ESF 3.0 Crosswalk Tool

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

This Texas Education Agency resource presents revisions to the Effective Schools Framework that ESCs and LEAs should keep in mind as they develop aligned training and resources to support campuses in implementing ESF 3.0. This tool is designed to facilitate key stakeholders in understanding the changes to the revised framework by providing a side-by-side comparison between the ESF 2.0 and the ESF 3.0.

This document is divided into six sections:

- Section 1: ESF Levers

- Section 2: ESF Narrative Descriptions

- Section 3: ESF District Commitments

- Section 4: ESF Diagnosed Essential Actions

- Section 5: ESF Essential Actions and Key Practice

- Section 6: ESF Key Practices & Success Criteria

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 1: ESF Levers	
ESF 2.0 (Then)	ESF 3.0 (Now)
Lever 1: Strong School Leadership and Planning	**No Change**
Lever 2: Strategic Staffing	**No Change**
Lever 3: Positive School Culture	**No Change**
Lever 4: High-Quality Instructional Materials and Assessments	**No Change**
Lever 5: Effective Instruction	**No Change**

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 2: ESF Narrative Descriptions	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
Lever 1: Strong School Leadership and Planning Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.	Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.
Lever 2: Strategic Staffing Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and inducting teachers so that all students have access to high-quality educators.	**No Change**
Lever 3: Positive School Culture Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.	Campus systems support positive school culture through explicit behavioral expectations, school-wide culture routines, proactive and responsive student support services, and involved families and communities.
Lever 4: High-Quality Instructional Materials and Assessments All students engage daily with TEKS-aligned, high-quality instructional materials and assessments that support learning at appropriate levels of rigor.	**No Change**
Lever 5: Effective Instruction Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.	Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 3: ESF District Commitments	
ESF 2.0 (Then)	ESF 3.0 (Now)
Lever 1: • The district places its most effective school leaders in its highest- need schools. • The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. • The district provides opportunities for ongoing support and coaching of the campus leader. • The district provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for the implementation of the school's improvement plan and high-quality instruction to meet students' learning needs. • The district supports principals by protecting their time dedicated to school instructional leadership. • The district ensures that principal supervisors have the necessary authority to create conditions for school success (e.g., remove barriers). • The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g., manageable span of control, time dedicated to instructional practices).	**Lever 1:** • The district places its most effective school leaders in its highest- need schools. • The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. • The district provides opportunities for ongoing support and coaching of the campus leader. • The district provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for the implementation of the school's improvement plan and high-quality instruction to meet students' learning needs. • The district supports principals by protecting their time dedicated to school instructional leadership. • The district ensures that principal supervisors have the necessary authority to create conditions for school success (e.g., remove barriers). • The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g., manageable span of control, time dedicated to instructional practices). • The district has support systems in place to collaborate with school leaders to share the district's vision and mission and establish clear expectations for the district's community to • help the school reach common goals.

Section 3: ESF District Commitments	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
Lever 2: • The district provides the campus with sufficient control over teacher hiring and placement. • The district provides incentives for the strongest teachers to work in the lowest-performing schools. • The district effectively recruits adequate numbers of qualified candidates. • The district has timely, efficient, and responsive hiring processes. • The district makes it possible for high-needs schools to be fully staffed by July 1st. • The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction. • The district provides an evaluation system that identifies low and high performers and allows for opportunities to remove low performing staff. • District policies and practices ensure that campuses have effective, well-supported teachers.	**Lever 2:** No Change
Lever 3: • The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). • The district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate). • The district provides campuses with access to external student support services. • The district ensures that campus buildings are well maintained, safe, and conducive to learning. • District policies and practices align with and promote positive school culture.	**Lever 3:** • The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). • The district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate). • The district provides campuses with access to external student support services. • The district ensures that campus buildings are well maintained, safe, and conducive to learning. • District policies, practices, and support align with and promote positive school culture.

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 3: ESF District Commitments	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
Lever 4: • The district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. • The district provides access to interim assessments aligned to the standards and the expected level of rigor. • The district's annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection. • The district provides an interim data assessment platform to capture assessment data by item and student level. • District policies support the effective use of standards-aligned, high quality instructional materials and assessments.	Lever 4: • District policies support the effective use of standards-aligned, high quality instructional materials and assessments. • The district provides access to interim assessments aligned to the standards and the expected level of rigor. • When instructional materials are adopted, the district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity • When instructional materials are developed, the district provides tools and resources to support the development of unit and daily lesson plans, aligned assessments, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation. • The district ensures campuses have an assessment calendar aligned to the scope and sequence.

Section 3: ESF District Commitments	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
Lever 5: • The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback). • For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. • The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). • The district has effective systems for identifying and supporting struggling learners. • District policies and practices support effective instruction in schools.	**Lever 5:** • The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback). • District policies, practices, and provided resources support effective instruction in schools. • For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. • The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). • The district has effective systems for identifying and supporting struggling learners. • The district provides an interim data assessment platform to capture assessment data by item and student level. • The district's annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection.

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 4: ESF Diagnosed Essential Actions	
ESF 2.0 (Then) **Six Diagnosed Essential Actions: 1.1, 2.1, 3.1 4.1, 5.1, 5.3**	**ESF 3.0 (Now)** **Eight Diagnosed Essential Actions: 1.1, 1.2, 2.1, 3.1 4.1, 5.1, 5.2, 5.3**
EA 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities	**EA 1.1** No Change
EA 1.2 (Not Diagnosed) Focused plan development and regular monitoring of implementation and outcomes (**moved to 1.3, not diagnosed**)	**EA 1.2 (Former EA 3.1 with revised language)** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction
EA 2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	**EA 2.1** No Change
EA 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	**EA 3.1 (Former EA 3.2 with revised language)** Explicit school-wide behavioral expectations and culture routines
EA 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments	**EA 4.1** Daily use of high-quality instructional materials
EA 5.1 Effective classroom routines and instructional strategies	**EA 5.1** Professional Development for Effective Classroom Instruction
EA 5.2 (Not Diagnosed) Build teacher capacity through observation and feedback cycles	**EA 5.2 (New Diagnosed EA)** No Change
EA 5.3 Data-driven instruction	**EA 5.3** No Change

Section 5: Essential Actions and Key Practices

ESF 2.0 (Then)	ESF 3.0 (Now)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities • Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). • Performance expectations are clear, written, measurable, and match the job responsibilities. • Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled, job embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	1.1 **No Change**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations • Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. • Regular campus climate surveys assess and measure progress on student and staff experiences.	**1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction** • Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals. • Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership. • Campus messages, policies and practices are aligned to the mission and vision and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success. **Former EA 3.1 is now EA 1.2** **The last KP on former EA 3.1 was removed**

Section 5: Essential Actions and Key Practices	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
1.2 **Focused plan development and regular monitoring of implementation and outcomes** • There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance. • Campus leaders monitor plan implementation and hold task owners accountable for execution of the work. • Campus leaders regularly use data and other evidence to track progress towards intended outcomes. • If milestones and benchmarks are not met, campus leaders make modifications to reach the required result. • Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.	*1.3* EA was moved from 1.2 to new 1.3
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators • The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. • Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals. • Campus leaders implement targeted and personalized strategies to retain high-performing staff. • Teacher placements are strategic based on student need and teacher strengths. • Grade-level and content-area teams have strong, supported teacher	2.1 **No change**

Section 5: Essential Actions and Key Practices

ESF 2.0 (Then)	ESF 3.0 (Now)
3.2 Explicit behavioral expectations and management systems for students and staff •All staff and students are taught, practice, and reinforce behavioral expectations with a common language. •All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. •Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. •Data systems exist to track all discipline referrals, attendance, and interventions, and the data is regularly reviewed to identify trends and adapt accordingly. **3.3 Proactive and responsive student support services** •The school has a campus-wide program to proactively teach mental health and wellness skills to students. •School staff meets frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs. •Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs.	**3.1 Explicit school-wide behavioral expectations and culture routines** • Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school. • Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings. • Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity. Former EA 3.2 is now EA 3.1 with revised language The last KP was revised and moved to the new EA 3.3 (see below) **3.2 Proactive and responsive student support services** 　　No language changes; the EA was moved from EA 3.3 to EA 3.2 **3.3 Involving families and community** 　　No language changes; the EA was moved from EA 3.4 to EA 3.3

Section 5: Essential Actions and Key Practices

ESF 2.0 (Then)	ESF 3.0 (Now)

3.4 Involving families and community
 	
•The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.
 	
•Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.
 	
•Multiple communication strategies with families are integrated into teacher roles and responsibilities.
 	
•Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed.
	3.1 Explicit school-wide behavioral expectations and culture routines
	• Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
	• Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.
	• Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.
	
	Former EA 3.2 is now EA 3.1 with revised language
	The last KP was revised and moved to the new EA 3.3 (see below)
	
	3.2 Proactive and responsive student support services
	    No language changes; the EA was moved from EA 3.3 to EA 3.2
	
	3.3 Involving families and community
	    No language changes; the EA was moved from EA 3.4 to EA 3.3

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 5: Essential Actions and Key Practices	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments • Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.	**4.1 Daily use of high-quality instructional materials** • Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations. • Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning. • When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons. • When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

Section 5: Essential Actions and Key Practices	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
5.1 Effective Classroom Routines and Instructional Strategies • Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.	**5.1 Professional Development for Effective Classroom Instruction** • Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices. • Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content. • Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

Section 5: Essential Actions and Key Practices

ESF 2.0 (Then)	ESF 3.0 (Now)
5.2 Build teacher capacity through observation and feedback cycles • Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time. • Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. • Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. • Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. **5.3 Data-driven instruction** • Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. • Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	**5.2 Build teacher capacity through observation and feedback cycles** • Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time. • Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. • Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step. • Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice. **Note:** *This EA will now be a diagnosed EA* **5.3 Data-driven instruction** • Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses. • Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond. • Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Section 5: Essential Actions and Key Practices	
ESF 2.0 (Then)	**ESF 3.0 (Now)**
5.4 MTSS for students with learning gaps	**5.4 MTSS for students with learning gaps**
• All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. • All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. RAF • Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners	**No changes**

Section 6: Key Practices and Success Criteria	
Lever #1: Strong School Leadership and Planning **Essential Action 1.1**: Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities **(NO CHANGES)**	
Key Practice	**Success Criteria**
Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	• Comprehensive list of responsibilities, including teachers assigned for supervision • Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings
Performance expectations are clear, written, measurable and they match job responsibilities.	• Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year
Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility.	• Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings
Campus instructional leaders meet weekly to focus on student progress and formative data.	• Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	• Principals' calendar:
	  • Reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings)
	  • Includes modeling the use of these tools and techniques
	• Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Section 6: Key Practices and Success Criteria

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction (**Former EA 3.1 with revised language**)

Key Practice	Success Criteria
Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.	• Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students • Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency.
Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.	• Campus vision, mission, values, and/or goals articulate: • High expectations and shared ownership for student success • Ambitious student learning through rigorous and engaging lessons • Support for teachers to implement high leverage teaching practices • Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies.
Campus messages, policies and practices are aligned to the mission and vision and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.	• Practices and policies are captured in writing and consistently implemented with fidelity. • Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed. • Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies. • Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them.

Section 6: Key Practices and Success Criteria

Lever #2: Strategic Staffing
Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators **(NO CHANGES)**

Key Practice	Success Criteria
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	• Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships • Uses referrals from current high-performing teachers in the recruitment and selection of staff • Develops and strategically deploys marketing materials that present the school as an attractive place to work • Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	• Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop • Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals
Campus leaders implement targeted and personalized strategies to retain high-performing staff.	• High-performing teachers are identified based on improving student outcomes and willingness to learn and develop • Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition
Teacher placements are strategic based on student need and teacher strengths.	• Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	• Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills • Targeted training includes adult facilitation and team dynamics • Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching
Preferred substitutes are recruited and retained.	• Effective substitutes are identified and prioritized in short-term placement/deployment • Ineffective substitutes are also identified and de-prioritized/prohibited

Section 6: Key Practices and Success Criteria	
Lever #3: Positive School Culture **Essential Action 3.1:** Explicit school-wide behavioral expectations and culture routines **(Former EA 3.2 with revised language)**	
Key Practice	**Success Criteria**
Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.	• Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students. • Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management. • Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies). • Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation.
Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.	• School wide routines include steps for students that are clear, action-oriented, and easy to remember. • School wide routines include clear steps for adults to take to support students in meeting the expectations of routines. • Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals.
Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.	• Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations. • There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented. • Staff uses consistent responses to student behaviors. • Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values.

Section 6: Key Practices and Success Criteria	
Lever #4: High-Quality Instructional Materials & Assessments Essential Action 4.1: Daily use of high-quality instructional materials **(revised language)**	
Key Practice	**Success Criteria**
Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.	• Instructional materials, including yearly scope and sequences, unit plans, and lesson plans, fully cover the TEKS and ELPS. • Instructional materials include research-based instructional strategies for RLA, specifically explicit and systematic practice with foundational literacy skills, as well as practice with grade-level complex texts, text-based responses, and building knowledge and vocabulary. • Instructional materials are aligned to research-based instructional strategies for math, specifically balancing conceptual and procedural skills and fluency, ensuring time and effort is focused on the most important topics and TEKS, concepts connect across units and grade levels, and students have opportunities for productive struggle with math problems. • Instructional materials connect within and across grade levels, resulting in a strategic progression of learning so that new understandings are built on previous foundations. • Instructional materials include implementation supports for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations.
Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.	• Assessments throughout the year build up to at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence. • Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions. • Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 6: Key Practices and Success Criteria	
Lever #4: High-Quality Instructional Materials & Assessments **Essential Action 4.1**: Daily use of high-quality instructional materials **(revised language)**	
Key Practice	**Success Criteria**
When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.	• Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed. • Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data. • Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons. • Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate.
When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.	• Campus leaders provide professional development and review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson, and exit tickets. • Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies. • Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate. • Campus instructional leaders ensure lessons feature embedded formative assessments and use that data to inform their instruction.

Section 6: Key Practices and Success Criteria

Lever #5: Effective Instruction

Essential Action 5.1: Professional Development for Effective Classroom Instruction **(revised language)**

Key Practice	Success Criteria
Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.	• Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems). • Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices. • Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices.
Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.	• Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims). • Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives). • Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences. • Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices.
Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.	• Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners. • Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction. • Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 6: Key Practices and Success Criteria	
Lever #5: Effective Instruction	
Essential Action 5.2: Build Teacher Capacity Through Observation and Feedback Cycles **(This EA will now be a diagnosed EA)**	
Key Practice	**Success Criteria**
Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.	• Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.). • Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time.
Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.	• Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results. • All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year.
Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.	• Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable. • Teacher goals or action steps are responsive to the teacher's current proficiency. • Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement.
Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.	• During observation debrief conversations, instructional leader's check-in with teachers on their progress with prior development goals, giving feedback on their implementation. • Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher. • Instructional leaders show a model of the practice they would like teachers to implement and discuss with the teacher how and when to implement the practice in their classroom. • Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus.

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 6: Key Practices and Success Criteria	
Essential Action 5.3: Data-driven instruction **(revised language)**	
Key Practice	**Success Criteria**
Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.	• Assessment calendars include windows for data analysis. • Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions. • Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction.
Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.	• **Understand the task, any related texts and standards and create or internalize the exemplar:** Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. • **Analyze and sort student work:** categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions. • **Identify the highest leverage gap:** Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery. • **Plan the response:** Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction. • **Practice the response:** Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong. • **Follow Through:** Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review.
Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.	• The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work. • Teacher team meeting agendas are developed utilizing a common protocol. • Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery.

ESF 3.0 Crosswalk Tool
Changes Effective School Year: 2023-2024

Section 6: Key Practices and Success Criteria	
Essential Action 5.3: Data-driven instruction **(revised language)**	
Key Practice	**Success Criteria**
Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	• All classrooms include at least one visible student progress tracking artifact, which is regularly updated • Campus hallways include at least one

To learn more, visit or follow:

Texasesf.org

info@TexasESF.org

facebook.com/TexasESF

twitter.com/TexasESF