



ESF 3.0 Crosswalk Tool

This Texas Education Agency resource presents revisions to the Effective Schools Framework that ESCs and LEAs should keep in mind as they develop aligned training and resources to support campuses in implementing ESF 3.0. This tool is designed to facilitate key stakeholders in understanding the changes to the revised framework by providing a side-by-side comparison between the ESF 2.0 and the ESF 3.0.

This document is divided into six sections:

- Section 1: ESF Levers
- Section 2: ESF Narrative Descriptions
- Section 3: ESF District Commitments
- Section 4: ESF Diagnosed Essential Actions
- Section 5: ESF Essential Actions and Key Practice
- Section 6: ESF Key Practices & Success Criteria

Section 1: ESF Levers	
ESF 2.0 (Then)	ESF 3.0 (Now)
Lever 1 Strong School Leadership and Planning	No Change
Lever 2 Strategic Staffing	No Change
Lever 3 Positive School Culture	No Change
Lever 4: High-Quality Instructional Materials and Assessments	No Change
Lever 5 Effective Instruction	No Change

ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

Section 2: ESF Narrative Descriptions	
ESF 2.0 (Then)	ESF 3.0 (Now)
Lever 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.	Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.
Lever 2: Strategic Staffing	

Section 3: ESF District Commitments

ESF 2.0 (Then)	ESF 3.0 (Now)
<p>Level 1:</p> <ul style="list-style-type: none"> The district places its most effective school leaders in its highest- need schools. The district recognizes t2 (-) -10ho9TPu2 (he) -2nees hest- need schools. 	

ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

Section 3: ESF District Commitments	
ESF 2.0 (Then)	ESF 3.0 (Now)
<p>Lever 2:</p> <ul style="list-style-type: none"> The district provides the campus with sufficient control over teacher hiring and placement. The district provides incentives for the strongest teachers to work in the lowest-performing schools. The district effectively recruits adequate numbers of qualified candidates. The district has timely, efficient, and responsive hiring processes. The district makes it possible for high-needs schools to be fully staffed by July 1st. The district provides efficient hiring processes and supports to ensure that all teachers are fully qualified to teach. 	

Section 3: ESF District Commitments	
ESF 2.0 (Then)	ESF 3.0 (Now)
<p>Lever 4:</p> <ul style="list-style-type: none"> • The district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. • The district provides access to interim assessments aligned to the standards and the expected level of rigor. • The district’s annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection. • The district provides an interim data assessment platform to capture assessment data by item and student level. • District policies support the effective use of standards-aligned, high quality instructional materials and assessments. 	<p>Lever 4:</p> <ul style="list-style-type: none"> • District policies support the effective use of standards-aligned, high quality instructional materials and assessments. • The district provides access to interim assessments aligned to the standards and the expected level of rigor. • When instructional materials are adopted, the district provides the campus with standards-aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity • When instructional materials are developed, the district provides tools and resources to support the development of unit and daily lesson plans, aligned assessments, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation. • The district ensures campuses have an assessment calendar aligned to the scope and sequence.



ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

Section 4: ESF Diagnosed Essential Actions	
ESF 2.0 (Then)	ESF 3.0 (Now)
Six Diagnosed Essential Actions: 1.1, 2.1, 3.1 4.1, 5.1, 5.2	Eight Diagnosed Essential Actions: 1.1, 1.2, 2.1, 3.1 4.1, 5.1, 5.2, 5.3
EA 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities	EA 1.1 No Change
EA 1.2 (Not Diagnosed) Focused plan development and regular monitoring of implementation and outcomes (moved to 1.3, not diagnosed)	EA 1.2 (Former EA 3.1 with revised language) Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction
EA 2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	EA 2.1 No Change
EA 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	EA 3.1 (Former EA 3.2 with revised language) Explicit school-wide behavioral expectations and culture routines EA 3.1 (TJEMC /P /MCID 92 (vTf0o)2 gdTw 29.4n0.305 mdrn, 2 1 Tf-0.0lohigh-
EA 4.1 Daily use of high-	

Section 5: Essential Actions and Key Practices

ESF 2.0 (Then)	ESF 3.0 (Now)
<p>1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teachers) with clear roles and responsibilities</p> <ul style="list-style-type: none"> • Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). • Performance expectations are clear, written, measurable, and match the job responsibilities. • Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. • Campus instructional leaders meet weekly to focus on student progress and formative data. • 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>1.1</p> <p>No Change</p>



ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

Section 5: Essential Actions and Key Practices	
ESF 2.0 (Then)	ESF 3.0 (Now)
<p>3.2 Explicit behavioral expectations and management systems for students and staff</p> <ul style="list-style-type: none"> • All staff and students are taught, practice, and reinforce behavioral expectations with a common language. • All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. • Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. • Data systems exist to track all discipline referrals, attendance, and interventions, and the data is regularly reviewed to identify trends and adapt accordingly. <p>3.3 Proactive and responsive student support services</p> <ul style="list-style-type: none"> • The school has a campus-wide program to proactively teach mental health and wellness skills to students. • School staff meets frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs. • Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs. 	<p>3.1 Explicit schoolwide behavioral expectations and culture routines</p> <ul style="list-style-type: none"> • Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school. • Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings. • Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity. <p>Former EA 3.2 is now EA 3.1 with revised language The last KP was revised and moved to the new EA 3.3 (see below)</p> <p>3.2 Proactive and responsive student support services No language changes; the EA was moved from EA 3.3 to EA 3.2</p> <p>3.3 Involving families and community No language changes; the EA was moved from EA 3.4 to EA 3.3</p>

Section 5: Essential Actions and Key Practices	
ESF 2.0 (Then)	ESF 3.0 (Now)
<p>3.4 Involving families and community</p> <ul style="list-style-type: none"> •The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning. •Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success. •Multiple communication strategies with families are integrated into teacher roles and responsibilities. •Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed. 	<p>3.1 Explicit schoolwide behavioral expectations and culture routines</p> <ul style="list-style-type: none"> • Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school. • Staff



ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

Section 5: Essential Actions and Key Practices

ESF 2.0 (Then)

ESF 3.0 (Now)

5.1 Effective Classroom Routines and Instructional Strategies

- Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
- Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional practices that are research-based and aligned with state standards and expectations.

Section 5: Essential Actions and Key Practices

ESF 2.0 (Then)	ESF 3.0 (Now)
<p>5.2 Build teacher capacity through observation and feedback cycles</p> <ul style="list-style-type: none"> • Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time. • Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. • Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. • Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. <p>5.3 Data-driven instruction</p> <ul style="list-style-type: none"> • Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence- 	

Section 5: Essential Actions and Key Practices	
ESF 2.0 (Then)	ESF 3.0 (Now)
<p>5.4 MTSS for students with learning gaps</p> <ul style="list-style-type: none"> • All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. • All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. RAF • Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners 	<p>5.4 MTSS for students with learning gaps</p> <p>No changes</p>

Section 6: Key Practices and Success Criteria	
Lever #1: Strong School Leadership and Planning Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities (NO CHANGES)	
Key Practice	Success Criteria
Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	<ul style="list-style-type: none"> Comprehensive list of responsibilities, including teachers assigned for supervision Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings
Performance expectations are clear, written, measurable and they match job responsibilities.	<ul style="list-style-type: none"> Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year
Campus instructional leaders use consistent written protocols and processes	

Section 6: Key Practices and Success Criteria	
Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction (Former EA 3.1 with revised language)	
Key Practice	Success Criteria
Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.	<ul style="list-style-type: none"> • Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students • Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency.
Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.	<ul style="list-style-type: none"> • Campus vision, mission, values, and/or goals articulate: • High expectations and shared ownership for student success • Ambitious student learning through rigorous and engaging lessons • Support for teachers to implement high leverage teaching practices • Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies.
Campus messages, policies and practices are aligned to the mission and vision and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.	<ul style="list-style-type: none"> • Practices and policies are captured in writing and consistently implemented with fidelity. • Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed. • Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies. • Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them.



ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

Section 6: Key Practices and Success Criteria	

Section 6: Key Practices and Success Criteria

Lever #5: Effective Instruction

Essential Action 5.1: Professional Development for Effective Classroom Instruction

Section 6: Key Practices and Success Criteria	
Lever #5: Effective Instruction	
Essential Action 5.2 Build Teacher Capacity Through Observation and Feedback Cycles (This EA will now be a diagnosed EA)	
Key Practice	Success Criteria
Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.	<ul style="list-style-type: none"> • Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.). • Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time.
Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.	<ul style="list-style-type: none"> • Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results. • All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year.
Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.	<ul style="list-style-type: none"> • Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable. • Teacher goals or action steps are responsive to the teacher’s current proficiency. • Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement.
Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.	<ul style="list-style-type: none"> • During observation debrief conversations, instructional leader’s check-in with teachers on their progress with prior development goals, giving feedback on their implementation. • IftuniMC /LBody AMCToogorio3.78dy AMC 0 Td-5.1 (d)1 (b)ctmod2 (n)edb acr dimvef c(c)-2 (t)1 (io)3.1 (n)an004

Section 6: Key Practices and Success Criteria	
Essential Action 5.3 Data-driven instruction (revised language)	
Key Practice	Success Criteria
Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.	<ul style="list-style-type: none"> Assessment calendars include windows for data analysis. Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions. Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction.
Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.	<ul style="list-style-type: none"> Understand the task, any related texts and standards and create or internalize the exemplar. Break the standard into

Section 6: Key Practices and Success Criteria

Essential Action 5.3 Data-driven instruction (revised language)

Key Practice	Success Criteria
<p>Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p>	<ul style="list-style-type: none"> • All classrooms include at least one visible student progress tracking artifact, which is regularly updated • Campus hallways include at least one



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