

Implementation Plan Guidance

As a result of House Bill 1842, passed in the 84th session of the Texas Legislature, a campus that fails to meet standard for two consecutive years must develop a campus turnaround plan that will achieve an academically acceptable rating in two years. A campus that fails to meet standard for a third consecutive year must implement their board- and agency-approved turnaround plan. All *Improvement Required* (IR) campuses use the same targeted improvement plan template; however, campuses implementing a turnaround plan will complete the turnaround implementation tab rather than the improvement plan tab.

This guidance is intended to support campuses in completing the turnaround implementation plan. This applies to:

- Campuses that are 3rd year IR (or higher) that are implementing the turnaround plan, and
- Campuses that are Formerly Improvement Required (FIR) that decide to implement the turnaround plan using the implementation tab (including turnaround plans modified by the district's board of trustees).

See the [2016-2017 Intervention Requirements chart](#) for more information on specific intervention activities.

Sections throughout this guidance titled “in the plan” are included to help planning teams quickly locate where to place information in the implementation plan.

Data Analysis

Campuses implementing a turnaround plan engaged in a rigorous data analysis process during the development of the turnaround plan. When completing the turnaround implementation plan, turnaround campuses will still complete the Campus Data Analysis tab using current state assessment data. Campuses will answer questions about the indexes they missed in the state accountability system in Section II of the Campus Data Analysis Tab and will develop problem statements based on those missed index targets (see next section: Problem Statements). Campuses implementing a turnaround plan are not required to complete the Critical Success Factor (CSF) data source chart in Section IV because this work was already done in the development of the turnaround plan. In Section V, campuses will enter their problem statements, which will populate the problem statement boxes in the turnaround implementation tab.

Problem Statements

Campuses that develop a turnaround plan have an assumed problem statement: they are persistently receiving an unacceptable rating under the state accountability system. Therefore, in implementing the turnaround plan, these campuses will develop problem statements linked to the performance issues they are experiencing as measured by the state accountability system. Turnaround campuses will write

problem statements based on the [state accountability indexes](#) they missed. **Each index that a campus misses must have at least one corresponding problem statement.**

In the plan: The campus will enter the problem statement in Section V on the campus data analysis tab, and those statements will populate the problem statement cells in the turnaround implementation tab.

Example:* An elementary campus missed index 1 (overall student achievement) by 22 points and missed index 3 (closing performance gaps) by 4 points. After analyzing index 1 data, the campus finds that they have a low overall passing rate, and the campus also notices that poor reading performance strongly contributed to the low index 1 score. The campus may opt to create two problem statements for index 1 and a single problem statement for index 3. See the chart below for sample language:

PS 1:	38% of all students reached the Level II satisfactory standard on all 2016 STAAR tests.
PS 2:	18% of all students reached the Level II satisfactory standard on 2016 STAAR reading.
PS 3:	40% of economically disadvantaged students reached the Level II satisfactory standard on all 2016 STAAR tests, and 5% of economically disadvantaged students reached the Advanced standard on all 2016 STAAR tests.

*The example language is intended to be a guide, not to reflect a requirement. Planning teams may identify other ways to develop problem statements that are based on state accountability index targets.

Annual Goals

The annual goal is the resolution of the issue identified in the problem statement. Annual goals within the targeted implementation plan are linked to the index-based problem statements to maintain focus on meeting the index targets necessary to attain an acceptable rating. For campuses in the first year of turnaround implementation, the annual goal for each problem statement is a checkpoint established by the Campus Intervention Team (CIT) that ensures the campus is on track to meet standard in two years. Annual goals should be SMART goals: Specific, Measurable, Ambitious/Attainable, Results-based, and Time-bound.

In the plan: The campus will type the annual goals at the top of the turnaround implementation tab next to the corresponding problem statements.

Example:* Carrying out the example from the Problem Statement section above, the sample annual goals below set targets for a campus in the first year of turnaround implementation to put them on track to meet standard in two years.

PS 1:	38% of all students reached the Level II satisfactory standard on all 2016 STAAR tests.	Annual Goal 1:	50% of all students will reach the Level II satisfactory standard on all 2017 STAAR tests.
PS 2:	18% of all students reached the Level II satisfactory standard on 2016 STAAR reading.	Annual Goal 2:	40% of all students will reach the Level II satisfactory standard on 2017 STAAR reading.

PS 3:	40% of economically disadvantaged students reached the Level II satisfactory standard on all 2016 STAAR tests, and 5% of economically disadvantaged students reached the Advanced standard on all 2016 STAAR tests.	Annual Goal 3:	50% of economically disadvantaged students will reach the Level II satisfactory standard on all 2016 STAAR tests, and 15% of economically disadvantaged students will the Advanced standard on all 2017 STAAR tests.
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*The example language is intended to be a guide, not to reflect a requirement. Planning teams may identify other ways to develop annual goals that demonstrate work toward gaining an acceptable rating for the campus.

Systemic Root Cause

The systemic root cause, identified in the development of the turnaround plan, is the primary cause of the campus' persistent low performance. This is the systemic issue that needs to be corrected to turn the campus around and create sustainable success on the campus. To maintain this systemic focus in implementation, the systemic root cause is carried over into the targeted implementation plan.

In the plan: The campus will copy the systemic root cause from the turnaround plan into the box at the top of the turnaround implementation plan tab.

Turnaround Initiative and Initiative Components

In order to effectively monitor the implementation of the turnaround initiative and the impact it has on students and other stakeholders, campuses will break the full turnaround initiative into components. These components are the major actions that need to occur for the initiative to be completely implemented on the campus. In developing campus turnaround plans, campuses described their initiatives through four support systems: Processes and Procedures, Communication, Organizational Structure, and Capacity and Resources. The initiative components identified in the targeted implementation plan must align with the descriptions in those sections of the approved campus turnaround plan. A resource to help campuses ensure that the initiative components are aligned and systemic is available on the [Division of School Improvement's campus turnaround website](#).

In the plan: The campus will copy the turnaround initiative from the turnaround plan into the box at the top of the turnaround implementation plan tab. Initiative components are entered into the boxes at the top of each quarterly planning section in the implementation plan tab.

Quarterly Goals, Interventions, and Data Sources

The quarterly planning process for the implementation of a turnaround initiative component is the same as the process for implementing a strategy in the targeted improvement plan. The quarterly goals are measurable, results-based goals that create a sense of urgency around the implementation of each component of the initiative and its impact on stakeholders, especially on student outcomes. Interventions are the action steps necessary to implement the initiative component, and data sources

are the information to be collected to monitor the success of implementation. More information on quarterly planning can be found in [TAIS Module 2.3: Quarterly Planning](#).