

Ector County Independent School District

DAEP

2024-2025



Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May 2025, the percentage of students performing at the MEETS level on the Reading STAAR assessment will increase as follows:

- 6th grade: from 25% to 30%
- 7th grade: from 6.67% to 12%
- 8th grade: from 12.77% to 18%





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices.</p> <p>Strategy's Expected Result/Impact: Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, and district curriculum specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching.</p> <p>Strategy's Expected Result/Impact: Foster teacher data awareness and instructional effectiveness while promoting student academic improvement.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, reading and math interventionists, and district curriculum specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments.</p> <p>Strategy's Expected Result/Impact: Enhance student credit accumulation to meet the required grade-level standards.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, guidance counselor, and ECYC probation officers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May 2025, the percentage of students performing at the MEETS level on the Math STAAR assessment will increase as follows:

- 6th grade: from 12.50% to 18%
- 7th grade: from 0% to 5%
- 8th grade: from 2.22% to 8%

High Priority

Indicators of Success:


Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%


Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices.</p> <p>Strategy's Expected Result/Impact: Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, and district curriculum specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| <p>Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching.</p> <p>Strategy's Expected Result/Impact: Foster teacher data awareness and instructional effectiveness while promoting student academic improvement.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, reading and math interventionists, and district curriculum specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| <p>Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments.</p> <p>Strategy's Expected Result/Impact: Enhance student credit accumulation to meet the required grade-level standards.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, guidance counselor, and ECYC probation officers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 0% to 5%.

High Priority

Indicators of Success:


English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%


Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May 2025, the percentage of students performing at the MEETS level on the 8th Science STAAR assessment will increase from 2.08% to 8%.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

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| <p>Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices.</p> <p>Strategy's Expected Result/Impact: Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, and district curriculum specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, the percentage of students performing at the MEETS level on 8th Social Studies STAAR will increase from 0% to 5%.





High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices.</p> <p>Strategy's Expected Result/Impact: Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: AEC administrators, teachers, and district curriculum specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.





Performance Objective 1: School Connectedness panorama data will increase from 29% to 34 % with 6th-8th grades and 26% to 31% with 9th-12th graders.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Three Panorama Surveys

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Implement the iLead SEL program to deliver the ten essential social-emotional learning competencies to our students.</p> <p>Strategy's Expected Result/Impact: Foster an environment that promotes a positive mindset towards positive self-awareness, self-efficacy, perseverance, and overall well-being and personal growth."</p> <p>Staff Responsible for Monitoring: AEC administrators, guidance counselor, Student Assistant Service Counselor, and teachers.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Implement monthly Family Nights to promote discussions on mental health, substance abuse topics, proper computer etiquette, dangers of gang and gun violence, and other subjects related to strategies and support for rehabilitation.</p> <p>Strategy's Expected Result/Impact: Enhance awareness among students and families while expanding avenues of support to address potential dangers within our communities.</p> <p>Staff Responsible for Monitoring: AEC administrators, behavior interventionists, Student Assistant Service and Guidance Counselors, ECYC probation officers, Communities in School representative, and Permian Basin Juvenile Gang and Serious Crime members.</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Student daily attendance will increase from 78.5% to 85%.


High Priority


Indicators of Success:


Attendance - % of student daily attendance - 2024 Goal: 95%


Evaluation Data Sources: Conduct daily attendance checks, biweekly student celebrations, monthly attendance meetings for parents and students, and maintain an attendance log for after-school and Saturday services."

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: The Communities in Schools (CIS) representative and the AEC campus office team will collaborate by holding bi-weekly meetings to review student attendance data, identify students with chronic absenteeism, and develop intervention plans. After identifying students with chronic absenteeism, the team will proactively reach out to families to help and address barriers to regular attendance. Families will be provided with tailored resources, such as counseling services, transportation support, or academic interventions, to help students return to consistent attendance. The team will continuously monitor the effectiveness of support strategies and adjust as needed to ensure that interventions remain responsive to the needs of the students and their families.</p> <p>Strategy's Expected Result/Impact: Increase attendance and academic performance.</p> <p>Staff Responsible for Monitoring: AEC administrators, attendance clerk, teachers, Communities in School representative, and Community Outreach Center representative</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.





Performance Objective 3: Exclusionary disciplinary infractions will decrease from % to %.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: End of year discipline report.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: The Communities in Schools (CIS) representative and the AEC Behavior Interventionist will collaborate by holding bi-weekly meetings to review student behavior concerns and develop intervention plans. Once students with behavior concerns are identified, a Multi-Tiered Support System (MTSS) meeting will be held with their families. Tailored resources, such as counseling services, transportation support, or academic interventions, will be provided to help students achieve their behavior and academic goals. The team will continuously monitor the effectiveness of support strategies and make adjustments as needed to ensure the interventions remain responsive to the needs of both students and their families.</p> <p>Strategy's Expected Result/Impact: Increase attendance and academic performance.</p> <p>Staff Responsible for Monitoring: AEC administrators, attendance clerk, teachers, Communities in School representative, and Community Outreach Center representative</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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