

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held March 22, 2022, beginning at 6:00 PM.

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. Opening Remarks by Superintendent
4. Public Comment
5. Action Items
 - A. Discussion of and Request for Approval to Accept a \$275,000 Gift to Fund HEPA Filters 2
 - B. Discussion of and Request for Approval of Building Location of the Proposed New High School 6
6. Report/Discussion Items
 - A. Schools of Choice Presentation 7
 - B. Gifted and Talented Plan Presentation 24
 - C. Winter 2022 MAP Assessment Presentation 74
 - D. District of Innovation Renewal Plan Presentation 89
7. 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.]
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.]
8. Closing Remarks by Superintendent
9. Adjournment



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Anthony Sorola, Ed.D, Associate Superintendent

**SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL TO ACCEPT
A \$275,000 GIFT TO FUND HEPA FILTERS**

DATE: March 22, 2022

The Environmental Integrity Project (EIP) is a nongovernmental organization based in Washington, DC and Austin, TX that advocates for effective enforcement of environmental laws. EIP reached out to the ECISD in January 2022 with a proposal to direct \$275,000 of funding toward a project to improve air quality for ECISD students and staff. EIP spoke with District Operations staff who identified the opportunity to utilize the available funding for purchase of replacement filters for 3,503 air purifiers recently installed in rooms throughout the District.

The funding was set aside in 2020 as a result of a legal settlement involving the Clean Air Act. The funding was set aside for a community benefit project in the Odessa area. The funding will be directed to the U.S. Treasury unless the lawsuit parties file a motion to release the funds to ECISD.

EIP has advised the District that the lawsuit parties intend to file a motion with the court to direct the funds to ECISD.

Administrative Recommendation:

Approval to Accept a \$275,000 Gift to Fund HEPA Filters as presented.



1206 San Antonio Street
Austin, TX 20005
T 202 296 8800
F 202 296 8822
environmentalintegrity.org

March 9, 2022

Submitted via email

Scott Muri, PhD, Superintendent
Board of Trustees
Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761

RE: Proposal to Accept a \$275,000 Gift to Fund HEPA Filters

Dear Dr. Muri and Members of the Board of Trustees:

The Environmental Integrity Project (EIP) is a nongovernmental organization based in Washington, DC and Austin, TX that advocates for effective enforcement of environmental laws. We reached out to the ECISD in January 2022 with a proposal to direct \$275,000 of funding toward a project to improve air quality for ECISD students and staff. We spoke with District Operations staff who identified the opportunity to utilize the available funding for purchase of replacement filters for 3,503 air purifiers recently installed in rooms throughout the District.

The funding was set aside in 2020 as a result of a [legal settlement](#) involving the Clean Air Act. The funding was set aside for a community benefit project in the Odessa area. The funding will be directed to the U.S. Treasury unless the lawsuit parties file a motion to release the funds to ECISD before March 12, 2022.

The lawsuit parties have worked hard to resolve this matter and are in full agreement that directing the funds to ECISD for air filter replacements is an excellent use of the funds. We desire to keep the funds in the local community for air quality and public health benefits, rather than having the funds sent to the federal treasury. We hope you agree, and that you can quickly approve ECISD's acceptance of this gift.

With your urgent approval, we propose to direct the \$275,000 in Mitigation Project funds to the ECISD for the purchase of approximately 4,435 replacement HEPA filters, to confer respiratory health benefits to ECISD students and staff. In addition to protecting against COVID-19 infection, the HEPA filters will also eliminate many of the substances in indoor air that are known to trigger asthma symptoms.

Please call environmental engineer Lauren Flear, or attorney Colin Cox, if you have any questions or concerns about this urgent matter.

Sincerely,



Lauren Fleer, P.E.
Environmental Engineer
Environmental Integrity Project
1206 San Antonio Street
Austin, TX 78701
lfleer@environmentalintegrity.org
773-616-0940



[Colin Cox \(Mar 9, 2022 10:25 CST\)](#)

Colin Cox
Attorney
Environmental Integrity Project
1206 San Antonio Street
Austin, TX 78701
colincox@environmentalintegrity.org
832-316-0580

Cc:

Cortney Smith
Brandon Reyes
Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761
Cortney.Smith@ectorcountyisd.org
Nicolas.Reyes@ectorcountyisd.org

Mike Atkins
Atkins, Hollmann, Jones, Peacock, Lewis & Lyon
3800 East 42nd Street, Suite 500
Odessa, Texas 79762
matkins@odessalawfirm.com






2022-03-09 EIP letter to ECISD

Final Audit Report

2022-03-09

Created:	2022-03-09
By:	Lauren Fleeer (lfleeer@environmentalintegrity.org)
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"2022-03-09 EIP letter to ECISD" History

-  Document created by Lauren Fleeer (lfleeer@environmentalintegrity.org)
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-  Document e-signed by Colin Cox (colincox@environmentalintegrity.org)
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-  Agreement completed.
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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Scott Muri, Superintendent of Schools

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF BUILDING LOCATION OF THE PROPOSED NEW HIGH SCHOOL**

DATE: March 22, 2022

The Board of Trustees will consider the approval of a building location for the proposed new high school.

Administrative Recommendation:

Approval of Building Location of the Proposed New High School as presented.



SCHOOLS OF CHOICE PRESENTATION

Daryton Ramsey, Executive Director of Student and School Support and Chad Crowson, Director of Planning and School Choice will provide an update on the work of the Choice School department to support the District Strategic Plan.



ECISD Choice Schools Update

Daryton Ramsey – Executive Director of Student and School Support
Chad Crowson – Director of Planning and School Choice

Setting the Context



Believing OUR Students are THE Future, the mission of ECISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

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ECISD will create a comprehensive school choice program designed to meet the needs of student interests, campus innovation/transformation, enrollment growth and campus capacity, and workforce demands.



Setting the Context

“High-Quality, Best-Fit Schools for Every Child.”



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13 Choice Schools

Nine = full choice

Four = neighborhood/choice



4,523 students

Approximately 15% of ECISD
student body



Elementary:

- Academics
- Career/Workforce
- Dual Language
- Fine Arts
- Health and Fitness
- Montessori
- Science, Technology, Engineering, Arts, and Math (STEAM)



Secondary:

- College Preparation
- Early College
- Project-based Learning
- Career and Technical Education
- International Baccalaureate (IB)

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Quality Seats Analysis

Quantitative

- Academic Performance Data
- Student Group Performance
- Growth Metrics
- Enrollment Data
- Facility Utilization

School Site Visits

Qualitative

- Campus Systems/Processes
- Classroom Techniques
- Leadership Priorities
- Integration of Campus Theme

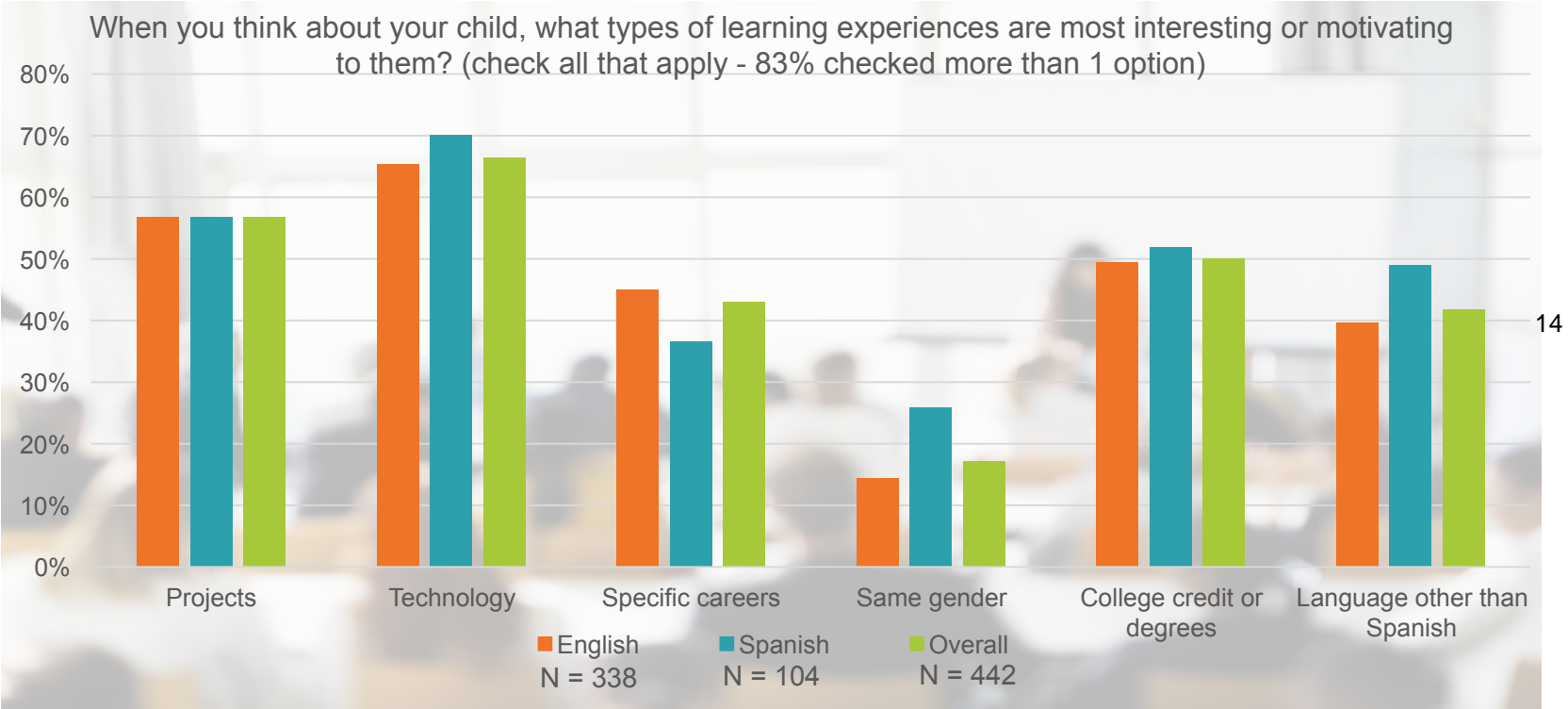
Community Engagement

Family/Student Input

- Pros/Cons of Current School
- Best Learning Experiences
- Interest/Motivation
- Grade Level Continuity

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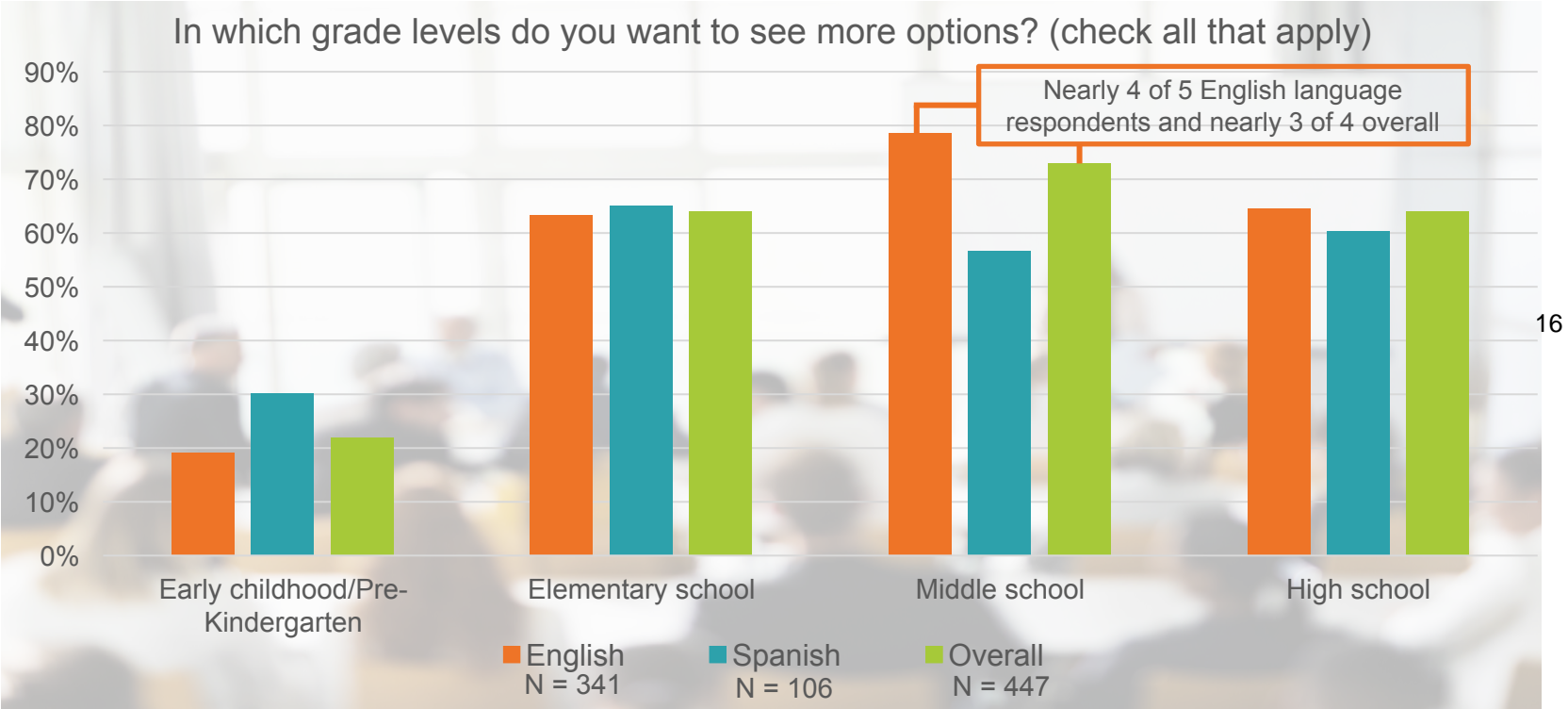
Choice Program Review



Top themes from qualitative responses:

- Overall, most families cited **preparation for the future** as being a reason for selecting specific choice options (e.g., the future will prioritize technology, career exploration or job preparation)
- Families who selected **technology** (highest overall percentage) typically cited preparation for the future and/or child interest as the reasons. ¹⁵
- Most families who selected **projects** (second highest percentage) cited one or more of these reasons: **(1)** real world application; **(2)** opportunity to demonstrate curiosity and/or student agency; and **(3)** opportunities for engagement and hands-on learning.

Choice Program Review



STRENGTHS:



Passionate Educators

Growing Interest among Families

Motivated Students

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Number/Types of Options in Elementary and High Schools

Strategic Commitment from ECISD

Families Opting Out of Middle School

Lack of Vertical Continuity

Low Enrollment at Select Campuses

Variability in Quality of Models

Inconsistent Academic Performance

OPPORTUNITIES:



IMMEDIATE OPPORTUNITIES:



- Strengthen district oversight and support
- Share school-specific findings with Campus Leadership Teams



- Provide professional learning and support
 - Model articulation
 - Model-specific training and resource implementation
 - Preparation to scale

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- Expand Choice at the Middle School Level
 - UTPB STEM Academy
 - International Baccalaureate Middle Years Program (IB MYP)
 - Project-Based Learning Model

The Path Forward...



Negotiate Contract

Prep for Opening

LAUNCH!

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Plan for Implementation

Submit Interest Statement

Site Selection and Professional Development

Trial Teaching and Authorization Prep

IB Site Visit and Authorization

LAUNCH!



Review Community Feedback

Plan for Implementation

Site Selection and Professional Development

Potential Launch Window (Dependent upon Site Availability)



LONG-TERM OPPORTUNITIES:

- Shift programmatic focus at low-interest elementary schools
- Launch fellowship or training program for aspiring leaders
 - Mindset and skills training to design and lead high-performing, innovative learning experiences
 - Allow entrepreneurial leaders to propose new models or iterate “schools within schools”
- Expand Austin Montessori to PK-8

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Conclusion

- Evaluation process has painted a **vivid picture** of where we currently stand.
- While the choice program is strong, **gaps in continuity and fidelity of implementation** must be addressed.
- Our goal remains ***“high-quality, best-fit schools for every child,”*** and we are on-track to achieve that.





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THANK YOU!

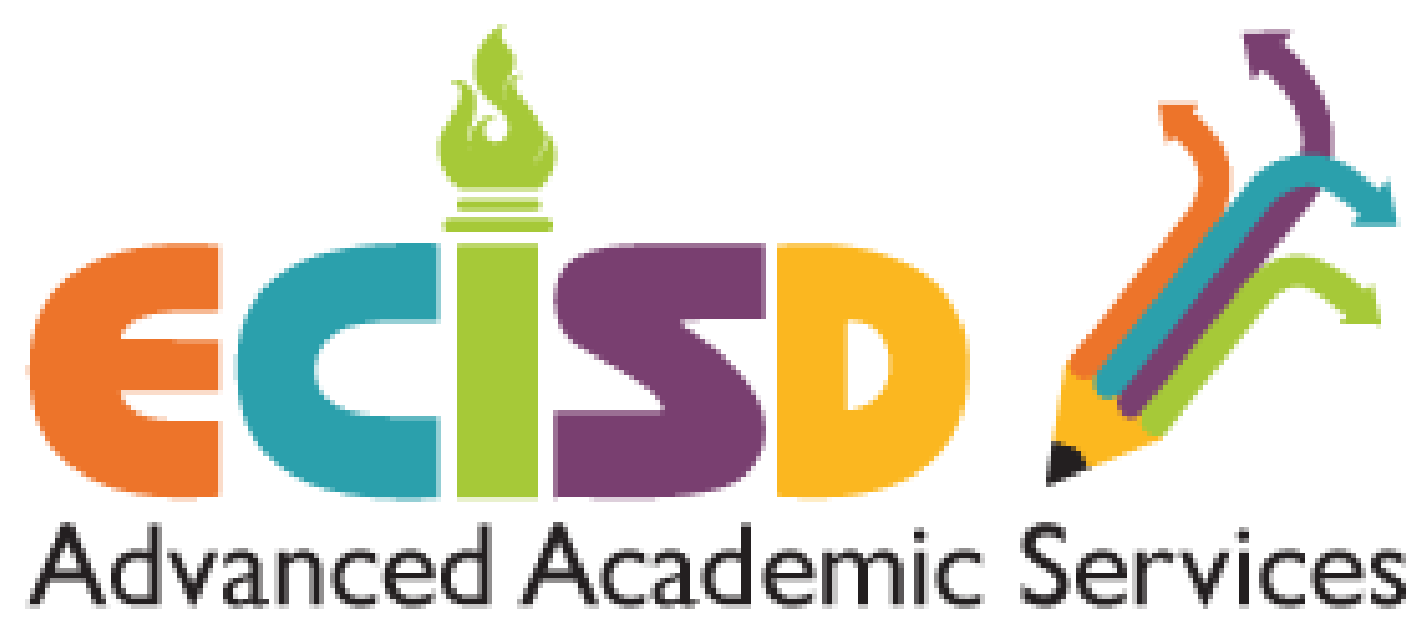


GIFTED AND TALENTED PLAN PRESENTATION

Jaime Miller, the Executive Director of Curriculum & Instruction and Dr. Kristen Vesely, Director of Advanced Academic Services will present the 2022-2023 Gifted and Talented Services Plan. They will discuss the information driving the gifted and talented service design, curriculum and instruction, professional learning, and family and community involvement.



2022-2023
GIFTED AND TALENTED
SERVICES PLAN



→ Dr. Lilia Nanez
Associate Superintendent of Curriculum and Instruction

→ Jaime Miller
Executive Director of Curriculum and Instruction

→ Dr. Kristen Vesely
Director of Advanced Academic Services



INFORMATION DRIVING GIFTED AND TALENTED SERVICE DESIGN

2022-2023

Advisory Committee



Principals, Counselors, Parents, Teachers, Gifted and Talented teachers, Administrators

State Services Survey



Survey of districts around the state detailing services in their district.

Parent Survey



Evaluation via Google Forms sent to parents of High School, Middle School, and Elementary students.

Teacher Survey



Evaluation via Google Forms sent to High School, Middle School, and Elementary teachers.



ADVISORY COMMITTEE



Anthony Garcia
Secondary
Principal

Haley Olsen
Secondary
Counselor

Maria Costilla
Elementary
Cluster Teacher

Amy Russell
Elementary
Principal

Jaime Miller
Executive
Director of
Curriculum and
Instruction

Claudia Richards
Elementary
Gifted and
Talented
Program Teacher

**Angela Love-
Jackson**
Secondary Gifted
and Talented
Cluster Teacher

Luisana Mauricio **Brandy Castillo**
Elementary
Gifted and
Talented Parent
Secondary
Gifted and
Talented Parent



ADVISORY COMMITTEE FEEDBACK

High School parents are not a part of the Gifted and Talented process.

Not all Gifted and Talented services can be provided by classroom or cluster teacher.

Need better understanding of Gifted and Talented status for those students identified and opportunities for growth.

Ensure all teachers receive Gifted and Talented orientation and understand the program.

Support Principals, Counselors, and Teachers in understanding Gifted and Talented requirements and implementing services.

We need clearer and more frequent communication with parents and the community.

Implement plan with fidelity at all levels. Hold campuses accountable.

More Gifted and Talented specific opportunities at secondary.

Every Gifted and Talented student given access to a Schoology class monitored by district.

Provide interventions before exiting students.



STATE SERVICES SURVEY

	Kinder	First	Second	Third	Fourth	Fifth	Notes
Northwest ISD	1 hour	2 hours	2 hours	2 hours	2 hours	2 hours	
Prosper ISD	1 hour	1.5 hours					Specialist (8-15% identified at each campus)
Uvalde CISD	50 minutes	50 minutes					Specialist services – not working
Santa Fe ISD	90 minutes	90 minutes					
Bridgeport ISD	2 hours	2 hours					
Katy ISD	1 hour	Full-day					Specialist at each campus to sustain this
Red Oak ISD	Push-in	Various					Bring time, campus-based specialist
Medina Valley ISD	Push-in	Inclusion					
Friendswood ISD	135 Min	135 Min					Bring time, campus-based specialists
Frisco ISD	1 hour	1 hour					
Ft. Worth ISD	1.5-2 hours	1.5-2 hours					
Socorro ISD							Specialist – 30 -60 minutes/week
Round Rock ISD	90 minutes	90 minutes					
Ysleta ISD	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	

25 districts surveyed

24 districts provide services through inclusion and partial-day pull-outs.

Average pull-out time is 100 minutes per week.



TEACHER EVALUATION SURVEY

	Elementary			Middle School			High School		
	Yes	No	I don't know	Yes	No	I don't know	Yes	No	I don't know
I know the importance of selecting certified Gifted and Talented staff.	77.27	13.64	9.09	77.27	13.64	9.09	70.37	14.81	14.81
I have had a conference with certified Gifted and Talented staff to discuss how identified students are enriched and challenged.	54.4	39.24	7.59	54.4	39.24	7.59	54.4	39.24	7.59
More information is needed about recognizing and meeting the needs of gifted students.	53.16	39.24	7.59	53.16	39.24	7.59	53.16	39.24	7.59
I understand the importance of differentiation in the regular classroom to meet the needs of gifted students.	96.30	3.7	0	96.30	3.7	0	96.30	3.7	0
Information on gifted services is made available to all parents.	7.41	29.63	62.96	7.41	29.63	62.96	7.41	29.63	62.96
Gifted services blend in with the overall mission of our campus.	75.95	11.39	12.66	75.95	11.39	12.66	75.95	11.39	12.66

Teachers at all levels need more opportunity to work with certified Gifted and Talented staff.

Teachers at all levels understand the importance of differentiating instruction for Gifted and Talented students.

Teachers at all levels need more information on recognizing and meeting the needs of gifted students.

PARENT EVALUATION SURVEY

	Elementary			Middle School			High School		
I have been informed about the Gifted program?									
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas?	60.67	10.67	28.65	68.18	9.09	22.73	72.41	10.34	17.24
Do Gifted and Talented students have the opportunity to work with other gifted students?	90.45						86.21	6.9	6.9
Do teachers provide assignments based on Gifted and Talented students' learning needs that are <u>different from what the other students are learning?</u>	46.07						44.83	17.24	37.93
Are parents included in the annual gifted program evaluation?	43.82	20.22	35.96	36.36	27.27	36.36	27.59	37.93	34.48
I would like to attend parent meetings to learn more about giftedness.	84.83	7.87	7.30	59.09	18.18	22.73	58.62	17.24	24.14

Gifted students are given opportunities to work with other gifted students.

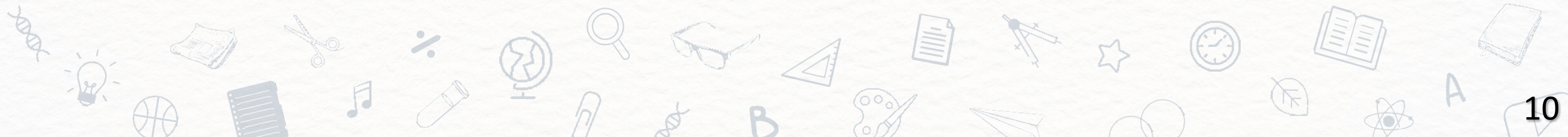
Parents do not see that gifted students are provided learning experiences that are different from other students' experiences.

Parents at all levels would like to attend parent meetings to learn more about giftedness.

FIDELITY OF SERVICES

FIDELITY OF SERVICES

- Advanced Academic Services staff meets weekly in Professional Learning Communities/Trainings to build alignment across all grade-levels.
- Stipends for classroom and cluster teachers to join trainings.
- The School Board will review and approve the annual service plan to ensure program accountability based on the Texas State Plan for the Education of Gifted and Talented Students.



STUDENT ASSESSMENT IDENTIFICATION

IDENTIFICATION

- Community Nominations

Total To Test	2020-2021 (2 Rounds)	2021-2022
Elementary	1,093	1,374
Middle School	22	175
High School	2	45
Total	1,117	1,594

- Universal Screening for Kindergarten, Third, and Fifth
- Ensure Equity and Access for All Students

Grade	Number of Nominees	Number of Teacher Applications	Total Number
Kindergarten	14	385	399
1st	17	205	222
2nd	24	157	181
3rd	29	163	192
4th	51	165	216
5th	18	134	152
6th	6	64	70
7th	3	51	54
8th	9	54	63
9th	8	8	16
10th	6	6	12
11th	10	7	17

SERVICE DESIGN

GIFTED AND TALENTED SERVICER ROLES

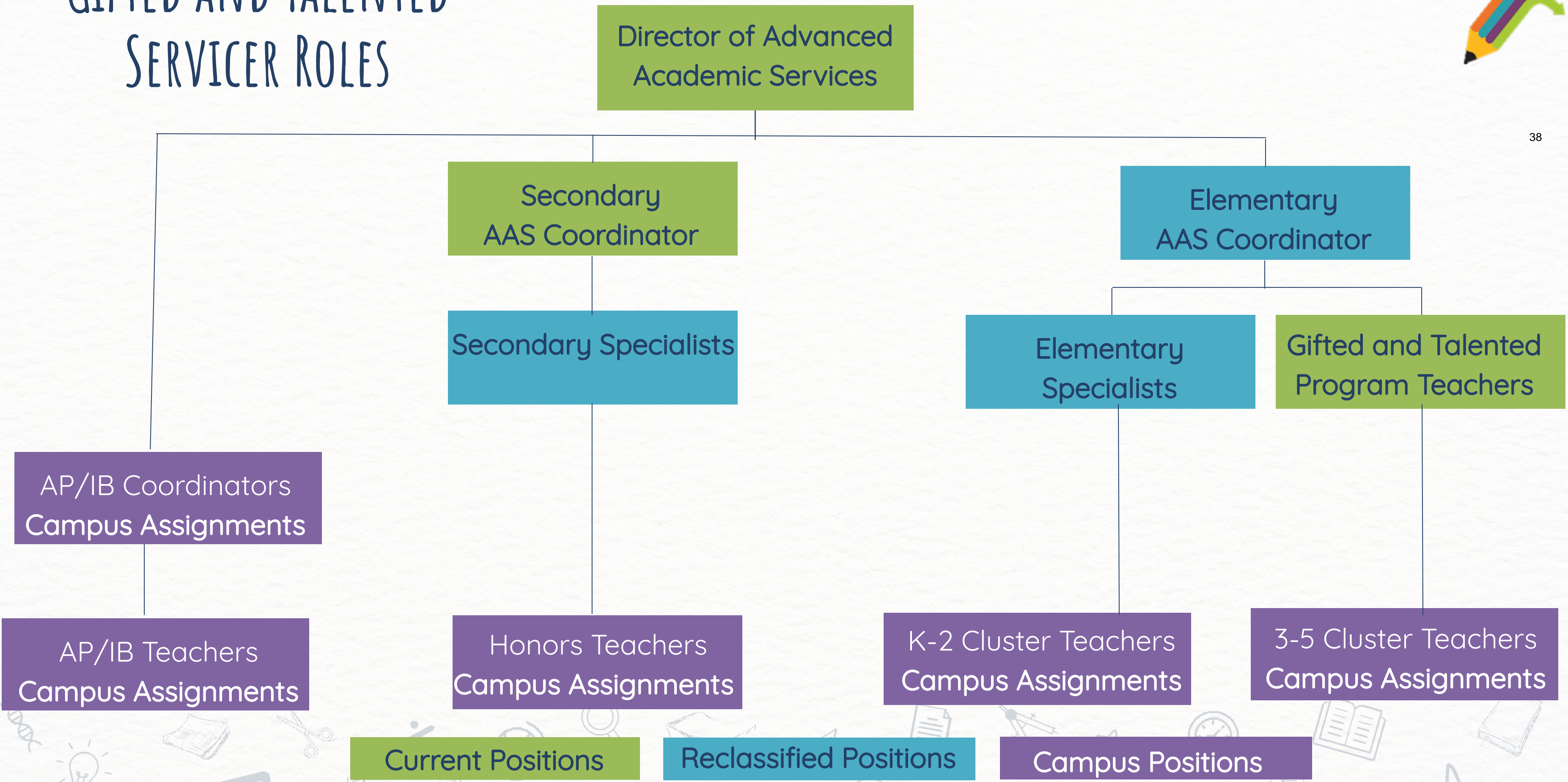


CHART OF SERVICES

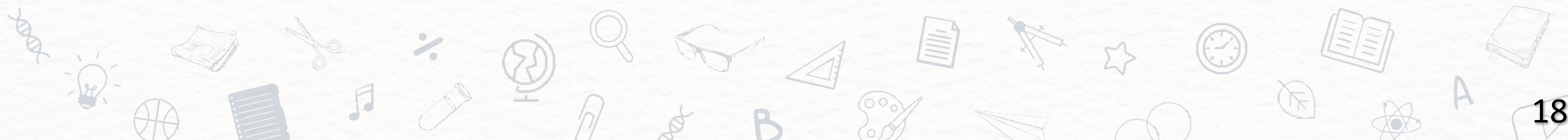
Kindergarten, First, & Second	Third, Fourth, & Fifth	Middle School	High School
Inclusion	Pull-Out	Honors Classes	Honors, AP, Choice - IB, & CTE Classes
Other Services: Camp SIP Campus and City Chess Tournaments		Other Services: Camp SIP	



CURRICULUM & INSTRUCTION

CURRICULUM & INSTRUCTION

- Improving curriculum to ensure an array of appropriately challenging learning experiences for Gifted and Talented students
- Inclusion lessons written in collaboration with the Social Studies Curriculum and Instruction Team
- High quality innovative programs and resources to enrich and enhance student learning



PROFESSIONAL LEARNING

PROFESSIONAL LEARNING

Gifted and Talented Program Teachers and Specialists

- Weekly Professional Learning Community
- Texas Association for the Gifted and Talented On-Demand

Cluster & Classroom Teachers

- After the Bells
- New Teacher Orientation
- Texas Association for the Gifted and Talented On-Demand

Administrators

- Principal training sessions
- Texas Association for the Gifted and Talented On-Demand

Counselors

- Lunch and Learn
- Texas Association for the Gifted and Talented On-Demand



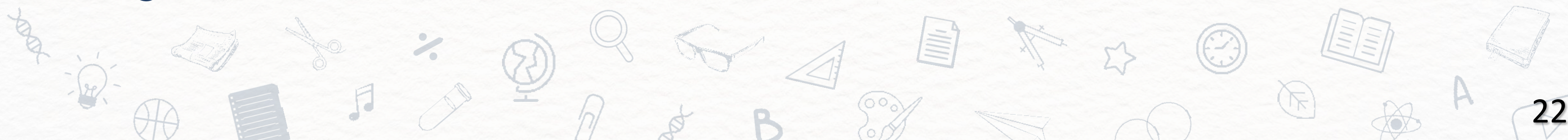
FAMILY AND COMMUNITY INVOLVEMENT



FAMILY AND COMMUNITY INVOLVEMENT

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- Advisory Committee
- Campus-Based Parent Meetings
- Parent Evaluation Survey
- Parent Newsletters
- Gifted and Talented Showcase
- Community Collaboration to bring authentic experiences to gifted students





THANK YOU!

Questions?

CHART OF SERVICES

Kindergarten, First, & Second	Third, Fourth, & Fifth	Middle School	High School
Inclusion	Pull-Out	Honors Classes	Honors, AP, Choice – IB and CTE Classes
Students are clustered in classes with non-gifted and talented and gifted and talented students	Students are clustered in classes with non-gifted and talented and gifted and talented students	Students are clustered in classes with non-gifted and talented and gifted and talented students	Students are clustered in classes with non-gifted and talented and gifted and talented students
Teacher of Record is trained in provided Gifted and Talented instruction.	Teacher of Record is trained in provided Gifted and Talented instruction.	Teacher of Record is trained in provided Gifted and Talented instruction.	Teacher of Record is trained in provided Gifted and Talented instruction.
Provided Gifted and Talented strategy lessons, embedded in Social Studies instruction facilitated by the classroom teacher of record while chess activities, performance projects, and individual progress is monitored and facilitated by a trained or certified Advanced Academic Services Specialist.	Pull-out instruction by certified Gifted and Talented teacher (120 minutes). Further individual progress will be monitored by the certified Gifted and Talented teacher.	Advanced Academic Services Specialist will support classroom instruction and differentiation	Advanced Academic Services Specialist will support classroom instruction and differentiation
Teacher of record provides differentiated instruction and documents in their lesson plans.	Teacher of record provides differentiated instruction and documents in their lesson plans.	Teacher of record provides differentiated instruction and documents in their lesson plans.	Teacher of record provides differentiated instruction and documents in their lesson plans.
Instruction occurs through the provided lessons, differentiation in the classroom, and some small-group and individual pull-outs	Instruction occurs through differentiation in the classroom and through on-campus pullouts	Instruction occurs through differentiation in the classroom.	Instruction occurs through differentiation in the classroom.
<p style="text-align: center;">Other Services: Camp SIP (Scholars in Progress) Campus and City Chess Tournaments</p>		<p style="text-align: center;">Other Services: Camp SIP (Scholars in Progress)</p>	<p style="text-align: center;">Other Services: Academic Decathlon</p>

Section I

Fidelity of Services: School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

<p>Texas State Plan for the Education of Gifted/Talented Students</p>	<p>Advanced Academic Services & ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>1.1 A Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19TAC §89.5).</p> <p>1.2 A Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.</p> <p>1.3A To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).</p> <p>1.3.1 E To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.</p> <p>1.4 A To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.</p>	<p>EHBB (LOCAL) was adopted 4/22/98 and addresses student identification. EHBB (LEGAL) was adopted 8/20/96 and updated 2/5/2001 & 8/2017.</p> <p><u>Board policies related to the gifted/talented identification process will be reviewed by the AAS Department and the Assistant Superintendent annually and presented to the Board for revisions as deemed necessary. (2.1.A, 2.1.1E)</u></p> <p>An advisory group consisting of community members, school staff, and gifted/talented education staff will meet a minimum of twice a year to review policies and procedures for improvement. (1.2A)</p> <p>The AAS Department and Director of Finance shall prepare a budget and oversee the allocation of G/T state and local funds. The budget shall reflect the required percentage. (1.3A)</p> <p>Local funding shall exceed the amount of state G/T funding in order to provide not only G/T services but also related services such as Honors/AP programs, dual/concurrent enrollment courses, academic competitions and academic awards. Monies shall be used for gifted/talented testing, instructional materials, supplies, awards, professional development opportunities, and other advanced program expenses. (1.3A, 1.4A)</p> <p>A parent support group shall assist as volunteers and to provide fundraising for special projects. Funds are available for teachers and campuses through the ECISD Education Foundation by an application and selection process. (1.3.1E)</p>

Ector County ISD Plan for Advanced Academic Services

<p>1.5 A Annual evaluation activities are conducted for the purpose of continued service development.</p> <p>1.5.1 E Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.</p> <p>1.6 A A Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).</p> <p>1.7 A The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p> <p>1.8 A District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.</p> <p>1.9 A Curriculum for gifted/talented students is modified based on annual evaluations.</p> <p>1.9.1 E Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.</p>	<p>Evaluations will be performed annually for program improvement and development. (1.5A)</p> <p>Informal as well as formal assessment techniques shall be used to evaluate program services including but not limited to campus visitations, teacher conferences, parent interviews, student portfolios, student conferences, open forums, surveys, and student performances. (1.5.1E, 1.6A, 1.7A)</p> <p>An annual report shall be presented to the Board that shall include a summary of the annual surveys distributed and evaluated by the AAS Department. The annual report shall address compliance with the <i>Texas State Plan for Education of Gifted/Talented Students</i> and other services provided by the department. Proposed modifications to program services shall be presented during the annual report or as needed. (1.5.1E)</p> <p>AAS teachers shall participate in AAS curriculum development throughout the school year in Professional Learning Communities and on designated professional development days as well as additional days for AAS program development and improvement. (1.7A)</p> <p>Classroom teachers will be provided a stipend to attend development meetings off contract hours. (1.7A)</p> <p>The designated executive director and the AAS director will monitor the development of curriculum. Campus administrators and the AAS staff observe classrooms to ensure services are delivered as part of the instructional monitoring process. (1.7A, 1.8A, 1.9A)</p> <p>The AAS Department shall develop guidelines for evaluation of resources and selection of materials. Lists of titles to include print, texts, software, videos, manipulatives, and other technologies shall be developed. Dual adoptions of textbooks and materials are allowed to accommodate differentiation for advanced students within the foundation fund allocations for textbooks and materials. (1.8A)</p> <p>The AAS staff and teachers shall assist with the development of District curriculum documents to ensure their understanding of the District's goals for all learners. Teachers and staff members are included as members of content area task forces. Differentiation from the District curriculum in the various content areas shall be the responsibility of the AAS staff, the campus principals, and teachers. (1.9.1E)</p>
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Ector County ISD Plan for Advanced Academic Services

<p>1.10 A Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.</p> <p>1.10.1 E Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.</p> <p>1.11 A For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.</p> <p>1.12 A Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.</p> <p>1.13.1E Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.</p>	<p>A comprehensive manual will be available to all stakeholders at the beginning of each school year. The manual will be posted on the AAS website for accessibility. (1.10A, 1.10.1E)</p> <p>The AAS Department along with the Campus Principal will develop a written plan specifying actions and timelines for achieving compliance. (1.11A)</p> <p>AAS teachers shall participate in AAS curriculum development during the school year on designated professional development days as well as additional days for AAS program development and improvement. (1.13.1E)</p>
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Section II

Student Assessment: Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

<p>Texas State Plan for the Education of Gifted/Talented Students</p>	<p>Advanced Academic Services & ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>2.1 A Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).</p> <p>2.1.1 E Board-approved policies are reviewed at least once every three years and modified as needed.</p> <p>2.2 A Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.</p> <p>2.3 A Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.</p> <p>2.3.1 E Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.</p> <p>2.4 A Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</p> <p>2.5 A An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.</p> <p>2.6 A All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.</p>	<p>EHBB (LOCAL) was adopted 4/22/98 and addresses student identification. EHBB (LEGAL) was adopted 8/20/96 and updated 2/5/2001 & 8/2017.</p> <p><u>Board policies related to the gifted/talented identification process will be reviewed by the AAS Department and the Assistant Superintendent annually and presented to the Board for revisions as deemed necessary.</u> (2.1.A, 2.1.1E)</p> <p>Campus principals shall ensure that policies on identification are distributed during the annual general referral period with referral forms on all campuses and are included in educational planning materials. <u>Identification procedures and paperwork are available year-round on the District AAS and GT website.</u> Information is distributed in English and Spanish. Campuses shall notify the AAS Department if translations are needed in other languages. If requests are made, translations will be provided. (2.2A)</p> <p>Informational meetings are held during the referral period to provide an overview of services and to answer questions regarding Advanced Academic Services. Elementary meetings will be held at various locations throughout the district. Secondary meetings will be held on the individual campuses. (2.3A, 2.3.1E, 2.5A, 2.6A)</p> <p><u>Letters with the committee decision are mailed to the parents of each student who applies for GT services. Letters for those who do not meet the criteria for qualification include procedures for scheduling appeal conferences.</u> Communications to parents regarding services include contact persons and phone numbers. Conferences are scheduled as requested. (2.4A)</p> <p>Parent orientations shall be provided at the campus level. For Elementary, these will be held at the GT Cluster Campus. The AAS Department shall provide information and staff</p>

<p>2.7 A Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19 TAC §89.1(5)). 11 Accountability Exemplary</p> <p>2.8 A Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.</p> <p>2.8.1 E Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best practice recommendations.</p> <p>2.9A When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student’s assessment data by the sending district.</p>	<p>development for campus personnel to ensure accuracy of information provided during the parent orientations. Interpreters will be provided in Spanish. Interpreters in other languages will be provided, if requested and available. (2.5A, 2.6A)</p> <p style="text-align: center;"><u>FURLOUGH FROM SERVICES</u></p> <p>A student may be furloughed for a period up to one year with approval from the AAS Director for reasons including but not limited to</p> <ul style="list-style-type: none"> • Joint custody which requires students to transfer in and out of the district • Personal or immediate family illness • Temporary disability • Personal or immediate family crisis • Irreconcilable scheduling conflict in secondary schools • Alternative education placement <p>Furlough extensions beyond one year may result in reassessment for reentry by decision of the AAS Director. [See EHBB (REGULATION)]. (2.7A, 2.10A)</p> <p style="text-align: center;"><u>Transfer Students</u></p> <p>Students transferring into the district are afforded the opportunity to be screened for gifted services providing they submit a referral form within 4 weeks of entering ECISD. Students who move into ECISD must meet the district’s criteria in order to receive services. Testing data from the previous district can be used as long as it measures aptitude or achievement and meets the criteria. If the data from the previous district is more than two years old, the AAS office may determine that additional testing is needed. Determination for services is based on the transfer records, observation report of the classroom, advanced academic teachers, and student/parent conference. (2.8A, 2.8.1E)</p> <p>EHBB (LOCAL)</p>
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Ector County ISD Plan for Advanced Academic Services

<p>2.10 A Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.</p> <p>2.11 A Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.</p> <p>2.12 A Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.</p> <p>2.12.1 E Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.</p>	<p>Identified students who transfer within the District shall be placed in equivalent gifted program services at the receiving campus. (2.8.1E)</p> <p>When a student moves to another district, AAS records of the student are provided to that district at parent request. Students who transfer to another district may be reinstated without reassessment if they re-enter during the same school year or at the beginning of the succeeding fall semester providing it is within a year. (2.9A)</p> <p style="text-align: center;"><u>REASSESSMENT</u></p> <p>Students are assessed at least once for gifted services. Reassessment is not necessary when a student moves from elementary to middle school or middle to high school. (2.11A)</p> <p style="text-align: center;"><u>EXIT FROM SERVICES</u></p> <p>Each campus should monitor student performance within gifted services. If at any time the GT Campus Committee determines it is in the best interest of the student and his or her educational needs, they may request to exit a student from services. If a student or parent requests removal from services, the committee must meet with the parent and student prior to exiting. At the elementary level, if applicable, a meeting will be scheduled with the AAS director/specialist, the G/T teacher, the parent, and campus principal to discuss the parent request. At the Secondary level, the AAS office must receive documentation in writing from the parent/guardian of such request along with teacher, principal or counselor campus signature. Students who exit gifted services must be rescreened in order to begin receiving services. Multiple criteria including student performance must be used in response to exiting from services. (2.12A)</p> <p>When a student moves to another district, AAS records of the student are provided at parent request. Students who transfer to another district may be reinstated in ECISD without reassessment if they re-enter during the same school year or at the beginning of the succeeding fall semester providing it is within a year. (2.9A)</p>
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<p>2.13A Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.</p> <p>2.14A Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1))</p>	<p>Each campus should monitor student performance within gifted services. If at any time the GT Campus Committee determines it is the best interest of the student and his/her educational needs, they may request to exit a student from services. If a student or parent requests removal from services, the committee must meet with the parent and student prior to exiting. Students who exit gifted services must be rescreened in order to begin services. The Request to Exit form must be filled out by the committee and submitted to the AAS office and placed in the student’s cumulative folder. Students no longer receiving gifted services may not be coded in PEIMS.</p> <p>Non-performance in Advanced Academics or within the regular program is not, by itself, sufficient reason for exit from services, but may be an indicator of other problems that may lead to a recommendation for exit. No single criterion, such as grades or conduct, is considered sufficient to remove a student from gifted services; rather, a comprehensive review of all data must be weighed by the GT Campus Committee. (2.12A, 2.2.1E)</p> <p>Assignment to an alternative education campus within the district for more than one semester will result in the student being exited in lieu of a furlough. (2.12A)</p> <p style="text-align: center;">Appeals</p> <p>EHBB (LOCAL) and FNG (LOCAL)</p> <p style="padding-left: 40px;">The decision of the Campus AAS Committee is subject to appeal as outlined in EHBB (LOCAL) and FNG (LOCAL). The parent will have ten working days from the date of notification to appeal the AAS Committee decision. In addition, the subject teacher is invited to provide information that might impact retention or dismissal by the Campus AAS Committee.</p> <p>Students eligible for gifted services are screened in the area of general intellectual ability.</p> <p>A general referral period for Kindergarten shall be open in the fall of each year. Referral during this period is required for placement into services beginning March 1 of that academic year. (2.14A, 2.15A)</p> <p>A general referral period for grades 1-12 shall be open in the fall of each year. Referral</p>
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<p>2.14.1E The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.</p> <p>2.15 A Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p> <p>2.15.1 E Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.</p> <p>2.16 A Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).</p> <p>2.16.1 E Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.</p> <p>2.17 A Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.</p> <p>2.18 A Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p>	<p>during this period is required for placement into services for the following school year; however, students and/or parents/guardians transferring in must apply within the first 4 weeks of enrolling in the district for consideration in the GT program.</p> <p>If a school administrator finds a student who performs or shows potential for performing at remarkably high levels of accomplishment after the identification window has passed, the principal should contact the AAS Department to arrange for an opportunity for the student to be screened by the Advanced Academics Department. (2.14A, 2.15.1E)</p> <p>See identification criteria in Appendix for grades K-12. Program services are described in Section 3: Service Design and Section 4: Curriculum and Instruction. (2.16A)</p> <p>The AAS Department shall review and, if determined necessary, revise the identification criteria for advanced services annually. Adjustments shall be based on standardized tests administered <u>by the District</u>, assessments, which measure the services provided, assessments, which allow identification of diverse populations, and assessments which provide both qualitative and quantitative information regarding the students.</p> <p>Students may be nominated for services by parents/guardians, teachers, peers, or themselves. Transfer students may apply when entering the District within four weeks if they were identified in the previous district or if the student did not have an opportunity to be screened in the previous district. The transferring parents/guardians must request the necessary records for identification. Anyone wishing to nominate a student must obtain the signature of the student and the parent/guardian on the referral form prior to submitting the referral by the stated deadline. Notifications will be sent as decisions are made at various times during the spring semester and upon completion of the process for transfer students.</p>
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<p>2.19 A Students are assessed in languages they understand or with nonverbal assessments.</p> <p>2.20 A All kindergarten students are automatically considered for gifted/talented and other advanced level services</p> <p>2.21 A At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.</p> <p>2.22 A In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.</p> <p>2.23 A If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.</p> <p>2.24 A Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19TAC §89.1(3)).</p>	<p>The State Assessment may be replaced by equivalent scores on other achievement tests. Cognitive Abilities Test (CogAT) Age Percentile Rank (APR) may be replaced by equivalent scores on other school abilities tests. The district will also review NWEA MAP to determine academic eligibility. (2.17A. 2.18A)</p> <p>Students enrolled in bilingual education/ESL may substitute scores from equivalent tests given in their native language or may use nonverbal scores on similar tests. Students will receive continuing services unless the student and parent/guardian request removal or the student is removed for low performance. (2.19A)</p> <p>In accordance with the Texas State Plan for the Education of Gifted/Talented Students (2019) 2.20A, 2.211A (accountability rating), all kindergarten students in Ector ISD are automatically considered for Gifted and Talented services.</p> <p>A general referral period for Kindergarten shall be open in the fall of each year. Referral during this period is required for placement into services beginning March 1 of that academic year.</p> <p>See Appendix for specific identification criteria for current year.</p> <p><u>Identification criteria shall include a minimum of three qualifying scores in three separate areas of assessment. These assessment tools may include but not limited to the following:</u></p> <ul style="list-style-type: none"> • <u>Achievement tests</u> • <u>Cognitive Ability Tests</u> • <u>Teacher, Parent, Community checklists</u> • <u>Student Portfolios or sample work</u> • <u>Report Card Semester averages</u> • <u>Student Interviews</u> (2.22A)
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<p>2.25 A The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.</p> <p>2.26 A Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).</p> <p>2.27 A The selection committee is formed of members who have completed training as required by 19 TAC §89.2.</p> <p>2.27.1 E The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2).</p> <p>2.28 A A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.</p> <p>2.28.1 E Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.</p> <p>2.29A Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.</p>	<p>Information regarding parent meetings and the identification process will be disseminated in the community through multi-media resources, Parent Link phone calls and announcements at school in English and Spanish. In addition, meetings will be held with students and parents to explain the benefits of the program in order to increase the number of students who apply for advanced programs. (2.24A)</p> <p>Changes in the identification process is providing growth in our GT population that is reflective of our current demographics. The department will use current year qualitative and quantitative data in the identification process. (2.25A)</p> <p>The Elementary AAS Committee will be a District-wide committee consisting of:</p> <ul style="list-style-type: none"> • Elementary AAS director/coordinator • Elementary AAS Specialist • Selected District personnel, the majority of whom have completed 30 hours of G/T training and are current with the annual 6-hour update. (2.26A, 2.27A, 2.27.1E) <p>The Secondary AAS Committee will be a campus-based committee consisting of</p> <ul style="list-style-type: none"> • Secondary AAS director/coordinator • One counselor per campus with current 6-hour GT training • One G/T teacher from each core area of advanced services (who have completed 30 hours of G/T training and are current with the 6-hour update). (2.26A, 2.27A, 2.27.1E) <p>Elementary students who score close to the criteria for the grade level may participate in further screening at the decision of the AAS Committee. The results of that screening will be reviewed by the committee to determine appropriate placement of the child. (2.28A.1E)</p>
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Section III

Service Design: A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

<p style="text-align: center;">Texas State Plan for the Education of Gifted/Talented Students</p>	<p style="text-align: center;">Advanced Academic Services & ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>3.1 A Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).</p> <p>3.1.1 E Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.</p> <p>3.2 A Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p> <p>3.3 A Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.</p> <p>3.3.1 E Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.</p> <p>3.4A Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).</p>	<p>ALL CAMPUSES: During the annual Referral period, information (in both English and Spanish) describing the available services shall be distributed to all students. (3.1A, 3.1.1E)</p> <p>The staff of each campus shall ensure that students have access to academic contests, to opportunities of community services and programs as well as creativity contests and leadership programming. (3.2A)</p> <p>A framework as well as a scope and sequence of gifted services will be reviewed annually to ensure appropriate ongoing services. (3.3A)</p> <p>In grades K-5, students are identified and served in all four areas: English/language arts, math, science, and social studies. In grades 6-12, students are served in their areas of strength in the four core areas: English, social studies, math, or science services. (3.3A) Proposed changes in services shall be approved by the AAS Department and forwarded to the Superintendent and the Board as appropriate. (3.1.1E)</p> <p style="text-align: center;"><u>ELEMENTARY</u></p> <p style="text-align: center;"><u>Kindergarten - 2nd Grade (Inclusion)</u></p> <ul style="list-style-type: none"> • The GT SIP curriculum will be emailed each week to K-2 cluster teachers with instructions and best-practices embedded in the information. • Cluster teachers teach the GT lesson to the whole class providing scaffolding where necessary, but with an eye to supporting the GT student.

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- GT lesson occurs for a minimum of 90-minutes one day a week as assigned by the district service schedule.
- Chess activities will be supported by traveling certified GT specialists.
- Specific teacher support will be provided by the certified GT specialists through PLCs once a week, individual conferences, and job-embedded practice.
- Cluster teachers will receive instruction on Compacting, QFT, and other teaching strategies through their weekly PLCs (Pending Principal Approval).
- All differentiation for GT students will be documented in the lesson plans of the cluster teacher.
- Kindergarten will be served after identification in March.
- Students will have the opportunity to participate in Camp SIP.
- Students will be grouped with a trained **cluster teacher**.
- **CLUSTER TEACHERS WILL HAVE TAKEN THE 30-HOUR GT TRAINING AND/OR 6-HOUR UPDATE.**

3rd - 5th and 6th Elementary (Pull-Out)

- GT Teacher Hours will be 7:45 - 3:45
- One day each week for two hours (120 minutes), GT students will be pulled out of their grade-level class to attend GT specific teaching provided by GT certified SIP Teachers.
- After pull-outs, the GT students will participate in individual check-ins with the GT Teacher to ensure that they are on-track with projects, goals, and growth.
- All pull-outs will take place on the student's campus. No students will be bused.
- No pull-out will exceed 20 students per teacher.
- On campuses with larger numbers, multiple teachers will pull all students in a single grade-level at once (space permitting).
- Campus Principal will need to designate a space for Pull-Out.
- Instruction will include Chess training and Choice Projects and follow the district GT curriculum.
- Students will have the opportunity to participate in Camp SIP.
- Outside of the GT Pull-out the students will be grouped with a **cluster teacher** and receive enrichment and differentiated support in the classroom.
- **CLUSTER TEACHERS WILL HAVE TAKEN THE 30-HOUR GT TRAINING AND/OR 6-HOUR UPDATE.**

SECONDARY

Identified G/T students will be served in core content area for which they are identified. English and social studies services are designed to provide parallel and integrated services. Math and science services provide parallel and integrated services. Students may be enrolled in all four areas or only areas of their particular strength or talent: English, social studies, math, and science. The services will provide differentiated curriculum as defined by the Texas Education Agency and will be documented in the lesson plans.

Middle School

Services are provided through GT Honors courses. The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted learners. Gifted students, as well as highly motivated students with balanced academic profiles in the four core content areas shall be served in Honors courses. In addition, the program will address the requirements for G/T services outlined in the *Texas State Plan for the Gifted and Talented*. G/T students are expected to maintain participation in at least one content area. Honors courses are open to other high-end learners providing they meet the entrance criteria; Differentiated instruction shall occur for the G/T identified students in these courses and will be documented in the lesson plans.

- Served in Honors classes.
- GT students are clustered with other GT students and receive enrichment and differentiated support in the classroom
- Students will have the opportunity to participate in Camp SIP.
- **CLASSROOM TEACHERS WILL HAVE TAKEN THE 30-HOUR GT TRAINING AND/OR 6-HOUR UPDATE.**

High School

Services are provided through core GT Honors, AP, IB and On-Campus Dual courses. The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted learners. Gifted students, as well as highly motivated students with balanced academic profiles in the four core content areas shall be served Independent study courses and competitions allow identified and non-identified students to work on common goals at an appropriate pace. Designated AAS courses as noted in the High

<p>3.5 A Flexible grouping patterns and independent investigations are provided throughout the program design/services.</p> <p>3.6A Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p> <p>3.6.1E Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.</p> <p>3.7A Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).</p>	<p>School Course Description Guide, International Baccalaureate, Advanced Placement, On-Campus Dual, and Honors courses are open to other high-end learners providing they meet the entrance criteria; Differentiated instruction shall occur for the G/T identified students in these courses and will be documented in the lesson plans. (3.3A, 3.31E)</p> <ul style="list-style-type: none">• Supported through Honors, International Honors, Advanced Placement, and International Baccalaureate Programme.• Students are clustered with other GT students and receive enrichment and differentiated support in the classroom• Academic Octathlon and Academic Decathlon are offered for all students but GT students are intentionally recruited for this opportunity <p>The G/T identified students are not required to make-up assignments or homework for the attendance day in the G/T Program classroom.</p> <p>Acceleration:</p> <p>Students who exhibit core academic strengths that are best served by acceleration into another grade level may receive instruction at the grade level determined by examination of the student's skills. (3.5A)</p> <p>Board policies EHCD (Local), EHDC (Legal), EHDB (Legal), and address credit by examination. EIF (LEGAL) addresses early high school graduation. EHDD (Local) addresses dual enrollment. (3.7A)</p> <p>High school students are encouraged to participate in College Board Advanced Placement at Odessa High School, Permian High School, and New Tech Odessa, as well as the International Baccalaureate Program offered at Odessa High School. (3.8A)</p>
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3.8 A Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.

3.9A Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.

Dual enrollment courses are available through a partnership with Odessa College and the University of Texas of the Permian Basin. (3.9A)

In the classrooms that serve gifted/talented students in grades 1-12, content is expected to be accelerated beyond the current grade level although the student remains assigned to the grade level. Seventh grade students are accelerated in Math within Advanced Academics and the Secondary Gifted/Talented Program by taking the Algebra Qualifying Test that is used for credit by examination for Math 8. Curriculum compacting, tiered lessons, cluster grouping, and other strategies are also used to vary the pacing to meet the needs of advanced students. (3.8A)

<p>3.10 A A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.</p> <p>3.10.1 E. A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district’s K–12 gifted/talented education services.</p>	<p>Students are encouraged to continue in accelerated options throughout their school careers. Program options are outlined and explained to students and parents in campus orientations and course description guides. (3.8A, 3.9A)</p> <p>The staff of the AAS Department shall propose and oversee modifications and improvements to services for advanced students. Campus proposals shall be submitted for approval to AAS by November to meet the publication date of the <i>High School Course Description Guide</i>.</p> <p>The campus principal shall ensure that the campus improvement plan describes Local Education Agency (LEA) performance objectives and have set timelines and goals that are measurable to assess student performance and academic improvement. It shall also include provisions to encourage student awareness of and participation in advanced options. Campus improvement plans must be developed, reviewed and revised annually for the purpose of improving student performance for all student populations. They must also, 1) identify how the campus goals will be met; 2) Identify resources needed to implement the plan; 3) Identify staff that will be used to implement the plan; 4) Provide data that shows how the LEA is measuring progress towards the performance objective to ensure it results in student academic improvement.</p> <p>The campus principal, in conjunction with all members of the campus staff, shall promote student participation in advanced options. (3.8A)</p> <p>The AAS Department shall have supervisory authority over all advanced services in the District. Both the Advanced Academic Services Director and the Elementary and Secondary Coordinator shall have the state mandated 30 hours of GT staff development and the 6-hour annual update. (3.10A, 3.10.1E)</p>
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Ector County ISD Plan for Advanced Academic Services

<p>3.11A Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.</p> <p>3.12.1E Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.</p>	
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Section IV

Curriculum and Instruction: Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

<p style="text-align: center;">Texas State Plan for the Education of Gifted/Talented Students</p>	<p style="text-align: center;">Advanced Academic Services & ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>4.1 A An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).</p> <p>4.1.1 E Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p> <p>4.2 A Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p>4.3 A A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).</p> <p>4.3.1 E Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.</p>	<p>The AAS Department shall oversee the provision of G/T and advanced academic services and shall direct the differentiation of the curriculum for students in the services. For G/T services, content, process, and product scope and sequence and curriculum framework differentiated from the general curriculum shall be developed in alignment with the <i>State Goal for Services for Gifted/Talented Students</i>:</p> <p style="padding-left: 40px;">Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High School graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services. (See <i>Texas State Plan for the Education of Gifted/Talented Students.</i>) (4.1A, 4.3A)</p>

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<p>4.4 A Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p> <p>4.5 A Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p> <p>4.6 A Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p> <p>4.7 A Scheduling modifications are implemented in order to meet the identified needs of individual students.</p>	<p>The scope and sequence and framework shall be reviewed and revised as needed on an annual basis. A revised scope and sequence for the Honors Program shall be developed that appropriately serves G/T students as well as other high-end learners. AP courses will follow the College Readiness Standards and the approved College Board Syllabi. (4.1A)</p> <p>The G/T Program shall address the four core content areas using the elements of depth, complexity, and pacing outlined in The Texas Performance Standards Projects (TPSP), https://www.texaspsp.org/ and curriculum. Other curricula may be adopted as deemed appropriate by the AAS Department.</p> <ul style="list-style-type: none"> • Depth is defined as the exploration of content within a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, and laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and ethical considerations. • Complexity is defined as extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view. Units of study shall be developed which address various elements in multiple combinations to accommodate the various learning styles and interests of the identified students. (4.1E, 4.4A) <p>In both the elementary G/T Program classroom and the cluster classroom, the G/T identified student will be given the opportunity to address the themes and generalizations adopted for grades K-5. In addition, G/T cluster classrooms shall incorporate the elements of depth and complexity as they are introduced until fully implemented. Elementary G/T cluster classrooms shall also use <i>the Monthly Creative Calendars and Differentiation Strategies</i> and provide thinking skills training for G/T students. Students will be given instruction in the research skills as outlined in the Continuum of Learning Experiences Frameworks (TPSP) (4.1A, 4.4A) https://www.texaspsp.org/</p> <p>Other classroom strategies shall include but not be limited to:</p> <ul style="list-style-type: none"> • Content acceleration
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- Flexible grouping
- Differentiated learning centers
- Alternate assignments
- Tiered lesson plans
- Tiered assignments
- Contract learning
- Whole class enrichment
- Curriculum compacting

Creative and critical thinking strategies introduced in the initial 30-hour training, such as SCAMPER and Six Thinking Hats, should be taught directly then synthesized in the core content areas. Other programs such as *Creative Problem Solving* and *Future Problem Solving* may be utilized. (4.5A)

Secondary services include GT Honors at all middle school campuses, the AP/GT Program at PHS & OHS, New Tech Odessa and International Baccalaureate (IB) at Odessa High School, and campus dual enrollment. Currently the secondary G/T programs address the four core content areas. The College Board AP Program expands the offerings to art, Spanish, Latin, French, music theory and computer science. PHS & OHS high schools offer advanced music programs. (4.1A)

High school course offerings are currently published in the *High School Course Description Guide*. Elementary and middle school courses are briefly described in materials published during the general Referral and orientation periods. (4.1A)

A brochure of services shall be developed and available in print or online annually. (4.1A)

The campuses in collaboration with AAS shall make modifications as needed. (4.8A)

Ector County ISD Plan for Advanced Academic Services

<p>4.8 A Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251- 11.253).</p> <p>4.8.1 E Resources and release time for staff are provided for curriculum development for gifted/talented services.</p> <p>4.9A Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.</p> <p>4.10.1E Release time and/or extended contracts are provided to enable teachers at all levels to form vertical 17 Accountability Exemplary teams that coordinate gifted/talented services in the district.</p>	<p>AAS teachers shall participate in AAS curriculum development during the school year on designated professional development days as well as additional days for AAS program development and improvement. (4.8.1E)</p> <p>The AAS staff and teachers shall assist with the development of District curriculum documents to ensure their understanding of the District's goals for all learners. Teachers and staff members are included as members of content area task forces. Differentiation from the District curriculum in the various content areas shall be the responsibility of the AAS staff, the campus principals, and teachers. (4.9A)</p> <p>Elementary GT Program teachers are given one week of curriculum and staff development planning before gifted/talented classes begin in the fall. (4.10.1E)</p>
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Section V

Professional Learning: All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

<p>Texas State Plan for the Education of Gifted/Talented Students</p>	<p>Advanced Academic Services & ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>5.1A A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district’s defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district’s gifted/talented services (19 TAC §89.2(1)).</p> <p>5.2A Teachers without required training who are assigned to provide instruction and services that are part of the district’s defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p> <p>5.3A Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.1 E District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.</p> <p>5.3.2 E Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.3 E Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>	<p>Teachers are required to have completed the thirty (30) hours of professional development prior to assignment to the district’s gifted/talented services. Teachers without required training who are assigned to provide instruction and services that are part of the district’s defined gifted/talented services are required to complete the thirty (30) hour training within one semester. Professional development provided by the AAS Department, the Texas Association for the Gifted and Talented, the TEA Department of Advanced Academic Services, the Region 18 Education Service Center G/T Division, International Baccalaureate and the College Board are approved for credit. Prior to any other activity for credit, the AAS Director shall approve the professional development.</p> <p>All kinder, bilingual and GT cluster teachers are required to receive thirty (30) clock hours of professional development.</p> <p>If a staffing vacancy occurs in the elementary G/T cluster or Honors/AP classroom, the principal is expected to fill the vacancy with a teacher with the appropriate G/T training. (5.1A, 5.2A)</p> <p>In extenuating circumstances, a plan will be on file showing how the teachers will receive 30 clock hours within one semester. (5.2A)</p> <p>Teachers receive contract additives upon completion of advanced degrees. (5.3.2E)</p>

Ector County ISD Plan for Advanced Academic Services

<p>5.4 A A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p> <p>5.5 A Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p> <p>5.5.1 E Mentors and others who offer specialized instruction for gifted/talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p> <p>5.6 A Teachers who provide instruction and services that are a part of the district’s defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p> <p>5.6.1 E Teachers who provide instruction and services that are a part of the district’s defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.2 E All staff receive an orientation to the district’s gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p> <p>5.7 A Annually, each teacher new to the district receives an orientation to the district’s gifted/talented identification processes and the district’s services for gifted/talented students.</p> <p>5.8 A Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC§89.2(4)).</p>	<p>The district professional development plan includes individual as well as group identified needs. Ongoing analysis of gifted/talented service goals and staff individual plans are reviewed to determine needs. The plan is developed annually. (5.4A)</p> <p>The AAS Department shall develop a plan for professional development that addresses the state requirements and the District services. A calendar of AAS professional development is published on the district website. (5.5A)</p> <p>Teachers serving gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education. Annual updates are provided which are commensurate with the teachers’ experience in the program. A coherent sequence of professional development shall ensure that staff members receive a consistent experience. (5.6A, 5.6.1E)</p> <p>Through professional development for teachers new to the District, the AAS Department shall provide an orientation regarding advanced services program options and identification procedures. (5.7A)</p> <p>Administrators and counselors shall complete a minimum of 6 hours annually of professional development that includes nature and needs and program options for G/T students. (5.8A, 5.8.1E)</p>
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Ector County ISD Plan for Advanced Academic Services

5.8.1E Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.

5.9 A Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).

5.9.1 E Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education.

5.10A Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5)

5.10.1E Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.

5.11 A Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).

5.11.1 E A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.

5.12A Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.

The Board shall be notified of options to receive professional development including reports to the Board, the Texas Association for the Gifted and Talented Conference, guest presenters, Region 18 G/T Roundup and specially developed sessions for the Board. (5.10A)

Evaluations are solicited from each professional development activity. Walkthroughs and other data are utilized to measure the implementation of the activity. Follow-up activities or repetitions are determined based on evaluations. (5.11A)

The Department shall seek an agreement with universities that offers the endorsement/certification courses in G/T to align the District professional development with the endorsement/certification program. (5.11.1E)

Members of the AAS staff create and conduct the professional development offered by AAS in collaboration with experts in the field. (5.12A)

Section VI

Family/Community Involvement: The district involves family and community members in services designed for gifted/talented students throughout the school year.

<p style="text-align: center;">Texas State Plan for the Education of Gifted/Talented Students</p>	<p style="text-align: center;">Advanced Academic Services & ECISD POLICIES, REGULATIONS, GUIDELINES, AND PROCEDURES</p>
<p>6.1 A Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).</p> <p>6.2 A Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.</p> <p>6.3 A Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p> <p>6.4 A The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.</p> <p>6.4.1 E Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.</p> <p>6.5 A An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).</p> <p>6.6 A Products and achievements of gifted/talented students are shared with the community.</p>	<p>See EHBB (LOCAL) The identification criteria included in the ECISD Plan for Advanced Academic Services shall be disseminated to parents during the general Referral period. (6.1A)</p> <p>The district provides informational meetings on the campuses where services are delivered. Social media, flyers, campus newsletters, newspaper advertisements, and public service announcements notify parents and community members of the Referral period and the informational meetings. Translators and translations are provided in Spanish and, if available, other requested languages. The campus staff provides information regarding their campus program; the AAS Department provides Referral and identification information. (6.3A)</p> <p>Parents of gifted students are encouraged to participate in volunteer activities of the local parent organization, Ector County Association for the Gifted and Talented (ECAGT). (6.4A)</p> <p>A brochure describing the student opportunities in AAS shall be published and revised annually. The brochure shall be available in English and Spanish as well as, if available, in other requested languages. Information will be posted to the AAS webpage. (6.5A)</p> <p>Each campus will acknowledge the accomplishments and/or displaying the products of AAS students. (6.6A)</p>

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Ector County ISD Plan for Advanced Academic Services

<p>6.7 A Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.</p> <p>6.8 A The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).</p> <p>6.9.1E Community volunteers are organized and provided an orientation about working with gifted/talented students.</p> <p>6.10.1E Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.</p> <p>6.11.1E Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.</p> <p>6.12.1E Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.</p> <p>6.13.1E A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.</p> <p>6.14.1E Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.</p>	<p>During the fall semester of each year, parents of AAS students shall be given a general overview of program services at their respective campuses. The secondary AAS staff shall provide updates to services and educational planning options during educational planning each year. (6.5A, 6.7A)</p> <p>Surveys will be distributed annually to parents, students, teachers, administrators, and other community members to evaluate the services of the program. The AAS Department shall review the data and make recommendations for any changes in services. Changes will be presented to the Superintendent and the Board, if applicable. (6.8A)</p>
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WINTER 2022 MAP ASSESSMENT PRESENTATION

ECISD students engaged in the second round (Middle of Year) Winter MAP assessment during the month of January, 2022. The data received measures the amount of growth our students made between Fall 2021 and Winter 2022.

The presentation tonight will show Fall 2021 to Winter 2022 growth, and will compare how we measured from Fall 2020 to Winter 2021. We will look at how the data is linked to the STAAR projected proficiency and will see how attendance affected our growth data.

MAP MOY

District Analysis





OUR students . . . THE future!

nwea



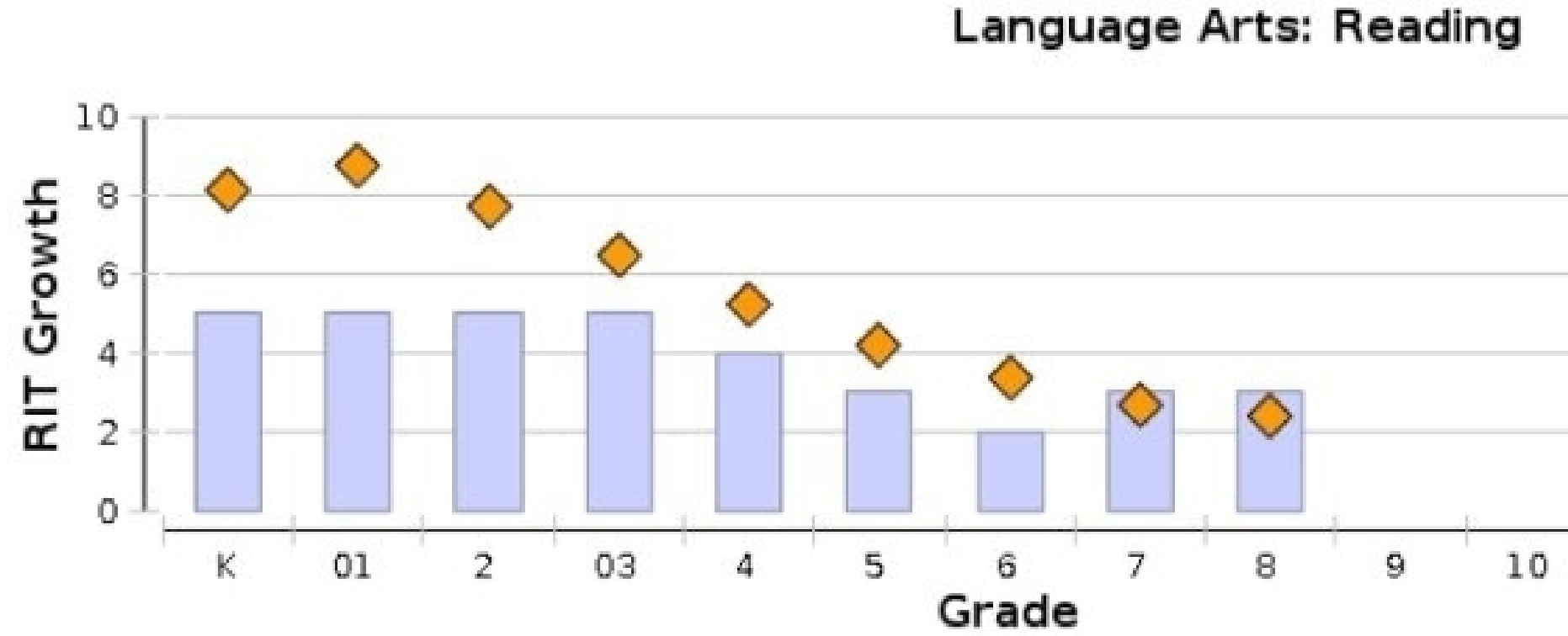
Presentation Outline

TODAY'S TOPICS

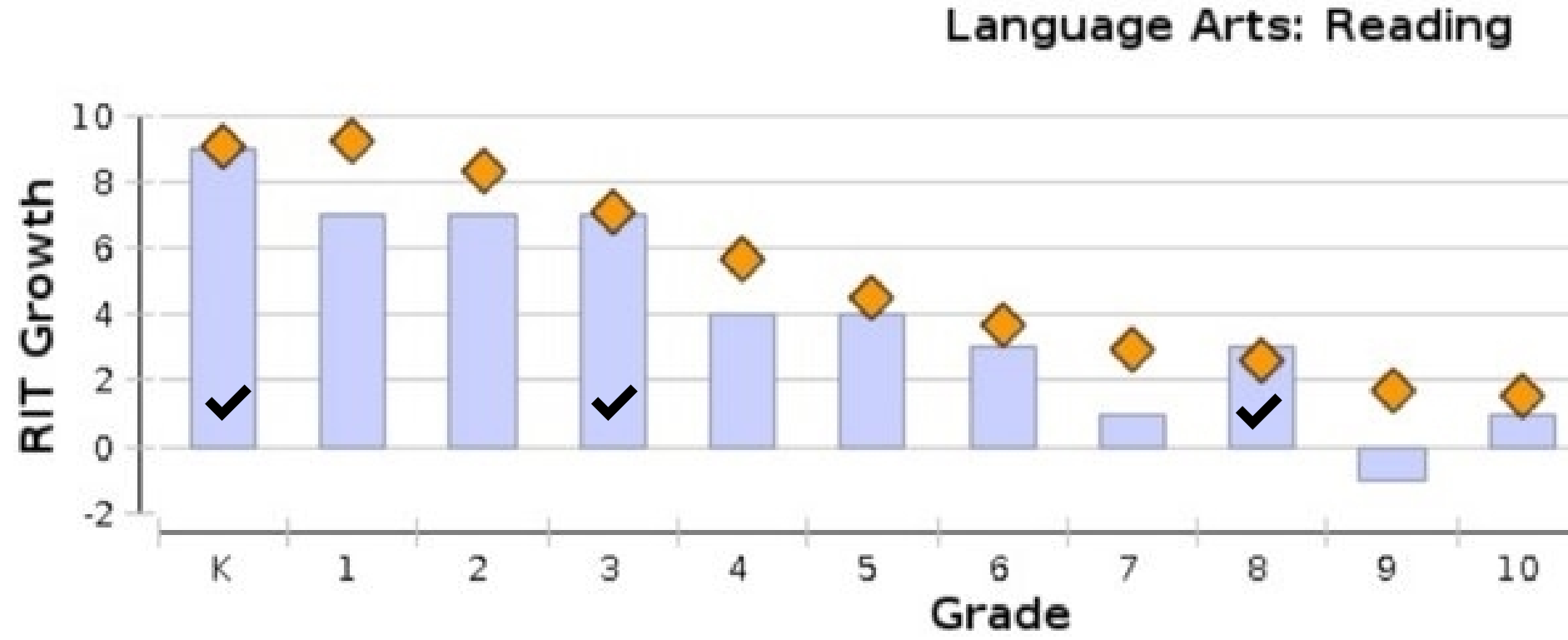
- District Growth in math and reading
- STAAR Projected Proficiency
- Attendance Data
- Growth by Subgroup

District Data Reading K-8

Winter 2021



Winter 2022

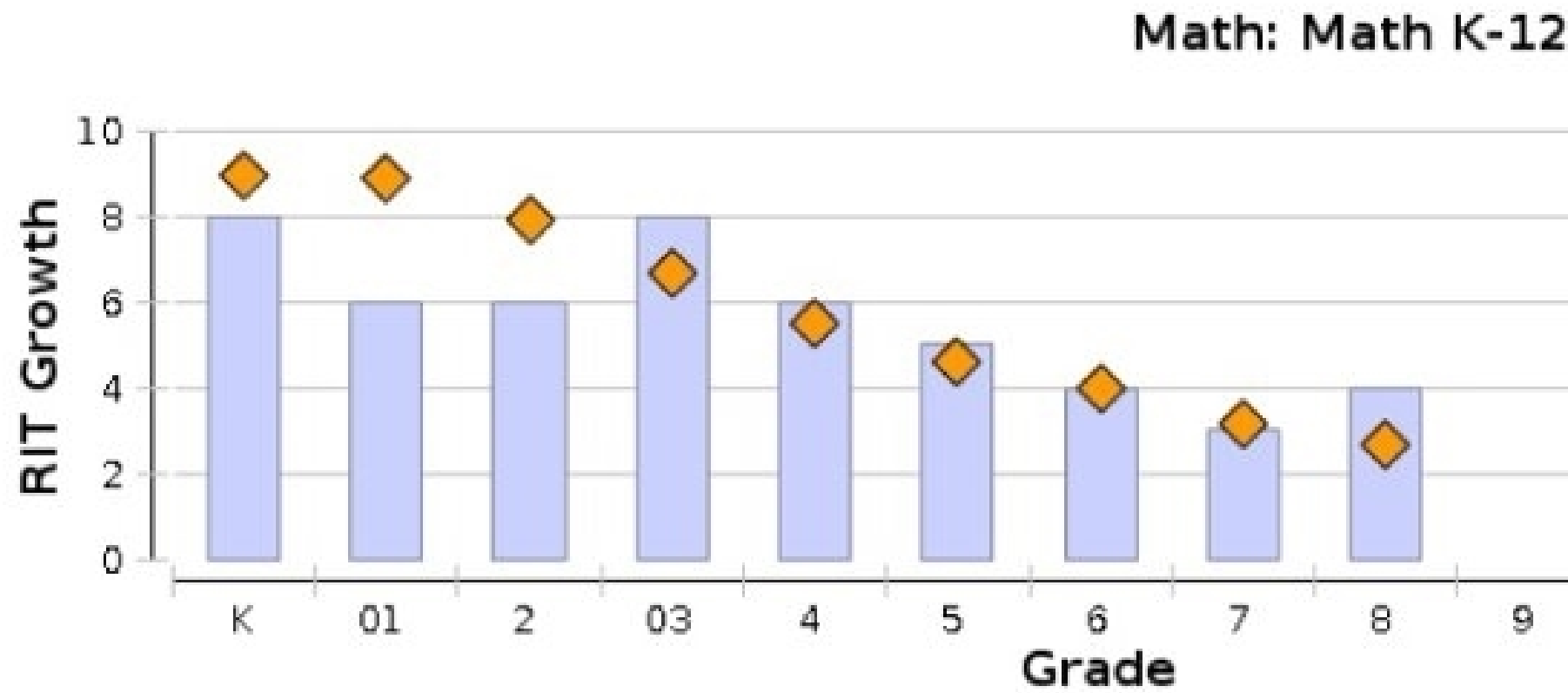


Reading Fall 2020 to Winter 2021		
Grade	N	School Conditional Growth Percentile
K	1,626	1
1	1,797	1
2	1,797	1
3	2,080	5
4	1,946	14
5	2,109	15
6	1,568	17
7	1,378	80
8	1,151	76

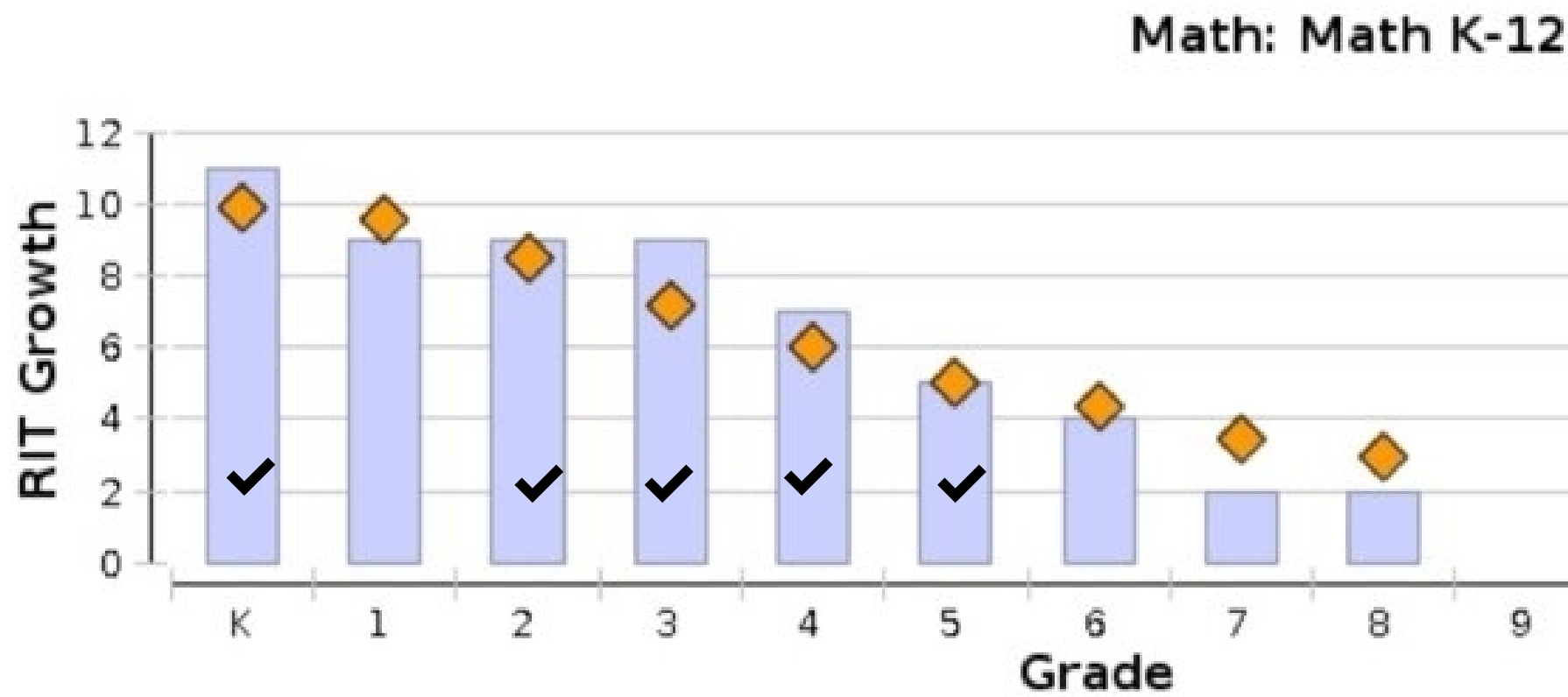
Reading Fall 2021 to Winter 2022		
Grade	N	School Conditional Growth Percentile
K	2,025	39
1	2,191	9
2	2,195	12
3	2,214	55
4	2,182	9
5	2,059	19
6	1,566	24
7	1,729	4
8	1,679	61

District Data Math K-8

Winter 2021



Winter 2022



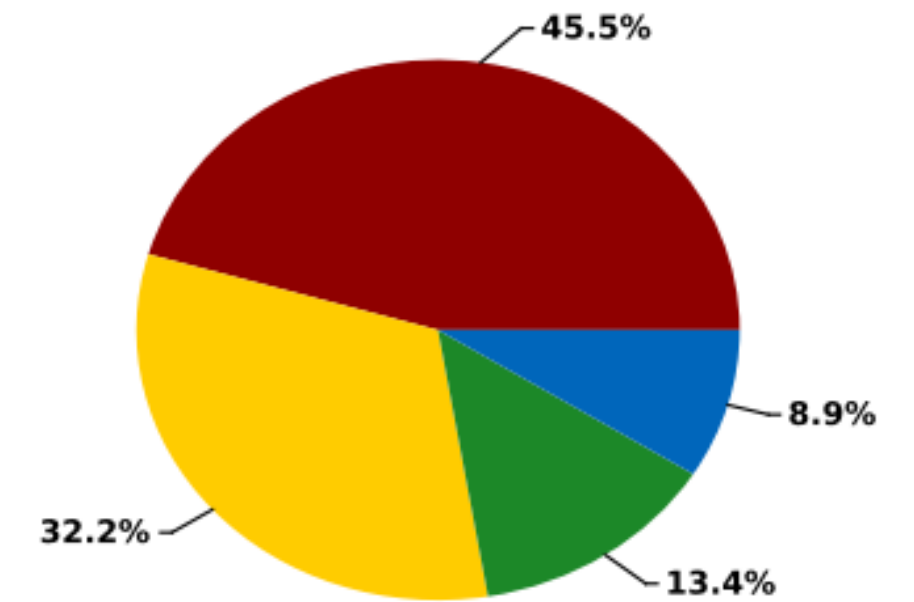
	Math Fall 2020 to Winter 2021	
Grade	N	School Conditional Growth Percentile
K	2,143	13
1	2,310	2
2	2,268	4
3	2,162	90
4	2,027	75
5	2,177	46
6	1,598	53
7	1,517	55
8	802	83

	Math Fall 2021 to Winter 2022	
Grade	N	School Conditional Growth Percentile
K	2,031	87
1	2,193	45
2	2,184	62
3	2,251	91
4	2,202	68
5	2,073	40
6	1,580	23
7	1,724	17
8	1,148	34

STAAR Projected Proficiency

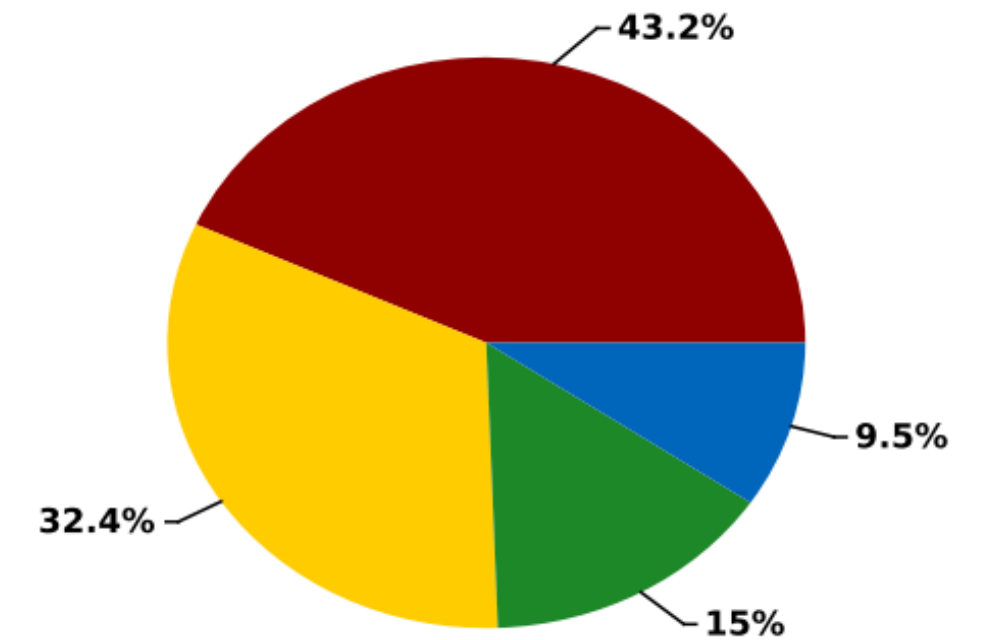
Reading Winter 2021

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2176	1172	53.9%	719	33.0%	186	8.5%	99	4.5%
03	2283	1155	50.6%	656	28.7%	258	11.3%	214	9.4%
4	2137	1087	50.9%	601	28.1%	298	13.9%	151	7.1%
5	2251	1067	47.4%	703	31.2%	295	13.1%	186	8.3%
6	1856	783	42.2%	652	35.1%	265	14.3%	156	8.4%
7	1770	619	35.0%	633	35.8%	317	17.9%	201	11.4%
8	1740	580	33.3%	610	35.1%	285	16.4%	265	15.2%
Total	14213	6463	45.5%	4574	32.2%	1904	13.4%	1272	8.9%



Reading Winter 2022

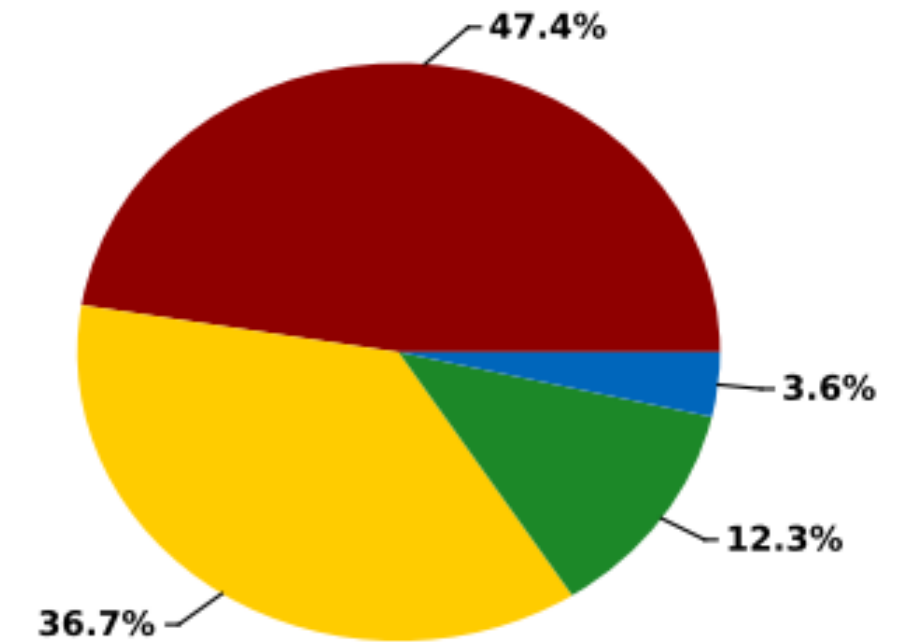
Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2312	1188	51.4%	813	35.2%	226	9.8%	85	3.7%
3	2315	1046	45.2%	630	27.2%	386	16.7%	253	10.9%
4	2274	1057	46.5%	699	30.7%	279	12.3%	239	10.5%
5	2154	946	43.9%	659	30.6%	333	15.5%	216	10.0%
6	1680	685	40.8%	600	35.7%	248	14.8%	147	8.8%
7	1886	762	40.4%	640	33.9%	313	16.6%	171	9.1%
8	1823	555	30.4%	637	34.9%	375	20.6%	256	14.0%
Total	14444	6239	43.2%	4678	32.4%	2160	15.0%	1367	9.5%



STAAR Projected Proficiency

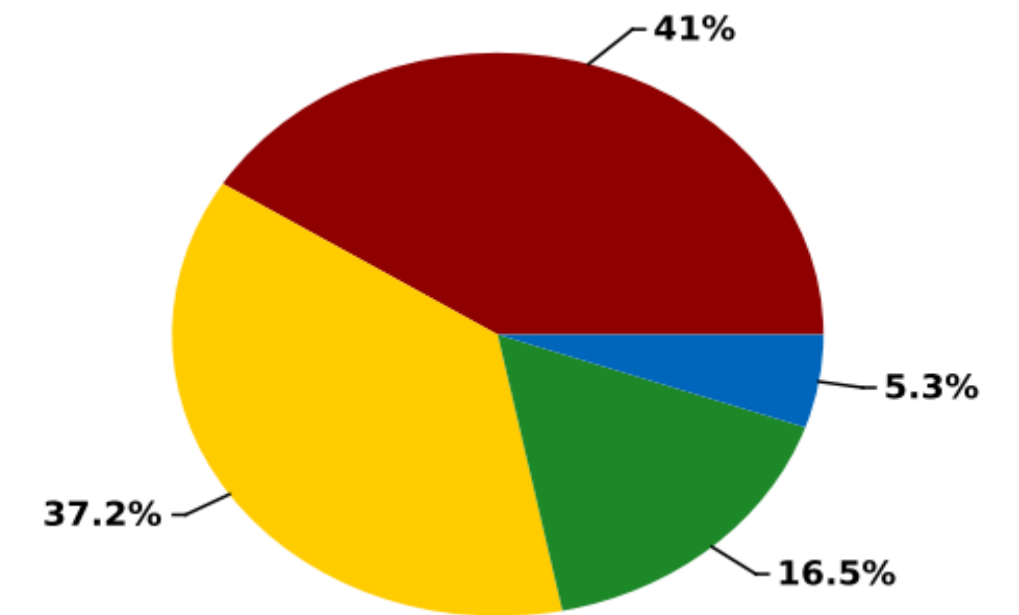
Math Winter 2021

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2365	1226	51.8%	698	29.5%	330	14.0%	111	4.7%
03	2295	1180	51.4%	674	29.4%	350	15.3%	91	4.0%
4	2156	1136	52.7%	803	37.2%	152	7.1%	65	3.0%
5	2274	878	38.6%	929	40.9%	348	15.3%	119	5.2%
6	1866	796	42.7%	791	42.4%	227	12.2%	52	2.8%
7	1789	775	43.3%	754	42.1%	205	11.5%	55	3.1%
8	1309	670	51.2%	507	38.7%	120	9.2%	12	0.9%
Total	14054	6661	47.4%	5156	36.7%	1732	12.3%	505	3.6%



Math Winter 2022

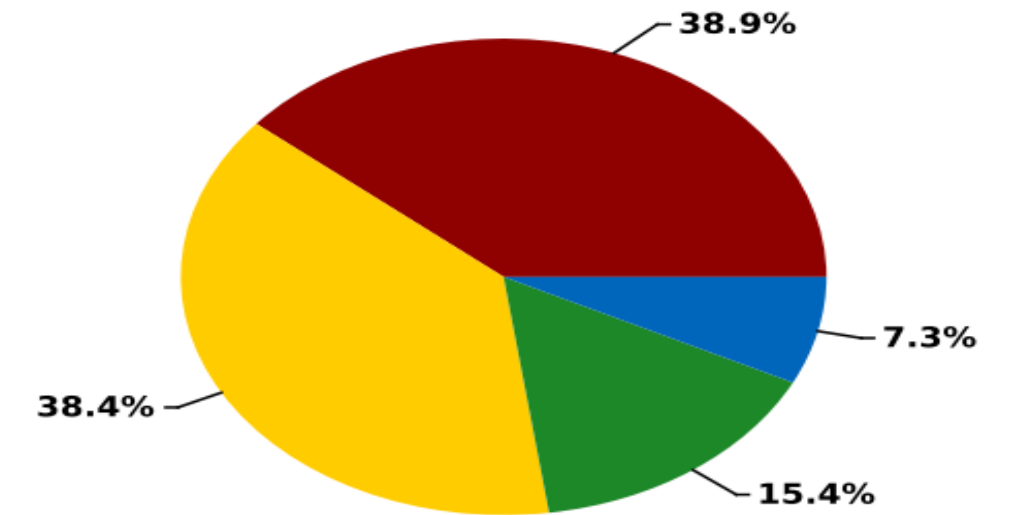
Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2305	949	41.2%	737	32.0%	479	20.8%	140	6.1%
3	2343	1066	45.5%	710	30.3%	403	17.2%	164	7.0%
4	2294	1029	44.9%	810	35.3%	288	12.6%	167	7.3%
5	2166	745	34.4%	866	40.0%	425	19.6%	130	6.0%
6	1679	656	39.1%	662	39.4%	293	17.5%	68	4.1%
7	1870	778	41.6%	773	41.3%	253	13.5%	66	3.5%
8	1338	515	38.5%	646	48.3%	165	12.3%	12	0.9%
Total	13995	5738	41.0%	5204	37.2%	2306	16.5%	747	5.3%



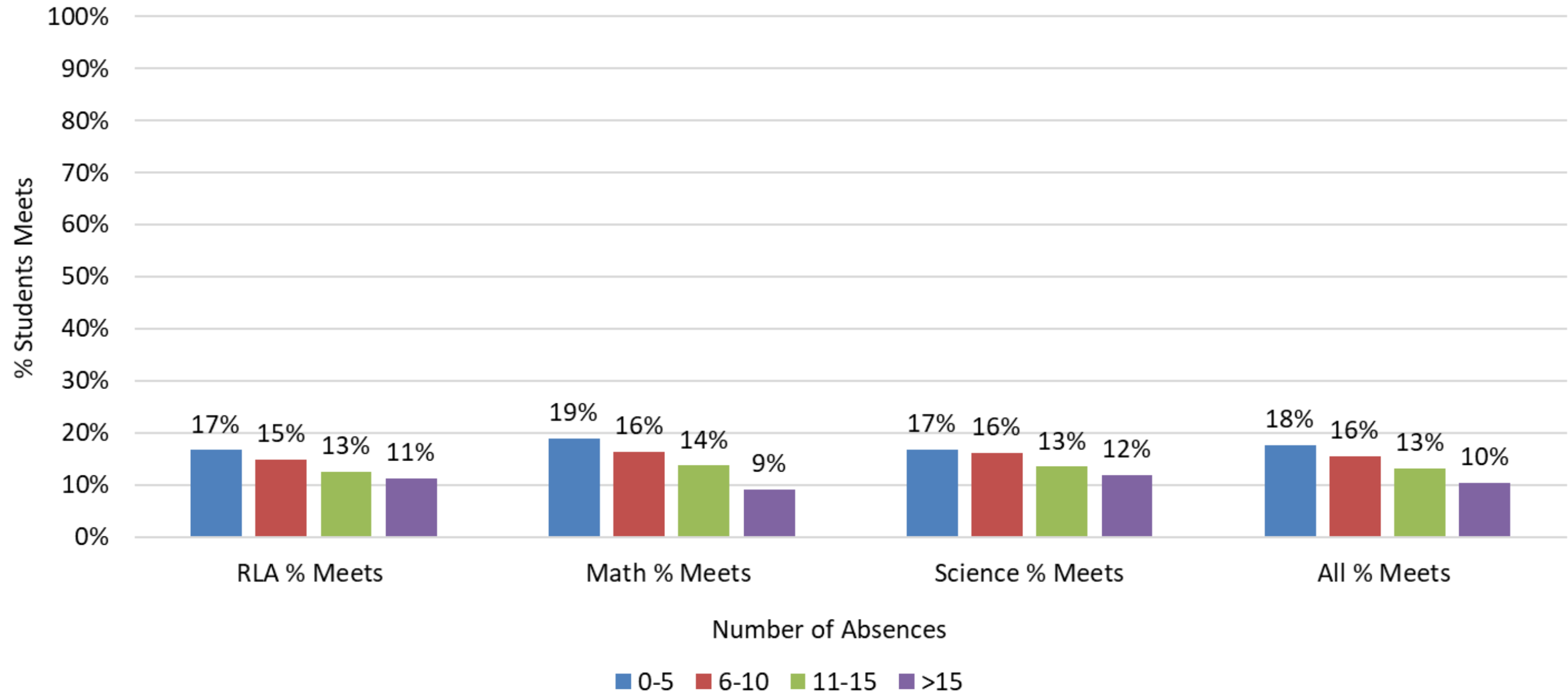
STAAR Projected Proficiency

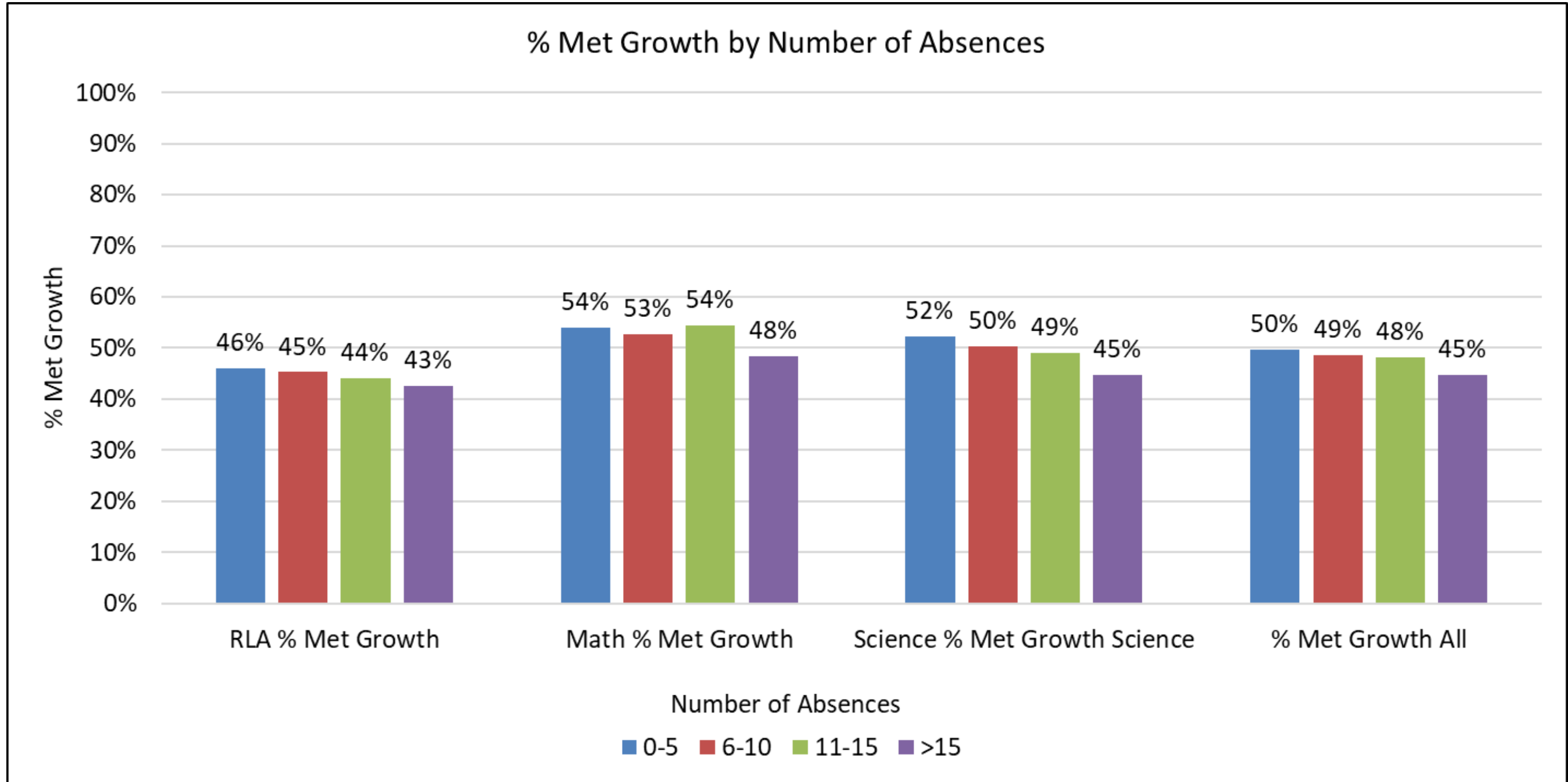
Science
Winter 2022

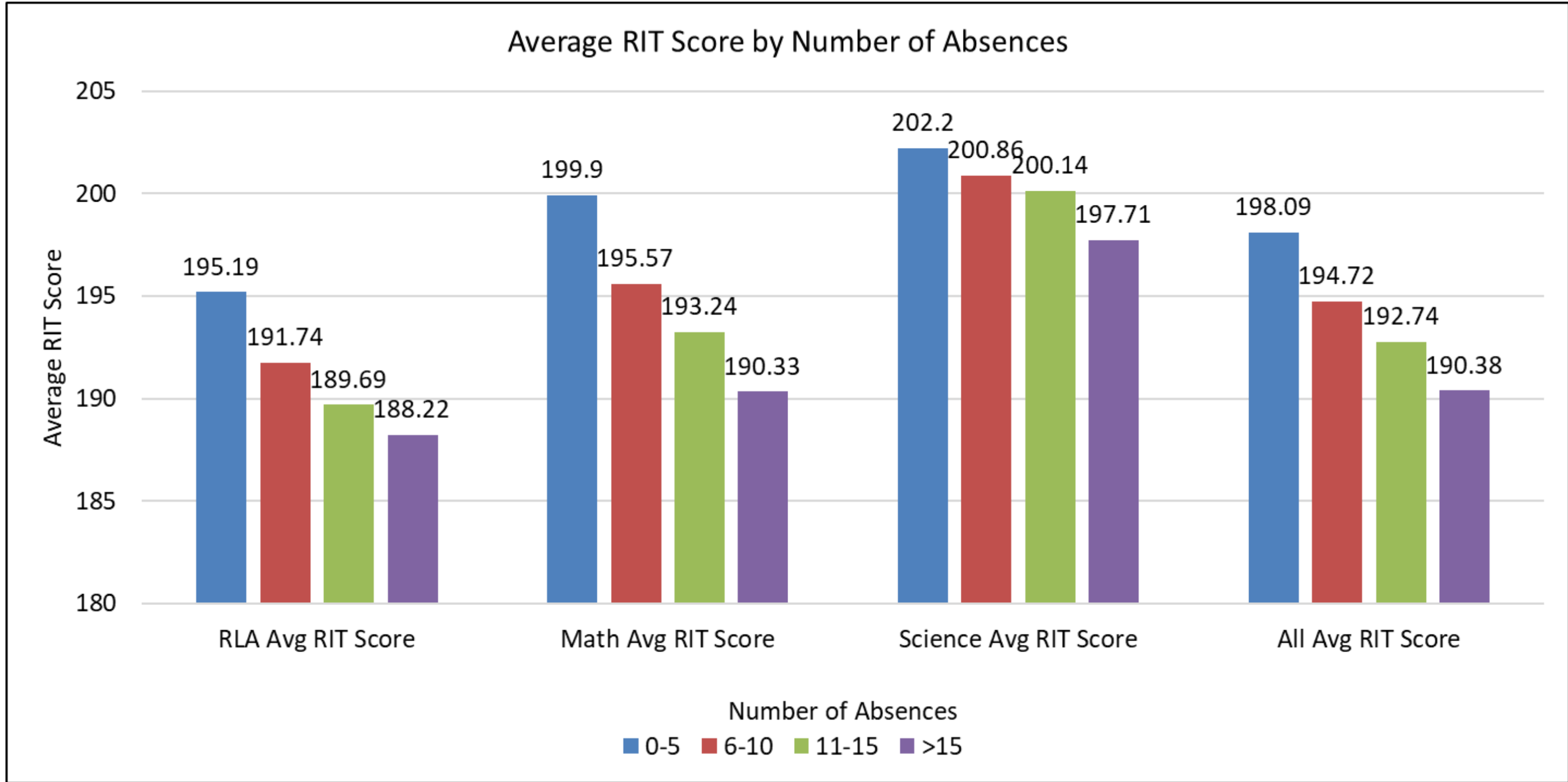
Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	2147	950	44.2%	863	40.2%	255	11.9%	79	3.7%
8	1818	592	32.6%	658	36.2%	357	19.6%	211	11.6%
Total	3965	1542	38.9%	1521	38.4%	612	15.4%	290	7.3%



% Students STAAR Projected Meets Standard by Number of Absences







Percent of Students Meeting Growth Projection Reading Fall 2021 to Winter 2022

Fall 21 to Winter 22	K	1	2	3	4	5	6	7	8	9	10
All	50	41	40	50	44	47	48	43	53	42	47
Econ. Dis.	52	43	36	50	43	46	48	43	55	42	46
EL	34	37	42	45	41	49	48	42	55	41	44
Spec. Ed.	49	27	42	46	43	48	38	48	47	42	60
GT	85	52	52	55	52	47	56	36	57	43	51
African American	47	44	32	55	33	38	47	43	30	39	35
Hispanic	48	40	40	49	44	47	47	44	55	40	46
White	64	43	39	53	50	45	50	41	52	48	54

Percent of Students Meeting Growth Projection Math Fall 2021 to Winter 2022

Fall 21 to Winter 22	K	1	2	3	4	5	6	7	8	9	10
All	61	50	54	63	55	49	47	44	49		
Econ. Dis.	57	49	49	61	56	49	47	45	52		
EL	62	50	62	60	51	50	44	41	45		
Spec. Ed.	58	43	52	55	53	41	38	36	57		
GT	68	55	74	68	58	51	55	46	46		
African American	68	41	41	59	53	45	48	45	53		
Hispanic	60	50	54	62	55	49	47	43	49		
White	64	52	57	66	54	54	48	46	46		

Percent of Students Meeting Growth Projection Science Fall 2021 to Winter 2022

Fall 21 to Winter 22	K	1	2	3	4	5	6	7	8	9	10
All				52	48	57	47	47	52		
Econ. Dis.				52	47	55	47	45	54		
EL				47	48	59	44	49	49		
Spec. Ed.				40	48	47	35	50	34		
GT				75	61	64	52	50	58		
African American				48	38	62	58	51	42		
Hispanic				51	49	56	46	47	51		
White				56	46	63	49	48	57		

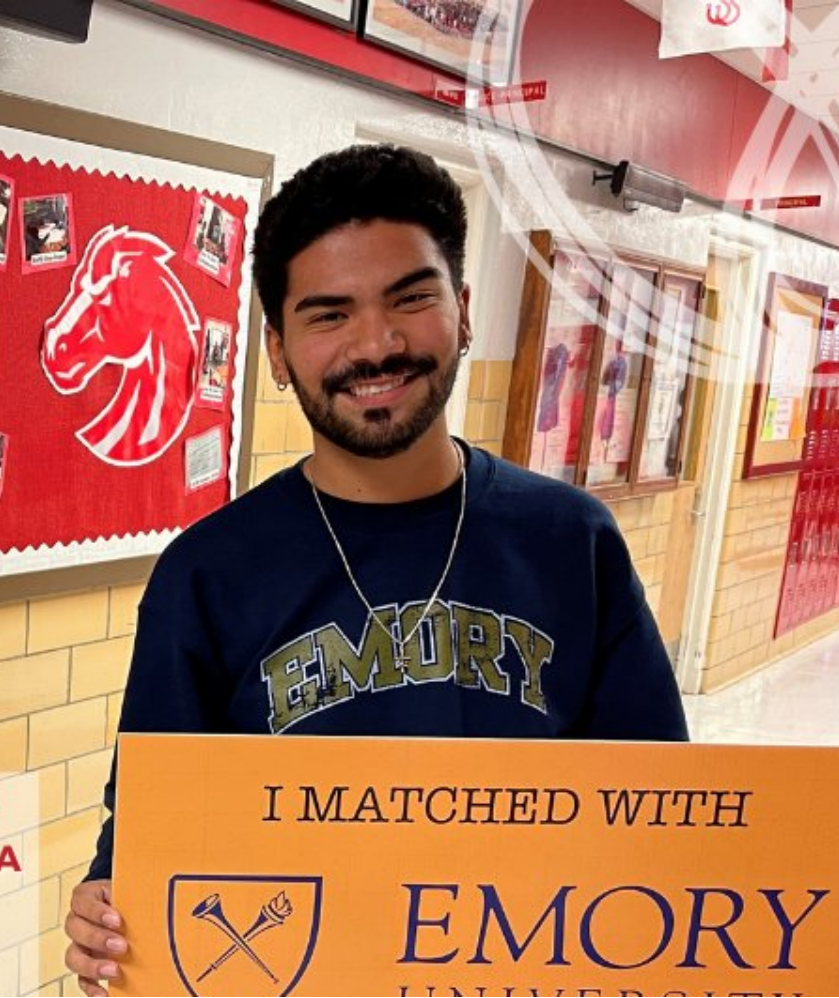




DISTRICT OF INNOVATION RENEWAL PLAN PRESENTATION

In the spring of 2017, ECISD Board of Trustees voted to become a **District of Innovation (DOI)** and adopted an innovation plan to begin with the 2017-2018 school year. The plan submitted terminates at the end of 2021-2022 with the option to include amendments, items to rescind, or to renew.

Beginning in the fall of 2021, the system reviewed the current District of Innovation plan and presented a review of the twenty-four-member committee. The district leadership team provided a summary of the current statutes up for consideration within the new DOI plan. Each statute considered for exemption was backed by the Strategic Plan and Indicators of Success. The presentation tonight will highlight the statutes ECISD is requesting the board to approve for the new District of Innovation Plan that will replace the current plan, which expires at the end of this academic year. The new plan, if approved will be in place through spring of 2027.



DISTRICT OF INNOVATION RENEWAL PLAN

BOARD PRESENTATION, MARCH 22, 2022



AGENDA

- ECISD as a District of Innovation (DOI) in 2017
- The Beginning of the ECISD Strategic Plan
 - Indicators of Success
- ECISD District of Innovation Renewal Timeline 2021-2022
 - Members of the DOI Committee
- District of Innovation Renewal Plan
- Term and Implementation Statement

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ECISD DISTRICT OF INNOVATION 2017

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THREE STATUTES

EXPIRES APRIL 2022



ECISD AS A DISTRICT OF INNOVATION IN 2017



TEC 21.003 CTE Certs.

- Enrich Applicant Pool
- Flexibility in certain trades
- Increase field experience
- Auto Tech/Collision & Repair
- Construction
- Welding



TEC 21.351 Student Progress & Growth Measure

- Promotes accountability on 16 dimensions of T-TESS
- Promotes PD on individual growth
- Allows time to research process of other school districts



TEC 25.0811 First Day of Instruction

- Starting earlier will balance semesters
- Graduation before Memorial Day
- Break before summer learning
- Daily average of instructional minutes will not increase

THE BEGINNING OF THE STRATEGIC PLAN

BOARD GOALS AND INDICATORS OF SUCCESS



THE BEGINNING OF THE ECISD STRATEGIC PLAN



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Vision

OUR students...THE future

Mission

Believing 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.



ECISD Board Goals

1

The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%¹ to 60% by May 2024 across all tested content areas.

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2

The percentage of 3rd grade students reading at or above grade level will increase from 35%¹ to 45% by May 2024.

3

The percentage of high school graduates considered College, Career or Military Ready will increase from 56%¹ to 65% by May 2024.

THE BEGINNING OF THE ECISD STRATEGIC PLAN

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% ¹	94%	94.5%	94.7%	95%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61% ¹	63%	66%	69%	75%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52%	54%	56%	58%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	35.2% ¹	40%	45%	60%	65%
1,2,3	3 rd Grade Composite (reading and math)	% of 3 rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	24% ³	26%	28%	31%	35%
1,3	6 th grade reading or math on grade level	% of 6 th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 20% ¹ M - 26% ¹	R - 22% M - 28%	R - 25% M - 33%	R - 30% M - 39%	R-37% M-47%
1,3	8 th grade reading or math on grade level	% of 8 th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34% ¹ M - 24% ¹	R - 36% M - 26%	R - 41% M - 35%	R - 47% M - 45%	R-55% M-57%
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	Eng I - 36% ¹ Alg I - 42% ¹	Eng I - 38% Alg I - 44%	Eng I - 41% Alg I - 49%	Eng I - 45% Alg I - 55%	Eng I - 50% Alg I - 61%
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6% ⁸	21%	23%	25%	27%
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7% ¹	84%	86%	88%	90%
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	54.6% ⁴	56%	59%	62%	65%
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5% ⁴	20% class of 2014	25% class of 2015	30% class of 2016	65% ⁷ class of 2017
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%) ⁵	13 out of 47 (28%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	58% ⁶	+2% above baseline	+2% above 2021	+2% above 2022	National Avg.

2021-2022 TIMELINE

DISTRICT COMMITTEE



DISTRICT OF INNOVATION RENEWAL TIMELINE 2021-2022

October 2021

- Preplanning
- DOI Committee first meeting

December 2021

- Notified TEA of Renewal/Revision
- DOI Committee met twice

January 2022

- DCIT Reviews and approves draft
- Draft is posted on website

March 2022

- Board Workshop Presentation
- Board Meeting Vote

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ECISD DOI COMMITTEE 2021-2022

Groups Represented	Number of Representatives	School
Chairman	Dr. Lilia Nanez	Associate Superintendent
Facilitator	Julia Willett-Weekly	Executive Director Federal/State
Parent Representatives	2	Crockett MS, Milam Elementary
Teacher Representatives	3 (one bilingual)	Odessa HS, Hays Elementary, Austin Elementary
Teacher Organization Representatives	3	2 from TSTA, ATPE
Campus Administration	3	Milam Elementary, Wilson & Young MS, Permian HS
Community Outreach Center	1	Community Outreach Center
District Administration	9	Administration Building
Education Foundation	1	Education Foundation

22 members



DISTRICT OF INNOVATION RENEWAL
STATUTES INCLUDED IN NEW PLAN
APRIL 2022 TO 2027



CHAPTER 21 – EDUCATORS; SUBCHAPTER A GENERAL PROVISIONS

- 21.002 Teacher Employment Contracts

BENEFITS FOR WAIVING 21.002

- 21.003 Certification Required

BENEFITS FOR WAIVING 21.003



BENEFITS FOR WAIVING 21.0031

- 21.0031 Failure to Obtain Certification; Contract Void

1. Allows the district additional time beyond the probationary/one year to obtain certificate

2. Allows employees the time to grow and obtain certificate

3. # of employees who resign and then are rehired each summer will be reduced

CHAPTER 21 – EDUCATORS; SUBCHAPTER B CERTIFICATION OF EDUCATORS

- 21.051 Rules Regarding Field-Based Experience
- 21.053 Presentation and Recording of Certificates

BENEFITS FOR WAIVING 21.053

1. Allows a teacher to enter the classroom prior to certificates being provided to the district

2. Allows teachers to be paid prior to certificates being provided to the district

3. Allows our international teachers to start teaching earlier due to the prolonged wait time in obtaining certificate for Visiting International Teachers status

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CHAPTER 22 – SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS; SUBCHAPTER A RIGHTS, DUTIES AND BENEFITS

- 22.001 Salary Deductions for Professional Dues
- 22.002 Assignment, Transfer, or Pledge of Compensation
- 22.011 Requiring or Coercing Employees to Make Charitable Contributions

BENEFITS FOR WAIVING 22.011

1. Avoids misinterpretation regarding presenting an opportunity to donate to organizations vs. coercing
2. Allows the district to continue to provide opportunities for employees to make donations

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CHAPTER 25: ADMISSION, TRANSFER AND ATTENDANCE; SUBCHAPTER C OPERATIONS AND ATTENDANCE

- 25.0811 First Day of Instruction



BENEFITS FOR WAIVING 25.0811

1. Allows the district to implement 180 day academic calendar to leverage the Additional

- 25.083 School Day Interruptions

BENEFITS FOR WAIVING 25.083

1. Allows for site-based control over when to appropriately use the public announcement system
2. Allows campus autonomy

CHAPTER 25: ADMISSION, TRANSFER AND ATTENDANCE; SUBCHAPTER D STUDENT/TEACHER RATIOS: CLASS SIZE

- 25.112 Class Size

BENEFITS FOR WAIVING 25.112

1. Waiving maximum class size limit will allow ECISD to fully implement Opportunity Culture Staffing Model in PreK-4
2. It is not the intent of ECISD to use this portion of DOI to increase the ratio in every PreK-4 grade classroom

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CHAPTER 44: FISCAL MANAGEMENT; SUBCHAPTER B PURCHASES AND CONTRACTS

BENEFITS FOR WAIVING

44.0331 Management Fees Under Certain cooperative Purchasing Contracts

- Flexibility to invest time and effort in other purchasing activities for the district

44.043 Right to Work

- Waiving this statute avoids conflict with other purchasing legal policies that require the District to consider certain organizational ties
- Allows flexibility to follow existing laws

44.047 Purchase or Lease of Automated External Defibrillators

- Flexibility to follow safety standards as necessary

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CHAPTER 44: FISCAL MANAGEMENT; SUBCHAPTER Z MISCELLANEOUS PROVISIONS

BENEFITS FOR WAIVING

44.901 energy Savings Performance Contracts

- Due to the extremely restrictive energy conservation measures, waiving this statute allows for flexibility to conserve energy without specific legal requirements

44.902 Long-Range Energy Plan to Reduce Consumption of Electric Energy

- Allows the District flexibility for a long-range energy plan without specific legal requirements which may not be attainable

44.908 Expenditure of Local Funds

- Allows the District flexibility if using revenue sources to ensure Campus Activity Fund discretionary expenditures are related to the district's educational purpose and provide a benefit to the district or its students

BENEFITS FOR WAIVING

45.205 Depository Bank Term of Contract

- This statute requires the District to renew bank contracts every two years
- Waiving this allows flexibility in retaining the District depository bank for a long time frame
- Completing the forms to retain a bank every two years and/or changing banks every eight years is costly and time consuming

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45.206 Depository Contract – Bid or Request for Proposal Notices; Bid and Proposal Forms

- Allows flexibility for District to select a bank depository or continue with their chosen bank without being required to go out for bid every several years

45.207 Depository Award of Contract

- Waiving allows flexibility for the District to choose the best depository banking service and/or continue with their chosen bank rather than awarding the bid to the highest ranked proposal

45.208 Depository Contract Bond

- Waiving allows the District to use various collateral to protect deposits as opposed to requiring a bond/cashiers' check or pledge securities for collateral purposes

45.209 Depository Bank: Investment of District Funds

- Flexibility in choosing investments that best fit into the district portfolio in accordance with other requirements and the public funds investment act

TERM AND IMPLEMENTATION

The term for this District of Innovation Plan (DOI) is five years unless terminated or amended by the ECISD Board of Trustees in accordance with Texas Law.

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In the event ECISD feels other exemptions would benefit the district, the Board of Trustees will direct a new committee and follow all procedures for a DOI revision.



DISTRICT OF INNOVATION RENEWAL

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APRIL 2022 TO 2027

THANK YOU!





Ector County
Independent School District

District of Innovation
RENEWAL PLAN

April 2022-2027

DEA Ector County Independent School District

DISTRICT OF INNOVATION

RENEWAL PLAN

Background: The Beginning of the ECISD Strategic Plan

Ector County ISD started the process of developing a Strategic Plan in the spring of 2019. The school board and superintendent engaged in a retreat and created the vision statement for the district.

Vision

OUR students...THE future

Over the next year, more than 100 school district leaders, campus leaders, teachers, students, parents and community members created a plan that will carry out the District's mission.

Mission

Believing 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. From this work came the three themes for the Strategic Plan.



Foundational Excellence



Talent Development



Learning Journey

The three themes in the Strategic Plan, The Future is Now, are designed to meet the three school board goals.

1. The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.
2. The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.
3. The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.



In the spring of 2017, ECISD Board of Trustees voted to become a **District of Innovation** and adopted an innovation plan to begin with the 2017-2018 school year. The plan was to terminate at the end of the 2021-2022 school year with the option to include amendments, items to rescind, or to renew.

Beginning in the fall of 2021, the system reviewed the current District of Innovation plan and presented a review to the twenty-one-member committee. The district leadership team provided a summary of the current statutes up for consideration of being exempt within the new District of Innovation plan. Each statute considered for exemption was backed by the Strategic Plan and Indicators of Success.

Superintendent Message

Dr. Scott Muri became superintendent of Ector County ISD in July, 2019. Through his leadership, the district has taken a turn to becoming an innovative district, through the work of the Strategic Plan. Dr. Muri states, “We must become an ambidextrous organization driven by forward-looking innovation and grounded in foundational excellence for today’s work. The children of Ector County deserve an education that prepares them for success in today’s society as well as equips them with the skills to be

Dr. Muri’s deep review of the student performance data through his “Look, Listen and Learn” tour engaged him with the community, families, staff and students of our district. The data shows how exceptional our students are, however as an organization, we have the opportunity to better serve all the students within our system.

Dr. Scott Muri





Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% ¹	94%	94.5%	94.7%	95%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61% ¹	63%	66%	69%	75%
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1,3	8 th grade reading or math on grade level	% of 8 th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34% ¹ M - 24% ¹	R - 36% M - 26%	R - 41% M - 35%	R - 47% M - 45%	R-55% M-57%
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3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7% ¹	84%	86%	88%	90%
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	54.6% ⁴	56%	59%	62%	65%
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5% ⁴	20% class of 2014	25% class of 2015	30% class of 2016	65% ⁷ class of 2017
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%) ⁵	13 out of 47 (28%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	58% ⁶	+2% above baseline	+2% above 2021	+2% above 2022	National Avg.

Background: **ECISD as a District of Innovation in 2017**

House Bill 1842, passed during the 84th Legislative Session, permits Texas public districts to become **Districts of Innovation** and to obtain exemption from certain provisions of the Texas Education Code. On February 21, 2017 the Ector County Independent School District's Board of Trustees passed a resolution to initiate the Process of Designation as a District of Innovation in order to increase local control over district operations and to support innovation and local initiatives to improve educational outcomes for the benefit of the students and the community. On February 28, 2017, the Board appointed an eighteen-member District of Innovation Committee comprised of district leaders, teachers, parents and community members representing a variety of roles and responsibilities. The Committee met on March 2, 6, and 10, 2017, to discuss and draft this Local Innovation Plan.

The 2017 plan included exemptions from the following Texas Education Code Statutes:

TEC Sec. 21.003(a) CERTIFICATION REQUIRED TEC Sec. 21.057(a)-(e)

(a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person hold an appropriate certificate or permit issued as provided by Subchapter B.

TEC Sec. 21.351. STUDENT PROGRESS 7 GROWTH MEASURE IN APPRAISALS

TEC Sec. 21.351, 21.352, 21.354, 21.3541 and 19 Texas Administrative Code Chapter 150 to the extent these laws require the student academic growth or progress as a required component of the teacher and administrator appraisal.

TEC Sec. 25.0811. FIRST DAY OF INSTRUCTION

TEC 25.0811: A school district may not begin instruction for students for a school year before the fourth Monday in August.



DISTRICT OF INNOVATION RENEWAL TIMELINE 2021-2022

Month	Task	Date
October	Preplanning	10/25/21
	DOI Committee Meeting	10/26/21
December	Notified TEA of Renewal/Revision	12/03/21
	DOI Committee Meeting for review of draft of DOI	12/06/21
	DOI Committee Meeting for final approval of all statutes and plan	12/13/21
January	DCIT Review and approval of DOI	1/13/22
	Post DOI Draft on Website	1/13/22
February	Board Workshop Presentation	3/08/22
	Board Meeting Vote	3/29/22



DISTRICT OF INNOVATION RENEWAL PLAN:

List of Texas Education Code (TEC) Exemptions Activated by the ECISD Board of Trustees in Spring of 2022

The following list specifies TEC statutes from which the Board has activated exemptions pursuant to the current Innovation Plan, and indicates the legal and local policies impacted by each exemption:

TEC Exemption and Description	Legal Policies Impacted	Local Policies Impacted	Local Regulation Impacted
Chapter 21 – Educators Subchapter A General Provisions			
§21.002 Teacher Employment Contracts	CFEA, DBA, DC,DCA, DCB, DCC, DF, DFBB	DBA, DC, DCC, DF, DFBB	DFBB
§21.003 Certification Required	DBA, DEA, DK	DBA, DEA, DK	DK
§21.0031 Failure to Obtain Certification; Contract Void	DBA, DEA, DK	DBA, DEA, DK	DK
Chapter 21 – Educators Subchapter B Certification of Educators			
§21.051 Rules Regarding Field-Based Experience and Options for Field Experience and Internships	DBA, DK	DK	n/a
§21.053 Presentation and recording of Certificates	DBA, DK	DBA, DK	DK
Chapter 22 – School District Employees and Volunteers Subchapter A Rights, Duties, and Benefits			
§22.001 Salary Deductions for Professional Dues	n/a	n/a	n/a
§22.002 Assignment, Transfer, or Pledge of Compensation	CFEA (Legal)	n/a	n/a
§22.011 Requiring or Coercing Employees to Make Charitable Contributions	DG (Legal)	n/a	n/a
Chapter 25 – Admission, Transfer, and Attendance Subchapter C Operation of Schools and School Attendance			
§25.0811 First Day of Instruction	EB (Legal)	EB (Local)	n/a
§25.083 School Day Interruptions	EC (Legal)	EC (Local)	n/a
Chapter 25 – Admission, Transfer, and Attendance Subchapter D Student/Teacher Ratios: Class Size			
§25.112 Class Size	EEB (Legal)	n/a	n/a
Chapter 44 – Fiscal Management Subchapter B Purchases; Contracts			
§44.0331 Management Fees Under Certain Cooperative Purchasing Contracts	CH (Legal)	n/a	n/a

§44.043 Right to Work	CH (Legal)	n/a	n/a
§44.047 Purchase or Lease of Automated External Defibrillator	CH (Legal)	n/a	n/a
Chapter 44 – Fiscal Management Subchapter Z Miscellaneous Provisions			
§44.901 Energy Savings Performance Contracts	CL (Legal)	n/a	n/a
§44.902 Long-Range Energy Plan to Reduce consumption of Electric Energy	CL (Legal)	n/a	n/a
§44.903 Energy-Efficient Light Bulbs in Instructional Facilities	n/a	n/a	n/a
§44.908 Expenditure of Local Funds	CFD (Legal)	n/a	n/a
Chapter 45 – School District Funds Subchapter G School District Depositories			
§45.205 Term of Contract	BDAE (Legal)	n/a	n/a
§45.206 Bid or Request for Proposal Notices; Bid and Proposal Forms	BDAE (Legal)	n/a	n/a
§45.207 Award of Contract	BDAE (Legal)	n/a	n/a
§45.208 Depository Contract; Bond	BDAE (Legal)	n/a	n/a
§45.209 Investment of District Funds	n/a	n/a	n/a

NARRATIVE OF DISTRICT OF INNOVATION STATUTE EXEMPTIONS 2022

Chapter 21 – Educators Subchapter A General Provisions

§21.002 Teacher Employment Contracts:

This statute states that a school district shall employ a teacher, principal, librarian, school nurse, or school counselor under a probationary, continuing, or term contract.

Current Challenges:

- Teachers who have not attained standard certification by the end of their 1-year, probationary period are not renewed for employment and their contract is voided
- The amount of time is not always sufficient to evaluate teacher effectiveness
- The amount of time for a certified teacher is one year Probationary and then move to a Term contract One year is not enough time to evaluate teacher effectiveness

Benefits and Rationale of Exemption for ECISD:

- Additional time to evaluate teacher effectiveness.
- This proposed change will allow teachers up to 3 additional years of probationary status to attain Standard certification
- This proposed change will allow the district time for coaching, mentoring and professional development of a certified teacher

§21.003 Certification Required

This statute requires a person to be employed as a teacher, teacher intern or teacher trainee, librarian, education aide, administrator, educational diagnostician, or school counselor, by a school district, hold an appropriate certificate or permit issued as provided by Subchapter B.

Current Challenges:

- Students are frequently wait-listed or turned away from these particular courses due to a shortage of CTE teachers
- Flexibility needed in teacher certification due to certified teachers not available for high need and hard-to-fill positions
- Ability to extend opportunity for noncertified teachers to have testing extensions for certification purposes



- CTE applicants frequently do not accept positions once they are faced with:
 - Pay cuts from business and industry when entering the teaching profession
 - Additional loss of pay to cover the cost of alternative teacher certification programs
- Minimum applicant pool and high vacancies in all areas at all levels
- Retention of teachers

Benefits & Rationale of Exemption for ECISD:

- Enriched applicant pools for specific CTE positions, hard-to-fill positions, and high need positions
- Flexibility to hire professionals from business and industry to teach the crafts of those programs of study
- Quality of applicant expertise would significantly increase the benefit to students pursuing a particular program of study
- Improved route to hiring stellar, qualified individuals to serve our students
- Improved CTE, hard-to-fill, and high need teacher retention rate
- Flexibility to fill vacancies at all levels
- Allow teachers to obtain certification
- Allow for increased teacher retention with mentoring, coaching, and professional development opportunities
- Educators will be allowed to instruct one grade span above and/or below their current certified level

§21.0031 Failure to Obtain Certification; Contract Void

Current Challenges:

- Teacher contract void for failure to obtain certification

Benefits & Rationale of Exemption for ECISD:

- Teachers are allowed additional time beyond the probationary / one year to obtain certification
- Teachers are given the opportunity for mentoring and coaching to obtain certification beyond one year

Chapter 21 – Educators Subchapter B Certification of Educators

§21.051 Rules Regarding Field-Based Experience and Options for Field Experience and Internships

This statute states that for a school district to employ a candidate for certification as a teacher of record, the candidate must complete at least 15 hours of field-based experience in which they are actively engaged in instructional or educational activities under supervision prior to becoming the teacher of record. The candidate may satisfy up to 15 hours of field-based experience as a long-term substitute teacher.

Current Challenges:

- Minimum applicant pool and high vacancies in all areas at all levels
- Retention of teachers



Benefits & Rationale of Exemption for ECISD

- Flexibility to fill vacancies at all levels
- Allow for candidate for certification to serve as a teacher of record without requiring 15 hours of field-based experience

§21.053 Presentation and Recording of Certificates

Current Challenges:

- Prohibits teachers from entering the classroom in a timely manner due to teachers required to present certificates
- International teachers have a prolonged wait time in obtaining a certificate for VIT status

Benefits & Rationale of Exemption for ECISD:

- Allows teachers to enter the classroom prior to certificates being provided to the district
- Allows teachers to be paid prior to certificates to be presented to the district

Chapter 22 – School District Employees and Volunteers Subchapter A Rights, Duties, and Benefits

§22.001 Salary Deductions for Professional Dues

Current Challenges:

- Any employee professional dues could be requested to be paid from payroll

Benefits & Rationale of Exemption for ECISD:

- Flexibility for District to restrict professional dues to only those related to school district

§22.002 Assignment, Transfer, or Pledge of Compensation

Current Challenges:

- Any employee expense could be requested to be paid from payroll

Benefits & Rationale of Exemption for ECISD:

- Flexibility for District to restrict expenses to only those related to school district

§22.011 Requiring or Coercing Employees to Make Charitable Contributions

Current Challenges:

- Misinterpretation regarding presenting an opportunity to donate to organizations vs coercing

Benefits & Rationale of Exemption for ECISD:

- Flexibility for District to continue to provide opportunities for employees to make donations

Chapter 25 – Admission, Transfer, and Attendance Subchapter C Operation of Schools and School Attendance

§25.0811 First Day of Instruction

This statute states that the district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year-round system.

Current Challenges:

- Due to the academic year being 180 school days, school must start prior to the fourth Monday in August
- Graduation and end of school dates in June conflict with students' summer commitments to college courses, jobs, summer camps, and military commitments
- Most students are already on campus for athletics, fine arts, ROTC, or other extracurricular activities in early August

Benefits & Rationale of Exemption for ECISD:

- Starting the second week of August allows the district to implement the 180-academic calendar for all students and will allow the district to leverage the Additional Days School Year (ADSY) funding from the Texas Education Agency (TEA) funding for up to 30 additional days for summer learning
- Graduation and the last day of school will be prior to Memorial Day
- Ending school before Memorial Day will allow for a brief break before summer learning begins, allowing more time for professional learning and professional learning for summer learning accelerated instruction and for enrichment training

§25.083 School Day Interruptions

Current Challenges:

- To only be able to use the public system once a day is too restrictive

Benefits & Rationale of Exemption for ECISD:

- Allows for site-based control over when to appropriately use the public announcement system
- Campus autonomy

Chapter 25 – Admission, Transfer, and Attendance Subchapter D Student/Teacher Ratios: Class Size

§25.112 Class Size

Current Challenges:

- Due to staff vacancies and other factors, ECISD submitted a class size waiver request to TEA for 204 PK-4th grade classes above the 22:1 ratio
- Utilization of Opportunity Culture as a strategic staffing model creates classes over the 22:1 ratio simply by its design

Benefits and Rationale of Exemption for ECISD:

- Waiving the maximum class size limit will allow ECISD to fully implement the Opportunity Culture strategic staffing model without requesting an exception from TEA in grades PK-4
- It is not the intent of ECISD to use this portion of the DOI to increase the student: teacher ratio in every PK-4 classes across the district

Chapter 44 – Fiscal Management Subchapter B Purchases; Contracts

§44.0331 Management Fees Under Certain Cooperative Purchasing Contracts

Current Challenges:

- An immense amount of time is invested to track and prepare the reports required

Benefits & Rationale of Exemption for ECISD:

- Flexibility to invest time and effort in other purchasing activities of the District

§44.043 Right to Work

Current Challenges:

- Conflict with other purchasing legal policies that require the District to consider certain organizational ties

Benefits & Rationale of Exemption for ECISD:

- Flexibility to follow the existing laws

§44.047 Purchase or Lease of Automated External Defibrillator

Current Challenges:

- Follow the safety standards of the FDA

Benefits & Rationale of Exemption for ECISD:

- Flexibility to follow safety standards as necessary

Chapter 44 – Fiscal Management Subchapter Z Miscellaneous Provisions

§44.901 Energy Savings Performance Contracts

Current Challenges:

- Restrictive energy conservation measures

Benefits & Rationale of Exemption for ECISD:

- Flexibility to conserve energy without specific legal requirements

§44.902 Long-Range Energy Plan to Reduce Consumption of Electric Energy

Current Challenges:

- Restrictive requirements that may not be attainable

Benefits & Rationale of Exemption for ECISD:

- Flexibility for a long-range energy plan without specific legal requirements

§44.908 Expenditure of Local Funds

Current Challenges:

- Types of revenues listed are examples and are confusing and not all inclusive

Benefits & Rationale of Exemption for ECISD:

- Flexibility of revenue sources to ensure that Campus Activity Fund discretionary expenditures are related to the district's educational purpose and provide a benefit to the district or its students





Chapter 45 – School District Funds Subchapter G School District Depositories

§45.205 Depository Bank Term of Contract

Current Challenges:

- Requires District to renew bank contracts every two years

Benefits & Rationale of Exemption for ECISD:

- Flexibility in retaining the District depository bank for a longer time frame. Completing forms to retain a bank every two years and/or changing banks every eight years is quite costly and time consuming

§45.206 Depository Contract - Bid or Request for Proposal Notices; Bid and Proposal Forms

Current Challenges:

- Requires District to go out for competitive bid for the bank depository services

Benefits & Rationale of Exemption for ECISD:

- Flexibility for District to select a bank depository or continue with their chosen bank without being required to go out for bid every several years

§45.207 Depository Award of Contract

Current Challenges:

- Requires District to choose the highest ranked bid or proposal

Benefits & Rationale of Exemption for ECISD:

- Flexibility in allowing the District to choose the best depository banking service and/or continue with their chosen bank rather than awarding the bid to the highest ranked proposal



§45.208 Depository Contract Bond

Current Challenges:

- Requiring a bank depository to provide a bond/cashiers' check or pledge securities for collateral purposes to protect deposits on hand

Benefits & Rationale of Exemption for ECISD:

- Flexibility in allowing for various collateral to protect deposits

§45.209 Depository Bank; Investment of District Funds

Current Challenges:

- Restrictions of placing funds in only fully insured FDIC instruments

Benefits & Rationale of Exemption for ECISD:

- Flexibility in choosing investments that best fit into portfolio in accordance with other requirements and the public funds investment act

Term and Implementation:

The term for this plan is five years unless terminated or amended by the Board of Trustees in accordance with Texas law. In the event ECISD feels other exemptions would benefit the district the Board of Trustees will direct a new committee and follow all procedures.

