

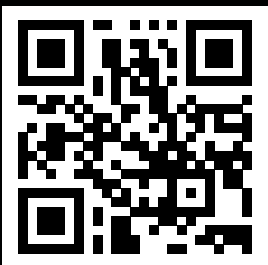
EAST CENTRAL ISD

www.ecisd.net

est. 1949



2020 COMMUNITY-BASED ACCOUNTABILITY REPORT



WE ARE #PROUDLYUNITED

The Community-Based Accountability System (CBAS) Report gives a full account of what our schools do to educate all children and the celebrations of the hard-earned successes of students, teachers, administrators and community members.

2020

SUPERINTENDENT'S MESSAGE



The year 2020, perhaps more than any year in recent memory, offered our District and community severe challenges in a compacted period of time. ECISD rose to the occasion, never stopped working and kept our children safe.

Thank you for reviewing the Community-Based Accountability System (CBAS) Report, which holds East Central ISD accountable to the community for its children's hopes and dreams that extend beyond the State of Texas' high and rising test scores.

The year 2020, perhaps more than any year in recent memory, offered our District and community severe challenges in a compacted time. East Central ISD rose to the occasion, never stopped working. From a global pandemic to social unrest, our District continued to provide for all in our community.

The trying year also exemplified that the CBAS is crucial in determining success for our students. We feel that state-mandated tests are essential to decide on achievements and deficiencies in a school system. However, the full development and demonstrated attributes of an East Central graduate happen when students are offered various experiences. The result is resilient, goal-oriented, intrinsically motivated graduates who will be post-secondary ready with a positive work ethic.

This year, we stood up remote learning, kept our students safe, provided quality education and addressed conditions such as meals, connectivity, and resources. Our staff and students' resilience directly results from these experiences and thus meets our community's needs. The intricate and demanding work involved in keeping our community safe, educated, fed and connected requires the extraordinary efforts of everyone involved—be it District/school administration, staff, students, parents or families.

Our community deserves a complete accounting of impact/outcomes instead of partial accounting (standardized test scores). More importantly, our community expects that we provide a responsive plan for continuous improvement.

This report contains findings and plans for future improvement through pillars of measurement. Again, thank you for your time, and I look forward to the years to come.

Sincerely,

Roland Toscano

Superintendent of Schools

East Central ISD



About East Central ISD

Established in 1949, East Central Independent School District's core business is growth, vision and mission for every student, every school, every day. Committed to a quality education, the District strives to promote a positive school climate that optimizes teaching and learning in accordance with the values of its community. Creating dynamic problem-solvers for a diverse, global economy through an engaging curriculum is of paramount importance to ECISD which has a current enrollment of 9,600.



TABLE OF CONTENTS

01. STUDENT LEARNING & PROGRESS

02. ENGAGED & WELL-ROUNDED STUDENTS

03. QUALITY & COMMITMENT OF STAFF

04. STUDENT SAFETY & WELL-BEING

05. POST-SECONDARY READINESS

06. COMMUNITY ENGAGEMENT & PARTNERSHIPS

07. FISCAL AND OPERATIONAL SYSTEMS



BOARD OF TRUSTEES

JOHN MASSENGALE, M.T.
PRESIDENT

STEVE BRYANT, M.T.
VICE PRESIDENT

CLAUDIA BARRIENTOS
SECRETARY

DELL BRAZIEL
MEMBER

JAMES MULKEY
MEMBER

MONIQUE PRESAS
MEMBER

VICTOR GARZA
MEMBER

ROLAND TOSCANO
SUPERINTENDENT OF SCHOOLS

SCHOOLS AT ECISD

HARMONY ELEMENTARY
HIGHLAND FOREST ELEMENTARY
OAK CREST ELEMENTARY
PECAN VALLEY ELEMENTARY
SALADO ELEMENTARY
SINCLAIR ELEMENTARY
TRADITION ELEMENTARY
HERITAGE MIDDLE SCHOOL
LEGACY MIDDLE SCHOOL
EAST CENTRAL HIGH SCHOOL
CAST LEAD HIGH SCHOOL
BEXAR COUNTY LEARNING CENTER

INFORMATION AT
WWW.ECISD.NET/SCHOOLS

WE VALUE

DIVERSITY
CUSTOMER SERVICE
PERSONAL ACCOUNTABILITY
FISCAL RESPONSIBILITY
ADAPTABILITY
COLLABORATION
LOYALTY

CONTACT

EAST CENTRAL ISD
6634 NEW SULPHUR SPRINGS RD
SAN ANTONIO, TX 78263
(210) 634-6100

@ECPROUD @ECISDTWEETS

STUDENT LEARNING AND PROGRESS

East Central ISD will provide meaningful and interesting learning experiences, ensuring that all students reach their goals.

System Supports

- Curriculum Management Plan.
- Mentoring/induction programs to acclimate new teachers and leaders.
- Coaching training for leaders to support teachers.
- Percent of Curriculum Developed: 16-17: 20%, 17-18: 47%, 18-19: 55%, 19-20- 65%.
- 100% of ECISD campuses designated days/times for planning and disaggregating data.
- Students using MTSS services:

Staff Supports

- Campus and District Improvement Plans.
- Professional development plans.
- 1,084 courses using standards-based grading (75% of all courses).
- 7,095 active gradebook accounts (4701 in 18-19).
- All campus principals receive ongoing coaching.
- All campuses and departments have designed an intentional yearly Professional Development Plan to support needs identified through the Continuous Growth Process.

Scores by Gender/Ethnicity

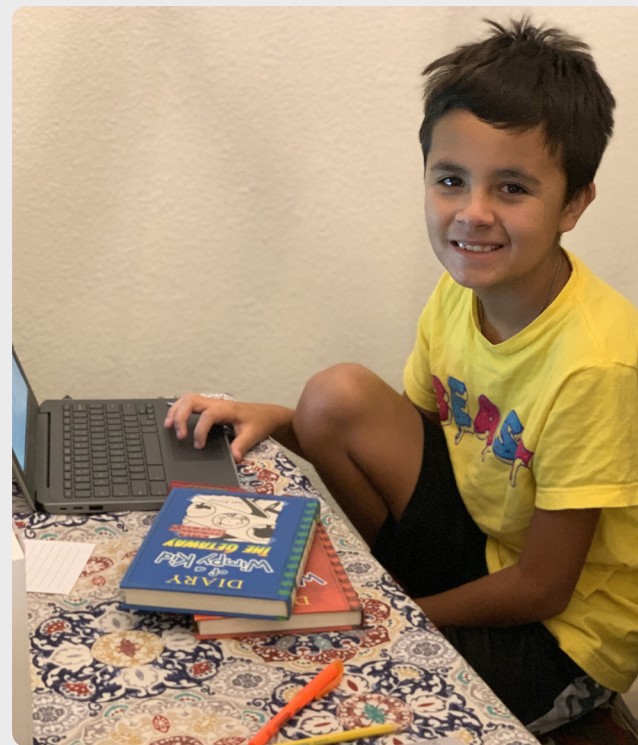
- Males scored 9% lower on MAP reading than females (9% in 18-19).
- White non-hispanic students scored 7% higher than the District average on MAP reading and math combined (7% in 18-19).
- African American students scored 3% lower than the District average on MAP Math (5% in 18-19).

Getting Connected

- 7,408 student accounts were created in TxConnect (3,203 in 18-19).
- 84% of students were actively engaged in Remote Learning during the COVID-19 closure.

Pillar Findings

- Learning Walk data indicates a guaranteed and viable curriculum. Next year, we will expand to more frequent data collection.
- Created an Authentic Learning Committee to form an implementation plan.
- District partnered with Marzano Resources to provide additional support for utilizing proficiency scales. Next year, we will expand the partnership.
- Curriculum and Instruction staff will continue to progress to 100% completion of curriculum.



ENGAGED AND WELL-ROUNDED STUDENTS



East Central ISD will empower all students through diverse experiences beyond the classroom.

- 1,783 Competitive Athletes. ECHS=1094 students (767 Males/327 Females), HMS=384, LMS=305.
- 100% of campuses have had various parents, community members, and partners provide on-site career presentations and had their students publically present on an area of interest, skill, or content topic; 81.4% of ECISD students engaged in a College Readiness Related Exploration, strategy, or activity.
- Heritage and Legacy middle school Humanities students competed at the National History Day District competition with top place finishers going on to a Regional Competition.
- 786 students enrolled in an ARTS course; 237 have had their work in Scholastic Art, VASE, and various public exhibitions.

- ECHS has 162 students in Choir, 32 in Music Theory, 44 in Music Business and 214 active Theater Art students.
- Middle school choir programs have a total of 180 students (HMS: 125/LMS:55); middle school band numbers total 490 (HMS:318/LMS:172).
- Music/Arts provided by certified teachers for all Pre-k through 5th-grade elementary students.
- Many diverse and high-quality educational, extended learning experiences occurring in and around the ECISD Community and being showcased through various social media mediums: www.ecisd.net, @ECISDtweets, EC's Tides of Pride, Facebook (East Central ISD).
- Number of students competing in Robotics/STEM activities have increased from 18-19 to 19-20.
- 51 ECHS students participated in Alamo Community College's Upward Bound Program.
- In 19-20, ECHS had 1,734 AP enrollments and 1,086 AP exams taken.

Student Voice Valued and Reflected

- For the first-time, an ECISD school was selected to participate with the Organization of World Heritage Cities - Youth on the Trail of World Heritage program. With a sister school in Mexico, ECHS Journalism and GEAR UP students engaged in civil "Love Your Missions."
- Education and Training Practicum students presented their work to the Technical Education Advisory Council (TEAC) and have been chosen to present at an upcoming TAFE conference.
- Implemented Leader In Me at Salado Elementary and Pecan Valley Elementary impacting 1,235 students.
- Middle school and high school choice slips for the 20-21 school year accounted for the needs of special populations, student interests, and career programs; ECHS at mid-year of 19-20 had 2,516 CTE students.
- 46% of the 35 high school students who applied and attended the Big Bend trip had not previously been involved in any high school clubs or organizations.
- 46% of ECISD students have publicly presented, performed, and/or competed at school and 26% of students have presented offsite.
- 100% of campuses have had various parents, community members, and partners provide on-site career presentations and publically present on an area of student interest, skill, or content topic.

ENGAGED AND WELL-ROUNDED STUDENTS, CONT.

Student Engaged in School & Community

- Prior to March 16, 2020: 17% of ECISD students participated and/or volunteered in a service learning project. Examples of volunteer/service learning opportunities include but are not limited to United Methodist Monthly Food Bank, SA FoodBank, Elf Louise, Humane Society, Rock-N-Roll Marathon, Habitat for Humanity, Humane Society, Special Olympics, American Legion Hall #539, volunteer fire departments, Catholic Youth Organization, Community & Park Beautification Projects, Junior Achievement, Mitchell Lake, Big Bend National Park, Big Thicket State Park, Mission Reach, San Antonio Water Authority, and Espada Park.
- Using a virtual learning partnership platform to connect with other classrooms and career experts from around the

world and within the United States, 58% of the District's overall student population listened to a career expert or participated in a career exploration.

- An estimated \$175,000 was generated through external partnerships and grants to support Service Learning, CCMR awareness activities (LMS, Salado, Sinclair, Oak Crest, ECHS) and ensured all 3rd graders would have 1-2 outdoor science lab experiences. About 1,697 students were serviced by the partnerships and 39% of ECISD overall student population were able to attend an offsite educational quest.
- 43% of ECISD students are associated with a school or student led club, organization, or team like program.

Pillar Findings

- Marcom has exponentially expanded the visibility of ECISD and showcased many engaging, extended and service learning opportunities.
- COVID-19 significantly impacted spring activities related to providing students and staff the ability to physically engage in off-site extended learning opportunities.
- Data is showing that ECISD provided a vast menu of opportunities; however the overall percentage of students engaging in them is minimal, with many activities engaging the same students.
- Service learning activities are attracting students who are not involved, nor connected with any other school clubs or organizations.
- New methods of collecting evidence for the pillar of Engaged & Well-Rounded Student Pillar well-received by campuses and perceived to provide a deeper perspective of engaging opportunities. It has been asked that the distribution of the survey be handled at the onset of the school year to ensure that all activities and data can be consistently collected throughout the year versus at the end.



QUALITY AND COMMITMENT OF STAFF

Staff Impact on Students

East Central ISD will ensure the highest quality workforce to provide the best possible student outcomes for the East Central community.

Survey

- Parents and community feel ECISD is going above and beyond to meet student needs (highly-rated responses in ThoughtExchange surveys).
- 92% of staff and 87% of community feel learning is made relevant by building on students' prior knowledge.

On Track to Graduate

- 20-21 cohort: 92%
- 21-22 cohort: 97%
- 22-23 cohort: 93%
- 23-24 cohort: 100%

On Grade Level

- MAP
- Math Met/Exceeded Growth: 51%
 - Reading Met/Exceeded Growth: 44%

Early Literacy Skills

- 80% of first graders on track with foundational literacy skills.

BUBS Behavior Screener

Winter 2020 Screener:

- 8,471 students screened
- Risk: 82% low, 13% medium, 5% high

TTESS

- Strength: Classroom environment (74.3% Proficient or higher).
- Area for Growth: Activities and Differentiation (34.6% Dev/Impr. Needed).
- 86.4% Proficient or higher on Student Growth Domain (SLOs).

Staff Attendance

19-20: Absence Reasons

- Sick and Personal Leave - 45%
- School Business - 21%

Character of the Staff Member

Responses from Stakeholders

- 81% of staff feel that goals and expectations are clearly communicated.
- Continuous Growth model keeps teachers on track (Thought Exchange highly-rated response).
- Quick and significant response by all departments within the district regarding COVID-19 (Thought Exchange highly-rated response).

Culture/Climate Middle of Year Survey Question

- Staff members are dedicated (ThoughtExchange highly-rated response).
- 73% of staff feel cared about and that their hard work is valued.

Profile of an EC Leader

District-identified characteristics:

- Growth Mindset
- Impacts Student Learning
- Builds Capacity
- Reflective
- Presumes Positive Intent
- Cultivates Collaboration

QUALITY AND COMMITMENT OF STAFF, CONT.

Eduphoria Workshop Reports

- Over 300 days of professional development with consultants, specialists, and instructional leaders (Pre-K, Math, Reading, Coaching, Special Education, Bilingual).
- Two days of Para-Educator trainings.

Higher Ed Reimbursement Opportunities

- College for All Texans offers tuition reimbursement for para-professionals.

Push In Support

- Over 511 campus support visits from specialists, (not including additional campus-requested flex days).
- Consultants, District leaders, campus leaders (coaching, modeling, planning, co-teaching, observation/feedback).
- Para-educator push in support: behavior, bilingual, special education, instructional.
- Instructional Facilitators in core content for 6th-12th.

Safe Schools Report

- 77% of district teaching staff is 100% trained.

Auxiliary

- Child Nutrition: monthly meetings led by cafeteria managers on a variety of topics and 15 professional development days.
- Custodial: monthly head custodial meetings and two safety trainings for all custodial staff.
- Transportation: three professional development training days including: behavior, safety, EC Cares, seizure, bus scenario, and TCEQ operator training.
- Maintenance/Grounds: attended professional development for Facilities Management Supervisors.

CIP Needs Assessment

- All campuses conduct a Needs Assessment.
- Goal trends: fidelity of implementation of academic/behavior systems, achievement (growth/proficiency), staff recruitment/retention, increase rigor.
- Categories assessed: Academic Performance, Quality Data to Drive Instruction, Leadership Effectiveness, Learning Time, Teacher Quality, Family & Community Engagement, School Climate, and Technology.



Staff EMPOWERMENT



Teacher of the Year
 Campus teams, departments, and grade levels nominate a team member for teacher of the year and one Teacher of the year is chosen. The committee also chooses two more teachers to represent the District for the H-E-B Excellence in Teaching award. These teachers can be any level. In six years, ECISD has had two Trinity award winners, one Region 20 award winner and one H-E-B award winner.



East Central High School science teacher Brenda Miller was selected as the District's Teacher of the Year.

Decision-Making Involvement

- Site-Based Decision Making Committee, Continuous Campus Growth/Continuous Department Growth team, District Education Improvement Council, textbook adoption, focus groups, advisory councils, task forces, curriculum writing, and core planning teams.

District Employee Recognition Program

- Continuation of program: during the designated months, many staff are awarded recognition awards, which boosts morale. Areas for recognition include: customer service, personal accountability, fiscal responsibility, persistence, adaptability, collaboration, loyalty, and teamwork.

Lesson Planning Process/Protocols

- District: Defines & offers guidelines (quarterly, weekly, individual). protocols, monitoring, formatting, and weekly planning structure.
- Campus: Designs systems for pre-planning, planning
- Four quarterly planning days (student holidays).

Capacity of Staff to Relate to Student Needs

Multi-Tiered Support System (MTSS) for Academic and Behavior

- Campus committees track and monitor fidelity of implementation of Multi-Tiered Support System.
- District committee monitors implementation and fidelity.
- Campuses with greatest fidelity see the most movement
- Students (K-10) screened by Beginning of the Year & Middle of the Year benchmarks (academics & behavior). No End of Year due to COVID-19 school closure.
- Monitoring forms available in Eduphoria.
- Approved Interventions
 - Reading - 17; Math - 12; Behavior - 4.

Special Education and English Language Learner Settings

- Six settings for students in Special Education:
 - Co-Teach, Specialized Support, Support Facilitation (X2 or X3), Redirection, and Specialized Support.
- Two settings for English Language Learners:
 - Dual Language and ESL support.

Workshops/Trainings

- 600+ Individual courses offered
- 76% of ECISD staff completed 100% of required Safe Schools online courses.

QUALITY AND COMMITMENT OF STAFF, CONT.

Highly Qualified Staff



Hold an appropriate certificate: 95.9% of teaching staff hold an appropriate certification.



Proficient or above in at least nine dimensions out of twelve on T-TESS evaluations: 19-20 - 55%.



Hold an advanced degree:
Bachelor's - 61%
Master's - 36%
Doctorate - .08%



Percentage of staff that participate in annual evaluation: For 19-20, teachers on waiver (221) and teachers on growth plan (27).

Pillar Findings

- Variety and high quantity of staff professional development opportunities and support.
- Evidence of MTSS tracking systems in place.
- Evidence of clear expectations for students and staff
- Opportunity to increase fidelity to programs.
- Low percentage of teachers scoring proficient or above on activities and differentiation (T-TESS 1.4 and 2.4).
- Unclear methods for determining if a teacher is highly effective; define quality.

STUDENT SAFETY AND WELL-BEING

Each ECISD campus will provide an environment that ensures students feel accepted, safe, and supported, emotionally and physically.

Students' Physical Well-Being

When considering students' physical well-being, ECISD believes in a research based, balanced approach. It is important to create a climate that looks inviting and feels safe. Our focus for ensuring our students' physical well-being remains: supervision, controlled access, staff and student training, and support services. Playing an important role in students' physical well-being, the ECISD Police Department's partnership with administration and presence at every campus, serves to establish safety at the highest level. In addition to protecting students from anyone meaning to do harm, officers step into the classrooms to teach a monthly safety topic and build positive relationships with students.

- 85% of students surveyed, reported feeling safe at school.
- 100% of reports (27) to SafeSchools Alert were successfully addressed by administration.
- 14% decrease in referrals for physical aggression from 18-19.
- 102,438,600 safe trips for students to and from school provided by ECISD Transportation.
- 26,365 visitors scanned through the Raptor Visitor Management System.
- 10/10 campuses completed Emergency Operations Plans.
- 946 safety related work orders generated and completed.
- 4,320 facility safety checks completed by District staff members.
- 10 full time ECPD Officers on campus patrol daily.
- 21,144 ECPD positive classroom interactions for monthly safety topics.

STUDENT SAFETY AND WELL-BEING, CONT.

Students' Social and Emotional Well-Being

Safety and well-being begin with students' social and emotional education. In ECISD students learn to be safe, respectful, and responsible. They learn these standards through daily classroom instruction, classroom and schoolwide expectations, and small group intervention when necessary. Efforts to ensure students' social and emotional well-being involves research based methods including the ECISD Tiered Behavior System, CASEL Social and Emotional Learning, SEL small group targeted lessons, the Texas Model for Comprehensive School Counseling Program, Positive Behavior Supports and Intervention, and Licensed Specialists in School Psychology assigned at every campus. ECISD continues to lead the way in trauma informed care by developing a standard of care for students who have experienced trauma, and by implementing best practices across the system through the EC Cares Program.

- 88% of students report feeling cared for and that their hard work is valued.
- 86% of students report having a trusted adult at school they can go to with a problem.
- 832 restorative consequences given.
- 6,211 individual counseling sessions provided to students by school counselors.
- 2,255 whole group guidance lessons taught by counselors.
- 92 small group guidance lessons taught by counselors.
- 214 individual student evaluations by Licensed Specialists in School Psychology.
- 1,020 home visits for wellness checks made by staff during COVID-19 shutdown.
- 340 volunteers trained to work with students.

Staff Training and Student Education

Stakeholders are taught what safe, respectful, and responsible behavior looks like and when someone isn't being safe, respectful, or responsible, they have the ability to speak up to the person or to the system in multiple ways. Staff has been trained to report traumatic events they become aware of, and how to respond in an emergency through the NaviGate Prepared safety app which has emergency protocols and scenarios for staff to practice. CPR and Stop The Bleed trainings have been provided to District staff and 7th-12th grade students. Emergency response training is provided for students by teachers and administrators during monthly drills.

- 725,309 recorded acknowledgements to students for appropriate behaviors.
- 834 restorative discipline actions taken by administrators.
- 55 students trained as peer mediators.
- 43 peer mediations conducted by the student mediators.
- 42,135 teachable moments provided to students by ECISD Nurses.
- Nine trauma informed trainings were conducted for staff.
- 97 hours of trauma informed care training was provided.
- 115 scenario based drills were conducted across the district at campuses and facilities.
- 128,882 hours of staff training completed on SafeSchools Online.

Support Services for Staff, Students and Families

ECISD strives to make students, families and staff feel supported in a multitude of ways across the District. Campus Child Study Teams respond to students' needs academically, socially, emotionally, and behaviorally. The Student Intervention Team responds at the District level to support the campus efforts. Counselors and Nurses are located at every campus, and a District level Social Worker serves to connect all stakeholders with a broad range of outside resources. In January of 2020, 4 Communities In Schools Case Workers were added at 2 elementaries and 2 middle schools, with plans to expand in the years to come. EC Cares exists to track and support students and families who have suffered trauma. Tiered Behavior Teams exist on campuses to support staff and students, as does the District Behavior Team exist to support the campus behavior teams.

- 530 students served through Social Services Social Worker.
- 935 students identified through EC Cares Program.
- 63,430 student visits to ECISD Nurses in the schools' clinics.
- 15,053 health screenings completed by ECISD Nurses.
- 565 referrals made to outside agencies by counselors, nurses, and the social worker, for resources and support needed by students, families, and staff.

STUDENT SAFETY AND WELL-BEING, CONT.

Pillar Findings

- Evidence that students felt safer at school this year than they did last year.
- Evidence of a decrease in student aggression.
- Evidence of systems in place for reporting threatening or bullying behavior.
- Evidence of systems in place to support students social and emotional well-being.
- Evidence of staff and student training for emergency situations.
- Evidence of systems in place to identify needs and connect stakeholders to support services.
- Need to strengthen acknowledgements as teaching tools for appropriate behavior.
- Need to increase the use of restorative discipline techniques across the District.

POST-SECONDARY READINESS

East Central ISD schools will prepare District students for citizenship, gainful employment, and future success; ensuring students are real-world ready.

Readiness to Make a Meaningful Living



2,500 students are enrolled in CTE courses (80.4% of high school students)



158 Students earned Industry Certifications (first registered Dental Assistants were certified)



3,845 students engaged in Junior Achievement financial literacy lessons

Readiness for Citizenship/Civic Duty

- Nine Career and Technical Student Organizations are offered at ECHS.
- Over 850 students participate in a CTSO.
- 57% of our elementary campuses participated in Service Learning prior to our COVID-19 closures.
- 1,041 elementary students engaged in Service Learning.
- Nine Business and Industry partners worked with our elementary students to provide the Service Learning opportunities.

Closing Gaps: All Means All

- Career Fair participation: 300 students.
- Guest speakers: 67 business and industry representatives.
- 973 students enrolled in one or more AP courses.
- 468 dual credit hours were earned by our students.



POST-SECONDARY READINESS, CONT.



\$8.6 MILLION DOLLARS IN SCHOLARSHIPS WERE AWARDED TO OUR SENIORS

College, Career, and/or Military Readiness

- 85% indicated a post-secondary plan.
- 341 students took the SAT.
- 611 students completed the Alamo Promise application (77%).
- 673 students completed the Apply Texas scholarship application (85%).
- 13 students indicated they would enroll in a trade school.
- 60 students enlisted in a branch of the military.
- Implemented Major Clarity with 8th-12th grade students.
- 2,809 accessed Major Clarity to engage in college and career exploration.
- 86% of our elementary campuses engaged in CCMR awareness events prior to our COVID-19 closures.



COMMUNITY ENGAGEMENT AND PARTNERSHIPS

- Identified 372 partnerships district-wide.
 - 49 of these resulted in a memorandum of understanding generation.
- 207 students participated in Practicum experiences at offsite work locations.
 - 18 locations accepted students.
- 466 high school students across 17 locations city-wide participated in job shadow day.
- ECISD had 14 summer interns (even during COVID-19!).
 - Including one placed with Councilwoman Viagran
 - Partnership with NPCA
 - Summer Programming Grant from TEA to cover expenses of the program.
- CAST Lead opened with 55 students.
- 158 students earned industry certifications.
 - Made history with first ever Registered Dental Assistants this year (four).
- Community Based Advisory Committees.
 - CTE Advisory Council - 22 Business Partners.
 - CAST Lead Advisory Councils - 50 Business Partners.
- 95% of partners surveyed felt as though they received a positive benefit from partnership with ECISD.
- 100% of partners surveyed indicated they wished to renew partnership with ECISD the following school year.



FISCAL AND OPERATIONAL SYSTEMS

East Central ISD will optimize District resources for operational efficiency and student success.

Technology Operations Highlights

- Worked with administrators and the school board to upgrade our Internet to two 10Gb connections.
- Improved and accelerated the District's Teacher Laptop Replacement program.
- Received over \$500,000 of E-Rate funds to improve the core network equipment on the campuses.
- Expanded the number and types of technology equipment on their preventative maintenance schedules.

Results of Audits and Reports

First Rating – Superior Achievement (score of 98)

Administrative Cost Ratio – 0.0824 (under required limit of .1250)

Refunded 2010 Callable Bonds – New Interest Rate 1.45%

Moody Bond Rating – “Aa2”

Annual Independent Audit – clean

Communication

- Internal:** The District currently conducts an annual meeting/training with budget secretaries/clerks, as well as individual trainings as needed with secretaries/clerks via in person or Google Meets. The purchasing manual and finance manual is distributed annually and is posted in Google Docs. Business Department Forms and co-op information are available online. Email communication is used when needed. Ethical practice training is provided to staff. Policies and procedures are distributed internally to staff.
- External:** Compliance and audit reports are provided to the Board of Trustees. Required postings are online. Individual departments in Business Operations and Support Services (BOSS) set goals at the beginning of each year and report annually to the Board of Trustees. Ethical practices training provided to Booster Clubs.

Aligning Resources to High Priority Goals

The District is implementing a planning process to incorporate multiple systems, including the budget process, to align with high priority goals. Budget stewards will review their Comprehensive Needs Assessment to establish annual results measures and develop their budgets to support those needs. Resources are allotted to software to measure student growth, and support programs for struggling students, such as intervention programs. A demographic study is starting the Fall of 2020 to assist in enrollment projections and facility planning. Campus request to the Administrative Council are analyzed to determine alignment to District Goals.

FISCAL AND OPERATIONAL SYSTEMS, CONT.

The Budget Development and Adoption Process

- Meet with each budget steward.
- Monitor state funding and legislative changes.
- Work with Bexar County Tax Appraisal District to determine tax value.
- Utilize external resources for state funding estimates.
- Evaluate changes to individual campus and department budgets.
- Budget Workshop with Board of Trustees.

Transportation

- 98% of routes run on time (20,086 trips from August 2019 - March 2020)
- Attendance for August 19 2019 - March 6, 2020 was 92%
- Received 12 new buses as part of VW grant - reimbursed a total of \$693,170.00.
- Use of Synovia for GPS on all buses.
- Use of Here Comes the Bus so parents can track bus locations and know bus assignments, stop times, and stop locations via their cell phone, computer, or electronic device.

Benefits

The District is offering an alternative health plan option for employees besides the TRS Health Insurance. This plan offers lower premiums, access to a Health and Wellness Center, and enhanced Rx benefits. 88% of our employees who were covered under the District's Health Insurance moved to this new health plan from the TRS Health plan.

Personnel

Personnel transitioned to electronic distribution of contracts and letters of reasonable assurance for all staff, and is continuing to work on the transition to an electronic employee file system for active employees.



#ECPROUD!



ECISD

**East Central Independent
School District**

6634 New Sulphur Springs Rd.
San Antonio, Texas 78263

Contact

(210) 634-6100
www.ecisd.net
@ecproud Facebook
@ECISDTweets Twitter

