



at the Southern Education Foundation

CASE STUDY:

Ector County Independent School District

AT A GLANCE

CONTRACT SIZE

5,566 Students Served
\$4.7 Million

AMOUNT CONTINGENT ON OUTCOMES

\$940,000 (20%)

2 PROVIDERS SELECTED FROM TEA APPROVED LIST

OVERVIEW

In 2022 ECISD implemented two contracts in response to House Bill 4545 which provided high-impact tutoring for over 5,000 students using an outcomes based contracting model.



Focus Population:

Students in 3rd - 8th grade assessed as "did not meet" in Spring 2021 assessment



Program Model:

Small group (1 - 3 students) virtual tutoring during the school day

STUDENT GROWTH

FEV Math:

1,015 (51%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.

FEV Reading:

1,041 (51%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.

AirTutor Math:

388 (55%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.


AirTutor Reading:

353 (40%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.

5 STEPS OF OUTCOMES BASED CONTRACTING


STEP 1: PREPARE

ECISD collaborated with accountability, curriculum and instruction, and directors of leadership to set clear goals and desired outcomes based on our District Improvement and Innovation Plan. They developed measurable metrics, using NWEA MAP data, that align with the outcomes.




STEP 2: IDENTIFY

ECISD, with the help of NWEA, identified payment outcomes for above average growth. The ultimate goal was to ensure students are mastering prior-year skills while learning at grade-level to close achievement gaps. District assessments provide progress monitoring to ensure students are working towards the goal. This was a dynamic process that involved adjusting payable outcomes based on realistic goals.




STEP 3: DEVELOP

ECISD analyzed the high-impact tutoring budget, funded through ESSER/TCLAS, to allocate seats for students in need of accelerated learning due to the pandemic academic toll. First, ECISD ensured all HB4545 students had equitable access to high-impact tutoring. Then, they opened seats for accelerated learning to students in all grade levels.




STEP 4: CREATE

ECISD created their OBC RFP to seek out virtual tutoring partners that met our SpEd and Bilingual needs in math and reading. Stipulations in the contract allowed us to make 4 payments throughout the school year with consent to terminate the contract if the goals were not being met.



STEP 5: DRIVE

ECISD's high-impact tutoring coordinator, IT, and tutoring partners representatives were at all campuses during implementation to ensure successful start-up. The coordinator then met with the tutoring partners once a week to analyze attendance, progress, and adjustments needed. There was mutual accountability to ensure students were present and in a safe learning environment to receive virtual instruction.



PRICING OUTCOMES - RATE CARD

Outcome	Metrics	Prices Per Student / Price Ranges (Per Student, Per Outcome)	Outcomes Cap
Base Payment	Paid Per Hour of Service	\$ Vendor Bid	
Growth	<ul style="list-style-type: none"> Outcome 1: 60-65 Conditional Growth Percentile (NWEA) 	5% of Base	
	<ul style="list-style-type: none"> Outcome 2: 66-99 Conditional Growth Percentile (NWEA) 	10% of Base	
Penalty	40-49 Conditional Growth Percentile (NWEA)	Forfeit 10% of Base	

Used in multiple contracts and multiple vendors (see below)

Providers:	Base Pay:	Maximum Pay Out (10% Bonus)
Air Tutors, LLC	\$2,001,000	\$2,154,509
Focus Care, Inc. (FEV Tutor Inc)	\$2,718,500	\$2,990,075
Total	\$4,719,500	\$5,144,584

OBC Contract Draft



ECISD Demographics

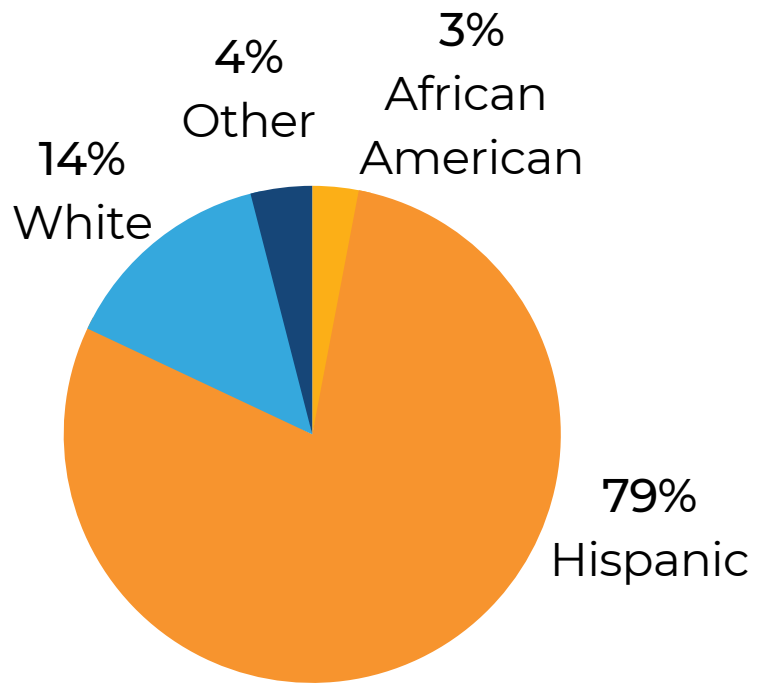
44
Schools



33,500
Students



7,000 Students
Identify as
Emergent
Bilingual



IMPLEMENTATION HIGHLIGHTS

The OBC model ensured ECISD worked closely with principals, tutoring partners, and teachers. ECISD requested physical assistance from the tutoring partners during implementation. Visiting classrooms to ensure students had a successful initial contact with their tutor was essential. Weekly meetings with campus leads and tutoring vendors ensured all students had equitable access to a safe learning environment. Withdrawn students were removed, new students were added, and tutoring times were adjusted as needed. Each and every unique issue was resolved by working closely with all stakeholders.



Since 1867, the mission of Southern Education Foundation has been to advance equitable education practices and policies in the South through research, advocacy, and leadership development that will result in every student regardless of background attaining a high-quality education that propels them toward the opportunity-rich life they deserve.

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