

An aerial photograph of a city skyline, likely Austin, Texas, showing various high-rise buildings and a river in the foreground. The image is partially obscured by a blue banner.

ESF For All: Superintendent Updates

An aerial photograph of a river flowing through a city, with buildings and greenery visible on the banks. The image is partially obscured by a blue banner and an orange box.

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.



Lever 1: Strong School Leadership and Planning



Lever 2: Strategic Staffing



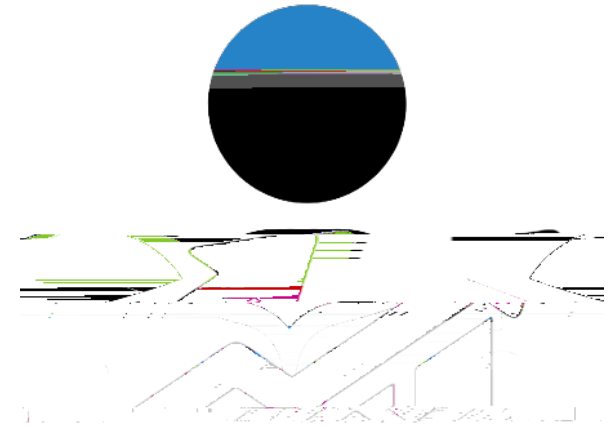
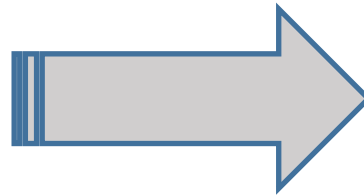
Lever 3: Positive School Culture

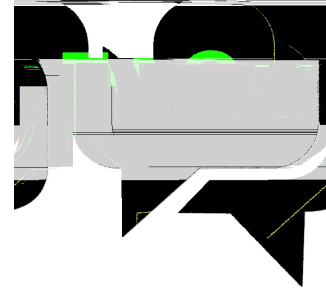
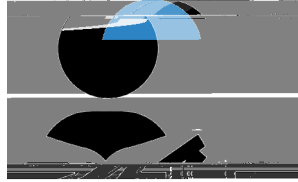
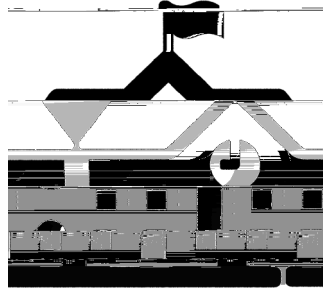


Lever 4: HQIM & Assessments

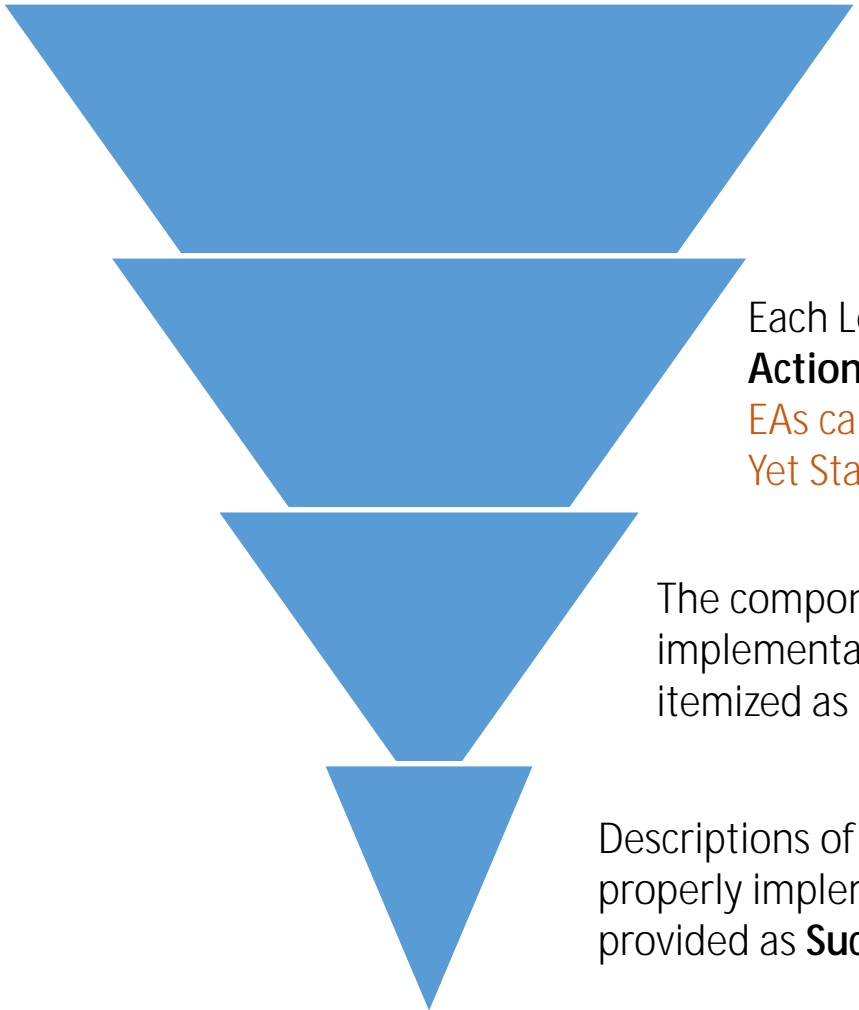


Lever 5: Effective Instruction





The Essential Schools Framework Structure

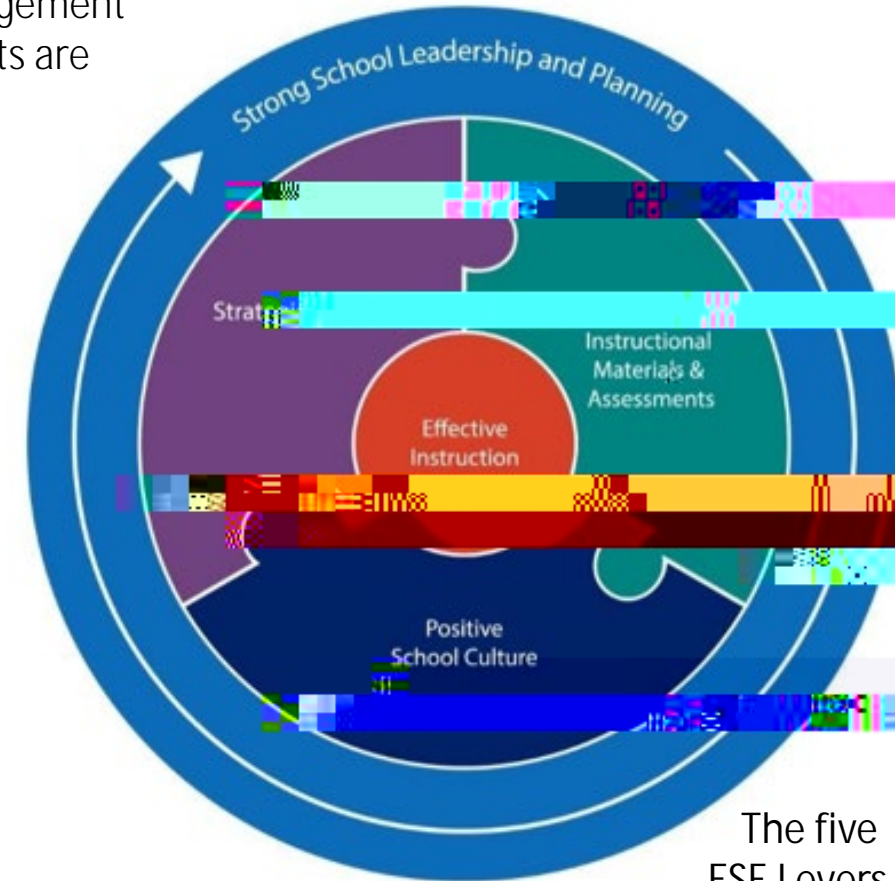


The most important aspects of a school to manage are identified as **Levers**. Successful management requires support, so District Commitments are identified for each Lever.

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".

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

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

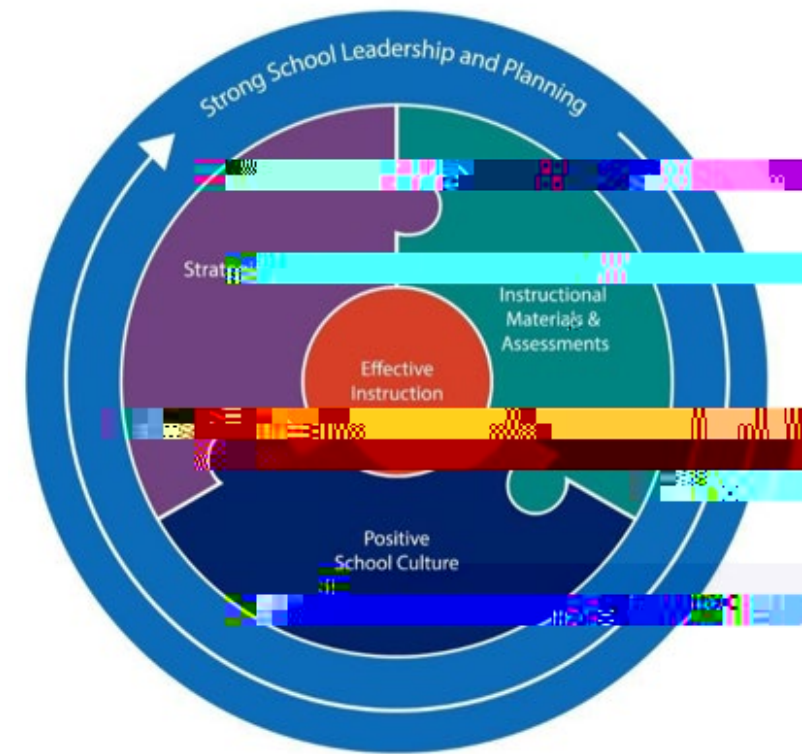


The five ESF Levers

An Example:

Lever 1: Strong School Leadership & Planning

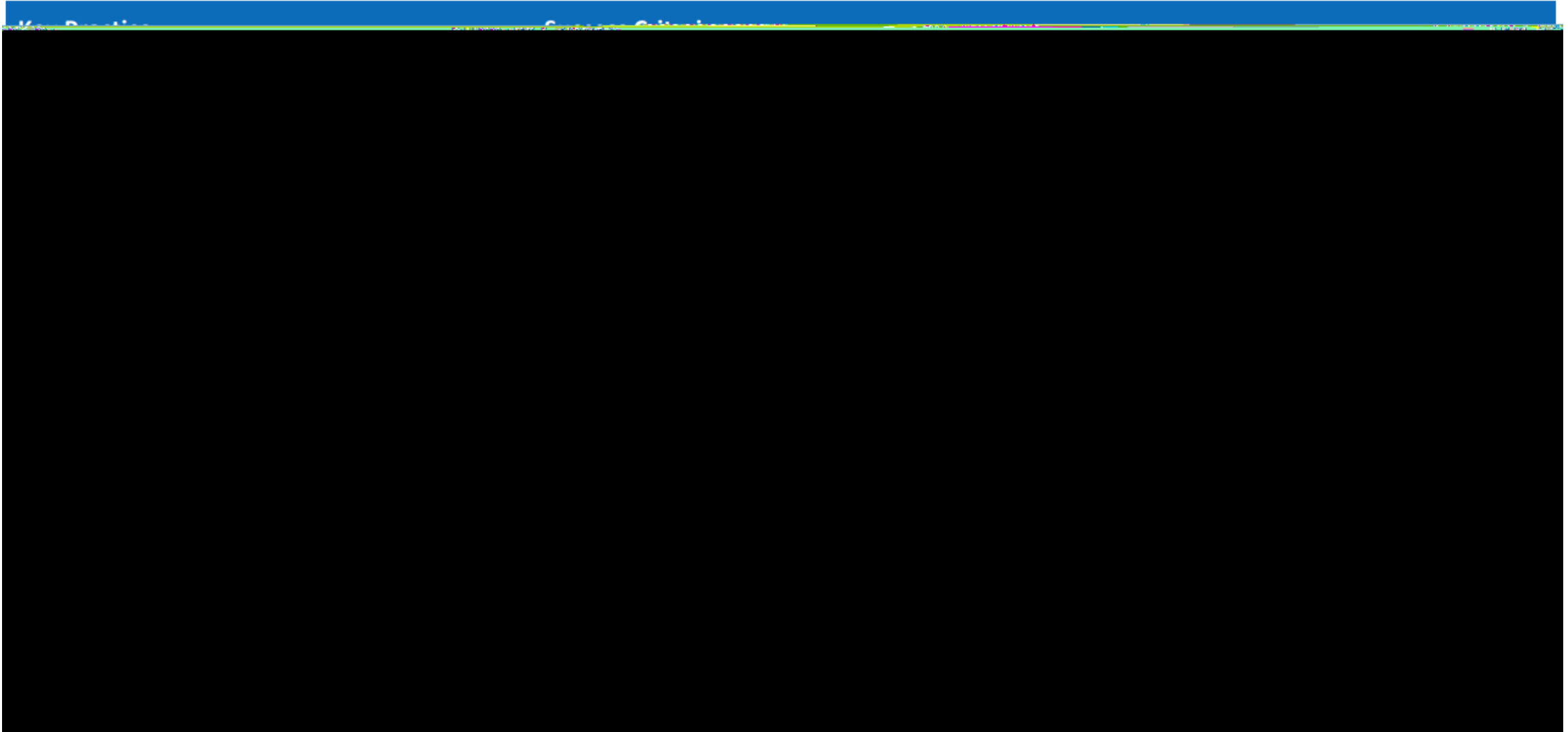
Essential Action:





Essential Action 1.1: Strong School Leadership & Planning:

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



ESF Diagnostic as a Tool to Assess Implementation

| Lever #1: Strong School Leadership and Planning | Overall Implementation Level |
|--|--|
| <p><input type="checkbox"/> Full Implementation - All key practices are substantially in place and functioning.</p> <p><input type="checkbox"/> Partial Implementation - Most (at least 1/3) of the key practices are substantially in place and functioning.</p> <p><input type="checkbox"/> Planning for Implementation - Work is underway to develop at least one of the key practices.</p> <p><input type="checkbox"/> Not Yet Started - There is currently no evidence of</p> | |
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ESF Diagnostic: Sample Summary

| Summary of Strengths | Summary of Growth Areas |
|---|--|
| <p>Engaging and meaningful learning experiences are provided for all students. Instruction is differentiated to meet the needs of all learners. District scope and sequences are not structured with an emphasis on readiness standards and the... There is no consistent feedback or professional development for lesson delivery or classroom routines.</p> | <p>Multiple recruitment events throughout the year. Campus leaders have articulated roles and responsibilities and performance goals. There is no assessment data used to inform instruction and corrective instruction action planning.</p> |
| <p>District leaders have a strong focus on instructional leadership. Instructional leaders and coach teachers do not actively monitor student progress and performance. Instructional leaders and coach teachers do not actively monitor student progress and performance.</p> | <p>There is no assessment data used to inform instruction and corrective instruction action planning.</p> |

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**

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**

Contact your ESC for training opportunities and ESF resources/tools

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