

**Notice of Regular Meeting
Board of Trustees
Wednesday, December 16, 2020**

A Regular Meeting of the Board of Trustees will be held on Wednesday, December 16, 2020, beginning at 6:30 PM, in the 821 NE G Avenue - Central Office Board Room - Fabens, TX, 821 NE G AVENUE, P O BOX 697, FABENS, TX 79838.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Due to health and safety concerns related to the COVID - 19 Coronavirus, this meeting will be conducted by video conference or telephone call. At least a quorum of the Board will be participating by video conference or telephone call in accordance with the provisions of Section 551.125 or 551.127 of the Texas Government Code that have been suspended by the Order of the Governor.

- | | |
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| 1. Call to Order, Roll Call and Pledge of Allegiance | 3 |
| 2. Communication and Visitors | 4 |
| A. Public comments related to this meeting or persons who desire to address the board during Communication and Visitors must comply with the following procedures; visit the link: https://rb.gy/k1sgj2 to submit your form no later than 1 hour prior to this regular meeting. Paper forms of the requested information may be obtained at Fabens ISD Central Office. The content of your comments cannot exceed 3 minutes. | |
| B. Please click the link below to join the webinar:
https://www.youtube.com/channel/UC-x1AKV1N4MC4_bH1ShDLdg/videos?view_as=subscriber or at www.fabensisd.net a link is available on Fabens ISD Announcement Webinar ID# 932 7359 1179 | |
| 3. Superintendent Report | 5 |
| A. El Paso County Interlocal Cooperation Act Operation Connectivity "Thank You" | |
| B. Walden University Partnership Update | |
| C. STEM: Girls of the Valley Conference Presentation | |
| 4. Consent Agenda | 6 |
| A. Minutes of Regular Board Meeting, November 17, 2020 | |
| B. Minutes of Special Board Meeting, December 4, 2020 | |
| C. Minutes of Board Workshop Meeting, December 9, 2020 | |
| D. Fabens ISD Campus Improvement Plans | |
| E. Fabens ISD District Improvement Plan | |
| F. Fabens ISD Financial Reports | 15 |

5. Board of Trustees Business	
A. Public Hearing - Fabens ISD 2019 - 2020 Financial Integrity Rating System of Texas (FIRST) Final Report Based on School Year 2018 - 2019 Data	26
B. Cotton Valley Early College High School Program Updates - Fall 2020	41
C. Fabens ISD Electric Backup Power Generator	74
1. Electric Backup Power Generator Purchase	
2. Fabens ISD 2020 - 2021 Budget Amendment for Electric Power Generator	80
D. Fabens ISD Printer / Copy Machines Service Contract 2020 -2024	81
6. Adjourn	85

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

Posted: Friday, December 11, 2020 at 4:30 PM

For the Board of Trustees

**FABENS I.S.D.
BOARD OF TRUSTEES**

Date: 12/16/2020 Presented By: Board President
Subject: Call to Order, Roll Call and Pledge of Allegiance Related Page(s) N/A

Action

**BACKGROUND INFORMATION:
CALL to ORDER, ROLL CALL and
PLEDGE OF ALLEGIANCE**

The December 16, 2020 Regular Meeting is called to order at _____.
Let the minutes show that:

1) all members are in attendance

OR

2) _____ is (are) not in attendance.

Reason: ☐ Illness ☐ Family Emergency
 ☐ Out of Town ☐ Other _____

_____(name) will lead us in the reciting of the Pledge of Allegiance

**FABENS ISD
BOARD OF TRUSTEES**

**COMMUNICATION AND VISITORS
Board Agenda Item**

TITLE	Communication & Visitors	Date Requested	12/16/2020
Requested By:	N/A	Approximate Time	Up to 15 minutes
Division Approval:	N/A	Action Needed by:	N/A
Action Requested:	N/A	Information Only:	Yes
People Participating In Presentation:	Community	Who Has Been Involved:	N/A
How Will It Benefit the District's Mission/Goals?		How Will Request Be Financed?	
		Cost to District:	

This meeting is being conducted by audio conference in accordance with the governance authorization concerning suspension of certain open meeting law requirements for the COVID-19 disaster.

As we would at any in-person meeting, members of the public who have followed the instructions on the meeting notice for registering to speak during the public comment portion will be recognized. If the speaker submitted written comments to the email provided in advance, the comments will be read into record. If you would like to provide comment at a future meeting conducted via teleconference, please follow the instructions on the meeting notice.

**FABENS ISD
BOARD OF TRUSTEES**

**SUPERINTENDENT REPORT
Board Agenda Item**

TITLE	Superintendent Report	Date Requested	12/16/2020
Requested By:	Dr. Vijil	Approximate Time	30 minutes
Division Approval:		Action Needed:	No
Action Requested:	None	Information Only:	Yes
People Participating In Presentation:	Dr. Vijil	Who Has Been Involved:	N/A
How Will It Benefit the District's Mission/Goals?		How Will Request Be Financed?	
		Cost to District:	

TOPICS:

El Paso County Interlocal Cooperation Act Operation Connectivity "Thank You"
Walden University Partnership Update
STEM: Girls of the Valley Conference Presentation

**FABENS ISD
BOARD OF TRUSTEES**

**CONSENT AGENDA
Board Agenda Item**

TITLE	Consent Agenda	Date Requested	11/17/2020
Requested By:	Dr. Vijil	Approximate Time	2 minutes
Division Approval:		Action Needed :	Yes
Action Requested:	Make a motion to approve consent agenda items as presented	Information Only:	No
People Participating In Presentation:	Dr. Vijil	Who Has Been Involved:	
How Will It Benefit the District's Mission/Goals?		How Will Request Be Financed?	
		Cost to District:	

A.	Minutes of Regular Board Meeting, November 17, 2020 Minutes attached for your review
B.	Minutes of Special Meeting, December 4, 2020 Minutes attached for your review
C.	Minutes of Board Workshop Meeting, December 9, 2020 Minutes attached for your review
D.	Fabens ISD Campus Improvement Plans Separate Packet
E.	Fabens ISD District Improvement Plan Separate Packet
F.	Fabens ISD Financial Reports Attached for your review

Minutes of Regular Meeting

The Board of Trustees Fabens ISD

A Regular Meeting of the Board of Trustees of Fabens ISD was held Wednesday, November 17, 2020 beginning at 6:30 PM in the Central Office, Board Room, 821 NE G Avenue, Fabens, TX 79838.

Members Present: Orlando Flores (Central Office)
Rey Sepulveda (Central Office)
Sylvia Gonzales (Central Office)
Adan Escobar (Virtual)
Rosamaria Gallo-Avitia (Virtual)
Ben Morales (Virtual)
Greg Spence (Virtual)

Members Absent: None

Administrators Present: Dr. Veronica Vijil Ms. Michele Gonzalez

**Administrators Present
via Teleconference:** Mario Dominguez

Maria T. Rodriguez

1. Call to Order, Roll Call and Pledge of Allegiance 6:30 PM

The meeting was called to order at 6:30 PM by Mr. Orlando Flores, Board President. All members were present. The Pledge of Allegiance was recited by everyone.

2. Communication and Visitors 6:30 PM

A. Public comments related to this meeting or persons who desire to address the board during Communication and Visitors must comply with the following procedures; visit link <https://rb.gy/k1sgj2> to submit your form no later than 15 minutes prior to the meeting. Paper forms of the requested information may be obtained at Fabens ISD Central Office. The content of your comments cannot exceed 3 minutes.

B. Please click the link below to join the webinar:
https://www.youtube.com/channel/UC-x1AKVIN4MC4_bHIShDLdg/videos?view_as=subscriber
or at www.fabensisd.net a link is available under the Fabens ISD Announcements
Webinar ID # 916 7519 5835

Under this portion of the meeting, no comments or questions were received.

**3. Fabens ISD Board of Trustees November 3, 2020 Election
6:31 – 6:50 PM**

A. Canvass of the Fabens ISD Board Election Results

Mr. Orlando Flores read off the official election results received from the El Paso County Elections Department as follows:

FABENS ISD BOARD OF TRUSTEE, PLACE III (3)

Rey Sepulveda – 1,432 votes – 100 %

FABENS ISD BOARD OF TRUSTEE, PLACE V (5)

Adan Escobar – 1,206 votes – 100%

FABENS ISD BOARD OF TRUSTEE, PLACE VI (6)

Orlando "O.O." Flores – 1,266 votes – 100%

Fabens ISD BOARD OF TRUSTEE, PLACE VII (7)

Sylvia Gonzales – 976 votes – 61.58%

Marcos Salcido III – 609 votes – 38.42%

As a result of said election, and in conformity with law, the Board of Trustees hereby declared that the following persons received the highest number of votes for the four (4) positions and were elected as members of the Board of Trustees:

FABENS ISD BOARD OF TRUSTEES:

PLACE III (3) Rey Sepulveda

PLACE V (5) Adan Escobar

PLACE VI (6) Orlando "O.O." Flores

PLACE VII (7) Sylvia Gonzales

B. Resolution Certifying Election Results

The resolution declaring the following persons who received the highest number of votes for the four (4) positions and were elected as members of the Board of Trustees was read:

PLACE III (3) Rey Sepulveda

PLACE V (5) Adan Escobar

PLACE VI (6) Orlando "O.O." Flores

PLACE VII (7) Sylvia Gonzales

C. Officer Certificate Signing

Dr. Veronica Vijil read the wording on the certificate and announced they would be distributed to the re-elected members present in the Board room after the meeting.

D. Statement of Elected Officer

Justice of the Peace, Ruben Lujan, was present to administer the Statement of Elected Officers to our re-elected board members.

E. Administer Oath of Office

Justice of the Peace Ruben Lujan, administered the Oath of Office to our re-elected board members.

F. Election of Board of Trustees Officers

Mr. Orlando Flores took nominations for President:
Mr. Flores nominated Mr. Rey Sepulveda for President – no other nominations were made.

Motion Carried 5 - 2
Voting Against: A. Escobar
and G. Spence

Mr. Orlando Flores then nominated Mr. Ben Morales for Vice-President – no other nominations were made.

Motion Carried 6 – 1
Voting Against: A. Escobar

Mr. Rey Sepulveda nominated Ms. Sylvia Gonzales for Secretary – no other nominations were made.

Motion Carried 6 – 1
Voting Against: A. Escobar

After finalizing the November 3, 2020 Fabens ISD Board of Trustees Election; Mr. Orlando Flores motioned and Ms. Rosamaria Gallo-Avitia seconded to approve the resolution and official election results as certified by the El Paso County Election Administrator.

Motion Carried 5 – 2
Voting Against: A. Escobar
and G. Spence

4. Superintendent Report 6:50 –7:33 PM

Under this portion of the meeting, Dr. Veronica Vijil, and Mr. Anthony Prado, FHS Principal presented a Power Point presentation on:

- Teacher Pathway Collaborative

Ms. Michele Gonzalez presented a Power Point presentation on:

- Teacher Incentive Allotment

A “Thank You” video was shown to the Board and Community. Dr. Vijil thanked Mr. Ivan Garfias, Ms. Marlene Bullard, Ms. Michele Gonzalez and Mr. Anthony Prado for their input.

5. Consent Agenda 7:33 – 7:35 PM

- A. Minutes of Regular Board Meeting, October 21, 2020**
- B. Minutes of Special Meeting, November 5, 2020**
- C. Minutes of Emergency Board Meeting, November 10, 2020**
- D. Walden University Master Services Agreement**
- E. Fabens ISD Monthly Financial Report**
- F. Fabens ISD 2020 – 2021 Budget Amendment**

Mr. Ben Morales motioned and Mr. Adan Escobar seconded to approve Consent Agenda Items as presented.

Motion Carried 7 - 0

6. Lone Star Governance

7:36 – 7:44 PM

A. Board Self Constraints Workshop Date

7:36 – 7:44 PM

Dr. Vijil opened the item and invited Lone Star Governance coach, Monica Jaloma to offer available dates for the workshop. With dates provided, Mr. Orlando Flores motioned and Ms. Sylvia Gonzales seconded to approve December 9, 2020 at 5:30 PM.

Motion Carried 5 – 2

Voting Against: A. Escobar
and G. Spence

7. Board of Trustees Business

7:44 – 7:46 PM

B. Approval of New Federal Programs and Grants Coordinator Position

7:44 – 7:46 PM

Dr. Vijil opened the item and asked if any board member had questions on the information provided to them in their packets on this item. Mr. Greg Spence motioned and Ms. Sylvia Gonzales seconded to approve the new Federal Programs and Grants Coordinator position as presented.

Motion Carried 6 -0

Mr. Adan Escobar
was not on-line.

8. Adjourn

7:47 PM

There being no further business meeting, Mr. Greg Spence motioned and Ms. Sylvia Gonzales seconded to adjourn at 7:47 PM.

Motion Carried 6 -0

Mr. Adan Escobar
was not on-line.

Minutes of Special Meeting The Board of Trustees Fabens ISD

A Special Meeting of the Board of Trustees of Fabens ISD was held Friday, December 4, 2020, beginning at 6:30 PM in the Central Office, Board Room, 821 NE G Avenue, Fabens, TX 79838.

Members Present: Orlando Flores (Central Office)
Rey Sepulveda (Central Office)
Sylvia Gonzales (Virtual)
Adan Escobar (Virtual)
Rosamaria Gallo-Avitia (Virtual)
Ben Morales (Virtual)
Greg Spence (Virtual)

Members Absent: None

Administrators Present: Dr. Veronica Vijil (Virtual)
Ms. Michele Gonzalez

Administrators Present
via Teleconference: Mario Dominguez (Virtual)

Maria T. Rodriguez

1. Call to Order, Roll Call and Pledge of Allegiance – 6:30

The meeting was called to order at 6:30 PM by Mr. Rey Sepulveda, Board President. All members were present. The Pledge of Allegiance was recited by everyone.

2. Communication and Visitors

A. Public comments related to this meeting or persons that desire to address the board during Communication and Visitors must comply with the following procedures; visit the link: <https://rb.gy/k1sgj2> to submit your form no later than 1 hour prior to this special meeting. Paper forms of the requested information may be obtained at Fabens ISD Central Office. The content of your comments cannot exceed 3 minutes.

B. Please click the link below to join the webinar:

[https://www.youtube.com/channel/UC-](https://www.youtube.com/channel/UC-x1AKV1N4MC4_bH1ShDLdg/videos?view_as=subscriber)

[x1AKV1N4MC4_bH1ShDLdg/videos?view_as=subscriber](https://www.youtube.com/channel/UC-x1AKV1N4MC4_bH1ShDLdg/videos?view_as=subscriber)
or at

www.fabensisd.net a link is available under the Fabens ISD Announcement
Webinar ID # 986 1456 7411

Under this portion of the meeting, we had no communications or comments.

3. Board of Trustees Business

A. Exercise Purchase Option of Previous Dell Lease Agreements for Dell Chromebooks – 6:34 – 6:38 PM

Dr. Vijil opened the item and reviewed the invoices sent to the Board members in their packets and explained the percentages we could potentially be reimbursed. The total purchase was \$454,955.76 minus non eligible costs, \$286,036.26 is the district's recoverable amount for the 75% reimbursement. The District's portion is \$71,509.06 plus the unallowable costs of \$27,877.65 equals \$99,386.71 which would be paid out of General Fund. Mr. Greg Spence motioned and Ms. Sylvia Gonzales seconded to exercise the purchase option of previously leased Dell chrome books as presented.

Motion Carried: 7 - 0

B. Approval of 2020 - 2021 Coronavirus Relief Fund (CRF) Operation Connectivity Prior Purchase Reimbursement Program Application 6:30 – 6:34 PM

Dr. Vijil opened the item and reviewed the attachment sent to the Board members in their packets and the availability of reimbursement by TEA. After reviewing the information Mr. Orlando Flores motioned and Ms. Sylvia Gonzales seconded to approve the 2020 - 2021 Coronavirus Relief Fund (CRF) Operation Connectivity Prior Purchase Reimbursement Program Application as presented.

Motion Carried: 7 - 0

C. Approval of Amendment to Fabens ISD Board Policy CH (Local) Purchasing and Acquisition – 6:38 – 6:41

Dr. Vijil opened the item and explained that with the approval to purchase the Dell Chromebooks, the option to pay off the lease early must be allowed in policy. The attachment shows the amendment to local policy as required. Mr. Greg Spence motioned and Ms. Rosamaria Gallo-Avitia seconded to amend Fabens ISD Board Policy CH (Local) Purchasing and Acquisition as presented.

Motion Carried: 7 - 0

4. Adjourn – 6:41 PM

There being no further business, Mr. Rey Sepulveda adjourned meeting at 6:41 PM.

Minutes of Workshop Meeting The Board of Trustees Fabens ISD

A Workshop Meeting of the Board of Trustees of Fabens ISD was held Wednesday, December 9, 2020, beginning at 5:30 PM in the Central Office, Board Room, 821 NE G Avenue, Fabens, TX 79838.

Members Present: Orlando Flores (Central Office)
Rey Sepulveda (Central Office)
Sylvia Gonzales (Virtual)
Rosamaria Gallo-Avitia (Virtual)
Ben Morales (Virtual)

Members Absent: Adan Escobar
Greg Spence

Administrators Present: Dr. Veronica Vijil (Virtual)
Ms. Michele Gonzalez

Administrators Present
via Teleconference: Mario Dominguez (Virtual)

1. Call to Order, Roll Call and Pledge of Allegiance

5:35 PM

The meeting was called to order at 5:35 PM by Mr. Rey Sepulveda, Board President. All members were present except Mr. Adan Escobar and Mr. Greg Spence. The Pledge of Allegiance was recited by everyone.

2. Communication and Visitors

5:36 PM

A. Public comments related to this meeting or persons who desire to address the board during Communication and Visitors must comply with the following procedures; visit the link: <https://rb.gy/k1sgj2> to submit your form no later than 1 hour prior the this workshop meeting. Paper forms of the requested information may be obtained at Fabens ISD Central Office. The content of your comments cannot exceed 3 minutes.

B. Please click the link below to join the webinar:

[https://www.youtube.com/channel/UC-](https://www.youtube.com/channel/UC-x1AKV1N4MC4_bH1ShDLdg/videos?view_as=subscriber)

[x1AKV1N4MC4_bH1ShDLdg/videos?view_as=subscriber](https://www.youtube.com/channel/UC-x1AKV1N4MC4_bH1ShDLdg/videos?view_as=subscriber) or at

www.fabensisd.net a link is available on the Fabens ISD Announcement

Webinar ID# 969 6366 4021

No Comments received.

3. Lone Star Governance

5:37 – 8:32 PM

A. Discussion and Development of Board Self – Constraints

Ms. Monica Jaloma, LSG Coach, conducted the workshop. The Board drafted preliminary Board Self Constraints and throughout the evening discussed and revised the tentative constraints.

4. Adjourn

8:32

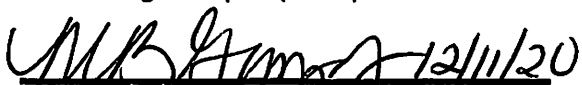
There being no further business, Ms. Sylvia Gonzales motioned and Ms. Rosamaria Gallo-Avitia seconded to adjourn at 8:32 PM

Motion Carried: 5 - 0

**INVESTMENT REPORT
NOVEMBER 2020**

	<u>Principal</u>	<u>Monthly Interest</u>	<u>Rates</u>
Lone Star Investment Pool			
Government Overnight Fund			
Local Maintenance Fund	\$8,344,607	\$482	0.08%
Interest & Sinking Fund	\$357,657	\$22	0.08%
 Corporate Overnight Plus Fund			
Local Maintenance Fund	\$11,937	\$2	0.17%
Total Lone Star Investment Pool	\$8,714,200	\$505	
 WestStar Bank			
General Operating Account	\$427,797	\$27	0.08%
Activity Account	\$94,171	\$6	0.08%
Robert F Cook - Savings	\$2,068	\$0	0.23%
Robert F Cook - CD	\$465	\$0	
Robert F Cook - CD	\$4,399	\$0	
Campus Activity Fund	\$17,656	\$0	0.02%
Total WestStar Bank	\$546,557	\$34	
 Wells Fargo Advisors			
T.A. Pollan Money Fund	\$6,221	\$0	
Total Wells Fargo Advisors	\$6,221	\$0	
 Total Monthly Interest Earned	\$539		
Total Interest Year to Date 2020-2021	\$1,600		
 Total General Fund Balance	\$3,907,560		

We, the approved Investment Officers of Fabens ISD, hereby certify that the following Investment Report represents the investment position of the district as of November 30, 2020 in compliance with the Board approved Investment Policy, the Public Funds Investment Act (Texas Government Code 2256), and, Generally Accepted Accounting Principles (GAAP).

 12/11/20

MICHELE GONZALEZ, ASST. Supt. FOR LEADERSHIP, ASSESSMENT, CURRICULUM AND INSTRUCTION

 12/11/2020

VERONICA VIJIL, SUPERINTENDENT

FOOD SERVICE
Fund 101

NOVEMBER 2020

	<u>ESTIMATED REVENUE</u>	<u>ACTUAL RECEIVED</u>	<u>UNCOLLECTED</u>	<u>PERCENT COLLECTED</u>
Misc Revenue	\$113	\$0	\$113	0.00%
Local Revenue-Catering & Sale Meals	\$28,588	\$0	\$28,588	0.00%
State Matching Revenue	\$8,500	\$0	\$8,500	0.00%
Federal Revenue-Breakfast	\$200,974	\$86,409	\$114,565	43.00%
Federal Revenue-Lunch	\$954,985	\$138,856	\$816,129	14.54%
USDA Commodities	\$73,070	\$0	\$73,070	0.00%
Fresh Fruit & Vegetable Program	\$45,616	\$0	\$45,616	0.00%
TOTAL REVENUE	\$1,311,846	\$225,264	\$1,086,582	17.17%

	<u>BUDGET</u>	<u>EXPENDITURES</u>	<u>BALANCE</u>	<u>PERCENT EXPENDED</u>
Expenditures				
	\$1,311,846	\$289,192	\$1,022,654	22.04%
TOTAL EXPENDITURE	\$1,311,846	\$289,192	\$1,022,654	22.04%

TAX COLLECTIONS REPORT

NOVEMBER 2020

2020-2021

	<u>M/O</u>	<u>I/S</u>	<u>TOTAL</u>
<u>Estimated Collections:</u>	2,258,769	601,517	2,860,286
<u>Actual Collections:</u>			
September	42,068	9,364	51,431
October	27,685	7,129	34,813
November	128,101	35,161	163,262
December			0
January			0
February			0
March			0
April			0
May			0
June			0
July			0
August			0
Due to/from			
Year To Date	197,853	51,653	249,506
Tax Rates	1.0547000%	+ 0.2808000% =	1.3355000%

**GENERAL OPERATING FUND EXPENDITURES
REPORT BY FUNCTION- FUND 199**

NOVEMBER 2020

	<u>BUDGET</u>	<u>COMMITTED</u>	<u>BALANCE</u>	<u>PERCENT COMMITTED</u>
FUNCTION 11	\$13,361,182	\$3,499,491	\$9,861,691	26.19%
Instruction				
FUNCTION 12	\$295,246	\$69,464	\$225,782	23.53%
Instructional Resources/ Media (Library)				
FUNCTION 13	\$214,203	\$55,356	\$158,847	25.84%
Curriculum and Staff Development				
FUNCTION 21	\$204,902	\$59,770	\$145,132	29.17%
Instructional Leadership				
FUNCTION 23	\$1,440,064	\$338,100	\$1,101,964	23.48%
School Leadership				
FUNCTION 31	\$896,252	\$208,412	\$687,840	23.25%
Counseling Guidance Services				
FUNCTION 32	\$39,131	\$9,150	\$29,981	23.38%
Social Work Services				
FUNCTION 33	\$318,000	\$77,106	\$240,894	24.25%
Health Services				
		18		
FUNCTION 34	\$465,752	\$121,119	\$344,633	26.00%
Transportation				

FUNCTION 35	\$38,052	\$0	\$38,052	0.00%
Food Service				
FUNCTION 36	\$828,699	\$229,081	\$599,618	27.64%
Co-Curricular Athletics				
FUNCTION 41	\$1,332,790	\$270,892	\$1,061,898	20.33%
General Administration				
FUNCTION 51	\$2,682,797	\$689,323	\$1,993,474	25.69%
Plant Maintenance and Operation				
FUNCTION 52	\$304,567	\$67,996	\$236,571	22.33%
Security/Monitoring Services				
FUNCTION 53	\$248,075	\$94,858	\$153,217	38.24%
Data Processing				
FUNCTION 61	\$41,020	\$6,890	\$34,130	16.80%
Community Services				
FUNCTION 81	\$12,150	\$0	\$12,150	0.00%
Facilities Acquisition and Construction				
FUNCTION 99	\$36,000	\$8,582	\$27,418	23.84%
Other Intergovernmental Charges				
ORIGINAL BUDGET	\$22,758,882	\$5,805,588	\$16,953,294	25.51%

**GENERAL FUND REVENUE
FUND 199**

NOVEMBER 2020

	<u>ESTIMATED</u>	<u>ACTUAL RECEIVED</u>	<u>UNCOLLECTED</u>	<u>PERCENT COLLECTED</u>
Local Revenue				
Local Revenue- Tax Revenue	\$2,080,597	\$197,853	\$1,882,744	9.51%
Local Revenue-Interest	\$72,190	\$1,550	\$70,640	2.15%
Local Revenue-Miscellaneous	\$298,632	\$12,016	\$286,616	4.02%
 LOCAL TOTAL	 \$2,451,419	 \$211,419	 \$2,240,000	 8.62%
State Revenue TEA	\$18,065,347	\$6,346,850	\$11,718,497	35.13%
State Funding - HB1	\$768,802	\$188,836	\$579,966	24.56%
On Behalf Payment	\$1,339,229	\$258,652	\$1,080,577	19.31%
Federal Programs Indirect Costs	\$45,388	\$0	\$45,388	0.00%
ROTC	\$88,697	\$22,362	\$66,335	25.21%
 STATE TOTAL	 \$20,307,463	 \$6,816,700	 \$13,490,763	 33.57%
TOTAL REVENUE	\$22,758,882	\$7,028,119	\$15,730,763	30.88%

**DEBT SERVICE FUND
FUND 599**

NOVEMBER 2020

	<u>ESTIMATED</u> <u>REVENUE</u>	<u>ACTUAL</u> <u>RECEIVED</u>	<u>UNCOLLECTED</u>	<u>PERCENT</u> <u>COLLECTED</u>
Local Revenue-Taxes	\$593,436	\$51,740	\$541,696	8.72%
Local Revenue-Interest	\$9,500	\$66	\$9,434	0.70%
State Revenue	\$1,447,196	\$0	\$1,447,196	0.00%
Transfer In	\$189,171	\$0	\$189,171	0.00%
TOTAL REVENUE	\$2,239,303	\$51,806	\$2,187,497	2.31%

	<u>BUDGET</u>	<u>EXPENDITURES</u>	<u>BALANCE</u>	<u>PERCENT</u> <u>EXPENDED</u>
Expenditures				
Function 71-Debt Service	\$2,239,303	\$0	\$2,239,303	0.00%
TOTAL EXPENDITURE	\$2,239,303	\$0	\$2,239,303	0.00%

Bank Account - WestStar Bank(4178696)					
Start Date - 11-01- 2020 End Date - 11- 30-2020				Print Date: 12/10/2020 14:47 a	
Issued Checks					
<u>Check Number</u>	<u>Payee</u>		<u>Check Date</u>	<u>Payment Type</u>	<u>Amount</u>
47276	ATPE		11/06/2020	Paper Check	\$945.50
47277	American Heritage Life		11/06/2020	Paper Check	\$60.46
47278	Association For Migrant Educators Of Texas		11/06/2020	Paper Check	\$350.00
47279	Association Of Texas Small School Bands		11/06/2020	Paper Check	\$12.50
47280	Association Of Texas Small School Bands		11/06/2020	Paper Check	\$40.00
47281	B & H Photo Video		11/06/2020	Paper Check	\$362.99
47282	Border International Trucks		11/06/2020	Paper Check	\$344.46
47283	Cdw Government, Inc		11/06/2020	Paper Check	\$10,800.00
47284	Ced Credit Office		11/06/2020	Paper Check	\$348.24
47285	Dell Computer		11/06/2020	Paper Check	\$2,483.92
47286	Eco-Worx, Inc.		11/06/2020	Paper Check	\$458.00
47287	Ecs Learning Systems, Inc.		11/06/2020	Paper Check	\$644.76
47288	El Paso County Water Dist #4		11/06/2020	Paper Check	\$15,753.34
47289	El Paso Electric Co		11/06/2020	Paper Check	\$46,679.11
47290	Far West Services, Inc.		11/06/2020	Paper Check	\$3,166.98
47291	First Financial Administrators		11/06/2020	Paper Check	\$6,147.50
47292	First Financial Administrators		11/06/2020	Paper Check	\$59,698.41
47293	Frontline Education		11/06/2020	Paper Check	\$500.00
47294	Home Depot Credit Services		11/06/2020	Paper Check	\$411.32
47295	IMPAC		11/06/2020	Paper Check	\$20.01
47296	Jess Edward Patino		11/06/2020	Paper Check	\$42.00
47297	Maria I. Quiroz		11/06/2020	Paper Check	\$1,260.00
47298	Martin Tire Co		11/06/2020	Paper Check	\$865.76
47299	Met Life Insurance Company		11/06/2020	Paper Check	\$73.22
47300	National Student Clearinghouse		11/06/2020	Paper Check	\$425.00
47301	Office Depot		11/06/2020	Paper Check	\$782.39
47302	Pearson Assessments & Testing		11/06/2020	Paper Check	\$427.00
47303	Pre-Paid Legal Services		11/06/2020	Paper Check	\$15.96
47304	Price's Creameries		11/06/2020	Paper Check	\$1,423.60
47305	Rocio Aguirre		11/06/2020	Paper Check	\$2,000.00
47306	Rosen Publishing Group		11/06/2020	Paper Check	\$8,917.50
47307	Sarah Aguilar Perez		11/06/2020	Paper Check	\$2,590.00
47308	SnapStream Media, Inc.		11/06/2020	Paper Check	\$3,300.00
47309	Spectrum Technologies		11/06/2020	Paper Check	\$1,912.00
47310	Stuart C. Cox, Trustee	22	11/06/2020	Paper Check	\$300.40
47311	SuccessEd, LLC		11/06/2020	Paper Check	\$180.00
47312	Sun Valley Equipment Sales		11/06/2020	Paper Check	\$730.69

47313	Super Care Muffler Shop		11/06/2020	Paper Check	\$548.00
47314	TCG Administrators		11/06/2020	Paper Check	\$72.76
47315	TSTA		11/06/2020	Paper Check	\$1,793.48
47316	Tasb Risk Management Fund		11/06/2020	Paper Check	\$23,034.00
47317	Texas Education Agency-Msc		11/06/2020	Paper Check	\$5,751.75
47318	Texas Gas Service		11/06/2020	Paper Check	\$4,483.15
47319	Texas Gas Service		11/06/2020	Paper Check	\$4,858.90
47320	Texas Teachers		11/06/2020	Paper Check	\$435.00
47321	Time Warner Cable		11/06/2020	Paper Check	\$1,537.83
47322	Unum Life Insurance Co Unum/Provident		11/06/2020	Paper Check	\$458.88
47323	VAR Technology Finance		11/06/2020	Paper Check	\$27,408.29
47324	Verizon Business		11/06/2020	Paper Check	\$155.48
47325	Verizon Wireless		11/06/2020	Paper Check	\$1,819.77
47326	Wholesale Lumber of Fabens LLC		11/06/2020	Paper Check	\$159.32
47327	Windstream Communications C/o Bank Of		11/06/2020	Paper Check	\$705.62
47328	Windstream Corporation		11/06/2020	Paper Check	\$2,998.79
47329	Xerox Financial Services, LLC		11/06/2020	Paper Check	\$299.08
47330	Martha Cavazos		11/06/2020	Paper Check	\$5.00
47331	Martha Cavazos		11/06/2020	Paper Check	\$5.00
47332	Manuel Hernandez		11/06/2020	Paper Check	\$464.66
47333	Maria Rodriguez		11/06/2020	Paper Check	\$58.20
47334	American Express		11/13/2020	Paper Check	\$213.46
47335	Brady Industries of Texas, LLC		11/13/2020	Paper Check	\$10,776.77
47336	Caldarella's Restaurant Supply		11/13/2020	Paper Check	\$30.00
47337	Claims Administrative Services		11/13/2020	Paper Check	\$12,579.82
47338	Edward Saucedo & Son Co Inc		11/13/2020	Paper Check	\$250.00
47339	Fabens Oil Co.		11/13/2020	Paper Check	\$1,753.94
47340	Johnstone Supply		11/13/2020	Paper Check	\$171.94
47341	Labatt Food Service		11/13/2020	Paper Check	\$3,556.95
47342	Magazine Subscription Service Agency		11/13/2020	Paper Check	\$569.82
47343	Mission Linen & Uniform		11/13/2020	Paper Check	\$744.94
47344	Mounce, Green, Myers, Safi Paxson &		11/13/2020	Paper Check	\$2,791.30
47345	Mounce, Green, Myers, Safi Paxson &		11/13/2020	Paper Check	\$3,026.25
47346	National Restaurant Supply		11/13/2020	Paper Check	\$1,829.47
47347	Olivas Music		11/13/2020	Paper Check	\$1,957.40
47348	Pearson VUE		11/13/2020	Paper Check	\$427.00
47349	Price's Creameries		11/13/2020	Paper Check	\$2,080.30
47350	Reece Supply Co		11/13/2020	Paper Check	\$264.90
47351	Region Xix Esc		11/13/2020	Paper Check	\$1,000.00
47352	Rosedale Cleaners, Inc.		11/13/2020	Paper Check	\$1,549.00
47353	Segovia's Distributing		11/13/2020	Paper Check	\$4,245.91
47354	Sierra Springs		11/13/2020	Paper Check	\$423.79
47355	Signwarehouse	23	11/13/2020	Paper Check	\$718.55
47356	Small Engine Repair of El Paso		11/13/2020	Paper Check	\$2,125.25

47357	Southwest Disposal		11/13/2020	Paper Check	\$640.00
47358	Southwest Disposal		11/13/2020	Paper Check	\$780.00
47359	Southwest Disposal		11/13/2020	Paper Check	\$700.00
47360	Southwest Disposal		11/13/2020	Paper Check	\$780.00
47361	Southwest Disposal		11/13/2020	Paper Check	\$1,050.00
47362	Sun Valley Equipment Sales		11/13/2020	Paper Check	\$120.98
47363	TASB		11/13/2020	Paper Check	\$36.00
47364	Texas Association of School Administrators		11/13/2020	Paper Check	\$195.00
47365	Texas Comptroller Of Public Accounts		11/13/2020	Paper Check	\$100.00
47366	Time Warner Cable		11/13/2020	Paper Check	\$69.47
47367	Verizon Wireless		11/13/2020	Paper Check	\$169.65
47368	Verizon Wireless		11/13/2020	Paper Check	\$800.00
47369	W.W. Grainger Inc		11/13/2020	Paper Check	\$384.60
47370	Walsh Gallegos Trevino Russo & Kyle P.C.		11/13/2020	Paper Check	\$300.00
47371	Watson Pest Management		11/13/2020	Paper Check	\$2,265.00
47372	West Texas County Courier		11/13/2020	Paper Check	\$2,400.00
47373	Western Psychological Service		11/13/2020	Paper Check	\$136.40
47374	Windstream Corporation		11/13/2020	Paper Check	\$247.32
47375	Windstream Corporation		11/13/2020	Paper Check	\$248.57
47376	Marcela Licerio		11/13/2020	Paper Check	\$259.87
47377	College Board		11/13/2020	Paper Check	\$1,888.00
47378	First Financial Administrators		11/13/2020	Paper Check	\$6,147.50
47379	First Financial Administrators		11/13/2020	Paper Check	\$63.06
47380	Friedman Recycling Co., Inc.		11/13/2020	Paper Check	\$494.00
47381	Mci Comm Service		11/13/2020	Paper Check	\$77.16
47382	Sierra Springs		11/13/2020	Paper Check	\$371.27
47383	Stuart C. Cox, Trustee		11/13/2020	Paper Check	\$300.40
47384	TCG Administrators		11/13/2020	Paper Check	\$36.00
47385	Verizon Wireless		11/13/2020	Paper Check	\$2,089.36
47386	Angelina Fernandez		11/20/2020	Paper Check	\$1,242.50
47387	B & H Photo Video		11/20/2020	Paper Check	\$5,522.82
47388	Barnes & Noble College Booksellers, Inc.		11/20/2020	Paper Check	\$707.70
47389	Belen Briones		11/20/2020	Paper Check	\$812.50
47390	CEV Multimedia, Ltd.		11/20/2020	Paper Check	\$8,085.00
47391	Claims Administrative Services		11/20/2020	Paper Check	\$41,327.00
47392	Classkick		11/20/2020	Paper Check	\$997.00
47393	Continental Athletic Supply, Inc.		11/20/2020	Paper Check	\$195.55
47394	Don Johnston Inc		11/20/2020	Paper Check	\$540.00
47395	Ean Holdings, Llc Dba Enterprise Rent-A-Car		11/20/2020	Paper Check	\$88.40
47396	El Paso County Tax Assessor & Collector		11/20/2020	Paper Check	\$16.50
47397	Gov Connection, Inc.		11/20/2020	Paper Check	\$1,387.75
47398	Katherine M. Reyes-Brooks		11/20/2020	Paper Check	\$1,330.00
47399	Labatt Food Service	24	11/20/2020	Paper Check	\$10,227.29
47400	Leadership Training Group LLC		11/20/2020	Paper Check	\$5,385.00

47401	Maria I. Quiroz		11/20/2020	Paper Check	\$1,260.00
47402	Mci Comm Service		11/20/2020	Paper Check	\$110.46
47403	Mission Linen & Uniform		11/20/2020	Paper Check	\$354.98
47404	Office Depot		11/20/2020	Paper Check	\$3,952.94
47405	Palos Sports Inc		11/20/2020	Paper Check	\$1,344.35
47406	Pitney Bowes Global Financial Services Llc		11/20/2020	Paper Check	\$1,322.41
47407	Price's Creameries		11/20/2020	Paper Check	\$1,610.48
47408	Purchase Power		11/20/2020	Paper Check	\$6,497.93
47409	Rubber Ducky Screenprinting		11/20/2020	Paper Check	\$180.00
47410	S & S Welding		11/20/2020	Paper Check	\$200.00
47411	Sarah Aguilar Perez		11/20/2020	Paper Check	\$2,555.00
47412	Segovia's Distributing		11/20/2020	Paper Check	\$839.96
47413	Sports Supply Group, Inc.		11/20/2020	Paper Check	\$13,502.60
47414	Texas Department Of Public Safety		11/20/2020	Paper Check	\$29.00
47415	Villa Children's Therapy		11/20/2020	Paper Check	\$1,500.00
47416	Yvonne B. Coupland		11/20/2020	Paper Check	\$1,312.00
47417	Martin Lechuga		11/20/2020	Paper Check	\$152.65
				Issued Checks	\$ 442,352.12
Voided Checks					
<u>Check Number</u>	<u>Payee</u>	<u>Check Date</u>	<u>Void Date</u>	<u>Payment Type</u>	<u>Amount</u>
47302	Pearson Assessments & Testing	11/06/2020	11/10/2020	Paper Check	\$ 427.00
47331	Martha Cavazos	11/06/2020	11/09/2020	Paper Check	\$ 5.00
47368	Verizon Wireless	11/13/2020	11/20/2020	Paper Check	\$ 800.00
				Voided Checks	\$ 1,232.00
				Net Amount	\$ 441,120.12

**FABENS ISD
BOARD OF TRUSTEES**

**BOARD OF TRUSTEES BUSINESS
Board Agenda Item**

TITLE	PUBLIC HEARING Fabens ISD 2019 -2020 Financial Integrity Rating System of Texas (FIRST) Final Report Based on School Year 2018 -2019 Data	Date Requested	12/16/2020
Requested By:	Dr. Veronica Vijil	Approximate Time	30 minutes
Division Approval:		Action Needed:	Yes
Action Requested:	The Administration recommends approval of the FIRST final report as presented	Information Only:	No
People Participating In Presentation:	Dr. Veronica Vijl	Who Has Been Involved:	
How Will It Benefit the District's Mission/Goals?		How Will Request Be Financed?	
		Cost to District:	



MEMORANDUM

To: Members of the Board of Trustees
From: Veronica Vijil, Ed.D., Superintendent
Subject: Overview of the Financial Integrity Rating System of Texas (FIRST) Report
Date: December 9, 2020

HISTORY: Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

- A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the state's new Financial Accountability System.
- B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings.
- C. Additional information required by the Commissioner of Education.

In accordance with TEC 39.083, each school district is required to prepare and distribute an annual financial management report; and the public is provided an opportunity to comment on the report at a hearing. The Commissioner's rules regarding FIRST are included in the Texas Administrative Code (TAC) Chapter 109 Subchapter AA.

RATIONALE: The determination of the rating is as follows:

Determination of Rating		2019-20 Rating	2018-19 Rating	2017-18 Rating	2016-17 Rating
A.	Did the district answer 'No' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.				
B.	Determine the rating by the applicable number of points. (Indicators 6-15)				
	A = Superior	90 – 100	90 – 100	90 – 100	70 – 100
	B = Above Standard	80 – 89	80 – 89	80 – 89	50 – 69
	C = Meets Standard	60 – 79	60 – 79	60 – 79	31 – 49
	F = Substandard Achievement	< 60	< 60	< 60	< 31

The District's 2019-20 rating based on school year 2018-19 data was a "B = Above Standard" with a score of 86 out of 100.



Fabens ISD
P.O. Box 697
Fabens, TX 79838

A comparison of ratings for the districts within Region 19 for the past three years is as follows:

CDN	School District	2019-20 Score	2018-19 Score	2017-18 Score	2016-17 Score
071901	Clint ISD	98	96	96	98
071902	El Paso ISD	98	96	84	92
071903	Fabens ISD	86	58	0	90
071904	San Elizario ISD	92	88	98	98
071905	Ysleta ISD	98	98	98	98
071906	Anthony ISD	86	96	96	96
071907	Canutillo ISD	96	90	86	86
071908	Tornillo ISD	84	96	86	86
071909	Socorro ISD	96	96	96	100

In the attachment included, you will find the following:

- The report received from TEA
- A comparison of the indicators with the previous year
- The required disclosures
 1. A copy of the Superintendent's current employment contract
 2. A summary schedule for the fiscal year of expenditures paid on behalf of the Superintendent and each Board member and total reimbursements received by the Superintendent and each Board member
 3. A summary schedule for the fiscal year of the total dollar amount of compensation and fees received by the Superintendent from any outside entity in exchange for professional consulting or other personal services
 4. A summary schedule for the fiscal year of the total dollar amount of gifts that had an economic value of \$250 more received by the executive officers and Board members
 5. A summary schedule for the fiscal year of the dollar amount received by Board members for the total amount of business transactions with the school district

BUDGET IMPACT: There is no budget impact associated with this agenda item.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

RATING YEAR **2019-2020**DISTRICT NUMBER **district #**

Select An Option

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FIRST

Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: FABENS ISD(071903)	Publication Level 1: 8/6/2020 9:26:37 AM
Status: Passed	Publication Level 2: 8/6/2020 11:17:34 AM
Rating: B = Above Standard	Last Updated: 8/6/2020 11:17:34 AM
District Score: 86	Passing Score: 60

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	3/30/2020 1:07:41 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	3/30/2020 1:07:41 PM	Yes
2.B	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	3/30/2020 1:07:41 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	3/30/2020 1:07:42 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</u>	3/30/2020 1:07:42 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
29			
6	<u>Was the number of days of cash on hand and current investments in the general fund for the</u>	3/30/2020	4

	<u>school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u>	1:07:43 PM	
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	3/30/2020 1:07:43 PM	4
8	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.</u>	3/30/2020 1:07:44 PM	8
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</u>	3/30/2020 1:07:44 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	3/30/2020 1:07:46 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/30/2020 1:07:46 PM	10
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	3/30/2020 1:07:46 PM	10
13	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	3/30/2020 1:07:49 PM	10
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	3/30/2020 1:07:49 PM	10
15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	3/30/2020 1:07:50 PM	10
			86 Weighted Sum
			1 Multiplier Sum
			86 Score

DETERMINATION OF RATING

A.	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.		
B.	Determine the rating by the applicable number of points. (Indicators 6-15)		
	A = Superior		90-100
	B = Above Standard	30	80-89
	C = Meets Standard		60-79

F = Substandard Achievement

<60

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

Home Page: [Financial Accountability](#) | Send comments or suggestions to FinancialAccountability@tea.texas.gov

THE **TEXAS EDUCATION AGENCY**

1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734

FIRST 5.9.1.0



Comparison of the Indicators with the Previous Year

#	Critical Indicators	2019-20 Score	2018-19 Score	2017-18 Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes	No
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A or to both indicators 2.A and 2.B.			
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes	No
2.B	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Yes	Yes	No
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes	No
4	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and other government agencies?	Yes	Yes	No
5	Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)	NIA	NIA	No



#	Solvency: Indicators	2019-20 Score	2018-19 Score	2017-18 Score
6	Was the number of days on cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	4	0	0
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	4	0	0
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	8	6	0
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	0	0
10	Was the debt service coverage ratio sufficient to meet the required debt service?	10	2	0
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	10	10	10
12	Did the school district not have a 15 percent decline in students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	10	10	10

#	Financial Competence Indicators	2019-20 Score	2018-19 Score	2017-18 Score
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	10	10	0
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10	10	0
15	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	10	10	10
Total Score		86	58	0



Fabens ISD
P.O. Box 697
Fabens, TX 79838

Comparison and Explanation of Calculation for Indicator #6

Indicator #6: Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below) **(2019-2020 Rating Score)**

Cash and Equivalents	\$3,383,869
Plus	+
Current Investments	0
Divided by	/
Total Expenditures	\$22,684,292
Minus	-
Facilities Acquisition and Construction	0
Multiplied by	*
365	365
Mathematical Breakdown	54.4479
Determination of Points	
10 8 6 4 2 0	
>=90 <90>=75 <74>=60 L <60>=45 <45>=30 <30	

As noted in the calculation detail above, the mathematical breakdown for this calculation resulted in 54.4479 which is between 45 and 60 resulting in a score of 4. In order to have received the full 10-point s, either current assets would have needed to be \$5,600,000 or more with the same expenditures.

For comparison, the calculation for the prior year is included below.

Indicator #6: Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below) **(2018-2019 Rating Score)**

Cash and Equivalents	\$1,838,873
Plus	+
Current Investments	0
Divided by	/
Total Expenditures	\$23,011,392
Minus	-
Facilities Acquisition and Construction	\$49,875
Multiplied by	*
365	365
Mathematical Breakdown	29.231
Determination of Points	
10 8 6 4 2 0	
>=90 <90>=75 <74>=60 L <60>=45 <45>=30 <30	



Comparison and Explanation of Calculation for Indicator #7

Indicator #7: Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short term debt? *(2019-2020 Rating Score)*

Current Assets	\$6,932,515				
Divided by	/				
Current Liabilities	\$4,115,777				
Result	1.6844				
Determination of Points					
10	8	6	4	2	0
≥ 3.00	$< 3.00 \geq 2.50$	$< 2.50 \geq 2.00$	$< 2.00 \geq 1.50$	$< 1.50 \geq 1.00$	< 1.00

As noted in the calculation detail above, the mathematical breakdown for this calculation resulted in 1.6844 which was less than < 2.00 resulting in a score of 4. In order to have received the full 10-point s, either current assets would have needed to be \$5,467,485 more or current liabilities would have needed to be \$1,815,777 less than they were.

For comparison, the calculation for the prior year is included below.

Indicator #7: Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short term debt? *(2018-2019 Rating Score)*

Current Assets	\$3,227,549				
Divided by	/				
Current Liabilities	3,426,805				
	Result				0.9419
Determination of Points					
10	8	6	4	2	0
≥ 3.00	$< 3.00 \geq 2.50$	$< 2.50 \geq 2.00$	$< 2.00 \geq 1.50$	$< 1.50 \geq 1.00$	< 1.00



Comparison and Explanation of Calculation for Indicator #8

Indicator #8: Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. (See ranges below) **(2019-2020 Rating Score)**

Long Term Liabilities	\$28,003,307
Divided by	/
Total Assets	\$41,521,526
OR	
2019 Total Students	2,235
Minus	-
2015 Total Students	2,333
Divided by	/
2015 Students	2,333
>=Threshold for Five-Year Percent Increase in Students	0.07
Mathematical Breakdown: 0.674 <=1 Or -0.042 >= 0.07	
Determination of Points	
10 8 6 4 2 0	
>=0.60 >0.60<=0.70 >0.70<=0.80 >0.80<=0.90 >0.90<=1.00 >1.00	

Although the threshold for five-year percent increase in students remained 0.07, the long term liabilities decreased by \$1,458,482 and total assets increased by \$2,540,007. In order to have received the full 10 points, long term liabilities would not have been able to exceed \$25,000,000.

For comparison, the calculation for the prior year is included below.

Indicator #8: Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. (See ranges below) **(2018-2019 Rating Score)**

Long Term Liabilities	\$29,461,789
Divided by	/
Total Assets	\$38,981,519
OR	
2019 Total Students	2,286
Minus	-
2015 Total Students	2,355
Divided by	/
2015 Students	2,355
>=Threshold for Five-Year Percent Increase in Students	0.07
Mathematical Breakdown: 0.7558 <=1 Or -0.0293 >= 0.07	
Determination of Points	
10 8 6 4 2 0	
>=0.60 >0.60<=0.70 >0.70<=0.80 >0.80<=0.90 >0.90<=1.00 >1.00	



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Comparison and Explanation of Calculation for Indicator #9

Indicator #9: Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? (See ranges below) **(2019-2020 Rating Score)**

Total Revenue	\$24,294,150
Divided by	/
Total Expenditures	\$22,684,292
Minus	-
Facilities Acquisition and Construction	0
OR	-
Cash and Equivalents	\$3,383,869
Plus	+
Current Investments	0
Divided by	/
Total Expenditures	\$22,684,292
Minus Facilities Acquisition and Construction	(-)0
Multiplied by 365	*365
>= Acceptable Days Cash on Hand	60
Mathematical Breakdown 0.071 >= 0 Or 54.4479 >= 60	
Determination of Points	
10	0
>= 0%	L <0%

Increased revenue, decreased expenditures, elimination of facilities acquisition and construction, and meeting one of the calculations for this indicator contributed to a score of 10.

For comparison, the calculation for the prior year is included below.

Indicator #9: Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? (See ranges below) **(2018-2019 Rating Score)**

Total Revenue	\$22,586,632
Divided by	/
Total Expenditures	\$23,011,392
Minus	-
Facilities Acquisition and Construction	49,875
OR	-
Cash and Equivalents	\$,1838,873
Plus	+
Current Investments	0
Divided by	/
Total Expenditures	\$23,011,392
Minus Facilities Acquisition and Construction	(-) 49,875
Multiplied by 365	*365
>= Acceptable Days Cash on Hand	60
Mathematical Breakdown -0.0163 >= 0 Or 29.231 >= 60	
Determination of Points	
10	0
>= 0%	L <0%



Comparison and Explanation of Calculation for Indicator #10

Indicator #10: Was the debt service coverage ratio sufficient to meet the required debt service?

(2019-2020 Rating Score)

(Total Revenues (in the General Fund and Debt Service Fund))						\$26,301,682
- Total Expenditures (in the General Fund and Debt Service Fund)						\$24,933,081
+ Debt Service function codes 71, 72, and 73 (in the General Fund and Debt Service Fund)						\$2,332,557
+ Fund Code 599 (Ending Debt Service fund balance)						\$48,551
+ Function Code 81)						0
/ Debt Service function codes 71, 72 and 73 (in the General Fund and Debt Service Fund)						\$2,332,557
Result						1.6076
Determination of Points						
10	8	6	4	2	0	
≥ 1.20	$<1.20 \geq 1.15$	$<1.15 \geq 1.10$	$<1.10 \geq 1.05$	$<1.05 \geq 1.00$	<1.00	

As noted in the calculation detail above, the mathematical breakdown for this calculation resulted in 1.6076 which was more than >1.20 resulting in a score of 10. An increase in Total Revenues and lower debt service fund balance contributed to a score of 10 for this indicator.

For comparison the calculation for the prior year is included below.

Indicator #10: Was the debt service coverage ratio sufficient to meet the required debt service?

(2018-2019 Rating Score)

(Total Revenues (in the General Fund and Debt Service Fund))						\$24,905,348
- Total Expenditures (in the General Fund and Debt Service Fund)						\$25,240,713
+ Debt Service function codes 71, 72, and 73 (in the General Fund and Debt Service Fund)						\$2,313,087
+ Fund Code 599 (Ending Debt Service fund balance)						\$289,807
+ Function Code 81)						\$49,875
/ Debt Service function codes 71, 72 and 73 (in the General Fund and Debt Service Fund)						\$2,313,087
Result						1.0019
Determination of Points						
10	8	6	4	2	0	
≥ 1.20	$<1.20 \geq 1.15$	$<1.15 \geq 1.10$	$<1.10 \geq 1.05$	$<1.05 \geq 1.00$	<1.00	



Required Disclosures

1. Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2020. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If **published on the Internet**, the contract is to remain accessible for twelve months.

Link: <https://www.fabensisd.net/Domain/25>

2. Reimbursements Received by the Superintendent & Board Members for Fiscal Year 2019

Description of Reimbursements	Dr. Veronica Vijil	Rey Sepulveda	Ben Morales	Sylvia Gonzales	Rosamaria Gallo-Avitia	Orlando Flores	Greg Spence	Adan Escobar
Meals	546.00	192.00	0	0	114.00	192.00	651.00	381.00
Lodging	3657.75	1171.75	0	0	585.363	1162.16	2736.79	2501.57
Transportation	1933.51	1082.25	0	0	534.68	1030.26	1571.54	864.13
Motor Fuel	0	0	0	0	0	0	7.26	0
Other - Registration Fees, Memberships	2973.30	919.64	544.64	544.66	544.64	969.64	2846.93	2085.65
Total	9110.56	3365.65	544.64	544.66	1778.65	3354.06	7813.52	5832.35

Note - The spirit of the rule is to capture all "reimbursements" for fiscal year 2019, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order.

Reimbursements to be reported per category include:

Meals - Meals consumed off the school district's premises, and in-district meals at area restaurants (excludes catered meals for board meetings).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.

Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

3. Outside Compensation and/or Fees Received by the Superintendent for Professional

Consulting and/or Other Personal Services for Fiscal Year 2019

<u>For the Twelve-Month Period Ended June 30, 2019</u>	<u>Name(s) of Entity(ies)</u>	<u>Summary Amount</u>
Superintendent - Dr. Veronica Vijil	Sam Houston State University	\$6003.00

Note - Compensation does not include business revenues from the superintendent's livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.



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4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2019

For the Twelve-Month Period Ended June 30. 2019	Name	Summary Amount
Superintendent	Dr. Veronica Vijil	\$0.00
Board Member	Rey Sepulveda	\$0.00
Board Member	Ben Morales	\$0.00
Board Member	Sylvia Gonzales	\$0.00
Board Member	Rosamaria Gallo-Avitia	\$0.00
Board Member	Orlando Flores	\$0.00
Board Member	Greg Spence	\$0.00
Board Member	Adan Escobar	\$0.00

Note - An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.

5. Business Transactions Between School District and Board Members for Fiscal Year 2019

For the Twelve-Month Period Ended June 30. 2019	Name	Summary Amount
Superintendent	Dr. Veronica Vijil	\$0.00
Board Member	Rey Sepulveda	\$0.00
Board Member	Ben Morales	\$0.00
Board Member	Sylvia Gonzales	\$0.00
Board Member	Rosamaria Gallo-Avitia	\$0.00
Board Member	Orlando Flores	\$0.00
Board Member	Greg Spence	\$0.00
Board Member	Adan Escobar	\$0.00

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements.

**FABENS ISD
BOARD OF TRUSTEES**

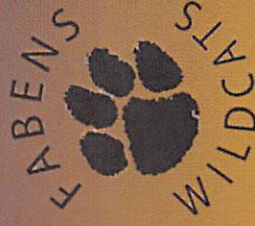
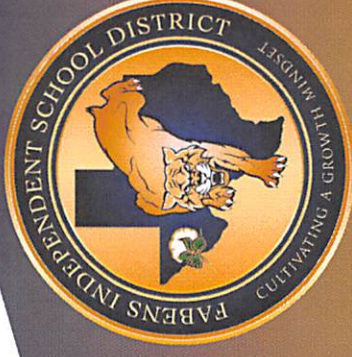
**BOARD OF TRUSTEES BUSINESS
Board Agenda Item**

TITLE	Cotton Valley Early College High School Program Updates – Fall 2020	Date Requested	12/16/2020
Requested By:	Mr. Anthony Prado	Approximate Time	20 minutes
Division Approval:	N/A	Action Needed:	No
Action Requested:	Information Item Only	Information Only:	Yes
People Participating In Presentation:	Mr. Anthony Prado and Ms. Michele Gonzalez	Who Has Been Involved:	
How Will It Benefit the District's Mission/Goals?		How Will Request Be Financed?	
		Cost to District:	

Cotton Valley Early College High School Program



Fabens ISD Board of Trustees Presentation
December 16, 2020
Enrollment, Credit Hours, ECHS Blueprint



CVECHS Mission Statement



The Cotton Valley Early College High School will provide students a unique educational opportunity to attend both high school and college in a special campus environment that will challenge students to excel in their academic and personal endeavors.

Students will have the opportunity to earn a high school diploma and a two-year Associates Degree upon graduation.

Enrollment 2020-2021



Projections	Total Students	FISD	Open Enroll Tornillo	Open Enroll San Eli	Open Enroll Clint / FHISD / Other	Open Enroll by Grade Level	New Open Enrollment
Seniors	57	44	4	3	6	13	0
Juniors	64	46	11	3	4	18	0
Sophomores	65	54	0	4	7	11	0
Freshmen	56	46	2	3	5	10	12
Total	242	190	17	13	22	52	12

College Credit Hours Earned By Class (as of Fall 2020)



Class of...	# of Students	Credit Hours	Years @ CVECHS
2014	57	2,849	4
2015	57	2,883	4
2016	39	2,072	4
2017	51	3,122	4
2018	68	3,466	4
2019	54	3,105	4
2020	68	2,763	4
2021	57	2,004	3
2022	64	842	2
2023	65	340	1
2024	56	0	0

Total: 23,446 hours

Approximate Current Monetary Value
(not including books and fees)

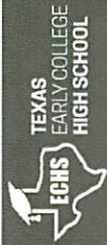
- UTEP: \$6,486,570.00
- UT Austin: \$10,337,810.00

College Enrollment by Credit Hours - Fall 2020



Grade Level	# of Students	Credit Hours @ EPCC	Credit Hours @ UTEP
Seniors % 2021	57	2,004	34
Juniors % 2022	64	842	*
Sophomores % 2023	65	340	*
Freshmen % 2024	56	0	*
	243	3,186	34

* Students typically attend UTEP as seniors



The Early College High School Blueprint

The Early College High School (ECHS) Blueprint provides foundational principles and standards for innovative partnerships with colleges and universities.



Design Elements

All Early College High Schools are required to meet all the design elements for each benchmark annually.



Outcomes-Based Measures (OBMs)

All Early College High Schools are required to meet Outcomes-Based Measures (OBMs) on data indicators related to access, attainment, and achievement.

Early College High School Designation

OBMs will phase in for opening Provisional ECHSs as the entering cohort of 9th graders advance through graduation. Upon the completion of the Provisional period, a campus must meet the state's Designated OBM criteria. OBMs will be phased in for all ECHSs through 2021-22. OBM will be used to determine campus designation status for 2022-23, and thereafter.

Fidelity of Implementation

TEA provides technical assistance to promote implementation of the ECHS model with fidelity. Campuses that meet the Distinguished OBM criteria for any of the three OBM categories of access, attainment, and achievement will receive Distinctions status.

Provisional Early College High School

Provisional Early Colleges are new ECHSs that demonstrate they can implement all design elements for each benchmark and meet the Provisional Early College OBMs. For public purposes, campuses are identified as Early College.

Early College High School

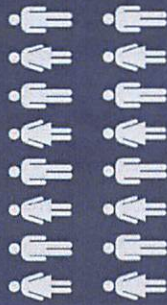
Early College designees maintain designation by demonstrating they can implement each of the design elements for each benchmark and meet the Early College OBMs.



Outcomes-Based Measures (OBMs): Distinctions

Campuses may receive Individual Distinctions in Access, Attainment, and Achievement for exemplary service to ECHS students.

Blueprint Benchmarks



Benchmark 1: Target Population

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by statute (Texas Education Code (TEC) §29.908) and the Public Education Information Management System (PEIMS) and who might not otherwise go to college.



Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed memorandum of understanding (MOU), interlocal agreement (ILA) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability and applicability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Includes a data-sharing agreement that promotes collaborative interventions with processes for collecting, sharing, and reviewing program and student data to assess the progress of students served by the ECHS.

Blueprint Benchmarks



Benchmark 3: P-16 Leadership Initiatives

The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly or monthly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision-making authority from the district(s) and IHE(s).



Benchmark 4: Curriculum and Support

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by Title 19 of the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

Blueprint Benchmarks



Benchmark 5: Academic Rigor and Readiness

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.



Benchmark 6: School Design

The Early College High School must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with ECHS leader assigned to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

Blueprint Benchmarks

Online location for Blueprint Products:

<https://www.fabensisd.net/Page/344>



Access Outcomes-Based Measures			
Definition of Access OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must serve at-risk incoming 9th graders	Must serve at-risk incoming 9th graders and economically disadvantaged students	
Data Indicators			
ECHS proportionate to or over-represents at-risk students (incoming 9th graders)	No more than 25% points under district (grades 9-12)	No more than 25% points under district (grades 9-12) ✓	ECHS recruits and serves targeted first generation populations such that at least 80% or greater of campus enrollment represents at-risk (incoming 9th graders), economically disadvantaged, English learners (incoming 9th graders), or students with disabilities ✓
ECHS proportionate to or over-represents economically disadvantaged students (grades 9-12)	No more than 10% points under district (grades 9-12)	No more than 10% points under district (grades 9-12) ✓	
ECHS proportionate to or over-represents English learners (incoming 9th graders)	Not taken into account for designation	Not taken into account for designation	
ECHS proportionate to or over-represents students with disabilities (grades 9-12)	Not taken into account for designation	Not taken into account for designation	

CVECHS	FISD	% Diff
53.4%	60.5%	7.1%
81.1%	89.8%	8.7%

Current % targeted groups:

88%
(includes all subgroups)

Data on the following populations historically under-represented in higher education will also be provided in your Outcomes-Based Measures Summary Report:

- African American
- Hispanic
- Male

These data are for informational purposes ONLY and are not used to determine an ECHS's designation status.

Attainment Outcomes-Based Measures

Definition of Attainment OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet persistence, 9 college credits by 10th, and 15 college credits targets	Must meet targets on at least five attainment data indicators	
Data Indicators			
Persistence of 9th grade students (and transfers in grades 10 or 11) through ECHS program into fall of 12th grade	70% of students enrolled remain in the ECHS program	75% of students enrolled remain in the ECHS program	85% of students enrolled remain in the ECHS program ✓
Earning 9 college credits (any) (DC/3+ AP Exam/OnRamps) by end of 10th grade	35% of students	40% of students	50% of students ✓
Earning 15 college credits (any) by graduation	50% of students (by the fourth year of implementation) ✓	65% of students	80% of students
Completing Texas Core Curriculum (Core 42) by graduation	Not taken into account for designation	30% of students	40% of students ✓
Earning postsecondary degree and/or credential by high school graduation (Level 1, Level 2, Associate)	Not taken into account for designation	40% of students ✓	50% of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Within 5% of statewide 4-year graduation rate 53	Exceeds the statewide 4-year graduation rate ✓
Direct-to-college enrollment into a 2-year or 4-year institution	Not taken into account for designation	45% of students	50% of students ✓

CVECHS Data (* - in progress)

Avg 93%
(last 2 yrs)

52%

41%

51%

47%

% 2020: 97% State: 90%

93% (still researching)

Achievement Outcomes-Based Measures

Definition of Achievement OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet targets on at least three achievement data indicators	Must meet targets on at least four achievement data indicators	
Data Indicators			
TSIA College Readiness Standards in English Language Arts & Reading (ELAR) + Writing OR TSI exemption through successful completion of first college reading/writing course (e.g., ENGL 1301/1302) by end of 11th grade	65% passing rate	70% passing rate	80% passing rate *
TSIA College Readiness Standards in math OR TSI exemption through successful completion of first college math course (e.g., MATH 1314 or higher) by end of 11th grade	50% passing rate	60% passing rate	75% passing rate *
College, Career and Military Readiness (CCMR) standards on SAT or ACT by graduation	Not taken into account for designation	45% of students meet college readiness standards	65% of students meet college readiness standards *
Algebra I EOC assessment by the end of 9th grade	85% of students pass at Approaches Grade Level Performance	60% of students achieve Meets Grade Level Performance ✓	60% of students achieve Meets Grade Level Performance with 40% achieving Masters Grade Level Performance *
English II EOC assessment (grades 9-11)	85% of students pass at Approaches Grade Level Performance	30% of students achieve Meets Grade Level Performance ⁵⁴	30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance *

CVECHS Data (* - in progress)

*

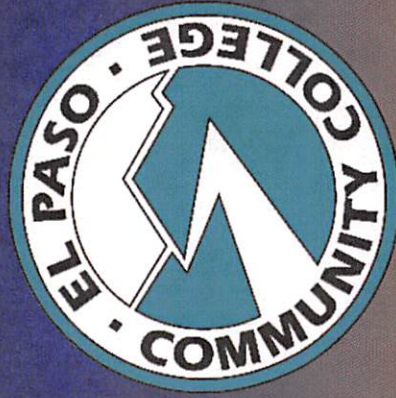
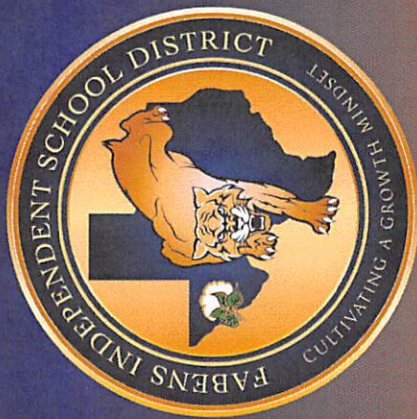
*

*

96.9% per OBM report
(data for distinction under review due to COVID)

*

Thank you!





TEXAS
EARLY COLLEGE
HIGH SCHOOL

The Early College High School Blueprint

The Early College High School (ECHS) Blueprint provides foundational principles and standards for innovative partnerships with colleges and universities.



Design Elements

All Early College High Schools are required to meet all the design elements for each benchmark annually.



Outcomes-Based Measures (OBMs)

All Early College High Schools are required to meet Outcomes-Based Measures (OBMs) on data indicators related to access, attainment, and achievement.

Early College High School Designation

OBMs will phase in for opening Provisional ECHSs as the entering cohort of 9th graders advance through graduation. Upon the completion of the Provisional period, a campus must meet the state's Designated OBM criteria. OBMs will be phased in for all ECHSs through 2021-22. OBM will be used to determine campus designation status for 2022-23, and thereafter.

Fidelity of Implementation

TEA provides technical assistance to promote implementation of the ECHS model with fidelity. Campuses that meet the Distinguished OBM criteria for any of the three OBM categories of access, attainment, and achievement will receive Distinctions status.

Provisional Early College High School

Provisional Early Colleges are new ECHSs that demonstrate they can implement all design elements for each benchmark and meet the Provisional Early College OBMs. For public purposes, campuses are identified as Early College.

Early College High School

Early College designees maintain designation by demonstrating they can implement each of the design elements for each benchmark and meet the Early College OBMs.



Outcomes-Based Measures (OBMs): *Distinctions*

Campuses may receive individual Distinctions in Access, Attainment, and Achievement for exemplar service to ECHS students.



Benchmark 1: Target Population

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by statute (Texas Education Code (TEC) §29.908) and the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Texas Education Code (TEC) §29.081 and PEIMS), including, but not limited to, students who have not passed two or more subjects in the foundation curriculum during a semester in the preceding or current school year, students who are of limited English proficiency, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, English learners, and students with disabilities). The ECHS shall coordinate activities with feeder middle school(s), and higher education partner(s) shall coordinate with the ECHS to participate in recruitment activities to target promotional efforts at priority populations. Enrollment of target student populations should be representative of a district's demographic make-up.
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents, community members, higher education partners) and target student populations as described in 1 and 2 above and shall include regular activities to educate students, counselors, principals, parents, and school board and community members.
5. For any ECHS at capacity, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS. Districts are encouraged to standardize lottery practices across campuses implementing the College and Career Readiness School Models.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Written lottery procedures (district-level or campus-level)
- Written admission policy, and enrollment application
- Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community
- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)



Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed memorandum of understanding (MOU), interlocal agreement (ILA) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability and applicability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Includes a data-sharing agreement that promotes collaborative interventions with processes for collecting, sharing, and reviewing program and student data to assess the progress of students served by the ECHS.

Design Elements

All ECHSs shall develop, sign, and execute an MOU, ILA, or similar agreement that includes the following components (at a minimum):

1. Components that enhance pathway development, including:

- A description of how the goals of the dual credit program align with to Texas Statewide Dual Credit Goals
- Courses of study, which enables a student to combine high school courses and college-level courses to complete the Texas Core Curriculum and earn either an associate degree or at least 60 semester credit hours toward a baccalaureate degree
- Curriculum alignment for each degree plan with a course equivalency crosswalk equating high school courses with college courses and the number of credits that may be earned for each course completed through the dual credit program
- Assurances that ECHS students are treated as dual credit students until graduation from the ECHS program. As such, they may take dual credit courses during the fall, spring, and summer sessions to meet the goals of the ECHS program.
- Assurances to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
- Advising services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned. College credits earned during high school should promote transfer success from an associate degree to a bachelor's degree and beyond in their chosen field.

2. Components that articulate joint practices regarding:

- Respective roles and responsibilities for the campus/LEA and IHE in providing for and ensuring the quality and instructional rigor of the dual credit program
- ECHS students' and staff's access to the IHE facilities, services and resources
- Academic supports and guidance that will be provided to students participating in the dual credit program
- Student enrollment and attendance
- Grading and grading periods, including academic probation
- Instructional calendar, including location of each course that will be offered
- Disability services available to students in compliance with Section 504 of the Rehabilitation Act (Section 504), the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA) for college courses for dual credit
- Teacher qualification processes, instructor availability, and course offerings
- Administration of statewide assessments of academic skills (TEC, Subchapter B, Chapter 39)
- Joint professional development for ECHS faculty and college and counselors/advisors (including both district and IHE faculty/staff)
- Provisions for discontinuing ECHS operation and to ensure students previously enrolled will have the opportunity to complete their course of study

3. Components that determine how costs will be shared:

- Sources of funding for dual credit courses offered through the program
- Instructional materials to be used and textbook adoption
- Transportation costs and fees
- Eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees

4. A data sharing agreement that includes provisions for student data provided by the college to the high school, and enables collaborative data sharing on a regular basis to promote student support interventions during the semester and that also includes:
- Teacher data such as qualifications
 - Student-level data such as credit hours taken and earned, GPA, student academic progress, college and career readiness metrics (e.g., SAT/ACT), and formative regularly updated or real-time data (e.g., course enrollment/dropout, TSIA scores, 6-/9-week or mid-term grades, attendance for students at the high school)
 - Opportunities for expanding access to student data, such as granting ECHS teachers of record and campus administrators full instructor access

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.
- MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals.
- Campuses must submit their final signed MOU/ILA to TEA when initially applying for early college designation or are Provisionally designated.
- ECHS Campuses that are Designated early college or Distinguished early college are not required to submit the MOU/ILA during the annual designation process (but must have it available upon TEA request).
- ECHS campuses that are unable to meet state designation standards for outcomes-based measures upon completion of the provisional period may be required to resubmit their MOU/ILA to TEA.

Products:

Final, signed, and executed MOU/ILA or similar agreement



Benchmark 3: P-16 Leadership Initiatives

The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly or monthly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision-making authority from the district(s) and IHE(s).

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - a. Identify members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - b. Assume shared responsibility (between the school district and the IHE) for annually reviewing the MOU/ILA or similar agreement for necessary revisions
 - c. Assume shared responsibility (between the school district and the IHE) for meeting annual outcomes-based measures and providing annual reports to their district and IHE boards, as well as to the public.
 - d. Monitor progress on meeting the Blueprint, including reviewing formative data to ensure the ECHS is on-track to meet outcomes-based measures
 - e. Guide mid-course corrections as needed
2. The leadership team shall develop long-term strategic priorities for the ECHS program along with a work plan for how to achieve programmatic goals in coordination with district and campus improvement planning. The leadership team shall include and meet regularly—in person and/or virtually—with the leaders from the district and IHE who have decision-making authority to execute changes toward this end:

District leaders (may include):

- Superintendent
- Assistant superintendent of curriculum and instruction, or equivalent position
- ECHS principal or director
- ECHS liaison to the IHE

- CTE Director (if applicable to the ECHS model)
- Department Chairs
- School counselors
- School-business partners
- Parent representative

IHE leaders (may include):

- College or university president
- Provost
- Department Chairs for core academic disciplines
- ECHS liaison to the ECHS
- Advising or student support director
- Dual credit officer

3. Sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover and potential fluctuations in funding.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- ECHS/IHE leadership meeting agendas
- School board and board of regents' presentations
- Description of each member and role in committee
- Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership



Benchmark 4: Curriculum and Support

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by Title 19 of the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal, including alignment of high school and college level courses. This crosswalk must provide pathways to postsecondary credentials, including Level 1 and/or Level 2 certificate, completion of the Texas Core Curriculum, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM).
2. The campus may implement multiple dual enrollment delivery models, including:
 - a. College courses taught on the college campus by college faculty
 - b. College courses taught on the high school campus by college faculty
 - c. College courses taught on the high school campus by high school educators who meet faculty requirements
 - d. College courses taught virtually, via distance/online/blended learning
3. The ECHS shall collaborate with their college partner(s) to support students in their course of study.
 - a. The ECHS shall provide academic support to the students by personalizing the learning environment in the following ways:
 - Developing individualized student plans for ongoing academic support, filing a degree plan, and the attainment of long-term goals
 - Developing a process for collaboration to provide an academic bridge across two educational systems
 - Developing robust college advising systems to advance academic progress
 - Administering interventions as needed, monitoring academic progress with formative data
 - Providing tutoring and/or Saturday school for identified students in need of academic supports
 - Providing advisory and/or college readiness and support time built into the instructional sequence for all students

- Establishing a mentorship program available to all students
- b. The ECHS shall provide social and emotional support to the students as needed, including:
 - Connections to social services
 - Layered social and emotional supports to students
 - Parent outreach and involvement opportunities
 - Family engagement to support rigorous course enrollment and college and career planning
- c. The ECHS shall provide enrichment opportunities, including:
 - A structured program of community service to promote community involvement
 - Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities
 - Providing college awareness to current and prospective students and families, including:
 1. Application assistance
 2. Financial aid counseling
 3. College and career counseling
- 4. The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local articulation agreements for specific courses in partnership with a local college) with applicability of college credits in mind.
- 5. The ECHS shall biannually implement structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans. The ECHS, in conjunction with the college/university dual credit program specialist(s), shall collaborate and create a plan for students off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program so that students can obtain high school and college credit.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or 60 college credit hours toward a baccalaureate degree
- Calendar of family outreach events
- Professional learning community agendas
- Advisory/study skills curriculum material
- Master schedules



Benchmark 5: Academic Rigor and Readiness

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a TSI assessment to accepted students as early as incoming 9th graders (however, not as a prerequisite for admissions to the ECHS).
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall publish on their website the dates, time, and location that the TSI will be administered.
 - c. The ECHS shall review TSI testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment, to ensure the ECHS is on track to meeting outcomes-based measures (see below).
2. The ECHS is a TSI assessment site, or is in the process of becoming a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses, and create tailored interventions and individualized instructional plans to improve student readiness and success.
 - a. The ECHS shall provide opportunities throughout the year to take the TSI assessment.
 - b. The ECHS shall leverage diagnostic data to prescribe accelerated instruction to support students.
 - c. Interventions (e.g., tutorials, workshops, testing strategies) and accelerated instruction shall be provided before retesting students.
3. The ECHS provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness) to prepare students for TSI and provide academic interventions for those who do not pass TSI.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Calendar of TSI scheduled test administration dates, sign-up process, and intervention expectations
- Aggregate reports of TSI exam performance
- Tutoring and bridge program schedules
- Bridge program curriculum



Benchmark 6: School Design

The Early College High School must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with ECHS leader assigned to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

Design Elements

All ECHSs must implement and meet the following:

1. The ECHS location shall be:
 - a. On a college or university campus, or
 - b. In a high school—as a standalone high school campus or in a smaller learning community within a larger high school.
2. ECHS staff shall include:
 - a. An ECHS leader who has autonomy for course and instructor scheduling, staff and faculty hiring, and budget development
 - b. An IHE liaison with decision-making authority who interacts directly and frequently (in-person or virtually) with the ECHS leader and the dual credit provider
 - c. Highly qualified ECHS teachers who work directly with the ECHS students, which may include high school faculty who must meet faculty requirements that are set by the regional accrediting association of the community college and/or university to teach college-level courses, instructors for virtual college courses, and instructors for Advanced Placement and International Baccalaureate courses.
 - d. Counseling/advising staff who may be provided by, or shared with, the IHE partner who support the ECHS students, through activities, such as: coordinating with the IHE for registration, monitoring of students' high school and college transcripts, monitoring of high school and college courses to ensure programmatic requirements for both the high school and the partnering institution are met, and planning for future credentials and career entry.
3. The ECHS students shall be cohorted for core classes to the extent possible; this does not exclude non-ECHS students from enrolling in the same class.
4. The ECHS shall implement an annual professional development plan (i.e., calendar of events/activities) for teachers and staff, focused on research-based instructional strategies for increasing rigor and college- and career-readiness, is based on needs assessment of student data, and include both high school and dual credit teachers. Professional development should include, but is not limited to:

- a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an ECHS.
 - b. Opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.
 - c. Opportunities for joint training among ECHS and higher-education college advisors and faculty (e.g., course requirements and addressing the social and emotional needs of students).
5. ECHS campuses not located on a college or university campus shall provide students with frequent use of IHE academic and support facilities, such as libraries, labs, advising center, career center, cultural facilities, and sports facilities.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Mentor/induction program plans
- Annual training or professional development plan with ECHS and IHE faculty
- ECHS leader/liaison meeting agendas and informational handouts

Access Outcomes-Based Measures		
Definition of Access OBM	Provisional Early College	Early College
	Requirements	
	Must serve at-risk incoming 9th graders	Must serve at-risk incoming 9th graders and economically disadvantaged students
Data Indicators		
ECHS proportionate to or over-represents at-risk students (incoming 9 th graders)	No more than 25% points under district (grades 9-12)	No more than 25% points under district (grades 9-12)
ECHS proportionate to or over-represents economically disadvantaged students (grades 9-12)	No more than 10% points under district (grades 9-12)	No more than 10% points under district (grades 9-12)
ECHS proportionate to or over-represents English learners (incoming 9th graders)	Not taken into account for designation	Not taken into account for designation
ECHS proportionate to or over-represents students with disabilities (grades 9-12)	Not taken into account for designation	Not taken into account for designation

Distinctions
Must serve at-risk, economically disadvantaged students, English learners, and students with disabilities
ECHS recruits and serves targeted first generation populations such that at least 80% or greater of campus enrollment represents at-risk (incoming 9 th graders), economically disadvantaged, English learners (incoming 9 th graders), or students with disabilities

Data on the following populations historically under-represented in higher education will also be provided in your Outcomes-Based Measures Summary Report:

- African American
- Hispanic
- Male

These data are for informational purposes ONLY and are not used to determine an ECHS's designation status.

Attainment Outcomes-Based Measures			
Definition of Attainment OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet persistence, 9 college credits by 10th, and 15 college credits targets	Must meet targets on at least five attainment data indicators	
Data Indicators			
Persistence of 9th grade students (and transfers in grades 10 or 11) through ECHS program into fall of 12th grade	70% of students enrolled remain in the ECHS program	75% of students enrolled remain in the ECHS program	85% of students enrolled remain in the ECHS program
Earning 9 college credits (any) (DC/3+ AP Exam/OnRamps) by end of 10th grade	35% of students	40% of students	50% of students
Earning 15 college credits (any) by graduation	50% of students (by the fourth year of implementation)	65% of students	80% of students
Completing Texas Core Curriculum (Core 42) by graduation	Not taken into account for designation	30% of students	40% of students
Earning postsecondary degree and/or credential by high school graduation (Level 1, Level 2, Associate)	Not taken into account for designation	40% of students	50% of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Within 5% of statewide 4-year graduation rate	Exceeds the statewide 4-year graduation rate
Direct-to-college enrollment into a 2-year or 4-year institution	Not taken into account for designation	45% of students	50% of students

Achievement Outcomes-Based Measures			
Definition of Achievement OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet targets on at least three achievement data indicators	Must meet targets on at least four achievement data indicators	
Data Indicators			
TSIA College Readiness Standards in English Language Arts & Reading (ELAR) + Writing OR TSI exemption through successful completion of first college reading/writing course (e.g., ENGL 1301/1302) by end of 11th grade	65% passing rate	70% passing rate	80% passing rate
TSIA College Readiness Standards in math OR TSI exemption through successful completion of first college math course (e.g., MATH 1314 or higher) by end of 11th grade	50% passing rate	60% passing rate	75% passing rate
College, Career and Military Readiness (CCMR) standards on SAT or ACT by graduation	Not taken into account for designation	45% of students meet college readiness standards	65% of students meet college readiness standards
Algebra I EOC assessment by the end of 9th grade	85% of students pass at Approaches Grade Level Performance	60% of students achieve Meets Grade Level Performance	60% of students achieve Meets Grade Level Performance with 40% achieving Masters Grade Level Performance
English II EOC assessment (grades 9-11)	85% of students pass at Approaches Grade Level Performance	30% of students achieve Meets Grade Level Performance	30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance

**FABENS ISD
BOARD OF TRUSTEES**

**BOARD OF TRUSTEES BUSINESS
Board Agenda Item**

TITLE	Fabens ISD Electric Backup Power Generator 1. Electric Backup Power Generator Purchase 2. Fabens ISD 2020 – 2021 Budget Amendment for Electric Power Generator	Date Requested	12/16/2020
Requested By:	Mr. Dominguez	Approximate Time	15 minutes
Division Approval:		Action Needed:	Yes
Action Requested:	The administration recommends approval of the: 1. Awarded contract for FISD Main Computer Closet Back Up Electric Power Generator to B & M Machinery AND 2. Fabens ISD 2020 -2021 Budget Amendment as presented	Information Only:	No
People Participating In Presentation:	Dr. Vijil and Mr. Dominguez	Who Has Been Involved:	Dr. Vijil Ms. M. Gonzalez Mr. Dominguez and Mr. M. Perez
How Will It Benefit the District's Mission/Goals?		How Will Request Be Financed?	Fund Balance
		Cost to District:	\$87,885.00



B&M Machinery
7170 Copper Queen Drive
EL Paso, TX, 79915
Yocmin Yee
E: ywyee@bmmachinery.com
M: (915) 867-5074

Fabens high school
601 NE G AVE.
FABENS TX. 79838
Attn: Mike Perez
E: mperez@fabensisd.net

Quotation Date
2020-10-19
Quotation Validity (Days)
30
2020-11-18

B&M Quotation Number	2020-10-19-001	Customer Project Name	New Generator Fabens High
Covers: Provide new generator and all new installation gas and new electrical intallation.		Customer PO Number	
		Customer MSA Number	

B&M Scope of Work

- 1 Provide Generator Blue Start Gm100-03-90krWe NG (Natural Gas): Please see attached spec sheet.
- 2 Provide mechanical Labor to install new natural gas line from meter to generator all permits included, provide crane to install genertor, new concrete base for generator 10' x 15' x 6" and anchor to floor.
- 3 Provide electrical labor to run 8 new circuits on comunication room.
- 4 Provide labor to run comunicaton to generator, install automatic transfer switch
- 5 Complete installation of "mirage" mini split

Notes to Scope of Work

- 1 Run new gas line 1 1/2 from gas meter to new generator (120 feet).
- 3 Run new wire from ATS to transformer (30 feet).

Price

Description	Unit Price	Unit	Q	Extended Price
1 Generator GM100-0-90KWe NG (Natural Gas)	\$ 40,795.00	job	1	\$ 40,795.00
2 Mechanical Labor	\$ 14,360.00	jpb	1	\$ 14,360.00
3 Electrical Labor	\$ 21,245.00	job	1	\$ 21,245.00
4 Material	\$ 5,485.00	job	1	\$ 5,485.00
5 Mirage Mini Split	\$ 6,000.00	ea	1	\$ 6,000.00
Terms & Conditions will be governed by the MSA currently under review				
Total Price				\$ 87,885.00

BLUE STAR

Power Systems Inc.

Sales Quote

Quote Date: 12/6/2020 2:56:40 PM
Quote Number: 0058910-4
Project Title: Fabens School
Prepared for: Gen-Tech

Distributed by:

GEN-TECH of Colorado, LLC

Power Generation Specialists

Unit Model	GM100-03 - 90 kWe NG	Standby / Prime	Emergency Stationary Standby
kWe Rating	90 kWe	UL 2200 Listed	Yes
Fuel	Natural Gas [NG]	CSA Approved	Yes
EPA	Certified	Paint Color	White

Fuel System: Natural Gas

Fuel System Options: Fuel Plumbed to Base

Engine Model: General Motors 5.7LTCAC EPA 90kW Standby Power Rating at 1800 RPM
Governor - Electronic Isochronous

Voltage: 480/277V 3 Phase 60 Hz 0.8 PF

Gen Model: Marathon 362CSL1604 12 Lead Wired 480V 3 Phase High Wye 130°C Rise Over 27°C Ambient

Voltage Regulator: Marathon PM500 Automatic Voltage Regulator with PMG Excitation

Control Panel: Blue Star DGC-2020 Microprocessor Based Gen-Set Controller
Mounted Facing Left from Generator End (Unless Specified Otherwise)
Standard Features: Low Oil Pressure, High Coolant Temp, Overspeed, Overcrank Shutdowns
Emergency Stop Pushbutton, Audible Alarm Buzzer with Silencing Switch
Optional Features Include: Generator Protection (Undervoltage, Overvoltage, Underfrequency, Overfrequency, Overcurrent), 15 Contact Outputs, RS-485 Communications

Control Panel Options:

Remote Annunciator: RDP-110 Remote Annunciator Panel (Flush Mounted)

Unit Color: White

Enclosure: Level 3 (Sound Attenuated Enclosure) Powder Coated 14 Gauge Steel
Rugged and Durable 200 MPH Wind Rated Enclosure with Exhaust Hood
Pitched Roof for Increased Structural Integrity and Improved Watershed
Punched Intake with Baffle and Punched Exhaust Openings
Keyed Alike Lockable Doors with Draw Down Latches and Stainless Steel Component Hinges
Additional 1.5" Thick Polydamp Type D Acoustical Foam (PAF)
Formed Steel Base with Mounting and Lifting Holes
Includes Vibration Mounts to Isolate Unit from Base Rail

Sound Attenuation Foam: Sound Attenuation Installed in Enclosure and Exhaust Hood

Cooling: Unit Mounted Radiator (50°C Ambient)

Oil Drain Extension: Plumbed to Bulkhead Fitting in Base

Mainline Breaker: Optional Breaker Required
OPTIONS: 100a 100% rated

Jacket Water Heater: Engine Block Heater 1500W 120VAC Rated for -20°F
Heater Installed with Isolation Valves and Wired to Terminal

Air Cleaner: Dry Single Stage

Silencer: Catalyst Mounted to Engine - Provides Silencing Function

Battery: 12 Volt System with Rack and Cables

Battery Charger: 12 Volt 6 Amp Mounted and Wired to Terminal

Factory Test: Standard Commercial Testing Includes:
Verification of Alarm Shutdowns, Voltage Settings, Block Loading to Rated kWe and PF

Owner's Manual: Print Copy (Qty 1)

Warranty: 2 Year / 2000 Hour Limited

Notes: Complete Installation Include:
Mirage Mini Split A/C unit
Provide Gas Connection
Install Automatic Transfer Switch
Construct Concrete Generator Pad
Install Remote Annunciator Panel and Emergency Stop
All Electrical and Mechanical Labor
All Electrical and Mechanical Materials

**Additional Options
(Not Included in Price):**

ATS 1

Series	300	Volts	480/277V 3 PH
Service Entrance Rated	No	Poles	3
Amps	104	Enclosure	Nema 1

Warranty: Two (2) Year Basic ATS Limited Warranty Standard

Optional Accessories:

ATS Notes:

Payment Terms: Due Upon on Reciept

Lead Time: 8-10 Weeks

Unit Price (QTY 1)	\$97,327.25
ATS 1 Price (QTY 1)	\$1,308.20

Total Price **98,635.45**

Payment Terms:

Due Upon Receipt

Lead Time:

10-12 Weeks (Contingent on component availability)

Terms & Conditions

- This quote is valid for a period of 30 days.
 - This proposal is our interpretation of your requirement. It includes only the items listed on this quotation. Should there be other requirements or specifications, we will re-quote accordingly.
 - Units are shipped wet to include lube oil and 50/50 water and antifreeze mix unless otherwise noted in this quotation.
 - All extended piping, wiring, or other than listed above is performed by "others".
 - Seller is not quoting, offloading, job site startup, personnel instructions, field testing, or unit installation.
 - Quoted prices include normal testing, packaging, and instructional literature.
 - It is the distributor/purchaser and end user's responsibility to ensure that this equipment is operated in accordance with all applicable local, state, and federal laws and regulations governing the use and operation of this equipment.
-

Distributor Terms & Conditions**Presented By:**

Tim Haigh
(720) 591-3022
thaigh@gentechus.com

Daniel Moore
(720) 666-1970
dmoore@gentechus.com

David Coxon
(303) 709-3822
dcoxon@gentechus.com

Terms:

All Deliveries are Monday through Friday 7am to 4pm. Deliveries outside normal business hours will require an additional Purchase order and will be invoiced separately.

Net 30 from factory ship date upon credit approval

If payment is made by credit card, credit card processing (convenience) fees may apply.

90% payment required prior to startup on projects allowing retention

Retention due and payable within 30 days of startup completion

All quotations are valid for thirty (30) days. Orders placed beyond (30) days from quote date or released more than (75) days beyond quote date may require a revised quote prior to order acceptance.

This quotation is intended to meet the intent of the specifications. Please verify that this quotation meets all of your project requirements. F.O.B Factory with freight allowed to project site - Shipping via standard ground freight. If expedited shipment is required additional fees will be charged.

Offloading, rigging, assembly and installation of the proposed equipment, as well as related mechanical piping, electrical conduit and electrical wiring is the responsibility of the installing contractor.

Jobsite inspection, initial startup, and initiation of warranty by Arizona Generator Technology personnel during normal working hours Monday through Friday 7:00am to 4:00pm

Coordinate date and time for system start-up with Gen-Tech of Colorado service department once equipment has been installed. All startups must be completed within 9 months from the date of shipment from the factory. Failure to notify Gen-Tech of Colorado of startup dates greater than 9 months from ship date may void manufacturer's warranty. Unless otherwise noted, one (1) start-up service trip is included in above pricing for equipment start-up. Any additional trips required due to delays not in Arizona Generator Technology control, will be charged to customer's account at prevailing rates.

Colorado Retail Sales Tax When applicable, any project that qualifies for the Arizona Retail Sales Tax, Arizona Generator Technology will add the required sales tax to the equipment invoice.

Any taxes (local or state), fines, fees, or permits for the sale or operation of this equipment are the responsibility of the equipment owner or contractor, and will not be paid for by Arizona Generator Technology.

Credit Card Payments for purchases made in amounts greater than \$5,000.00 are subject to a 3% credit card processing fee at time of purchase.

Special Testing: - NETA acceptance testing, protective relay calibration, coordination study, 3rd party site testing, or ground fault testing is provided by others unless specifically detailed in the above quotation.



2222 Texas Ave.
El Paso, TX 79901
Ph. 915.920.0576
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artcervantes@aco-inc.com

PROPOSAL

Name/Address
Fabens ISD 821 NE G. Ave. Fabens, TX 79838 Job Site: Fabens High School New NG Generator

Date	Proposal No.
10/08/20	6103

Description	Total
<ul style="list-style-type: none"> -SOW for New NG Generator. -Prep area outside of GYM next to EPECO transformer to place concrete slab for new natural gas generator. -Place form for concrete slab. -Dig a perimeter footing 12" thick. -Grad, prep, and compact soil (8" thick). -Place rebar 12" center each way. -Place concrete slab (3000 PSI). -Furnish and install new 100 kw natural gas emergency generator. -Trench and install underground natural gas line to new generator. -New automatic transfer switch (480 volt) located in existing electrical room. -Furnish and install remote annunciator located in GYM IT room. -New electrical transformers and panels required to feed existing emergency loads as directed. -Intercept existing underground feeder feeding other building IT room. -Provide and install new 3 ton unit, high wall mount (mini split unit). Unit to match existing manufacture of Mitsubishi. -Provide new refrigerant line sets. -Provide 410A refrigerant. -Provide new condensate piping. -Penetration, as needed, for installation of mini split unit. -Concrete core drilling, as needed. -Patch and repair sheetrock, as needed. -Paint walls, as needed. -Add chain link fence around new generator. -Roof repair, as needed, after installation of mini split condenser. -Fix landscaping damaged by work to match existing. -General requirements included. <ul style="list-style-type: none"> -Superintendent supervision. -Mobilization. -Dumpster container. -Protibial toilet and wash station. -Temporary fencing and barricade. -Daily and final clean up. -ACO Profit & Overhead (22%). -Bond (2.5%) Sales Tax 	<p>196,111.60</p> <p>43,144.55</p> <p>5,981.40</p> <p>0.00</p>
Total	\$245,237.55

FABENS ISD

BUDGET AMENDMENTS
MONTH OF December 2020
Budget Amendment

	Increase	Function
		Justification
	\$ 87,885.00	Function 53
		Amount required for purchase of Generator

TOTAL BUDGET AMENDI \$ - \$ 87,885.00

NOTES:

**impact to budget is an increase of 87,885.00.

PURPOSE OF AMENDMENTS:

A presentation of generator quotes was provided to the Board of Trustees for approval.
If approved, this purchase requires an amendment to the budget.

**FABENS ISD
BOARD OF TRUSTEES**

**BOARD OF TRUSTEES BUSINESS
Board Agenda Item**

TITLE	FISD Printer/Copy Machines Service Contract 2020 – 2024	Date Requested	12/16/2020
Requested By:	Mario Dominguez	Approximate Time	15 minutes
Division Approval:		Action Needed:	Yes
Action Requested:	The administration recommends approval of the contract for Printer/Copy Machine services as presented	Information Only:	No
People Participating In Presentation:	Dr. Veronica Vijil Mr. Mario Dominguez	Who Has Been Involved:	Dr. Vijil Ms. M. Gonzalez Mr. Dominguez Ms. A. Hernandez and Mr. M. Perez
How Will It Benefit the District's Mission/Goals?		How Will Request Be Financed?	General Fund
		Cost to District:	\$8,837.25 Monthly for 48 months.

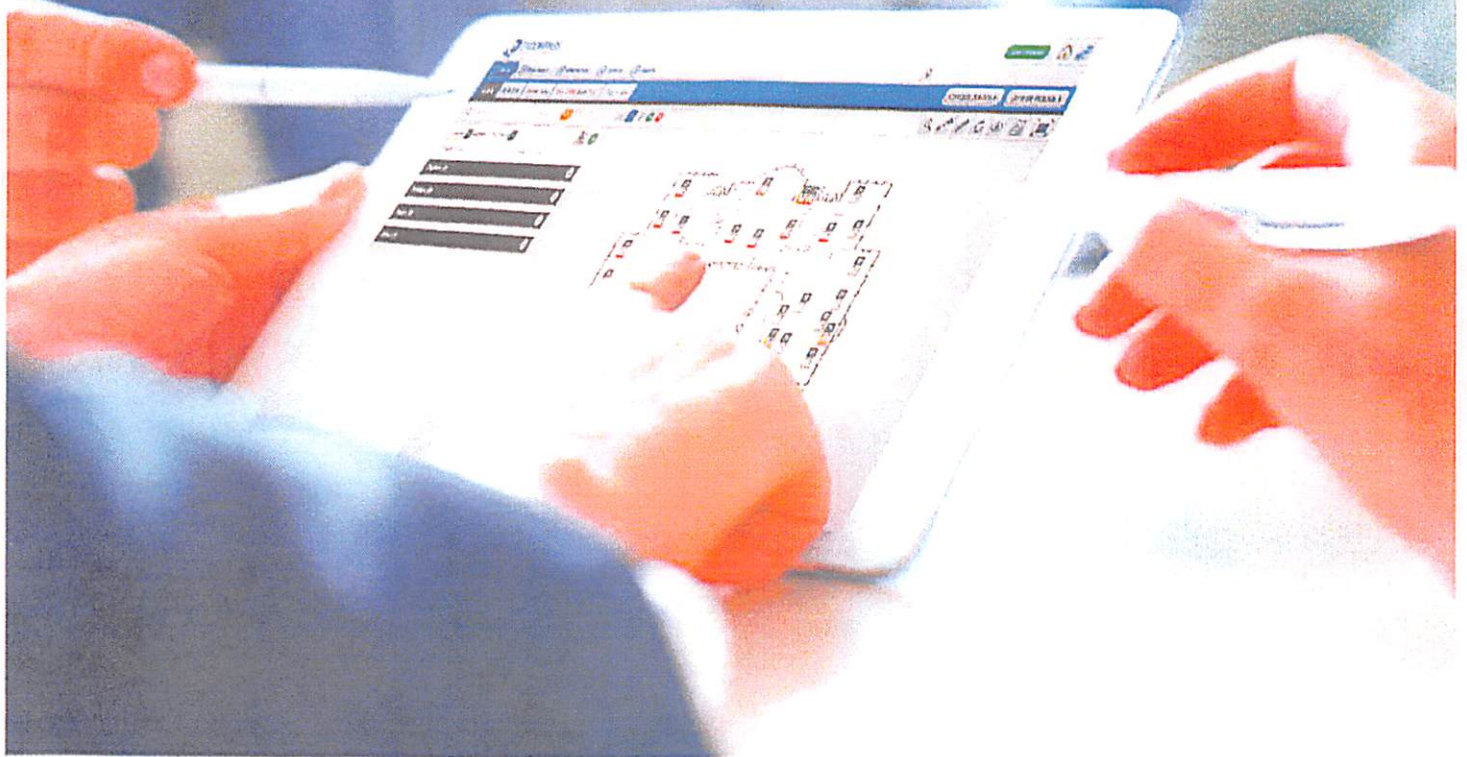


Prepared for Fabens ISD

Spectrum Technologies
5900 Gateway
East El Paso, TX 79905
915-781-2000
Michelle Gonzalez
Director of Office Technology Solutions



INVESTMENT SCHEDULE



PREPARED FOR

FABENS I SD-FABENS-S91458

September 1, 2020

PREPARED BY

Erik Rodriguez

(915) 533-4242

erik.rodriguez@tbs.toshiba.com

Xerox Business Solutions Southwest Pricing Summary
Prepared Exclusively for Fabens ISD

The following section represents a summary of the Xerox products that have a common intuitive user experience, are mobile & cloud ready, benchmark security and enables next generation services.

xerox™ Business Solutions Southwest

**FABENS ISD
BOARD OF TRUSTEES**

Date: 12/16/2020 Presented By: Presiding Officer
Subject: Adjourn Related Page(s) N/A

Action

**BACKGROUND INFORMATION:
ADJOURN**

If there is no further business the meeting is adjourned at _____ p.m.

Motion Made By: _____

Seconded By: _____