



ESF For All: Superintendent Updates



December 2022

The ESF focuses on the highest leverage *practices* *and adult behaviors* that lead to improved student outcomes

We Try to Achieve Outcomes by Managing Inputs.

The ESF is a tool to more easily manage the inputs that matter most.

Manageable Inputs



Lever 1: Strong School Leadership and Planning



Lever 2: Strategic Staffing



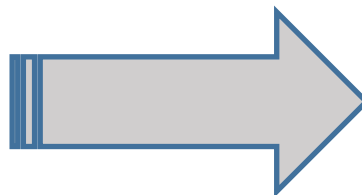
Lever 3: Positive School Culture



Lever 4: HQIM & Assessments



Lever 5: Effective Instruction



Desired Outcomes



Increased Student Achievement

How was the ESF created?



Visits to high performing schools across the state



Research evidence-based best practice high performing schools leveraged



Feedback opportunities with stakeholders across the state

The ESF was developed in conjunction with school and district leaders and included a national review of research about what makes high-performing schools excellent

The Essential Schools Framework Structure

Levers

The most important aspects of a school to manage are identified as **Levers**. Successful management requires support, so District Commitments are identified for each Lever.

Essential Actions (EAs)

Each Lever is organized into prioritized **Essential Actions**. The quality of a school's execution of EAs can be diagnosed on a spectrum from "Not Yet Started" to "Full Implementation".

Key Practices (KPs)

The components of effective implementation of each EA are itemized as **Key Practices**.

Success Criteria (SC)

Descriptions of what one should see when properly implementing each KP are provided as **Success Criteria**.



The five ESF Levers

An Example: Lever 1: Strong School Leadership & Planning

Essential Action:

- 1.1** *Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities*



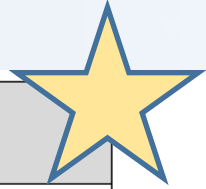


Essential Action 1.1: Strong School Leadership & Planning:

Develop campus instructional leaders (principal, assistant principal, counselor, teacher leaders) with clear roles and responsibilities.

Key Practice	Success Criteria
<p>Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive list of responsibilities, including teachers assigned for supervision <input type="checkbox"/> Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings
<p>Performance expectations are clear, written, measurable and they match job responsibilities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year
<p>Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings
<p>Campus instructional leaders meet weekly to focus on student progress and formative data.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principals' calendar: <ul style="list-style-type: none"> <input type="checkbox"/> Reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) <input type="checkbox"/> Includes modeling the use of these tools and techniques <input type="checkbox"/> Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

ESF Diagnostic as a Tool to Assess Implementation



Lever #1: Strong School Leadership and Planning			Overall Implementation Level
<p>Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Full Implementation - All key practices are substantially in place and functioning. <input type="checkbox"/> Partial Implementation - Most (at least half) of the key practices are substantially in place and functioning. <input type="checkbox"/> Beginning Implementation - Some (less than half) of the key practices are substantially in place and functioning. <input type="checkbox"/> Planning for Implementation - Work is underway to develop at least one of the key practices. <input type="checkbox"/> Not Yet Started - There is currently no evidence of any key practice.
Key Practice	Success Criteria	Analysis	Evidence Summary
<p>Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive list of responsibilities, including teachers assigned for supervision <input type="checkbox"/> Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Substantially in place and functioning <input type="checkbox"/> Work is underway <input type="checkbox"/> No evidence 	

ESF Diagnostic: Sample Summary

Summary of Strengths	Summary of Growth Areas
<ul style="list-style-type: none"> • There is a strong focus on teacher recruitment efforts, with campus leaders and staff engaging in multiple recruitment events throughout the year. • Campus leaders have articulated roles and responsibilities and performance goals. • Consistent structures are in place for teachers to meet weekly in PLCs 	<ul style="list-style-type: none"> • Currently, the campus lacks a shared vision, mission, values and aligned practices and policies, which is demonstrated in inconsistent student expectations across classrooms and grade levels. • District scope and sequences are not structured with an emphasis on readiness standards and the campus relies primarily on teacher created unit tests to measure student progress. • There is no consistent feedback or professional development for lesson delivery or classroom routines. • There is no assessment calendar which hinders the ability of instructional leaders and coach teachers to review data and campus leaders do not attend campus PLCs to support teachers in data analysis and corrective instruction action planning. • Instructional leaders have limited expectation to maintain their weekly calendars and lack tracking tools to monitor progress of leadership efforts.
Prioritized Focus Areas for Improvement	
<p>Acme Elementary demonstrates several strengths and areas of opportunity for the instructional leadership team to leverage as they plan for the upcoming school year. Through our analysis of artifacts, meeting with leadership, teachers, and students we have identified three areas for Acme to analyze deeper before school improvement planning begins.</p> <ol style="list-style-type: none"> 1. 1.1: Develop campus instructional leaders with clear roles and responsibilities 2. 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations 3. 5.1: Effective classroom routines and instructional strategies 	

Through evidence collection, focus group interviews, and campus observations, an ESF facilitator works side-by-side with the campus principal and the principal’s supervisor to **determine 2-3 high-leverage focus areas for campus improvement**



Independent School District

THE SMART CHOICE

- Set **Academic Achievement Campus Targets centrally** & streamline the Campus Improvement Planning process
- Expanded ESF Trainings to all central teams and campuses and implemented **Best Practices Boot Camp**
- Revamped the **Local Assessment Model**
- Expanded the **ESF Diagnostic** implementation
- Advanced progress monitoring capacity through **District Campus Status Checks and Content Status Checks**
- Partnered with the Education Service Center (ESC 4) to implement the **Texas Instructional Leadership (TIL)** model
- Created **Principal Coach for School Improvement** positions (elementary and secondary)
- **Instructional School Improvement Interventionists** (Master Central Interventionists) who support a select number of schools and work directly with specialists



LEA Self-Driven

- ESF self-assessment
- Exploration of ESF library resources (e.g., sample coaching plan, mission, vision, and values artifacts, sample leadership team agendas, etc.)
- Exploration of ESF library videos aligned to the essential actions
- No cost to LEAs



ESC Support

- TIL coaching and support
- ESF training for principals and DCSIs
- Deep dives on ESF for LEAs
- ESF diagnostic
- Coaching and support with ESF implementation
- Contact your ESC for pricing structure



ESF Focused Support Grant

- Partnering with a VIP (including TIL ESC support or external vendors)
- Ongoing feedback, coaching, and support with ESF aligned actions
- ESF-aligned web-based improvement plan
- ESF self-assessment and ESF diagnostic
- New cycle will open March 2023 for Title-I served CSI, TSI, and ATS campuses (~\$100,000 per campus)

For Information to Engage with the ESF

- Contact your ESC for training opportunities and ESF resources/tools
- Contact Director of School Improvement, Karla Carrender at Karla.Carrender@tea.texas.gov

EFFECTIVE SCHOOLS FRAMEWORK

A clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students.

