosure judgment, nor any person claiming under it and them, shall at any time hereafter have, claim or demand any right or title to the aforesaid premises or appurtenances, or any part thereof.

Taxes for the present year are to be paid by grantee(s) herein.

This deed is given expressly subject to recorded restrictive covenants running with the land, and valid easements of record as of the date of this sale, if such covenants or easements were recorded prior to January 1 of the year the tax lien(s) arose.

IN TESTIMONY WHEREOF Ector County Independent School District has caused these presents to be executed this _____ day of _____, 20_____.

Ector County Independent School District

BY: _____
Delma Abalos
School Board President

STATE OF TEXAS X

COUNTY OF ECTOR X

This instrument was acknowledged before me on this _____ day of _____, 20_____, by Delma Abalos, School Board President, of Ector County Independent School District.

Notary Public, State of Texas
Commission Expires: _____

After recording return to:

LINEBARGER GOGGAN BLAIR & SAMPSON, LLP
1301 EAST 8th STREET, SUITE 200
ODESSA, TEXAS 79761-4703
(432) 332-9047
FAX (432) 333-7012



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Stephanie Howard

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF REVISIONS TO POLICY FNCA(LOCAL): STUDENT CONDUCT DRESS CODE

DATE: May 18, 2021

According to TASB (Texas Association of School Boards) Board Policy “should reflect essential board governance statements, such as broad authorizations of programs and services,” while Administrative Regulations “define how a policy is executed.”

The Policy revision of FNCA(LOCAL) seeks to broaden and define student dress (the “what”) while moving the details around ECISD’s dress code (“the how”) to Administrative Regulations and the annual Student Handbook.

Revisions to both FNCA(LOCAL) (as well as the proposed changes to Administrative Regulations) were proposed, discussed, and agreed to by a diverse committee made up of elementary, middle, and high school principals and assistant principals.

Administrative Recommendation:

Approval of Revisions to Policy FNCA(LOCAL): Student Conduct Dress Code

Purpose

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.

General Guidelines

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits pictures, emblems, or writings on clothing that:

1. Are lewd, offensive, vulgar, or obscene;
2. Advertise or depict tobacco products, alcoholic beverages, drugs or any other illegal substance;

The student and the parent may determine the student's personal dress and grooming standards, provided that they comply with the general guidelines set out above and with student dress code outlined in student handbook.

Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct. [See FO series]

Standard Attire

Standard attire policy on individual campuses must be followed and takes precedence over the dress code.



TO: Board of Trustees
FROM: Staci Ashley, Executive Director of Human Resources
SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2021-2022 COMPENSATION PLAN**
DATE: May 18, 2021

In an effort to create a more competitive compensation plan, the District completed a TASB salary study. TASB made recommendations for a General Pay Increase (GPI) and Targeted Adjustments (TA) to better align our systems.

Salaried employees will receive a 3% GPI, while hourly employees will receive a 4% GPI. In addition, the hourly minimum pay will begin at \$12.00. A one-time “Invest in Talent” stipend will be provided to all staff who are working on the first day of classes, August 10, 2021.

The GPI and the TA recommendations will provide a more competitive salary structure when competing with other districts and the area markets for all positions. TASB will continue to provide yearly maintenance reviews to assist in aligning our systems to ensure we maintain a competitive and sound compensation plan.

The 2021-2022 Compensation Plan includes: (a) Revised Salary Schedules, (b) Schedule of Stipends, (c) Schedule of Supplemental Pay.

Administrative Recommendation:

Approval of the 2021-2022 Compensation Plan



**ECTOR COUNTY ISD
COMPENSATION RESOURCE MANUAL
2021-2022**

Ector County ISD

2021-2022

New Hire Salary Table

Teachers, Librarians, and Nurses (RN)

Years of Experience	New Hire Salary
0	\$57,000
1	\$57,250
2	\$57,550
3	\$57,850
4	\$58,150
5	\$58,450
6	\$58,750
7	\$59,050
8	\$59,350
9	\$59,650
10	\$59,950
11	\$60,240
12	\$60,640
13	\$61,040
14	\$61,500
15	\$62,000
16	\$62,500
17	\$63,000
18	\$63,500
19	\$64,000
20	\$64,500
21	\$65,000
22	\$65,500
23	\$66,000
24	\$66,500
25	\$67,000
26	\$67,500
27	\$68,000
28	\$68,500
29	\$69,000
30+	\$69,500

\$3,650 Doctorate Degree Stipend

\$2,500 Subject Area- Master Degree Stipend

\$1,500 General Master Degree Stipend

The salaries listed above are based on 10-month employment for the 2021-2022 school year.

2021-2022 Proposed Administrative Professional Pay Plan

Ector County ISD

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum
-----------	-----------	-----------	---------	----------	---------

1	
Accountant, Finance	227
Accountant, School Nutrition	227
Bookkeeper/Payroll	227
Community Liaison VIP	227
Manager, Risk Benefits	227
School Nutrition Technology Ad	227
Specialist, Communication	227
Specialist, SAS Homeless	187

Daily	\$233.89	\$283.50	\$333.11
187 Days	43,737	53,015	62,292
227 Days	53,093	64,355	75,616

2	
Accountant, Special Projects	227
Accountant, Payroll Spec Projects	227
Admin Review/Dismissal Facilitator	197
Buyer, School Nutrition	227
Coordinator, Child Care	227
Coordinator, Instructional Material	227
Grant Writer	227
Social Worker	187
Special Education Evaluator	197
Specialist, Advanced Academic Services	227
Specialist, Behavior	207
Specialist, Drop Out Prevention	187
Specialist, Educational Data	227
Specialist, Teen Parent	197
Speech Pathologist, Asst	187
Staff Auditor	227

Daily	\$276.72	\$321.77	\$366.82
187 Days	51,747	60,171	68,595
197 Days	54,514	63,389	72,264
207 Days	57,281	66,606	75,932
217 Days	60,048	69,824	79,600
227 Days	62,815	73,042	83,268

3	
Accountant, Payroll	227
Advisor, College & Career	207
Counselor, AEC	207
Counselor, EEC	197
Counselor, Elem	197
Counselor, MS	207
Counselor, SAS	207
Counselor, Sped	197
Counselor, Secondary (Choice HS)	207
Dietitian	227
Research & Innovation Strategist	227
Social Worker, Ext	217
Specialist, Communication Translator	227
Supervisor, COC Grad Lab	227
Supervisor, Print Shop/Mail	227

Daily	\$299.09	\$353.95	\$408.81
197 Days	58,921	69,728	80,536
207 Days	61,912	73,268	84,624
217 Days	64,903	76,807	88,712
227 Days	67,893	80,347	92,800

4	
Asst Principal, EEC	217
Asst Principal, Elem	217
Athletics Trainer	207, 217
Coordinator, High School Testing	217
Coordinator, Staff Pay Budget	227
Counselor, CTEC	217
Counselor, HS	217, 227
Counselor, TRAC	217
Dean of Students, MS	207
Diagnostician	197,227
LSSP Intern	197
Specialist, Fine Arts	227
Speech Pathologist Intern	187
Supervisor, ATC-G Campus	207

Daily	\$309.53	\$375.19	\$440.85
187 Days	57,882	70,161	82,439
197 Days	60,977	73,912	86,847
207 Days	64,073	77,664	91,256
217 Days	67,168	81,416	95,664
227 Days	70,263	85,168	100,073

5	
Associate Principal, MS	217
Asst Principal, MS	217
Asst Principal, YC-Alt	217
Coordinator, Advanced Academic	227
Coordinator, AVID	227
Coordinator, Benefits	227
Coordinator, Bilingual	227
Coordinator, Blended Learning	227
Coordinator, Career & Tech	227
Coordinator, College, Career, Military Readiness	227
Coordinator, ELAR	227
Coordinator, ESL	227
Coordinator, International Teacher	227
Coordinator, Lang Other Than English	227
Coordinator, Leadership	227
Coordinator, Math	227
Coordinator, National Board Certification	227
Coordinator, Post Secondary Edu	227
Coordinator, Science	227
Coordinator, Social & Emotional Learning	227
Coordinator, Social Studies	227
Coordinator, Talent Development	227
Coordinator, Teen Pregnancy Service	227
Dean of Students, HS	217
Director, Choral HS	197
Director, Instructional Service MS	227
Director, Mariachi	197
Director, Orchestra HS	197
LSSP	197
Occupational Therapist	197

Daily	\$328.10	\$397.70	\$467.30
187 Days	61,355	74,370	87,385
197 Days	64,636	78,347	92,058
217 Days	71,198	86,301	101,404
227 Days	74,479	90,278	106,077

Physical Therapist	197
Specialist, Energy Education	227
Speech Pathologist	187, 227
Supervisor, State Assessment	227

6	
Asst Director, Athletics	227
Asst Director, Finance	227
Asst Director, School Nutrition	227
Asst Principal, HS	217, 227
Band Director HS	217
Director, Advanced Academic Services	227
Director, Administrative Services	227
Director, Attendance	227
Director, District AVID	227
Director, Early Childhood Education	227
Director, Energy/Custodial Ops	227
Director, Guidance & Counseling	227
Director, Health Services	227
Director, Internal Auditor	227
Researcher, Harvard Strategic Data Fellow	227
Special Asst to Superintendent	227
Supervisor, Accounting	227
Supervisor, Dyslexia	227
Supervisor, Special Ed Behavior	227
Supervisor, Sped	227

Daily	\$351.07	\$425.54	\$500.01
217 Days	76,182	92,342	108,502
227 Days	79,693	96,598	113,502

7	
Associate Principal, HS	227
Director, Education Foundation	227
Director, Facilities	227
Director, Payroll	227
Director, Purchasing	227
Director, RDSPD	227
Director, School Nutrition	227
Director, Transportation	227
Principal, EEC	227
Principal, Elem	227
Principal, Elem AEP	227

Daily	\$379.15	\$459.58	\$540.01
227 Days	86,067	104,325	122,582

8	
Coordinator/Head Football Coach	227
Director, Benefits/Risk Management	227
Director, Finance	227
Director, HR	227
Director, Planning and School Choice	227
Director, Professional Learning	227
Director, Talent Development	227
Principal, Alter Center	227

Daily	\$413.28	\$500.94	\$588.60
227 Days	93,815	113,713	133,612

Principal, Choice HS 227
 Principal, MS 227

9

Chief Communications Officer 227
 Chief Innovation Officer 227
 Exec Director, Accountability 227
 Exec Director, Bilingual/ESL/Migrant 227
 Exec Director, Career & Tech Ed 227
 Exec Director, Curriculum & Instruction 227
 Exec Director, District Operations 227
 Exec Director, Federal & State Prog 227
 Exec Director, Fine Arts 227
 Exec Director, Guidance & Counseling 227
 Exec Director, Special Services 227
 Exec Director, Student & School Support 227
 Exec Director, Talent Development 227
 Principal, HS 227

Daily	\$450.47	\$546.02	\$641.57
227 Days	102,257	123,947	145,636

10

Asst Supt, Student & School Support 227
 Chief Operations Officer 227
 Chief Technology Officer 227
 Exec Director, Athletics 227
 Exec Director, HR 227
 Exec Director, Leadership 227

Daily	\$522.54	\$633.38	\$744.22
227 Days	118,617	143,777	168,938

11

Associate Supt, Curriculum & Instruction 227
 Chief Financial Officer 227

Daily	\$621.82	\$753.72	\$885.62
227 Days	141,153	171,094	201,036

12

Deputy Superintendent 227

Daily	\$690.22	\$836.63	\$983.04
227 Days	156,680	189,915	223,150

2021-2022 Proposed Technology Pay Plan

Ector County ISD

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
1			Hourly	\$21.29	\$25.50	\$29.71
	Technician, Computer	227	227 Days	38,663	46,308	53,953
	Technician, Help Desk/Trainer	227				
	Technician, Operations	227				
2			Hourly	\$22.30	\$27.03	\$31.76
	Technician, Computer HS	227	227 Days	40,497	49,086	57,676
	Technician, Help Desk	227				
	Trainer, Information Systems Technician	227				
3			Hourly	\$25.87	\$31.35	\$36.83
	Technician, Data Network	227	227 Days	46,980	56,932	66,883
4			Daily	\$221.40	\$268.36	\$315.32
	Administrator, NTO Tech	227	227 Days	50,258	60,918	71,578
	Specialist, Inventory	227				
	Supervisor, Help Desk	227				
	Supervisor, Technician	227				
5			Daily	\$261.24	\$316.66	\$372.08
	Administrator, Senior Data Network Systems	227	227 Days	59,301	71,882	84,462
	Instructional Application Analyst, Business	227				
	Instructional Application Analyst, Student	227				
	Web Master	227				
6			Daily	\$290.63	\$352.28	\$413.93
	Administrator, G Suite	227	227 Days	65,973	79,968	93,962
	Administrator, System	227				
	Application Analyst, Senior	227				
	Manager, WAN Area	227				
	Network Engineer	227				
	Network Specialist	227				
	Programmer, Student	227				
7			Daily	\$322.60	\$391.03	\$459.46
	Administrator, Senior Cybersecurity	227	227 Days	73,230	88,764	104,297
	Administrator, Senior System/Active Directory	227				
	Administrator, Senior System/Development	227				
	Coordinator, Senior Data Compliance	227				
	Engineer, Senior IT Network	227				

Manager, Infrastructure	227
Manager, Operations	227
Programmer/Manager, Business Application	227
Programmer/Manager, Student Application	227

8

Administrator, Online Program	227
Manager, Network Hardware	227
Manager, Network Software	227

Daily	\$350.02	\$424.27	\$498.52
227 Days	79,455	96,309	113,164

9

Director, Information Systems	227
Director, Information Technology	227
Director, Digital Learning	227

Daily	\$378.02	\$458.21	\$538.40
227 Days	85,811	104,014	122,217

2021-2022 Proposed Police Pay Plan
 Ector County ISD

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
1	Crime Scene Technician	227	Hourly	\$19.27	\$23.50	\$27.73
			227 Days	34,994	42,676	50,358
	Telecommunicator I	227				
2	Telecommunicator II	227	Hourly	\$22.74	\$27.73	\$32.72
			227 Days	41,296	50,358	59,420
3	Police Officer	197, 227	Hourly	\$30.61	\$36.88	\$43.15
			197 Days	48,241	58,123	68,004
			227 Days	55,588	66,974	78,360
4	Police Corporal	227	Daily	\$259.57	\$312.74	\$365.91
			227 Days	58,922	70,992	83,062
5	Police Sergeant	227	Daily	\$275.15	\$331.50	\$387.86
			227 Days	62,459	75,251	88,044
6	Police Lieutenant	227	Daily	\$286.38	\$351.39	\$416.40
			227 Days	65,008	79,766	94,523
7	Asst Chief of Police	227	Daily	\$312.16	\$383.02	\$453.88
			227 Days	70,860	86,946	103,031
8	Chief of Police	227	Daily	\$362.10	\$444.30	\$526.50
			227 Days	82,197	100,856	119,516

2021-2022 Proposed Clerical Support Pay Plan

Ector County ISD

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
2						
	Clerk, ATC	197	Hourly	\$12.74	\$15.35	\$17.96
	Clerk, Audio Visual	187	187 Days	19,059	22,964	26,868
	Clerk, Counselor	207	197 Days	20,078	24,192	28,305
	Clerk, COVID Temporary Office	227	207 Days	21,097	25,420	29,742
	Clerk, EEC Building	207	227 Days	23,136	27,876	32,615
	Clerk, ES	197				
	Clerk, FLEX	187				
	Clerk, HS	187, 197, 207				
	Clerk, Library	187				
	Clerk, Library EEC	187				
	Clerk, MS	187				
	Clerk, Office	187, 207				
	Clerk, Receptionist	207				
	Clerk, Sp Ed	187				
	Community Liaison, Visiting	187				
	Receptionist HS/Truancy	227				
3						
	Case Worker	217	Hourly	\$13.76	\$16.58	\$19.40
	Clerk, Athletic	207	187 Days	20,585	24,804	29,022
	Clerk, Attendance/PEIMS ES, MS, HS, Choice HS	197	197 Days	21,686	26,130	30,574
	Clerk, Data Processing	227	207 Days	22,787	27,456	32,126
	Clerk, Data Processing Bilingual	227	217 Days	23,887	28,783	33,678
	Clerk, Data Processing MS	227	227 Days	24,988	30,109	35,230
	Clerk, Diagnostician	197				
	Clerk, Office/District	227				
	Clerk, Payroll Utility	227				
	Clerk, Schools of Choice/Student Admissions	227				
	Clerk, Speech	187				
	Court Liaison	197				
	Parent Liaison	187				
	Phone Operator/Receptionist	227				
4						
	Bookkeeper, Campus MS	187	Hourly	\$14.87	\$17.91	\$20.95
	Clerk, Accounts Fixed Asset	227	187 Days	22,246	26,793	31,341
	Clerk, Campus Payroll	227	227 Days	27,004	32,525	38,045
	Clerk, Computer SN	227				
	Clerk, Curriculum	227				
	Clerk, Human Capital	227				

Clerk, Position Control	227
Clerk, Sec 504/Dyslexia	227
Clerk, Sp Ed PEIMS	227
Registrar/PEIMS, DAEP	227
Registrar, Tech	227
Secretary, ATC	227

5

Admin Asst, Bookkeeper/Director	227
Admin Asst, Director (Advanced Academic Services)	227
Admin Asst, Office	227
Admin Asst, Principal Alt	227
Admin Asst, Principal EC	227
Admin Asst, Principal EEC	227
Admin Asst, Principal ES	227
Admin Asst, Principal MS	227
Admin Asst, Principal Tech	227
Bookkeeper, Campus HS	197
Certification Officer	227
Clerk, Accounting	227
Clerk, Accounts Payable	227
Clerk, Payroll	227
Clerk, Purchasing	227
Clerk, Special Projects	227
Print/Mail Service Asst.	227
Receptionist, Human Capital	227
Registrar/PEIMS Clerk	227
Registrar/PEIMS, HS	227
Specialist, Purchasing Contracts	227

Hourly	\$16.05	\$19.34	\$22.63
197 Days	25,295	30,480	35,665
227 Days	29,147	35,121	41,096

6

Admin Asst, Director	227
Admin Asst, Principal HS	227
Admin Asst, RDSPD	227
Bookkeeper/Account	227
Manager, Sub Services	227
Records Manager Liaison	227
Specialist, District Testing	227

Hourly	\$17.66	\$21.28	\$24.90
227 Days	32,071	38,644	45,218
247 Days	34,896	42,049	49,202

7

Admin Asst, Chief Communications Officer	227
Admin Asst, Exec Director	227
Purchase Buyer/P-Card	227
Specialist, Child Care	187
Specialist, Health Benefits	227
Specialist, Payroll	227
Specialist, Title 1 Fiscal & PGRM COMP	227

Hourly	\$19.51	\$23.51	\$27.51
187 Days	29,187	35,171	41,155
227 Days	35,430	42,694	49,958

8

Admin Asst, Associate Superintendent	227
Admin Asst, Asst Superintendent	227
Admin Asst, Chief Innovation Officer	227
Admin Asst, Chief Operations Officer	227
Admin Asst, Chief Technology Officer	227
Admin Asst, Exec Director HR	227
Admin Asst, Exec Director Leadership	227

Hourly	\$21.57	\$25.98	\$30.39
227 Days	39,171	47,180	55,188

9

Admin Asst, Deputy Superintendent	227
Specialist, Policy/Procedure/Records	227

Hourly	\$23.51	\$28.32	\$33.13
227 Days	42,694	51,429	60,164

10

Admin Asst, Superintendent	227
Specialist, Community Engagement/Partner	227
Specialist, Student Admissions	227

Hourly	\$25.63	\$30.87	\$36.11
227 Days	46,544	56,060	65,576

2021-2022 Proposed Instructional Support Pay Plan
 Ector County ISD

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
1			Hourly	\$12.00	\$14.25	\$16.50
	Aide, Flex	187	187 Days	17,952	21,318	24,684
	Aide, Instructional	187				
	Aide, Montessori	187				
	Aide, Music	187				
	Aide, Physical Ed	187				
	Aide, Pre K	187				
2			Hourly	\$12.75	\$15.27	\$17.79
	Aide, Alter Ed	187	187 Days	19,074	22,844	26,614
	Aide, Bilingual/ESL	187	227 Days	23,154	27,730	32,307
	Aide, Horticulture	227				
	Aide, Sp Ed LD	187				
	Aide, Sp Ed PPCD	187				
	Child Care Provider	187				
	COVID Temporary Child Care Provider	187				
	COVID Temporary Child Care Specialist	187				
3			Hourly	\$13.50	\$16.19	\$18.88
	Aide, Audio Visual	187	187 Days	20,196	24,220	28,244
	Aide, ISS	187				
	Aide, School Health	187				
	Aide, Sp Ed Applied Life Skills	187				
	Aide, Sp Ed Basic Skills	187				
	Aide, Sp Ed Specialized Classroom	187				
	Aide, Virtual Learning	187				
	Certified Nurse Asst	187				
	Aide, COVID Temporary Health	187				
4			Hourly	\$14.60	\$17.49	\$20.38
	Aide, Bilingual Tester	187	187 Days	21,842	26,165	30,488
	Aide, Culinary Arts	187				
	Aide, Graphic Design	187				
	Aide, Sp Ed 18+	187				
	Aide, Sp Ed Behavior Support	187				
	Instructional Facilitator	187				
5			Hourly	\$15.92	\$19.06	\$22.20
	Opportunity Culture, Reach Associate	187	187 Days	23,816	28,514	33,211
	Opportunity Culture, Teacher Resident	187				

6		Hourly	\$18.30	\$21.92	\$25.54
Aide, Sp Ed Auditory Impaired (non-certified)	187	187 Days	27,377	32,792	38,208
7		Hourly	\$21.18	\$25.37	\$29.56
Aide, Sp Ed Auditory Impaired (certified)	187	187 Days	31,685	37,954	44,222
LVN	187				
8		Hourly	\$26.48	\$31.71	\$36.94
Occupational Therapist, Asst	187	187 Days	39,614	47,438	55,262
Physical Therapy, Asst	187				

2021-2022 Proposed Auxiliary Pay Plan

Ector County ISD

Pay Grade	Job Title	Calendars	Hourly	Minimum	Midpoint	Maximum																			
2	Monitor, Bus	183	Hourly	\$12.00	\$14.05	\$16.10																			
			183 Days	17,568	20,569	23,570																			
3	Custodian	247	Hourly	\$13.25	\$15.46	\$17.67																			
			183 Days	19,398	22,633	25,869																			
			247 Days	26,182	30,549	34,916																			
			251 Days	26,606	31,044	35,481																			
4	Custodian, Asst Head	247	Hourly	\$14.00	\$16.47	\$18.94																			
			227 Days	25,424	29,910	34,395																			
			247 Days	247	Groundskeeper/Landscaper	227	Mechanic, Vehicle - Lubrication	227	Specialist, Campus Safety	227	Transportation, Bus Washer	227	27,664	32,545	37,425										
													27,664	32,545	37,425										
													27,664	32,545	37,425										
													27,664	32,545	37,425										
5	Clerk, Mail Carrier	227	Hourly	\$15.00	\$17.71	\$20.42																			
			227 Days	27,240	32,161	37,083																			
			247 Days	247	Custodian, Admin	247	Custodian, Head ES	247	Custodian, Warehouse	247	Technician, Asst Print/Mail Service	227	Transportation, Bus Servicer	227	Transportation, Tire Service	227	Warehouse Asst, Central Receiving	227	Warehouse, Textbook	227	29,640	34,995	40,350		
																					29,640	34,995	40,350		
																					29,640	34,995	40,350		
																					29,640	34,995	40,350		
																					29,640	34,995	40,350		
																					29,640	34,995	40,350		
																					29,640	34,995	40,350		
																					29,640	34,995	40,350		
29,640	34,995	40,350																							
6	Carpenter, Apprentice	247	Hourly	\$16.19	\$19.27	\$22.35																			
			227 Days	29,401	34,994	40,588																			
			247 Days	247	Clerk, Parts Room	227	Custodian, Head Admin	247	Custodian, Head MS	247	Electrician, Apprentice	247	Plumber, Apprentice	247	Printer, Asst	227	Technician, Print/Mail Service	227	Transportation, Bus Repair	227	31,991	38,078	44,164		
																					31,991	38,078	44,164		
																					31,991	38,078	44,164		
																					31,991	38,078	44,164		
																					31,991	38,078	44,164		
																					31,991	38,078	44,164		
																					31,991	38,078	44,164		
																					31,991	38,078	44,164		
31,991	38,078	44,164																							
7	Caretaker, AG Farm	227	Hourly	\$17.48	\$20.81	\$24.14																			
			227 Days	31,744	37,791	43,838																			
			247 Days	247	Caretaker, Stadium	227	Custodian, Head HS	247															34,540	41,121	47,701
																							34,540	41,121	47,701

Maintenance/Groundskeeper, Campus	247
Maintenance, Warehouse Attendant	247
Painter, General	247
Roofer	247
Stain Finish Worker	247
Technician, Irrigation	247

8

Caretaker, Head Stadium	227
Carpenter, General	247
Dispatcher	207, 227
Driver, Trainer SO	217
Grounds, Cert APP/IPM	247
Masonry	247
Operator, Heavy Equipment	247
Painter, Lead	247
Roofer, Lead	247
Technician, Computer Router Transportation	217
Trip Scheduler	207
Welder, Shop	247

Hourly	\$19.23	\$22.88	\$26.53
207 Days	31,845	37,889	43,934
217 Days	33,383	39,720	46,056
227 Days	34,922	41,550	48,178
247 Days	37,998	45,211	52,423

9

Cabinet Maker	247
Electrician, General	247
Foreman, Carpentry	247
Foreman, Custodian	247
Foreman, Grounds	247
Foreman, Painting	247
Mechanic, Sheet Metal	247
Mechanic, Shop	247
Mechanic, Vehicle	227
Plumber	247

Hourly	\$21.73	\$25.85	\$29.97
227 Days	39,462	46,944	54,426
247 Days	42,938	51,080	59,221

10

Asst Supervisor, Warehouse Maintenance	247
Electrical, Lead Tech	247
HVAC Mechanic (Licensed)	247
Locksmith, Master	247
Manager, Transportation Operations	227
Mechanic, Lead Vehicle	227
Plumber, Master	247
Supervisor, Driver Magnet	227
Supervisor, Driver Regular	227
Supervisor, Driver Sp Ed	227
Warehouse Asst, Inst Materials/Rec	227

Hourly	\$24.33	\$28.96	\$33.59
227 Days	44,183	52,591	60,999
247 Days	48,076	57,225	66,374

11

Foreman, Electrician	247
Foreman, Plumbing	247
Foreman, Shop	227
Supervisor, Construction/Roofing	247
Supervisor, Operations/Projects	247
Supervisor, Warehouse Maintenance	247

Hourly	\$27.48	\$32.72	\$37.96
227 Days	49,904	59,420	68,935
247 Days	54,300	64,655	75,009

BD

Bus Driver	183
Bus Driver, Sp Ed	183

Hourly	\$20.00	\$23.97	\$27.94
183 Days	29,280	35,092	40,904

2021-2022 Proposed School Nutrition Pay Plan

Ector County ISD

*Annual amounts are based on 7 hours per day for pay grades 2-4.

*Annual amounts are based on 8 hours per day for pay grades 5-10.

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum
2	Café Worker	184	Hourly \$12.75	\$14.91	\$17.07
	Cook, Asst	184	184 Days	16,422	19,204
3	Cook, Head	184	Hourly \$13.25	\$15.88	\$18.51
			184 Days	17,066	20,453
4	Cook, Lead	184	Hourly \$14.00	\$16.83	\$19.66
			184 Days	18,032	21,677
5	Manager, School Nutrition ES	186	Hourly \$15.00	\$17.95	\$20.90
	Delivery, Warehouse SN	227	186 Days	22,320	26,710
6	Manager, School Nutrition MS	186	Hourly \$16.19	\$19.39	\$22.59
			186 Days	24,091	28,852
7	Manager, School Nutrition HS	186	Hourly \$17.48	\$20.94	\$24.40
			186 Days	26,010	31,159
8	Asst Supervisor, Warehouse SN	227	Hourly \$19.23	\$23.03	\$26.83
	Dual Manager, School Nutrition	186	186 Days	28,614	34,269
9	Supervisor, Warehouse School Nutrition	227	Hourly \$21.73	\$26.02	\$30.31
	Technician, School Nutrition Mechanic	227	227 Days	39,462	47,252
10	Supervisor, School Nutrition	227	Hourly \$24.33	\$29.14	\$33.95
	Technician, Lead SN Mechanic	227	227 Days	44,183	52,918

ECTOR COUNTY ISD SCHEDULE OF STIPEND PAY 2021-2022

Group	Stipend	2021-2022	Extra Days	Contract Terms	Limit/Qualifications
SIGN ON BONUS	New Hire Sign-On Bonus - ELEM Bilingual Teacher	1,500			Eligible employees may only receive one time
SIGN ON BONUS	New Hire Sign-On Bonus ELEM/MS/HS Special Ed Teacher	1,500			Eligible employees may only receive one time
SIGN ON BONUS	New Hire Sign-On Bonus MS/HS - Certified Math, Science, ELAR	2,000			Eligible employees may only receive one time
SIGN ON BONUS	"RISE" and "SOAR" Campuses	1,875			Bonham, Bowie, Burnet (paid in August)
INSTRUCTION	National Board Certified Teacher	3,000 -25,600			Amt determined by designation and campus Tier
INSTRUCTION	Opportunity Culture Master Team Reach Teacher MRTT	12,000			
INSTRUCTION	Opportunity Culture Multi-Classroom Leader MCL I	15,000			
INSTRUCTION	Opportunity Culture Multi-Classroom Leader MCL II	17,000			
INSTRUCTION	Opportunity Culture Multi-Classroom Leader MCL III	20,000			
INSTRUCTION	Opportunity Culture Team Reach Teacher TRT I	8,000			
INSTRUCTION	Opportunity Culture Team Reach Teacher TRT II	10,000			
INSTRUCTION	TIA: Master Designated Teacher Tier 1-5	12,000 - 32,000			
INSTRUCTION	TIA: Exemplary Designated Teacher Tier 1-5	6,000 - 18,000			
INSTRUCTION	TIA: Recognized Designated Teacher Tier 1-5	3,000 - 9,000			
INSTRUCTION	TIA: National Board Certified Teacher	3,000 - 9,000			
INSTRUCTION	Doctorate Degree (All Staff)	3,650			
INSTRUCTION	Masters Degree (In Subject Area)	2,500			
INSTRUCTION	Masters Degree (Grandfathered Prior to August 2019)	2,600			Grandfathered employees only
INSTRUCTION	Masters Degree (Not in Subject Area)	1,500			
INSTRUCTION	Masters Degree Incentive Plan (Advanced approval required)	1,050			\$350 per successfully completed course in teaching area; maximum \$1,050 per year
INSTRUCTION	Masters Degree Plus 30 Hours [Discontinued in 2014]	3,090			Existing Employees Grandfathered
INSTRUCTION	Mentor - Teacher	750			For each zero year teachers (2 max)
INSTRUCTION	Mentor - Media Specialist	500			Per Person Mentored
INSTRUCTION	Bilingual certified Teacher	550-2,500			Amount determined by assignment
INSTRUCTION	ESL certified Teacher	550-2,100			Amount determined by assignment
INSTRUCTION	Bilingual or ESL certified District Personnel	2,500			As determined by assignment
ELEMENTARY	ELEM Distance Allowance	1,000			Fly, Cavazos, West, Downing
ELEMENTARY	Gifted & Talented Scholars in Progress (SIP) Teacher	2,100			GT Certification Required

ECTOR COUNTY ISD SCHEDULE OF STIPEND PAY 2021-2022

Group	Stipend	2021-2022	Extra Days	Contract Terms	Limit/Qualifications
ELEMENTARY	"RISE" Teacher	3,412			Burnet - paid 1/2 in December, 1/2 in June
ELEM/SEC	"RISE" / "SOAR" Asst Principal	5,000			2,500 per semester half in August, half in June
SECONDARY	"RISE" / "SOAR" Teacher	3,412			Bowie, Bonham - paid 1/2 in December, 1/2 in June
SECONDARY	HS AP Coordinator PHS	2,000			1 at PHS
SECONDARY	HS AP/IB Coordinator OHS	2,500			1 at OHS
SECONDARY	HS Cheer Sponsor - Sub varsity	3,150	10	10 Month	
SECONDARY	HS Cheer Sponsor - Varsity	5,150	10	10 Month	
SECONDARY	HS Decathlon/Octathlon Coach	1,200			Up to 5 per HS (OHS, PHS, NTO, OCA)
SECONDARY	HS Decathlon/Octathlon Lead Sponsor	3,200			1 per HS (OHS, PHS, NTO, OCA)
SECONDARY	HS Dept Chair (ELAR, Math, Science, Social Studies, Sped, LOTE, CTE, Fine Arts, ESL)	3,700	10	10 Month	(OHS/PHS)
SECONDARY	HS Drama NTO	3,150			
SECONDARY	HS Journalism Activities (NTO, OCTECHS, OCA)	1,600			1 per HS (NTO,OCTECHS, OCA)
SECONDARY	HS Journalism Activities (OHS, PHS)	3,150			1 per HS (OHS,PHS)
SECONDARY	HS Speech Activities (NTO)	3,150			
SECONDARY	HS Sponsor National Honor Society (OHS, PHS)	800			1 per HS (OHS,PHS)
SECONDARY	HS Sponsor Nat'l Honor Society (NTO, OCTECHS, OCA)	600			1 per HS (NTO,OCTECHS, OCA)
SECONDARY	HS Sponsor Speech Activities (OHS, PHS)	3,150			1 per HS (OHS,PHS)
SECONDARY	HS Sponsor Student Council (NTO, OCTECHS, OCA)	1,100			1 per HS (NTO,OCTECHS, OCA)
SECONDARY	HS Sponsor Student Council (OHS, PHS)	2,100			1 per HS (OHS,PHS)
SECONDARY	HS UIL Academics Coach	500			Up to 8 per HS (OHS, PHS, NTO, OCA)
SECONDARY	HS UIL Academics Lead Sponsor	1,500			1 per HS (OHS, PHS, NTO, OCA)
SECONDARY	MS Cheer Sponsor	2,100			1 per HS
SECONDARY	MS Dept Chair (ELAR, Math, Science, Social Studies, Sped, Electives)	3,150	10	10 Month	
SECONDARY	MS Sponsor Journalism Activities	1,600			1 per MS
SECONDARY	MS Sponsor National Honor Society	600			1 per MS
SECONDARY	MS Sponsor Student Council	1,100			1 per MS
SECONDARY	MS/HS Campus AVID Coordinator	1,600			
SECONDARY	MS/HS Certified Math Teacher	2,100			
SECONDARY	MS/HS Certified Robotics Teacher	2,100			Classroom Robotics Only
SECONDARY	MS/HS Certified Science Teacher	2,100			
SPECIAL EDUC	SPED Lead Assistive Technology	1,500			
SPECIAL EDUC	SPED Lead Diagnostician, Speech Path, or LSSP	3,150			
SPECIAL EDUC	SPED Special Olympics Coach (Adaptive PE)	4,500			

ECTOR COUNTY ISD SCHEDULE OF STIPEND PAY 2021-2022

Group	Stipend	2021-2022	Extra Days	Contract Terms	Limit/Qualifications
SPECIAL EDUC	SPED Speech Pathologist Assistant	3,000			
SPECIAL EDUC	SPED Speech Pathologist (Supervising Speech Path Asst.)	1,100			
SPECIAL EDUC	SPED Cert Teacher DHH Auditory Impaired	4,000			
SPECIAL EDUC	SPED Certified Teacher Orientation & Mobility	2,100			
SPECIAL EDUC	SPED Certified Teacher Visually Impaired	4,000			
SPECIAL EDUC	SPED Certified Teacher Behavioral Support (Bsc / BSCAU)	5,000			
SPECIAL EDUC	SPED Certified Teacher Specialized Classroom (SC)	2,900			
SPECIAL EDUC	SPED Certified Teacher <small>Resource and/or Inclusion, Co-teach, Adaptive PE, Visual Impaired, and DHH Auditory Impaired</small>	1,100			
SUMMER C&I	June Bilingual Teachers	5,040			June Summer School
SUMMER C&I	June PK-12 Teachers	3,400			June Summer School
SUMMER C&I	June K-8 Administrators	4,000			June Summer School
SUMMER C&I	June- 9-12 Administrators	5,000			June Summer School
SUMMER C&I	July All Teachers PK-12	2,560			July Summer School
SUMMER C&I	July Counselors	2,560			July Summer School
SUMMER C&I	July K-8 Administrators	3,040			July Summer School
SUMMER C&I	July 9-12 Administrators	3,040			July Summer School
ATHLETICS	Group I (Other) Head Coach Non Football	7,000	10	10 Month	
ATHLETICS	Group I Varsity Football Coach	7,000	15	10 Month	2 per HS
ATHLETICS	Group I Varsity Football Coach (Off/Def Coord)	7,000	20	10 Month	2 per HS
ATHLETICS	Group II Assistant HS Coach	5,750	10	10 Month	
ATHLETICS	Group II MS Athletics Coordinator	5,500	10	10 Month	2 per MS
ATHLETICS	Group III Coach	4,750		10 Month	
ATHLETICS	Group IV Coach (Elem. P.E.)	1,300		10 Month	
ATHLETICS	HS Asst Head Football Coach	3,150			1 per HS
ATHLETICS	HS Dual Sports Coordinator	3,150			1 per HS
ATHLETICS	HS Girls Athletic Coordinator	3,500	5		1 per HS
ATHLETICS	HS Head Athletic Trainer	5,000			1 per HS
ATHLETICS	Asst Athletic Trainer HS	5,000			1 per HS
ATHLETICS	Asst Athletic Trainer HS / MS	5,000			1 per HS
ATHLETICS	HS Head Cross Country Coach	4,500			2 per HS (Boys/Girls)
ATHLETICS	HS Powerlifting Coach	4,500			1 per HS
FINE ARTS	HS Art Teacher Lead	3,000		10	1 per HS (OHS,PHS)

ECTOR COUNTY ISD SCHEDULE OF STIPEND PAY 2021-2022

Group	Stipend	2021-2022	Extra Days	Contract Terms	Limit/Qualifications
FINE ARTS	HS Art VASE	1,500			HS Qualifying per Fine Arts
FINE ARTS	HS Band Asst Director	4,200		11 Month	
FINE ARTS	HS Band Color Guard	5,000		10 Month	
FINE ARTS	HS Choir Asst Director	3,700		10 Month	
FINE ARTS	HS Choir Pop Ensemble Accompanist	1,850			1 per HS (OHS,PHS)
FINE ARTS	HS Dance Asst Director	3,150	10	10 Month	
FINE ARTS	HS Dance Head Director	5,150	10	10 Month	
FINE ARTS	HS Guitar	4,000			
FINE ARTS	HS Harp	4,000		10 Month	
FINE ARTS	HS JROTC Instructor	3,150		12 Month	2 per HS
FINE ARTS	HS Orchestra Asst Director	3,150			
FINE ARTS	HS Sponsor Flag Team/Wildbunch	1,500		10.5 Month	
FINE ARTS	HS Theatre Arts Asst Director	2,000		10 Month	
FINE ARTS	HS Theatre Arts Head Director	4,000	10	10 Month	
FINE ARTS	MS Art VASE	1,000			MS Qualifying per Fine Arts
FINE ARTS	MS Band Asst Director	3,150		11 Month	
FINE ARTS	MS Band Head Director	4,200		11 Month	
FINE ARTS	MS Choir Asst Director	1,600		10 Month	
FINE ARTS	MS Choir Head Director	3,700		10 Month	
FINE ARTS	MS Dance Asst Director	1,600			
FINE ARTS	MS Dance Head Director	3,100			
FINE ARTS	MS Guitar Asst	800		10 Month	MS Qualifying per Fine Arts
FINE ARTS	MS Guitar/Mariachi Head Director	1,050		10 Month	MS Qualifying per Fine Arts
FINE ARTS	MS Orchestra Asst Director	1,600		10.5 Month	MS Qualifying per Fine Arts
FINE ARTS	MS Orchestra Head Director	3,150		10.5 Month	
FINE ARTS	MS Piano/Keyboard Teacher	800		10 Month	MS Qualifying per Fine Arts
FINE ARTS	MS Theatre Arts	2,000		10 Month	MS Qualifying per Fine Arts
OTHER	Bus Driver New Hire Sign On Bonus	500			250 after 60 days, 250 after 120 days
OTHER	Bus Driver Secondary AEP Drivers	0.55			per hour for added duties
OTHER	Bus Driver Supervisor	1.00		1	per hour for supervision duties

ECTOR COUNTY ISD SCHEDULE OF STIPEND PAY 2021-2022

Group	Stipend	2021-2022	Extra Days	Contract Terms	Limit/Qualifications
OTHER	Career Ladder II [Grandfathered employees]	500			Grandfathered employees only
OTHER	Career Ladder III [Grandfathered employees]	1,000			Grandfathered employees only
OTHER	CDL Certification	3,000			Transportation Office & Shop Employees Only
OTHER	Enhancement/Staffing Allotment	3,500			Enhancement Allot/Staffing Opt (Approval Required)
OTHER	ESL Cluster [Grandfathered Employees]	1,030			Grandfathered employees only
OTHER	Information Technology – CCNA	3,150			
OTHER	Police Department - Field Training Officer - Certified	100			per month
OTHER	Police Department - Internal Affairs Officer Pay	100			per month
OTHER	Police Department - SWAT	150			per month for active member
OTHER	School Nutrition Certification 1	500			
OTHER	School Nutrition Certification 2	800			
OTHER	School Nutrition Certification 3	1,000			
OTHER	School Nutrition Certification 4	1,200			
OTHER	School Nutrition Certification 5	1,500			
OTHER	Strategic Principal Appointment designated by Supt	7,500			\$3,750 each semester
OTHER	Travel - HS Head Football Coaches	7,200			OHS & PHS
OTHER	Travel - HS Principals	4,325			OHS & PHS
OTHER	Travel-Assistant Athletic Director	3,600			
OTHER	Travel-Executive Directors, Directors of Communications, Transportation, Food Service, Fine Arts, RDSPD	4,400			
OTHER	Travel-School Nutrition Assistant Directors, Dietitian, Supervisors	1,750			Paid out of federal funds
OTHER	Travel-Superintendent, Cabinet, Principal Supervisors	7,500			
OTHER	Strategic Admin Appointment as designated by the Supt	1,250-7,500			1/2 in December, 1/2 in June
OTHER	UT On Ramp Teacher	2,600			OHS(6),PHS(6)
OTHER	Unforeseen Circumstances (approval required)	TBD			Negotiated, based on appropriate market conditions

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
Curriculum & PD	C & I		Writers/Developers	\$20 Per Hour	Off-Duty
Curriculum & PD	C & I		Attendees	\$17 Per Hour	Off-Duty Teachers
Curriculum & PD	C & I		Attendees	\$10 Per Hour	Off-Duty Non-Exempt
Curriculum & PD	C & I		Presenters	\$22 Per Hour	Off-Duty Exempt Employees
Curriculum & PD	C & I		Presenters, Preparation	\$120 Per Day	Off-Duty
Curriculum & PD	C & I		Presenters, Preparation	\$60 Per Half Day	Off-Duty
Curriculum & PD	Summer		Training - Presenter	\$300 Per Day	
Curriculum & PD	Summer		Training - Participant	\$100 Per Day	
Curriculum & PD	Summer		Nurse	\$20 Per Hour	
Curriculum & PD	Summer		Secretary	OT Rate Per Hour	
Curriculum & PD	Summer		Clerk	\$14 Per Hour	
Curriculum & PD	Summer		Aide	\$14 Per Hour	
Curriculum & PD	Summer School		Counselor (HS only)	\$3,400 Per Year	
Curriculum & PD	Summer School		Bonham Principal	\$6,600 Per Year	
Curriculum & PD	Summer School		Bonham Teacher	\$5,000 Per Year	
Curriculum & PD	Optional Extended Day and Magnet Programs		Teachers, non-certified, 45 college hours	\$13 Per Hour	
Curriculum & PD	Optional Extended Day and Magnet Programs		Teachers, Certified	\$22 Per Hour	
Curriculum & PD	Optional Extended Day and Magnet Programs		Teachers, non-instructional time (Op.Ex.Dy.)	\$17 Per Hour	
Curriculum & PD	Optional Extended Day and Magnet Programs		Teachers, non-certified, expert	\$17 Per Hour	
Curriculum & PD	Optional Extended Day and Magnet Programs		Aides	OT Rate Per Hour	
Curriculum & PD	Extended Day (High School)		Administrator	\$25 Per Hour	
Curriculum & PD	Extended Day (High School)		Teachers	\$22 Per Hour	
Curriculum & PD	Extended Day (High School)		Counselor	\$22 Per Hour	
Curriculum & PD	Extended Day (High School)		Clerk	OT Rate Per Hour	
Curriculum & PD	Extended Day (High School)		Bookkeeper	OT Rate Per Hour	
Curriculum & PD	After School Credit Recovery - Odyssey Ware		Teachers	\$32 Per Hour	
Curriculum & PD	After School Credit Recovery - Odyssey Ware		Aides	OT Rate Per Hour	
Curriculum & PD	Saturday School		Administrator	\$25 Per Hour	
Curriculum & PD	Saturday School		Teachers	\$22 Per Hour	
Curriculum & PD	Saturday School		Media Specialists	\$22 Per Hour	
Curriculum & PD	Bilingual		ELD ACADEMY TEACHER	\$30 Per Hour	
Curriculum & PD	Intersession		Teacher	\$22 Per Hour	
Curriculum & PD	Other		Detention Supervision	\$22 Per Hour	
Curriculum & PD	Tutoring		Tutoring and Instruction, Certified	\$32 Per Hour	
Curriculum & PD	Tutoring		Tutoring and Instruction, Certified at "F" rated campuses	\$40 Per Hour	"F" rated campuses
Curriculum & PD	Tutoring		Tutoring and Instruction, non-certified	\$17 Per Hour	
Curriculum & PD	Tutoring		Tutor, AVID	\$13 Per Hour	
Curriculum & PD	Tutoring		Regular AT Risk Tutor - TPC	\$22 Per Hour	
Curriculum & PD	Tutoring		Regular AT Risk Tutor - Title 1	\$22 Per Hour	

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022 Pay Basis	Limit/Qualifications
Curriculum & PD	Distance Learning	Teachers	\$250 Student/Sem.	
Curriculum & PD	Dyslexia Program	Teacher, Part-time	\$22 Per Hour	
TEMPORARY REPLACEMENTS	Administrators	High School Principal	\$400 Per Day	Contingent upon experience
TEMPORARY REPLACEMENTS	Administrators	Middle School Principal	\$375 Per Day	Contingent upon experience
TEMPORARY REPLACEMENTS	Administrators	Elementary Principal	\$350 Per Day	Contingent upon experience
TEMPORARY REPLACEMENTS	Administrators	Secondary Assistant Principal	\$325 Per Day	
TEMPORARY REPLACEMENTS	Administrators	Elementary Assistant Principal	\$300 Per Day	
TEMPORARY REPLACEMENTS	Administrators	Counselor	\$250 Per Day	
TEMPORARY REPLACEMENTS	Administrators	Speech Therapists	\$340 Per Day	
TEMPORARY REPLACEMENTS	Administrators	Diagnosticians	\$300 Per Day	
TEMPORARY REPLACEMENTS	Classroom Substitutes	Non-Certified	\$104 Per Day	
TEMPORARY REPLACEMENTS	Classroom Substitutes	Certified (in Texas)	\$125 Per Day	
TEMPORARY REPLACEMENTS	Classroom Substitute -in the same position for 10 consecutive days or more	Non-Certified	\$198 Per Day	Substitute Office approval required
TEMPORARY REPLACEMENTS	Classroom Substitute -in the same position for 10 consecutive days or more	Certified	\$228 Per Day	Substitute Office approval required
TEMPORARY REPLACEMENTS	Technology	Web Page Development (HS only)	\$17 Per Hour	Max 1,000 Per Year
ATHLETICS	High School Football - Out of Town Games	Ticket Seller	\$45 Per Game	
ATHLETICS	Varsity Football	Nurse	\$30 Per Hour	West-East Side
ATHLETICS	Varsity Football	Supervisor	\$100 Per Game	
ATHLETICS	Varsity Football	Scoreboard	\$45 Per Game	
ATHLETICS	Varsity Football	Timer/Clock	\$45 Per Game	
ATHLETICS	Varsity Football	Ticket Sellers	\$45 Per Game	
ATHLETICS	Varsity Football	Announcer	\$120 Per Game	
ATHLETICS	Varsity Football	Ticket Takers	\$40 Per Game	
ATHLETICS	Varsity Football	Press box	\$40 Per Game	
ATHLETICS	Varsity Football	Gates / Ramps/ Sideline / Elevator	\$40 Per Game	
ATHLETICS	Varsity Football	PA Spotter	\$35 Per Game	
ATHLETICS	Varsity Football	Chain Crew	\$35 Per Game	
ATHLETICS	Varsity Football	Open Gates Early	\$5 Per Game	
ATHLETICS	Varsity Football	Filming for Daktronics Board	\$100 Per Game	
ATHLETICS	Varsity Football	Pre-Production Daktronics	\$100 Per Game	
ATHLETICS	Varsity Football	Daktronics and Computer	\$100 Per Game	
ATHLETICS	Varsity Football	STATS	\$65 Per Game	
ATHLETICS	Junior Varsity Football	Ticket Sellers	\$30 Per Game	
ATHLETICS	Junior Varsity Football	Ticket Takers	\$30 Per Game	
ATHLETICS	Junior Varsity Football	Gates	\$30 Per Game	
ATHLETICS	Junior Varsity Football	PA Spotter	\$30 Per Game	
ATHLETICS	Junior Varsity Football	Chain Crew	\$30 Per Game	
ATHLETICS	Junior Varsity Football	Supervisor	\$40 Per Game	

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
ATHLETICS	Junior Varsity Football	Announcer	\$45	Per Game	
ATHLETICS	Junior Varsity Football	Scoreboard	\$35	Per Game	
ATHLETICS	Junior Varsity Football	Timer / Clock	\$35	Per Game	
ATHLETICS	Junior Varsity Football	Downbox	\$35	Per Game	
ATHLETICS	Junior Varsity Football	Filming for Daktronics Board	\$100	Per Game	
ATHLETICS	Junior Varsity Football	Pre-Production Daktronics	\$100	Per Game	
ATHLETICS	Junior Varsity Football	Daktronics and Computer	\$80	Per Game	
ATHLETICS	Middle School Football	Ticket Sellers	\$25	Per Game	
ATHLETICS	Middle School Football	Ticket Takers	\$25	Per Game	
ATHLETICS	Middle School Football	Gates	\$25	Per Game	
ATHLETICS	Middle School Football	Press Box	\$30	Per Game	
ATHLETICS	Middle School Football	Chain Crew	\$25	Per Game	
ATHLETICS	Middle School Football	Supervisor	\$35	Per Game	
ATHLETICS	Middle School Football	Announcer	\$30	Per Game	
ATHLETICS	Middle School Football	Scoreboard	\$30	Per Game	
ATHLETICS	Middle School Football	Timer	\$30	Per Game	
ATHLETICS	Middle School Football	Downbox	\$30	Per Game	
ATHLETICS	Middle School Football	Filming for Daktronics Board	\$80	Per Game	
ATHLETICS	Middle School Football	Pre-Production Daktronics	\$80	Per Game	
ATHLETICS	Middle School Football	Daktronics and Computer	\$80	Per Game	
ATHLETICS	High School Basketball	Ticket Seller	\$25	Per Game	
ATHLETICS	High School Basketball	Ticket Taker	\$25	Per Game	
ATHLETICS	High School Basketball	Clock	\$25	Per Game	
ATHLETICS	High School Basketball	Bookkeeper	\$25	Per Game	
ATHLETICS	High School Basketball - Tournament	Ticket Seller	\$25	Per Game	
ATHLETICS	High School Basketball - Tournament	Ticket Taker	\$25	Per Game	
ATHLETICS	High School Basketball - Tournament	Clock	\$25	Per Game	
ATHLETICS	High School Basketball - Tournament	Bookkeeper	\$25	Per Game	
ATHLETICS	High School Basketball - Tournament	Supervisor	\$25	Per Game	
ATHLETICS	Middle School Basketball	Ticket Seller	\$20	Per Game	
ATHLETICS	Middle School Basketball	Ticket Taker	\$20	Per Game	
ATHLETICS	Middle School Basketball	Clock	\$20	Per Game	
ATHLETICS	Middle School Basketball	Bookkeeper	\$20	Per Game	
ATHLETICS	Middle School Basketball - Tournament	Ticket Seller	\$20	Per Game	
ATHLETICS	Middle School Basketball - Tournament	Ticket Taker	\$20	Per Game	
ATHLETICS	Middle School Basketball - Tournament	Clock	\$20	Per Game	
ATHLETICS	Middle School Basketball - Tournament	Bookkeeper	\$20	Per Game	
ATHLETICS	Middle School Basketball - Tournament	Supervisor	\$20	Per Game	
ATHLETICS	High School Volleyball	Ticket Seller	\$25	Per Game	
ATHLETICS	High School Volleyball	Ticket Taker	\$25	Per Game	

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
ATHLETICS	High School Volleyball	Clock	\$25	Per Game	
ATHLETICS	High School Volleyball	Bookkeeper	\$25	Per Game	
ATHLETICS	High School Volleyball	Libero Tracker	\$25	Per Game	
ATHLETICS	High School Volleyball - Tournament	Ticket Seller	\$25	Per Game	
ATHLETICS	High School Volleyball - Tournament	Ticket Taker	\$25	Per Game	
ATHLETICS	High School Volleyball - Tournament	Clock	\$25	Per Game	
ATHLETICS	High School Volleyball - Tournament	Bookkeeper	\$25	Per Game	
ATHLETICS	High School Volleyball - Tournament	Libero Tracker	\$25	Per Game	
ATHLETICS	High School Volleyball - Tournament	Supervisor	\$25	Per Game	
ATHLETICS	Middle School Volleyball	Ticket Seller	\$20	Per Game	
ATHLETICS	Middle School Volleyball	Ticket Taker	\$20	Per Game	
ATHLETICS	Middle School Volleyball	Clock	\$20	Per Game	
ATHLETICS	Middle School Volleyball	Bookkeeper	\$20	Per Game	
ATHLETICS	Middle School Volleyball	Libero Tracker	\$20	Per Game	
ATHLETICS	Middle School Volleyball - Tournament	Ticket Seller	\$20	Per Game	
ATHLETICS	Middle School Volleyball - Tournament	Ticket Taker	\$20	Per Game	
ATHLETICS	Middle School Volleyball - Tournament	Clock	\$20	Per Game	
ATHLETICS	Middle School Volleyball - Tournament	Bookkeeper	\$20	Per Game	
ATHLETICS	Middle School Volleyball - Tournament	Libero Tracker	\$20	Per Game	
ATHLETICS	Middle School Volleyball - Tournament	Supervisor	\$20	Per Game	
ATHLETICS	Baseball	Ticket Seller	\$25	Per Game	
ATHLETICS	Baseball	Ticket Taker	\$25	Per Game	
ATHLETICS	Baseball	Scorekeeper	\$25	Per Game	
ATHLETICS	Baseball	Pitch Count	\$25	Per Game	
ATHLETICS	Baseball	Announcer	\$25	Per Game	
ATHLETICS	Baseball - Tournament	Ticket Seller	\$25	Per Game	
ATHLETICS	Baseball - Tournament	Ticket Taker	\$25	Per Game	
ATHLETICS	Baseball - Tournament	Scorekeeper	\$25	Per Game	
ATHLETICS	Baseball - Tournament	Pitch Count	\$25	Per Game	
ATHLETICS	Baseball - Tournament	Announcer	\$25	Per Game	
ATHLETICS	Baseball - Tournament	Supervisor	\$25	Per Game	
ATHLETICS	Softball	Ticket Seller	\$25	Per Game	
ATHLETICS	Softball	Ticket Taker	\$25	Per Game	
ATHLETICS	Softball	Scorekeeper	\$25	Per Game	
ATHLETICS	Softball	Announcer	\$25	Per Game	
ATHLETICS	Softball - Tournament	Ticket Seller	\$25	Per Game	
ATHLETICS	Softball - Tournament	Ticket Taker	\$25	Per Game	
ATHLETICS	Softball - Tournament	Scorekeeper	\$25	Per Game	
ATHLETICS	Softball - Tournament	Announcer	\$25	Per Game	
ATHLETICS	Softball - Tournament	Supervisor	\$25	Per Game	
ATHLETICS	Softball - Tournament		109		
ATHLETICS	Softball - Tournament		9		

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
ATHLETICS	High School Soccer	Ticket Seller	\$30	Per Game	
ATHLETICS	High School Soccer	Ticket Taker	\$30	Per Game	
ATHLETICS	High School Soccer	Gate	\$30	Per Game	
ATHLETICS	High School Soccer	Announcer	\$45	Per Game	
ATHLETICS	High School Soccer	Supervisor	\$45	Per Game	
ATHLETICS	High School Soccer	Filming for Daktronics Board	\$100	Per Game	
ATHLETICS	High School Soccer	Pre-Production Daktronics	\$100	Per Game	
ATHLETICS	High School Soccer	Daktronics and Computer	\$80	Per Game	
ATHLETICS	High School Soccer - JV	Announcer	\$40	Per Game	
ATHLETICS	High School Soccer - JV	Scoreboard	\$35	Per Game	
ATHLETICS	High School Soccer - JV	Timer	\$35	Per Game	
ATHLETICS	High School Soccer - Tournament	Supervisor	\$45	Per Game	
ATHLETICS	High School Soccer - Tournament	Ticket Seller	\$30	Per Game	
ATHLETICS	High School Soccer - Tournament	Ticket Taker	\$30	Per Game	
ATHLETICS	High School Soccer - Tournament	Gate	\$30	Per Game	
ATHLETICS	High School Soccer - Tournament - Varsity	Announcer	\$40	Per Game	
ATHLETICS	High School Soccer - Tournament - Varsity	Scoreboard	\$40	Per Game	
ATHLETICS	High School Soccer - Tournament - Varsity	Timer	\$40	Per Game	
ATHLETICS	High School Soccer - Varsity	Announcer	\$40	Per Game	
ATHLETICS	High School Soccer - Varsity	Scoreboard	\$40	Per Game	
ATHLETICS	High School Soccer - Varsity	Timer	\$40	Per Game	
ATHLETICS	Middle School Soccer	Ticket Seller	\$20	Per Game	
ATHLETICS	Middle School Soccer	Ticket Taker	\$20	Per Game	
ATHLETICS	Middle School Soccer	Gate	\$20	Per Game	
ATHLETICS	Middle School Soccer	Supervisor	\$30	Per Game	
ATHLETICS	Middle School Soccer	Announcer	\$20	Per Game	
ATHLETICS	Middle School Soccer	Scoreboard	\$20	Per Game	
ATHLETICS	Middle School Soccer	Timer	\$20	Per Game	
ATHLETICS	Middle School Soccer - Tournament	Ticket Seller	\$20	Per Game	
ATHLETICS	Middle School Soccer - Tournament	Ticket Taker	\$20	Per Game	
ATHLETICS	Middle School Soccer - Tournament	Gate	\$20	Per Game	
ATHLETICS	Middle School Soccer - Tournament	Supervisor	\$30	Per Game	
ATHLETICS	Middle School Soccer - Tournament	Announcer	\$20	Per Game	
ATHLETICS	Middle School Soccer - Tournament	Scoreboard	\$20	Per Game	
ATHLETICS	Middle School Soccer - Tournament	Timer	\$20	Per Game	
ATHLETICS	Middle School Relays	Certified Referee	Avg \$250	Agreed Amt	
ATHLETICS	Middle School Relays	Assistant Director/Registrar / Data Entry	\$10	Per Hour	
ATHLETICS	Middle School Relays	Gate Keeper/ Ticket Sellers	\$10	Per Hour	
ATHLETICS	Middle School Relays	Starter	\$150	Agreed Amt	
ATHLETICS	Gymnastics	Ticket Sellers	\$10	Per Hour	

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
ATHLETICS	Gymnastics	Registration Workers	\$10	Per Hour	
ATHLETICS	Gymnastics	Table Workers	\$10	Per Hour	
ATHLETICS	Gymnastics	Elementary Meets - Judges	\$10	Per Hour	
ATHLETICS	Athletics	Game Videographer	\$100	Per Event	
ATHLETICS	Athletics	Pre-Production Daktronics Board	\$100	Per Event	
ATHLETICS	Athletics	Filming for Daktronics	\$100	Per Event	
ATHLETICS	Athletics	Officials (UIL Schedule fee)	TBD		All Sports
ATHLETICS	Athletics	Write/Develop Coaches Handbook	\$17	Per Hour	Off Contract
ATHLETICS	Athletics	Drive Bus	\$25	Per Route	
ATHLETICS	Athletics	Daktronics and Computer	\$80	Per Game	
ATHLETICS	Athletics	Sub/Part Time Ticket Seller	\$10	Per Hour	
ATHLETICS	Athletics	Office Ticket Sellers	\$10	Per Hour	Summer/Football Season 8-5pm
ATHLETICS	Athletics	Assigner Fees (per Chapter Fee Schedule)	TBD		
ATHLETICS	Cross-Country Meet	Assistant Director/Registrar / Data Entry	\$10	Per Hour	
ATHLETICS	West Texas Relays	Certified Referee	Avg \$250	Per Game	
ATHLETICS	West Texas Relays	Assistant Director/Registrar	\$10	Per Hour	
ATHLETICS	West Texas Relays	Registrars / Data Entry	\$10	Per Hour	
ATHLETICS	West Texas Relays	Gate Keeper	\$10	Per Hour	
ATHLETICS	West Texas Relays	Clerks	\$10	Per Hour	
ATHLETICS	West Texas Relays	Ticket Sellers	\$10	Per Hour	
ATHLETICS	West Texas Relays	Ticket Takers	\$10	Per Hour	
ATHLETICS	West Texas Relays	Timing System	Avg \$1,000	Per Day	
ATHLETICS	West Texas Relays	Press box Attendant	\$10	Per Hour	
ATHLETICS	West Texas Relays	Pre-Production Daktronics Board/Filming	\$100	Per Day	
ATHLETICS	West Texas Relays	Daktronics and Computer	\$80	Per Day	
Athletics	West Texas Relays	Starter	Avg \$150	Agreed Amt	
ATHLETICS	District or Area Track Meet	Certified Referee	Avg \$250	Per Game	Not Held Every Year
ATHLETICS	District or Area Track Meet	Registrar / Data Entry	\$10	Per Hour	Not Held Every Year
ATHLETICS	District or Area Track Meet	Gate Keeper	\$10	Per Hour	Not Held Every Year
ATHLETICS	District or Area Track Meet	Press box Attendant	\$10	Per Hour	Not Held Every Year
ATHLETICS	District or Area Track Meet	Ticket Seller	\$10	Per Hour	Not Held Every Year
ATHLETICS	District or Area Track Meet	Ticket Taker	\$10	Per Hour	Not Held Every Year
ATHLETICS	District or Area Track Meet	Clerks	\$10	Per Hour	Not Held Every Year
ATHLETICS	District or Area Track Meet	Pre-Production Daktronics Board/Filming	\$100	Per Day	Not Held Every Year
ATHLETICS	District or Area Track Meet	Daktronics and Computer	\$80	Per Day	Not Held Every Year
ATHLETICS	Summer Strength & Conditioning (UIL)	Director/Athletic Trainer	\$25	Per Hour	
ATHLETICS	Summer Strength & Conditioning (UIL)	Instructors	\$22	Per Hour	
ATHLETICS	Graduation	Ramps/Usher	\$45	Per Event	
ATHLETICS	Graduation	Gates	\$45	Per Event	
ATHLETICS - PLAYOFFS	Varsity Football	Supervisor	\$60	Per Game	

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
ATHLETICS - PLAYOFFS	Varsity Football	Scoreboard	\$50	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Timer	\$50	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Ticket Sellers	\$50	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Announcer	\$100	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Ticket Takers	\$45	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Press box	\$45	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Gates	\$45	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Ramps	\$45	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Down Box	\$45	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Nurse	\$30	Per Hour	West-East Side
ATHLETICS - PLAYOFFS	Varsity Football	Stats	\$55	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	PA Spotter	\$40	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Chain Crew	\$40	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Filming for Daktronics Board	\$100	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Pre-Production Daktronics	\$100	Per Game	
ATHLETICS - PLAYOFFS	Varsity Football	Daktronics and Computer	\$85	Per Game	
ATHLETICS - PLAYOFFS	Basketball	Ticket Seller	\$30	Per Game	
ATHLETICS - PLAYOFFS	Basketball	Ticket Taker	\$30	Per Game	
ATHLETICS - PLAYOFFS	Basketball	Clock	\$30	Per Game	
ATHLETICS - PLAYOFFS	Basketball	Bookkeeper	\$30	Per Game	
ATHLETICS - PLAYOFFS	Basketball	Supervisor	\$30	Per Game	
ATHLETICS - PLAYOFFS	Basketball	Announcer	\$20	Per Game	
ATHLETICS - PLAYOFFS	Volleyball	Ticket Seller	\$30	Per Game	
ATHLETICS - PLAYOFFS	Volleyball	Ticket Taker	\$30	Per Game	
ATHLETICS - PLAYOFFS	Volleyball	Clock	\$30	Per Game	
ATHLETICS - PLAYOFFS	Volleyball	Bookkeeper	\$30	Per Game	
ATHLETICS - PLAYOFFS	Volleyball	Libero Tracker	\$30	Per Game	
ATHLETICS - PLAYOFFS	Volleyball	Supervisor	\$30	Per Game	
ATHLETICS - PLAYOFFS	Baseball	Ticket Seller	\$30	Per Game	
ATHLETICS - PLAYOFFS	Baseball	Ticket Taker	\$30	Per Game	
ATHLETICS - PLAYOFFS	Baseball	Scorekeeper	\$30	Per Game	
ATHLETICS - PLAYOFFS	Baseball	Pitch Count	\$30	Per Game	
ATHLETICS - PLAYOFFS	Baseball	Announcer	\$25	Per Game	
ATHLETICS - PLAYOFFS	Baseball	Supervisor	\$30	Per Game	
ATHLETICS - PLAYOFFS	Softball	Ticket Seller	\$30	Per Game	
ATHLETICS - PLAYOFFS	Softball	Ticket Taker	\$30	Per Game	
ATHLETICS - PLAYOFFS	Softball	Scorekeeper	\$30	Per Game	
ATHLETICS - PLAYOFFS	Softball	Announcer	\$25	Per Game	1
ATHLETICS - PLAYOFFS	Softball	Supervisor	\$30	Per Game	2
ATHLETICS - PLAYOFFS	Soccer	Ticket Seller	\$35	Per Game	

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
ATHLETICS - PLAYOFFS	Soccer	Ticket Taker	\$35	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Gate	\$35	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Supervisor	\$50	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Announcer	\$45	Per Game	
ATHLETICS - PLAYOFFS	Soccer	PA Spotter	\$35	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Scoreboard	\$45	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Timer	\$45	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Filming for Daktronics Board	\$100	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Pre-Production Daktronics	\$100	Per Game	
ATHLETICS - PLAYOFFS	Soccer	Daktronics and Computer	\$80	Per Game	
ATHLETICS - UTPB	Football	Gates	\$45	Per Game	
ATHLETICS - UTPB	Football	PA Spotter	\$40	Per Game	
ATHLETICS - UTPB	Football	Chain Crew	\$40	Per Game	
ATHLETICS - UTPB	Football	Supervisor	\$60	Per Game	
ATHLETICS - UTPB	Football	Assistant Supervisor	\$50	Per Game	
ATHLETICS - UTPB	Football	Announcer	\$80	Per Game	
ATHLETICS - UTPB	Football	Scoreboard	\$50	Per Game	
ATHLETICS - UTPB	Football	Timer	\$50	Per Game	
ATHLETICS - UTPB	Football	Downbox	\$45	Per Game	
ATHLETICS - UTPB	Football	Filming for Daktronics Board	\$100	Per Game	
ATHLETICS - UTPB	Football	Pre-Production Daktronics	\$100	Per Game	
ATHLETICS - UTPB	Football	Daktronics and Computer	\$85	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Supervisor	\$60	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Scoreboard	\$50	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Timer	\$50	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Ticket Sellers	\$50	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Announcer	\$75	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Ticket Takers	\$45	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Press box	\$45	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Gates	\$45	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Elem, MS & HS Sections	\$45	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Ramps	\$45	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Down Box	\$45	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Nurse	\$30	Per Hour	
ATHLETICS - NON ECISD	Varsity Football	Stats	\$55	Per Game	
ATHLETICS - NON ECISD	Varsity Football	PA Spotter	\$40	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Chain Crew	\$40	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Filming for Daktronics Board	11	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Pre-Production Daktronics	3	Per Game	
ATHLETICS - NON ECISD	Varsity Football	Daktronics and Computer		\$85	Per Game

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
ATHLETICS - NON ECISD	Basketball	Ticket Seller	\$30	Per Game	
ATHLETICS - NON ECISD	Basketball	Ticket Taker	\$30	Per Game	
ATHLETICS - NON ECISD	Basketball	Clock	\$30	Per Game	
ATHLETICS - NON ECISD	Basketball	Bookkeeper	\$30	Per Game	
ATHLETICS - NON ECISD	Basketball	Supervisor	\$30	Per Game	
ATHLETICS - NON ECISD	Basketball	Announcer	\$20	Per Game	
ATHLETICS - NON ECISD	Volleyball	Ticket Seller	\$30	Per Game	
ATHLETICS - NON ECISD	Volleyball	Ticket Taker	\$30	Per Game	
ATHLETICS - NON ECISD	Volleyball	Clock	\$30	Per Game	
ATHLETICS - NON ECISD	Volleyball	Bookkeeper	\$30	Per Game	
ATHLETICS - NON ECISD	Volleyball	Libero Tracker	\$30	Per Game	
ATHLETICS - NON ECISD	Volleyball	Supervisor	\$30	Per Game	
ATHLETICS - NON ECISD	Baseball	Ticket Seller	\$30	Per Game	
ATHLETICS - NON ECISD	Baseball	Ticket Taker	\$30	Per Game	
ATHLETICS - NON ECISD	Baseball	Scorekeeper	\$30	Per Game	
ATHLETICS - NON ECISD	Baseball	Pitch Count	\$30	Per Game	
ATHLETICS - NON ECISD	Baseball	Announcer	\$25	Per Game	
ATHLETICS - NON ECISD	Baseball	Supervisor	\$30	Per Game	
ATHLETICS - NON ECISD	Softball	Ticket Seller	\$30	Per Game	
ATHLETICS - NON ECISD	Softball	Ticket Taker	\$30	Per Game	
ATHLETICS - NON ECISD	Softball	Scorekeeper	\$30	Per Game	
ATHLETICS - NON ECISD	Softball	Announcer	\$25	Per Game	
ATHLETICS - NON ECISD	Softball	Supervisor	\$30	Per Game	
ATHLETICS - NON ECISD	Soccer	Ticket Seller	\$35	Per Game	
ATHLETICS - NON ECISD	Soccer	Ticket Taker	\$35	Per Game	
ATHLETICS - NON ECISD	Soccer	Gate	\$35	Per Game	
ATHLETICS - NON ECISD	Soccer	PA Spotter	\$35	Per Game	
ATHLETICS - NON ECISD	Soccer	Supervisor	\$50	Per Game	
ATHLETICS - NON ECISD	Soccer	Announcer	\$45	Per Game	
ATHLETICS - NON ECISD	Soccer	Scoreboard	\$45	Per Game	
ATHLETICS - NON ECISD	Soccer	Timer	\$45	Per Game	
ATHLETICS - NON ECISD	Soccer	Daktronics Board/Filming	\$100	Per Game	
ATHLETICS - NON ECISD	Soccer	Daktronics/Pre-Production	\$100	Per Game	
ATHLETICS - NON ECISD	Soccer	Daktronics and Computer	\$85	Per Game	
FINE ARTS	Fine Arts	Coordinator MS/HS Art Show	\$17	Per Hour	
FINE ARTS	Fine Arts	Organizer Solo-Ensemble Contest	\$17	Per Hour	
FINE ARTS	Music Judges	Judge Student Solos and Ensembles	\$15	Per Hour	
FINE ARTS	Music Program	Selected Teachers	1	Per Year	
FINE ARTS	Music Program	High School Band Directors - July 4th Parade	4	Per Director	
FINE ARTS	Piano Accompanist	Accompany Middle School Choir	\$20	Per Hour	In lieu of travel funds to TMEA

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
FINE ARTS	Piano Accompanist	Accompany High School Choir	\$25	Per Hour	
ACADEMIC CONTESTS	Octathlon	Octathlon Coordinator - Judges	\$300	Per Meet	
ACADEMIC CONTESTS	Octathlon	Octathlon Essay Judge	\$75	Per Meet	
ACADEMIC CONTESTS	Octathlon	Octathlon Test Monitor	\$75	Per Meet	
ACADEMIC CONTESTS	Octathlon	Octathlon Speech Judge	\$75	Per Meet	
ACADEMIC CONTESTS	Octathlon	Octathlon Computer Staff	\$100	Per Meet	
ACADEMIC CONTESTS	Octathlon	Octathlon Super Quiz Proctor Coordinator	\$75	Sat PM	For procuring personnel
ACADEMIC CONTESTS	Octathlon	Octathlon Speech Timer	\$50	Per 2.5 hours	
ACADEMIC CONTESTS	Octathlon	Octathlon Super Quiz Proctor Coordinator	\$50	Per 2.5 hours	
ACADEMIC CONTESTS	Octathlon	Octathlon Exam Runner	\$75	Per 6 hours	
ACADEMIC CONTESTS	Decathlon	Decathlon Tabulators	\$50	Fri PM	
ACADEMIC CONTESTS	Decathlon	Decathlon Tabulators	\$100	Sat AM/PM	
ACADEMIC CONTESTS	Decathlon	Decathlon Computer Staff - Data Entry	\$50	Fri PM	
ACADEMIC CONTESTS	Decathlon	Decathlon Computer Staff - Data Entry	\$100	Sat AM/PM	
ACADEMIC CONTESTS	Decathlon	Decathlon Computer Staff Coordinator	\$200	Per Meet	
ACADEMIC CONTESTS	Decathlon	Decathlon Awards/Tabulation Coordinator	\$280	Per Meet	
ACADEMIC CONTESTS	Decathlon	Decathlon Essay Graders	\$75	Fri AM/PM	Training Meeting
ACADEMIC CONTESTS	Decathlon	Decathlon Super Quiz Proctors	\$50	Sat PM	
ACADEMIC CONTESTS	Decathlon	Decathlon Super Quiz Proctor Coordinator	\$75	Sat PM	For procuring personnel
ACADEMIC CONTESTS	ECISD Administrators	Emcee Super Quiz & Banquet	\$100	For 5 Hours	
ACADEMIC CONTESTS	ECISD Administrators	Awards Manager	\$280	For 14 Hour	
ACADEMIC CONTESTS	Advanced Academic Services Staff	AAS Secretary	OT Rate	Per Hour	
CAMPUS	Campus Science Liaison (Lamar only)		\$1,600	Per Year	
CAMPUS	"Just Say No" Sponsor		\$300	Per Year	
CAMPUS	Additional Days Bonham "SOAR"	Select personnel only	\$300	Per Day	
CAMPUS	Additional Days	Asst Principal	Daily Rate	Per Day	
OTHER	Bus Driver	Day trips of 5 or more hours	\$2.58	Per Hour	Overnight trips not applicable
OTHER	Camp SIP	Teachers	\$2,800	June	Teachers hired for Camp SIP
OTHER	Innovation Architect		\$30	Per Hour	
OTHER	Nursing	Screeners	\$10	Per Hour	
OTHER	Nursing	Sub Nurses	\$20	Per Hour	
OTHER	Deaf Education	Interpreter, Teacher	\$17	Per Hour	
OTHER	Deaf Education	Interpreter, Aide	\$13	Per Hour	
OTHER	Special Education Program	Child Care Substitute	\$10	Per Hour	
OTHER	Special Education Program	In-Home Trainer	\$17	Per Hour	
OTHER	Police Department	Holiday Patrol	Hourly Rate of Officer	Per Hour	
OTHER	Police Department	Transportation Substitute	\$15	Per Hour	
OTHER	Police Department	Holiday/24 Hour call	\$150	Per Day	
OTHER	Police Department	Holiday/12 Hour call	\$125	Per Day	

ECTOR COUNTY ISD SCHEDULE OF SUPPLEMENTAL PAY 2021-2022

Group	Supplemental Area of Responsibility	Supplemental Duties Performed	2021-2022	Pay Basis	Limit/Qualifications
OTHER	Student Assistance Services	Care Team Trainer	\$45	Per Day	
OTHER	Substitute and Part-Time Workers	General Part-Time Worker	\$10	Per Hour	
OTHER	Substitute and Part-Time Workers	Truancy Court Clerk	\$10	Per Hour	
OTHER	Substitute and Part-Time Workers	Maintenance Worker - Retired/Former	\$10	Per Hour	
OTHER	Substitute and Part-Time Workers	Food Service	\$10	Per Hour	
OTHER	Substitute and Part-Time Workers	Transportation Worker	Bus Driver Min	Per Hour	
OTHER	Substitute and Part-Time Workers	Technician	\$15	Per Hour	
OTHER	Substitute and Part-Time Workers	Speech Pathologist	\$60	Per Hour	
OTHER	Substitute and Part-Time Workers	Diagnosticians	\$60	Per Hour	
OTHER	Substitute and Part-Time Workers	Substitute Aide/Clerk Secretary	\$10	Per Hour	
OTHER	Elementary Attendance/PEIMS Clerks	10 extra days for prep work	Hourly Rate	Per Hour	Not to exceed 80 hours
OTHER	Maintenance	Tower Work	\$75	Per Hour	2 Hour Minimum
OTHER	Travel - School Nutrition Managers		TBD		Standard mileage reimbursement based on distance from assigned campus to School Nutrition office, one annual payment.
OTHER	Transportation	Day Trip Less than 100 Miles	\$50	Per Trip	
OTHER	Transportation	COC Route	\$25	Per Route	
OTHER	Transportation	Driver Certification	Hourly Rate		
OTHER	Graduation	Exempt	\$17	Per Hour	
OTHER	Graduation	Nurse	\$20	Per Hour	
OTHER	Graduation	Non-Exempt	Hourly/OT Rate	Per Hour	
OTHER	Other	Document Translation	\$22	Per Hour	
OTHER	Special Education Program (Diagnostician)	Evaluations, Reports, Student Support Services	\$65	Per Hour	
OTHER	Special Education Program (Speech Language Pathologist)	Evaluations, Reports, Student Support Services	\$65	Per Hour	
OTHER	Unforeseen Circumstances (Approval Required)	Negotiated, based on appropriate market conditions	TBD		



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Stephanie Howard

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2021-2022 DISTRICT IMPROVEMENT PLAN

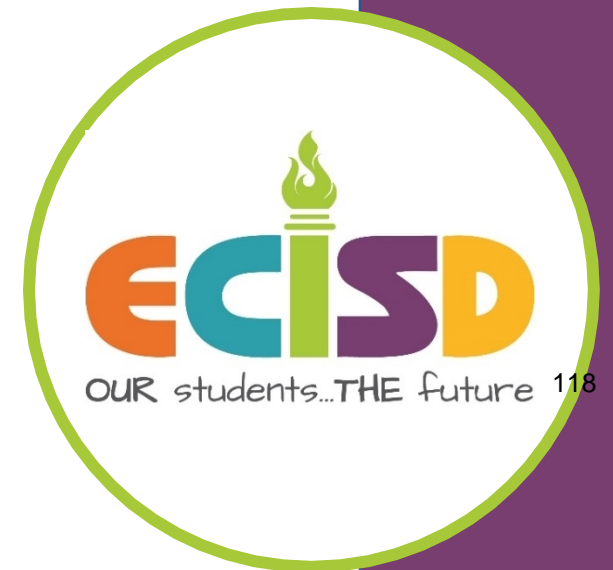
DATE: May 18, 2021

The Board is required to adopt the District Improvement Plan annually. Our team completed a Comprehensive Needs Assessment using trend data in all areas of the district. The District Improvement Plan has been built to support the year two work of the Strategic Plan. Following approval of the plan, campus principals will complete a comprehensive needs assessment and develop their plans June-August. Campus plans will be brought to the Board for approval in September.

Administrative Recommendation:

Approval of the 2021-2022 District Improvement Plan

District Improvement Plan 2021-2022

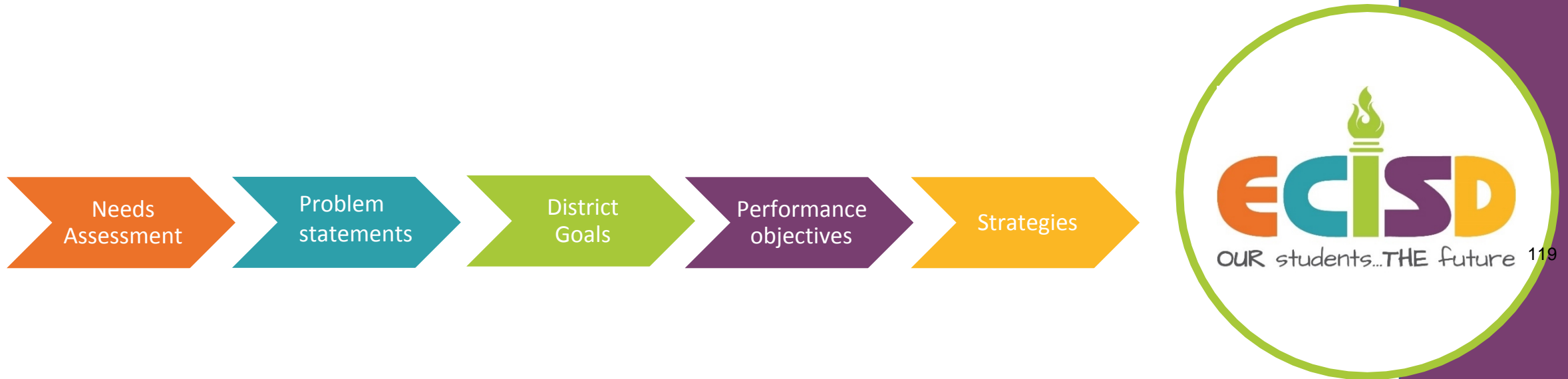


May 18, 2021

District Improvement Planning Process

Creation of the District Improvement Plan

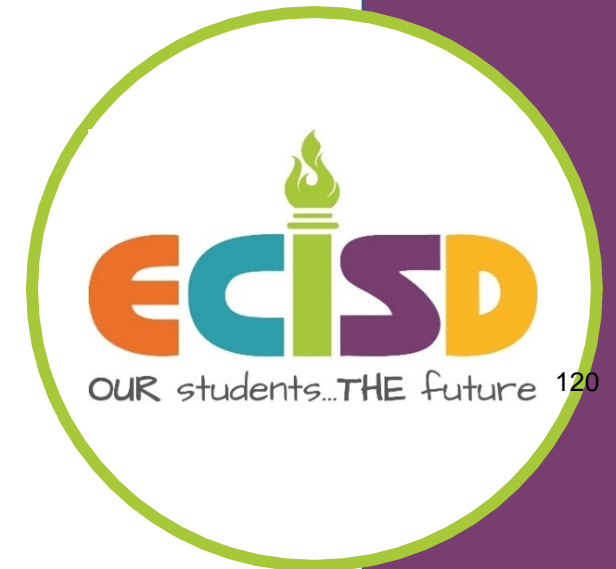
- Strategic Plan – 5 Years (entering year 2)



Comprehensive Needs Assessment



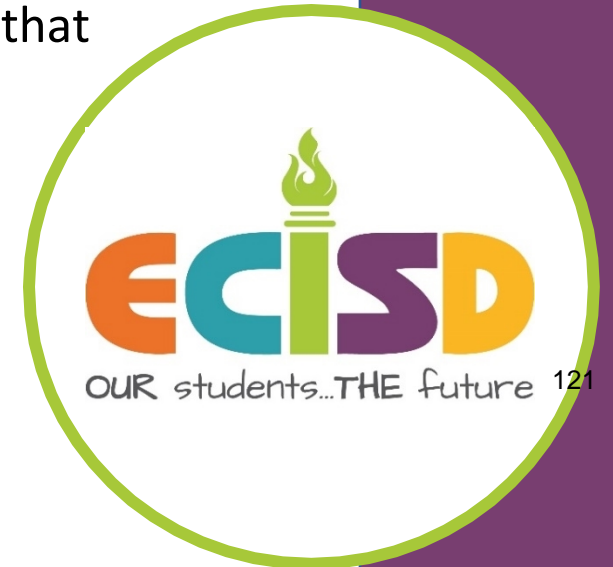
- 5+ Year Trend Data
- Multiple Measures
 - Demographics
 - Student Learning
 - District Processes and Programs
 - Perceptions
- Summary / Strengths / Problem Statements



District Goals



- Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.
- Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.
- Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.



Performance Objectives



Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Performance Objective 3: ECISD will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

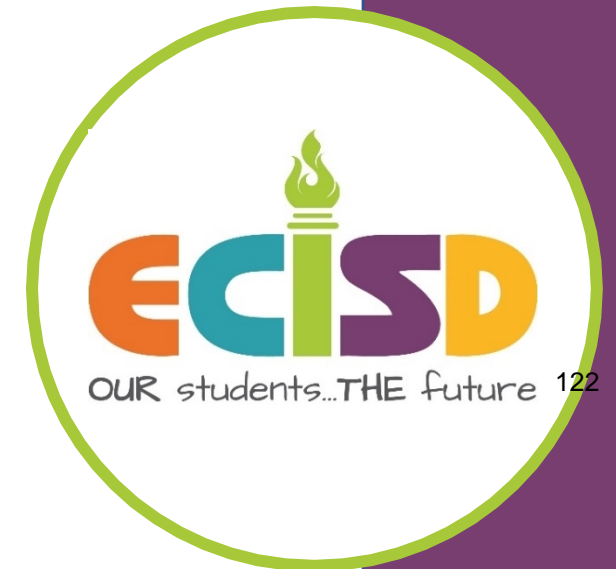
Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.



Performance Objectives



Performance Objective 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults in our organization that creates systemic change where SEL can thrive.

Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

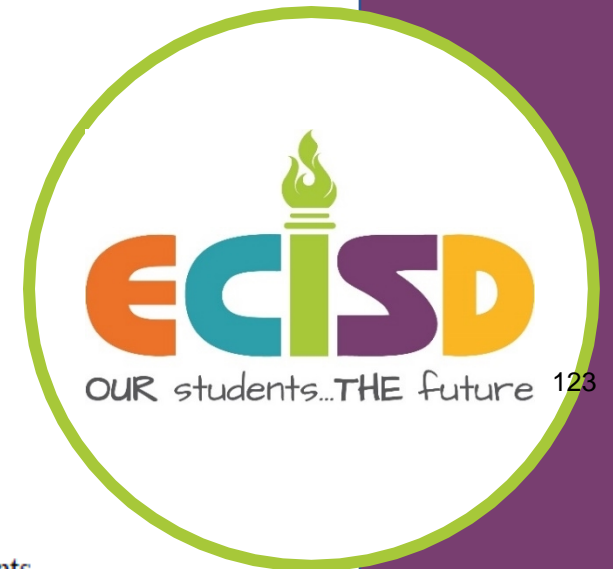
Performance Objective 10: ECISD will provide a safe and supportive school environment

Performance Objective 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Performance Objective 13: Grow community partnerships that promote excellence in our schools.

Performance Objective 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.



Performance Objectives



Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

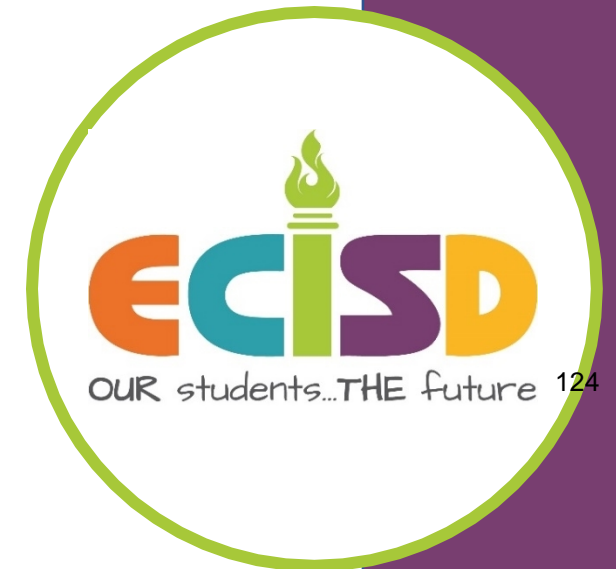
Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2021-2022.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2021-2022.

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2021-2022.



Performance Objectives



Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Performance Objective 3: ECISD will promote SEL for all students across the district.

Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

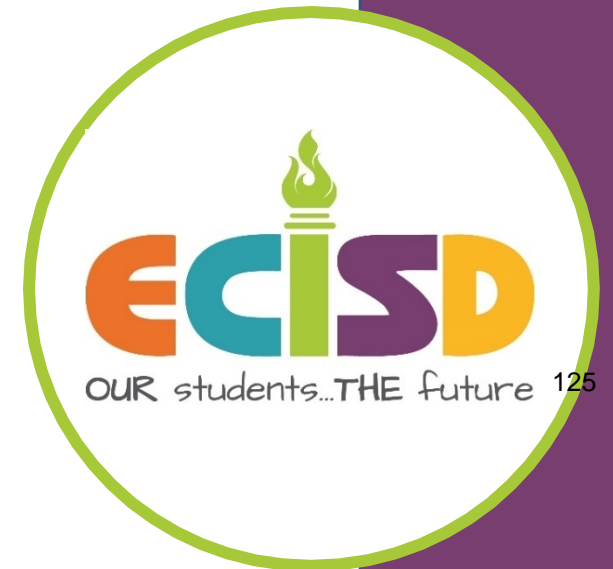
HB3 Goal

Performance Objective 5: Students achieving the AP/IB passing standard will increase from 35% to 45% by May 2022.

Performance Objective 6: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 26% to 36% by May 2022.

Performance Objective 7: The Community Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out. 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.

Performance Objective 8: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. Community Outreach Center (COC) staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.



Performance Objectives



Performance Objective 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Performance Objective 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)

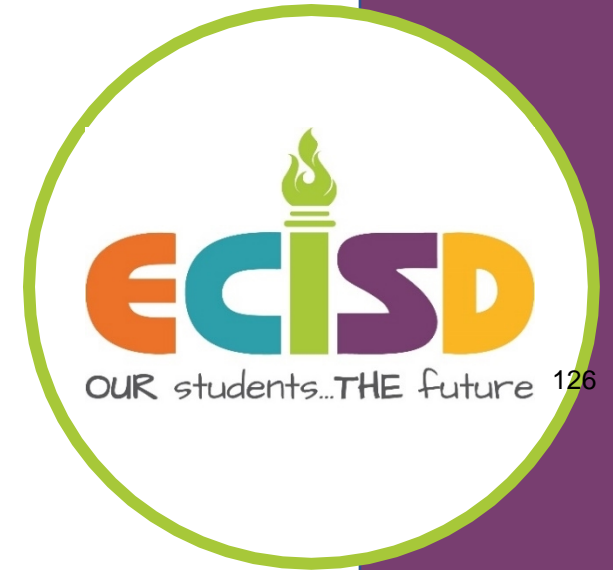
HB3 Goal

Performance Objective 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

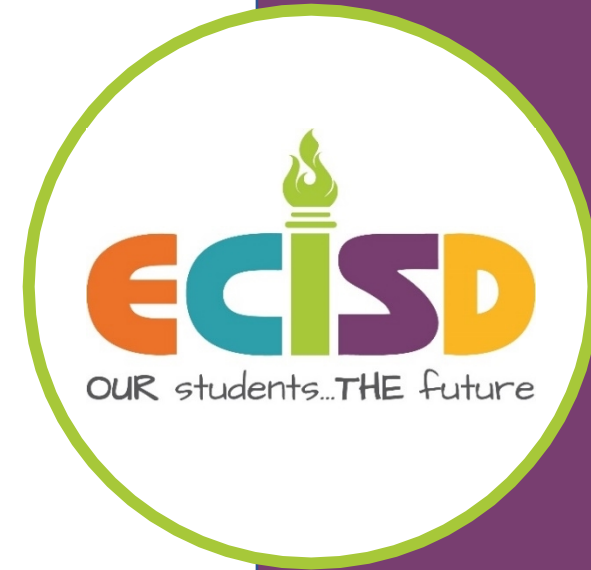
Performance Objective 12: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Goal

Performance Objective 13: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.



Strategies



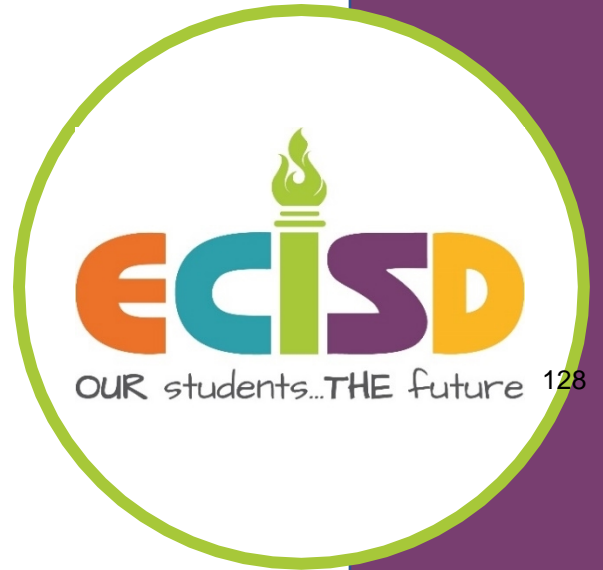
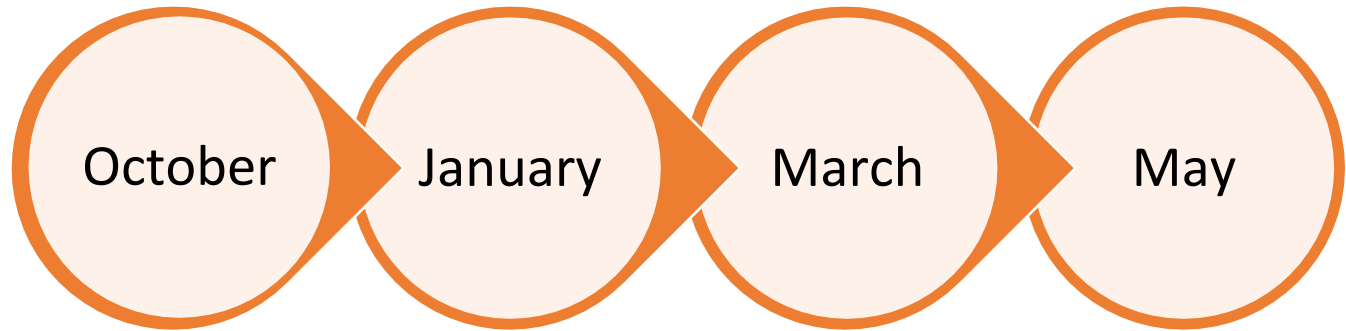
- Elements

- 2.4 - **Opportunities for all** children to meet State standards
- 2.5 - **Increased learning time and well-rounded education**
- 2.6 - Address **needs of all students**, particularly at risk
- 3.1 - **Parent and family engagement**
- 3.2 – Offer a **flexible number of parent meetings**

- Monitor

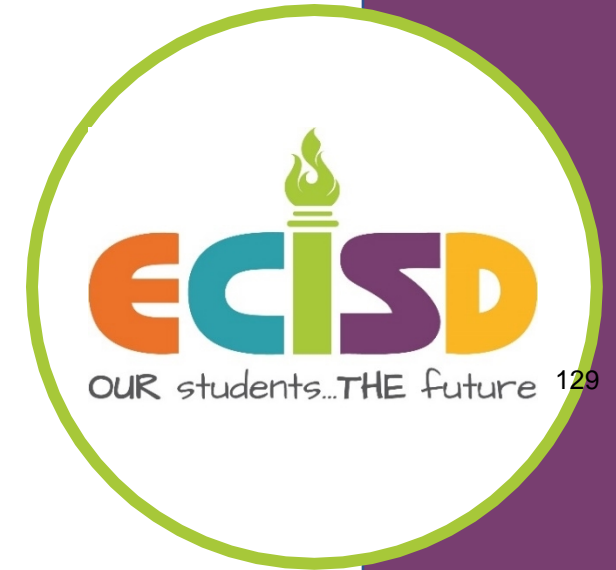
- Expected Result/Impact

Formative Review



- Accomplished
- Continue / Modify
- Discontinue

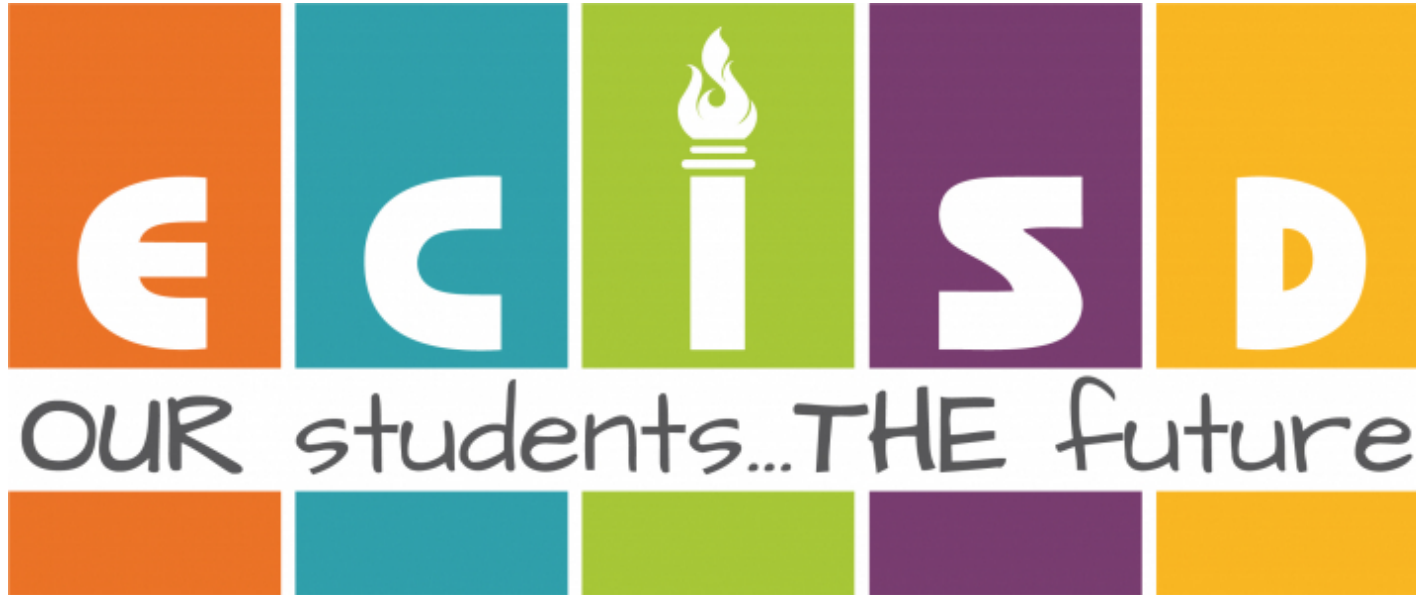
Board Approval



Ector County Independent School District

District Improvement Plan

2021-2022



Mission Statement

The mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Vision

OUR Students. . . THE Future!

Value Statement

Beliefs

131

Developed by Team of 8 – March 2019

We Believe:

- A quality education is a fundamental right for every student
- In preparing our graduates for success after high school
- Engagement in teaching and learning is a shared responsibility among students, staff, and parents
- In valuing the students, our staff, parents and the community
- There is a pathway for success for every student to become a leader
- In providing a consistent and viable education for every student
- In recruiting, retaining, and developing the best staff

- Student needs drive decisions
- In setting each other up for success
- In civic engagement and upholding community traditions
- In embracing diversity
- A safe, healthy climate is conducive to learning

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	10
District Processes & Programs	50
Perceptions	53
Priority Problem Statements	55
Comprehensive Needs Assessment Data Documentation	59
Goals	61
Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	61
Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	86
Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	95
District Funding Summary	118

Comprehensive Needs Assessment

Demographics

Demographics Summary

See addendums for current year district equity report.

Student & Teacher Information

Table 1 Enrollment

Year	PreK	K-12	# of Students on Intra-& Inter District Transfers E/M/H
2021	1277	30575	3052
2020	1690	33822	5406
2019	1635	31570	5188
2018	1523	30624	4608
2017	1513	29850	5622
2016	1365	30046	5142
2015	1405	30467	6422
2014	1468	29281	6069

134

Table 2 Ethnic Distribution

Year	H	State	W	State	AA	State	2 or More	State	EcoDis	State
2021	78		15		4		1		55	
2020	77.2	52.8	16.4	27.0	3.9	12.6	1.1	2.5	55.1	60.2
2019	76.3	52.6	17.3	27.4	3.9	12.6	1.1	2.4	56.4	60.6
2018	75.5	52.4	18.1	27.8	3.9	12.6	1.0	2.3	50.9	58.8
2017	75.1	52.4	18.6	28.1	3.9	12.6	1	2.4	55.3	59
2016	74.9	52.2	18.9	28.5	3.9	12.6	.9	2.1	51.7	59
2015	73.7	52	20.1	28.9	3.8	12.6	1	2	48.1	58.8
2014	72.1	51.8	21.5	29.4	4.0	12.7	1	1.9	50.8	60.2

Table 3 Gender

Year	Male %	Female %
2021	51	49
2020	51.2	48.8
2019	51	49
2018	51.1	48.9
2017	51.2	48.8
2016	51.1	48.9
2015	51	49
2014	51.3	48.7

Table 4 Special Programs

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2021	10		21		57		9			
2020	9.1	10.5	20.8	20.6	60.3	50.6	8.5	8.1	25.1	27.6
2019	8.6	9.6	18.5	19.7	57.4	50.1	9.0	8.1	24.7	26.3
2018	8.4	9.1	17.1	18.8	57.4	50.8	9.9	7.9	21.4	25.8
2017	7.9	8.8	16.9	18.8	57.8	50.3	9.4	7.8	21.7	25.0
2016	7.4	8.6	16.4	18.3	58.2	50.1	8.4	7.7	19.4	24.3
2015	7.1	8.5	15.9	17.8	61.9	51.2	8.3	7.6	16.1	23.2
2014	7.1	8.5	15.2	17.1	62.5	49.9	7.5	7.6	15.0	22.2

135

Table 5 Attendance Rates

Year	State	District	H	W	AA	EcoDis	Special Ed	ELL
2020		93.64	93.8	94.2	93.2	92.6	93.5	94.6
2019	95.4	93.5	93.4	93.6	92.6	92.9	92.7	94.2
2018	95.4	93.5	93.4	93.7	93.2	93.0	92.6	94.2
2017	95.7	94.6	94.6	94.7	94.1	94.2	93.5	95.4
2016	95.8	94.7	94.7	94.9	94.2	94.5	93.6	95.5
2015	95.7	94.3	94.2	94.7	94.0	93.9	93.2	95.3
2014	95.9	94.7	94.7	94.6	94.6	94.4	93.5	95.7

Year	State	District	H	W	AA	EcoDis	Special Ed	ELL
2013	95.8	94.4	94.3	94.6	94.0	94.0	92.8	95.4

Table 6 Retention Rates

Year	K		1		2		3		4		5		6		7		8	
	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State
2020	1.1	1.6	2.3	2.9	1.7	1.6	.7	.9	.4	.5	1.2	.4	1.4	.4	1.6	.5	.4	.4
2019	1.0	1.7	2.4	3.1	1.9	1.8	1.2	1.1	.6	.5	1.3	.5	2.8	.4	2.7	.6	1.0	.4
2018	.6	1.8	2.4	3.4	2.0	2.1	1.6	1.3	1.2	0.6	1.3	0.7	1.0	0.5	1.7	0.7	1.1	0.6
2017	.8	1.8	2.2	3.8	1.6	2.4	.9	1.6	1.0	.8	.5	.4	1.5	.6	2.4	.7	.6	.5
2016	.7	1.9	2.3	4.1	2.0	2.7	1.5	2.0	.8	1.0	1.1	.9	.5	.6	2.4	.8	.7	.8
2015	.7	2.0	2.8	4.3	2.1	2.9	2.2	2.2	1	1.2	2.7	1.3	.5	.7	5.8	1	3.6	1
2014	.7	2.0	3.4	4.4	1.7	2.9	1.4	2.2	.5	1.3	3.2	1.5	.3	.8	2.7	1	2.4	1.1

Table 7 Number and Percent of Teacher in ECISD

Year	PreK-12	District % of Teachers	State % of Teachers
2021	1925		
2020	1959.6	52.8	63.7
2019	1916.8	52.4	49.8
2018	1984.8	52.0	50.1
2017	2020.6	51.9	50.0
2016	1994.9	52.6	50.5
2015	1796.1	52.1	50.8
2014	1761.7	52.3	51.0

136

Table 8 Number of Employees (FTEs) / Enrollment

Year	Employees	Enrollment PK-12 *as of snapshot
2021	3832	31,881
2020	3710.4	33,707
2019	3655.8	33,205
2018	3837.60	32,267
2017	3916.70	31,481
2016	3819.90	31,791

	2014	2015	2016	2017	2018	2019	2020
Total Expulsions	19	33	42	31	54	50	69

Table 28

7-8 Dropout Rate	State	ECISD
2019		
2018	0.4%	1.3%
2017	0.3%	0.8%
2016	0.4%	0.6%
2015	0.3%	0.0%
2014	0.5%	0.4%

137

Table 29

9-12 Dropout Rate	State	ECISD
2019		
2018	1.9%	3.8%
2017	1.9%	2.8%
2016	2.0%	2.4%
2015	2.1%	2.7%
2014	2.2%	1.9%

Table 30 ECISD Scholarship

	2019	2020	2021
NTO	\$292,295.00	\$446,505.60	
FALCON	\$179,071.00	\$2,333,978.00	
OCTECH	\$23,385.00	\$678,638.00	

	2019	2020	2021
PHS	\$3,251,900.00	\$2,791,103.00	
OHS	\$2,797,747.00	\$3,445,487.00	
Total	\$6,544,398.00	\$9,695,711.00	

Demographics Strengths

ECISD has experienced a significant reduction in teacher turnover rate in 2020-21 (6.2 % reduction). In addition, our turnover rate of 15.4% was lower than the state's previous year turnover rate of 16.8%.

Students are increasingly enrolling in AVID courses, fine arts electives and dual credit courses.

FAFSA completion rate in ECISD has increased to 46% as last reported in 2020.

\$154,210 more scholarship dollars awarded to students in ECISD

138

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 43% of our teachers have 5 years or less experience. **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 2 (Prioritized): Student retention rates are above state average in grades 2,5-7 in 2020. **Root Cause:** Process for determining retention criteria needs to be established

Problem Statement 3 (Prioritized): District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **Root Cause:** Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Problem Statement 4 (Prioritized): For every principal vacancy, ECISD has less than five viable candidates. **Root Cause:** ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Problem Statement 5 (Prioritized): Expulsion rate without services increased from 50 (2019)-69 (2020). **Root Cause:** In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.

Student Learning

Student Learning Summary

See addendums for MAP district reports.

- 1) 4th Grade, 6th Grade and 7th grade all content areas are in need of improvement.
- 2) The performance gap between ECISD and State averages show double digit gaps.
- 3) 5th Grade reading and math and 8th Grade reading and math 1st administration passing rates are lower than the state passing rate
- 4) 8th Grade social studies show the Hispanic, economically disadvantaged and African American subgroups are the lowest performing.
- 5) Students performing at the Meets standard is below the state average in all content areas and all grades.
- 6) 3rd Grade students performing at the Meets standard in Reading is 32%.
- 7) 58% of 3rd grade students are in Tier 1 as measured by Istation.
- 8) Pre-K-2 literacy instructional initiatives are being implemented Spring 2019.
- 9) Student growth across reading and math are below state averages.

139

Projected Growth				
Percent of Students in Grades K-8 Who Met Fall to Winter Projected Growth Score (PG)				
	Reading		Math	
	BOY to MOY 2021		BOY to MOY 2021	
Grade	N	% Met PG	N	% Met PG
K	2129	43%	2143	49%
1	2317	39%	2310	44%
2	2300	37%	2268	48%
3	2188	44%	2162	62%
4	2002	47%	2027	56%
5	2160	48%	2177	51%
6	1568	48%	1598	53%
7	1378	55%	1517	52%
8	1151	56%	802	56%
9	1768	44%		
10	1712	50%		

Projected Growth				
Total	20673	46%	17004	52%
School Conditional Growth Index (SCGI)				
Grade-Level Growth Compared to Traditional Schools Across the U.S.				
	Reading		Math	
	BOY to MOY 2021		BOY to MOY 2021	
Grade	N	SCGI	N	SCGI
K	1626	-2.48	2143	-1.12
1	1797	-3.20	2310	-2.11
2	1797	-2.20	2268	-1.76
3	2080	-1.68	2162	1.29
4	1946	-1.09	2027	0.69
5	2109	-1.02	2177	-0.10
6	1568	-0.97	1598	0.08
7	1378	0.85	1517	0.13
8	1151	0.71	802	0.94
9	1768	-2.09		
10	1712	-1.15		
Total	18932	-1.30	17004	-0.22

140

Grades by grade level as of 4.15.21

Grade Level	2020 Rate of F's	2021 Rate of F's
K	5%	0%
1	3%	5%
10	9%	22%
11	6%	20%
12	5%	14%
2	3%	5%
3	3%	6%
4	3%	10%
5	4%	11%
6	3%	15%
7	6%	21%
8	5%	23%
9	12%	23%

State Assessment Results

Passing standard increased in 2016

Table 1 - 3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	76	66	66	73	46	91	66	60	60	70
2018	77	69	69	78	52	88	71	62	41	70
2017	73	63	61	71	54	75	75	56	35	60
2016	73	56	54	64	45	75	71	47	25	55
2015	77	59	57	70	53	71	64	52	27	57
2014	76	61	59	70	48	94	73	53	49	61

Table 2 - 3rd Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	79	65	64	73	51	96	62	60	68	70
2018	78	69	69	74	45	94	83	63	35	74
2017	78	66	65	74	51	94	67	60	37	69
2016	75	55	55	60	32	83	68	48	29	60
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	52	51	59	31	82	60	45	47	56

141

2015 – new Math TEKS / Bridge Study

Table 3 - 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	75	64	64	69	51	81	64	58	29	58
2018	73	60	58	71	43	81	*	52	34	55
2017	70	55	53	63	51	79	57	48	27	50

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2016	75	58	56	66	50	79	57	48	27	50
2015	74	56	53	65	44	94	56	48	26	55
2014	74	56	54	64	43	63	55	50	40	53

Table 4 - 4th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	75	65	65	68	41	90	74	58	34	64
2018	78	68	67	76	49	75	71	63	35	68
2017	76	61	60	65	48	89	64	56	29	60
2016	73	53	52	60	33	69	78	45	27	55
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	49	48	56	26	63	45	43	38	50

2015 – new Math TEKS / bridge study

142

Table 5 - 4th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	67	54	54	57	38	80	57	47	20	56
2018	63	53	51	61	*	81	*	46	24	53
2017	65	50	49	55	37	74	54	44	20	53
2016	69	57	55	65	54	75	78	51	24	56
2015	70	51	50	54	48	89	47	42	15	59
2014	73	58	57	65	41	81	45	52	34	57

Table 6 - 5th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	86	76	75	83	67	95	81	71	38	72
2018	84	70	68	60	79	100	*	63	35	63
2017	82	59	66	77	63	82	84	63	28	61

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2016	81	68	67	73	48	94	83	62	30	65
2015	87	76	74	84	67	94	82	70	30	68
2014	86	77	75	85	70	88	84	70	66	67

Table 7 - 5th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	90	81	80	85	71	89	84	77	53	79
2018	91	82	82	84	66	100	80	78	56	82
2017	87	77	77	86	68	94	74	74	40	75
2016	86	74	73	77	67	94	72	69	41	73
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	88	75	73	83	61	100	84	70	59	70

143

2015 – New Math TEKS / Bridge Study

Table 8 - 5th Grade STAAR Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	75	59	57	72	40	84	55	53	33	51
2018	76	66	64	78	*	*	73	60	37	61
2017	74	61	59	74	43	82	67	54	28	50
2016	74	60	57	70	48	89	67	54	25	54
2015	72	49	46	62	38	65	50	41	17	38
2014	74	59	56	70	51	88	63	52	44	46

Table 9 - 6th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	68	48	46	58	48	78	52	41	21	39
2018	69	48	46	56	37	*	*	39	16	41
2017	69	48	45	57	47	83	55	42	18	23
2016	69	45	42	58	31	72	50	38	18	21
2015	77	65	62	76	61	87	53	57	24	43
2014	78	67	65	75	57	93	73	60	51	48

Table 10 - 6th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	81	64	63	66	52	94	76	59	29	62
2018	77	61	60	68	41	75	67	55	27	58
2017	76	54	52	63	47	91	50	48	26	37
2016	72	44	43	50	28	72	30	39	19	33
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	79	69	68	74	62	100	59	63	50	60

2015 – New Math TEKS / Bridge Study

Table 11 - 7th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	76	58	55	68	48	86	50	50	22	46
2018	74	54	52	62	52	85	58	48	21	49
2017	73	53	51	63	36	100	55	47	19	27
2016	71	52	48	65	35	88	42	43	13	20
2015	76	59	56	71	45	88	63	48	12	17
2014	76	58	54	72	51	75	59	49	37	25

Table 12 - 7th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	75	59	59	64	46	83	81	54	21	57
2018	72	54	52	59	*	88	47	48	22	56
2017	70	47	46	56	34	93	48	42	22	29
2016	69	34	32	43	22	*	36	31	16	25
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	68	34	33	40	27	*	*	31	34	23

2015 – New Math TEKS / Bridge Study

Table 13 - 7th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	70	50	47	62	38	71	71	44	15	37
2018	69	51	49	57	48	81	40	44	17	44
2017	70	51	50	58	35	93	59	45	19	25
2016	69	51	48	64	40	71	61	42	12	21
2015	73	54	51	65	42	88	79	44	5	14
2014	72	53	50	62	52	79	70	44	33	24

Table 14 - 8th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	86	71	70	78	68	96	95	67	26	65
2018	86	73	70	83	52	92	76	65	36	61
2017	86	75	73	85	63	89	67	68	29	46
2016	87	75	72	86	69	90	85	67	22	39
2015	88	75	72	85	65	76	89	64	21	39
2014	90	81	78	89	74	100	86	74	54	46

Table 15 - 8th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	88	68	68	69	63	94	73	67	32	70
2018	86	62	61	68	41	83	59	58	33	61
2017	85	65	64	71	49	100	45	59	31	51
2016	82	62	60	72	48	95	80	57	16	42
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	86	72	70	79	62	95	78	67	50	44

147

2015 – New Math TEKS / Bridge Study

Table 16 - 8th Grade Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	81	66	64	76	56	88	68	62	29	58
2018	76	62	60	73	44	100	71	55	31	57
2017	76	62	59	76	51	95	67	54	25	34
2016	75	58	55	70	45	100	92	50	21	33
2015	71	50	46	62	38	45	74	40	13	25
2014	72	56	52	71	44	81	52	48	32	27

Table 17 - 8th Grade Social Studies Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	69	43	39	59	43	88	58	37	20	34
2018	65	36	32	51	24	77	57	28	18	10
2017	63	40	36	58	28	68	47	31	17	14
2016	63	35	31	45	33	85	62	27	17	12
2015	65	41	36	53	44	67	58	30	10	12
2014	63	43	39	58	26	81	23	33	32	14

Table 18 - English I EOC Approaches Grade Level (2014 1st yr. for combining English I test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	68	52	50	61	43	85	76	46	17	38
2018	65	53	50	68	34	75	60	46	8	42
2017	64	48	46	63	41	72	64	42	11	16
2016	65	53	51	65	39	84	71	46	18	23
2015	71	57	54	67	48	97	44	50	22	29
2014	67	56	53	65	54	90	72	50	24	16

149

Table 19 - English II EOC Approaches Grade Level (2014 1st yr. for combine English II test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	68	57	54	71	48	80	91	52	17	29
2018	67	58	56	71	45	77	94	53	17	14
2017	66	54	51	63	47	69	74	47	13	18
2016	67	58	54	73	52	97	75	53	20	18
2015	72	62	58	75	55	91	81	55	22	25
2014	69	60	56	74	54	100	88	54	22	17

Table 20 - Algebra I EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	85	67	66	70	55	100	87	64	34	64
2018	83	68	68	75	49	100	91	64	26	63
2017	83	71	70	78	64	96	80	68	35	49
2016	78	61	59	72	52	78	63	57	26	39
2015	81	64	60	75	54	100	83	59	23	33
2014	80	71	69	78	68	100	83	67	38	41

Table 21 - Biology EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	88	83	82	90	75	100	92	81	50	74
2018	87	83	81	92	78	100	92	79	49	72
2017	86	83	81	92	70	93	95	79	45	59
2016	87	82	79	90	76	95	90	76	42	51
2015	91	83	81	89	84	100	87	80	51	60
2014	89	82	80	88	76	100	95	78	56	56

150

Table 22 - U.S. History EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	93	90	89	93	83	88	100	88	57	73
2018	92	88	86	95	82	94	100	83	55	68
2017	91	86	84	96	81	94	100	82	54	52
2016	91	88	86	94	78	97	85	84	53	56
2015	91	82	78	90	73	100	100	74	43	50
2014	92	81	78	89	77	100	100	75	57	50

Table 23 - Grade 3 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	45	35	33	42	20	74	45	29	21	41
2018	43	32	30	42	17	69	50	25	18	33
2017	45	34	32	43	23	56	*	26	17	34

Table 24 - Grade 4 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	44	33	32	39	21	62	39	27	16	28
2018	46	33	31	45	25	63	*	25	22	27
2017	44	30	28	40	18	58	*	25	*	25

Table 25 - Grade 5 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	54	38	36	49	28	63	45	31	19	31
2018	54	38	36	47	21	67	*	30	18	32
2017	48	32	31	38	31	41	63	26	11	27

151

Table 26 - Grade 6 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	37	20	18	28	15	33	24	14	15	13
2018	39	20	18	17	28	*	*	16	10	15
2017	37	20	17	29	20	43	32	*	14	13

Table 27 - Grade 7 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	49	30	27	42	23	79	52	24	29	57
2018	48	27	24	35	24	58	42	21	13	20
2017	42	21	19	32	*	67	*	16	13	18

Table 28 - Grade 8 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	22	34	31	45	35	64	53	28	36	26
2018	49	28	27	38	*	*	*	22	16	22
2017	50	30	26	44	23	*	*	21	*	18

Table 29 - Eng I EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	50	31	29	41	19	59	52	26	7	19
2018	44	30	26	46	57	*	*	*	*	16
2017	43	27	24	40	*	*	*	*	7	1

152

Table 30 - Eng II EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	49	36	32	53	22	50	82	29	7	9
2018	48	36	32	50	30	69	*	28	8	*
2017	45	34	30	49	*	59	*	28	*	*

Table 31 - Grade 4 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	35	22	21	27	10	50	36	16	14	25
2018	39	29	27	37	*	69	*	23	16	27
2017	34	23	22	28	*	63	*	19	*	28

Table 32 - Grade 7 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	42	23	21	28	15	57	52	18	10	15
2018	43	25	23	34	*	54	*	19	13	18
2017	39	20	18	29	*	*	*	15	13	17

Table 33 - Grade 3 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	49	35	35	40	18	70	48	30	22	39
2018	47	36	35	43	23	81	63	30	18	37
2017	49	37	36	44	24	69	*	30	21	42

Table 34 - Grade 4 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	48	34	33	38	20	67	37	28	20	32
2018	49	36	35	43	18	69	54	30	19	36
2017	47	32	30	40	17	63	43	28	17	32

Table 35 - Grade 5 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	58	43	42	50	22	68	45	36	24	44
2018	58	42	41	47	29	78	50	37	19	44
2017	50	35	34	41	22	65	*	31	14	34

Table 36 - Grade 6 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	47	26	25	31	23	50	36	21	14	25
2018	44	25	25	27	*	*	*	20	12	24
2017	43	20	18	25	*	57	36	15	12	18

Table 37 - Grade 7 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	43	27	27	33	12	50	38	24	11	26
2018	40	22	20	26	*	52	42	17	13	22
2017	40	20	20	25	*	67	*	17	13	20

Table 38 - Grade 8 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	57	24	61	68	59	69	18	23	13	24
2018	51	18	17	24	*	*	*	16	14	16
2017	45	13	11	17	*	*	*	12	*	9

Table 39 - Alg 1 EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	61	30	29	33	15	78	61	27	11	26
2018	55	28	26	36	16	70	*	23	*	22
2017	48	28	25	39	22	69	50	23	8	20

Table 40 - Grade 5 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	49	33	30	46	14	74	39	26	20	30
2018	41	28	26	39	*	*	37	23	17	23
2017	42	29	27	39	14	65	*	25	13	23

Table 41 - Grade 8 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	51	30	26	43	31	60	47	26	13	20
2018	52	33	31	46	20	69	*	27	18	28
2017	48	27	24	41	*	63	*	20	9	18

155

Table 42 - Biology EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	62	46	43	59	30	83	85	41	13	32
2018	59	45	41	63	35	81	*	38	17	27
2017	57	46	41	62	39	75	*	39	*	29

Table 43 - Grade 8 Social Studies Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	37	14	11	24	17	40	37	10	11	9
2018	36	10	8	21	*	54	*	7	14	*
2017	33	11	9	19	*	42	*	7	9	6

Table 44 - US History EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	73	61	59	73	47	75	92	54	28	26
2018	70	58	54	72	47	68	89	49	20	49
2017	66	50	45	69	35	84	*	41	22	41

STAAR Percent at Masters (previously advanced level III)**Table 45 - All Subjects**

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	24	12	10	18	7	36	22	9	5	9
2018	22	11	9	15	6	34	22	8	4	8
2017	20	10	9	15	6	34	15	7	3	8
2016	18	7	6	11	3	28	13	5	2	5
2015	16	7	6	11	3	28	15	4	0	4
2014	15	6	5	10	3	33	10	4	2	5

Table 46 - 3-EOC Reading Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	21	11	10	16	7	32	23	8	3	8
2018	19	10	9	15	7	29	20	7	3	7
2017	19	10	8	15	6	29	16	7	2	7
2016	17	8	7	12	4	29	16	5	1	5
2015	17	8	6	12	3	26	18	5	1	6
2014	15	7	6	11	4	31	11	5	1	6

Table 47 - 3-EOC Math Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	52	32	31	37	19	66	43	27	17	31
2018	24	11	11	15	6	36	25	9	5	11
2017	23	11	10	15	5	38	15	9	4	12
2016	19	6	6	8	3	24	8	4	2	5
2015	20	6	8	8	0	37	*	4	*	*
2014	17	7	6	9	3	32	10	5	2	6

2015 – Algebra I only

Table 48 - 4&7 Writing Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	14	6	5	10	5	24	16	4	3	5
2018	13	6	5	8	3	31	17	3	3	4
2017	12	5	5	8	*	21	10	4	4	6
2016	15	7	6	8		24	19	5	3	8
2015	9	4	3	6	*	18	*	2	*	3
2014	8	3	3	3	*	23	12	2	*	5

157

Table 49 - 5-EOC Science Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	25	12	10	22	8	42	24	8	5	7
2018	23	11	9	19	5	35	17	8	5	7
2017	19	10	8	16	7	30	18	6	2	3
2016	16	7	6	12	*	32	12	4	2	2
2015	14	6	4	10	2	30	14	3	*	2
2014	14	6	4	10	2	32	10	4	2	2

Table 50 - 8-EOC Social Studies Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	33	18	15	31	16	43	34	12	9	5
2018	31	15	13	25	7	45	31	9	5	4
2017	27	12	9	18	8	53	17	7	6	1
2016	22	10	7	16	5	43	*	5	2	*
2015	19	9	6	17	14	38	*	4	*	*
2014	15	6	3	12	*	50	*	3	2	*

Table 51 School Progress Academic Growth 2018 and beyond

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	56	50	56	55	57	75	*	57	46	57	56	55	54	49
	2018	63	60	57	59	64	79	89	*	58	58	54	59	63	58	59
Grade 4 Mathematics	2019	65	58	50	58	59	93	80	*	50	57	67	57	61	56	54
	2018	65	61	53	61	63	57	64	*	81	61	68	62	61	61	56
Grade 5 ELA/Reading	2019	81	78	79	78	77	100	82	80	82	73	74	78	77	78	83
	2018	80	77	70	78	75	*	83	93	71	74	72	77	77	77	79
Grade 5 Mathematics	2019	83	79	74	79	80	86	89	70	70	83	78	80	78	79	80
	2018	81	80	72	81	76	*	81	64	86	86	68	80	78	80	81
Grade 6 ELA/Reading	2019	42	30	35	30	32	69	29	20	31	31	22	30	32	28	30
	2018	47	33	26	34	34	40	39	43	25	25	23	34	33	31	37
Grade 6 Mathematics	2019	54	40	40	40	41	63	59	40	40	39	37	40	39	37	38
	2018	56	40	31	41	41	40	43	64	25	42	34	41	38	42	41
Grade 7 ELA/Reading	2019	77	72	73	71	75	*	100	81	83	63	71	72	72	72	70
	2018	76	67	63	67	64	*	83	80	79	59	77	67	64	64	70
Grade 7 Mathematics	2019	63	57	59	57	59	*	63	38	64	42	64	59	51	54	58
	2018	67	63	53	64	60	*	82	80	74	51	59	64	61	61	72
Grade 8 ELA/Reading	2019	77	76	76	75	78	*	86	100	89	65	69	76	76	76	76
	2018	79	79	81	79	78	100	58	*	81	77	94	79	77	78	78
Grade 8 Mathematics	2019	84	78	81	78	75	*	94	50	83	68	67	78	76	77	79
	2018	81	80	82	80	82	80	83	*	73	71	83	81	78	79	81
End of Course English II	2019	69	65	65	63	68	38	74	*	89	60	36	65	62	62	57
	2018	67	67	61	67	68	64	85	*	92	50	*	68	65	66	61
End of Course Algebra I	2019	75	51	41	51	51	40	76	67	76	28	48	51	54	47	49

159

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	72	53	41	52	57	67	75	*	71	28	42	53	52	49	48
All Grades Both Subjects	2019	69	61	59	61	62	71	76	61	65	55	59	62	61	60	60
	2018	69	63	57	63	63	61	73	72	70	58	59	64	62	62	64
All Grades ELA/Reading	2019	68	63	62	62	64	68	74	70	69	56	56	63	63	61	61
	2018	69	64	59	64	64	63	75	68	68	57	60	64	63	62	64
All Grades Mathematics	2019	70	60	57	60	61	75	78	52	61	55	62	61	60	58	59
	2018	70	63	55	63	63	60	72	76	72	58	59	63	61	62	63

Table 52- STAAR Progress Measure Percent at Expected or Accelerated Growth by Grade and Subject

	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
Grade 4 ELA/Reading																
At Expected or Accelerated level	2019	55%	49%	45%	50%	49%	57%	70%	*	52%	42%	52%	50%	49%	48%	43%
	2018	59%	56%	53%	55%	60%	71%	86%	*	54%	56%	48%	55%	59%	54%	56%
At Accelerated level	2019	20%	18%	14%	18%	17%	14%	45%	*	15%	9%	20%	18%	18%	17%	15%
	2018	22%	21%	20%	21%	22%	0%	7%	*	27%	22%	22%	20%	22%	20%	25%
Grade 4 Mathematics																
At Expected or Accelerated level	2019	59%	52%	46%	52%	53%	86%	75%	*	42%	54%	62%	51%	55%	50%	48%
	2018	59%	55%	48%	54%	56%	57%	64%	*	73%	59%	59%	55%	54%	55%	49%
At Accelerated level	2019	24%	18%	6%	17%	21%	29%	40%	*	23%	18%	22%	17%	21%	16%	15%
	2018	23%	20%	20%	19%	21%	14%	29%	*	38%	20%	27%	20%	18%	20%	17% ¹⁶¹
Grade 5 ELA/Reading																
At Expected or Accelerated level	2019	77%	74%	76%	74%	73%	100%	79%	80%	77%	72%	71%	74%	73%	75%	80%
	2018	76%	73%	68%	74%	70%	*	72%	86%	69%	73%	68%	73%	72%	73%	74%
At Accelerated level	2019	33%	30%	33%	30%	29%	29%	26%	20%	33%	21%	35%	30%	31%	31%	34%
	2018	33%	30%	22%	30%	29%	*	44%	29%	38%	20%	29%	29%	32%	28%	29%
Grade 5 Mathematics																
At Expected or Accelerated level	2019	79%	74%	70%	75%	75%	86%	84%	60%	63%	81%	73%	75%	73%	73%	77%
	2018	76%	74%	68%	76%	71%	*	67%	43%	83%	84%	60%	75%	73%	75%	77%
At Accelerated level	2019	35%	29%	26%	29%	28%	14%	32%	20%	20%	31%	27%	30%	25%	28%	30%
	2018	29%	26%	22%	27%	22%	*	33%	14%	31%	35%	25%	26%	26%	27%	27%
Grade 6 ELA/Reading																
At Expected or Accelerated level	2019	36%	24%	30%	24%	25%	63%	18%	20%	29%	28%	18%	24%	26%	23%	25%
	2018	41%	28%	23%	28%	28%	20%	29%	29%	21%	24%	20%	28%	27%	26%	31%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Accelerated level	2019	8%	3%	5%	3%	4%	13%	0%	0%	4%	5%	1%	3%	5%	3%	3%
	2018	10%	4%	1%	4%	5%	20%	0%	0%	7%	2%	2%	4%	6%	3%	6%
Grade 6 Mathematics																
At Expected or Accelerated level	2019	47%	33%	36%	33%	33%	50%	53%	20%	33%	36%	33%	33%	33%	31%	32%
	2018	48%	32%	24%	33%	32%	40%	43%	43%	14%	40%	26%	33%	30%	34%	32%
At Accelerated level	2019	9%	3%	5%	3%	3%	25%	18%	0%	0%	8%	1%	3%	4%	3%	3%
	2018	9%	3%	0%	3%	2%	0%	7%	0%	0%	6%	2%	2%	4%	3%	3%
Grade 7 ELA/Reading																
At Expected or Accelerated level	2019	73%	68%	70%	67%	71%	*	100%	75%	83%	62%	67%	68%	69%	68%	66%
	2018	72%	63%	58%	64%	59%	*	83%	80%	74%	57%	74%	64%	59%	60%	68%
At Accelerated level	2019	30%	26%	35%	25%	28%	*	58%	25%	50%	24%	28%	26%	25%	26%	22%
	2018	29%	23%	23%	23%	21%	*	39%	0%	32%	22%	26%	22%	24%	23%	25%
Grade 7 Mathematics																162
At Expected or Accelerated level	2019	55%	50%	54%	50%	52%	*	58%	25%	56%	40%	55%	51%	45%	48%	51%
	2018	61%	58%	48%	59%	55%	*	77%	60%	68%	49%	55%	59%	56%	56%	68%
At Accelerated level	2019	12%	6%	7%	7%	4%	*	33%	13%	11%	6%	6%	7%	6%	7%	7%
	2018	12%	10%	10%	11%	5%	*	9%	20%	21%	8%	9%	10%	10%	9%	16%
Grade 8 ELA/Reading																
At Expected or Accelerated level	2019	72%	71%	73%	70%	73%	*	84%	100%	83%	63%	67%	71%	71%	71%	71%
	2018	74%	74%	77%	73%	74%	100%	46%	*	78%	74%	88%	74%	71%	74%	73%
At Accelerated level	2019	26%	25%	25%	24%	26%	*	32%	20%	22%	18%	29%	25%	25%	25%	24%
	2018	25%	25%	25%	25%	26%	57%	8%	*	22%	26%	36%	25%	24%	25%	23%
Grade 8 Mathematics																
At Expected or Accelerated level	2019	80%	73%	78%	74%	70%	*	92%	40%	83%	67%	63%	74%	72%	73%	75%
	2018	76%	77%	79%	76%	78%	80%	83%	*	73%	70%	83%	77%	74%	75%	78%
At Accelerated level	2019	27%	12%	11%	11%	16%	*	28%	20%	17%	5%	9%	12%	11%	11%	12%

	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
	2018	15%	7%	5%	7%	8%	0%	0%	*	0%	9%	0%	7%	6%	6%	9%
End of Course English II																
At Expected or Accelerated level	2019	60%	56%	58%	55%	58%	38%	67%	*	78%	59%	14%	56%	53%	54%	54%
	2018	58%	59%	56%	59%	57%	43%	80%	*	85%	50%	*	59%	59%	61%	57%
At Accelerated level	2019	2%	1%	0%	0%	2%	0%	0%	*	0%	4%	0%	1%	0%	0%	0%
	2018	2%	1%	0%	1%	3%	0%	5%	*	8%	1%	*	1%	2%	1%	0%
End of Course Algebra I																
At Expected or Accelerated level	2019	67%	38%	25%	37%	38%	40%	74%	50%	71%	18%	41%	37%	41%	34%	34%
	2018	62%	36%	27%	36%	40%	56%	63%	*	58%	16%	25%	37%	36%	33%	30%
At Accelerated level	2019	39%	13%	8%	12%	13%	0%	47%	17%	19%	5%	9%	12%	16%	10%	13%
	2018	32%	10%	10%	9%	11%	0%	56%	*	17%	1%	0%	10%	10%	9%	8%
All Grades Both Subjects																
At Expected or Accelerated level	2019	63%	55%	55%	55%	56%	68%	71%	53%	59%	52%	55%	55%	55%	54%	54% ₁₆₃
	2018	63%	57%	53%	57%	57%	53%	67%	60%	65%	55%	53%	57%	56%	57%	57%
At Accelerated level	2019	21%	15%	15%	15%	16%	18%	27%	15%	18%	14%	18%	15%	16%	15%	15%
	2018	20%	15%	14%	15%	15%	11%	22%	9%	24%	15%	17%	15%	16%	16%	16%
All Grades ELA/Reading																
At Expected or Accelerated level	2019	62%	57%	58%	56%	58%	67%	69%	67%	64%	53%	52%	57%	57%	56%	57%
	2018	63%	59%	56%	59%	59%	52%	69%	61%	64%	56%	55%	59%	58%	58%	60%
At Accelerated level	2019	20%	18%	19%	17%	18%	19%	25%	20%	22%	14%	22%	17%	19%	18%	17%
	2018	20%	18%	16%	18%	18%	16%	20%	7%	25%	16%	21%	17%	20%	18%	19%
All Grades Mathematics																
At Expected or Accelerated level	2019	64%	53%	51%	53%	53%	69%	74%	40%	55%	51%	57%	54%	53%	52%	52%
	2018	63%	55%	49%	56%	55%	55%	66%	59%	66%	55%	52%	56%	54%	56%	55%
At Accelerated level	2019	22%	13%	10%	13%	14%	16%	29%	10%	15%	13%	14%	13%	14%	13%	13%
	2018	20%	13%	11%	13%	12%	6%	24%	10%	22%	15%	14%	13%	13%	13%	14%

Student Success Initiative – Percent Passing on First Administration

Table 53 - 5th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	78	64	62	74	52	84	70	58	20	56
2018	79	64	62	72	53	95	*	56	25	56
2017	72	57	55	66	45	71	84	51	17	51
2016	73	59	57	64	49	84	72	51	15	54
2015	75	59	58	69	49	78	59	53	13	55
2014	77	64	61	53	75	87	74	55	33	54

Table 54 - 5th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	83	73	73	78	61	89	63	69	37	70
2018	85	74	74	78	57	89	75	70	43	73
2017	81	70	69	76	60	82	74	66	27	64
2016	77	61	60	66	50	79	61	55	25	62
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	79	63	60	70	53	100	68	56	25	57

165

2015 – New Math TEKS / Bridge Study

Student Success Initiative – Percent Passing on First Administration

Table 55- 8th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	78	60	58	67	57	81	79	54	12	36
2018	79	61	58	69	56	92	75	53	17	25
2017	76	62	59	74	54	63	60	52	14	25
2016	80	65	62	76	55	89	85	57	10	28
2015	76	61	58	76	52	68	74	50	12	25
2014	83	72	69	82	57	100	82	63	31	30

Table 56 - 8th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	82	56	56	60	47	88	64	54	16	50
2018	80	51	50	54	45	83	50	47	13	38
2017	75	44	43	54	36	67	*	39	11	30
2016	71	47	45	57	35	89	67	42	5	26
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	80	65	64	71	54	95	71	60	25	37

166

Table 57 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020		38.2	35.3	44.8	39.2	68.8	47.5	28.4	19.1	19.4
2019	44.6	41.3	40.0	48.0	30.1	64.0	41.5	31.9	18.1	29.7
2018	43.4	37.4	35.2	44.5	42.1	63.1	50.0	28.4	20.4	18.6
2017	37.1	36.8	34.7	43.8	34.2	66.4	37.5	27.5	8.0	19.5
2016	35.9	37.2	34.4	45.4	30.3	72.8	43.5	26.9	11.2	20.9
2015	34.6	35.2	32.3	42.9	29.9	68	41.3	25.3	9.7	25.1
2014	33.1	28.0	24.2	37.6	24.2	52.2	34.1	19.8	7.1	16.4

Table 58 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	44.6	41.3	40	48	30.1	64	41.5	31.9	18.1	29.7
2018	43.4	37.4	35.2	44.5	42.1	63.1	50.0	28.4	20.4	18.6
2017	37.1	36.8	34.7	43.8	34.2	66.4	37.5	27.5	8.0	19.5
2016	35.9	37.2	34.4	45.4	30.3	72.8	43.5	26.9	11.2	20.9
2015	34.6	35.2	32.3	42.9	29.9	68	41.3	25.3	9.7	25.1
2014	33.1	28.0	24.2	37.6	24.2	52.2	34.1	19.8	7.1	16.4

Table 60 - SAT/ACT Results Tested

Year	State	District	H	W	AA	EcoDis
2019	75	93.4	91.1	98.6	100	90.9
2018	74.6	98.5	98.9	95	100	93.8
2017	73.5	100	100	100	95.7	100
2016	71.6	97.8	96.9	99.7	94.3	96.0
2015	68.3	45.2	39.7	56.3	54.9	35.0
2014	66.3	41.2	35.5	53.1	45.5	33.3
2013	63.8	41.5	34.8	51.7	54.5	30.9

Table 61 – SAT/ACT At/Above Criterion

Year	State	District	H	W	AA	EcoDis
2019	27.1	13.8	10.2	24.9	6.2	8.2
2018	28.3	14.0	10.7	22.6	2	6.7
2017	23.9	5.6	3.7	11.2	1.4	2.6
2016	22.5	6.4	3.1	14.4	6.0	2.6
2015	24.3	14.5	7.8	27.6	0	6.2
2014	25.1	16.0	10.7	25.1	5.0	8.9
2013	25.4	18.4	12.3	26.0	0	12.6

Table 62 – Average SAT Score

Year	State	District	H	W	AA	EcoDis
2019	1027	906	886	963	863	873
2018	1036	903	885	952	862	871
2017	1375	1190	1141	1307	1137	1115
2016	1394	1340	1280	1452	1179	1228
2015	1417	1365	1316	1440	1298	1294
2014	1412	1392	1347	1466	1184	1334

Table 64 - Average ACT Score

Year	State	District	H	W	AA	EcoDis
2019	20.6	20.5	19.6	22.3	16.7	19.4
2018	20.6	20.3	19.7	20.3	*	19.2
2017	20.3	21.2	21.3	21.6	16.5	19.5
2016	20.3	18.8	17.0	21.4	16.7	17.0
2015	20.6	19.6	18.2	21.1	15.6	16.5
2014	20.6	20.3	17.0	21.9	16.0	18.0
2013	20.6	20.7	19.6	21.4	*	20.3

169

Table 65 - PSAT Scores – Mean Score Above 800

Year	11 th Graders	10 th Graders	9 th Graders	8 th Graders
2020	886	825	no data	722
2019	868	804	No data	did not test any
2018	865	816		722
2017	870	830		734
2016	NA	840		No Data
2015	40	36		3
2014	40	37		No Data
2013	37	40		No Data

Table 66 - PSAT Scores – National Merit Selection Index Above 180 for Juniors, 160 for Sophomores, and 150 for 9th and 8th

Year	11 th Graders	10 th Graders
19-20	45	58
18-19	32	76
17-18	13	14
16-17	16	14
15-16	16	19
14-15	15	13
13-14	14	3
12-13	9	7

Table 67 - Dual Credit Students by Grade level

Summer	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	151	188	199	218	258
Students in 10th grade	205	219	232	235	317
Students in 11th grade	433	363	468	562	564
Students in 12th grade	459	458	420	529	596
Total Students	1,248	1,228	1,319	1,544	1,735

170

Table 68 - Graduates in TX IHE Completing One Year without Remediation Source: Higher Education Coordinating Board Report

Year	State	District
2019		
2018	60.7	37.6
2017	54.6	54.6
2016	54.7	54.9
2015	55.6	51.1
2014	70.5	60.9
2013	70.8	73.1

Table 69 - IB Passing rate Diploma students

	2015	2016	2017	2018	2019
Number Tested	71	86	67	56	51
Diploma Candidates	16	18	28	20	22
Seniors					

	2015	2016	2017	2018	2019
Seniors Received IB Diploma	10	8	18	4	9

Table 69a - IB Enrollment by grade level

	2014	2015	2016	2017	2018	2019	2020
12 th Grade	11	16	18	28	20	23	
11 th Grade	20	28	32	38	36	29	
10 th Grade	48	49	50	33	31	32	
9th Grade	n/a	n/a	36	37	43	31	

Table 70 - Percent of 3rd Graders Reading on Grade Level at End of Year

Year	%
2021 (EOY MAP)	
2020	63%
2019	65%
2018	60%
2017	59%
2016	59%
2015	No data
2014	No data

171

*measured by Istation

Table 71

TSIA / College Ready ELAR	State	ECISD
2019	49.9%	60.7%
2018	32.1%	25.4 %
2017	53.2%	45.9%
2016	22.6%	17.5%
2015	74.5%	74%

Table 72

TSIA / College Ready Math	State	ECISD
2019	48.6%	24.3%
2018	23.7%	14.8%
2017	42.0%	25.9%
2016	18.1%	14.8%
2015	7.1%	4.6%

Table 74

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
College, Career, and Military Ready Graduates (Student Achievement)								
College, Career, and Military Ready (Annual Graduates)								
2018-19	72.9%	61.7%	58.0%	46.2%	57.1%	61.5%	31.3%	75.0%
2017-18	65.5%	57.3%	55.7%	39.2%	53.7%	62.7%	40.9%	90.0%
College, Career, or Military Ready (Annual Graduates), without CTE - new								
2018-19	63.7%	52.1%	49.3%	41.5%	47.2%	55.6%	25.0%	73.1%
2017-18	58.2%	48.8%	48.0%	29.4%	45.8%	55.7%	36.4%	88.0%
Only College Ready (Annual Graduates)								
2018-19	21.1%	21.6%	22.1%	18.5%	19.0%	31.2%	0.0%	53.8%
2017-18	28.3%	23.8%	22.7%	9.8%	20.2%	30.0%	9.1%	68.0%
Only Career/Military Ready (Annual Graduates)								
2018-19	19.9%	17.6%	17.0%	16.9%	18.1%	14.2%	6.3%	1.9%
2017-18	15.5%	16.4%	16.4%	13.7%	16.6%	17.5%	4.5%	6.0%
College Ready and Career/Military Ready (Annual Graduates) 173								
2018-19	31.9%	22.5%	18.9%	10.8%	20.1%	16.0%	25.0%	19.2%
2017-18	21.6%	17.1%	16.6%	15.7%	16.9%	15.2%	27.3%	16.0%
College Ready Graduates								
College Ready (Annual Graduates)								
2018-19	53.0%	44.1%	41.0%	29.2%	39.1%	47.3%	25.0%	73.1%
2017-18	50.0%	40.9%	39.2%	25.5%	37.1%	45.2%	36.4%	84.0%
TSI Criteria Graduates (Annual Graduates)								
English Language Arts 2018-19	60.7%	50.4%	49.9%	38.5%	44.9%	65.9%	75.0%	80.8%
2017-18	58.2%	47.0%	49.0%	41.2%	44.4%	61.3%	45.5%	92.0%
Mathematics 2018-19	48.6%	33.0%	24.3%	21.5%	20.7%	34.1%	12.5%	65.4%
2017-18	46.0%	31.4%	26.5%	15.7%	23.6%	34.1%	9.1%	76.0%
Both Subjects 2018-19	44.2%	30.3%	22.7%	18.5%	18.8%	33.8%	12.5%	65.4%
2017-18	42.1%	28.7%	23.6%	11.8%	20.4%	31.9%	9.1%	76.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)								
Any Subject 2018-19	21.1%	7.8%	11.2%	0.0%	12.3%	9.5%	0.0%	23.1%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
2017-18	20.4%	7.7%	10.0%	2.0%	10.9%	6.5%	0.0%	44.0%
Associate's Degree								
Associate's Degree (Annual Graduates)								
2018-19	1.9%	2.7%	3.0%	7.7%	2.0%	4.0%	0.0%	23.1%
2017-18	1.4%	1.4%	1.0%	0.0%	1.0%	1.2%	0.0%	4.0%
Associate's Degree but not Career/Military Ready (Annual Graduates)								
2018-19	0.9%	2.3%	2.5%	7.7%	1.5%	3.4%	0.0%	23.1%
2017-18	0.9%	1.2%	0.8%	0.0%	0.8%	0.9%	0.0%	0.0%
Associate's Degree and Career/Military Ready (Annual Graduates)								
2018-19	1.0%	0.4%	0.5%	0.0%	0.5%	0.6%	0.0%	0.0%
2017-18	0.5%	0.2%	0.3%	0.0%	0.2%	0.3%	0.0%	4.0%
Dual Course Credits (Annual Graduates)								
Any Subject 2018-19	23.1%	29.3%	26.4%	26.2%	23.4%	35.2%	25.0%	38.5%
2017-18	20.7%	28.8%	25.2%	15.7%	23.1%	31.6%	27.3%	52.0%
OnRamps Course Credits (Annual Graduates)								
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dual Course Credits or OnRamps Course Credits (Annual Graduates) - new								
2018-19	23.7%	29.3%	26.4%	26.2%	23.4%	35.2%	25.0%	38.5%
2017-18	21.1%	28.8%	25.2%	15.7%	23.1%	31.6%	27.3%	52.0%
Career/Military Ready Graduates								
Career or Military Ready (Annual Graduates)								
2018-19	40.4%	32.3%	31.1%	27.7%	32.8%	26.8%	18.8%	13.5%
2017-18	28.7%	27.4%	28.5%	25.5%	29.1%	28.2%	27.3%	16.0%
Approved Industry-Based Certification (Annual Graduates)								
2018-19	10.7%	2.6%	0.7%	1.5%	0.8%	0.0%	0.0%	0.0%
2017-18	4.8%	4.4%	7.6%	5.9%	8.5%	5.9%	9.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)								
2018-19	0.6%	3.6%	6.6%	10.8%	6.6%	6.0%	0.0%	3.8%
2017-18	0.6%	2.3%	4.4%	7.8%	4.5%	4.0%	0.0%	4.0%
Graduates with Industry-based Certification or Level I or Level II Certificate (Annual Graduates) - new								
2018-19	11.1%	6.1%	7.3%	12.3%	7.5%	6.0%	0.0%	3.8%
2017-18	5.2%	6.2%	11.0%	7.8%	12.3%	8.0%	9.1%	4.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)								
2018-19	2.3%	1.9%	1.3%	1.5%	1.5%	0.9%	0.0%	0.0%
2017-18	1.7%	1.3%	1.2%	2.0%	1.0%	1.9%	0.0%	0.0%

174

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)								
2018-19	55.6%	44.6%	38.0%	21.5%	42.6%	27.2%	37.5%	23.1%
2017-18	38.7%	36.3%	34.7%	37.3%	36.2%	31.0%	27.3%	20.0%
U.S. Armed Forces Enlistment (Annual Graduates)								
2018-19	5.0%	5.3%	7.6%	6.2%	7.1%	9.2%	0.0%	0.0%
2017-18	4.3%	3.8%	2.3%	0.0%	2.1%	3.1%	0.0%	4.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)								
2018-19	2.7%	2.9%	3.7%	4.6%	3.7%	4.0%	0.0%	0.0%
2017-18	2.6%	2.2%	2.7%	2.0%	2.2%	4.6%	9.1%	0.0%

Table 75

ECISD AP SCHOLARS Calculated from College Board Data							
	Number of scholars	% of AP Scholar Students enrolled in 12th grade	% of Ap Scholar Students enrolled in 11th grade	% of AP Scholar Award with Distinction	% of AP Scholar Award with Honor	District Average Passing Score on AP Exams	Total number of Ap Exams Taken
2020	27	63	37	7.4	14.8	34%	838
2019	32			3.1	15.6	17%	1779
2018	18			5.6	22.2	16%	1881

175

Table 76

IGC Graduates						
	Cohort					
IGC Yr	2017	2018	2019	2020	2021	Grand Total
2018	2	23	2			27
2019	2	4	35	3		44
2020	3	1	32	124	4	164
2021						
Grand Total	7	28	69	127	4	235

Table 77

Class of	Class Number	District % Graduated	State % Graduated
2020			
2019	1691	83.3	90
2018	1455	83.7	90
2017	1524	81.6	89.7
2016	1715	84	89.1

Table 78 - FAFSA Completion Rates

Year	%
2020	46
2019	35
2018	33

Student Learning Strengths

1. ECISD student performance at the Approaches standard is at or above state average in several areas.
2. English Learner performance reading and math demonstrated steady gains from 2017 to 2018.
3. 5th grade Reading and Math student growth improved from 2017 to 2018.
4. Asian population out-scoring in all areas.
5. ECISD is closing the gap with the state average in Biology EOC. (approaches standard)
6. English Learner English EOC improved from 16 to 42.
7. English Learner Alg 1 EOC improved from 49 to 63.
8. English Learner Bio EOC improved from 59 to 72.
9. English Learner student performance in US Hist EOC improved from 52 to 68.
10. PBMAS 3-8 Math EL, Reading EL, Sci EL, Writing EL showed improvement from 2017 to 2018.
11. CTE Science and SS EOC PBMAS indicators showed improvement from 2017 to 2018.
12. CTE Drop-Out/Grad Rate indicators improved from 2017 to 2018.
13. CTE Economic Disadvantaged Science and SS indicators improved from 2017 to 2018.
14. ESSA Science and SS EOC improved from 2017 to 2018.
15. Migrant Science/Reading improved from 2017 to 2018.
16. SPED year after exit Math/Science improved from 2017 to 2018.
17. SPED in Gen Ed 80% of time improved from 2017 to 2018.
18. ECISD ACT scores were above state average, 21.2 compared to 20.3.

176

Table 66 - PSAT Scores – National Merit Selection Index Above 180 for Juniors, 160 for Sophomores, and 150 for 9th and 8th

Year	11 th Graders	10 th Graders
2019	32	76
2018	13	14

Increase in number of National Merit Scholars in 2019.

Table 67 - Dual Credit Students by Grade level

	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	151	188	199	218	258
Students in 10th grade	205	219	232	235	317
Students in 11th grade	433	363	468	562	564
Students in 12th grade	459	458	420	529	596
Total Students	1,248	1,228	1,319	1,544	1,735

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2 (Prioritized): 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 3 (Prioritized): 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4 (Prioritized): The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5 (Prioritized): 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6 (Prioritized): 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7 (Prioritized): STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8 (Prioritized): Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 9 (Prioritized): Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10 (Prioritized): Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment. **Root Cause:** A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 11: 6.5% of annual graduates are completing post secondary certification or degree within 6 years of high school graduation. **Root Cause:** Lack of systems and processes at the district level to track and support students to and through post secondary completion.

District Processes & Programs

District Processes & Programs Summary

For many years, the Ector County ISD Police Department has been working on building safety plans, tactical plans and implementing response plans with all community members within Ector County ISD (ECISD).

The advanced Law Enforcement Rapid Response Training (ALERRT) Center at Texas State University was created in 2002 as a partnership between Texas State University, the San Marcos, Texas Police Department and the Hays County, Texas Sheriff's Office, to address the need for active shooter response training for first responders. In 2013, ALERRT at Texas State was named the National Standard in Active Shooter Response Training by the FBI.

To better prepare its personnel and the community it serves, the Ector County ISD Police Department leaders adopted the ALERRT template within its organization. The result of the initiative is that all personnel within the department are trained in Advanced Law Enforcement Rapid Response Training.

179

In support of inter-local agency cooperative efforts, the Ector County ISD Police Department has also sponsored and hosted ALERRT trainings at its facilities with local area wide law enforcement entities to include, the Odessa Police Department, Ector Sheriff's Office, Ector County Hospital District Police Department and the Texas Department of Public Safety to name a few.

Adopting the ALERRT training initiative into the Ector County ISD Police Department's plans has been formatively designed to promote and enhance a cooperative response effort of all first responder organizations. The efforts are designed to promote better, more timely responses to any hazardous situation that may occur.

The Ector County ISD Police Department has acquired a certified weapons and ammunition detection K9 within its ranks. The K9 unit has the ability to detect the scent of weapons and ammunition establishing the needed probable cause to search.

District Processes & Programs Strengths

Adopting the ALERRT training initiative into the Ector County ISD Police Department's plans has been formatively designed to promote and enhance a cooperative response effort of all first responder organizations. The efforts are designed to promote better, more timely responses to any hazardous situation that may occur.

The Ector County ISD Police Department leaders researched and adopted into its Emergency Operations Plan, for all employees of the district, a Standard Response Plan (SRP) adopted from the "I Love U Guys Foundation". This plan standardizes the language and emergency responses by classroom teachers and employees of the district. The Ector County ISD Police Department has begun the SRP training for all personnel in the district. The SRP plan is designed to enhance the security of all school personnel as they are awaiting first responders.

The response in the Ector County ISD's SRP plan that will most likely draw a reaction from all first responders is the Lock Down response. A Lock down is called when there is a danger to the students and faculty of those in the building such as an active shooter. The school would announce a standard announcement followed by locking and securing classroom doors and rooms, turning out lights and placing students in corners of the room away from the doors.

The response portion of the Ector County ISD Emergency Operations Plan, is recognized and incorporated into the ALERRT training for all first responders so that officers may understand and recognize the safety procedures that they may encounter during times that a Lock Down is called.

The Ector County ISD Police Department has also recently secured funding for additional door stop barricades from the company, Bearcade, through Title 4 funding. Currently all classrooms that have the structural capability have had the door stops installed. The 180 department is in the process of securing the additional door stops with the goal of securing additional funding to complete install of all doors that are structurally capable. The door stops will be utilized during times that a Lock-Down is called by any school and has been adopted as a safety enhancement.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks. **Root Cause:** Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 2 (Prioritized): Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Problem Statement 3 (Prioritized): Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies. **Root Cause:** Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 4 (Prioritized): A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners. **Root Cause:** Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Problem Statement 5 (Prioritized): The majority of student records are currently stored in paper form. **Root Cause:** iTCCS software is being migrated to Ascender for the 2021 school year at that time we can implement an electronic record retention software.

Problem Statement 6 (Prioritized): 40% of ECISD students lack internet connectivity at home. **Root Cause:** Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.

Problem Statement 7 (Prioritized): District data is not readily available to district administrators. **Root Cause:** District has multiple platforms that house data.

Problem Statement 8 (Prioritized): Instructional staff lack the ability to learn anywhere anytime. **Root Cause:** Not all instructional staff have a laptop.

Problem Statement 9 (Prioritized): 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing. **Root Cause:** Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 10: District will **Root Cause:** iTCCS is end of life and will no longer be supported after 2020.

Perceptions

Perceptions Summary

Prior to spring 2019, the community perceived a lack of transparency and communication, however, much progress has been made on this front since the start of the 2019-20 school year. Through the crises of the local mass shooting and the COVID-19 pandemic, ECISD is now viewed as a leader and an innovator; not only locally but from a regional, state and national perspective, too. A comprehensive strategic plan is now in place with more than 20 projects well underway. The plan has been communicated to internal and external audiences repeatedly and appears to be clearly understood by the community. Partnerships and collaboration are being developed on a regular basis, from a variety of companies and organizations. The district has reorganized and will continue to do so to be more adaptable and responsive to the needs of today and planning for the future.

Performance of middle schools is still poor, however multiple steps are being taken to rectify the situation.

Systemic Customer Service practices are still needed.

See Panorama data in addendum

182

Perceptions Strengths

The Strategic Plan has been rolled out internally through Superintendent's "Getting Connected" and "Staying Connected" visits with campuses and departments; as well as through community meetings, newsletters, social media stories and traditional media coverage. ECISD Live, a regular information broadcast, has drawn tens of thousands of views since its inception during the pandemic.

Partnerships are in place with many local businesses plus organizations like the Education Partnership of the Permian Basin, Education Foundation of Odessa, Permian Strategic Partnership, Odessa College, University of Texas Permian Basin, Public Impact, Chiefs for Change, and SpaceX to name a few.

Work on middle schools includes a blended learning grant (Teach to One) for math instruction at Wilson & Young MS; a new charter

partner coming online at Ector MS; and complete redesign work to transform the culture and achievement at Bonham MS and Bowie MS.

Panorama Data is in addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.

Problem Statement 2 (Prioritized): Systemic positive customer service communication practices and solutions focused approaches need to improve. **Root Cause:** Lack of consistent and ongoing training and expectations; Office turnover

Priority Problem Statements

Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018.

Root Cause 1: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%.

Root Cause 2: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018.

Root Cause 3: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled.

Root Cause 4: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018.

Root Cause 5: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018.

Root Cause 6: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018.

Root Cause 7: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 43% of our teachers have 5 years or less experience.

Root Cause 8: Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Student retention rates are above state average in grades 2,5-7 in 2020.

Root Cause 9: Process for determining retention criteria needs to be established

Problem Statement 9 Areas: Demographics

185

Problem Statement 10: District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019.

Root Cause 10: Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Problem Statement 10 Areas: Demographics

Problem Statement 11: The middle schools are under performing.

Root Cause 11: The middle school concept has not been consistently implemented.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Social and emotional structures, practices and strategies are inconsistently implemented across the district.

Root Cause 12: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.

Root Cause 13: Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies.

Root Cause 14: Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 26: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment.

Root Cause 26: The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 26 Areas: Student Learning

Problem Statement 27: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment.

Root Cause 27: The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 27 Areas: Student Learning

Problem Statement 28: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment.

Root Cause 28: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 28 Areas: Student Learning

186

Problem Statement 29: For every principal vacancy, ECISD has less than five viable candidates.

Root Cause 29: ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Problem Statement 29 Areas: Demographics

Problem Statement 30: A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners.

Root Cause 30: Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Problem Statement 30 Areas: District Processes & Programs

Problem Statement 31: Systemic positive customer service communication practices and solutions focused approaches need to improve.

Root Cause 31: Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 31 Areas: Perceptions

Problem Statement 32: Expulsion rate without services increased from 50 (2019)-69 (2020).

Root Cause 32: In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.

Problem Statement 32 Areas: Demographics

Problem Statement 33: The majority of student records are currently stored in paper form.

Root Cause 33: iTCCS software is being migrated to Ascender for the 2021 school year at that time we can implement an electronic record retention software.

Problem Statement 33 Areas: District Processes & Programs

Problem Statement 34: 40% of ECISD students lack internet connectivity at home.

Root Cause 34: Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.

Problem Statement 34 Areas: District Processes & Programs

Problem Statement 35: District data is not readily available to district administrators.

Root Cause 35: District has multiple platforms that house data.

Problem Statement 35 Areas: District Processes & Programs

Problem Statement 36: Instructional staff lack the ability to learn anywhere anytime.

Root Cause 36: Not all instructional staff have a laptop.

Problem Statement 36 Areas: District Processes & Programs

187

Problem Statement 37: 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing.

Root Cause 37: Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 37 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

188

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records





- Tobacco, alcohol, and other drug-use data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish home internet connectivity for students.</p> <p>Strategy's Expected Result/Impact: Increased student access to the internet from home to access digital curriculum and resources.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Problem Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Jan	Mar	May
				190
Strategy 2 Details	Reviews			
<p>Strategy 2: Standardize classroom instructional technology to include 1:1 staff mobile devices.</p> <p>Strategy's Expected Result/Impact: Provide digital mobility to staff by deploying all instructional staff mobile devices and work station peripherals such as monitor, keyboard, mouse and docking station.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Problem Statements: District Processes & Programs 8</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a cyber-security plan, train all staff on processes and requirements. Establish procedures and processes to educate district staff on student data privacy and cyber-security staff and student responsibility according to Trusted Learning Environment Framework.</p> <p>Strategy's Expected Result/Impact: Reduction of data breach risk and damage to district digital resources. Increased security of student data.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: District Processes & Programs 9</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 6: 40% of ECISD students lack internet connectivity at home. Root Cause: Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.</p>
<p>Problem Statement 8: Instructional staff lack the ability to learn anywhere anytime. Root Cause: Not all instructional staff have a laptop. 191</p>
<p>Problem Statement 9: 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing. Root Cause: Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.





Strategy 1 Details	Reviews			
<p>Strategy 1: Establish an operational data store and data warehouse to support data visualization tools to ensure EdFi data standards conformity.</p> <p>Strategy's Expected Result/Impact: Increased confidence in district data resources.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems</p> <p>Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 7</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Replace iTCCS with Ascender - Student Information System and develop student record retention processes.</p> <p>Strategy's Expected Result/Impact: Transition to new Student Information System platform and move physical student records to an online system.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology</p> <p>Problem Statements: District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				192
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

District Processes & Programs
<p>Problem Statement 5: The majority of student records are currently stored in paper form. Root Cause: iTCCS software is being migrated to Ascender for the 2021 school year at that time we can implement an electronic record retention software.</p>
<p>Problem Statement 7: District data is not readily available to district administrators. Root Cause: District has multiple platforms that house data.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: ECISD will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.





Strategy 1 Details	Reviews			
<p>Strategy 1: Establish up to date design standards for buildings that align with current teaching standards.</p> <p>Strategy's Expected Result/Impact: Design Building standards that are up to date with current teaching practices will ensure teaching and learning is functioning at a high level.</p> <p>Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage with all stakeholders and outside experts to work collaboratively in the design and/or redesign of our learning environments. This will also include the development of a Long Range Facility Plan that will help guide the district in future decisions regarding facilities,</p> <p>Strategy's Expected Result/Impact: Update the Districts facilities to support the programs-practices and provide a plan for the future facility needs of the District. Provide equity in building designs across the District.</p> <p>Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Facility Review and Bond Committee input on Community needs/direction for the future of the District - Bond Funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				193
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment. Strategy's Expected Result/Impact: Proper maintenance of Fine Arts instruments and equipment will increase equipment life and reduce replacement costs. Staff Responsible for Monitoring: Director of Fine Arts Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD athletics will improve the inventory system to account for and secure all athletic equipment. Strategy's Expected Result/Impact: Accounting for all equipment will increase efficiency and allow for funds to be maximized. Staff Responsible for Monitoring: Executive Director for Athletics, Asst. Athletic Directors Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Wi-Fi connectivity on all activity buses. Strategy's Expected Result/Impact: Providing Wi-Fi to students on activity buses will provide them with internet connectivity therefore increasing their learning opportunities. This will be the first phase of Wi-Fi implementation on some buses. Phase two will include buses with far reaching routes. Staff Responsible for Monitoring: Chief Operations Officer/Exec. Dir. Operations/Director of Transportation/Technology Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Athletics will monitor students attendance and grades throughout the school year. Strategy's Expected Result/Impact: Improve attendance and academic grade percentages each six weeks. Staff Responsible for Monitoring: Athletic Directors-Athletic Department Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: PE/Health department will utilize new fitness gram technology IHT to monitor student's fitness and the input of fitness gram data on 43 campuses in ECISD to TEA.</p> <p>Strategy's Expected Result/Impact: Any student receiving PE credit in ECISD 3rd- 12th grade will have fitness gram data summited to TEA .</p> <p>Staff Responsible for Monitoring: PE/Health Department will have access to monitor coaches and teachers fitness gram data.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) Adaptive Technology Online Literacy Libraries Math Teach to One Eduphoria Brainchild Odysseyware Imagine learning</p> <p>Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Platform.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Executive Directors of Leadership, Executive Directors of Instruction and Literacy, Content Coordinators, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 4</p> <p>Funding Sources: Supplemental technology, software, instructional platforms that remediate, engage and elevate student learning to close achieve gaps suffered by educationally disadvantaged students. - State Comp Ed - pic 24, 28, 30, 34 - \$2,500,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				196

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p> <p>Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Student Learning

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student growth to 54% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability and Assessment, Content Coordinators, C&I Specialists, Executive Director of C&I AVID Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 4, 9 - District Processes & Programs 2</p> <p>Funding Sources: Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students - State Comp Ed - \$2,500,000, EL supplemental support materials for EL instruction - State Comp Ed - \$225,000, Professional & paraprofessional EL staff to support campuses EL regular year and summer programs - State Comp Ed - \$550,000, Curriculum implementation - Local, Supplemental curriculum and AVID Program support for At Risk students - State Comp Ed - \$1,000,000, Curriculum implementation, Curriculum Specialist - Title One School-wide, Tutoring, Extended learning year, Supplemental technology & software to meet remediation needs of at risk students - State Comp Ed - \$2,650,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	198			
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will expand the elementary Fine Arts curriculum for grades 3-5 by incorporating UIL Music Memory to increase the amount and quality of learning and to provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Increase program offerings at 10% of elementary campuses to include UIL Music Memory.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts, Fine Arts Elementary Specialist</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.





District Processes & Programs

Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess SEL needs and readiness to implement Social-Emotional-Cultural framework.</p> <p>Strategy's Expected Result/Impact: Needs Assessment will identify areas of current strength and weaknesses regarding processes, systems, and behaviors that impact our readiness to implement a Social-Emotional-Cultural framework.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability Executive Director of Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local, - Title IV</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will develop a plan for systemic SEL implementation including the role SEL plays in ECISD achieving its priorities and goals.</p> <p>Strategy's Expected Result/Impact: All ECISD staff will have a common, districtwide understanding and belief system concerning social emotional learning.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: ECISD will develop a SEL communication plan that highlights the importance of SEL for all students, parents, staff, and community members to include internal and external stakeholder groups.</p> <p>Strategy's Expected Result/Impact: All internal and external groups will understand the impact of SEL and will be critical partners who understand the importance of implementing social- emotional-cultural learning.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: ECISD PreK-12 SEL Framework and standards will be aligned with and integrated into curriculum and instruction.</p> <p>Strategy's Expected Result/Impact: SEL implicit and explicit instruction will be present in the classrooms, and will utilize SEL instruction.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, Curriculum Directors & Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local, - Title IV</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Systems and structures will be developed to review disaggregated discipline data regularly, and to use data to address root causes of behavior.</p> <p>Strategy's Expected Result/Impact: ECISD discipline practices and policies will have evidence of alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that addresses the root causes of student behavior.</p> <p>Staff Responsible for Monitoring: Executive Director of Guidance and Counseling/Coordinator of SEL</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				201

Performance Objective 7 Problem Statements:





District Processes & Programs
<p>Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. Root Cause: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults in our organization that creates systemic change where SEL can thrive.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will provide professional learning about SEL research and practice to central office leaders and staff from all departments and campuses, including foundational professional learning for all new staff.</p> <p>Strategy's Expected Result/Impact: 80% of staff will be trained in SEL research and practice.</p> <p>Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: A SEL professional learning plan will be implemented.</p> <p>Strategy's Expected Result/Impact: SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with Talent Development office.</p> <p>Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
				202
Strategy 3 Details	Reviews			
<p>Strategy 3: All ECISD staff will engage in ongoing SEL professional learning.</p> <p>Strategy's Expected Result/Impact: All staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students.</p> <p>Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Data will be continuously collected and evaluated regarding staff perception of work climate and use for continuous improvement of SEL implementation.</p> <p>Strategy's Expected Result/Impact: 95% participation in Panorama surveys. Data reports will be distributed at least twice a year to campuses for progress monitoring of SEL implementation and plans for improvement.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, SEL Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 8 Problem Statements:

District Processes & Programs
<p>Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. Root Cause: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1 Details	Reviews			
<p>Strategy 1: Pregnancy/Parenting services will be provided to ensure that barriers due to parenthood are removed and 85% of the students in the program are on track to graduate with their cohort.</p> <p>Strategy's Expected Result/Impact: Provided services include counseling, home-bound services, tutoring, and other services needed to ensure students' graduation. 85% of students will be on track to graduate with cohort.</p> <p>Staff Responsible for Monitoring: TPRS Coordinator TPRS Department</p> <p>Title I Schoolwide Elements: 2.5 - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 3, 5, 6, 7 - Perceptions 1</p> <p>Funding Sources: TPRS/TRAC - State Comp Ed - \$490,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will support at-risk students within electives to access rigorous courses, provide weekly content tutorials, and college and career experiences.</p> <p>Strategy's Expected Result/Impact: 95% of AVID students will meet CCMR expectations and will be accepted into post-secondary choice.</p> <p>Staff Responsible for Monitoring: AVID Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Equity Plan</p> <p>Problem Statements: Student Learning 2, 3, 5, 6, 7, 8, 10 - District Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: staff, contract and materials - State Comp Ed - \$750,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				204
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

Student Learning
<p>Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>
<p>Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment. **Root Cause:** A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low income households.

District Processes & Programs

Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Perceptions

Problem Statement 1: The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.





Performance Objective 10: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
<p>Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff, students, and parents. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. Required child abuse awareness posters for students will be displayed on all campuses, at student eye level. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Child prevention program.</p> <p>Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse. Staff Responsible for Monitoring: Guidance and Counseling, ECISD police Dept, Talent Development Title I Schoolwide Elements: 2.4 Problem Statements: District Processes & Programs 2 Funding Sources: - Local, - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by Professional School Counselors and SAS Counselors. Students will receive suicide prevention training through the Professional School Counselors and SAS Counselors. Counselors will collaborate with ECISD police as needed. All School and SAS counselors will be trained yearly in ECISD crisis response procedures.</p> <p>Strategy's Expected Result/Impact: 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students. Staff Responsible for Monitoring: Guidance and Counseling Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local, - State Comp Ed</p>	Formative			206
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Conflict resolution and violence prevention programs will be offered. ECISD police officers will be trained in conflict resolution and de-escalation techniques and will address violence through municipal court and teen court programs. All school and SAS counselors will be trained yearly in conflict resolution methods.</p> <p>Strategy's Expected Result/Impact: 100% of counselors and police officers will be trained in conflict resolution methods.</p> <p>Staff Responsible for Monitoring: Chief of Police, Guidance and Counselors</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local, - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Programs that address harassment and dating violence will be offered to students. ECISD Police Officers will be trained in current law and investigation tactics (including social media investigations) concerning dating violence.</p> <p>Strategy's Expected Result/Impact: Students in all grades will be provided age appropriate lessons concerning harassment and dating violence. Human Growth and Development will also embed healthy relationship training. Training records will be maintained to ensure populations served.</p> <p>Staff Responsible for Monitoring: Police Chief, Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
				207
Strategy 5 Details	Reviews			
<p>Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity in PK-12 to include, child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, child abuse, violence prevention, mental health warning signs, bullying, self efficacy, decision making, and other social-emotional topics.</p> <p>Strategy's Expected Result/Impact: Monthly reports will indicate alignment with program expectations.</p> <p>Staff Responsible for Monitoring: Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement.</p> <p>Staff Responsible for Monitoring: Guidance and counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Mental health awareness training will be presented by SAS Counselors and Professional School Counselors to all administrators, counselors, and campus staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency.</p> <p>Strategy's Expected Result/Impact: Staff will be better able to respond to students' needs in a trauma-informed approach.</p> <p>Staff Responsible for Monitoring: Executive Director of Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: - State Comp Ed, - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			208
<p>Strategy 8: First Responders will improve communication, coordinate services between agencies, establish and enhance safety mechanisms for students, staff, and faculty in their response to a critical incident. All SAS and school counselors will be trained in Critical Incident Stress Management. Training will also be offered to counselors in Psychological First Aid.</p> <p>Strategy's Expected Result/Impact: Critical Incident impact will be reduced due to timely communication and prevention measures trained and implemented prior to the incident.</p> <p>Staff Responsible for Monitoring: Police Dept, Nursing, Counseling</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: District Processes & Programs 2, 3</p> <p>Funding Sources: - Local, - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: ECISD will plan and implement effective year-long strategies to help students prepare and actively transition to new campuses within ECISD.</p> <p>Strategy's Expected Result/Impact: By the end of 2022, 61% of students will respond favorably to the fact that "adults and peers in the school care about their learning as well as about them as individuals" as measured by the EOY 20222 Panorama student survey.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Resources needed for transportation and supplies and materials. - Local - \$20,000, Transition counselor at DAEP - Title One D, Subpart 2, Delinquency Services - \$75,000, DAEP support - State Comp Ed - \$850,000</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 10 Problem Statements:

District Processes & Programs
<p>Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. Root Cause: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.</p> <p>Problem Statement 3: Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies. Root Cause: Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Evaluation Data Sources: Program evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will identify best practices in order to develop next practices and innovations. Test new ideas vigorously using experimental and quasi-experimental studies to test the effectiveness of promising innovations aligned to district needs.</p> <p>Strategy's Expected Result/Impact: Identify most recent research aligned to a district need or goal. Evidence of research would be shared and analyzed to improve practices and learner outcomes. Duplication of efforts will also be identified to allow efficient practices.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for program evaluation in ECISD.</p> <p>Strategy's Expected Result/Impact: Develop evidence based practice guidelines based on solid research that the education field is expected to follow. Increase the impact of successfully tested educational innovations to benefit more students and to foster policy and program development on a lasting basis.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Locally generated program evaluations for currently implemented programs aligned to the Strategic Plan. Locally generated evidence of program effectiveness and feasibility obtained through pilot, demonstration or experimental projects or through initial introduction in a limited number of local sites.</p> <p>Strategy's Expected Result/Impact: Local, federal and state program implementation will be evaluated by the research and evaluation department on a rotational and annual basis.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 11 Problem Statements:





District Processes & Programs

Problem Statement 4: A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners. **Root Cause:** Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.





Evaluation Data Sources: Superintendent's First 100 Days report to school board, staff, community; Superintendent's Getting Connected (2019-20); Staying Connected (2020-21); ECISD Live developed out of response to the COVID-19 pandemic is now an every-other-week community event with announcements and information; weekly press conference hosted by Dr. Muri was also born of the pandemic, now is a cornerstone of media relations efforts; weekly internal e-news and external e-newsletter promote strategic plan work; website is well-developed with Vision, Mission, Themes, & Projects plus related media that showcases examples of Strategic Plan work. Moving forward: printed pieces to accompany digital promotion and continuation of these efforts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Saturate the Ector County ISD market with key initiatives of the plan. Provide support materials (scripts, fliers, logos) to all district and campus leaders. Coordinate online and in-person information sessions for all staff to develop District ambassadors. Host community and media opportunities to celebrate victories in pursuing each of the Plan's objects and goals.</p> <p>Strategy's Expected Result/Impact: Staff and community will understand the goals of the strategic plan.</p> <p>Staff Responsible for Monitoring: Communications Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 13: Grow community partnerships that promote excellence in our schools.





Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

Strategy 1 Details	Reviews			
Strategy 1: Intentionally engage the community to increase awareness and opportunities for lasting partnerships. Will utilize four main approaches: Research and Collaboration; Create Awareness of Needs; Active Outreach; and Grant Writing. Staff Responsible for Monitoring: Education Foundation Director Communications Officer	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.

Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish framework, develop, and implement plan for determining campus budgeting using equity based funding.</p> <p>Strategy's Expected Result/Impact: Provide specific program intent funds to the campus where the funds are generated and needed.</p> <p>Staff Responsible for Monitoring: Deborah Ottmers</p> <p>Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish framework, develop, and implement plan for determining departmental budgeting using modified zero based funding.</p> <p>Strategy's Expected Result/Impact: Provide directed funds to the departments for specific needs.</p> <p>Staff Responsible for Monitoring: Deborah Ottmers</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				214

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)





Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Talent Development Department will focus on retaining staff through intentional and personalized support and professional learning 2021-2022.</p> <p>Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways.</p> <p>Staff Responsible for Monitoring: Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 4</p> <p>Funding Sources: Harvard Fellow, Research & Development director - Title IV - \$150,000, Staff salaries for district instructional specialist, Bilingual/ ESL specialist and staff, and campus instructional coaches - State Comp Ed - \$750,000, Staff salaries for district instructional specialist, and campus instructional coaches - Title Two Professional Development - \$550,000, Staff salaries for district instructional specialists, and campus instructional coaches - Title One School-wide - \$5,500,000, Staff salaries, equipment, supplies and contracted services - Title Two Professional Development - \$225,000, Salaries, equipment, supplies and contracted services - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
				215
Strategy 2 Details	Reviews			
<p>Strategy 2: Adopt and implement a quality Mentor Model that supports and engages new staff 2021-2022.</p> <p>Strategy's Expected Result/Impact: Improved staff retention; improve employee effectiveness; develop career pathways</p> <p>Staff Responsible for Monitoring: Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Identify, adopt, train, and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach.</p> <p>Strategy's Expected Result/Impact: Teachers and principals are the primary influencers of student outcomes. With an increase in teacher/leader capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment.</p> <p>Staff Responsible for Monitoring: Principal Supervisors, Executive Director of Talent Development, EDs of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 8, 9</p> <p>Funding Sources: Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center - Local - \$1,300,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: ECISD will design a system of personalized professional learning which embeds the knowledge, skills and competencies required for teachers and leaders to provide personalized learning for students through:</p> <ol style="list-style-type: none"> 1. Content Learning which offers teachers choice and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 2 3. Math Solutions (Number Talks and About Teaching Mathematics) - Cohort 3 4. Advanced Academics NMSI Grant Laying the Foundation - Year 2 <p>Strategy's Expected Result/Impact: Teachers will have choice in professional learning and district will have differentiated opportunities for novice teachers through master teacher levels.</p> <p>Staff Responsible for Monitoring: Director of Professional Learning, C&I Division</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 4, 8, 10</p> <p>Funding Sources: Texas Reading Academies - State Early Education Allotment, Math Solutions - Title One School-wide, Advanced Academics - Donated Funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				216
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 43% of our teachers have 5 years or less experience. Root Cause: Lack of intentional coaching and mentoring to support struggling teachers.</p>
<p>Problem Statement 4: For every principal vacancy, ECISD has less than five viable candidates. Root Cause: ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.</p>
Student Learning
<p>Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Student Learning

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.





Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment. **Root Cause:** A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2021-2022.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022. Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. Staff Responsible for Monitoring: Human Capital, Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 1, 4 - Student Learning 1, 2 Funding Sources: Resources needed for compensation - Local, Resource needed for training and sustainability of Opportunity Culture - Donated Funds - \$500,000, OC Campus staff stipends - State Comp Ed, OC Campus staff stipends - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
				218
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement the TEA Teacher Incentive Allotment plan 2021-2022. Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers. Staff Responsible for Monitoring: Executive Director of Human Resources, Finance Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 2 Funding Sources: Resources for development and implementation of the Teacher Incentive Allotment - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 43% of our teachers have 5 years or less experience. Root Cause: Lack of intentional coaching and mentoring to support struggling teachers. Problem Statement 4: For every principal vacancy, ECISD has less than five viable candidates. Root Cause: ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.</p>

Student Learning





Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2021-2022.

Evaluation Data Sources: Number of candidates for the National Board Certification
 Number of National Board Components submitted for Consideration

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify teachers and support them through the National Board Professional Teaching Standards process. Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness. Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Perceptions 1, 2 Funding Sources: Resources needed for supporting the process - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

220

Perceptions
<p>Problem Statement 1: The middle schools are under performing. Root Cause: The middle school concept has not been consistently implemented.</p> <p>Problem Statement 2: Systemic positive customer service communication practices and solutions focused approaches need to improve. Root Cause: Lack of consistent and ongoing training and expectations; Office turnover</p>





Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2021-2022.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Strategy 1 Details	Reviews			
<p>Strategy 1: In 2021-2022 ECISD will optimize "Grow Our Own" programs and pipelines. Strategy's Expected Result/Impact: Increase quantity and quality of candidates. Increase interest in potential roles within the educational system. Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Talent Development; Executive Director CTE Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: Resources to support pipeline development and recruitment efforts - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize innovative recruitment practices to meet current and future needs. Strategy's Expected Result/Impact: Increased candidate pool Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 1, 4 Funding Sources: Resources needed for branding, marketing and recruitment - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
				221
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish the District as an Education Preparation Program (EPP). Strategy's Expected Result/Impact: Increase candidate pool Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 1 Funding Sources: Instructional specialist dedicated to support new teachers & build capacity - Title Two Professional Development - \$350,000, Resources needed to implement EPP - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborate with Institutions of Higher Education (IHE) and Alternative Certification Programs to match program practices to district needs.</p> <p>Strategy's Expected Result/Impact: Improve quality of candidates</p> <p>Staff Responsible for Monitoring: Executive Director of Talent Development and Executive Director of Human Resources</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy)</p> <p>Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: Stipend for Aspiring Leader in charge of the Academy (\$3,000) and TNTP curriculum support (\$15,000) - Local - \$18,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Leadership Academy)</p> <p>Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: TNTP curriculum support - Local - \$15,000</p>	Formative			Summative ²²²
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Launch a principal residency program to prepare ECISD's highest-potential teachers to earn the certifications and job-embedded experiences to become top-performing campus leaders.</p> <p>Strategy's Expected Result/Impact: Intentionally expanding the assistant principal bench with vision-aligned and highly skilled internal candidates.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: Stipend for each Principal Fellow - Local - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: Athletic department will begin an Aspiring Head Coaches Academy to increase the learning processes in becoming a head coach.</p> <p>Strategy's Expected Result/Impact: Retain coaches to the district Better prepare a coach for the management and leadership of an athletic sports program</p> <p>Staff Responsible for Monitoring: Athletic Directors-Athletic Department</p> <p>Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: 43% of our teachers have 5 years or less experience. Root Cause: Lack of intentional coaching and mentoring to support struggling teachers.</p> <p>Problem Statement 4: For every principal vacancy, ECISD has less than five viable candidates. Root Cause: ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.</p>

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will implement half day PreK for 3year old children Fall 2021 with our 1882 partnership, the Odessa YMCA, and at Carver, Lamar and Austin campuses.</p> <p>Strategy's Expected Result/Impact: MClass data will show the percent of students who are Kindergarten ready will increase from 37% to 65% by 2024</p> <p>Staff Responsible for Monitoring: Director of Early Childhood Education, Executive Director of Curriculum and Instruction, Early Childhood Specialist, Staff at the YMCA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 4, 8, 9, 10</p> <p>Funding Sources: Full day Pre-Kindergarten teachers - Local - \$1,000,000, Full Day Pre-kindergarten teachers - State Comp Ed - \$1,000,000, Full Day Pre-Kindergarten teachers - State Early Education Allotment - \$1,000,000, Pre-kindergarten Instructional Aides - State Comp Ed - \$637,500, Pre-Kindergarten Instructional Aides - Local - \$112,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				224
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will strengthen the instruction in PreK through 2nd grade classrooms by supporting the campus leaders and instructional coaches on the instructional framework implementation, through observation/feedback coaching.</p> <p>Strategy's Expected Result/Impact: % of 3rd grade students achieving the meets or master level in both reading and math on STAAR will increase from 24% in 2019 to 28% in 2022.</p> <p>Staff Responsible for Monitoring: Campus Leadership, EDs of Leadership, Instructional Coaches, C&I Specialists, Content Content Coordinators, Talent Development, EDs of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2, 8, 9, 10</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: For every principal vacancy, ECISD has less than five viable candidates. **Root Cause:** ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Student Learning

Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment. **Root Cause:** A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from 125 income households.





Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments Formative Assessments Aggressive Monitoring</p> <p>Strategy's Expected Result/Impact: Increased student outcomes for all grades and content areas by 10% each school year.</p> <p>Staff Responsible for Monitoring: Executive Director of Assessment, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: Double Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts - State Comp Ed - \$1,600,000, NWEA Map Growth - Local - \$500,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will implement year one work for establishing the foundation for personalized learning all students, teachers, campus leaders and district leaders. The strategies include the following: Blended Learning Balanced Literacy Develop competencies for students, teachers, and leaders for personalized learning</p> <p>Strategy's Expected Result/Impact: % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022.</p> <p>Staff Responsible for Monitoring: Instructional Technology Blended Learning Coordinator, C&I Division</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 8, 9, 10</p> <p>Funding Sources: Dyslexia Program - State Dyslexia Allotment - \$575,000, Implementation of learning models - State Comp Ed - \$50,000, Blended Learning Grant - State Blended Learning Grant - \$50,000, Instructional Specialists - Title One School-wide - \$2,100,000, Bilingual Instructional Team, Instructional Resources and Supplies - State Comp Ed - \$600,000, Instructional Specialists, Reading Coaches, & Dyslexia Program - State Comp Ed - \$1,500,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: ECISD will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), and plan for student mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: Higher level of teacher capacity and understanding of content resulting increasing student outcomes by 10% in all content areas each year.</p> <p>Staff Responsible for Monitoring: Campus principals, EDs, C&I Division, Relay Cohort 1, 2 and 3.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 8, 9</p> <p>Funding Sources: PLC implementation and DDI process - Relay funded by TEA - Donated Funds</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: ECISD will develop the competencies required for campus leaders to support personalized learning for students and teachers.</p> <p>Strategy's Expected Result/Impact: % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022.</p> <p>Staff Responsible for Monitoring: C&I Division, Talent Development, Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 6, 8, 9</p> <p>Funding Sources: Personalized Learning - Local - \$200,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 5 ECISD will implement a Virtual Academy to provide quality instruction for our remote learners PreK-8 and support all teachers implementing virtual learning through 12th grade.</p> <p>Strategy's Expected Result/Impact: Increased implementation of learning models K-12 to ensure the number of students working on grade level will increase by 10% .</p> <p>Staff Responsible for Monitoring: Coordinator of Virtual Learning, RSSP Committee,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
				228
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p> <p>Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment. **Root Cause:** A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.





District Processes & Programs

229

Problem Statement 4: A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners. **Root Cause:** Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: ECISD will promote SEL for all students across the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: SEL support will be provided through various methodologies to ensure psycho-social barriers are removed for struggling students</p> <p>Strategy's Expected Result/Impact: Increased attendance and credit acquisition</p> <p>Staff Responsible for Monitoring: Student Support Division</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court - State Comp Ed - \$3,500,000, SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools - Title IV - \$350,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Struggling students not meeting discipline expectations at the campuses, will have the opportunity to continue their education at grade appropriate alternative campuses when appropriate to continue their education.</p> <p>Strategy's Expected Result/Impact: Students will continue to receive instruction, complete credits and be on target to graduate or pass to the next grade level</p> <p>Staff Responsible for Monitoring: DAEP and campus administration, SAS counselors, EDLs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 5 - Student Learning 3, 4</p> <p>Funding Sources: Guidance Counselor - Title One D, Subpart 2, Delinquency Services - \$65,000, Guidance Counselor - Title One School-wide - \$25,000, DAEP program costs, Transition services, SAS counselors - State Comp Ed - \$2,500,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				230
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. Root Cause: Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.</p>
<p>Problem Statement 5: Expulsion rate without services increased from 50 (2019)-69 (2020). Root Cause: In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.</p>

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.





HB3 Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement while continuously monitoring and improving systems to monitor, track and support ECISD alumni through post secondary and 6 years beyond. ACCESS and Naviance digital platforms will be used to support ECISD alumni through increased opportunity knowledge, life lessons, and connections to inquire along the journey.</p> <p>Strategy's Expected Result/Impact: 33% of students will complete post-secondary degree or certification program.</p> <p>Staff Responsible for Monitoring: District Directors Post Secondary Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews 232			
<p>Strategy 2: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment.</p> <p>Strategy's Expected Result/Impact: Percentage of students enrolling in Post-Secondary programs will increase by 10% .</p> <p>Staff Responsible for Monitoring: Director of AVID, Guidance & Counseling Dept.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Build a community of support made of internal and external stakeholders to assist students to and through their chosen post secondary pathway.</p> <p>Strategy's Expected Result/Impact: Post secondary enrollment Indicator Of Success will increase to 53%.</p> <p>Staff Responsible for Monitoring: Director of AVID, Guidance & Counseling Dept., Post Secondary Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to build strategic and intentional partnerships between ECISD, career experts, organizations and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation.</p> <p>Strategy's Expected Result/Impact: Increase FAFSA and TASFA completion rates by 35%.</p> <p>Staff Responsible for Monitoring: Director of AVID, Director of Guidance & Counseling, Post Secondary Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans.</p> <p>All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year.</p> <p>Strategy's Expected Result/Impact: All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB.</p> <p>Staff Responsible for Monitoring: Guidance and Counseling Accountability,</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May
				233
Strategy 6 Details	Reviews			
<p>Strategy 6: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer the TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. Texas College Bridge online will be used to build college readiness for students who have not been successful in TSI. Texas College Bridge exempts students from the TSI for 24 months and provides CCMR.</p> <p>Strategy's Expected Result/Impact: 2021 graduates meeting the TSIA requirements will increase by 5%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Guidance and Counseling, Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, and TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, TASFA, and scholarship information.</p> <p>Strategy's Expected Result/Impact: Verification of completion will be required and submitted to Guidance and Counseling Department. Increase FAFSA and TASFA completion rates by 35%.</p> <p>Staff Responsible for Monitoring: Campus Administration, Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the AP/IB passing standard will increase from ___ to ___% by May 2022.





Evaluation Data Sources: 2020 State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: The Advanced Academic Services Department in conjunction with the AP Campus Coordinator will support AP/IB Teachers in accessing webinars/training from College Board regarding AP resources in fall 2020-21.</p> <p>Strategy's Expected Result/Impact: Increased support for teachers as well as students by utilizing the College Board resources will yield an increase in AP exam results.</p> <p>Staff Responsible for Monitoring: Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The Advanced Academic Services Department will collaborate with the Curriculum and Instruction Department to develop a differentiated Scope and Sequence for Honors courses.</p> <p>Strategy's Expected Result/Impact: An aligned Scope and Sequence for Honors Core courses will support Advanced Placement courses to yield an increase in threes, fours, and fives on AP exams</p> <p>Staff Responsible for Monitoring: Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
				235
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.





Performance Objective 6: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from ___% to ___% by May 2022.

Evaluation Data Sources: 2021 College Board Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Advanced Academic Services Department will offer a PSAT/SAT Bootcamp in the summer and fall of 2021 for top 80 incoming juniors based on their 10th grade PSAT scores.</p> <p>Strategy's Expected Result/Impact: PSAT Bootcamp scheduled summer 2021. Expected result of higher PSAT students meeting benchmark.</p> <p>Staff Responsible for Monitoring: AAS Dept, College Advisors/Counselors, Communications Dept.</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The Community Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out. 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously.</p> <p>Strategy's Expected Result/Impact: Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%.</p> <p>Staff Responsible for Monitoring: Director of School Attendance</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Personnel, supplemental program materials - State Comp Ed - \$400,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">237</p>				

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. Community Outreach Center (COC) staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1 Details	Reviews			
<p>Strategy 1: Social workers, Communities in Schools, and specialists will provide interventions to help remove barriers to school attendance and success.</p> <p>Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance increases to 94%.</p> <p>Staff Responsible for Monitoring: Director of School Attendance</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:





238

Demographics
<p>Problem Statement 3: District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. Root Cause: Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.</p>

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete a districtwide Quality Seats Analysis (QSA), as defined by the System of Great Schools program, which includes academic performance and growth data, an analysis of long-term academic trends, historical enrollment data, community input, and other measures.</p> <p>Strategy's Expected Result/Impact: Produce a comprehensive report covering the current state of every school within ECISD to be shared with district leadership and utilized as the foundation for future decision-making regarding change initiatives in both neighborhood and choice schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Quality Seats Analysis (QSA) to define multi-year district priorities and goals in order to deliver high-quality, best fit schools for every student in ECISD.</p> <p>Strategy's Expected Result/Impact: Produce a list of five district priorities (and a timeline for their completion) which align with ECISD's System of Great Schools "North Star Goal" and can be accomplished over a 3-5 year implementation period.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to implement high-fidelity charter authorizing policies, in alignment with Board Policy ELA, in order to oversee the work of previously-approved operating partners as well as identify opportunities for potential new partnerships to benefit ECISD students.</p> <p>Strategy's Expected Result/Impact: Collect substantive data in both quantitative and qualitative formats in order to support renewal, non-renewal, and termination decisions. Meet all stated documentation requirements of Board Policy ELA, TEA, and state and federal grant providers.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support, Director of Planning and School Choice</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement the annual Call for Quality Schools (CQS), which explains the district's needs and the rigorous evaluation process aligned with authorizing best practices, provides opportunities for community input, and allows for a fair and equitable evaluation process for all potential partners.</p> <p>Strategy's Expected Result/Impact: ECISD will receive multiple CQS applications from highly-qualified applicants in response to the Call, fully evaluate those potential partners, and select the applicant that best meets the needs of ECISD schools and students.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Based on the final Quality Seats Analysis (QSA), the Student and School Support Team, in collaboration with the Executive Directors of Leadership, will execute at least one strategic School Action.</p> <p>Strategy's Expected Result/Impact: One or more campuses will be newly-established or restarted in new and innovative ways to better support the identified needs of ECISD students. School Action Fund (SAF) grant funds may be utilized in order to further these efforts.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support, Executive Directors of Leadership</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop new mechanisms to help ECISD families choose high-quality, best fit schools for their children.</p> <p>Strategy's Expected Result/Impact: The annual publication of School Choice information in web-based and printed formats, which is clear and accessible to parents and families. Host multiple in-person and/or virtual opportunities for parents and families to learn about school options within ECISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support, Director of Planning and School Choice</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 9 Problem Statements:

District Processes & Programs
<p>Problem Statement 4: A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners. Root Cause: Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.</p>

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 88% (2020) to 95% by August 2024.

The percentage of first-year grade 9 students earning 6 or more credits will increase from 90.7% (2020) to 96% by August 2024.

The percentage of second-year high school students earning six or more credits will increase from 89.2% (Class of 2022 with 12+ Credits) to 95% by August 2024.





Strategy 1 Details	Reviews			
<p>Strategy 1: Each high school campus will monitor, track, and intervene on behalf of all 9th graders predicted to leave their freshman year without an Algebra I credit or 6+ credits overall. These monitoring and intervention strategies will also be applied to second-year high school students failing to earn 6 or more credits (12 total).</p> <p>Strategy's Expected Result/Impact: 95% of all freshmen will leave ECISD schools with 6+ credits, one of them being Algebra I. 95% of all sophomores will earn a minimum of 12 credits.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
				241
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and implement the ECISD RISE program.</p> <p>Strategy's Expected Result/Impact: Improve participating campus ratings to 80% (B) at a minimum by the end of 2023</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: ESF Grant - Title One School- Improvement - \$2,500,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Redesign four struggling campuses using a blended learning model through the support of a technical assistance provider.</p> <p>Strategy's Expected Result/Impact: A minimum of 80% of all students at each school site will engage in personalized blended learning throughout the school day.</p> <p>Staff Responsible for Monitoring: Campus principals and Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7</p> <p>Funding Sources: ESF Redesign Implementation Grant - State Comp Ed - \$1,500,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 11 Problem Statements:

Student Learning
<p>Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>
<p>Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 10: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment. **Root Cause:** A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.





243

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 12: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Goal

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop tracking tools to collect current student college and career ready accountability indicators: SAT, TSIA, Dual Credit, IBCs, Level 1 or II certificates, College Prep Math/ELA, SpEd graduation plan, college enrollment. Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. Staff Responsible for Monitoring: CCMR Coordinator, Exec Director of Accountability Problem Statements: Student Learning 3 Funding Sources: Data dashboard - State CCMR Allotment - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Train all stakeholders in the use of the developed CCMR tracking tools, such as CCMR data dashboards and CCMR student data cards, to support students with their CCMR goals. Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. Staff Responsible for Monitoring: CCMR Coordinator, Exec Director of Accountability Results Driven Accountability - Equity Plan Problem Statements: Student Learning 3 Funding Sources: CCMR data dashboard - State CCMR Allotment - \$100,000</p>	Formative			Summative ²⁴⁴
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 12 Problem Statements:





Student Learning
<p>Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 13: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 Goal

Evaluation Data Sources: Students enrolled in dual credit/advanced coursework and successfully taking AP exams with a score of 3 or higher, the number of IBC's earned, level 1 & 2 certificates earned, Naviance student survey data, students enrolling in CTE programs with career pathways aligned to regional workforce needs and student interest using Naviance survey data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify CTE programs with career pathways aligned to regional workforce needs and student interest. Train all stakeholders on the identified CTE programs and career pathways to promote career pathway awareness.</p> <p>Strategy's Expected Result/Impact: The percentage of students enrolled in CTE programs with career pathways will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%.</p> <p>Staff Responsible for Monitoring: CCMR coordinator, Exec Director of Accountability</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - State CCMR Allotment - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				245
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop college readiness tracking tools and checklists. Train all stakeholders on college readiness tools, checklists, and pathways to promote postsecondary enrollment after high school.</p> <p>Strategy's Expected Result/Impact: The percent of students enrolling and successfully completing advanced coursework/advanced exams/dual credit courses will increase by 10%. The percentage of students enrolling in postsecondary programs after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator, Executive Director of Accountability</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - State CCMR Allotment - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 13 Problem Statements:

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

District Funding Summary

Bond Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Facility Review and Bond Committee input on Community needs/direction for the future of the District		\$0.00
Sub-Total					\$0.00
Donated Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Advanced Academics		\$0.00
2	2	1	Resource needed for training and sustainability of Opportunity Culture		\$500,000.00
3	2	3	PLC implementation and DDI process - Relay funded by TEA		\$0.00
Sub-Total					\$500,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Curriculum implementation		\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	10	1			\$0.00
1	10	2			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00
1	10	7			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	8			\$0.00
1	10	9	Resources needed for transportation and supplies and materials.		\$20,000.00
2	1	1	Salaries, equipment, supplies and contracted services		\$0.00
2	1	2	Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies		\$0.00
2	1	3	Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center		\$1,300,000.00
2	2	1	Resources needed for compensation		\$0.00
2	2	2	Resources for development and implementation of the Teacher Incentive Allotment		\$0.00
2	3	1	Resources needed for supporting the process		\$0.00
2	4	1	Resources to support pipeline development and recruitment efforts		\$0.00
2	4	2	Resources needed for branding, marketing and recruitment		\$0.00
2	4	3	Resources needed to implement EPP		\$0.00
2	4	5	Stipend for Aspiring Leader in charge of the Academy (\$3,000) and TNTP curriculum support (\$15,000)		\$18,000.00 ₂₄₈
2	4	6	TNTP curriculum support		\$15,000.00
2	4	7	Stipend for each Principal Fellow		\$75,000.00
3	1	1	Full day Pre-Kindergarten teachers		\$1,000,000.00
3	1	1	Pre-Kindergarten Instructional Aides		\$112,500.00
3	2	1	NWEA Map Growth		\$500,000.00
3	2	4	Personalized Learning		\$200,000.00
3	4	5			\$0.00
3	4	6			\$0.00
3	4	7			\$0.00
Sub-Total					\$3,240,500.00
State Blended Learning Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Blended Learning Grant		\$50,000.00
Sub-Total					\$50,000.00

State CCMR Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	12	1	Data dashboard		\$85,000.00
3	12	2	CCMR data dashboard		\$100,000.00
3	13	1			\$85,000.00
3	13	2			\$85,000.00
Sub-Total					\$355,000.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplemental technology, software, instructional platforms that remediate, engage and elevate student learning to close achieve gaps suffered by educationally disadvantaged students.	pic 24, 28, 30, 34	\$2,500,000.00
1	6	1	Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students		\$2,500,000.00
1	6	1	EL supplemental support materials for EL instruction		\$225,000.00
1	6	1	Professional & paraprofessional EL staff to support campuses EL regular year and summer programs		\$550,000.00
1	6	1	Supplemental curriculum and AVID Program support for At Risk students		\$1,000,000.00
1	6	1	Tutoring, Extended learning year, Supplemental technology & software to meet remediation needs of at risk students		\$2,650,000.00
1	9	1	TPRS/TRAC		\$490,000.00
1	9	2	staff, contract and materials		\$750,000.00
1	10	1			\$0.00
1	10	2			\$0.00
1	10	3			\$0.00
1	10	6			\$0.00
1	10	7			\$0.00
1	10	8			\$0.00
1	10	9	DAEP support		\$850,000.00
2	1	1	Staff salaries for district instructional specialist, Bilingual/ ESL specialist and staff, and campus instructional coaches		\$750,000.00
2	2	1	OC Campus staff stipends		\$0.00
3	1	1	Full Day Pre-kindergarten teachers		\$1,000,000.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Pre-kindergarten Instructional Aides		\$637,500.00
3	2	1	Dobule Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts		\$1,600,000.00
3	2	2	Implementation of learning models		\$50,000.00
3	2	2	Bilingual Instructional Team, Instructional Resources and Supplies		\$600,000.00
3	2	2	Instructional Specialists, Reading Coaches, & Dyslexia Program		\$1,500,000.00
3	3	1	CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court		\$3,500,000.00
3	3	2	DAEP program costs, Transition services, SAS counselors		\$2,500,000.00
3	7	1	Personnel, supplemental program materials		\$400,000.00
3	8	1			\$0.00
3	11	2	ESF Redesign Implementation Grant		\$1,500,000.00
Sub-Total					\$25,552,500.00
State Dyslexia Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Dyslexia Program		\$575,000.00
Sub-Total					\$575,000.00
State Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Texas Reading Academies		\$0.00
3	1	1	Full Day Pre-Kindergarten teachers		\$1,000,000.00
Sub-Total					\$1,000,000.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	OC Campus staff stipends		\$0.00
3	11	1	ESF Grant		\$2,500,000.00
Sub-Total					\$2,500,000.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Curriculum implementation, Curriculum Specialist		\$0.00

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Staff salaries for district instructional specialists, and campus instructional coaches		\$5,500,000.00
2	1	4	Math Solutions		\$0.00
3	2	2	Instructional Specialists		\$2,100,000.00
3	3	2	Guidance Counselor		\$25,000.00
Sub-Total					\$7,625,000.00
Title One D, Subpart 2, Delinquency Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	9	Transition counselor at DAEP		\$75,000.00
3	3	2	Guidance Counselor		\$65,000.00
Sub-Total					\$140,000.00
Title Two Professional Development					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Staff salaries for district instructional specialist, and campus instructional coaches		\$550,000.00
2	1	1	Staff salaries, equipment, supplies and contracted services		\$225,000.00
2	4	3	Instructional specialist dedicated to support new teachers & build capacity		\$350,000.00
Sub-Total					\$1,125,000.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	4			\$0.00
2	1	1	Harvard Fellow, Research & Development director		\$150,000.00
3	3	1	SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools		\$350,000.00
Sub-Total					\$500,000.00
Grand Total					\$43,163,000.00



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Lilia Náñez, Associate Superintendent of Curriculum & Instruction

**SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF ECISD'S
SECOND AMENDMENT TO THE ACADEMIC CALENDAR FOR 2020-
2021**

DATE: May 18, 2021

Due to the administrative calendar non-workdays being July 1, 2, 5 and 6, in 2021, we are amending the Additional Days School Year Summer Learning for PreK-5 to 27 days and reducing the secondary Summer Learning to 15 days. PreK-5 Additional Days School Year Summer Learning will be from June 7 through June 30 and July 7 through July 27. Secondary Summer Learning will be from June 7 through June 30.

Administrative Recommendation:

Approval of the ECISD amendment to the academic calendar for 2020-2021.



Ector County ISD Academic Calendar 2020-21

A Days = Orange B Days = Blue

August 2020						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	P1	13	14	15
16	17	18	19	20	21	22
23	24	25	P2	27	28	29
30	31					

Aug 5-11: Professional Development
 Aug 10: Virtual Meet the Teacher Elementary
 Aug 12: First Day of School / Phase I
 Aug 26: Phase 2

September 2020						
S	M	T	W	T	F	S
1		P3	2	3	4	5
6	7	P4	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sep 1: Phase 3
 Sep 7: Labor Day Holiday
 Sep 8: Phase 4
 Sep 18: End of 6 weeks Secondary

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct 12: Columbus Day Holiday
 Oct 14: Testing PSAT
 Oct 16: End of 9 weeks Elementary
 Oct 30: End of 6 weeks Secondary

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					30

Nov 23-24: COVID-19 Make-Up Day
 Nov 25-27: Student Holiday / Teacher Holiday

December 2020						
S	M	T	W	T	F	S
1		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 8-11: Testing EOC
 Dec 17: End of Semester I
 Dec 18: Records Day / Student Holiday
 Dec 21-31: Winter Break

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

Jan. 1: Winter Break
 Jan 4: First Day Sem 2 / B Day
 Jan. 18: MLK JR Holiday

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb 2: Student Early Release
 Feb 15: Bad Weather/COVID-19 Make-Up Day
 Feb 19: End of 6 weeks

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar 2: Student Early Release
 Mar 8-12: Spring Break
 Mar 19: End of 9 weeks Elementary

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Apr 2: Good Friday Holiday
 Apr 16: End of 6 weeks
 Apr 23: Bad Weather/COVID-19 Make-Up Day

May 2021						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 4-20: Testing STAAR / EOC / AP
 May 27: Last Day of School / NTO Graduation
 May 28: Records Day / OHS Graduation
 May 29: PHS Graduation
 May 31: Memorial Day

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Jun 7-30: Secondary Summer Experience/Optional PreK-5 Half Day
 Jun 29-30: Testing STAAR/EOC

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jul 7-27: Optional PreK-5 Half Day

Semester I - 85 Days	A=43 B=42	Semester 2 - 95 Days	A=47 B=48	Total Days - 180 Days	A=90 B=90
----------------------	-----------	----------------------	-----------	-----------------------	-----------



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Alicia Syverson, Assistant Superintendent of Student and School Support

**SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF
STANDARDIZED UNIFORMS AT BURNET ELEMENTARY**

DATE: May 18, 2021

This is a request for approval of School Action Fund RISE (*Rapidly Improving School Effectiveness*) to implement standardized uniforms at Burnet Elementary School. Burnet Elementary received the School Action Fund Planning Grant during the 2020-2021 school year and will be continuing with implementation beginning in the 2021-2022 school year and beyond for school improvement. Standard attire is a recommendation of the RISE program. According to FNCA (LEGAL), the board may adopt rules that require students to wear school uniforms. Students shall wear uniforms beginning on the 90th day after the date on which the Board adopts the rules. Through the School Action Fund grant, all students will be provided a unique uniform enhancement, which must be worn each day. Families are responsible for purchasing the other required uniform items. Economically disadvantaged students will be provided a uniform through the School Action Fund grant if assistance is needed. Beyond the life of the grant, RISE campuses will sustain funding for uniforms with local funds for any student meeting economically disadvantaged requirements and unable to pay for uniforms.

Administrative Recommendation:

Approval by the Board of Trustees of the Ector County Independent School District of School Action of Standardized Uniforms at Burnet Elementary RISE campus.

Uniforms

If the Board determines that requiring school uniforms would improve the learning environment at a school in the District, the Board may adopt rules that require students at that school to wear school uniforms. Students shall wear uniforms beginning on the 90th day after the date on which the Board adopts the rules.

Funding

The rules adopted by the Board must designate a source of funding to be used to provide uniforms for educationally disadvantaged students.

Exemptions

A parent or guardian of a student assigned to a school where uniforms are required may choose for the student to be exempted from the uniform requirement or for the student to be transferred to a school where uniforms are not required and at which space is available. In order to exercise one of these options, the parent or guardian must provide a written statement that states a religious or philosophical objection to the uniform requirement that the Board determines is bona fide.

Education Code 11.162

**Grooming
Regulations**

Hair-length regulations that apply to boys but not to girls do not manifest such an affront to students' constitutional rights to merit judicial intervention. *Barber v. Colorado Indep. Sch. Dist.*, 901 S.W.2d 447 (Tex. 1995); *Bastrop Indep. Sch. Dist. v. Toungate*, 958 S.W.2d 365 (Tex. 1997)

Dear Burnet Elementary School Families,

Because we believe that our students are the future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society. Believing that excellence begins with us, we are excited to announce a new program coming to Burnet Elementary School next school year.

Rapidly Improving School Effectiveness (RISE) is an innovative approach to education that focuses on strategic staffing and student support. Over the last several years, a similar model (ACE) has been implemented with compelling success in many school districts throughout Texas. In each of those districts, the program has resulted in increased academic performance, improved attendance, and stronger parent-school connections. And, next year, RISE will be coming to Burnet Elementary School!

What does this mean for your children? New features for Burnet will include a modified daily schedule which allows for additional learning time in reading and mathematics, and special after-school programming providing tutoring, homework help, and more. Because a priority of the program is to provide for social and emotional care, many other basic needs are provided as well. Some of these include school uniform enhancements, breakfast, lunch, a super snack, and some evening transportation, all offered at no cost to parents.

Your children will also benefit from a strategic staffing initiative, which identifies specific staff members who best fit the individual needs of students at RISE campuses. Our team of highly effective educators will be recruited and handpicked from across ECISD. They are all eager to help make a positive impact in the lives of your children.

For more information about RISE and to see answers to Frequently Asked Questions (FAQs), please visit our ECISD RISE webpage at www.ectorcountyisd.org/RISE. We also look forward to hosting an informational parent meeting this spring to answer any questions you may have.

I believe wholeheartedly that RISE helps us further our mission and is a positive step for Burnet Elementary School and its students. I hope you will join me in support of this important endeavor on behalf of our children.

Estimadas Familias de Burnet Elementary,

Puesto que creemos que nuestros alumnos son el futuro, la misión del Distrito Escolar Independiente del Condado Ector es inspirar y retar a cada alumno a estar preparado para el éxito y ser adaptable en una sociedad que cambia constantemente. Creyendo que la excelencia empieza con nosotros, estamos emocionados en anunciar un nuevo programa que llegará a la escuela primaria Burnet el próximo ciclo escolar.

Rapidly Improving School Effectiveness o Rápidamente Mejorando la Efectividad en las Escuelas (RISE por sus siglas en inglés) es un innovador método a la educación que se enfoca en el apoyo estratégico a los alumnos y personal. Durante los últimos años, un modelo similar (ACE) ha sido implementado con gran éxito en muchos distritos a lo largo de Texas. En cada uno de esos distritos, el programa ha dado resultados de aumento en el desempeño académico, mejoría en asistencia y conexiones con los padres de familia mas fuertes. ¡Y el próximo año, RISE llegará a Burnet Elementary!

¿Qué significa esto para sus hijos? Los nuevos elementos para la escuela Burnet incluyen un horario escolar modificado que permite tiempo adicional de aprendizaje en lectura y matemáticas, al igual que programación especializada después de clases para proporcionar tutorías, apoyo con las tareas y más. Puesto que una prioridad del programa es proveer cuidado social y emocional, muchos otros servicios también son proporcionados. Algunos de estos incluyen mejorías a los uniformes, desayunos, almuerzos, bocadillos y algún transporte por las tardes se ofrecen sin costo a los padres.

Sus hijos también se beneficiarán de una iniciativa estratégica para la contratación de personal, el cual identifica miembros específicos del personal que cubren de mejor manera las necesidades de los alumnos en una escuela con el programa RISE. Nuestro equipo de educadores altamente efectivos será reclutado y seleccionado a través de ECISD. Ellos están ansiosos de ayudar a crear un impacto positivo en las vidas de sus hijos.

Para más información sobre el programa RISE y para leer las respuestas a las Preguntas Altamente Frecuentes (FAQs), por favor visite nuestro sitio web de ECISD RISE en el www.ectorcountyisd.org/RISE. También planeamos tener una reunión de información para padres esta primavera y así responder a las preguntas que usted puede tener.

Creo firmemente que RISE nos ayudará a continuar nuestra misión y que será un paso positivo para la escuela primaria Burnet Elementary y sus alumnos. Espero que me acompañen en apoyar esta importante iniciativa en beneficio de sus hijos.



BOARD OF TRUSTEES

SUBJECT: Consent Agenda

PRESENTED BY: Dr. Scott R. Muri

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.



REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

April 13, 2021 – Board Workshop Meeting
April 20, 2021 – Regular Board Meeting

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., APRIL 13, 2021, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Carol Gregg
Tammy Hawkins
Nelson Minyard
Dr. Donna Smith
Christopher Stanley

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Staci Ashley, Dr. Stephanie Howard, Dr. Lilia Náñez, Jason Osborne, Deborah Ottmers, Alicia Syverson, Dr. Kellie Wilks, Patrick Young

Others: Mike Atkins, Robert Cedillo, Andrea Martin, Dr. Corey Seymour, Alicia Press, Dr. Stacy Johnson, Annette Macias, Staci Ashley, Ashley Osborne, Robin Garcia, Anthony Garcia, Maribel Aranda, Robin Fawcett, Lisa Wills, Lauren Tavarez, Jaime Miller, Mitch Davis, Alisha Holguin, Jennie Chavez, Amy Anderson, Albert Anchondo, Mary Franco

25442 **Meeting Called to Order:** Delma Abalos, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25443 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting:** Board President Delma Abalos, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25444 **Opening Remarks by Superintendent:** In Dr. Muri's opening remarks he spoke briefly about this week's Pre-K Round Up. He said our District is looking for as many as 2,000 3-year-old and 4-year-old children to fill our prekindergarten classes. In addition to the online application, our Pre-K teams are out on location all week (a different school each day) to help interested parents with the application process. ECISD offers full-day Pre-K for 4-year-olds and (new this year) half-day Pre-K for 3-year-olds.

25445 **Public Comment:** Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

Action Items

25446 **Discussion of and Request for Approval of Purchases over \$50,000:**
Moved by Hawkins, seconded by Stanley to approve purchases over \$50,000 as presented.

For:	Abstained:
Abalos	Brown
Gregg	
Hawkins	
Minyard	
Smith	
Stanley	

Motion carried.

Report/Discussion Items

25447 **Strategic Plan Quarterly Board Update:** Special Assistant to Superintendent Albert Anchondo opened this item for discussion. This presentation focused on three specific projects: introducing modified *zero-based budgeting*; strengthening *professional learning communities*; and incorporating *strategic staffing and compensation*.

First, A modified version of Zero-Based Budgeting is being implemented this year for all ECISD departments (campuses use a different budgeting approach called Line Item). In Zero-based budgeting, each department begins at \$0 and all non-payroll program activities and services must be requested based on need and justified annually.

Second, A Professional Learning Community (PLC) is a team of educators working together to enhance their teaching practice and create a dynamic learning environment for all students. These regular discussions center on The Four Questions: 1) What do we want all students to know and be able to do? 2) How will we know if they learn it? 3) How will we respond when some students do not learn? 4) How will we extend the learning for students who are already proficient? These PLC discussions are student-specific and based on data-driven instructional decisions.

Third, Finally, Strategic Staffing and Compensation is used to recruit, retain and grow talented employees. Two of the initiatives that are underway this year, and specifically focused on our teachers, are Opportunity Culture and Teacher Incentive Allotment. Opportunity Culture builds campus teams to reach more students with the most effective teachers; gives teachers career advancement opportunities; pays teachers more for taking on leadership roles; and provides daily, embedded professional learning opportunities. The Teacher Incentive Allotment was developed by the Texas Legislature and it provides funding to pay highly effective teachers whose students show measurable academic

growth. ECISD applied to the state to be included in TIA Cohort C. In this application teachers in the subject areas of PK through 8th reading and math, plus Algebra I, English I, and English II are eligible to be submitted for designation in October 2021. ECISD is working on an application for the state's Cohort D that would add 3rd through 8th grade science. The District's plan is to develop the system to include all teachers in all areas over the next few years.

No action required.

25448 **Presentation and Discussion of Redesign for Noel Elementary School, Lyndon B. Johnson Elementary School and Wilson and Young Middle School:** Executive Directors for Leadership Dr. Stacy Johnson and Dr. Corey Seymour presented this item for discussion on the redesign work taking place at Noel Elementary, LBJ Elementary and Wilson & Young Medal of Honor Middle School. The District received a School Action Fund (SAF) grant to provide customized planning and support to improve teaching/learning experiences for students at campuses that expressed interest in change. Leaders involved a broad spectrum of people – district leaders, school leaders, teachers, parents, students and community representatives – in developing plans for all three campuses. The stakeholders expressed their desire for a growth mindset among students and teachers; opportunities for parents to engage with the school; and strong relationships between teachers and parents. Personalized instruction, with a focus on Blended Learning is a key component of this work. Blended Learning defined as, a student having some control, in some manner, over his or her own learning. The plans also provide for social-emotional support of the whole child – through mental health supports and after-school enrichment opportunities.

No action required.

25449 **Presentation and Discussion of Crockett Middle School and Wilson & Young Medal of Honor Middle School Plans for Improvement:** Crockett Middle School Principal Maribel Aranda along with Wilson & Young Medal of Honor Middle School Principal Anthony Garcia presented this item for discussion. Trustees received a separate report on the improvement plans for Crockett Middle School and Wilson & Young Medal of Honor Middle School. The school principals gave overviews of Student Performance, Areas of Success, and Strategies to Support School Improvement.

Report from Crockett MS, the February benchmark results showed Crockett exceeding ECISD averages in 6th English Language Arts/Reading, 7th Math and 8th Math. In addition, students' observed growth in all grades exceeded their projected growth in middle-of-year MAP (Measure of Academic Progress) testing for math and ELAR, and surpassed the national mean in all areas except 6th grade math. Acknowledging they still have work to do, Crockett will continue to prioritize maintaining a safe and orderly learning environment for all students, maximizing instructional time, and providing frequent feedback and support for teachers.

Report from Wilson & Young Medal of Honor MS, saw students fall short of projected MAP growth in ELAR and math, however, in terms of meeting grade level proficiency, W&Y surpassed ECISD averages in the areas measured. Wilson & Young MS will expand its use of Opportunity Culture for 7th grade ELAR as well as its use of Blended Learning and other strategic activities as mentioned in Item B (previous agenda item above)

No action required.

25450 **Technology Update**: Chief Technology Officer Dr. Kellie Wilks along with Director of Instructional Technology Lauren Tavarez presented this item for discussion. The pandemic forced many aspects of ECISD's Technology plan to be accelerated. In regard to safety and connectivity, the District operates 1,802 security cameras; 2,873 internet access points; and recently completed installation of 81.13 miles of fiber optics. Taking advantage of one-time funding made available due to the COVID-19 pandemic, ECISD spent about \$3.7 million on student devices (37,000 Chromebooks and iPads), and just over \$2.6 million on internet connectivity. The I.T. Department has created a sustainability plan that will replace ¼ of student devices each year. The Information Systems side of I.T. provides data access to nearly 35,000 employees and students. New data storage operations make sharing that data easier and more efficient. ECISD is in the process of moving to a new student information system called Ascender; it is scheduled to go live in July. Instructional Technology – also known as the Techy Tribe – builds the digital capacity of ECISD staff by providing professional learning (virtual, face-to-face, personalized) and resources. The District is in the midst of rolling out a Learning Management System (LMS) to simplify the organization of digital learning and communication with parents and families. "Technology will not replace great teachers but technology in the hands of great teachers can be transformational." – George Couros

No action required.

25451 **Legislative Update**: In Dr. Muri's legislative update, he told Trustees they will continue to watch the development of discussions about ESSER II and ESSER III Federal Funds that are designated for public education but have yet to be released to Texas Districts.

No action required.

25452 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee of the District; or hear a complaint or charge against an officer or employee.]**

Consultation with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board’s Attorney Regarding all Matters as Authorized by Law.]

There was no closed session.

25453 Closing Remarks by Superintendent:

There were no closing remarks.

25454 Adjournment: Delma Abalos, Board President, adjourned the Board meeting at 9:38 p.m.

Board President
Delma Abalos

Board Secretary
Dr. Steve Brown

AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., APRIL 20, 2021, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Carol Gregg
Tammy Hawkins
Nelson Minyard
Dr. Donna Smith
Christopher Stanley

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Staci Ashley, Dr. Stephanie Howard, Dr. Lilia Nájuez, Jason Osborne, Deborah Ottmers, Alicia Syverson, Dr. Kellie Wilks, Patrick Young

Others: Mike Atkins, Dr. Stacy Johnson, Alicia Press, Robert Cedillo, Dr. Corey Seymour, Andrea Martin, Tracey Borchardt, Annette Macias, Toby Lefevers, Carla Byrne, Lisa Wills, Jaime Miller, Aaron Hawley, Chad Crowson, Krysta Hadlock, Ashley Osborne, Olivia Porras, Robin Garcia, Heather Potts, Albert Anchondo, Mary Franco

25455 **Meeting Called to Order:** Delma Abalos, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25456 **Verification of Compliance with Open Meeting Law:** Delma Abalos, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25457 **Pledge of Allegiance to United States and Texas Flags:** The United States and Texas flag pledges were led by Tammy Hawkins, Board Vice-President.

25458 **Invocation:** The Invocation was led by Dr. Steve Brown, Board Secretary.

25459 **Special Presentations:**

Tech Leadership Academy Recognition: Four ECISD Technology Department Leaders were recognized as Graduates of the National Technology Leadership Academy, a program of the District Administration Leadership Institute.

Dr. Kellie Wilks, Chief Technology Officer
Toby Lefevers, Information Technology Director
Heather Potts, Information Systems Director
Lauren Tavarez, Instructional Technology Director

Best Communities for Music Education Designation: Ector County ISD was recognized for being named one of the Best Communities for Music Education by the National Association of Music Merchants (NAMM) for the 7th year in a row. This designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students. Dr. Aaron Hawley, Director of Fine Arts was present to accept the award.

Introduction of UIL State Qualifiers: The following students were recognized as State Qualifiers in their area of competition:

Fine Arts

OHS Mariachi – Under the direction of Jerimie Hernandez, was recognized for qualifying for six consecutive years.

Mariachi Students: Isaac Granados, Victoria Rivera, Izek Lujan, Ivan Lujan, Jazmine Ituarte, Brandon Muniz, Gabriel Acevedo, Sergio Mata, Joel Zuniga, Marco Hernandez, Damian Camacho, Carmen Robles, Angel Lopez.

Solo & Ensemble – 77 Qualified for UIL State Solo & Ensemble this year.

- Permian High School Band – 28
- Odessa High School Band – 6
- Permian High School Choir – 15
- Odessa High School Choir – 14
- Odessa High School Guitar – 2
- Permian High School Orchestra – 12

Visual Arts Scholastic Event (VASE)

Odessa High School

- Karlee Benavidez, Senior – Krista Real, Art Teacher
- Summer Morgan, Senior – Gena Alvarado, Art Teacher

New Tech Odessa

- Veronica Flores, Sophomore – Baldo Valeriano, Art Teacher
- Carly Huynh, Sophomore – Baldo Valeriano, Art Teacher

Odessa Colligate Academy

- Jasmine Porras, Junior – Chris Golden, Art Teacher
- Makayla Stanley, Senior – Chris Golden, Art Teacher

Permian High School

- Zujeily Romero, Freshman – Cheryl Stribling, Art Teacher
- Ryan Varely, Freshman – Cheryl Stribling, Art Teacher
- Jayden Vesely, Freshman – Cheryl Stribling, Art Teacher
- Marissa Equiniones, Sophomore – Cheryl Stribling, Art Teacher
- Ezekiel Hernandez, Sophomore – Cheryl Stribling, Art Teacher
- Judith Guerra, Senior – Laree Morris, Art Teacher

Powerlifting

Odessa High School Boys

- Gary Brooks – State Champion, 240 lbs. Class, set new squat record of 815 lbs.
- Isaac Estrada – 2nd Place, 132 lbs. Class & Outstanding Bench Press
- Emilio Dominguez – 6th Place, Super Heavyweight

Odessa High School Girls

- Celeste Estrada – 5th Place in her weight class.
- Team members: Aile Lopez, Sierra Jones, Yulissa Lucio, Alejandra Valenzuela, Amber Steger, Kaia Minjarez, Nohemi Nave

Gymnastics

Odessa High School Boys – Won Regional Title

- Coach Trey Enriquez, Gordon Garcia, Isaac Estrada, Seth Regalado, Damian Ortiz, Vinny Flores, Jabez Chavez, Jesse Hernandez, and Aaron Ramirez

Permian High School Boys – Finished 4th at Regionals

- 6 Individual State Qualifiers: Joseph Kilgore, Joshua Rodriguez, Quarte Haskins, Sincere Galindo, Wesley Brown, and Zachary Cordle

Odessa High School Girls

- Brenna Waddell

Permian High School Girls

- Isabella Fanucci
- Sydney Vaughn

Career & Technical Education Student Organizations

Business Professionals of America (BPA)

- Sofia Jones, 10th PHS Payroll/Accounting
- Juliet Waswa, 12th PHS Java Programming
- Faith Fulbright, 12th PHS Business Law
- Sneha Kesavan, 12th PHS Banking & Finance
- Swetha Kesavan, 11th PHS Extemporaneous Speech
- SPONSOR: Jessica Walker-Denney

3D Animation & Digital Communications

- James Gilley, 12th PHS
- Trinity Hernandez, 12th PHS
- Jabez Flores, 12th PHS
- SPONSOR: Josette Zeigler

Digital Communication & Design Concepts

- Alfonso Miranda, 11th, OHS
- Nicolas Ramos, 11th OHS
- Itzel Rascon, 11th OHS
- David Sly, 11th OHS
- Xavier Pena, 12th PHS
- SPONSOR: Courtney Hembree²⁶⁷

Broadcast News Team

- LizBeth Lopez, 11th PHS
- Emilie Juarez, 11th PHS
- Joshua Orosco, 12th PHS
- SPONSOR: Courtney Hembree

Podcast Production Team

- Anthony "Gage" Fuentez, 12th OHS
- Trysta Irby, 12th PHS
- Armando Quezada, 11th OHS
- SPONSOR: Courtney Hembree

Digital Communications & Design Team

- Trysta Irby, 12th PHS
- Daniel Aldridge, 12th OHS
- David Brito, 12th OHS
- SPONSOR: Courtney Hembree

Broadcast News Team

- Jessica Ortiz, 12th PHS
- Daniel Aldridge, 12th OHS
- David Brito, 12th OHS
- SPONSOR: Courtney Hembree

Audio/Video Production Team - GOING TO NATIONALS!

- Larissa Lujan, 11th OHS
- Luis Landaeta, 11th OHS
- SPONSOR: Courtney Hembree

Health Administration & Medical Terminology Concepts

- Aolani Lara Alvarado, 12th PHS
- SPONSOR: Courtney Hembree

Medical Diagnostic Coding & Medical Terminology Concepts

- Margarita Ruiz, 12th OHS
- Jazylia "Jazzy" Martinez, 12th PHS
- SPONSOR: Courtney Hembree

Texas Association of Future Educators (TAFE)

- Natalie Jones, 12th NTO
- Stephanie Hernandez, 12th OHS
- SPONSOR: Cheryl Cunningham

Recognition of the Broncho Spirit and MOJO Spirit Scholarship Recipients:

When a company requests to use one of our trademarked logos for Permian High School or Odessa High School, it must agree to a licensing agreement and the annual fee that goes with it. Those fees are pooled into a scholarship fund for PHS and OHS and four students are selected from the pool of applicants. Those students represent four areas of involvement from each school – athletics, AVID, Career & Technical Education, and fine arts. This year's Broncho Spirit and MOJO Spirit Scholarship recipients are:

Odessa High School (4)

- Nadia Garcia – Athletics – UT El Paso
- Lisbeth Dominguez – Career & Technical Education – Sul Ross State University
- Hailey Garcia – AVID – UT Permian Basin
- Brandon Muniz – Fine Arts – Odessa College

Permian High School (4)

- Parker Gwilliam – Athletics – Brigham Young University
- Kenya Gomez – AVID – UT Permian Basin or UT Austin
- Jeine Melendez Torres – Career & Technical Education – Odessa College
- Adamaris Madrid – Fine Arts – University of North Texas

25460 **Opening Remarks by Superintendent:** In Dr. Muri's opening remarks, he reminded staff and parents that there is no school for students on Friday (April 23), however it is a professional development day for all ECISD staff.

25461 **Public Comment:** Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

Action Items

25462 **Discussion of and Request for Approval of Purchases over \$50,000:** This agenda item is retained should a purchase item occur between the agenda posting deadline and the Board meeting. There were no purchases that met this requirement.

No action required.

25463 **Discussion of and Request for Approval to 2020-2021 Budget Amendment #7:** Moved by Hawkins, seconded by Brown to approve 2020-2021 Budget Amendment #7 as presented.

Motion unanimously approved.

25464 **Discussion of and Request for Approval of Extension of Bank Depository Contract:** Moved by Minyard, seconded by Brown to approve the Extension of Bank Depository Contract with Frost Bank as presented.

Motion unanimously approved.

25465 **Discussion of and Request for Approval of Memorandum of Understanding between Ector County ISD School Nutrition Department and the West Texas Food Bank:** Moved by Minyard, seconded by Gregg to approve the Memorandum of Understanding between Ector County ISD School Nutrition Department and the West Texas Food Bank as presented.

Motion unanimously approved.

- 25466** **Discussion of and Request for Approval to Set Date for Canvassing of Board of Trustees May 1, 2021 Election Results (Solicitud de Aprobacion Para Fijar La Fecha Del Escrutinio De Los Resultados De Las Elecciones Del 1 De Mayo De 2021 De La Mesa Directiva)**: Moved by Minyard, seconded by Brown to set May 11, 2021 as the Date for Canvassing of the Board of Trustees May 1, 2021 Election Results as presented.

Motion unanimously approved.

- 25467** **Discussion of and Request for Approval of Redesign Plans for Noel Elementary, Lyndon B. Johnson Elementary, and Wilson and Young Middle School**: Moved by Minyard, seconded by Smith to approve the Redesign Plans for Noel Elementary, Lyndon B. Johnson Elementary, and Wilson and Young Middle School as presented.

Motion unanimously approved.

- 25468** **Discussion of and Request for Approval of 2021-2022 TEA Pre-K Waiver**: Moved by Brown, seconded by Minyard to approve the 2021-2022 TEA Pre-K Waiver as presented

Motion unanimously approved.

- 25469** **Consent Agenda**: Moved by Minyard, seconded by Stanley to approve the Consent Agenda as presented.

- A. Request for Approval of Minutes of Meetings
- B. Request for Approval of Bills for Payment
- C. Request for Approval of Acceptance of Donations Over \$10K

Motion unanimously approved.

Report/Discussion Items

- 25470** **Communications Department Presentation**: Communications Officer Mike Adkins presented this item. The Communications Department publishes weekly internal and external newsletters, oversees the website, social media platforms, and the District's mass communication platform for parents. Open records requests, flier approval, publications, graphic design and video production are also part of the department's work to connect ECISD with the community, promote transparency, and build trust.

No action required.

25471 **Discussion of Instructional Coaching for Teacher Support and Development:** Deputy Superintendent Dr. Stephanie Howard along with Associate Superintendent for Curriculum & Instruction Dr. Lilia Nájuez, Executive Director of Talent Development Ashley Osborne, Executive Director of Instruction & Professional Learning Lisa Wills, and Executive Director of Leadership Alicia Press presented this item for discussion. A collaborative effort between the Curriculum & Instruction, Leadership, Talent Development, and Instructional Technology departments is creating a more systemic and more targeted approach to developing teachers. The focus of this presentation was the redesigned description of the Campus Instructional Coach and the Curriculum & Instruction Specialist, two positions specifically positioned to support teachers through an Observation-Feedback cycle. While each has a specific job description, together they will provide job-embedded professional development, support for individual teachers, specialized training, and will work collaboratively to develop the whole teacher. Research shows instructional coaching has a greater impact on instruction than almost all school-based interventions; and the #1 factor that influences student outcomes is the teacher. Talent Development is one of the three themes of our Strategic Plan, and this work is one more investment in the success of our teachers.

No action required.

25472 **Board of Trustees' Continuing Education Report:** Board President Delma Abalos presented this item. The State Legislature requires school districts to provide the public with a record of school board member continuing education credit hours. These records, as recorded by the Texas Association of School Boards along with the Framework for Governance Leadership were provided. All Trustees met the requirements.

No action required.

25473 **Budget Update Discussion:** Chief Financial Officer Deborah Ottmers presented this item for discussion. Trustees received an update on budget preparations, and heard the District's recommendations for employee raises for the 2021-22 school year. In previous meetings, the school board expressed that one of its priorities is raises for staff members, particularly hourly employees. Dr. Muri and district leadership proposed the following salary increases for the coming year:

- A 3% across-the-board raise for all salaried employees;
- An increase in the starting pay for teachers to \$57,000/year (the state average teacher salary in Texas is currently \$47,218);
- A 4% across-the-board raise for all hourly employees;
- An increase in the District's minimum hourly wage from \$11.21/hour to \$12.00/hour;
- A one-time stipend of \$750 paid to all who are employed by ECISD on the first day of school in August 2021. 271

On the topic of teacher pay, Dr. Muri pointed out that just four years ago (2017-2018) ECISD's starting teacher salary was just \$44,500. The District is committed to its teaching staff and creating opportunities for all employees.

No action required.

25474 **Legislative Update:** Superintendent of Schools Dr. Scott Muri spoke with Trustees about continuing conversations with State Legislators about the Federal Funding for public schools that is still being held up in Austin. He said there has been some movement in the discussions but continuing to point out how desperately Districts need that money to help students recover from the past year of learning loss is a priority.

No action required.

25475 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District; or hear a complaint or charge against an officer or employee.] (Discussion of 2021-2022 Employment Contract Renewals for Administrators, Teachers, and other Professional Support Employees; Consider Superintendent's Recommendation to give Notice of Proposed Termination of Probationary Contracts.)**
Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding All Matters as Authorized by Law.]

No closed session.

25476 **Discussion of and Request for Approval of the 2021-2022 Employment Contract Renewals for Administrators, Teachers, and other Professional Support Employees:** Moved by Minyard, seconded by Gregg to approve the 2021-2022 Employment Contract Renewals for Administrators, Teachers, and other Professional Support Employees as presented.

Motion unanimously approved.

25477 **Discussion of and Request for Approval to Take Action on Superintendent's Recommendation to Give Notice of Proposed Termination of Probationary Contracts:** There was no need to give Notice of any Proposed Termination of Probationary Contracts.

No action required.

25478 **Information Items:** The Board of Trustees were provided with the following information items: Acknowledgement of Donations, Financials, Purchasing Report, Routine Personnel Report⁷² and Whitley Penn Audit Engagement Letter 2020-2021.

25479 **Closing Remarks by Superintendent:** There were no closing remarks.

25480 **Adjournment:** Board President Delma Abalos adjourned the Board meeting at 8:25 p.m.

Board President
Delma Abalos

Board Secretary
Dr. Steve Brown



REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find printouts listing disbursements from April 15, 2021 thru May 12, 2021 for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 04/15/2021 to 05/12/2021

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	\$ <u>6,813,252.07</u>

APPROVED: _____

DATE: _____

**ECTOR COUNTY ISD
CHECK REGISTER
04/15/2021 - 05/12/2021**

DATE	PAYEE	AMOUNT
4/21	AMERIPRIDE SERVICES INC.	395.86
4/21	B-LINE FILTER & SUPPLY INC	798.60
4/21	BSN SPORTS, INC DBA US GAMES	474.31
4/21	BUCK'S WHEEL & EQUIPMENT COMPANY	227.22
4/21	CAROLINA BIOLOGICAL SUPPLY CO	185.15
4/21	CMC BUSINESS SYSTEMS INC	386.00
4/21	AUTOMATIC ICE MACHINE	502.00
4/21	CONSOLIDATED ELECTRICAL DISTRIBUTORS	172.24
4/21	CUMMINS BC329	1,302.94
4/21	DEMCO INC	587.43
4/21	DIAMOND BUSINESS SERVICES INC	1,444.03
4/21	DICK BLICK COMPANY	459.95
4/21	DUGAN'S BODY SHOP	1,925.64
4/21	EDUCATIONAL TESTING SERVICE	150.00
4/21	ETA HAND2MIND	127.44
4/21	FACTS ON FILE	3,695.00
4/21	FLAGHOUSE INC	169.99
4/21	FLINN SCIENTIFIC INC	7,634.94
4/21	FROG STREET PRESS INC	1,494.00
4/21	KELLY-MOORE PAINT	153.99
4/21	LAKESHORE LEARNING	2,738.86
4/21	LOU'S CLINICAL LAB INC	874.00
4/21	ODESSA TORTILLA & TAMALE FACTORY INC.	778.00
4/21	MENTORING MINDS. LP	8,902.56
4/21	NASSP	645.25
4/21	AIM MEDIA TEXAS OPERATING LLC	3,364.95
4/21	ODESSA COLLEGE	10,253.00
4/21	ODESSA WINLECTRIC	175.24
4/21	O REILLY AUTO ENTERPRISES LLC	1,182.40
4/21	ORIENTAL TRADING COMPANY INC	729.27
4/21	PLANK ROAD PUBLISHING	906.32
4/21	PROJECT LEAD THE WAY INC	1,530.00
4/21	REALLY GOOD STUFF LLC	5,479.90
4/21	REGION IV SERVICE CENTER	306.00
4/21	REGION 13 EDUCATION SERVICE CENTER	240.00
4/21	RENAISSANCE LEARNING INC	5,107.50
4/21	RON TURLEY ASSOCIATES INC	5,133.33
4/21	SECURED DOCUMENT SHREDDING INC	1,724.00
4/21	STERICYCLE	385.00
4/21	TEXAS ART EDUCATION ASSOCIATION (TAEA)	450.00
4/21	TEACHER'S DISCOVERY	312.21
4/21	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	270.00
4/21	PARK PLACE PUBLICATION LP	480.00

4/21	THE BOSWORTH LTD	64.74
4/21	TRANE U.S. INC.	15,744.75
4/21	UNITED STATES ACADEMIC	1,335.25
4/21	VALLEY SPEECH, LANGUAGE AND LEARNING CENTER	528.00
4/21	WEST MUSIC CO	3,975.16
4/21	WESTAIR-PRAXAIR DISTRIBUTION INC	1,581.56
4/21	WOODWIND & BRASSWIND INC.	725.47
4/21	BILL WILLIAMS TIRE CENTER	4,418.16
4/21	FOLLETT SCHOOL SOLUTIONS, INC.	32.49
4/21	MCM ELEGANTE HOTEL	174.38
4/21	MARTY GILMAN	1,104.40
4/21	ASSESSMENT TECHNOLOGIES INSTITUTE, LLC	2,600.00
4/21	UNIFIRST CORPORATION	1,934.91
4/21	OFFICE DEPOT, INC	12,594.13
4/21	SCHOOL SPECIALTY LLC	15,113.31
4/28	4IMPRINT INC	1,591.38
4/28	ALL ABOARD AMERICA!	10,825.97
4/28	ALL ABOUT HEARING	108.00
4/28	AMERIPRIDE SERVICES INC.	401.51
4/28	AMSTERDAM PRINTING & LITHO INC	1,024.02
4/28	AVID CENTER	2,550.00
4/28	B-LINE FILTER & SUPPLY INC	2,451.66
4/28	BSN SPORTS, INC DBA US GAMES	406.96
4/28	BUCK'S WHEEL & EQUIPMENT COMPANY	1,255.42
4/28	CMC BUSINESS SYSTEMS INC	389.79
4/28	CONSOLIDATED ELECTRICAL DISTRIBUTORS	159.04
4/28	FACTS ON FILE	2,156.96
4/28	PRYOR LEARNING SOLUTIONS, INC.	936.00
4/28	GANDY INK	2,679.50
4/28	GARDA CASH LOGISTICS	12,681.70
4/28	LAKESHORE LEARNING	4,274.23
4/28	LAMPO GROUP LLC	3,968.99
4/28	LAWSON PRODUCTS INC.	197.64
4/28	MATHWARM-UPS.COM	4,930.00
4/28	MENTORING MINDS. LP	8,400.00
4/28	MSC INDUSTRIAL SUPPLY CO.	2,850.16
4/28	O REILLY AUTO ENTERPRISES LLC	734.24
4/28	ORIENTAL TRADING COMPANY INC	1,444.20
4/28	PEOPLES EDUCATION	1,450.40
4/28	POSITIVE PROMOTIONS	519.10
4/28	PRO-ED	755.70
4/28	PROJECT LEAD THE WAY INC	2,704.50
4/28	REALLY GOOD STUFF LLC	8,239.90
4/28	ROBERTS TRUCK CENTER OF TEXAS	159.40
4/28	SCHOLASTIC BOOK CLUB	431.91
4/28	SECURED DOCUMENT SHREDDING INC	32.00
4/28	SHAR PRODUCTS CO	1,636.14
4/28	TEXAS ART EDUCATION ASSOCIATION (TAEA)	1,296.00

4/28	TEACHER'S DISCOVERY	852.47
4/28	VALLEY SPEECH, LANGUAGE AND LEARNING CENTER	2,035.00
4/28	VARSITY SPIRIT FASHION	1,942.95
4/28	WEST MUSIC CO	723.50
4/28	WESTAIR-PRAXAIR DISTRIBUTION INC	1,288.43
4/28	WOODWIND & BRASSWIND INC.	87.00
4/28	BILL WILLIAMS TIRE CENTER	12,514.04
4/28	HTL OPERATING LLC	2,400.00
4/28	MCM ELEGANTE HOTEL	174.38
4/28	NAPA AUTO PARTS	1,392.66
4/28	ACCELERATE LEARNING INC.	15,950.00
4/28	AXIOM BANK, N.A.	257.20
4/28	SEIDLITZ EDUCATION, LLC	320.00
4/28	OFFICE DEPOT, INC	7,711.83
4/28	SCHOOL SPECIALTY LLC	34,338.13
5/5	4IMPRINT INC	1,498.54
5/5	ACADEMIC LEARNING COMPANY LLC	1,284.86
5/5	ALL ABOARD AMERICA!	2,902.44
5/5	AMERIPRIDE SERVICES INC.	395.39
5/5	AVID CENTER	9,350.00
5/5	B-LINE FILTER & SUPPLY INC	3,804.38
5/5	BOUND TO STAY BOUND BOOKS, INC.	1,058.70
5/5	BUCK'S WHEEL & EQUIPMENT COMPANY	105.48
5/5	CENTERS FOR CHILDREN & FAMILIES	2,250.00
5/5	AUTOMATIC ICE MACHINE	1,593.00
5/5	CONSOLIDATED ELECTRICAL DISTRIBUTORS	392.63
5/5	CUTTING EDGE ADVERTISING INC.	2,575.00
5/5	DICK BLICK COMPANY	185.56
5/5	FLAGHOUSE INC	230.14
5/5	FLINN SCIENTIFIC INC	153.68
5/5	GANDY INK	574.60
5/5	GOPHER SPORT	524.63
5/5	HENRY SCHEIN INC	1,851.02
5/5	HOWELL & WINDHAM ADVERTISING	769.50
5/5	JUNIOR LIBRARY GUILD	224.00
5/5	LAKESHORE LEARNING	15,743.06
5/5	LAWSON PRODUCTS INC.	1,098.05
5/5	LONE STAR SIGNS OF WEST TEXAS	42,365.00
5/5	MENTORING MINDS. LP	9,861.84
5/5	MSC INDUSTRIAL SUPPLY CO.	216.21
5/5	MUSIC IN MOTION	1,083.08
5/5	ODESSA COLLEGE	1,425.00
5/5	O REILLY AUTO ENTERPRISES LLC	799.00
5/5	ROBERTS TRUCK CENTER OF TEXAS	339.73
5/5	SCANTRON CORP	240.00
5/5	SCHOOL NURSE SUPPLY INC	441.54
5/5	TEXAS ART EDUCATION ASSOCIATION (TAEA)	1,290.00
5/5	TEACHER'S DISCOVERY	243.43

5/5	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	135.00
5/5	PARK PLACE PULBICATION LP	115.00
5/5	UNITED STATES ACADEMIC	700.00
5/5	VARSITY SPIRIT FASHION	1,876.85
5/5	WESTAIR-PRAXAIR DISTRIBUTION INC	286.40
5/5	BILL WILLIAMS TIRE CENTER	5,746.95
5/5	NAPA AUTO PARTS	1,052.61
5/5	TRANSMISSION SERVICE & SUPPLY INC	2,024.72
5/5	BREAKOUT, INC.	716.00
5/12	AMERIPRIDE SERVICES INC.	470.65
5/12	AVID CENTER	23,800.00
5/12	BASIN BLOCK & SUPPLY	485.50
5/12	B-LINE FILTER & SUPPLY INC	4,753.74
5/12	CAROLINA BIOLOGICAL SUPPLY CO	946.44
5/12	AUTOMATIC ICE MACHINE	5,168.00
5/12	CUMMINS BC329	4,880.60
5/12	FLAGHOUSE INC	563.35
5/12	FLINN SCIENTIFIC INC	2,381.54
5/12	FROG STREET PRESS INC	1,979.97
5/12	GOPHER SPORT	3,116.89
5/12	GRAPHIC SOLUTIONS GROUP	828.14
5/12	HEINEMANN	1,579.05
5/12	HENRY SCHEIN INC	71.76
5/12	HOUGHTON MIFFLIN HARCOURT	7,980.00
5/12	HOWELL & WINDHAM ADVERTISING	309.37
5/12	J W PEPPER & SON INC	543.97
5/12	KELLY-MOORE PAINT	110.36
5/12	LAKESHORE LEARNING	2,795.20
5/12	LAMPO GROUP LLC	6,050.00
5/12	LEGO BRAND RETAIL	32,392.80
5/12	ODESSA TORTILLA & TAMALE FACTORY INC.	778.80
5/12	NORCOSTCO INC	1,126.43
5/12	AIM MEDIA TEXAS OPERATING LLC	650.00
5/12	O REILLY AUTO ENTERPRISES LLC	785.99
5/12	ORIENTAL TRADING COMPANY INC	609.11
5/12	POSITIVE PROMOTIONS	1,944.83
5/12	PROJECT LEAD THE WAY INC	3,480.50
5/12	REALLY GOOD STUFF LLC	133.93
5/12	RENAISSANCE LEARNING INC	7,875.00
5/12	ROBERTS TRUCK CENTER OF TEXAS	347.40
5/12	SCHOLASTIC BOOK CLUB	1,249.16
5/12	SCHOOL NURSE SUPPLY INC	67.50
5/12	SECURED DOCUMENT SHREDDING INC	496.00
5/12	SIMS PLASTIC INC	4,355.20
5/12	TEACHER'S DISCOVERY	2,363.07
5/12	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	670.00
5/12	TEXAS GIRLS COACHES ASSOCIATION	1,080.00
5/12	THE BOSWORTH LTD	13,474.02

5/12	PERFECTION LEARNING CORPORATION	1,340.64
5/12	WEST MUSIC CO	82.02
5/12	WESTAIR-PRAXAIR DISTRIBUTION INC	1,368.04
5/12	WOODWIND & BRASSWIND INC.	646.80
5/12	FOLLETT SCHOOL SOLUTIONS, INC.	584.60
5/12	MCM ELEGANTE HOTEL	2,380.00
5/12	NAPA AUTO PARTS	855.12
5/12	UNIFIRST CORPORATION	8,766.43
5/12	ODESSA PUMP & EQUIPMENT INC.	1,275.00
5/12	OFFICE DEPOT, INC	7,907.61
5/12	SCHOOL SPECIALTY LLC	19,649.10
4/19	AMAZON CAPITAL SERVICES	51,321.85
4/21	ADRIAN CHACON	10.00
4/21	ADVANCED MAILING SOLUTIONS	472.82
4/21	ALLIANCE ABROAD GROUP	9,000.00
4/21	ALPHA AND OMEGA CS&C INC.	396.61
4/21	AMANDA LOPEZ	600.00
4/21	AMANDA PADILLA	52.30
4/21	AMANDA PARSONS	143.25
4/21	AMAZON CAPITAL SERVICES	1,469.37
4/21	AMBER HARRIS	193.76
4/21	AMY ANDERSON	101.16
4/21	ANDREA VALERO	23.58
4/21	ANGELA AREBALOS	300.00
4/21	ANGELA ROMANO	172.94
4/21	ANGELO FOOTBALL CLINIC	800.00
4/21	ANNIE NELSON	168.78
4/21	ANTHONY SCOTT	136.58
4/21	APOGEE COMPONENTS	3,311.55
4/21	APPLE, INC	15,620.00
4/21	ASSOCIATES OF SUMMERTREE L.P.	5,809.49
4/21	AT&T	7,876.28
4/21	AT&T LONG DISTANCE	1,354.50
4/21	AT&T MOBILITY	52.24
4/21	ATHLETIC SUPPLY INC	620.00
4/21	ATLANTIC BEVERAGE COMPANY LLC	13,502.16
4/21	AUDIO ACOUSTICS HEARING CENTERS	550.00
4/21	AUDRA MUNOZ	79.35
4/21	BARRON SERVICE PARTS CO INC	460.28
4/21	BELINDA K. MARTINEZ	27.83
4/21	BERKSHIRE PRODUCTION SUPPLY, LLC	445.24
4/21	BEST CHOICE COFFEE SERVICES LLC	129.31
4/21	BIG DADDY'S	4,620.00
4/21	BIMBO BAKERIES USA	3,405.28
4/21	BLANCA ANAYA	89.32
4/21	BLUE STAR BUS SALES LTD	1,242.56
4/21	BONNIE B CRAWFORD	304.81
4/21	BRAKES AND WHEELS INC.	50.91

4/21	BRAZOS DOOR & HARDWARE	1,130.00
4/21	BRIAN BODIFORD	300.80
4/21	BUSINESS PROFESSIONALS OF AMERICA-AREA 4 REGION 2	150.00
4/21	BWI COMPANIES INC	341.91
4/21	SPARKLIGHT	6,315.85
4/21	CAROL ANN BRODERSEN	1,200.00
4/21	CDW-G	10,602.40
4/21	CHARLES AND LEZIEE CHURCHFIELD	23,276.40
4/21	CHICK-FIL-A UNIVERSITY BLVD ODESSA	178.45
4/21	CHRISTINE MASON	115.50
4/21	CIRCLE P RANCH SUPPLY, INC	553.86
4/21	CITY OF ODESSA	32,258.84
4/21	COLLEGE BOARD INSTITUTIONS	15,802.00
4/21	COMMERCIAL FOOD SERVICE	421.94
4/21	CRISTINA FIGUEROA	20.22
4/21	DANIEL SARABIA	165.00
4/21	DAVID EDENS	165.00
4/21	DEBORAH OTTMERS	423.36
4/21	DISCOVERY EDUCATION INC	12,000.00
4/21	DOMINO'S PIZZA	208.49
4/21	DS WATERS OF AMERICA INC	55.52
4/21	ECOLAB INC	5,801.40
4/21	ED SCOTT	155.00
4/21	EDGAR A. LAZCANO	169.80
4/21	ELIZABETH SHOREY	103.21
4/21	ERIC UNTERBRINK	102.81
4/21	FEDERAL EXPRESS CORPORATION	721.64
4/21	FERGUSON FACILITIES SUPPLY	1,323.01
4/21	FOCUS CARE INC.	22,500.00
4/21	G H DAIRY	75,127.56
4/21	GARDENDALE WATER CO	280.50
4/21	GENEVA GARCIA	46.48
4/21	GLORIA M. YBARRA	79.80
4/21	GRAINGER	6,898.90
4/21	GRANDE COMMUNICATIONS NETWORK LLC	6,450.00
4/21	GRANDE COMMUNICATIONS NETWORK LLC	1,590.00
4/21	GUILLAUME BLANCHETTE	192.00
4/21	HAPPY GRINGO, LLC	784.98
4/21	WAYNE WALLACE, LPC	56.17
4/21	HEATHER DRIGGERS	45.36
4/21	HIGH PLAINS OF ODESSA ASSOCIATES L.P.	11,487.10
4/21	ODESSA HI INC	1,327.21
4/21	I-CAR	750.00
4/21	IRMA STEEN	11.70
4/21	J.T. FLETCHER	665.92
4/21	JACK DUNLOP	505.08
4/21	JAIME MILLER	87.00
4/21	JIM MCKINNEY	370.80

4/21	JENNIFER PORTER	195.00
4/21	B L JONES	690.00
4/21	JULIE FINCHER	99.12
4/21	K. B. SAFE & LOCK CO	235.00
4/21	KAY'S EMBLEMS INC	247.00
4/21	KENT ADHESIVE PRODUCTS COMPANY - KAPCO	49.50
4/21	KRONOS INC.	6,749.99
4/21	LABATT FOOD SERVICE	109,406.26
4/21	LARISSA HERNANDEZ	1,007.96
4/21	LAURA SIKES	178.70
4/21	LAWNMOWER SALES AND SERVICE, INC	112.77
4/21	LIBERTY PAPER	40,236.00
4/21	LINDA GONZALES	467.64
4/21	LISA WILLS	468.92
4/21	LOWE'S	149.55
4/21	LUBBOCK ISD	105.00
4/21	LYNSEY WOODY	129.48
4/21	MARELI SANCHEZ	12.77
4/21	MARGARET U. RODRIGUEZ	29.74
4/21	MARIA ZUBIATE	66.42
4/21	MARINA BERRY	72.52
4/21	MARK BENNETT	3,700.00
4/21	MARK DAWSON	1,010.00
4/21	MARK KNOX FLOWERS	67.95
4/21	MATT ESCUE	284.28
4/21	MEGAN RITTER	35.85
4/21	MICHAEL GALINDO	2,000.00
4/21	MICHELLE MADRID	54.04
4/21	MICHELLE V URIAS	589.00
4/21	MISTY MICHELLE MORGAN	250.10
4/21	N-TUNE MUSIC & SOUND INC	9,995.00
4/21	NANCY COOK	54.94
4/21	NATALIE GUARA	108.64
4/21	NATIONAL TRAVEL SYSTEMS	6,642.24
4/21	NCS PEARSON INC	865.83
4/21	NETSYNC NETWORK SOLUTIONS	847.00
4/21	NOBUYUKI SHIRAISHI	96.49
4/21	ODESSA FAIRGREEN ASSOCIATES	6,477.10
4/21	ODESSA KINGS CROSSING ASSOCIATES L.P.	5,806.60
4/21	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	75.02
4/21	OFFICEWISE COMMERCIAL INTERIORS LLC	13,994.67
4/21	OHS GRAPHIC DESIGN	135.00
4/21	OPAL BOOZ & ASSOC	52.96
4/21	PADRINO FOODS	18,849.60
4/21	PAMELA DESPARROIS	122.53
4/21	PARKS BELL RANCH APARTMENTS II LLC	7,219.60
4/21	PARTS TOWN, LLC	1,137.89
4/21	PATRICIA LOGAN	97.88

4/21	PBK ARCHITECTS, INC	9,400.00
4/21	PENSKE COMMERCIAL VEHICLES US LLC	215.28
4/21	JIMMIE DO GAYLOR	220.43
4/21	PETROLEUM TRADERS CORPORATION	22,149.31
4/21	PHILIP HILL	69.00
4/21	POCKET NURSE ENTERPRISES INC	488.30
4/21	QEP PROFESSIONAL BOOKS	400.00
4/21	RANDY LIGHTFOOT	167.67
4/21	RAQUEL CARRASCO	300.00
4/21	REGION 18 EDUCATION SERVICE CENTER	19,635.00
4/21	RHONDA LONG	64.96
4/21	RICHARD A. ONTIVEROZ	229.64
4/21	RICHARD A. ONTIVEROZ	235.24
4/21	RICK YEAGER	106.47
4/21	RICKY HICKEY	1,800.00
4/21	RODNEY CHARLES ROMAN	300.00
4/21	SAM'S CLUB DIRECT	4,307.41
4/21	SAM'S CLUB DIRECT	965.99
4/21	SARAH PATTON	45.47
4/21	SCHOLASTIC INC	2,999.72
4/21	SCHREIBER FOODS INTERNATIONAL	26,608.40
4/21	SELERIX SYSTEMS, INC	5,280.00
4/21	SHERWIN WILLIAMS	506.90
4/21	PINNACLE PROPANE LLC	87.00
4/21	SIDNEY H NORTON	4,500.00
4/21	SOFT SUDS INC	204.00
4/21	SOUTH PLAINS AREA TRACK OFFICIALS INC	1,460.00
4/21	SOUTHEASTERN PERFORMANCE	4,713.10
4/21	SOUTHERN HVAC & PLUMBING	2,940.00
4/21	SOUTHERN MAID DONUTS	160.00
4/21	SPIRAL BINDING CO IN	758.29
4/21	STANFORD TICKET OFFICE	11,800.00
4/21	STEPHANIE MARIN	30.74
4/21	SUSAN E HARRISON	588.40
4/21	SWIM SHOPS OF THE SOUTHWEST	76.50
4/21	SYSCO USA, INC	7,657.40
4/21	T&K HOLDINGS INC	350.00
4/21	TEXAS BOOK COMPANY	4,117.09
4/21	TERESA OWENS	25.20
4/21	TEXAS ASSOCIATION OF SCHOOL BOARDS	920.65
4/21	TEXAS TECH HEALTH SCIENCES CENTER	1,000.00
4/21	TEXAS TO GO LLC	1,101.75
4/21	THE ELMS OF MIDLAND ASSOCIATES, L.P.	2,025.00
4/21	THE HANOVER RESEARCH COUNCIL	65,000.00
4/21	THE RON CLARK ACADEMY	1,990.00
4/21	THE RON CLARK ACADEMY	995.00
4/21	THE RON CLARK ACADEMY	995.00
4/21	IRWIN CONSULTING LLC	7,000.00

4/21	IRWIN CONSULTING LLC	14,500.00
4/21	TODD VESELY	587.28
4/21	TODD VESELY	623.52
4/21	TOTAL COMPENSATION GROUP INVESTMENT	1,532.28
4/21	TRACEY BORCHARDT	492.70
4/21	TRACI AVILA	34.49
4/21	TREY ENRIQUEUZ	285.00
4/21	TRUE NORTH CONSULTING GROUP, INC.	15,248.48
4/21	TUXEDO CONNECT LLC	53.50
4/21	UNITED REFRIGERATION	1,351.36
4/21	VALAREE TISA HAWKINS	12.26
4/21	VERIZON WIRELESS SERVICES LLC	2,864.53
4/21	VERONICA GARCIA	24.30
4/21	VITAL SIGNS	79.00
4/21	W. DEAN WEIDNER	24,732.90
4/21	W. DEAN WEIDNER	7,179.60
4/21	W. DEAN WEIDNER	41,039.70
4/21	W. DEAN WEIDNER	1,494.00
4/21	W. DEAN WEIDNER	1,279.80
4/21	W. DEAN WEIDNER	3,818.00
4/21	WAGNER SUPPLY COMPANY INC	65,959.62
4/21	WALTER DEAN WEIDNER GENERATION SKIPPING TRUST	6,651.50
4/21	WATSON TRUCK & SUPPLY	564.26
4/21	WAYFAIR INC	1,007.97
4/21	WEST TEXAS FILTERS INC	13,168.60
4/21	JOSTENS	4,321.50
4/21	WILL ARROTT	571.84
4/21	WILLIAM YBARRA	155.00
4/21	XEROX CORPORATION	48,984.95
4/21	ZULEMA PALOMINO	99.96
4/26	AMAZON CAPITAL SERVICES	114,197.69
4/26	AMAZON CAPITAL SERVICES	43.82
4/26	AMAZON CAPITAL SERVICES	203.15
4/28	AL ENRIQUEZ	165.00
4/28	ALAN WILLIAMS	887.78
4/28	ALEXANDER RIVAS	13,027.07
4/28	AMAZON CAPITAL SERVICES	77.05
4/28	AMERICAN FAMILY LIFE & CANCER	423.28
4/28	AMERICAN FAMILY LIFE & CANCER	33.75
4/28	ASSOCIATION FOR COMPENSATORY EDUCATORS OF TEXAS	900.00
4/28	ASSOCIATION OF TEXAS	2,763.52
4/28	ATKINS HOLLMAN JONES PEACOCK	18,884.55
4/28	BIMBO BAKERIES USA	2,338.56
4/28	BLUE STAR BUS SALES LTD	195.90
4/28	BRIAN BODIFORD	347.84
4/28	BRUCE MCCRARY	192.08
4/28	BRYAN HARGROVE	165.00
4/28	CAITLIN BOAL	180.26

4/28	CAVALLO ENERGY TEXAS LLC	105,404.06
4/28	CASEY WERNER	50.00
4/28	CASHWAY WEST, INC.	33.98
4/28	CDW-G	162,299.86
4/28	CHRISTOPHER JOHN VAUGHAN	625.00
4/28	CHICK-FIL-A UNIVERSITY BLVD ODESSA	238.50
4/28	CHRISTOPHER SOTO	300.00
4/28	COMMERCIAL FOOD SERVICE	876.00
4/28	CUSTOM WHOLESAL SUPPLY INC	684.25
4/28	DAVID EDENS	155.00
4/28	DAVID HARLAN	120.00
4/28	DS WATERS OF AMERICA INC	28.29
4/28	ECISD EDUCATION FOUNDATION	802.00
4/28	ED SCOTT	165.00
4/28	ERLEICDA, LLC.	160.00
4/28	FAMILY & CONSUMER SCIENCES	26.00
4/28	FERGUSON FACILITIES SUPPLY	482.56
4/28	FIRST FINANCIAL ADMINISTRATORS	66,274.00
4/28	FIRST FINANCIAL ADMINISTRATORS	35,273.91
4/28	FIRST FINANCIAL ADMINISTRATORS	33,803.33
4/28	FIRST FINANCIAL ADMINISTRATORS	1,087.93
4/28	FIRST FINANCIAL ADMINISTRATORS	17,225.16
4/28	FIRST FINANCIAL ADMINISTRATORS	11,472.05
4/28	FIRST FINANCIAL ADMINISTRATORS	7,608.06
4/28	FIRST FINANCIAL ADMINISTRATORS	101,115.76
4/28	G H DAIRY	35,830.02
4/28	GARDENDALE WATER CO	116.00
4/28	GAYLA BILLINGSLEY	50.00
4/28	GILLIAN HERRERA	199.36
4/28	GOODSON SERVICE COMPANY	132.00
4/28	GRAINGER	2,912.47
4/28	HARRISON WELCH	489.92
4/28	HARRISON WELCH	535.40
4/28	HEALTH SERVICES ADMINISTRATION	966.59
4/28	HEALTH SERVICES ADMINISTRATION	25,045.41
4/28	HECTOR LIMON	1,036.73
4/28	HORACE MANN INS CO	124.06
4/28	ID PLUS LLC	2,268.00
4/28	IDAHO CHILD SUPPORT RECEIPTING	278.00
4/28	IMAGERY GRAPHIC SYSTEMS	650.00
4/28	INVESTRUST	39,001.66
4/28	KEVIN D BALLARD INC	1,180.40
4/28	JACK DUNLOP	497.24
4/28	JAMES WORKMAN	42.00
4/28	JANICE CRAWFORD	2,950.00
4/28	JASON OSBORNE	193.00
4/28	JENNIFER GAONA	1,000.00
4/28	JNT RESOURCES PARTNERS, LP	1,093.40

4/28	JNT RESOURCES PARTNERS, LP	26,351.06
4/28	JOHN'S SALES & SERVICE	217.00
4/28	KARINA LIGON	558.43
4/28	LABATT FOOD SERVICE	174,069.74
4/28	LES BLACKBURN	150.00
4/28	MANDY HINOJOS	27.55
4/28	MARK ELLISOR	331.60
4/28	MARK KNOX FLOWERS	677.95
4/28	MATT ESCUE	347.84
4/28	MAURICIO MARQUEZ	42.00
4/28	MICHAEL CARY	625.00
4/28	MIKE DESPARROIS	750.00
4/28	N J MALIN & ASSOCIATES LLC	12,893.00
4/28	NATIONAL TRAVEL SYSTEMS	445.96
4/28	NEW MEXICO CHILD SUPPORT	300.00
4/28	NEW MEXICO CHILD SUPPORT	659.00
4/28	ODESSA EAST ROTARY CLUB	120.00
4/28	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	54.40
4/28	OFFICEWISE COMMERCIAL INTERIORS LLC	42,662.22
4/28	OPAL BOOZ & ASSOC	9,105.15
4/28	PAXTON / PATTERSON	109.11
4/28	PEDRO P CORTEZ JR	165.00
4/28	PENSKE COMMERCIAL VEHICLES US LLC	1,119.13
4/28	PETROLEUM TRADERS CORPORATION	11,399.53
4/28	PETROLEUM TRADERS CORPORATION	9,952.88
4/28	PETROPLEX OFFICE SUPPLY, INC.	99.00
4/28	PLASCO ID HOLDING LLC	3,511.68
4/28	POCKET NURSE ENTERPRISES INC	505.00
4/28	PREMIER FAMILY CARE INC	900.00
4/28	QM QUALITY MATTERS INC	2,000.00
4/28	RAMONA MATA	558.43
4/28	REED BOYD	900.00
4/28	REGION 18 EDUCATION SERVICE CENTER	53,975.00
4/28	REGION 2 EDUCATION SERVICE CENTER	50.00
4/28	ROGERS ATHLETIC COMPANY	658.00
4/28	ROYAL FIREWORKS PUBLISHING CO	880.00
4/28	SAM'S CLUB DIRECT	2,092.94
4/28	SAM'S CLUB DIRECT	100.68
4/28	SAM'S CLUB DIRECT	792.54
4/28	SCHOLASTIC INC	1,912.70
4/28	SCHOOL MATE	1,320.00
4/28	SCHOOLMINT INC	7,500.00
4/28	SEESAW LEARNING	550.00
4/28	SHERWIN WILLIAMS (FLOORING)	590.00
4/28	SHIRLEE ALEXANDER	5,850.00
4/28	PINNACLE PROPANE LLC	58.00
4/28	SOUTHEASTERN PERFORMANCE	1,895.20
4/28	SOUTHERN TIRE MART LLC	208.00

4/28	STATE DISBURSEMENT UNIT	120.00
4/28	SUSAN BUTLER	5,480.00
4/28	SWAGIT PRODUCTIONS, LLC	695.00
4/28	SYSCO USA, INC	6,811.00
4/28	TEXAS BOOK COMPANY	408.05
4/28	TEACHER CREATED MATERIALS	1,789.27
4/28	TERI MCLEOD	558.43
4/28	TERRA TESTING LLC	2,731.73
4/28	TEXAS AFT AMP	472.50
4/28	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	127.50
4/28	TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC	646.40
4/28	TEXAS HIGH SCHOOL COACHES ASSOCIATION	1,358.00
4/28	TEXAS INDUSTRIAL VOCATIONAL ASSOCIATION	92.00
4/28	TEXAS STATE DISBURSEMENT UNIT (SDU)	1,425.00
4/28	TEXAS STATE TEACHERS ASSOCIATION	33,210.79
4/28	THE CENTER FOR GUIDED MONTESSORI STUDIES, INC.	8,592.00
4/28	THE CINCINNATI LIFE INS. CO	425.99
4/28	THE RON CLARK ACADEMY	2,125.00
4/28	THE UNIVERSITY OF TEXAS AT AUSTIN	200.00
4/28	TNTP. INC.	69,514.50
4/28	TROPHY DEN	1,359.25
4/28	UNITED REFRIGERATION	88.57
4/28	UNITED STATES TREASURY	54.00
4/28	UNITED WAY OF ODESSA	7,131.95
4/28	UNIVERSITY MEDICAL SUPPLY	160.00
4/28	UNIVERSITY OF CONNECTICUT	960.00
4/28	THE UNIVERSITY OF TEXAS AT AUSTIN	40,000.00
4/28	UTPB	1,200.00
4/28	US FOODS, INC.	158.40
4/28	VERIZON WIRELESS SERVICES LLC	265.93
4/28	VERNELL FOBBS	3,330.00
4/28	VERNIER SOFTWARE & TECHNOLOGY	1,011.58
4/28	VITAL SIGNS	67.00
4/28	WAGNER SUPPLY COMPANY INC	7,301.11
4/28	WATSON TRUCK & SUPPLY	1,365.97
4/28	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	195.00
4/28	WEST TEXAS EDUCATORS	2,999.50
4/28	WEST TEXAS EDUCATORS	299,882.41
4/28	WILLIAM H BOYD	9,000.00
4/28	XEROX CORPORATION	7,460.64
4/28	YESENIA ORDONEZ	558.43
5/5	ALERT SERVICES INC	669.00
5/5	ALVIN O WORTHY	140.00
5/5	AMAZON CAPITAL SERVICES	41,176.96
5/5	AMERICAN RED CROSS	30.00
5/5	AMY ANDERSON	44.45
5/5	ANGELO FOOTBALL CLINIC	240.00
5/5	APPLE, INC	2,417.99

5/5	AT&T	499.19
5/5	AT&T	123.40
5/5	ATHLETIC SUPPLY INC	19,622.00
5/5	BEST CHOICE COFFEE SERVICES LLC	360.52
5/5	BIG DADDY'S	762.64
5/5	BIMBO BAKERIES USA	1,633.32
5/5	BINFORD SUPPLY LLC	77.59
5/5	BLUE CROSS BLUE SHIELD TEXAS	148,149.77
5/5	BLUE STAR BUS SALES LTD	1,464.08
5/5	BRUINS MONTESSORI INT'L USA	1,276.80
5/5	BWI COMPANIES INC	149.96
5/5	CARDIO PARTNERS INC	19,588.42
5/5	CARNEGIE LEARNING INC	27,000.00
5/5	CDW-G	53,475.69
5/5	CEBEY LLC	22,853.60
5/5	CHAD PETERSON	10.80
5/5	CHARLES AND LEZIEE CHURCHFIELD	7,922.88
5/5	COALITION OF READING & ENGLISH SUPERVISORS OF TX	135.11
5/5	COCA-COLA BOTTLING CO	111.60
5/5	COMPLETE BOOK AND MEDIA SUPPLY	7.16
5/5	CONNIE VIVERETTE	250.00
5/5	COOPER CONSTRUCTION CO INC	135,000.00
5/5	CROWN AWARDS	1,520.55
5/5	CUSTOMINK, LLC	2,329.60
5/5	CVA ADVERTISING & MARKETING	41,299.77
5/5	DALE'S ALIGNMENT & BRAKE SERVICE INC	105.00
5/5	DANIEL SARABIA	155.00
5/5	DAVID BARGAS	558.43
5/5	DAVID EDENS	155.00
5/5	DAXWELL	3,594.09
5/5	DEBORAH S. WHEELER	300.00
5/5	EAGLE RUBBER & SUPPLY	90.00
5/5	ED SCOTT	165.00
5/5	ED PRICE	2,450.00
5/5	ELIAS JIMENEZ	225.00
5/5	ELICEO ORTIZ	441.76
5/5	ELISHA M VEGA	78.23
5/5	E OFFICIAL ENTERPRISES, INC.	12,495.31
5/5	FERGUSON FACILITIES SUPPLY	5,372.24
5/5	FIRST FINANCIAL ADMINISTRATORS	18,524.66
5/5	FIRST FINANCIAL ADMINISTRATORS	3,947.73
5/5	JACQUELINE H LIGHT	3,250.00
5/5	FOSTER POULTRY FARMS	12,856.32
5/5	G H DAIRY	36,958.05
5/5	GARDENDALE WATER CO	49.00
5/5	GILLIAN HERRERA	824.49
5/5	GRAINGER	2,612.17
5/5	HURT EXTERMINATING	5,525.00

5/5	HORTENCIA DEL BOSQUE	33.64
5/5	IMAGERY GRAPHIC SYSTEMS	4,244.91
5/5	INK LION DESIGNS, LLC	4,645.61
5/5	INSOURCE INSURANCE GROUP, LLC	71.00
5/5	INTERACTIVE HEALTH TECHNOLOGIES LLC	3,225.00
5/5	JD PALATINE LLC	68.10
5/5	JENNIFER GAONA	2,500.00
5/5	JOHN'S SALES & SERVICE	261.47
5/5	JUDITH CAWLEY	1,281.80
5/5	JULIE MENDOZA	102.42
5/5	KRISTINA REED	60.00
5/5	LABATT FOOD SERVICE	75,883.37
5/5	LAKE COUNTRY CHEVROLET INC	84,410.20
5/5	LAWNMOWER SALES AND SERVICE, INC	50.40
5/5	LEADERSHIP MANAGEMENT	105.95
5/5	LU ANN LANE	250.00
5/5	LU ANN LANE	187.50
5/5	LUNCH MONY INC	48.54
5/5	MARK DAWSON	280.00
5/5	METLIFE	129,885.13
5/5	N J MALIN & ASSOCIATES LLC	69.00
5/5	N-TUNE MUSIC & SOUND INC	10,076.50
5/5	NASCO EDUCATION LLC	1,766.79
5/5	SUPERIOR VISION INSURANCE, INC.	29,308.22
5/5	NATIONAL TRAVEL SYSTEMS	308.96
5/5	NCS PEARSON INC	206.70
5/5	NIMBUS DRINKING WATER SYSTEMS	205.00
5/5	OFFICEWISE COMMERCIAL INTERIORS LLC	8,358.35
5/5	ABIGAIL MOLINAR	400.00
5/5	ALEXYA CASTILLO	39.75
5/5	JONNA D WHITE	40.58
5/5	KAZANDRA N CHAVEZ	40.58
5/5	MELANIE TAVAREZ	193.80
5/5	TRACIE SNYDER	50.00
5/5	ONYX GENERAL CONTRACTORS LLC	52,599.00
5/5	OPAL BOOZ & ASSOC	320.15
5/5	PBK ARCHITECTS, INC	4,700.00
5/5	PENSKE COMMERCIAL VEHICLES US LLC	33.25
5/5	JIMMIE DO GAYLOR	576.00
5/5	PETROLEUM TRADERS CORPORATION	17,146.13
5/5	PIRAINO CONSULTING, INC	5,644.32
5/5	PLASCO ID HOLDING LLC	140.00
5/5	ROBBYNE TEEL	300.00
5/5	RODRIGUEZ DRYWALL & PAINT CO.	10,950.00
5/5	RR & E SERVICES LLC	708.00
5/5	SAM'S CLUB DIRECT	1,009.75
5/5	SCHOOL MATE	950.40
5/5	SHERWIN WILLIAMS	150.28

5/5	PINNACLE PROPANE LLC	29.00
5/5	SOUTHERN TIRE MART LLC	295.20
5/5	STEPHANIE VILLAVICENCIO GARCIA	18.59
5/5	STEPHANIE HOWARD	23.52
5/5	STONE TOWER GRAFIX	653.75
5/5	SUSAN BUTLER	2,040.00
5/5	TANG MATH LLC	436.00
5/5	TANYA SHERMAN	429.28
5/5	TARYN MCMILLAN	80.00
5/5	TAVORI WHITE	165.00
5/5	TEXAS ASSOCIATION FOR	1,810.00
5/5	TASB, INC	150.00
5/5	TEXAS EDUCATIONAL SUPPORT	45.00
5/5	TEXAS EXCAVATION SAFETY SYSTEM, INC.	16.15
5/5	TRANSFINDER CORPORATION	2,100.00
5/5	TRIPLE T AUTO REPAIR	1,400.00
5/5	TYRONE TODD HINER	336.00
5/5	UNITED PARCEL SERVICE INC	39.23
5/5	UNITED REFRIGERATION	2,761.86
5/5	THE UNIVERSITY OF TEXAS AT AUSTIN	2,128.61
5/5	THE UNIVERSITY OF TEXAS AT AUSTIN	33.76
5/5	UNIVERSITY OF VIRGINIA DARDEN SCHOOL FOUNDATION	16,000.00
5/5	VALERIE HELITON	152.15
5/5	WAGNER SUPPLY COMPANY INC	18,264.40
5/5	WATSON TRUCK & SUPPLY	538.75
5/5	WEST TEXAS EDUCATORS	1,439.00
5/5	WHATABURGER RESTAURANTS	502.20
5/5	XEROX CORPORATION	15,219.64
5/5	Y'ALL HAUL TRAILERS	3,504.00
5/12	AARON ALEX MOLINA	45.19
5/12	AHA! PROCESS, INC	1,058.00
5/12	AIDE GARCIA	24.19
5/12	ALBERT J VALENCIA	131.20
5/12	AMAZON CAPITAL SERVICES	12,357.12
5/12	AMERICAN EXPRESS	18,316.57
5/12	ANDREA MESSICK	392.96
5/12	ANGELO FOOTBALL CLINIC	320.00
5/12	ANTHONY GARCIA	785.92
5/12	APPLE, INC	4,174.00
5/12	ATHLETIC SUPPLY INC	4,563.00
5/12	AUDIO ACOUSTICS HEARING CENTERS	850.00
5/12	BERKSHIRE PRODUCTION SUPPLY, LLC	26,087.10
5/12	BEST BUY BUSINESS ACCOUNT	4,109.94
5/12	BEST CHOICE COFFEE SERVICES LLC	146.81
5/12	BIG ROCK EDUCATIONAL SERVICE LLC	50,000.00
5/12	BILLIE SHIPMAN	61.15
5/12	BIMBO BAKERIES USA	3,981.64
5/12	BLUE STAR BUS SALES LTD	3,098.05

5/12	BOYS & GIRLS CLUB OF ODESSA	16,317.19
5/12	BRAZOS DOOR & HARDWARE	2,540.00
5/12	SPARKLIGHT	1,043.48
5/12	SPARKLIGHT	185.48
5/12	CAMBRIDGE EDUCATIONAL SERVICES INC.	3,159.79
5/12	CAROLINA VASQUEZ	32.98
5/12	CATHERINE MCLEOD	28.62
5/12	CDW-G	39,786.04
5/12	CHICK-FIL-A ODESSA TOWN CENTER	390.00
5/12	CINERGY ENTERTAINMENT ODESSA INC	7,737.00
5/12	CIRCLE P RANCH SUPPLY, INC	1,523.05
5/12	CITY OF ODESSA WATER DEPT	142,905.86
5/12	CLARISA ARRAS	39.65
5/12	THE COLLEGE BOARD	300.00
5/12	CRYSTAL PENA	8.51
5/12	CUSTOM WHOLESALE SUPPLY INC	1,915.42
5/12	CUSTOM WHOLESALE SUPPLY INC	49.39
5/12	CUSTOMINK, LLC	2,354.72
5/12	DANA SAFETY SUPPLY	805.00
5/12	DANIELLA MENDEZ	36.18
5/12	DAVID EDENS	155.00
5/12	DIEGO CABALLERO	218.12
5/12	DORI LAINE BUTTS	27.16
5/12	ECTOR SUCCESS ACADEMY NETWORK	62,749.82
5/12	ED PRICE	1,082.00
5/12	ELIAS JIMENEZ	265.00
5/12	ELIZABETH QUINTELA	61.15
5/12	ELLEN NOEL ART MUSEUM	3,500.00
5/12	ELSA ENRIQUEZ	75.54
5/12	ELUMA LLC	79,265.81
5/12	ERIC ARMIN INC	1,351.50
5/12	EXPLORELEARNING LLC	6,995.00
5/12	FERGUSON FACILITIES SUPPLY	765.94
5/12	FIRST FINANCIAL ADMINISTRATORS	1,953.18
5/12	FIRST FINANCIAL ADMINISTRATORS	3,369.86
5/12	FIRST FINANCIAL CAPITAL CORP	2,750.00
5/12	FISHER SCIENTIFIC	50.04
5/12	G FORCE ELECTRICAL SERVICES	10,009.00
5/12	G H DAIRY	42,878.49
5/12	GARDENDALE WATER CO	379.50
5/12	GERMAN F MOIX MONCLUS	800.00
5/12	GRAINGER	3,679.62
5/12	GRANDE COMMUNICATIONS NETWORK LLC	577.10
5/12	HARVARD ASSOCIATES	65,203.95
5/12	DICKEY'S BARBECUE PIT ODESSA	840.00
5/12	HECTOR ESCOBAR	800.00
5/12	HOUSTON ISD	1,439.68
5/12	INDUSTRIAL COMMUNICATIONS	6,435.00

5/12	INSOURCE INSURANCE GROUP, LLC	50.00
5/12	INTERNATIONAL ASSURANCE	60,592.56
5/12	ISABEL ARRAS-HUERTA	193.74
5/12	KEVIN D BALLARD INC	910.00
5/12	JAANI SCHROEDER	65.86
5/12	JANICE CRAWFORD	5,200.00
5/12	JIEUN PANDO	67.48
5/12	JIEUN PANDO	175.00
5/12	JOSH HULIN	261.12
5/12	JOSTENS INC	1,587.81
5/12	JSA ARCHITECTS, INC.	380.00
5/12	JUDITH CAWLEY	54.00
5/12	JULIA KELTON	22.04
5/12	KARA ROSENBLATT	1,100.00
5/12	KARA ROSENBLATT	1,450.00
5/12	KAREN EYCHANER	625.00
5/12	KAREN VICORY	28.00
5/12	KARIN STEPHENS	41.80
5/12	KATHERINE A KUHN	275.00
5/12	KAY'S EMBLEMS INC	160.50
5/12	KEENAN & ASSOCIATES	8,203.50
5/12	KENT ADHESIVE PRODUCTS COMPANY - KAPCO	60.75
5/12	KRISTI EICHER	395.50
5/12	KYLE RIPPE	133.90
5/12	L WALLACE CONSTRUCTION CO., INC.	807,852.14
5/12	LA MARGARITA	699.30
5/12	LABATT FOOD SERVICE	77,000.90
5/12	LAWNMOWER SALES AND SERVICE, INC	13.26
5/12	LEAD4WARD LLC	250.00
5/12	LONE STAR LEARNING	2,154.78
5/12	LOWE'S	671.32
5/12	LU ANN LANE	312.50
5/12	MABEL MORALES	52.08
5/12	MANDY HINOJOS	32.42
5/12	MARGARET U. RODRIGUEZ	27.55
5/12	MARIA D SALAZAR	600.00
5/12	MARIA ORTIZ	597.54
5/12	MARINA BERRY	51.97
5/12	MARK DAWSON	320.00
5/12	MICHELLE MADRID	89.54
5/12	N-TUNE MUSIC & SOUND INC	26,284.82
5/12	NATIONAL TRAVEL SYSTEMS	48.08
5/12	NC CHILD SUPPORT CENTRALIZED COLLECTIONS	382.00
5/12	NETSYNC NETWORK SOLUTIONS	54,033.00
5/12	NETSYNC NETWORK SOLUTIONS	124,647.40
5/12	NIENHUIS MONTESSORI USA	67.29
5/12	NIMBUS DRINKING WATER SYSTEMS	295.00
5/12	NOHEMI YBARRA	68.38

5/12	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	626.08
5/12	OFFICEWISE COMMERCIAL INTERIORS LLC	52,072.42
5/12	OLIVIA PORRAS	150.64
5/12	OLMSTED-KIRK PAPER CO	436.16
5/12	ABIGAIL ANDERSON	49.26
5/12	ALYSSA MOLBY	49.26
5/12	DIANE DELA PENA	49.26
5/12	EVETTE MCCLURE	49.26
5/12	GARY OWENS	45.75
5/12	GLENN DELA PENA	49.26
5/12	GRACIELLE VELASCO	49.26
5/12	ILIANA AVILA	49.26
5/12	JASMINE ALOLONG	49.26
5/12	RACHEL GLASSCOCK	47.00
5/12	OXFORD UNIVERSITY PRESS	539.59
5/12	PAUL R FULCE	231.00
5/12	NCS PEARSON RC	347.68
5/12	PENSKE COMMERCIAL VEHICLES US LLC	820.36
5/12	PETER C GORMAN	2,250.00
5/12	PETROLEUM TRADERS CORPORATION	23,550.77
5/12	PETROPLEX OFFICE SUPPLY, INC.	99.00
5/12	PLASCO ID HOLDING LLC	2,700.00
5/12	R.T.C., INC.	1,520.00
5/12	RAY DOMINGUEZ	36.85
5/12	RAY DOMINGUEZ	81.03
5/12	RAYMOND BEDFORD	60.00
5/12	REGION 13 EDUCATION SERVICE CENTER	390.00
5/12	REGION 18 EDUCATION SERVICE CENTER	20.00
5/12	REGION 18 EDUCATION SERVICE CENTER	300.00
5/12	REGION 18 EDUCATION SERVICE CENTER	800.00
5/12	RHONDA ELLINGTON	28.00
5/12	RHONDA LONG	49.39
5/12	RIGHT RX, LLC	16,407.00
5/12	RIGO NUNEZ	47.94
5/12	ROYAL FIREWORKS PUBLISHING CO	880.00
5/12	RSVP & ACT, INC.	540.00
5/12	SAM'S BBQ	1,081.01
5/12	SAM'S CLUB DIRECT	574.80
5/12	SAM'S CLUB DIRECT	1,197.63
5/12	SAM'S CLUB DIRECT	1,336.06
5/12	SCHOLASTIC INC	1,024.52
5/12	SCHOLASTIC NETWORK PARTNERS	2,500.00
5/12	SCHOOL MATE	2,094.00
5/12	SHANNON CRISWELL	53.14
5/12	SHERRY G'S FLORAL DESIGN	187.50
5/12	SHERWIN WILLIAMS	110.31
5/12	SIDNEY H NORTON	10.00
5/12	SILSBEE FORD	71,770.00

5/12	SOUTHERN MAID DONUTS	128.00
5/12	STARR COMMONWEALTH	49.00
5/12	SWAGIT PRODUCTIONS, LLC	695.00
5/12	SWIVL, INC.	9,150.50
5/12	SYSCO USA, INC	1,655.40
5/12	TEXAS BOOK COMPANY	16,473.16
5/12	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	279.00
5/12	TEXAS LIFE INSURANCE CO	114,933.10
5/12	TEXAS TEACHERS	15,556.25
5/12	THE DBQ PROJECT	1,125.00
5/12	THE HON COMPANY LLC C/O OFFICEWISE	1,720.32
5/12	IRWIN CONSULTING LLC	7,000.00
5/12	TRACEY BORCHARDT	218.56
5/12	TRIPLE TREATS ODESSA INC	119.70
5/12	TRUE NORTH CONSULTING GROUP, INC.	5,250.00
5/12	UNITED REFRIGERATION	1,106.13
5/12	UNIVERSITY MEDICAL SUPPLY	2,125.00
5/12	UTPB	8,000.00
5/12	VERIZON WIRELESS SERVICES LLC	266.07
5/12	VITAL SIGNS	589.00
5/12	WAGNER SUPPLY COMPANY INC	14,633.37
5/12	WALTER T. HENDERSON	3,000.00
5/12	WATSON TRUCK & SUPPLY	5,733.08
5/12	WAYFAIR INC	5,115.25
5/12	WEST TEXAS CHAPTER TASO	175.00
5/12	WEST TEXAS CHAPTER TASO	100.00
5/12	WEST TEXAS CHAPTER TASO	100.00
5/12	WEST TEXAS CHAPTER TASO	100.00
5/12	WEST TEXAS CHAPTER TASO	275.00
5/12	WEST TEXAS EDUCATORS	2,999.50
5/12	XEROX CORPORATION	206.73
5/12	ZULEMA PALOMINO	61.77

TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT 891

TOTAL AMOUNT WRITTEN FOR DISTRICT \$ 6,813,252.07



REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER \$10K

Ector County ISD is requesting approval to receive the following donations greater than \$10,000.

- a. \$12,500 from Education Foundation for portion of Grant Writer Salary, 2nd installment. Funds will be received quarterly in the amount of \$12,500 and will be accounted for in General Fund 199.



OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 Odessa, Texas

CDC
 (EXHIBIT)A

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Celeste Potter
 Principal OR Director
 _____ / Development - 705
 School OR Department

Education Foundation Jay Arrick, President
 Name of Donor (if organization, please include name of president)
 PO Box 951 Odessa Texas 79760
 Mailing address City State Zip Code
 has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 2914	\$ 12,500.00	Grant Writer Salary
	\$	
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____ *orig 705*

() Approval () Disapproval _____ PRINCIPAL / DIRECTOR Date
 (X) Approval () Disapproval *Celeste Potter* _____ *5/4/21* Date
 DIRECTOR OF DEVELOPMENT
 () Approval () Disapproval *N. Williams* _____ *5/5/21* Date
 CHIEF FINANCIAL OFFICER
 (The following approval required for a single donation/gift of \$10,000 or more)
 () Approval () Disapproval _____ SUPERINTENDENT OF SCHOOLS Date

Memo

To: Deborah Ottmers, Chief Financial Officer

From: Celeste Potter, Education Foundation

Date: May 4, 2021

Re: Donation

Message:

The Education Foundation Board of Directors has committed to donating \$50,000/year for 3 years to ECISD to cover new costs surrounding the ECISD Grant Writer position. This donation will be disbursed in quarterly installments of \$12,500/each.

Enclosed is check# 2914 which is the Foundation's second installment for 2021.

Any unused funds should be returned to the Education Foundation.





Education Foundation of Odessa, Inc.

P.O. Box 951
Odessa, TX 79760
(432) 456-7059
www.educationfoundationodessa.org

Prosperity Bank
620 N. Grant
Odessa, TX 79761
88-2258/1113

2914

5/3/2021

PAY TO THE ORDER OF Ector County ISD

\$**12,500.00

Twelve Thousand Five Hundred and 00/100***** DOLLARS

PROTECTED AGAINST FRAUD



Ector County ISD
Finance Department
P.O. Box 3912
Odessa, Texas 79760

[Handwritten Signature]
[Handwritten Name]

MEMO Donation - Grant Writer

⑆111322583⑆ 10080411⑆ 2914

Education Foundation of Odessa, Inc.

Ector County ISD

5/3/2021

2914

Installment 2 of 4 (2021)
Donation for ECISD Grant Writer Salary

12,500.00

199-00-5744-00-705/

[Handwritten Signature]
5/15/21

Prosperity Bank Chec Donation - Grant Writer

12,500.00



**REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING
BETWEEN ECTOR COUNTY ISD AND THE UNIVERSITY OF TEXAS
PERMIAN BASIN FOR ACADEMIC DUAL CREDIT**

This Memorandum of Understanding between Ector County ISD and UTPB is designed to allow high school students an opportunity to earn dual high school credit and college credit.

Tuition costs for dual credit hours are \$100. ECISD utilizes State Career and Technical Education (CTE) funds to pay the tuition for CTE dual credit courses.

This agreement will be in effect from August 1, 2021 until July 31, 2022.

**The University of Texas Permian Basin
Memorandum of Understanding
Academic Dual Credit
Fall 2021–Summer 2022**

This Memorandum of Understanding (“MOU”) is entered into by and between The University of Texas Permian Basin (“UTPB”) and Ector County Independent School District, “Ector County ISD”, pursuant to section 29.908 of the Texas Education Code.

1. Term

The term of this agreement is August 1, 2021 through and including July 31, 2022.

2. Recitals

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

3. MOU Purpose

The purpose of this MOU is to outline the roles and responsibilities of the University and the School Districts that participate in the Academic Dual Credit Programs at UTPB. This MOU is the agreement that encompasses all programs and initiatives under the Academic Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional Memorandum of Understanding is required by the Texas Education Agency for Early College High Schools, T-STEM and P-TECH schools.

4. Non-Discrimination

The University of Texas Permian Basin is committed to providing an educational, living and working environment that is welcoming, respectful and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex, national origin, age, disability, genetic information, or veteran status. The University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender expression and gender identity. For more information, please visit UTPB's Non-Discrimination Policy: <https://www.utpb.edu/life-at-utpb/campus-safety/non-discrimination-policy>

5. Recognition of Higher Education Partner

The School District, when reporting and publicizing high school students' completion of academic dual credit courses, will recognize all Higher Education partners, including The University of Texas Permian Basin. Furthermore, when the School District advertises and/or publicizes including but not limited to, designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize The University of Texas Permian Basin as their Higher Education partner. The following statement must be included in all the School District's publications and/or

advertisements in regards to the Academic Dual Credit Programs: “Ector County ISD” collaborates with The University of Texas Permian Basin, our Higher Education partner, to offer University credit hours, while saving families hundreds of thousands of dollars in reduced costs in tuition and fees.” In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the University’s Branding, Marketing, and Advertising Guidelines for The University of Texas Permian Basin at https://www.utpb.edu/university-offices/communications-and-marketing/images/ut-permian-basin-brand-guidelines_updated-04012019.pdf. Failure to follow this provision will result in a non-compliance notification as stated in Section 23 of this document.

6. Academic Policies and Procedures

Regular academic policies and procedures applicable to regular University courses and students will also apply to dual credit courses and dual credit students.

a) Eligible Courses

Academic courses offered by the University for dual credit are developed based on the guidelines published by the Texas Higher Education Coordinating Board in the Academic Course Guide Manual. The University does not offer remedial, kinesiology, or developmental courses for dual credit.

b) Faculty Qualification, Selection, Supervision, and Evaluation

The University has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called “Dual Credit Faculty”) to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the University’s respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the University’s policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the UTPB Academic Affairs Handbook (AAH).

- i. The School District will collaborate with the University to ensure that the School District instructor applying to teach in the Academic Dual Credit Program meets the credential requirements.
- ii. The University will ensure that University Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.
- iii. School District faculty approved as Dual Credit Faculty must be cleared by the University’s Office of Human Resources to teach any dual credit courses.

- iv. Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the University.
- v. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete Canvas LMS and Quality Measures Trainings offered through the University's Falcon Online Department prior to or during their first semester teaching Academic Dual Credit Program courses.
- vi. University and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual Credit Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.
- vii. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required University departmental meetings, discipline and course-specific professional development training. The department chairs will provide meeting schedule information to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate his/her teaching responsibilities at the high school in order to attend required department meetings.
- viii. University Faculty and Dual Credit Faculty teaching University-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate University or School District support services.
- ix. The School District will forward any concerns regarding Dual Credit Faculty or University Faculty teaching the University-level course to the University Department Chair for investigation. To resolve the concerns, a meeting shall take place between the University Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.
- x. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.
- xi. Even though Academic Dual Credit Faculty members are full-time employees of the School District wherein they teach the University course(s), they are expected to follow all the University's policies as applicable during the instructional time designated for dual credit courses. Because Dual Credit Faculty are employed by both the University and the School District, they are confronted with unique challenges, but should have the same rights, responsibilities, and privileges as University Faculty teaching a dual credit course at a high school site. They must fulfill their responsibilities as Dual Credit Faculty

while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.

xii. **Dual Credit Faculty Rights and Responsibilities when teaching a Course for the University:**

- **Course Work:** The rigor of University course work can often require additional time outside of class for students to meet course learning objectives and outcomes; therefore, Dual Credit Faculty should not be coerced to decrease the amount of out-of-class work assigned to students.
- **Issuing of University Grade:** Dual Credit Faculty shall not inflate the University letter grade, which might differ from the high school numeric grade.
- **Contact Hours Pertaining to Dual Credit Students:** Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. The student is responsible for communicating with faculty members concerning any absence. The student may be required to present evidence to support an absence, and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus.
- **Dual Credit Faculty must not be coerced to take unreasonable measures to help a student who, in the estimation of the Faculty member, is failing the course due to a lack of effort and/or excessive student absences.**

c) Location, Facilities, Teaching Environment, and University Courses

The location of dual credit courses will be held at approved high school sites in accordance with SACSCOS standards.

i. University Courses

Faculty teaching dual credit courses must use the University's approved Learning Management System. The University maintains security measures to protect faculty and students while learning in an online environment.

ii. Course Delivery at High School

The School District will ensure that all academic dual credit courses taught by Dual Credit Faculty are conducted through face-to-face instruction, except when a State of Emergency is activated, is when a Dual Credit Faculty may be approved to conduct online instruction to adhere to the University's Instructional Guidelines, using the University's Learning Management System.

iii. Online Method of Delivery

UTPB offers one method of delivery via online Learning Management System.

An electronic course is defined as a course in which instruction and content are primarily over the Internet; a student and teacher are in different locations for a majority of the student's instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

iv. Facilities

The School District will work with the University to ensure that the School District's facilities meet the expectations and criteria required for University classes and are appropriate for University-level instruction by the first day of class including the following:

- School District will ensure that University Faculty and dual credit students have appropriate access to all available instructional facilities, resources, and essential technology;
- School District shall permit access to the University's electronic learning resources when the course is taught at the School District; and
- School District offering science courses shall meet the laboratory safety standards and have material/equipment required for University courses available in all labs in which classes are being taught to comply with the University science program requirements.

v. Teaching Environment

The School District will ensure that the classroom environment is conducive to University level learning by:

- Designating a classroom for the dual credit classes;
- Displaying signs outside of the classroom that indicate "University Course is in Session";
- Assuring no interruptions take place in the University dual credit class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and

- Accepting the faculty member’s attendance requirements as stated in the course syllabus.

d) Course Curriculum, Instruction, and Grading

School Districts that participate in the Academic Dual Credit Programs at the University will comply with procedures and guidelines as published by the University, including the following:

i. Academic Instructional Calendar

Dual credit classes will follow the University Academic Calendar. Exceptions may be arranged through collaboration between the University and the School District. When the requested exception involves the Final Exam Schedule for long semester classes, the College Department Chair and Division Dean should be involved in any decision. The University requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams. University courses and exams should take reasonable priority over School District activities.

ii. Monitoring Instruction

The School District will work with the University so University personnel will have the opportunity to monitor the quality of instruction in compliance with the University course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.

iii. Books and Supplemental Materials

Courses offered for dual credit will be identified in the course schedule as University-level courses. Instruction and materials for dual credit courses will be equivalent or identical to courses taught to traditional university students. When possible, UTPB will: (i) utilize open resource textbooks for all dual credit courses, and (ii) utilize the same textbook for multiple years. District shall be responsible for providing all academic textbooks to students.

iv. Grading Procedures

All Dual Credit Faculty will follow the University Grading System as well as the grading criteria in the department approved syllabus.

v. Submission of University Grade

The primary responsibility for assigning University grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain

determinant. University and School District officials will not interfere with the faculty member's responsibility for assigning University grades. The final course grade for the University will be a letter grade and for the high school a numeric grade that might differ from the University grade.

vi. Grade Appeal

The School District will direct students to follow the University's Grade Appeal process. An electronic copy of these documents may be accessed on the Student Services Department webpage at the following link:

<https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-grievances>

7. Student Enrollment & Support Services

a) Student Eligibility

Beginning in the 9th grade, Texas public school students may enroll in dual credit courses for up to 15 hours per semester. Texas Administrative Code §4.85(b) identifies requirements that must be met by students who enroll in a college course for concurrent enrollment college credit.

I. Students must comply with the Texas Success Initiative as follows:

- Reading—TSIA score of 351 or TSIA2 of CRC \geq 950
- Writing—
 - a. a placement score of at least 340, and an essay score of at least 4; or
 - b. a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.
- Mathematics—TSIA score of 350

TSIA2

- Mathematics College and Career Readiness —
 - CRC \geq 950;
 - CRC $<$ 950 and Diagnostic Level = 6
- English Language Arts and Reading College and Career Readiness —
 - CRC \geq 945 and Essay \geq 5;
 - CRC $<$ 945 and Diagnostic Level \geq 5 and Essay \geq 5 Diagnostic Level Range: 1-6 CRC– College Readiness Classification Test CRC Range 910-990

2. Alternatively, students may qualify under one of the following standardized exemptions from TSI requirements:
- Exemption from TSIA reading and writing:
 - Scored a 23 or higher on the ACT composite and a minimum of 19 on both the English and math tests;
 - SAT administered prior to March 2016: Earned a combined (verbal critical reading + math) SAT score of 1070, with a minimum score of 500 on both sections;
 - SAT administered March 2016 and later: Evidence-Based Reading and Writing (EBRW) minimum score of 480, Mathematics minimum score of 530 (no combined score needed);
 - TAKS scale score of at least 2200 on the math section and/or 2200 on the English Language Arts section with a writing subsection score of at least 3.

b) Library Services

UTPB shall provide dual credit enrolled student's access to the instructional and digital resources available on the campus of UTPB and ensure that all distance education students have access to library resources to support appropriately the courses in which the students are enrolled. These services include document delivery, electronic access to reference services, reserves, interlibrary loan, and a web page that includes ready links to services, contacts, and self-help modules. The library will regularly evaluate the effectiveness of resources provided to distance education students and will demonstrate that services are improved where appropriate. Instructors will provide distance education students information about library services.

c) Student Support Services

Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded to University students on the main campus. The University is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Currently, support services available to the online students from UTPB include:

- Electronic resources, online reference services, and other services of the J. Conrad Dunagan Library;
- Smarthinking Online Tutoring;
- Writing Center assistance and tutorials with writing assignments;
- Testing Services & Academic Accommodations for ADA issues, testing services, and study skill development;
- Academic Advising and My Edu;
- Career Services; and
- Technical Support for Canvas users

d) Student Policies

Regular academic policies applicable to courses taught at the University's main campus must also apply to dual credit courses, in accordance with TAC Chapter 4. These policies shall include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and when the syllabus must be distributed.

e) Student Complaints

UTPB's policies and procedures for handling student academic and non-academic complaints are applicable to all students including those enrolled in distance education programs and courses. Students with complaints about distance education delivered by UT Permian Basin should follow the process described at <http://www.utpb.edu/campus-life/dean-of-students/grievances/index>. Students who wish to file a written complaint are encouraged to submit their complaint using the University Complaint Resolution Portal located at <http://www.utpb.edu/services/business-affairs/complaint-resolution>. If an issue cannot be resolved internally/locally, students may file a complaint about UT Permian Basin with their state of residence or the University's accrediting organization. Information on both are available at <http://www.utcoursesonline.org/complaints>.

f) Student Conduct

Dual credit students must abide by the UTPB Student Code of Conduct outlined in the current Handbook of Operating Procedures.

8. Finance Support Services

a) Faculty Stipend

School District instructors approved by the University to be Dual Credit Faculty and approved to teach University level courses will be paid a stipend by the University per class, per semester, as outlined in the Academic Affairs Handbook (AAH).

b) Tuition and Fees

District shall pay \$100 per semester credit hour. Each school district is liable for making complete payment for all students before the 12th class day. Each district and or dual credit student will adhere to enrollment cancellation processes that are set in place by the University.

c) Invoicing

UTPB will issue an invoice to District listing all enrollments in all subject areas. District will have up 15 business days to appeal any registrations for that semester, to the Office of Accounting. District must remit payment within 30 days of receipt of invoice. Failure to pay may result in District's inability to enroll students in future courses.

d) TXVSN Enrollment

When District enroll in courses via the Texas Virtual Schools Network (TXVSN), it will follow UTPB enrollment procedures, including:

- a. Applying to and enrolling students in UTPB;
- b. Adhering to UTPB's enrollment and drop schedule; and
- c. Entering into a written agreement approved by the governing boards or designated authorities of District and UTPB.
- d. District is responsible for 100% of the course cost for each student that completes coursework. District is responsible for 70% of the course cost for each student who withdraws from a course after expiration of the designated drop period.
- e. TXVSN Central Operations will issue an invoice to District at the end of each semester based on the conditions noted above; TXVSN will remit payment to UTPB at the end of each semester.

9. Human Resources Department, Data Privacy & Sharing Agreement

The School District will collaborate with the University to ensure that all School District faculty applying to teach in the Academic Dual Credit Programs meet the credential requirements, and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

- a) Any non-academic incidents or complaints against Dual Credit Faculty teaching a University course are required to be reported to the University's Office of Human Resources to the attention of the Director for investigation.
- b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) regulations as stated in the University's Policy on Sexual Harassment/Sexual Misconduct, and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the University's policy may be accessed on following link: <https://www.utpb.edu/life-at-utpb/campus-safety/sexual-harassmentsexual-misconduct/sh-sm-policy>

Title IX Statement:

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator (as outlined in Section 3.1 of this Policy).

- c) The School District will designate a specific School District official that is certified as a Title IX Investigator/Coordinator to serve as the authorized liaison for The University of Texas Permian Basin Office of Human Resources. The School District official and the University's representative(s) will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

10. Quality Control

UTPB will monitor student academic performance and quality of instruction to assure compliance with the Texas Administrative Code Title 19, Part 1, Chapter 4.

11. Student Identification

UTPB online students are eligible to receive a UTPB Student Identification Card and students who wish to obtain a UTPB Identification Card shall send an email to the UT System Police at StudentID@utpb.edu, included information should be:

- *Full name, address, and student ID number.
- *A scanned image attachment of another photo-bearing official government ID (driver's license, passport, etc.) for verification in digital (JPEG) format.
- *A scanned image attachment of a passport-quality photo (headshot with a plain background) in digital (JPEG) format.

District or student shall pay a fee of \$10.00 for the ID and will receive the ID in a prompt and timely manner. Dual credit students may use their student ID to obtain the same privileges that traditional students hold, with the exception of the weight room.

12. UTPB Student Authentication Process

UTPB registers students for online courses using a student information system and manages access through a centralized authentication system. The learning management system in which all online courses are hosted authenticates student user accounts and passwords to the UTPB centralized authentication system. To obtain access to online courses in the learning management system, students must establish their identity through a secure login and password. At least one additional student identification technique will be required within each course. This technique is determined and approved by the Provost/Academic VP.

The District principal shall notify UTPB in the event a high school does not use photo IDs. UTPB will determine an alternative means of authentication. One additional method of student authentication using an approved photo ID must be clearly stated on the course syllabus minus webcams and may include the following:

- Proctored exams using an approved photo ID.
- Presentation of approved photo ID through a web cam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- Other technologies or procedures specified by faculty in their course syllabus.
- Public school designee/facilitators can proctor an exam identifying themselves to the instructor for testing environment criteria.
- UTPB emails are a secondary form of authentication.

Dual credit students may use District identifications. Approved photo identifications are: passports, government issued identification, driver’s licenses, military ID from DoD.

TEC 28.009

UTPB has aligned its goals with House Bill 1638 statewide goals as codified in Texas Education Code, Section 28.009 (b-1) and (b-2). These require the Texas Higher Education Coordinating Board (THECB), and Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas.

UTPB offers dual credit courses to high school students in accordance with state, legislative, and regulatory requirements, as well as the SACSCOC.

UT Permian Basin offers a course equivalency crosswalk for equating high school courses with college courses. This crosswalk identifies the number of credits that may be earned for each course completed through the dual credit program.

While UTPB offers a variety of dual credit and early college access courses, most courses are part of the Texas Core Curriculum. Core courses are transferable to any public university or college in Texas.

All courses are 3 credit hours unless noted otherwise

*ART 1301: Art Appreciation	MATH 1324: Applications of Discrete Mathematics
COMM 1315: Intro to Public Speaking	MATH 1332: Contemporary Mathematics I
CRIM 2336: Intro to Criminology	MATH 2412: Pre-Calculus {4 credit hours}
ECON 2301: Intro to Macroeconomics	MATH 2413: Calculus I {4 credit hours}
*ENGL 1301: Composition I	*MUSC 1301: Jazz, Pop, and Rock
*ENGL 1302: Composition II	PLSC 2305: American National Politics
*ENGL 2322: British Literature to 1800	*PSYC 1301: Intro to Psychology

ENGL 2323:	British Literature since 1800	*SOCI 1301:	Intro to Sociology
*ENGL 2327:	American Literature to 1865	SPAN 1411:	Beginning Spanish I {4 credit hours}
ENGL 2328:	American Literature since 1865	SPAN 1412:	Beginning Spanish II {4 credit hours}
*HIST 1301:	U.S. to 1877	SPAN 2311:	Second Year Spanish I
*HIST 1302:	U.S. since 1877	SPAN 2312:	Second Year Spanish I
MATH 1314:	College Algebra		

UTPB offers dual credit to Early College High School and high school students across the state of Texas. Our classes are taught by SACSCOC qualified university professors. UTPB ensures the quality and instructional rigor of the dual credit program's content, which meets, SACSCOCs requirements. Course content and rigor are comparable with similar courses that are taught to traditional UTPB students.

UT Permian Basin Dual Credit goals are listed below.

Goal 1: UT Permian Basin and its school district partner will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

- Measures of Implementation: Examples of items to include in documentation:
 - a. UT Permian Basin and its school district partner will host informational sessions for students and parents on dual credit opportunities, benefits, and cost.
 - b. UT Permian Basin and its school district partner's webpages will reflect the most current dual credit program information including enrollment and fee policies.
 - c. UT Permian Basin will host dual credit 101 sessions for high school counselors via webinar.
 - d. UT Permian Basin and its school district partner will collaborate on a marketing campaign.

Goal 2: The Dual credit program will assist high school students in the successful transition to and acceleration through postsecondary education.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge successfully into college course completion.

- Metric: Examples of items included in analysis:
 - e. Student enrollment in postsecondary after high school
 - f. Time to degree completion
 - g. Decrease in excess number of semester hours beyond required hours to degree completion
- Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

Metric: Award of credit and transcripts

- a) UTPB will award academic credit for courses that are listed in the core curriculum. These courses shall be evaluated in accordance with Texas Higher Education Coordinating Board and Texas Education Agency. They shall be at a more advanced and rigorous level than courses taught at the high school level.
- b) For all its programs, including those delivered through distance education, UTPB will identify expected student learning outcomes, assess the extent to which a course achieves these outcomes, and provide evidence of improvement based on analysis of the results. Additional items to be evaluated shall include but are not limited to: the effectiveness and efficiency of delivery systems, academic resources, student services, and access to faculty. Finally, students will evaluate courses delivered via distance education using the course evaluation procedures in effect for campus-based courses.

I3. Schedule Changes

Schedule changes that include additions, drops, and withdrawals will be processed based on established deadlines and must adhere to current policies and procedures.

I4. Transcribing of Credit and Student Withdrawal

A college grade shall be transcribed upon completion of the semester for the courses in which the student officially enrolled and will adhere to the current grading policy.

The school district agrees to evaluate the objectives to be achieved by students completing the UTPB dual credit courses and to transcribe the credit on the student's high school transcript accordingly.

Students may request transcripts at www.getmytranscript.com. The fee is \$7.00.

I5. Grading Periods and Policies

The university has adopted a policy that allow school facilitators observer access in Canvas. The account holder will have credentials and understand that all users of UTPB Information Resources are subject to having all such uses monitored and/or recorded by system personnel, and that anyone using UTPB Information Resources expressly consent to such monitoring and that the results of such monitoring may be provided to law enforcement personnel. Individuals will be able to follow the academic calendar for the grading periods and polices adopted by UTPB and school district.

I6. Use of UTPB Email

Use of UTPB email as primary email in distance education courses further protects student personal emails independent of their coursework and ensures the student enrolled in the online courses is using the email account assigned to that student by UTPB. University email will serve as second authentication method.

17. Privacy

The Family Educational Rights Privacy Act (FERPA) guidelines will be followed for all students regardless of instructional environment. Submission of student work online creates an academic record that is subject to FERPA. Online posting of grades must not be viewable to other members of the online class. Exemplary works may be posted with individual student permission. Instructors must not compel online students to reveal private information to classmates. Private information includes full name, physical address, birth date, birth place, social security number, gender, race, color, marital status, religion, citizenship, immigration status, physical image, information about family, or information a student considers too sensitive to share.

18. Data Sharing

FERPA allows protected student data to be exchanged between the University and School District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the University disclosed. The University and the School District are expected to meet FERPA requirements to maintain the privacy of student data. The University will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide required data in a timely manner to our partners with a signed MOU.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the University. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any data received from the University shall not be shared outside the District without prior authorization from the University. The School District may request data outside of the scheduled report distribution schedule provided:

- An MOU has been executed and is active between the School District and the University
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need. The School District may submit an e-mail request for reports to: chavez_mi@utpb.edu

19. Transportation

UTPB assumes no obligation/responsibility for transportation of students to and from the UTPB campus.

20. Off-site Locations Southern Association of Colleges and Schools Commission (SACSCOC) Requirement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires Universities to report all off-site locations in which dual credit students may earn at least 25% but less than 50% of credits toward a program, in-person or via distance learning, if courses are taken on high school property. This rule does not give the University the right to manage the classroom or technology in the classroom, nor does it imply that the University will supply learning technology. However, high schools may be subject to a site visit during SACSCOC reaffirmation processes that occur every five years.

21. Decision to Non-Renew MOU Agreement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) substantive change policy requires institutions to notify them of all off-campus instructional locations that require students (including dual credit and early high school students) to take courses in a place that is geographically apart and independent of the main campus location. Furthermore, institutions are required to have an approved teach-out plan that ensures equitable treatment of students when an off-campus instructional site closes. Because a decision not to renew an agreement between the University of Texas Permian Basin (UTPB) and a dual credit high school partner closes an off-campus location, the UTPB teach-out plan will ensure the University makes a good faith effort to assist affected students, faculty, administrative and support staff so that they experience minimal disruption in the pursuit of their course of study or professional careers.

If a decision is made not to renew an agreement between the University of Texas Permian Basin (UTPB) and a dual credit partner, the following proposed protections will occur:

This plan provides details regarding:

- a. administration and organization
- b. affected students
- c. maintenance of records and reports
- d. affected faculty and staff

Administration and Organization

The Administration, Provost, Program Director, and faculty of the UTPB Dual Credit Program will continue to adhere to and remain accountable for ensuring affected students, faculty, and support staff experience minimal disruption in the pursuit of their course of study or professional careers.

The University administration will provide direct support and resources to the appointed Director of Dual Credit/Early College High School in fulfilling his/her responsibilities and duties until all affected students have completed their course work.

Affected Students

The University has maintained and will continue to maintain open communication with all currently enrolled students.

A decision not to renew an agreement between UTPB and a dual credit partner prohibits students enrolled by that high school from taking dual credit courses from UTPB. In that case, affected students will be notified by mail of the ending agreement and will be informed of their rights as follows:

1. Affected students are no longer eligible to take dual credit courses at the University
2. No additional charges/expenses will incur as a result of the ending agreement
3. Any earned credit will be recorded and remain on student transcripts
4. Affected students are entitled to a copy of their transcripts
5. All other affected student records will be kept on file following UTPB policy
6. Affected students have a right to appeal a grade
7. Grievance procedures still apply
8. Incomplete grades and ongoing agreements between the affected student and instructor will remain honored

Affected students will be notified that they can continue taking dual credit courses at UTPB if the stated agreement is renewed at a later time. Once they graduate from high school, they are eligible to apply to UTPB and complete their programs of study.

Maintenance of Records and Reports

All current records will be maintained in a secure manner to prevent loss, destruction or unauthorized use. All records will be maintained for the required specified time and will remain accessible to those with a need for access (e.g., Program Director, Provost).

The University will also continue to maintain the records listed below in accordance with the required institutional education guidelines:

- a. University catalogs, programs of study, mission and goals, curriculum and course outlines
- b. Student/Faculty records
- c. Memoranda of agreements with affiliating agencies
- d. Strategic planning documents and program/course evaluation methods

Affected Faculty and Staff

In the unlikely event that full-time faculty or staff are affected by the ending contract between UTPB and a dual credit partner, they will be notified in writing.

22. Amendment

Any change to the terms of this MOU must be presented in written form and agreed upon by both UTPB and the school district at least 30 days before any term or provision may be changed.

23. Notification of Non-Compliance and Termination of Agreement

Failure to act in accordance with any provision in this MOU will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the University President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

The University of Texas of the Permian Basin
4901 E. University Blvd.
Odessa, Texas 79761

By:

Date:

Dr. Sandra Woodley
President, UTPB

Ector County Independent School District

By:

Date:

Dr. Scott Muri
Superintendent, Ector County ISD



REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING AND ARTICULATION AGREEMENT BETWEEN ECTOR COUNTY ISD AND ODESSA COLLEGE FOR DUAL CREDIT OFFERINGS

This Memorandum of Understanding and articulation agreement between Ector County ISD and Odessa College is designed to allow high school students an opportunity to earn dual high school credit and college credit.

The purpose of this agreement is to facilitate the cooperation between the College and the School District in the provision of dual credit college courses for qualified students beginning their freshman (9th grade) year.

Tuition costs for dual credit hours are \$50. ECISD utilizes state Career and Technical Education (CTE) funds to pay the tuition for CTE dual credit courses.

This agreement will be in effect for two years from the date of execution.

MEMORANDUM OF UNDERSTANDING AND ARTICULATION AGREEMENT**--DUAL CREDIT CLASS OFFERINGS--****ECTOR COUNTY ISD AND ODESSA COLLEGE**

This Memorandum of Understanding and articulation agreement between Ector County ISD (ECISD) and Odessa College is designed to allow high school students an opportunity to earn dual high school credit and college credit. The Texas Education Code, Chapter 9, Subchapter H, Partnerships between Secondary schools and Texas Public two-year Associate degree granting institutions establishes authority and rules for two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college level credit. Dual Credit requirements are identified/outlined in Chapter 4, Subchapter D, Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges, §4.85.

PURPOSE

The purpose of this agreement is to facilitate the cooperation between the College and the School District in the provision of dual credit college courses for qualified students beginning their freshmen (9th grade) year.

The following terms and conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board rules and regulations, §4.85:

ELIGIBLE COURSES

1. Only courses as permitted by TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (a) identified as college-level academic courses in the current edition of the College Catalog or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) may be used for dual credit.
2. Courses approved for dual credit for an individual student must be applicable to a college or University certificate or degree.
3. Approved courses must be listed in the appropriate high school course description guide and reviewed and updated periodically.
4. This agreement includes courses offered in all Odessa College terms and/or semesters.

STUDENT ELIGIBILITY AND COURSE LOAD

1. To be eligible for enrolment in a dual credit course offered by a public college, students must meet all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test or minimum grade in a previous course, etc.)
2. To be eligible for enrollment in a certain dual credit courses the high school student may be required to attain a qualifying or passing score on a Texas Higher Education Coordinating Board approved college readiness assessment instrument. The required assessment will depend on the dual credit course prerequisites, if any, and will be in one or more of the following areas; mathematics, reading, and/or writing.
3. A student who is exempt from taking a state assessment college readiness instrument may be otherwise evaluated by the college to determine eligibility for enrolling in certain workforce education dual credit courses.

STUDENT RESPONSIBILITY

Dual credit students must abide by both the Odessa College Code of Conduct and the ECISD Code of Conduct. The Odessa College Code of Conduct may be found online at www.odessa.edu or <https://www.odessa.edu/current-students/student-handbook/index.html>.

LOCATION OF CLASS

For the purpose of this agreement, dual credit courses may be taught on the Odessa College campus, on the High school campus(es) in ECISD, at Odessa College/ECISD approved locations, or online and include all modes of delivery of classes by Odessa College. Scheduling of classes on a high school campus will be aligned with the master schedule at the high school campus as applicable.

COMPOSITION OF CLASS

Dual credit courses may include dual credit students only or a mix of dual credit students and non-dual credit students.

FACULTY SELECTION, SUPERVISION, EVALUATION, AND COMPENSATION

1. All instructors, without exception, of dual credit courses must meet the minimal credential requirements specified by the Southern Association of Colleges and Schools and Commissions on Colleges (SACSCOC), which is the accrediting body for Odessa College.
2. High school faculty who meet the SACSCOC credential requirements for teaching college courses may be considered to teach dual credit courses by Odessa College. SACSCOC qualified high school instructors will follow the same selection procedures used by the college to select faculty responsible for teaching courses at the college's main campus.

3. Odessa College shall supervise and evaluate dual credit instructors and courses using the same or comparable procedures and standards used for faculty on the College's main campus.
4. All Odessa College instructors including those teaching dual credit course are encouraged to adhere to the principals set forth in the college's award-winning *Drop Rate Improvement Program* for establishing and maintaining high in-class retention levels and exceptional student success. This program was recognized by the Texas Higher Education Coordinating Board in 2012 with an Award of Excellence and in 2014 with the Star Award, the highest award given for improving education in the state of Texas.
5. Odessa College will provide funds to ECISD that are sufficient to cover annual rates of compensation to the high school's dual credit instructors. The college shall identify appropriate rates of compensation annually.

COURSE CURRICULUM, TEXTBOOKS, INSTRUCTION, AND GRADING

1. Odessa College will ensure parity between a dual credit course and the corresponding course offered at the main campus with respect to the curriculum, materials, instruction, method, and rigor of student learning assessment. These standards shall be upheld regardless of the student composition of the class.
2. All instructors of dual credit classes shall follow departmental guidelines set forth by the college department chair or respective division Dean of Odessa College. Dual credit instructors will be required to use the College's department syllabus and implement all learning outcomes set forth in the syllabus. Adaptions to the departmental syllabus must be approved in writing by the college department chair.
3. Dual credit instructors shall be required to use the College departmentally approved textbook(s) and any other materials as set by college departmental policies. These standards shall be upheld regardless of the student composition of the class. Requests for use of alternate materials must have prior approval from the College department chair.
4. Odessa College's dual credit instructors shall provide the ISD with a numerical grade equivalent to the corresponding letter grade awarded to the student.
5. The college recognizes that certain of the District's students participating in these classes are also participating in UIL-sanctioned activities. Accordingly, the College and all instructors shall work with the District to ensure that numerical grades are provided on a timely basis. The parties acknowledge that certain reports may be due at a time when no new college work has been performed by the student.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

1. Academic policies applicable to courses taught at the College's main campus will also apply to dual credit courses.
2. Students in dual credit courses are eligible to use the same learning and support services that are afforded college students on the main campus including, but not limited to: advising, career assessment and planning, tutoring, library services, the College Sports Center, Student Life leadership and Development opportunities.

3. Dual credit students will have access to the College Portal to access grades, unofficial transcripts, and to a college email account for official college communication.

TRANSCRIPTION OF CREDIT

For dual credit courses, both high school and college credits should be transcribed immediately upon a student's completion of the performance required in the course. The student is responsible for providing the ISD with an official transcript if the high school requires one.

FUNDING

1. Applicable state funding for dual credit courses shall be available to both the District and the College based on the relevant funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
2. Odessa College tuition and fees for dual credit course shall be paid by the student to the college unless paid for by a third party, including the District, under a separate agreement. No payment or reimbursement of dual credit tuition and/or fees shall be made to Transformative Leadership Academy by Odessa College.
3. Dual credit tuition and fees are subject to change in accordance with Odessa College Board policy.

RIGHT OF FIRST REFUSAL

In recognition of the commitment in time and resources Odessa College makes to the District in providing high quality dual credit courses, the district agrees to provide Odessa College with the first opportunity – Right of Refusal – to fulfill the District's desire for additional dual credit services, courses, and/or programs.

If Odessa College is unable or unwilling to fulfill the District's desire for additional dual credit services, courses, and/or programs in a reasonable period of time that is consistent with the nature of the District's request, then the District is free (after the lapse of such reasonable time) to seek such support from any other college or university able to provide that support.

TERM AND MODIFICATION AGREEMENT

1. This agreement may only be modified in writing by the representative of ECISD and the Odessa College President or their designees at least thirty (30) days in advance of such modification.

2. This agreement shall become effective on the date the last party executes the Agreement and shall remain in effect for two years from that date. This agreement shall renew automatically for an additional two years if neither party elects to terminate the agreement by notifying the other party in writing within ninety (90) days of the scheduled two-year renewal date.

3. This agreement may be terminated upon sixty (60) days' notice by either party provided that the effective termination date does not fall within an active dual credit class term. The parties to this condition on the understanding that to terminate the agreement within an active class term could negatively impact student learning and outcomes.

Dr. Scott Muri
Superintendent
Ector County ISD

Dr. Gregory Williams
President
Odessa College

Date

Date



REQUEST FOR APPROVAL OF INSTRUCTIONAL MATERIALS ALLOTMENT AND TEKS CERTIFICATION 2021-2022

Attached is a copy of the Instructional Materials Allotment and TEKS Certification 2021-2022. Texas Education Code §31.0211, 82nd Texas Legislature, requires each year the Board of Trustees of each district notify the State Board of Education that the instructional materials selected have been approved by the Board of Trustees for use in the school district.

2021-22 Allotment and TEKS Certification Form

NOTE: This template is for planning purposes only and will not be submitted to the Texas Education Agency. Please submit your responses using this [form](https://app.smartsheet.com/b/form/bf5755712b724621a1ae5c78c80e2f4c) (<https://app.smartsheet.com/b/form/bf5755712b724621a1ae5c78c80e2f4c>).

First and Last Name: Lilia Náñez

E-mail: lilia.nanez@ectorcountyisd.org

District Name: Ector County ISD

County District Number: 168901

Which product(s) do you plan to use for Tier 1 instruction to cover 100% of standards in school year 2021-22? List all that apply. Options for each grade band are listed in the Appendices at the end of this document. If the option you wish to put down is not on the list, record the product your district does use.

- I. Certification of Math Instructional Materials (See Appendix A for instructional materials options)

Grades K-5: TEKS Resource System, enVisionMATH TX 2.0, enVisionMATH TX 2.0 en español

Grades 6-8: TEKS Resource System, HMH Texas Go Math

Grades 9-12: TEKS Resource System(digital), HMH Algebra 1& 2, HMH Geometry, SpringBoard Mathematics-Algebra 1 & 2, Geometry, Precalculus

- II. Certification of RLA Instructional Materials (See Appendix B for instructional materials options)

Grades K-2: HMH Into Reading TX Reading & Writing Workshop, HMH Arriba la Lectura Texas Reading & Writing Workshop

Grades 3-5: HMH Into Reading TX Reading & Writing Workshop, HMH Arriba la Lectura Texas Reading & Writing Workshop

Grades 6-8: TEKS Resource Systems, myPerspectives Texas English Language Arts,

Grades 9-12: TEKS Resource Systems, StudySync, Texas Connections

- III. Certification of Science Instructional Materials (See Appendix C for instructional materials options)

Grades K-5: TEKS Resource Systems, Texas Interactive Science, Texas Interactive Science en español, STEMscopes 2.0

Grades 6-8: TEKS Resource Systems, iScience Texas, STEMscopes 2.0

Grades 9-12: TEKS Resource Systems, Integrated Physics & Chemistry, HMH TX Biology, STEMscopes 2.0 Biology, HMH Texas Modern Chemistry, STEMscopes 2.0 Chemistry, Kinetic First-Person Physics, STEMscopes 2.0 Physics

- IV. Certification of Social Studies Instructional Materials (See Appendix D for instructional materials options)

Grades K-5: TEKS Resource Systems, TX myWorld SS K-5, and TX myWorld SS K-5 en español

Grades 6-8: TEKS Resource Systems, World Cultures and Geography, TX History (School Education Group), TX US Hist to 1877

Grades 9-12: TEKS Resource System, TX World Geography, US History since 1877, TX World History (School Education Group), US Govt Student Bundle, TX Economics (School Education Group)

2021-22 Allotment and TEKS Certification TEMPLATE

What is your district's approach to covering 100% of the standards? Please respond with one of the options listed below.

1. *Other (if other, please type out response)*
2. *Adopt TEKS Resource System (TRS) and align purchased materials to TRS scope and sequence*
3. *Adopt TEKS Resource System (TRS) and align locally developed materials to TRS scope and sequence*
4. *Adopt a locally developed curriculum and align purchased materials to district developed scope and sequence*
5. *Adopt a locally developed curriculum and create locally developed supporting materials*
6. *Adopt a curriculum product and follow scope and sequence as designed in the product*

I. Certification of Math Instructional Materials

2

II. Certification of RLA Instructional Materials

6

III. Certification of Science Instructional Materials

2

IV. Certification of Social Studies Instructional Materials

2

What implementation approach does your district take with the instructional materials listed above? Please respond with one of the options listed below.

1. *All school leaders required to implement district's approach*
2. *School leaders have flexibility to select different materials*
3. *Other (if other, please type out response)*

I. Certification of Math Instructional Materials

1

II. Certification of RLA Instructional Materials

1

III. Certification of Science Instructional Materials

1

IV. Certification of Social Studies Instructional Materials

1



BUDGET UPDATE DISCUSSION

Discussion with the Board regarding Budget for 2021-2022.



LEGISLATIVE UPDATE

Dr. Scott Muri, Superintendent of Schools will provide a Legislative update.



TO: Board of Trustees
FROM: Staci Ashley, Executive Director of Human Resources
SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF RECOMMENDATIONS FOR PRINCIPALS**
DATE: May 18, 2021

Recommendation to hire Principals.

Administrative Recommendation:
Approval of Personnel Recommendations.



INFORMATION ITEMS

- Financials
- Purchasing Report
- Routine Personnel Report

05/06/2021 13:21
8269UvaldinaValenzue

ECTOR COUNTY ISD, TX
GENERAL FUND YTD BUDGET REPORT
MARCH 31, 2021

P 1
glytddb

FOR 2021 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-307,129,000	-1,557,955	-308,686,955	-265,739,200.07	1,966.14	-42,949,721.07	86.1%
11 INSTRUCTION	184,054,708	-4,282,076	179,772,632	107,346,373.40	46,703,310.05	25,722,948.55	85.7%
12 INSTRUCTIONAL RES & MEDIA SERV	2,665,093	0	2,665,093	1,545,993.96	668,221.87	450,877.17	83.1%
13 CURRICULUM & STAFF DEVELOPMENT	6,385,873	455,139	6,841,012	3,305,475.34	968,667.54	2,566,869.12	62.5%
21 INSTRUCTIONAL LEADERSHIP	6,314,483	110,863	6,425,346	4,259,419.77	1,382,195.33	783,730.90	87.8%
23 SCHOOL LEADERSHIP	20,325,522	801,857	21,127,379	15,588,655.50	6,089,647.64	-550,924.14	102.6%
31 GUID, COUNS & EVALUATION SERVS	11,231,935	-65,090	11,166,845	8,239,577.51	3,391,172.83	-463,905.34	104.2%
32 SOCIAL WORK SERVICES	919,660	3,420	923,080	711,626.64	442,870.23	-231,416.87	125.1%
33 HEALTH SERVICES	2,638,775	50,956	2,689,731	1,840,099.53	803,060.91	46,570.56	98.3%
34 STUDENT TRANSPORTATION	10,017,309	-1,047,690	8,969,619	5,674,229.27	2,262,111.74	1,033,277.99	88.5%
35 FOOD SERVICE	86,512	0	86,512	55,780.90	1,406.36	29,324.74	66.1%
36 CO/EXTRACURRICULAR ACTIVITIES	6,148,134	14,287	6,162,421	3,786,356.90	993,185.61	1,382,878.49	77.6%
41 GENERAL ADMINISTRATION	8,564,766	185,328	8,750,094	6,480,413.50	1,759,478.89	510,201.61	94.2%
51 FACILITIES MAINT & OPERATIONS	33,584,867	4,646,082	38,230,949	25,143,828.66	8,036,245.96	5,050,874.38	83.3%
52 SECURITY & MONITORING SERVICES	3,256,239	800	3,257,039	2,246,569.43	611,448.82	399,020.75	87.7%
53 DATA PROCESSING SERVICES	7,170,304	13,322,079	20,492,383	16,669,996.11	2,434,995.10	1,387,391.79	93.2%
61 COMMUNITY SERVICES	1,374,337	0	1,374,337	981,963.84	354,697.17	37,675.99	97.3%
71 DEBT SERVICE	500,000	0	500,000	481,389.00	.00	18,611.00	96.3%
81 FACILITIES ACQUISITION & CONST	15,000	0	15,000	14,300.00	.00	700.00	95.3%
99 INTERGOVERNMENTAL CHARGES	1,875,483	45,000	1,920,483	1,391,928.50	528,554.50	.00	100.0%
TOTAL GENERAL FUND	0	12,683,000	12,683,000	-59,975,222.31	77,433,236.69	-4,775,014.38	137.6%
TOTAL REVENUES	-307,129,000	-1,557,955	-308,686,955	-265,739,200.07	1,966.14	-42,949,721.07	
TOTAL EXPENSES	307,129,000	14,240,955	321,369,955	205,763,977.76	77,431,270.55	38,174,706.69	
GRAND TOTAL	0	12,683,000	12,683,000	-59,975,222.31	77,433,236.69	-4,775,014.38	137.6%

** END OF REPORT - Generated by VALENZUELA, UVALDINA **

05/06/2021 13:27
8269UvaldinaValenzue

ECTOR COUNTY ISD, TX
SCHOOL NUTRITION FUND YTD BUDGET REPORT
MARCH 31, 2021

P 1
glytdbud

FOR 2021 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-17,914,000	0	-17,914,000	-1,386,303.08	.00	-16,527,696.92	7.7%
35 FOOD SERVICE	17,479,332	0	17,479,332	10,114,086.57	3,278,120.08	4,087,125.35	76.6%
51 FACILITIES MAINT & OPERATIONS	434,668	0	434,668	96,165.48	29,149.45	309,353.07	28.8%
TOTAL SCHOOL NUTRITION	0	0	0	8,823,948.97	3,307,269.53	-12,131,218.50	100.0%
TOTAL REVENUES	-17,914,000	0	-17,914,000	-1,386,303.08	.00	-16,527,696.92	
TOTAL EXPENSES	17,914,000	0	17,914,000	10,210,252.05	3,307,269.53	4,396,478.42	
GRAND TOTAL	0	0	0	8,823,948.97	3,307,269.53	-12,131,218.50	100.0%

** END OF REPORT - Generated by VALENZUELA, UVALDINA **

05/06/2021 13:31
8269UvaldinaValenzue

ECTOR COUNTY ISD, TX
DEBT SERVICE FUND YTD BUDGET REPORT
MARCH 31, 2021

P 1
glytdbud

FOR 2021 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
511 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-17,442,331	0	-17,442,331	-16,039,707.56	.00	-1,402,623.44	92.0%
71 DEBT SERVICE	13,059,794	0	13,059,794	17,378,440.52	.00	-4,318,646.52	133.1%
TOTAL DEBT SERVICE FUND	-4,382,537	0	-4,382,537	1,338,732.96	.00	-5,721,269.96	-30.5%
TOTAL REVENUES	-17,442,331	0	-17,442,331	-90,044,726.14	.00	72,602,395.14	
TOTAL EXPENSES	13,059,794	0	13,059,794	91,383,459.10	.00	-78,323,665.10	
GRAND TOTAL	-4,382,537	0	-4,382,537	1,338,732.96	.00	-5,721,269.96	-30.5%

** END OF REPORT - Generated by VALENZUELA, UVALDINA **

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
 MONTHLY REPORT OF TAX COLLECTIONS
 FOR THE PERIOD OF JULY 1, 2020 THRU MARCH 28, 2021

YEAR CURRENT TAX	OUTSTANDING COLLECTIBLE AS OF 2020 TAX ROLL	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED	
						OVERALL	CURRENT
2020	174,100,672.70	174,517,916.11	145,422,493.54	16,500,015.31	12,595,407.26		7.22%
DELINQUENT TAX							
2019	6,381,038.16	5,742,835.68	2,113,390.85	124,096.17	3,505,348.66	54.93%	61.04%
2018	2,659,095.12	2,459,318.05	270,287.47	77,820.45	2,111,210.13	79.40%	85.85%
2017	1,740,611.74	1,735,672.46	191,232.73	42,270.80	1,502,168.93	86.30%	86.55%
2016	1,450,570.09	1,454,596.08	154,499.24	17,590.22	1,282,506.62	88.41%	88.17%
2015	1,037,826.09	1,039,128.33	2,737.07	13,989.88	1,022,401.38	98.51%	98.39%
2014	1,051,940.57	1,051,250.70	60,845.52	10,991.73	979,413.45	93.11%	93.17%
2013	663,534.57	661,875.23	23,290.00	4,736.40	633,848.83	95.53%	95.77%
2012	463,472.17	463,027.97	9,497.57	3,239.97	450,290.43	97.16%	97.25%
2011	461,256.80	460,745.16	6,582.25	2,378.52	451,784.39	97.95%	98.06%
2010	353,145.72	352,612.10	4,585.33	1,950.82	346,075.95	98.00%	98.15%
2009	341,526.20	289,425.73	3,743.79	1,162.41	284,519.53	83.31%	98.30%
2008+	1,810,119.77	1,801,433.37	14,701.01	1,893.48	1,784,838.88	98.60%	99.08%
TOTAL DELINQUENT TAX	18,414,137.00	17,511,920.86	2,855,392.83	302,120.85	14,354,407.18	84.69%	86.56%
CED # 24 SII TAXES	48,507.75	48,507.75	0.00	0.00	48,507.75	100.00%	100.00%
TOTAL ALL TAXES	192,563,317.45	192,078,344.72	148,277,886.37	16,802,136.16	26,998,322.19		
PENALTY / INTEREST / DISCOUNT						YEAR TO DATE	
			CURRENT P & I	108,457.72	366,046.92	474,504.64	
			DISCOUNTS	0.00	0.00	0.00	
			DELINQUENT YEAR P & I	964,210.92	173,562.38	1,137,773.30	
				0.00			
TOTAL PENALTY / INTEREST / DISCOUNT				1,072,668.64	539,609.30	1,612,277.94	
OTHER COLLECTIONS							
			TAXES W/O COLLECTED	0.00	0.00	0.00	
			TAX CERTIFICATES	1,175.94	391.27	1,567.21	
			LATE RENDITION FEES	213,347.41	22,116.65	235,464.06	
			RETURN CHECK COLLECTION	0.00	0.00	0.00	
			COSTS COLLECTED	0.00	0.00	0.00	
			SUSPENSE PAYMENTS	0.00	0.00	0.00	
			REFUNDS	0.00	0.00	0.00	
			CASH OVER / (SHORT)	0.00	0.00	0.00	
TOTAL OTHER				214,523.35	22,507.92	237,031.27	
TOTAL SCHOOL				149,565,078.36	17,364,253.38	166,929,331.74	

TO	GENERAL FUND		DEBT SERVICE		TOTAL
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	
	15,239,537.50	509,840.32	1,562,598.66	52,276.90	17,364,253.38

ECISD Over \$50,000 Report for April 2021

PO#	PO Date	Vendor Name	Order Amount	General Comments	Approval Process	1st GL Account	Department	Requestor	Requisition
21010754	04/15/2021	REGION 18 EDUCATION SERVICE CENTER	\$ 52,650	Region 18- STAAR Review Digital Download- GR. 3-5	Region 18 Coop	199-11-6394-00-851-24	Curriculum & Instruction	Margarita Brooker	92113387
21010190	04/06/2021	WAGNER SUPPLY COMPANY INC	\$ 53,904	JANITORIAL SUPPLIES, GENERAL LINE	BuyBoard Coop Contract #569-18	199-51-6315-00-960-99	Custodial Operations	Naomi Garcia	92112174
21011029	04/20/2021	INTERNATIONAL ASSURANCE	\$ 60,593	INTERNATIONAL ASSURANCE (STOP LOSS)	RFP #21-03 Awarded Vendor	772-41-6429-06-000-99	Benefits/Risk Management	Maria Melendez	92113132
21011866	04/30/2021	PIRAINO CONSULTING, INC	\$ 64,324	VISUAL EDUCATION EQUIPMENT AND SUPPLIES (EXCEPT PR	TIPS Coop Awarded Contract #200105	199-11-6397-00-691-24	Itinerant 504 Dyslexia	Belma Muniz	92114210
21010365	04/08/2021	THE HANOVER RESEARCH COUNCIL	\$ 65,000	LIBRARY SERVICES (INCL. RESEARCH AND SUBSCRIPTION	1GPA Coop Contract #20-04P-01	199-41-6299-02-702-99	Board of Trustees	Mary Franco	92112658
21010284	04/07/2021	HARVARD ASSOCIATES	\$ 65,204	C.Couch-Materials for Robotics-Terrapin-M.Brooker	ECISD Approved Sole Source Vendor	199-11-6396-00-851-24	Curriculum & Instruction	Margarita Brooker	92112659
21011339	04/23/2021	LAKE COUNTRY CHEVROLET INC	\$ 84,410	Purchase of 2 Suburbans	BuyBoard Coop Contract #601-19	199-34-6631-91-986-99	Transportation	Sondra Junginger	92114053
21010536	04/12/2021	TRANE U.S. INC.	\$ 86,770	BURNET HVAC UNIT REPLACEMENT	US Communities Coop Contract #15-JLP-023	199-51-6639-00-104-99	Maintenance Services	Kent Clark	92112980
21010535	04/12/2021	TRANE U.S. INC.	\$ 89,770	AUSTIN 2ND FLOOR HVAC UNIT REPLACEMENT	US Communities Coop Contract #15-JLP-023	199-51-6639-00-102-99	Maintenance Services	Kent Clark	92112979
21010029	04/01/2021	METLIFE	\$ 129,169	METLIFE DENTAL	RFP #20-08 Awarded Vendor	863-00-2153-28-000-0	Benefits/Risk Management	Maria Melendez	92112407
21010534	04/12/2021	TRANE U.S. INC.	\$ 152,850	IRELAND REPLACEMENT HVAC UNITS	US Communities Coop Contract #15-JLP-023	199-51-6639-00-114-99	Maintenance Services	Kent Clark	92112973
21010839	04/16/2021	CDW-G	\$ 330,600	Teacher Technology Setup	National IPA Coop Contract #R160201 & R171001	199-11-6398-CV-864-11	Information Technology	Terrie Flowers	92113471
21011443	04/26/2021	COOPER CONSTRUCTION CO INC	\$ 814,786	CTE Greenhouse Construction	RFP #21-09SI Awarded Vendor	199-81-6629-00-891-24	Career & Technology	Charletta Washington	92113908
21010557	04/13/2021	CDW-G	\$ 1,458,105	District Teacher Laptops	National IPA Coop Contract #R160201 & R171001	199-11-6397-CV-864-11	Information Technology	Terrie Flowers	92113103

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources *AS*

RE: Routine Personnel Report for April 2021

DATE: 4/30/2021

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
RICKEY MOORE	SOCIAL STUDIES	ODESSA HIGH SCHOOL	4/7/2021

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
CODY DAVIS	MANAGER, OPERATIONS	INFORMATION TECHNOLOGY	4/5/2021

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
BRIAN CAMERON	DIGITAL GRAPHICS/ILL	PERMIAN HIGH SCHOOL	4/30/2021
MAKAYLA COOPER	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	4/12/2021
MEXTLI DELGADO	MATH	BOWIE MIDDLE SCHOOL	4/8/2021
JARIN GAINES	SECONDARY SPED-SC	NIMITZ MIDDLE SCHOOL	4/9/2021
ERIC JONAS	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	4/30/2021
ANGELITA SERRANO	ENGLISH LANGUAGE ARTS READING	BOWIE MIDDLE SCHOOL	4/19/2021
AMBER DOMINGUEZ	MATH	BOHNAM MIDDLE SCHOOL	4/16/2021
PAUL MARTINEZ	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	4/12/2021

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
ROBIN GARCIA	EXEC DIRECTOR STUDENT & SUPPRT	ASST SUPT STDT & SCHLS SUPRT	4/30/2021
YVETTE HERNANDEZ	ASST PRIN, ELEM	BURNET ELEMENTARY	4/9/2021