

The **EFFECTIVE SCHOOLS FRAMEWORK (ESF)** provides a clear vision that changes the dialogue for excellence in education to:

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# PRACTICES

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# INTEGRATED STRATEGY

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# LONG-TERM SOLUTIONS

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The ESF describes where effective schools strive to be for each action, not necessarily where they are. This allows the framework to align with the continuous growth efforts of all campuses and districts.

The Texas Education Agency (TEA) 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 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 ESF is part of the TEA's five-year strategic plan and is the starting point for improving internal technical assistance capacity and aligning partners (ESCs, external vendors, etc.) to support the continuous improvement of Texas school districts and campuses. In the spirit of our commitment to data-driven inquiry and the "Plan, Do, Assess" model, we will continuously evaluate the framework to examine effectiveness and make modifications as needed.

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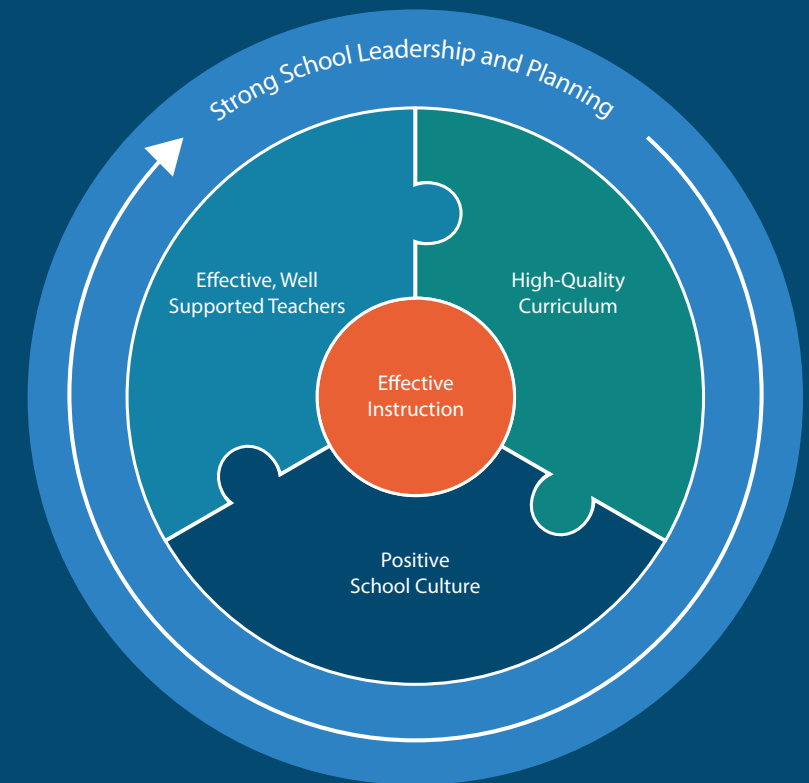
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**EFFECTIVE SCHOOLS FRAMEWORK**

**TEA**  
Texas Education Agency

# EFFECTIVE SCHOOLS FRAMEWORK



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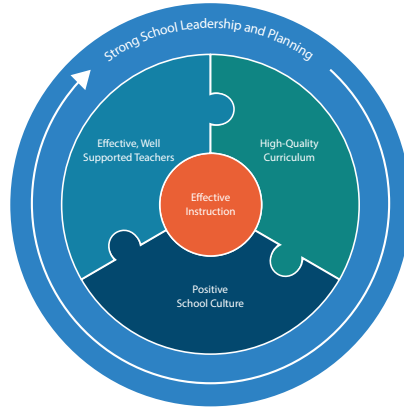
**TEA**  
Texas Education Agency

# The ESF Framework

The ESF defines 5 Prioritized Levers that are essential in high performing campuses.

Each lever has Essential Actions that describe what the most effective schools do to support powerful teaching and learning.

The framework also includes District Commitments organized by Lever that describe the conditions local education agencies must provide so that schools are set up for success. The Essential Actions describe what the most effective schools do to support powerful teaching and learning. Beneath each Essential Action is a set of descriptions that define high level performance.

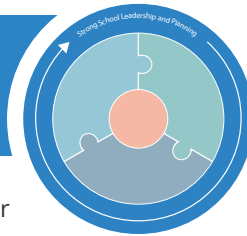


## Prioritized Level 1: STRONG SCHOOL LEADERSHIP AND PLANNING

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Prioritized Level 1: Strong School Leadership and Planning

- Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities
- Focused plan development and regular monitoring of implementation and outcomes

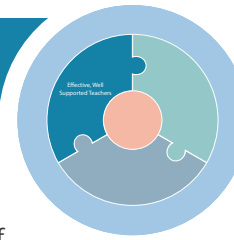


## Prioritized Level 2: EFFECTIVE, WELL-SUPPORTED TEACHERS

Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Prioritized Level 2: Effective, Well-Supported Teachers

- Recruit, select, assign, induct, and retain a full staff of highly qualified educators
- Build teacher capacity through observation and feedback cycles

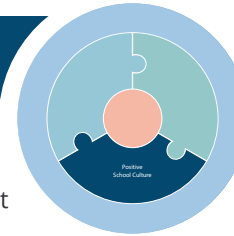


## Prioritized Level 3: POSITIVE SCHOOL CULTURE

Positive school culture requires 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.

Prioritized Level 3: Positive School Culture

- Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
- Explicit behavioral expectations and management systems for students and staff
- Proactive and responsive student support services
- Involving families and community



## Prioritized Level 4: HIGH-QUALITY CURRICULUM

All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Prioritized Level 4: High-Quality Curriculum

- Curriculum and assessments aligned to TEKS with a year-long scope and sequence

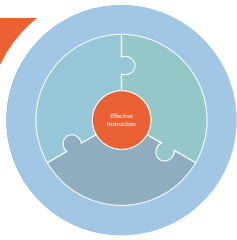


## Prioritized Level 5: EFFECTIVE INSTRUCTION

All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Prioritized Level 5: Effective Instruction

- Objective-driven daily lesson plans with formative assessments
- Effective classroom routines and instructional strategies
- Data-driven instruction
- RTI for students with learning gaps



# The ESF Process

The ESF framework is rooted in the continuous improvement process.

**Identify the Needs:** Increased focus on campus practices in addition to data

**Plan:** Narrow focus on high leverage needs

**Implement and Monitor:** Supports and capacity builders aligned to the framework

