



# Levers, Essentials Actions, and Key Practices

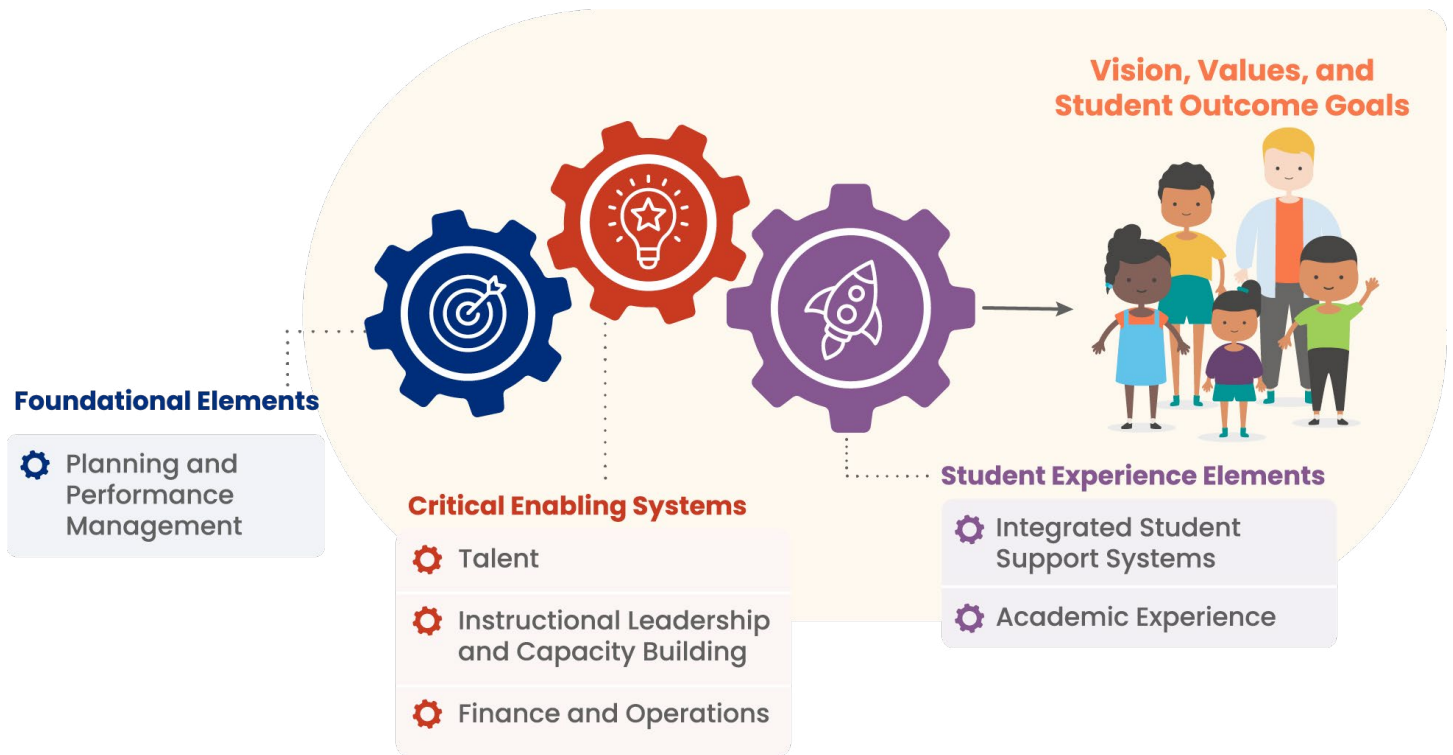


## EFFECTIVE DISTRICT FRAMEWORK

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# The Effective District Framework Impact Model



**The Effective District Framework** provides the guiding principles for district level systems necessary to ensure every area of a district and campuses maximize their effectiveness.

The Effective District Framework, also known as EDF, supports school districts in aligning resources and support across the district systems to ensure a rigorous, supportive student experience that leads to improved student outcomes. The goal of the EDF is to provide districts insight to the research-based, aligned, district-level systems that are critical to effective practices at the district and campus level guided by continuous improvement.



## LEVER 1: Planning and Performance Management

### Essential Actions

- 1.1: Vision, Mission, Guiding Principles
- 1.2: Strategic Plan
- 1.3: Implementation Planning and Project Management
- 1.4: Performance Management
- 1.5: Organizational Foundations for Continuous Improvement

## LEVER 2: Talent

### Essential Actions

- 2.1: Intentional Roles and Staffing
- 2.2: Recruitment and Selection
- 2.3: Growth and Retention Strategies

## LEVER 3: Integrated Student Support Systems

### Essential Actions

- 3.1: Framework for a Comprehensive Multi-tiered System of Supports
- 3.2: School-wide Culture, Behavior, Safety
- 3.3: Interventions and Supports
- 3.4: Early Childhood

## LEVER 4: Academic Experience

### Essential Actions

- 4.1: Framework for a Rigorous Multi-tiered Academic Experience
- 4.2: Management of Curriculum and Instruction
- 4.3: CCMP Course Offerings and Graduation Programs of Study

## LEVER 5: Instructional Leadership and Capacity Building

### Essential Actions

- 5.1: Instructional Leadership and Development of Enabling Conditions
- 5.2: Instructional Planning and Delivery
- 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports

## LEVER 6: Finance and Operations

### Essential Actions

- 6.1: Teacher and Student Time
- 6.2: Budget and Finance
- 6.3: Enrollment and Access
- 6.4: Technology and Data Systems
- 6.5: Site Operations



# LEVER 1: Planning and Performance Management

## Essential Action 1.1: Vision, Mission, Guiding Principles

Establish and refine a clear vision for student success and an aligned mission and guiding principles

- Key Practice 1.1.1: Vision and Mission
- Key Practice 1.1.2: Guiding Principles

## Essential Action 1.2: Strategic Plan

Develop and refine a multi-year strategic plan with high-leverage strategies the district will implement to achieve its vision and goals

- Key Practice 1.2.1: Central Performance Management Function
- Key Practice 1.2.2: Goals
- Key Practice 1.2.3: Strategic Priorities
- Key Practice 1.2.4: Central Management and Systems Roadmap
- Key Practice 1.2.5: Plan

## Essential Action 1.3: Implementation Planning and Project Management

Plan for and project manage implementation of prioritized district initiatives

- Key Practice 1.3.1: Implementation Planning
- Key Practice 1.3.2: Project Management

## Essential Action 1.4: Performance Management

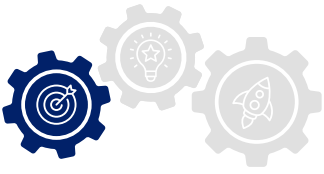
Establish clear expectations for evaluating the effectiveness of district programs and initiatives to drive continuous improvement

- Key Practice 1.4.1: Initiative Goals and Measurement Plan
- Key Practice 1.4.2: Data Setup
- Key Practice 1.4.3: Data Collection
- Key Practice 1.4.4: Performance Management Routines

## Essential Action 1.5: Organizational Foundations for Continuous Improvement

Establish and sustain a district-wide commitment to continuous improvement in culture and key practices

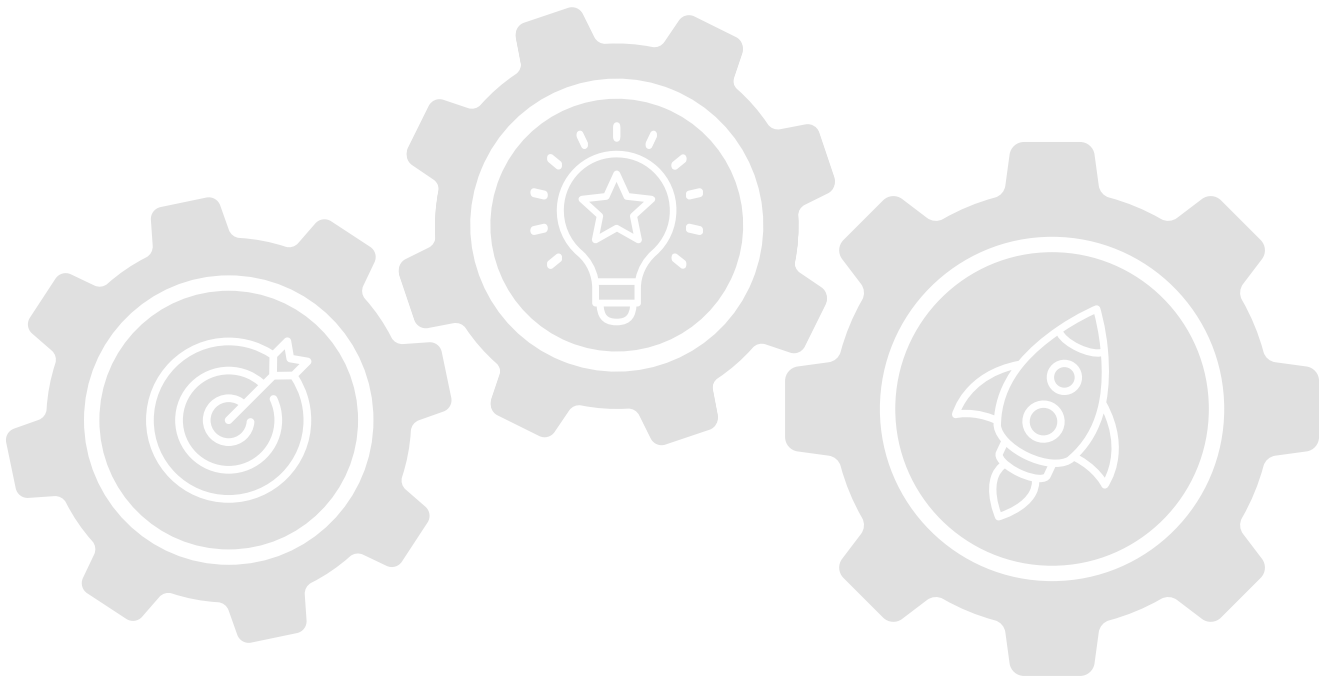
- Key Practice 1.5.1: Roles
- Key Practice 1.5.2: Capacity Building
- Key Practice 1.5.3: Mindsets and Culture
- Key Practice 1.5.4: Continuously Improving the Performance Management System



## LEVER 1

# Planning and Performance Management

The district creates a clear and compelling vision for student success. It develops a strategic road map with key strategies and emphasizes the importance of implementation planning, project management, and continuous performance assessment. The district aims to instill a culture of ongoing improvement throughout the organization.



## Essential Actions:

### 1.1: Vision, Mission, Guiding Principles

Establish and refine a clear vision for student success and an aligned mission and guiding principles

- **Key Practice 1.1.1: Vision and Mission**  
District establishes and communicates a vision for student success and a mission informed by community needs and an understanding of what students need to succeed.
- **Key Practice 1.1.2: Guiding Principles**  
District establishes and communicates guiding principles and commitments that will foster aligned continuous improvement mindsets and operating norms to achieve the district's vision.

## 1.2: Strategic Plan

Develop and refine a multi-year strategic plan with high-leverage strategies the district will implement to achieve its vision and goals

- **Key Practice 1.2.1: Central Performance Management Function**  
District establishes a performance management function with at least one central owner responsible for driving planning and performance management.
- **Key Practice 1.2.2: Goals**  
District Superintendent and Board of Trustees align on multi-year, student outcomes-focused top-line goals with the board of trustees and ensures awareness of goals with district and campus leaders and key internal and external stakeholders.
- **Key Practice 1.2.3: Strategic Priorities**  
District articulates high-leverage strategic priorities in a coherent Theory of Action for accomplishing its vision for student success and goals.
- **Key Practice 1.2.4: Central Management and Systems Roadmap**  
District aligns central management philosophy and roadmap for key district systems (talent, academics, student support, etc.) to accomplish its strategic priorities and Theory of Action.
- **Key Practice 1.2.5: Plan**  
District develops a coherent, multi-year strategic plan built on an analysis of the current state and aligned strategies.

## 1.3: Implementation Planning and Project Management

Plan for and project manage implementation of prioritized district initiatives

- **Key Practice 1.3.1: Implementation Planning**  
District develops clear implementation plans with roles, responsibilities, timelines, and project management structures.
- **Key Practice 1.3.2: Project Management**  
District ensures project management meeting structures and tools are developed and used to ensure on-time, high-quality completion of milestones and deliverables, as well as accountability for project progress.

## 1.4: Performance Management

Establish clear expectations for evaluating the effectiveness of district programs and initiatives to drive continuous improvement

- **Key Practice 1.4.1: Initiative Goals and Measurement Plan**  
District continuously improves implementation by reflecting on progress against goals and plan.
- **Key Practice 1.4.2: Data Setup**  
District assesses current data systems and increases capacity and systems as needed to meet measurement and monitoring.
- **Key Practice 1.4.3: Data Collection**  
District collects and synthesizes data and information related to progress in executing implementation plan and achieving the district's vision and goals.
- **Key Practice 1.4.4: Performance Management Routines**  
District establishes systems that routinize initiative progress reflection and iteration on implementation tactics, as needed.

## 1.5: Organizational Foundations for Continuous Improvement

Establish and sustain a district-wide commitment to continuous improvement in culture and key practices

- **Key Practice 1.5.1: Roles**  
District creates clear roles, responsibilities, and expectations for performance management routines.
- **Key Practice 1.5.2: Capacity Building**  
District provides leadership training and ongoing support to execute performance management actions.
- **Key Practice 1.5.3: Mindsets and Culture**  
District cultivates continuous improvement mindsets and culture supportive of effective performance management and strategic plan execution via communications, training, and key district structures.
- **Key Practice 1.5.4: Continuously Improving the Performance Management System**  
District continually assesses and addresses performance management practices to identify challenges, needs, and opportunities for improvement.







## Essential Action 2.1: Intentional Roles and Staffing

Align human capital systems to enable sustainable roles intentionally designed to deliver the envisioned student experience

- **Key Practice 2.1.1: Role Definition**
- **Key Practice 2.1.2: Organizational Structure and Staffing Patterns**
- **Key Practice 2.1.3: Performance Expectation-Setting**
- **Key Practice 2.1.4: Hiring and Evaluation Alignment**
- **Key Practice 2.1.5: Staffing for Greatest Impact**

## Essential Action 2.2: Recruitment and Selection

Intentionally recruit and select educators and school leaders well-prepared to provide high-quality instruction and services to each student

- **Key Practice 2.2.1: Staffing Projections**
- **Key Practice 2.2.2: Recruiting Systems**
- **Key Practice 2.2.3: Internal Recruitment**
- **Key Practice 2.2.4: Educator Pipelines and Partnerships**
- **Key Practice 2.2.5: Selection and Screening**

## Essential Action 2.3: Growth and Retention Strategies

Establish systems for educator professional growth and retention strategies informed by evaluation effectiveness outcomes

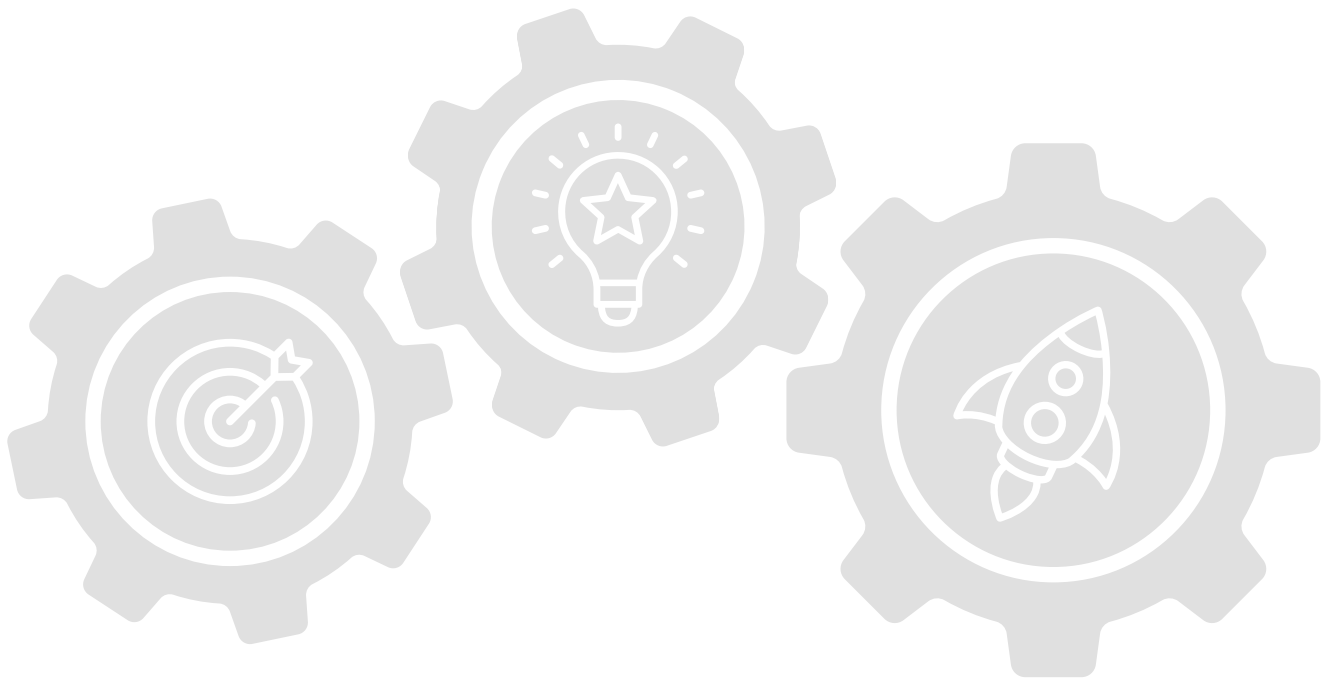
- **Key Practice 2.3.1: Appraisal**
- **Key Practice 2.3.2: Strategic Compensation**
- **Key Practice 2.3.3: Educator Pathways**
- **Key Practice 2.3.4: Advancement and Retention**



## LEVER 2

## Talent

The district prioritizes effective human resources systems to align and sustain staffing for their desired student experience through intentional recruitment, professional growth, and retention strategies for all staff, for ongoing improvement in meeting student needs.



### Essential Actions:

#### 2.1: Intentional Roles and Staffing

Align human capital systems to enable sustainable roles intentionally designed to deliver the envisioned student experience

- **Key Practice 2.1.1: Role Definition**

District designs sustainable roles across the organization that have clear responsibilities and performance expectations aligned to the envisioned student experience and overall strategic priorities and plan.

- **Key Practice 2.1.2: Organizational Structure and Staffing Patterns**

District assesses and adjusts organizational structure and staffing patterns to enable sustainable roles intentionally designed to deliver the envisioned student experience.

- **Key Practice 2.1.3: Performance Expectation-Setting**

District departments set high expectations for performance and consistently communicate performance expectations, during hiring, onboarding/induction, professional learning, and coaching structures.

- **Key Practice 2.1.4: Hiring and Evaluation Alignment**

District aligns selection criteria and evaluation resources with roles and performance expectations.

- **Key Practice 2.1.5: Staffing for Greatest Impact**

District implements strategies to ensure the most effective educators are placed in campuses and classrooms with higher student support needs, including staffing with student need in mind and providing incentives.

## 2.2: Recruitment and Selection

Intentionally recruit and select educators and school leaders well-prepared to provide high-quality instruction and services to each student

- **Key Practice 2.2.1: Staffing Projections**  
District uses short and long-term data to forecast campus and district staffing needs and sets targets to drive and evaluate recruitment and hiring.
- **Key Practice 2.2.2: Recruiting Systems**  
District implements proactive recruitment systems that meet district staffing needs, including ongoing talent pipeline practices such as early notice, early hiring, and competitive compensation.
- **Key Practice 2.2.3: Internal Recruitment**  
District implements internal recruitment strategies, including CTE education and training courses to maximize positive exposure to the teaching profession for current students, as well as pathways for paraprofessionals and other non-educator staff.
- **Key Practice 2.2.4: Educator Pipelines and Partnerships**  
District proactively manages effective educator pipelines and partnerships (including community colleges, undergraduate institutions, and EPPs), regularly assesses their effectiveness, and provides opportunities to hire strong incoming teachers to meet district needs.
- **Key Practice 2.2.5: Selection and Screening**  
District utilizes screening processes, selection criteria, and hiring processes to effectively evaluate a candidate's knowledge, skills, and abilities.

## 2.3: Growth and Retention Strategies

Establish systems for educator professional growth and retention strategies informed by evaluation effectiveness outcomes

- **Key Practice 2.3.1: Appraisal**  
District establishes annual staff appraisals that use multiple measures, including competencies and student growth, to identify performance levels.
- **Key Practice 2.3.2: Strategic Compensation**  
District finance, human resources, and educator development departments collaborate to create sustainable long-term strategic compensation systems that recognize, and reward educators based on appraisal and outcomes.
- **Key Practice 2.3.3: Educator Pathways**  
District provides career pathways and advancement opportunities to encourage staff retention and maximize student learning, including identifying mentors for novice teachers and supporting currently employed aspiring teachers.
- **Key Practice 2.3.4: Advancement and Retention**  
District and campus leaders implement district-level advancement and retention strategies driven by district performance expectations.



## LEVER 3: Integrated Student Support Systems

### Essential Action 3.1: Framework for a Comprehensive Multi-tiered System of Supports

Establish and communicate an integrated multi-tiered system of supports (MTSS) framework aligned to evidence based prevention and intervention practices to support the academic and non-academic needs of all students, providing guidance on routine progress monitoring and data-driven decision making (supportive of Essential Action 4.1)

- **Key Practice 3.1.1: Student Support Teams**
- **Key Practice 3.1.2: Professional Learning Supports**
- **Key Practice 3.1.3: Universal Screening**
- **Key Practice 3.1.4: Family Engagement**

### Essential Action 3.2: School-wide Culture, Behavior, Safety

Establish strong school culture, behavior, and safety systems (aligned to 3.1)

- **Key Practice 3.2.1: School-wide Culture**
- **Key Practice 3.2.2: Routines for a Productive Learning Environment**
- **Key Practice 3.2.3: Universal Behavior and Discipline Strategies**

### Essential Action 3.3: Interventions and Supports

Establish systems, resources, and training to enable staff to identify and respond to needs and provide timely targeted responses to reduce barriers to learning and promote trust, belonging, safety, growth mindset, and self regulation (aligned to 3.1.)

- **Key Practice 3.3.1: Resource Mapping and Referral Pathways**
- **Key Practice 3.3.2: Special Populations Support**
- **Key Practice 3.3.3: Threat Assessment**
- **Key Practice 3.3.4: Postvention Services**

### Essential Action 3.4: Early Childhood

Establish systems, resources, and programming to engage and support the development of young children

**Key Practice 3.4.1: Early Childhood Programming**

**Key Practice 3.4.2: Family Support and Partnership**

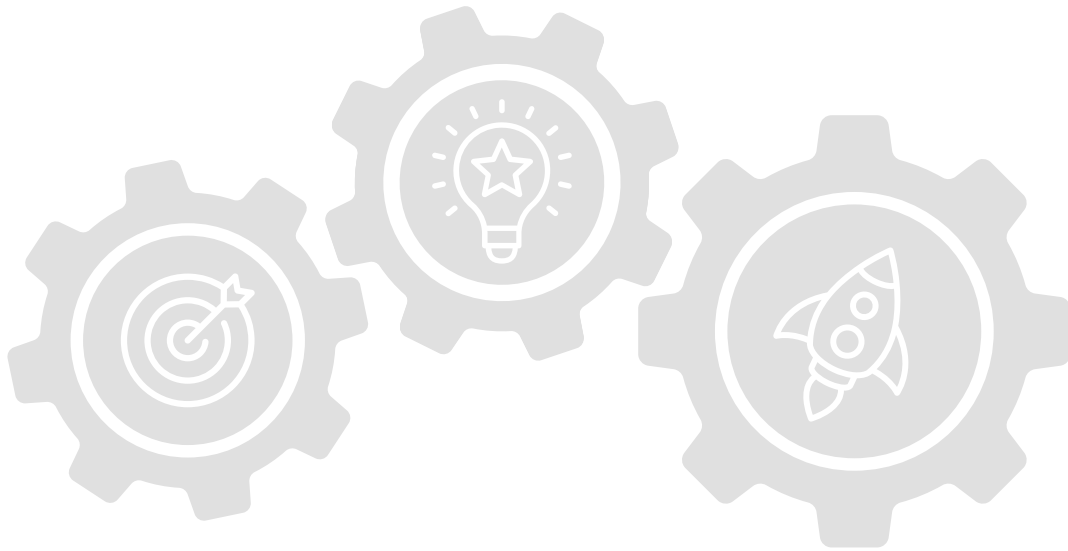
**Key Practice 3.4.3: Early Identification**



## LEVER 3

# Integrated Student Support Systems

The district establishes proactive and responsive holistic student supports to provide student supports focusing on a positive school culture by developing, implementing, and monitoring behavior and safety plans, empowering staff to address student needs Pre-K through 12th grade.



## Essential Actions:

### 3.1: Framework for a Comprehensive Multi-tiered System of Supports

Establish and communicate an integrated multi-tiered system of supports (MTSS) framework aligned to evidence based prevention and intervention practices to support the academic and non-academic needs of all students, providing guidance on routine progress monitoring and data-driven decision making (supportive of Essential Action 4.1)

- **Key Practice 3.1.1: Student Support Teams**

District sets expectations for implementing student support teams to use data to identify individual student strengths and needs, implementing individualized support strategies, and using a case management system to monitor student progress.

- **Key Practice 3.1.2: Professional Learning Supports**

District provides resources and training to enable staff to implement the comprehensive MTSS framework to address academic support, behavioral health and mental health services and support.

- **Key Practice 3.1.3: Universal Screening**

District provides procedures and training in implementing universal screening processes for academic, mental health and behavior, provides time and support for a multidisciplinary team to analyze data, and reinforces the value of universal screening with staff, students, and families.

- **Key Practice 3.1.4: Family Engagement**

District sets expectations and provides staff training and time to meaningfully engage parents/caregivers, promote parent/caregiver understanding of student progress and campus expectations, and facilitate a parent/caregiver partnership to support overall student development and success.

## 3.2: School-wide Culture, Behavior, Safety

Establish strong school culture, behavior, and safety systems (aligned to 3.1)

- **Key Practice 3.2.1: School-wide Culture**  
District sets clear expectations for campus-level culture-setting aligned to district-level guiding commitments and vision and inclusive of aspects of culture foundational to student readiness to learn.
- **Key Practice 3.2.2: Routines for a Productive Learning Environment**  
District sets clear expectations for implementing school-wide and classroom-level procedures for a safe, productive learning environment.
- **Key Practices 3.2.3: Universal Behavior and Discipline Strategies**  
District sets expectations for campus-level implementation of a system of prevention, incentives, and consequences that promotes positive behavior.

## 3.3: Interventions and Supports

Establish systems, resources, and training to enable staff to identify and respond to needs and provide timely targeted responses to reduce barriers to learning and promote trust, belonging, safety, growth mindset, and self regulation (aligned to 3.1.)

- **Key Practice 3.3.1: Resource Mapping and Referral Pathways**  
District establishes partnerships and identifies resources to develop effective referral pathways for coordinated support for student and staff behavioral, mental health, and wellness needs; develops procedures to maintain a supportive, student-centered focus when reacting to unforeseen community, campus, or student challenges.
- **Key Practice 3.3.2: Special Populations Support**  
District provides effective special populations supports for students through a variety of structured programs and services to address students' unique psychological, emotional, and behavioral needs.
- **Key Practices 3.3.3: Threat Assessment**  
District establishes threat assessment teams integrated into ongoing student support structures, provides aligned staff and student training, communicates the responsibility to report, and establishes mental health crisis response protocols.
- **Key Practices 3.3.4: Postvention Services**  
District sets expectations, provides support, and ensures district and campus staff have training to support suicide postvention services, provide trauma-informed care, and facilitate school re-entry following outpatient care.

## 3.4: Early Childhood

Establish systems, resources, and programming to engage and support the development of young children

- **Key Practice 3.4.1: Early Childhood Programming**  
District implements early childhood programming (independently or through intentionally structured partnerships) that delivers on a strong readiness model (aligned to 4.1.5).
- **Key Practice 3.4.2: Family Support and Partnership**  
District implements research-based best practices for family support, such as home visitation and home instruction support.
- **Key Practices 3.4.3: Early Identification**  
District provides and uses screening instruments to facilitate the early identification of academic and developmental concerns based on readiness competencies and develops individual support plans to address student needs and/or a referral for formal assessment for a disability.

# LEVER 4: Academic Experiences



## Essential Action 4.1: Framework for a Rigorous Multi-tiered Academic Experience

Establish and communicate research-based strategy and approach for strong multi-tiered instruction and supports, inclusive of content and curriculum-aligned intervention, additional and personalized learning time, and special populations strategies (supportive of Essential Action 3.1)

- **Key Practice 4.1.1: Coherent Multi-tiered System of Supports Design**
- **Key Practice 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners**
- **Key Practice 4.1.3: Coherent Extended Time, Tutoring, Interventions Approach**
- **Key Practice 4.1.4: Aligned Assessment System**
- **Key Practice 4.1.5: [If relevant] Early Childhood Strategies**

## Essential Action 4.2: Management of Curriculum and Instruction

Establish a materials adoption process, including clear expectations for implementation and aligning key enabling systems

- **Key Practice 4.2.1: Systematic Process for Materials Review**
- **Key Practice 4.2.2: Materials Use Expectation-Setting and Communication**
- **Key Practice 4.2.3: Quality Tier 1 Material Access and Use**
- **Key Practice 4.2.4: Quality, Aligned Supplemental Instructional Materials Access and Use**
- **Key Practice 4.2.5: Implementation Monitoring for Alignment to District Curriculum and Instruction Approach**
- **Key Practice 4.2.6: Parent Access to Instructional Material**

## Essential Action 4.3: CCMP Course Offerings and Graduation Programs of Study

Provide equitable access to course offerings and graduation pathways that provide students with the knowledge and skills necessary for college, career, and military readiness

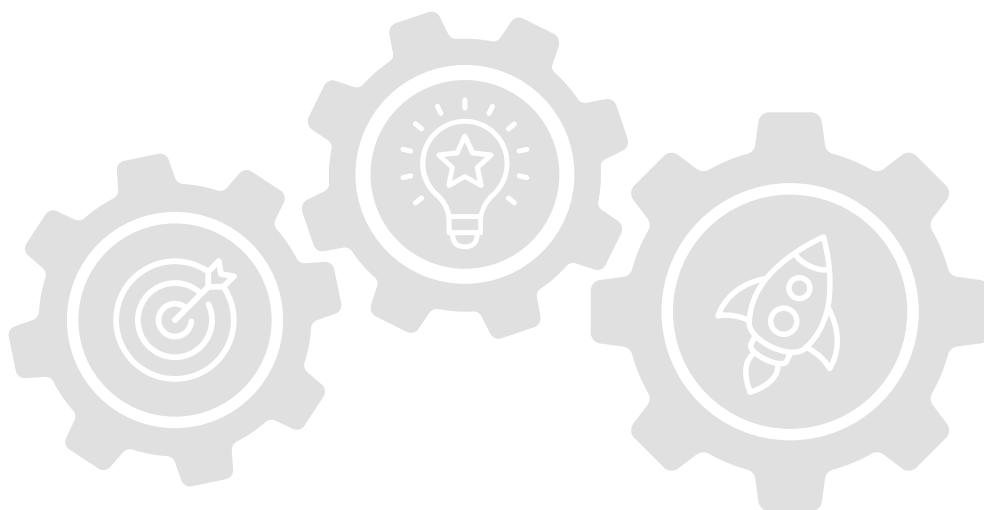
- **Key Practice 4.3.1: CCMP Course Access**
- **Key Practice 4.3.2: Academic Policy**
- **Key Practice 4.3.3: Graduation Pathways**
- **Key Practice 4.3.4: Career Readiness**
- **Key Practice 4.3.5: Advising**



## LEVER 4

## Academic Experiences

The district establishes a framework for strong instruction, including the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring equitable access and resources to prepare students for college, career, or military pathways.



### Essential Actions:

#### 4.1: Framework for a Rigorous Multi-tiered Academic Experience

Establish and communicate research-based strategy and approach for strong multi-tiered Instruction and supports, inclusive of content and curriculum-aligned intervention, additional and personalized learning time, and special populations strategies (supportive of Essential Action 3.1)

- **Key Practice 4.1.1: Coherent Multi-tiered System of Supports Design**  
District defines and provides training on a coherent approach to Tier 1, Tier 2, and Tier 3 academic supports.
- **Key Practice 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners**  
District builds and orients staff to an instructional framework rooted in research-based Tier 1 instructional strategies aligned to content (e.g., math, reading) and designed for memory formation and deeper learning and supportive of all learners.
- **Key Practice 4.1.3: Coherent Extended Time, Tutoring, Interventions Approach**  
District designs and orients staff to a coherent, research-based approach to extended time, tutoring, and interventions that aligns with the overall multi-tiered system of supports.
- **Key Practice 4.1.4: Aligned Assessment System**  
District creates an assessment framework aligned to high-quality instructional materials, ensuring the use of curriculum-embedded assessments, to enable strong implementation of instructional materials.
- **Key Practice 4.1.5: [If relevant] Early Childhood Strategies**  
District establishes a research-based early childhood instructional delivery model aligned to Kindergarten Readiness standards and development of critical skills.



## 4.2: Management of Curriculum and Instruction

Establish a materials adoption process, including clear expectations for implementation and aligning key enabling systems

- **Key Practice 4.2.1: Systematic Process for Materials Review**  
District establishes adoption processes to routinely evaluate and select high-quality instructional materials following local board policy.
- **Key Practice 4.2.2: Materials Use Expectation–Setting and Communication**  
District establishes and communicates clear guidelines for instructional materials decision-making authority and expectations for use and implementation at the district, campus, and classroom levels.
- **Key Practice 4.2.3: Quality Tier 1 Material Access and Use**  
District ensures that teachers have access to and use instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and can be used to meet the needs of all students.
- **Key Practice 4.2.4: Quality, Aligned Supplemental Instructional Materials Access and Use**  
District ensures that instructional materials and aligned assessments include quality Tier 2 and 3 supports aligned to research-based intervention strategies and inclusive of ongoing progress monitoring support.
- **Key Practice 4.2.5: Implementation Monitoring for Alignment to District Curriculum and Instruction Approach**  
District establishes routine monitoring systems to ensure campuses implement district-adopted instructional materials, utilize internalization and instructional planning, and follow the required scope and sequence and aligned assessments.
- **Key Practice 4.2.6: Parent Access to Instructional Material**  
District implements a system for providing parents access to the curriculum and instructional materials taught in classrooms.

## 4.3: CCMP Course Offerings and Graduation Programs of Study

Provide equitable access to course offerings and graduation pathways that provide students with the knowledge and skills necessary for college, career, and military readiness

- **Key Practice 4.3.1: CCMP Course Access**  
District ensures and monitors that campuses provide equitable student access to rigorous and challenging courses.
- **Key Practice 4.3.2: Academic Policy**  
District develops and reviews policies and administrative regulations to ensure equitable grading and advancement practices and access to special programming (magnet schools, academies, etc.).
- **Key Practice 4.3.3: Graduation Pathways**  
District ensures campuses offer equitable graduation pathways and provides campuses with readiness criteria, course sequence, and expectations.
- **Key Practice 4.3.4: Career Readiness**  
District identifies pathways that maximize students' opportunities to participate in high-growth, high-demand occupations and identifies work-based learning opportunities for those pathways.
- **Key Practice 4.3.5: Advising**  
District provides high quality advising to support students in accessing CCMP-aligned courses and opportunities to ensure students graduate prepared for postsecondary life.



## **Essential Action 5.1: Instructional Leadership and Development of Enabling Conditions**

Establish expectations and foundational systems for instructional leadership and development

- **Key Practice 5.1.1: Expectations for Job-Embedded Coaching and Capacity Building**
- **Key Practice 5.1.2: Distributed Leadership**
- **Key Practice 5.1.3: Yearlong Development and Coaching Plan**

## **Essential Action 5.2: Instructional Planning and Delivery**

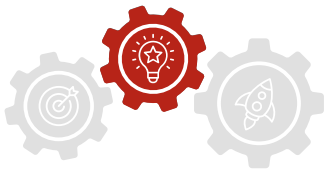
Establish role-aligned job-embedded capacity building supports for instructional leaders and teachers to internalize, prepare for, and deliver instruction in a strong classroom environment

- **Key Practice 5.2.1: Culture and Routine Systems Training**
- **Key Practice 5.2.2: Curriculum-based Professional Learning**
- **Key Practice 5.2.3: Instructional Delivery Training**
- **Key Practice 5.2.4: Instructional Planning Supports**
- **Key Practice 5.2.5: Observation and Feedback**

## **Essential Action 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports**

Establish expectations and foundational systems that support utilizing data to support all learners

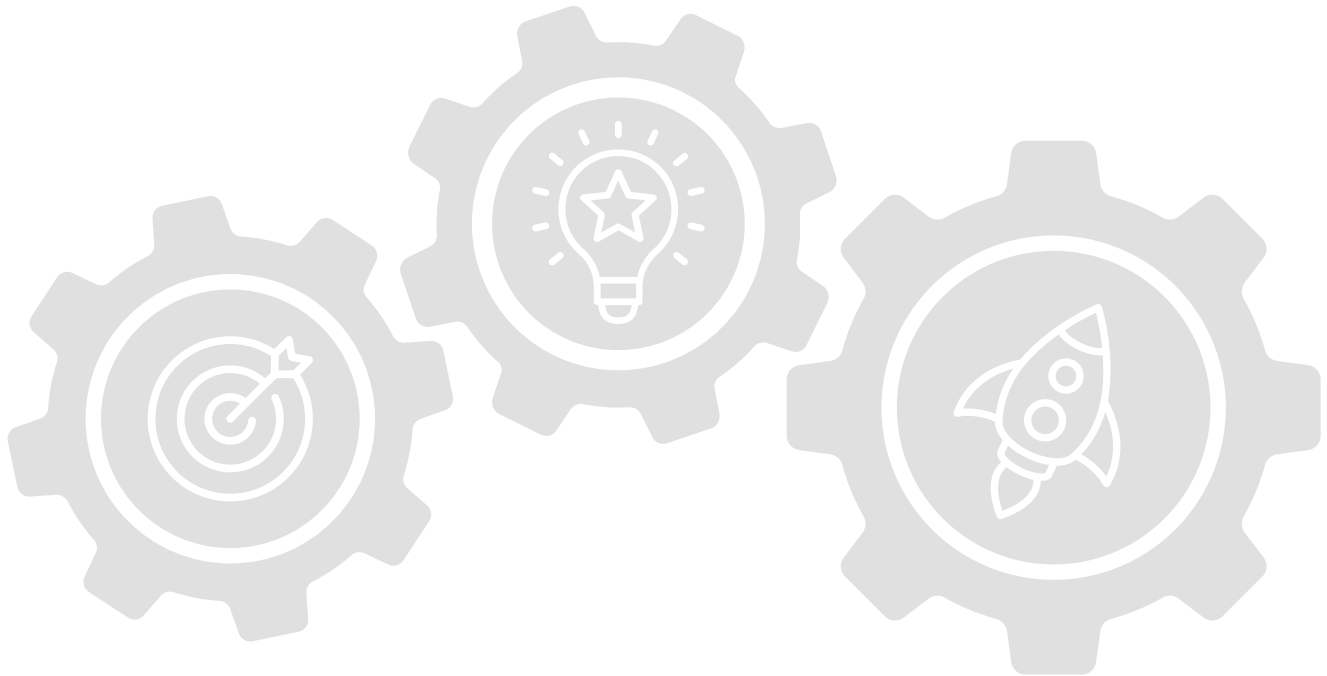
- **Key Practice 5.3.1: Data-driven Instruction with Curriculum-embedded Assessments**
- **Key Practice 5.3.2: Diagnostic and Interim Assessment Reflection and Use Protocols**
- **Key Practice 5.3.3: Coherent Placement, Student Support, and Interventions Strategy**
- **Key Practice 5.3.4: Collaboration across Staff to Effectively Support Students with Disabilities**
- **Key Practice 5.3.5: Collaboration across Staff to Effectively Support Emergent Bilingual Students**



# LEVER 5

## Instructional Leadership and Capacity Building

Systems are established to enable instructional leadership development and capacity building for instructional leaders and teachers, including planning, internalization, and effective delivery of instruction. The district ensures foundational practices support data-driven instruction and assessment reflection benefiting all learners.



### Essential Actions:

#### 5.1: Instructional Leadership and Development of Enabling Conditions

Establish expectations and foundational systems for instructional leadership and development

- **Key Practice 5.1.1: Expectations for Job-Embedded Coaching and Capacity Building**  
District communicates a clear vision for high quality and ongoing, job-embedded coaching and development inclusive of instructional leadership roles.
- **Key Practice 5.1.2: Distributed Leadership**  
District sets expectations and a system for monitoring shared ownership of teacher coaching and development structures with school and district leaders and coaches, creating systems for distributing support assignments, calibration, prioritization of teachers to support.
- **Key Practice 5.1.3: Yearlong Development and Coaching Plan**  
District develops a yearlong plan for professional development and ongoing coaching with targeted approaches for each critical role, aligned to the envisioned student experience.

## Essential Actions:

### 5.2: Instructional Planning and Delivery

Establish role-aligned job-embedded capacity building supports for instructional leaders and teachers to internalize, prepare for, and deliver instruction in a strong classroom environment

- **Key Practice 5.2.1: Culture and Routine Systems Training**  
District provides training to ensure teachers and instructional leaders have a role-aligned understanding of culture routines and behavior supports, and practice opportunities for delivery (supportive of 3.1).
- **Key Practice 5.2.2: Curriculum-based Professional Learning**  
District provides training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of how to effectively implement or support the implementation of the curriculum.
- **Key Practice 5.2.3: Instructional Delivery Training**  
District provides training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of executing strong instruction, inclusive of content-aligned classroom management, intervention, additional and personalized learning time, and special populations support (supportive of 4.1).
- **Key Practice 5.2.4: Instructional Planning Support**  
District delivers ongoing job-embedded supports and calibration for instructional leaders and coaches to effectively support teachers to use individual planning time and/or facilitate PLCs to support internalizing curriculum for students (inclusive of differentiation).
- **Key Practice 5.2.5: Observation and Feedback**  
District delivers ongoing job-embedded supports and calibration for instructional leaders and coaches to implement cycles of observation and feedback aligned to high-quality instructional material delivery and strong instructional delivery practices, leveraging action step trackers to provide clarity and track progress over time.

### 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports

Establish expectations and foundational systems that support utilizing data to support all learners

- **Key Practice 5.3.1: Data-driven Instruction with Curriculum-embedded Assessments**  
District delivers ongoing job-embedded supports and calibration for instructional leaders and coaches to support teachers in reviewing student work to identify, practice, and plan for student supports.
- **Key Practice 5.3.2: Diagnostic and Interim Assessment Reflection and Use Protocols**  
District supports reflection on diagnostic and interim assessment in a manner aligned to strong Tier 1 high-quality instructional material implementation.
- **Key Practice 5.3.3: Coherent Placement, Student Support, and Interventions Strategy**  
District provides training and ongoing support for data-driven student placement, interventions and other targeted support, family engagement, and frequent monitoring.
- **Key Practice 5.3.4: Collaboration across Staff to Effectively Support Students with Disabilities**  
District establishes systems for collaboration among Special Education, Counseling & General Education staff, including clear roles and responsibilities for shared accountability and how to implement Universal Design Learning (UDL) best practices.
- **Key Practice 5.3.5: Collaboration across Staff to Effectively Support Emergent Bilingual Students**  
District establishes systems for collaboration among Emergent Bilingual & other teaching staff, including clear roles and responsibilities for shared accountability and how to implement content-based language instruction (CBLI) best practices.

# LEVER 6: Finance and Operations



## Essential Action 6.1: Teacher and Student Time

Ensure sufficient time in the calendar year and school day for impactful student experiences, as well as staff preparation and development

- **Key Practice 6.1.1: School Year Calendar**
- **Key Practice 6.1.2: School Day Master Schedule**

## Essential Action 6.2: Budget and Finance

Strategically plans for and allocates resources in alignment with the envisioned student experience and compliance needs

- **Key Practice 6.2.1: Accurate Revenue Projections**
- **Key Practice 6.2.2: Strategic Budget Allocation**
- **Key Practice 6.2.3: Compliant Budgeting, Accounting, and Financial Practices**
- **Key Practice 6.2.4: Active Revenue and Cost Monitoring and Analysis**

## Essential Action 6.3: Enrollment and Access

Empowers parents by helping them understand, enroll in, and attend their desired school, while also establishing enrollment policies and practices that provide students access to all the district's school options

- **Key Practice 6.3.1: Student-focused Enrollment Systems**
- **Key Practice 6.3.2: Student Recruitment and Marketing**

## Essential Action 6.4: Technology and Data Systems

Strategically plans for and allocates resources that are compatible and support both academic and non-academic structures as well as meet all data security and protection requirements

- **Key Practice 6.4.1: Infrastructure and Networks**
- **Key Practice 6.4.2: Data Systems**
- **Key Practice 6.4.3: Hardware**
- **Key Practice 6.4.4: Non-curricular Software Systems (i.e., LMS, SIS, HR mgmt., etc.)**

## Essential Action 6.5: Site Operations

Strategically plans for and allocates resources in alignment with the envisioned student experience and compliance needs

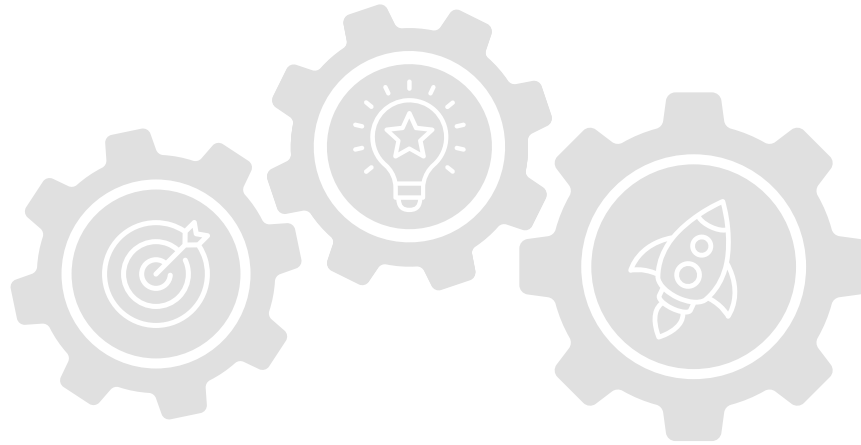
- **Key Practice 6.5.1: Adequate Campus Facilities and Maintenance**
- **Key Practice 6.5.2: Secure Facilities**
- **Key Practice 6.5.3: Transportation**
- **Key Practice 6.5.4: Food Services**



# LEVER 6

## Finance and Operations

The district strategically aligns resources with their desired student experience, emphasizing safety, security, and operational efficiency. The district empowers parents to ensure access to all school options while prioritizing student support across all systems.



### Essential Actions:

#### 6.1: Teacher and Student Time

Ensure sufficient time in the calendar year and school day for impactful student experiences, as well as staff preparation and development

- **Key Practice 6.1.1: School Year Calendar**  
District develops and approves campus calendars that meet all TEC requirements and provide strategic decisions to incorporate expanded learning opportunities to meet student and family needs.
- **Key Practice 6.1.2: School Day Master Schedule**  
District master schedules optimize student learning time and are centered on the envisioned student academic experience, including opportunities for enrichment.

#### 6.2: Budget and Finance

Strategically plans for and allocates resources in alignment with the envisioned student experience and compliance needs

- **Key Practice 6.2.1: Accurate Revenue Projections**  
District develops, implements, and continuously improves processes to project revenues from enrollment and non-enrollment-based sources.
- **Key Practice 6.2.2: Strategic Budget Allocation**  
District aligns the budget with the highest needs to enhance the envisioned student experience and improve student outcomes.
- **Key Practice 6.2.3: Compliant Budgeting, Accounting, and Financial Practices**  
District maintains sound accounting practices in accordance with statutes and local requirements to support fiscal transparency and responsibility.
- **Key Practice 6.2.4: Active Revenue and Cost Monitoring and Analysis**  
District develops and implements a process to monitor revenue and cost projections on a reasonable basis, ensuring compliance and their impact on student outcomes.

### 6.3: Enrollment and Access

Empowers parents by helping them understand, enroll in, and attend their desired school, while also establishing enrollment policies and practices that provide students access to all the district's school options

- **Key Practice 6.3.1: Student-focused Enrollment Systems**  
District develops and implements enrollment systems that prioritize students and families in areas of unmet need and prioritizes the highest quality options for students with the greatest need.
- **Key Practice 6.3.2: Student Recruitment and Marketing**  
District develops and implements an effective family and student marketing strategy to fill all quality seats within available campuses, focusing on community needs and how the school or campus is responsive to those needs.

### 6.4: Technology and Data Systems

Strategically plans for and allocates resources that are compatible and support both academic and non-academic structures as well as meet all data security and protection requirements

- **Key Practice 6.4.1: Infrastructure and Networks**  
District acquires, deploys, and maintains sufficient technology infrastructure and network connectivity capabilities to support the academic and non-academic strategy of the district.
- **Key Practice 6.4.2: Data Systems**  
District acquires or develops data systems that safely and securely gather and allow for representation of student, teacher, and administrator information for performance management and informational purposes (and, at a basic level, compliance and required reporting).
- **Key Practice 6.4.3: Hardware**  
District acquires and maintains sufficient hardware to support the academic and non-academic strategy of the district.
- **Key Practice 6.4.4: Non-curricular Software Systems (i.e., LMS, SIS, HR mgmt., etc.)**  
District acquires or develops information systems to support non-curricular actions within the district and each campus that limit extraneous actions from teachers and administrators and maximize learning time for students.

### 6.5: Site Operations

Strategically plans for and allocates resources in alignment with the envisioned student experience and compliance needs

- **Key Practice 6.5.1: Adequate Campus Facilities and Maintenance**  
District acquires or builds and maintains facilities that will support the district in meeting the district vision and support a safe, welcoming, and effective learning environment.
- **Key Practice 6.5.2: Secure Facilities**  
District ensures facilities meet security requirements.
- **Key Practice 6.5.3: Transportation**  
District hires, develops, and manages staff or procures and manages contracts for student transportation that, if implemented effectively, will support the district in meeting the district vision and enable all students to attend their best-fit school.
- **Key Practice 6.5.4: Food Services**  
District hires and develops staff or procures and manages contracts for food services that, if implemented effectively, will support the district in meeting the district vision.

# EFFECTIVE DISTRICT FRAMEWORK

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