



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

Student Outcome Data Trends Tab

Student Outcome Data Trends				
This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.				
Grade level/ Subject tested	% at Meets Grade Level			Trend
	2017	2018	2019	

Teacher Level Data Tab

Teacher Level Data					
This section provides context around teacher practice and helps to identify self-assessment and shared diagnostic activities. At a minimum, complete the chart for STAAR tested grade levels/ subject areas.					
Teacher	Grade Level	Subject	% of students at Meets Grade Level or above <i>(or at campus determined proficiency level if not a STAAR tested area)</i>	% of students with Expected or Accelerated Progress <i>(if applicable)</i>	Context/Notes

Domain Score Reflection Tab

Domain Score Reflection			
This section contains guiding questions to help the campus develop accountability goals for the year. Use your accountability data tables and the A-F Estimator			
Domain 1 Reflection			
Domain 1 Scale Score			80
Distance from 70			10
Domain 1 Goal Scale Score			
Resources:	Accountability Manual Chapter 2	A-F Estimator	Student Achievement Accountability Data Tables

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

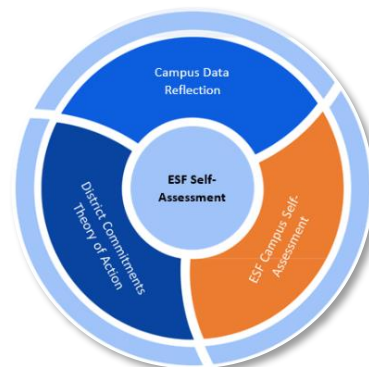
Reflect on evidence of current campus practice in relation to the ESF

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



STEP 1 – EVIDENCE COLLECTION

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 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

Evidence Collection Plan – Essential Action 3.1

Essential Action 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)

Essential Action 3.1 Success Criteria

Prioritized Lever #3: Positive School Culture	Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Key Practice	Success Criteria
Stakeholders are engaged in creating and continually refining the campus mission, vision, and values	<input type="checkbox"/> Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	<input type="checkbox"/> Practices and policies are captured in writing and consistently implemented with fidelity <input type="checkbox"/> 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 <input type="checkbox"/> Artifacts in the classrooms and hallways reference practices and policies
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.	<input type="checkbox"/> Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them <input type="checkbox"/> Artifacts in the classrooms and hallways reference the mission, vision, and values
Regular campus climate surveys assess and measure progress on student and staff experiences.	<input type="checkbox"/> Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators

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

Evidence Collection Plan – Essential Action 4.1

Essential Action 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)

Essential Action 4.1 Success Criteria

Prioritized Lever #4: High-Quality Curriculum	Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence
Key Practice	Success Criteria
The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2 nd mathematics and reading.	<input type="checkbox"/> Aligned to the TEKS with an emphasis on readiness standards <input type="checkbox"/> Structured in logically sequenced units of instruction backwards planned from assessments <input type="checkbox"/> Includes dedicated time for assessment and re-teaching
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.	<input type="checkbox"/> Frequent: administered at least 3-4 times per year, may be cumulative in nature <input type="checkbox"/> Common: assessment designed with the intent to be delivered across all grade level/content classrooms <input type="checkbox"/> Aligned: <ul style="list-style-type: none"> <input type="checkbox"/> Addresses the standards with the same prioritization and rigor as the top-line assessment (STAAR, ACT, AP, etc) in alignment with the scope and sequence <input type="checkbox"/> 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. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.	<input type="checkbox"/> Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area <input type="checkbox"/> Instructional materials are implemented with fidelity in all classrooms <input type="checkbox"/> Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners <input type="checkbox"/> Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.	<input type="checkbox"/> Campus calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials <input type="checkbox"/> PLC agendas include time to make connections between data analysis, reteach plans, and appropriate instructional materials



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

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)

Essential Action 5.1 Success Criteria

Prioritized Level #5: Effective Instruction	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.
Key Practice	Success Criteria
<p>All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups; and daily formative assessments along with exemplar responses.</p> <p>Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response <input type="checkbox"/> Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output <input type="checkbox"/> Aligned: assessment and all learning activities are aligned to the objective <input type="checkbox"/> Data-driven: Informed by student data, includes frequent checks for understanding aligned to the objective <input type="checkbox"/> Detailed: includes enough detail that another teacher could pick up the plan and use it effectively <input type="checkbox"/> Aligned execution: executed in alignment with lesson plan
<p>Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor <input type="checkbox"/> Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning. <input type="checkbox"/> Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery

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

Essential Action 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)

Essential Action 5.3 Success Criteria

Prioritized Level #5: Effective Instruction	Essential Action 5.3: Data-driven instruction
Key Practice	Success Criteria
<p>Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment calendars include windows for data analysis <input type="checkbox"/> Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions <input type="checkbox"/> Coaching and support of teachers is informed by data
<p>Teachers use a corrective instruction action planning process, 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 reteach.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills <input type="checkbox"/> Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding <input type="checkbox"/> Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date <input type="checkbox"/> Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong <input type="checkbox"/> Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review
<p>Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Master schedule includes at least one block weekly for teacher teams to meet <input type="checkbox"/> Teacher team meeting agendas are developed utilizing a common protocol <input type="checkbox"/> Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery
<p>Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All classrooms include at least one visible student progress tracking artifact, which is regularly updated <input type="checkbox"/> Campus hallways include at least one visible student progress tracking artifact, which is regularly updated



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

Essential Action 1.1: Evidence Collection and Analysis			
Key Practice	Success Criteria	Evidence	Current Implementation
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	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, and measurable and they match job responsibilities	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 to lead their department or grade level teams	Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings		
	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		
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques		
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement		

Essential Action Reflection	
Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented

Essential Action 2.1: Evidence Collection and Analysis			
Key Practice	Success Criteria	Evidence	Current Implementation
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates	Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships		
	Uses referrals from current high-performing teachers in the recruitment and selection of staff		
	Develops and strategically deploys marketing materials that present the school as an attractive place to work		
	Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate		

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

Essential Action Implementation Summary					
EA 1.1	EA 2.1	EA 3.1	EA 4.1	EA 5.1	EA 5.3
0	0	0	0	0	0
Essential Action Gap Analysis					
Not Yet Started ←			→ Fully Implemented		
1	2	3	4	5	
Bigger Gap Approach			Smaller Gap Approach		

Improvement Approach	
Consider the following guiding questions for each Essential Action that falls in the Bigger Gap Approach range.	
If the answer is “yes” to most or all of the questions, the Essential Action may be taken into consideration as a focus area for improvement.	
If the answer is “no” for most or all of the questions, the Smaller Gap Approach could be a better fit option.	
A campus may also consider a Blended Approach if there is one Bigger Gap EA that they have answered “yes” to most or all of the questions. They may then choose one Bigger Gap EA and one or more Smaller Gap EAs.	
Bigger Gap	1. Are the necessary underlying systems and structures in place to support the development of an EA? 2. Does the EA align with a significant district-led priority and/or will there be district-level support around high quality implementation of an EA? 3. Is there already significant work underway to address an EA through a partnership with a capacity builder or could the campus feasibly begin work with a capacity builder in this area?

Focus Area Identification	
Approach	Rationale
Focus Areas for Improvement	Rationale



STEP 4 – BARRIER ANALYSIS

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

Barrier Analysis			
Directions			
The purpose of the Barrier Analysis Tool is to name the specific barriers that may arise or may have arisen in the past when working to implement a given Essential Action barriers proactively, the campus can effectively build structures and actions into their Targeted Improvement Plan to address them.			
1. The focus areas the campus identified will automatically populate in Column A.			
2. For each focus area, gather relevant stakeholders to discuss potential barriers. The conversation may be structured around the behaviors, mindsets, and resources that			
3. Indicate the barriers surfaced for each Focus Area in Columns B, C, and D.			
Focus Areas for Improvement Barrier Analysis			
Focus Areas	Barriers to Proactively Plan to Address		
	Behaviors	Mindsets	
Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment			

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

District Commitments Theory of Action				
Directions				
The purpose of the District Commitment Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).				
1. In Focus Areas for Improvement, choose the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic) from the drop-down menu. The select the Prioritized Levers under which these Essential actions fall.				
2. In District Commitments to Support the Implementation of Focus Areas for Improvement, use the drop-down menus to select 1-3 district commitments from each of the Prioritized Levers that the campus' focus areas fall under.				
3. Develop the If/and statements in the District Commitment Theory of Action based on the district commitments you selected in the section above.				
Table of Contents				
Focus Areas for Improvement	District Commitments to Support the Implementation of Focus Areas for Improvement	Theory of Action		
Focus Areas for Improvement				
Campus Identified Focus Areas for Improvement		Prioritized Lever		
District Commitments to Support the Implementation of Focus Areas for Improvement				
Prioritized Lever 1	Prioritized Lever 2	Prioritized Lever 3	Prioritized Lever 4	Prioritized Lever 5

- **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