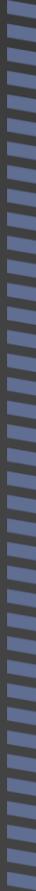


# Effective Schools Framework



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# Introduction to Effective Schools Framework (ESF)

- Texas Education Agency works to improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military.
- The goal of the ESF is to provide a clear vision for what districts and schools across that state do to ensure an excellent education for all Texas students.
- ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school.

# THE PURPOSE OF THE EFFECTIVE SCHOOLS FRAMEWORK

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## Common Language

describes the statewide vision for the best practices effective schools and districts engage in daily

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



## Continuous Improvement

Supports school and district continuous improvement through an aligned diagnostic process



## Alignment

provides the foundation for the alignment of statewide resources and supports to the needs of Texas districts and schools

## EFFECTIVE SCHOOLS' FRAMEWORK: AREAS OF FOCUS

- Strong School Leadership
- Effective, Well-Supported Teachers
- Positive School Culture
- High-Quality Curriculum
- Effective Instruction





# Effective Schools Framework consists of:

- **Effective instruction** is the interactions between students, teachers, and content that determine learning outcomes.
- The instructional core is strengthened & supported by effective
  - **Well-supported teachers**
  - **High quality curriculum**
  - **Positive School culture**
- **District commitments** describe what they will do to ensure that schools are set up for success.
- **Essential actions** describe what the most effective schools do to support powerful teaching and learning.

# Our Areas of Focus



- Prioritized Lever 1: Strong School Leadership & Planning
  - Develop campus instructional leaders with clear roles & responsibilities
- Prioritized Lever 5: Effective Instruction
  - Data-driven Instruction

# 1.1 DEVELOP CAMPUS INSTRUCTIONAL LEADERS WITH CLEAR ROLES & RESPONSIBILITIES: KEY PRACTICES

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Campus instructional leaders have clear, written, transparent roles & responsibilities and core leadership tasks are scheduled on weekly calendars.



Performance expectations are clear, written, & measurable and they match job responsibilities.



Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams.



Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.



Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

# 5.3 DATA-DRIVEN INSTRUCTION: KEY PRACTICES

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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 misconception, determine the root cause as to why students may not have learned the concept, and create plans to reteach.



Teacher teams have protected time built into the master schedules 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 objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.