CAMPUS DATA REFLECTION

Overview: We begin with data to gain an understanding of the big picture of campus and teacher performance. Then we dig into the practices that led to these results.
- Tool to support campuses in reviewing student outcomes
- Goal: have a common understanding of the outcomes the adult-led systems are yielding
- Tool retained locally, with outcome included in the TIP

1) Longitudinal Student Outcome Data: Use TAPR and accountability tables to identify trends in subject areas/grade levels
2) Teacher Level Data: Use local data system to gain insight into teacher level performance
3) Domain Score Reflection: Use accountability data tables to determine yearly performance goals
4) Complete Self-Assessment & Write Plan: Use student and teacher data to ensure you gather complete evidence; use domain reflections to complete TIP

Success Criteria
- At a minimum, include STAAR tested grade/subject levels in student outcome trends and teacher data.
- Best Practice: Include all grades/subjects
- Goals should be ambitious and put the campus on the path to acceptable rating

SELF-ASSESSMENT OVERVIEW

Overview: The ESF Self-Assessment supports campuses in reflecting on current practice in relation to the ESF in order to determine the highest leverage focus areas for improvement.
- Tool to support campuses in conducting ESF Self-Assessment
- Goal: Gain a deep understanding of current campus practice through the lens of the ESF to make intentional decisions about improvement planning going forward
- Tool retained locally, with outcome included in the TIP

1) Evidence Collection
Gather evidence of current campus practice in six ESF Essential Actions
2) Analysis of Current Practice
Reflect on evidence of current campus practice in relation to the ESF
3) Focus Areas for Improvement
Identify 2-3 focus areas for improvement based on analysis of current campus practice
4) Barrier Analysis
Identify potential barriers that may impede the campus’s ability to address focus areas for improvement

Evidence Collection Plan Success Criteria
- Observations and artifacts are identified that will provide authentic evidence of current campus implementation of each Essential Action
- A clear timeline is established for the collection and analysis of each piece of evidence identified
  The staff member(s) best positioned to gather the needed evidence is identified and assigned the task
**ESSENTIAL ACTION 1.1 – EVIDENCE COLLECTION**

**Aligned Observations:**
- Schoolwide routines: Campus leader roles and responsibilities during campus routines and transitions
- Campus Leader team meetings: meeting facilitation, activities, outcomes
- Teacher team meetings: meeting facilitation, activities, outcomes
- Other

**Aligned Artifacts:**
- Campus administrator job descriptions
- Leadership team meeting agenda and minutes
- Leadership team sample calendars
- Leadership team member goals and performance evaluations

**Best Practices:**
- When reviewing meeting agendas, including minutes provides a clearer picture of current implementation
- When reviewing calendars, recent and relevant calendars are helpful

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**ESSENTIAL ACTION 1.1 Success Criteria**

<table>
<thead>
<tr>
<th>Key Practice</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus instructional leaders have clear written assignment roles and responsibilities and core meeting tasks (including observations, evaluations, and leadership team meetings) are scheduled on weekly calendars.</td>
<td>Performance expectations are clear, written, and measurable, and they maintain job responsibilities.</td>
</tr>
<tr>
<td>Performance evaluations are clear, written, and measurable, and they are used for leadership team meetings.</td>
<td>Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams.</td>
</tr>
<tr>
<td>Campus instructional leaders review or revisit on a weekly basis to focus on student progress and formative data.</td>
<td>Lead campus leadership uses agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.</td>
</tr>
<tr>
<td>Teacher leader facilitation of teacher team meeting.</td>
<td>Lead campus leadership revisits reviews to assess leadership skills to their highest leverage, respective actions (observation/feedback, PLC observation, data meetings).</td>
</tr>
<tr>
<td>Teacher induction training.</td>
<td>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement.</td>
</tr>
</tbody>
</table>

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**ESSENTIAL ACTION 2.1 – EVIDENCE COLLECTION**

**Aligned Observations:**
- Teacher leader facilitation of teacher team meeting
- Teacher induction training
- Teacher leader training
- Other

**Aligned Artifacts:**
- Teacher recruitment materials
- Staff selection tools (rubrics, questions, performance tasks)
- Induction schedules and content
- Staff culture survey with data
- Teacher retention data differentiated by performance
- Teacher assignment charts with rationale provided
- Teacher leadership selection criteria

**Best Practices:**
- Consider when surveys were administered and actions taken based on survey results for additional context

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**ESSENTIAL ACTION 2.1 Success Criteria**

<table>
<thead>
<tr>
<th>Key Practice</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The campus implements ongoing and practice recruitment strategies that include many resources for high-quality candidates.</td>
<td>The campus identifies sources (Colleges of Eo, ESC, AIP, online firms) with ongoing and recurring relationships.</td>
</tr>
<tr>
<td>Core selection criteria, protocols, hiring and induction processes are in place and aligned with the school’s vision, mission, values, and goals.</td>
<td>The campus identifies sources (Colleges of Eo, ESC, AIP, online firms) with ongoing and recurring relationships.</td>
</tr>
<tr>
<td>Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.</td>
<td>Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.</td>
</tr>
<tr>
<td>Teacher placements are strategic based on student need and teacher strengths.</td>
<td>Teacher placements are strategic based on student need and teacher strengths.</td>
</tr>
<tr>
<td>Grade-level and content-area teams have strong, supported leadership teams, effective learning facilitation and team dynamics.</td>
<td>Grade-level and content-area teams have strong, supported leadership teams, effective learning facilitation and team dynamics.</td>
</tr>
<tr>
<td>Effective substitutes are identified and prioritized in short-term placement/deployment.</td>
<td>Effective substitutes are identified and prioritized in short-term placement/deployment.</td>
</tr>
<tr>
<td>Ineffective substitutes are identified and terminated in short-term placement/deployment.</td>
<td>Ineffective substitutes are identified and terminated in short-term placement/deployment.</td>
</tr>
</tbody>
</table>

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ESSENTIAL ACTION 3.1 – EVIDENCE COLLECTION

### Aligned Observations:
- Morning Arrival / Dismissal
- Hallway transitions
- Cafeteria procedures and behavior
- Hallway and classroom displays
- Classroom systems and routines
- Teacher-Student interactions
- Student-Student interactions
- Other

### Aligned Artifacts:
- School vision, mission, goals, and/or values artifacts
- School vision, mission, goals development process, including stakeholder input list
- Campus Improvement Plan that includes mission, vision, values
- Schoolwide student culture routines, procedures, and systems
- Campus climate surveys with questions, results, and response plans

### Best Practices:
- Consider when surveys were administered and actions taken based on survey results for additional context

### Essential Action 3.1 Success Criteria

<table>
<thead>
<tr>
<th>Prioritized Level 3: Positive School Culture</th>
<th>Essential Action 3.1: Compelling vision, mission, goals, and values focused on a safe environment and high expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Practice</td>
<td>Success Criteria</td>
</tr>
<tr>
<td>Stakeholders are engaged in creating and continuingly refining the campus mission, vision, and values</td>
<td>- Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students</td>
</tr>
<tr>
<td>Campus practices and policies demonstrate high expectations and are aligned correctly for student success, with a drive towards college and career readiness and postsecondary success</td>
<td>- Practices and policies are captured in setting and continually implemented with fidelity</td>
</tr>
<tr>
<td>Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school</td>
<td>- Staff can articulate the school’s mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them</td>
</tr>
</tbody>
</table>

Regular campus climate surveys assess and measure progress on student and staff experiences
- Climate surveys are administered at least annually and include student, staff, and family responses across all climate indicators

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ESSENTIAL ACTION 4.1 – EVIDENCE COLLECTION

### Aligned Observations:
- Classroom observation: use of instructional materials
- Teacher team meeting observation: meeting agenda, activities, outcomes
- Teacher professional development
- Other

### Aligned Artifacts:
- Sample Scope and Sequences
- Sample Unit Plans
- Sample Assessments
- Sample Instructional Materials

### Best Practices:
- Aligned artifacts for a specific grade level/content area provide clearer context of current campus practices

### Essential Action 4.1 Success Criteria

<table>
<thead>
<tr>
<th>Prioritized Level 4: High-Quality Curriculum</th>
<th>Essential Action 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Practice</td>
<td>Success Criteria</td>
</tr>
<tr>
<td>The scope and sequence, units, and assessments are aligned to the standards for all whole subject and grade levels, and grades PK-2, mathematics are included</td>
<td>- Aligned to the TEKS with an emphasis on readiness standards</td>
</tr>
<tr>
<td>Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence</td>
<td>- Aligned to the Essential Article 4 curriculum with standards presented in the order and sequence as directed by the state and national organization</td>
</tr>
</tbody>
</table>

- Frequent, administered at least 3-4 times per year, by an administrator. Can be cumulative in nature |
- Common assessments designed with the intent to be delivered across all grade levels and content areas |
- Reflects the format and type of questions from the top-line assessment |

- Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. These instructional materials include resources intentionally designed to meet the needs of students with disabilities and ELL learners among other student groups |
- Instructional materials include key ideas, essential questions, recommended materials, and content-rich texts (when applicable) are provided for each content area |
- Instructional materials are implemented with fidelity in all classrooms |
- Instructional materials are specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners |
- Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students |

- Campus calendars indicate indicators for introductory and ongoing aligned professional development focused on curriculum and aligned instructional materials |
- PLC agendas include time to make corrections between data analysis, research plans, and appropriate instructional materials

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**ESSENTIAL ACTION 5.1 – EVIDENCE COLLECTION**

**Aligned Observations:**
- Classroom observation: lesson plan execution
- Teacher team meeting observation: meeting agenda, activities, outcomes
- Other

**Aligned Artifacts:**
- Lesson Plan templates
- Lesson Plan samples with formative assessments
- Lesson Plan samples with feedback provided
- Lesson Plan submission and feedback cycle expectations and protocols

**Best Practices:**
- Examples of completed lesson plans and lesson plan feedback provide additional context
- Alignment of lesson plan with feedback or curriculum scope and sequence provides additional context

**Evidence Collection Plan – Essential Action 5.1**

<table>
<thead>
<tr>
<th>Essential Action 5.1: Objective-driven daily lesson plans with formative assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Action 5.1 Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritized Level #: Effective Instruction</td>
</tr>
<tr>
<td>Key Practice</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**ESSENTIAL ACTION 5.3 – EVIDENCE COLLECTION**

**Aligned Observations:**
- Visible evidence of student goals and progress towards mastery (charts, tracking tools, posters, etc.) in classrooms or hallways
- Teacher team meeting observation: meeting agenda, activities, outcomes
- Leadership team meeting observation: meeting agenda, activities, minutes
- Other

**Aligned Artifacts:**
- PLC/Data Meeting Agendas
- Sample PLC/Data Meeting minutes
- Progress monitoring and tracking tools
- Sample reteach plans
- Assessment Calendar

**Best Practices:**
- When reviewing meeting agendas, including minutes provides a clearer picture of current implementation

**Evidence Collection Plan – Essential Action 5.3**

<table>
<thead>
<tr>
<th>Essential Action 5.3: Data-driven Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Action 5.3 Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritized Level #: Effective Instruction</td>
</tr>
<tr>
<td>Key Practice</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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STEP 2 – ANALYSIS OF CURRENT PRACTICE

Overview: Reflect on evidence of current campus practice in relation to the ESF

Analysis Process:
1. Synthesize evidence gathered
2. Reflect on evidence through the lens of the success criteria
3. Determine implementation of each Key Practice
4. Determine the Essential Action implementation level based on the sum of the evidence gathered

Success Criteria
- Evidence is synthesized and aligned to the appropriate Key Practices
- Evidence is analyzed through the lens of the success criteria to determine the extent to which the Key Practice is being implemented
- The overall implementation of the Key Practices informs the Essential Action implementation level

Self-Assessment: EA Analysis

<table>
<thead>
<tr>
<th>Essential Action 1.1: Evidence Collection and Analysis</th>
<th>Success Criteria</th>
<th>Evidence</th>
<th>Current Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars</td>
<td>Comprehensive list of responsibilities, including teachers assigned for supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance expectations are clear, written, and measurable and they match job responsibilities</td>
<td>Performance evaluations with measurable goals pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus instructional leaders use consistent written protocols and procedures to lead their department or grade level teams</td>
<td>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus instructional leaders meet on a weekly basis to focus on student progress and formative data</td>
<td>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals improve campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with on-site practices for adult learning, deliberate modeling, and observation and feedback cycles</td>
<td>Principals’ calendar: reflects scheduled time to observe real teams in their highest- leverage actions (observation/feedback, PLC observation, data meetings) and includes monitoring the use of these tools and techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP 3 – FOCUS AREA FOR IMPROVEMENT

Overview: Identify 2-3 focus areas for improvement based on analysis of current campus practice

Success Criteria:
- Essential Actions are sorted by implementation level to determine which are considered “bigger” and “smaller” gaps
- Reflection questions and campus/district context are used to inform whether the campus pursues a bigger or smaller gap approach
- Highest leverage focus areas align with the decided approach
- When more than 3 Essential Actions align with the decided approach, the highest leverage focus areas are those that would have the biggest ripple effect on other actions

Focus Area Identification

<table>
<thead>
<tr>
<th>Essential Action Implementation Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA 1.1</td>
</tr>
<tr>
<td>Not Yet Started</td>
</tr>
</tbody>
</table>

Essential Action Gap Analysis

<table>
<thead>
<tr>
<th>Bigger Gap</th>
<th>Smaller Gap</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Approach</th>
<th>Rationale</th>
</tr>
</thead>
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<tr>
<th>Approach</th>
<th>Rationale</th>
</tr>
</thead>
</table>

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Overview: Identify potential barriers that may impede the campus’s ability to address focus areas for improvement

Activities:
- Identifying the mindsets (beliefs), behaviors (actions or inaction), and resource issues (lack of resources or misallocation of resources) that have prevented essential action implementation in the past
- Identify the issues that might derail our implementation in the future so we can proactively plan around them

Success Criteria
- The mindsets, behaviors, and resource issues that may have prevented implementation in the past or may prevent implementation in the future for each focus area (essential actions) are taken into consideration
- Conversation is open and transparent
- Conversation include a variety of stakeholders

For each focus area, consider:
- What mindsets (beliefs/opinions) may have contributed the gap between current practice and strong implementation?
  - What mindset shift needs to occur for strong implementation to occur?
- What behaviors (actions or lack of action) may have contributed the gap between current practice and strong implementation?
  - What behaviors have to change for strong implementation to occur?
- What resources was the campus/district lacking that may have contributed the gap between current practice and strong implementation?
  - What resources are needed to implement this action?

District Commitments

Overview:
- District Commitments serve as the foundational structures and systems upon which school-based best practices can be built.
- The district commitments ensure that the conditions exist for the campus to successfully implement the essential actions.
- District leaders’ actions play a critical role in campus implementation of essential actions.

Success Criteria:
- Key district staff, including the DCSI and principal’s supervisor, are involved in the creation of the District Commitment Theory of Action
- The Theory of Action identifies the actions the district will take so that the campus can implement selected Essential Actions
  - Selected district commitments align to the campus’ identified essential actions
  - Selected district commitments will support the campus’ implementation of identified essential actions and create the necessary conditions for improvement on the campus

- A theory of action describes the causal relationship between the specific actions an organization takes and the outcome it will achieve
  - The outcome for this theory of action is that the campus will be supported in implementing essential actions
- By developing a Theory of Action, the district can identify the specific actions it needs to take to support the campus in implementing best practices.
- Developing a district commitments theory of action includes:
  - Identifying the campus’ focus areas for improvement (through self-assessment and diagnostic)
  - Selecting District Commitments the district will prioritize to support those focus areas
  - Recording the District Commitment Theory of Action in the TIP and creating a plan for district actions