Effective Schools Framework Overview
What is the ESF?
What is the Effective Schools Framework? Why have an ESF?

The work of continuously improving schools is complex. The Effective Schools Framework (ESF) provides a clear vision for what districts and schools do to ensure an excellent education for all Texas students.
The **Effective Schools Framework** (ESF) will ensure that districts and campuses **focus on best practices** that significantly improve academic outcomes for all Texas students. It will establish a deep, **shared understanding** of practices that improve schools, and be paired with **high-quality training and resources** each campus needs to implement those strategies with fidelity. LEAs, ESCs, external partners, and the TEA will **align and coordinate** efforts around the ESF to ensure coherent supports for campuses. This will yield districts and campuses across Texas that **continuously improve and better meet the needs of all learners**.
The ESF is…

• A common language to create a shared understanding of essential actions for schools

• A diagnostic guide to identify strengths and gaps and help schools know where to prioritize

• A scaffolded and sequenced roadmap to school improvement with an emphasis on Tier 1 instruction and the elements necessary to ensure its effectiveness (“First things first”)

• A framework to align school improvement stakeholders and supports (LEAs, ESCs, TEA, 3rd Party Providers)

The ESF isn’t…

• A definition of the whole universe of possible school improvement actions or supports

• A silver bullet answer to all that might ail a struggling school

• A paint-by-numbers implementation plan, devoid of local context

• Only for struggling schools
How was the ESF developed?
We Embarked Upon a Redesign Process that Gathered Stakeholder Input Along the Way

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**Needs Assessment**
- What do we know about the current state? What strengths can we leverage? What do we need to solve for?

**Beliefs: School Improvement**
- What do we believe schools need in order to improve? What does research tell us?
  - ESF content development

**(Re)aligning TEA SI Efforts to Beliefs**
- How do we leverage the ESF to ensure schools get what we believe they need to improve?
  - Determining how the ESF supports a school’s improvement trajectory

**Uniting All Efforts around Beliefs**
- How do we unite everyone’s efforts around our specific beliefs about how schools improve?
  - Building ESF supporting materials, pilot, etc.

Ongoing stakeholder engagement
The Process Began by Understanding Strengths to Leverage and Challenges to Solve For

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<th>Strengths to Build Upon</th>
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<td>• The <strong>TAIS Framework</strong> began to create a common shared language and some direction for school improvement efforts</td>
<td>• The <strong>TAIS Framework</strong> was complex and cumbersome; there is an opportunity to further define and prioritize key improvement areas for schools</td>
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<td>• Stakeholders engaged in the school improvement process are committed to the work and continuous improvement</td>
<td>• There is an opportunity to clarify roles and responsibilities</td>
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Given the increase in identified school, the geographical scope of our state, and our limited resources there is a need to focus and align efforts around a more focused set of practices that we believe will improve all schools...
An evidence-based framework that articulates and prioritizes the foundational practices that exist in effective schools.
What is the difference between TAIS and the ESF?

TAIS

Illustrated the complex dynamics and elements in school improvement

Effective Schools Framework

Drills down to the key essential actions *all schools* take to continuously improve
The Effective Schools Framework aims to address gaps in the previous approach to School Improvement

**From**

1. Broad categories open to individual interpretation across stakeholders (LEAs, ESCs, PSPs, TEA)
2. Greater chance of schools not knowing where to start in their improvement paths
3. An emphasis on the campus principal and the individual school

**To**

1. More focused and normed understanding of best practices
2. Narrower guardrails to guide schools toward effective prioritization
3. An emphasis on the district conditions necessary for campuses to succeed