Turnaround Plan
Development Guidance, 2017-18

last updated 10/31/2017

This guidance is intended for campuses that are rated 2nd year Improvement Required (IR) and required to develop a campus turnaround plan.

The guidance will cover two areas:

First, we will review the turnaround planning process, including requirements from statute and items to be submitted. Second, we will discuss how to complete the turnaround plan template.

Turnaround Planning Overview

Campus turnaround is a comprehensive change in an academically unacceptable campus that produces significant and sustainable gains in achievement within two years. The campus turnaround plan describes the actions that the campus will take over a two year period to produce improvements in student outcomes.

HB 1842 requires 2nd year IR campuses to write a turnaround plan

House Bill 1842, passed in June 2015, amended Chapter 39 of the Texas Education code to require that campuses that fail to meet standard for two consecutive school years (2nd year IR) develop a campus turnaround plan (TEC 39.107(a)). The plan is developed by the district, along with the campus intervention (CIT) team and parents, community members and other relevant stakeholders. This plan must be approved by the board of trustees and the commissioner of education.

HB 1842 requires 3rd year IR campuses to implement the turnaround plan

If a campus fails to meet standard for a third consecutive year (they become 3rd year IR), that campus must implement the board- and commissioner-approved turnaround plan. If the campus meets standard, the board can choose to implement the turnaround plan as written, modify it, or withdrawn the plan.

HB 1842 requires closure/Board of Managers if a campus becomes IR5.

If a campus receives three consecutive IR ratings after the order to submit the turnaround plan (they become 5th year IR), the commissioner must order closure of the campus or install a Board of Managers in the district (per TEC 39.107(e)). These consequences underline the importance of developing a strong plan that takes appropriate action to address the root cause of the campus' low performance.

Preparing to write the turnaround plan: Needs Assessment Activities

Visioning → Systemic Data Analysis → Systemic Root Cause Analysis → Submit DA/NA report to agency
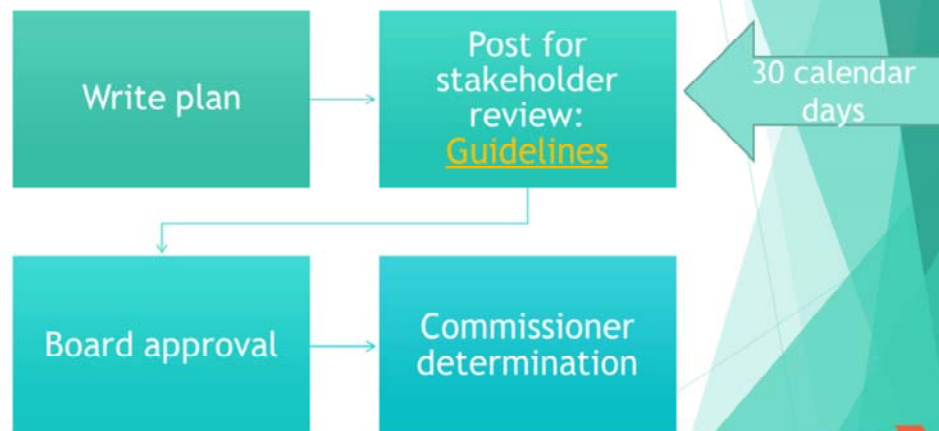
In order to develop a strong turnaround plan that will result in the campus meeting standard in two years or less, it is important that the campus planning team engage in all required needs assessment activities under the Texas Accountability Intervention System Framework. 2nd year IR campuses should have completed the visioning module and systemic data analysis, both led by the district coordinator of school improvement, in September 2017. The campus intervention team then led the systemic root cause analysis process with a group of stakeholders. These processes allow the campus team to identify what issue needs to be corrected and to have an idea of where they want their campus to be. Keep in mind that an approved plan has to be implemented for 2 years; spending time on this critical needs assessment work now will impact the campus for the entire implementation period. It is the responsibility of the CIT (DCSI and PSP) to work with campus and district staff to conduct a thorough needs assessment.

The results of the needs assessment work is submitted to the agency on November 1, 2017. The CIT, ESC, and TEA consultant will participate in a coordinated call in early November to discuss these results and next steps.
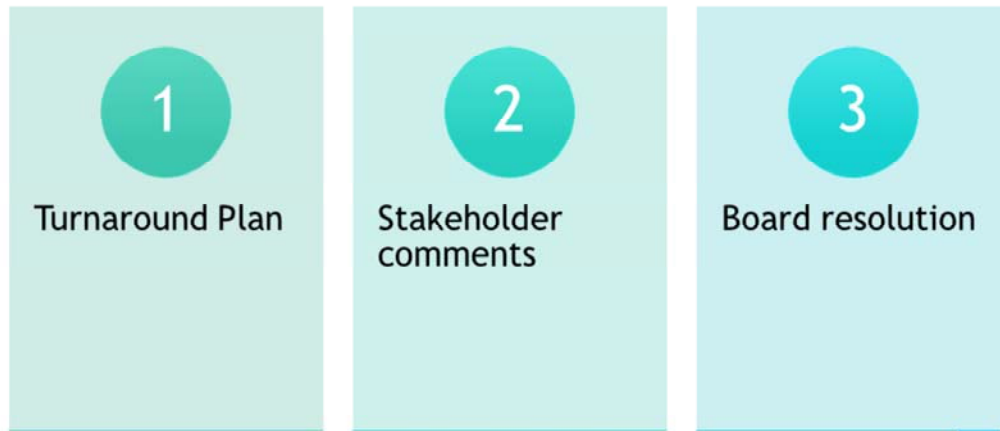
Writing the plan and next steps

Write plan → Post for stakeholder review: Guidelines ← 30 calendar days

Board approval → Commissioner determination

The next step is to write the turnaround plan and post it for stakeholder review and comment for at least 30 calendar days before the plan goes to the board for approval (per TEC 39.107(b) and TAC 97.1064 (d)(1)). These comments should be considered for inclusion in the plan and will be submitted along with the plan. Note that this is the second time the CIT and district should be asking for stakeholder involvement (the first occurred within 60 days of receiving the IR2 rating). For more information, see the Stakeholder Input Guidelines document (link in slide).

Once stakeholders have had the opportunity to weigh in, the CIT will submit the plan for board approval. Once the board approves the campus turnaround plan, it is submitted to the agency for commissioner approval. Per TEC 39.107(d), the commissioner "may approve a campus turnaround plan only if the commissioner determines that the campus will satisfy all student performance standards required under Section 39.054(e) not later than the second year the campus receives a performance rating following the implementation of the campus turnaround plan."

Items to be submitted: DUE JAN. 29, 2018

1 Turnaround Plan

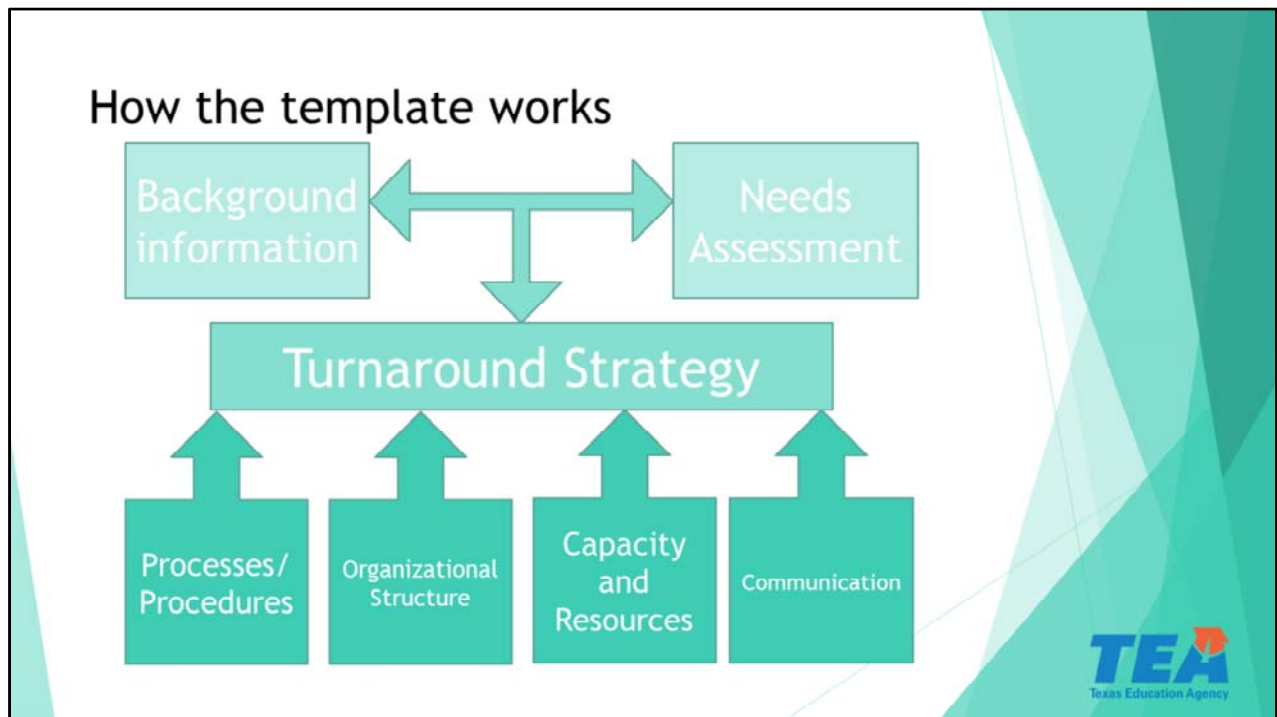2 Stakeholder comments

3 Board resolution

In total, three items will be submitted into the Intervention, Stage, and Activity Manager (ISAM) no later than January 29, 2018. There are separate submission portals for each item. These items are:

1. The turnaround plan
2. Written stakeholder comments (all comments collected)
3. The board resolution approving the turnaround plan. This submission replaces the attestation statements from the old turnaround plan template. Note that this submission portal will be in ISAM by December 2017.

Template overview

This section is about the turnaround plan template. For those districts/DCSIs/PSPs that have worked with the turnaround template before, please note that although the foundational elements are the same, there are changes to the template. The changes are highlighted in this guidance. Planning teams should have a copy of the template to refer to as they review this guidance.

How the template works

Background information ↔ Needs Assessment → Turnaround Strategy

Processes/Procedures · Organizational Structure · Capacity and Resources · Communication

In the turnaround plan, the campus team will provide some background information related to the needs assessment activities (visioning, systemic root cause analysis) and then describe the turnaround strategy they will use to resolve the systemic root cause of low performance and improve student outcome son the campus.

The team writing the plan will then describe how they will implement the broad turnaround strategy using the four support systems from the TAIS framework: processes and procedures, organizational structure, capacity and resources, and communication. Under the narrative section for each support system, the team will provide a basic outline for how the actions in that section will be implemented (this is a new requirement for the 17-18 school year). This template will be used by the campus team for the next 2 years to track implementation of the turnaround plan.

The final section of the plan has the budget table (required by statute) and a section in which the team will address Critical Success Factors (CSFs).

Board resolution

RESOLUTION OF THE <School District Name> **ISD BOARD OF TRUSTEES TO APPROVE CAMPUS TURNAROUND PLAN(S)**

WHEREAS, <School District Name> ISD Board of Trustees and the Superintendent attest that the campus leadership team contained with the turnaround plan for <Campus Name> has the knowledge, skills, and experience necessary to implement the plan as written;

WHEREAS, <School District Name> ISD Board of Trustees and the Superintendent attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan;

WHEREAS, <School District Name> ISD Board of Trustees and the Superintendent attest that assistance was requested from parents and community members in developing the campus turnaround plan for <Campus Name> , per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request;

WHEREAS, the <School District Name> ISD Board of Trustees and the Superintendent attest that the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b); and,

WHEREAS, the <School District Name> ISD Board of Trustees and the Superintendent attest that this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward, and the district confirms its commitment to support the school in the successful implementation of this plan;

NOW, THEREFORE, be it resolved that: The Board of Trustees of <School District Name> ISD and the Superintendent on <Date> have approved the campus turnaround plan for <Campus Name> to be submitted to the Texas Education Agency.

ADOPTED <Date>

The board resolution document accompanies the turnaround plan. In previous templates, these terms were presented as attestation statements with checkboxes; the use of a board resolution ensures that the board and superintendent agree to these statements. The attestations are that the board and superintendent agree that:
-the campus administrative team has the necessary skills and experience to implement the turnaround strategy;
-the district will notify the agency if a different principal is hired on the campus before or during implementation of the turnaround plan;
-the district asked for input from family and community members on developing the turnaround plan;
-the completed plan was presented to relevant stakeholders; and
-the board, superintendent, and district support the turnaround plan.

This next section goes over each part of the template in detail.

At the top of the turnaround plan, enter the information for the campus: the district and campus name, the campus number, and the grades served on the campus.

In the next section, include the name and role of each stakeholder involved in developing the plan. At a minimum, the plan development requires the principal, PSP, DCSI and campus leadership team, but you should have other stakeholders, like teachers, parents, or community members. If you have more people involved in writing the plan than spaces in the template, simply highlight a row, right click, and select "Insert" to add more rows.

Finally, complete the section titled "Campus Administrative Team." This is the team that is referred to in the board resolution ("WHEREAS, <School District Name> ISD Board of Trustees and the Superintendent attest that the campus leadership team contained with the turnaround plan for <Campus Name> has the knowledge, skills, and experience necessary to implement the plan as written").

Historical Narrative and Campus Vision

Historical Narrative and Campus Vision

Include a historical narrative that succinctly describes the history of the campus that has led to under performance.
Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.
<Enter Text>

Include the campus vision.
<Enter Text>

In this section, the campus team will provide a brief narrative about the history of the campus. In past turnaround plan templates, this was an optional response; it is now required. The team should use the problem statements identified in the systemic data analysis to frame the narrative (meaning the statements can be used as an outline). The problem statements do not have to be explicitly stated in this section.

The next box is for the campus vision. This is the campus vision identified during the first step of turnaround planning, visioning. It should paint a detailed picture of what the ideal campus looks like.

15

Needs Summary and Turnaround Plan: Systemic Root Cause(s)

Needs Summary and Turnaround Plan

Systemic Root Cause(s): *Describe the systemic root cause that has led to low student performance.*

<Enter Text>

The next section of the turnaround plan, the Needs Summary and Turnaround Plan, begins with the systemic root cause or causes identified by the planning team during the systemic root cause analysis process. A systemic root cause is a persistent and pervasive condition that affects most levels of a campus (majority of grades, subjects, critical success factors, student groups, and staff members) and is identified as the primary factor or factors leading to low performance. The rest of turnaround plan describes how the campus will address and resolve this cause.

Needs Summary and Turnaround Plan: Turnaround Strategy

Turnaround Strategy: *Describe your approach to resolve the systemic root cause and improve student outcomes.*

<Enter Text>

The turnaround strategy is the overall approach to resolving the systemic root cause and improving student outcomes. Past templates referred to a "turnaround initiative," and campuses could enter more than one; now, if a campus has multiple, aligned initiatives, they can enter those under one umbrella strategy.

The turnaround strategy is the systemic approach the campus will take to resolve the systemic root cause. It should create fundamental change on the campus and produce significant and sustainable gains in achievement and a Met Standard rating within two years or less.

Needs Summary and Turnaround Plan: Turnaround Strategy

A turnaround strategy...
- Creates a fundamental shift in campus systems and mindsets
- Addresses the systemic root cause of low performance and most CSFs
- Impacts most staff, grade levels, content areas, and students
- Goes beyond the scope of previous improvement efforts
- Is grounded in research

A turnaround strategy does/is not...
- A list of multiple, specific actions (small steps that fine tune a system but do not significantly alter it)
- Target student outcomes for isolated content areas, grade levels, or student groups
- Focus only on professional development
- Replicate previous unsuccessful improvement efforts
- Rely on only certain individuals or leaders to implement

TEA
Texas Education Agency

Here are a few criteria for a turnaround strategy. Most importantly, a turnaround strategy should create visible, tangible change on the campus. Implementation of the strategy should result in the resolution of the systemic root cause and the achievement of a Met Standard rating.

Needs Summary and Turnaround Plan: Outcome

Outcome: *Describe how the turnaround strategy will help the campus achieve its vision.*

<Enter Text>

In the outcome box, the campus team will make the link between the turnaround strategy and the campus vision. The team should explain how the strategy will resolve the systemic root cause or causes and create the conditions necessary to achieve the campus vision.

Needs Summary and Turnaround Plan:
Annual Goals

Annual Goals: to be completed upon receipt of 2018 preliminary rating
<Enter Text>

Don't complete this yet!

TEA
Texas Education Agency

Because the turnaround plan template will also be used for implementation, there are a few elements that will not be completed unless the campus receives an IR3 rating and has to implement the plan. The "annual goals" section is where the campus team will enter goals specific to the accountability targets they miss in 2018. This section will not be filled out when the initial plan is submitted to the agency in January 2018.

Needs Summary and Turnaround Plan: Support Systems

The next four sections of the plan are the four support systems from the TAIS. This is where the planning team will give detail about what actions are needed to implement the turnaround strategy and how the campus plans to approach implementation. We use the support systems of the TAIS framework to describe the turnaround strategy because it allows teams to demonstrate both the district actions and the campus actions necessary to implement and sustain a change on a campus.

Each support system section has 2 components: the narrative and the implementation plan. The implementation plan sections of the turnaround plan are new to the template in 2017-18.

Needs Summary and Turnaround Plan:
Support Systems Narrative

Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

<Enter Text>

In the narrative section, the team will provide an overview of the actions to be taken under each support system. (The next few slides go into detail about what each support system is and what kind of information the section should include.)

Needs Summary and Turnaround Plan: Support Systems Implementation Plan

In the implementation plan section, the team will describe the activities, timelines, and person(s) responsible for making what was described in the narrative a reality. As noted in the template, ONLY the Activity, Timeline, and Person(s) Responsible columns will be completed when the initial turnaround plan is submitted to the agency in January 2018. If the campus becomes IR3 and has to implement the plan, the remainder of the columns will be completed then.

In the Activity column, the campus will enter the actions or processes necessary to get the information in the narrative section implemented. These activities are broken down into short-, intermediate-, and long-term. Activities entered in the short term section are those that focus on training and the acquisition of skills. The intermediate actions will change behaviors and lead to lasting changes within the campus environment; these focus on monitoring implementation of the new knowledge and skills. Lastly, the long-term actions should demonstrate the impact of environmental, large scale, systemic change that will lead to improved student outcomes.

The Timeline column is where the campus can indicate approximately when the activity will occur. Keep in mind that this is a two year plan, and activities should span the entire two years. Under Person(s) Responsible, the team should put that person's role. They can also put the person's name, but only the role is required.

At the end of each implementation plan section, there is a place for an overall check in on the progress for that support system. This is left blank until the campus is required to implement the plan.

Needs Summary and Turnaround Plan:
Support Systems Implementation Plan

What about board approval?

When the plan is submitted to the agency in January 2018, these implementation plan sections should be complete enough for the plan to be implemented without having to go back to the board for additional approval. However, more detail may need to be added before or during implementation, and, by design, some sections of the implementation section are not required to be completed until a campus is required to implement the turnaround plan (when it receives an IR3 rating). As long as the turnaround strategy and the activities detailed in the narrative sections are being implemented as written in the board- and commissioner-approved turnaround plan, the agency does not require additional board approval for changes made to the implementation section. Local policy may dictate that additional board approval is required, and planning teams should follow the local policy.

Now we'll shift to the description of each support system. The first is Processes and Procedures.

With a focus on teaching and learning, the campus team should establish and implement processes and procedures aligned to the turnaround strategy that ensure accountability and the effective use of resources. Processes and procedures are first in the plan because they are connected with all critical success factors (CSFs) and other support systems. The processes and procedures listed here will drive the other changes that need to be made within the campus and district.

Needs Summary and Turnaround Plan:
Support Systems

Processes and Procedures Key Considerations

▸ Align to the school's turnaround strategy

▸ Change current practices

▸ Guarantee accountability for implementation

Processes and procedures should:

Align to the school's turnaround strategy
Processes and procedures outlined in the turnaround plan should clearly support the turnaround strategy and outline the actions that the campus will take to successfully implement the turnaround strategy.

Change current practices
The processes and procedures should demonstrate what new practices will be put in place on the campus and, if necessary, within the district that will disrupt the pattern of low performance on the campus. Processes and procedures that have already been implemented on the campus that did not lead to improved student outcomes should not be included.

Guarantee accountability for implementation
Quality processes and procedures improve results by guaranteeing accountability and ensuring the availability and effective use of resources. The turnaround plan should include how the district and campus will create both pressure and support for successful teaching and learning.

Statute Requirements

Texas Education Code §39.107(b-1)(1) specifies that a turnaround plan must contain a detailed description of the academic programs to be offered at a campus, which could include processes and procedures related to:

● instructional methods;

● length of school day and school year;

● academic credit and promotion criteria; and

● programs serving special student populations (e.g., students with disabilities, English language learners, gifted and talented, economically disadvantaged).

Needs Summary and Turnaround Plan: Support Systems

Organizational Structure

Organizational Structure: How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?

<Enter Text>

The next section is the organizational structure.

To successfully implement the turnaround strategy (and the process and procedures established in the prior section), the district must eliminate barriers to improvement, redefine staff roles and responsibilities, and empower staff to be responsive in support of the leadership vision. There should be clear roles and responsibilities for personnel that focus on teaching and learning with accountability for student achievement. In this section, the planning team will describe the organizational changes that must occur for the turnaround strategy, processes, and procedures to be fully implemented. The district's responsibility for creating improved outcomes on the campus should be evident in this section.

Needs Summary and Turnaround Plan: Support Systems

Organizational Structure Key Considerations

▶ Change current structures so that they align to the school's turnaround strategy and to the processes/procedures
▶ Empower campus staff
▶ Focus district support on eliminating barriers to school improvement
▶ Redefines staff roles and responsibilities

The organizational structure description should:

Change current structures so that they align to the school's turnaround strategy and to the processes/procedures
This section should be a direct response to what is included in the strategy and processes/procedures sections.

Empower campus staff
The district should demonstrate its commitment to empowering the staff to effectively implement the plan through action; this could be by providing on-going monitoring and support to campus leadership, ensuring the resources have been properly targeted to support the turnaround strategy, and/or providing the campus leadership autonomy to make appropriate mid-course corrections to ensure that the plan continues to meet the needs of the campus.

Focus district support on eliminating barriers to school improvement
Consider the systemic root cause that the planning team identified. What steps will the district make to ensure that all central office stakeholders (human resources, federal programs, budget, etc.), as well as the board of trustees, understand the needs of the school and consequences for not improving performance? Increased flexibility to drive

change at the campus level must be coupled with a sense of urgency and accountability for campus leadership. Over the course of the school year, consider the structures that will be in place to monitor principal and teacher performance, and build the capacity of campus leadership to ensure proper implementation of the turnaround strategy.

Redefines staff roles and responsibilities
Consider who is responsible for the processes and procedures already identified. With those additional responsibilities, do some of the current responsibilities of those staff members need to be shifted elsewhere? How will the district support the work of school improvement?

Statute Requirements
Texas Education Code §39.107(b-1)(2) specifies that if a district charter is to be granted for the campus under Section 12.0522, the turnaround plan must contain the term of the charter. If applicable, this will be submitted through a separate portal in the Intervention Stage and Activity Manager (ISAM).

The next section is capacity and resources.

Now that the planning team has the strategy, processes and procedures, and organizational structure changes in place, they'll need to identify both how they will develop expertise among staff and how they will strategically use resources to create improvements in student outcomes. One way to think about this is: based on where we are going (strategy, outcome, processes/procedures, organizational structure), what do we need to get there? What do we already have, and how can we use that more effectively?

Needs Summary and Turnaround Plan: Support Systems

Capacity and Resources Key Considerations

- Align to the school's turnaround strategy and to the processes/procedures
- Identify what new knowledge and skills campus and district staff need to implement the plan
- Describe any new materials needed to implement the plan

The capacity and resources description should:

Align to the school's turnaround strategy and to the processes/procedures
This section should be a direct response to what is included in the strategy and processes/procedures sections.

Identify what new knowledge and skills campus and district staff need to implement the plan
The planning team should also consider how they will monitor that professional development opportunities are being put in to practice.

Describe any new materials needed to implement the plan
Alternatively, if current materials are going to be used in a different way, indicate that in this section. If the campus/district will purchase new materials, that should also be indicated in the budget table.

Needs Summary and Turnaround Plan: Support Systems

Communication

Communications: *How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?*

<Enter Text>

The next section is communication.

The planning team has now described what will be put in place, how the organization will change to support that, and what items and trainings are needed to make that a reality. The final piece is to describe how all of this work will be communicated to all relevant stakeholders, including district leadership, teachers, students, parents, and community members. Communication should be focused on a shared and clear vision for continuous improvement to streamline collaborative efforts for student success.

The communication description should:

Identify internal and external stakeholders
Campuses and districts should consider who are the key stakeholders – both internal and external – needed for successful implementation of the turnaround plan. Campus and district leadership should consider the unique needs of various stakeholder groups when deciding the communication process for each group. Each group may require different information or information presented in different ways.

Demonstrate evidence of two-way communication
Campus and districts should remember that communication processes need to be two-way with each stakeholder group, as highlighted by the requirement to seek community input in the development of the turnaround plan. Include communication processes that ensure the delivery of information regarding the vision, urgent need for change, and the turnaround along with how to receive questions and input from different stakeholder groups.

Demonstrate evidence of ongoing communication
Communication processes should include an approach that will ensure communication does not end with the announcement of the turnaround plan, but continues throughout

the implementation so that campus leadership can celebrate implementation successes, receive feedback from different stakeholder perspectives on the progress of plan implementation, and share needed mid-course corrections and adjustments in plan implementation.

The next section of the plan is a budget table. This is a statutory requirement for the turnaround plan (TEC 39.107(b-1)(4)). In this table, only include funds required specifically for the strategy over 2 years of implementation. Funds in the table should include supplemental costs, so costs like teacher salaries are not included, but stipends for extra duties would be included. PSPs should not be included in the budget.

- Payroll—Include any new personnel specifically designated for this strategy or staff previously on the campus who have been reassigned to roles specific to the strategy.
- Professional Development—Include any external contractors that will be hired to train staff.
- Supplies and Materials—Include any technology (under $5,000), instructional materials, or supply costs in the category that are directly related to the strategy.
- Other Operating Costs—Include expenses such as travel, conference attendance for students or staff, and printing costs.
- Capital Outlay—Include any new equipment, furniture, or technology (over $5,000).

The final section of the plan addresses Critical Success Factors (CSFs). Note that there are only 5 included to align to the CSF redesign to be rolled out in 2018-19. In this section, the campus team will identify the elements of the plan that address each CSF. **Do not enter *new* actions or activities in this section**; you are just demonstrating that each CSF is being addressed in the plan. (This section will also be used during implementation; it will help a campus team notice if the actions that are/are not being implemented successfully all fall under the same CSF.)

Developing a two year plan to turn the campus around is important work, and if you have questions at any point in the process, please reach out to your coordinated support team: your PSP, ESC representative, and/or your assigned TEA consultant. The contact information for the Division of School Improvement is included here as well.