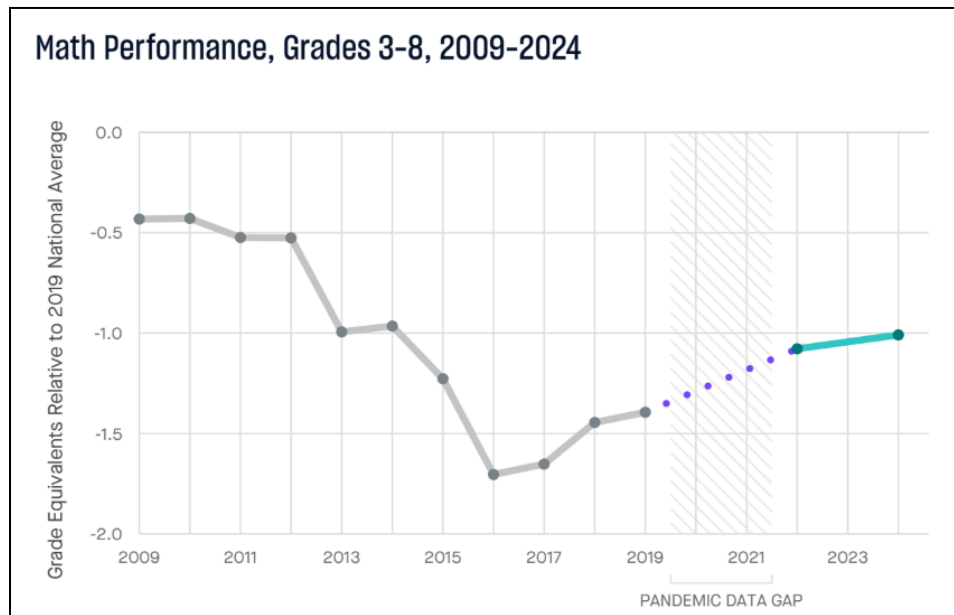


# EDUCATION RECOVERY SCORECARD

**Ector County Independent School District**  
Odessa, Texas



## **Student Demographics (provided by Superintendent Dr. Muri):**

Total student population: 33,662  
Hispanic/Latino: 81%  
White: 12%  
Black/African-American: 3%  
Students receiving FRPL: 75%  
ELL students: 29%

## **Dr. Scott Muri, Superintendent Emeritus (through January 31, 2025)** [drscottmuri@gmail.com](mailto:drscottmuri@gmail.com)

- “Boosting student achievement starts with equipping and supporting teachers. Incentivizing the best teachers to work in our lowest-performing schools allowed us to put the most qualified teachers in front of the students in most need of support.”

## **Background:**

In 2019, Ector County Independent School District was on the verge of a state takeover, half of its schools received a D or F on the state report card, and was short 350 teachers. The district has transformed student learning through an intentional strategy that braided together tactics such as heavy investments in the teacher workforce, apprenticeship programs for aspiring teachers and principals, and a results-based tutoring program.

## **Strategies for Success:**

### Outcomes-based tutoring:

- Superintendent Muri used Covid relief funds to provide 1:1 tutoring for 6,000 students

identified based on their state assessment data and teacher input. Dr. Muri contracted with multiple companies to provide outcomes-based tutoring, which meant the district only had to pay if the students showed improvement, creating accountability for the students, the district, and the tutoring company. The payout for the tutoring company was tied to the academic growth of students, with higher student growth leading to higher payouts.

- The tutoring was done virtually, which helped reduce barriers like transportation, and was conducted during school hours to ensure students who needed the tutoring were receiving those services.
- Dr. Muri directed schools to communicate with the parents of students who qualified for tutoring, ensuring that parents were aware that their child qualified for the service to get their buy-in for the program.
- ECISD was also responsive to the needs and desires of the students receiving tutoring services. For example, it was important to elementary students that they see the tutor, while secondary students preferred being able to text or “chat” with their tutor.

#### Investing in the teacher workforce:

- Superintendent Muri leveraged the Texas Teacher Incentive Allotment (TIA) to garner what is approaching \$7 million additional dollars in performance pay to reward outstanding teachers for becoming “master teachers” and showing improvements in student learning.
- ECISD partnered with [Public Impact](#), a North Carolina-based organization, to implement [Opportunity Culture](#), a staffing model that incentivizes and supports teachers to become teacher leaders and work in high-need schools in what Dr. Muri calls “stackable compensation opportunities.”
- New roles were created for teachers who were identified as “master teachers”: these teachers teach for half the day, and mentor new teachers for the rest of the school day. Master teachers were offered additional pay incentives as part of their new role.
- As part of this model, Dr. Muri practiced putting highly qualified teachers in the lowest performing schools and compensated those teachers for the increased responsibility.
- Dr. Muri created partnerships with local colleges and universities to create pipelines for teacher prep programs, offering a fully paid one-year teacher residency program, a principal apprenticeship program for current teachers, and ongoing professional development and mentoring opportunities.
- In 2019, the district was facing a massive teacher shortage, with over 350 substitute teachers filling in for full time teachers (18% of classrooms). In the 2024-2025 school year, that number is down to 29.