



Resource Campus

Driving Academic Turnaround with Proven Strategies



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Objectives

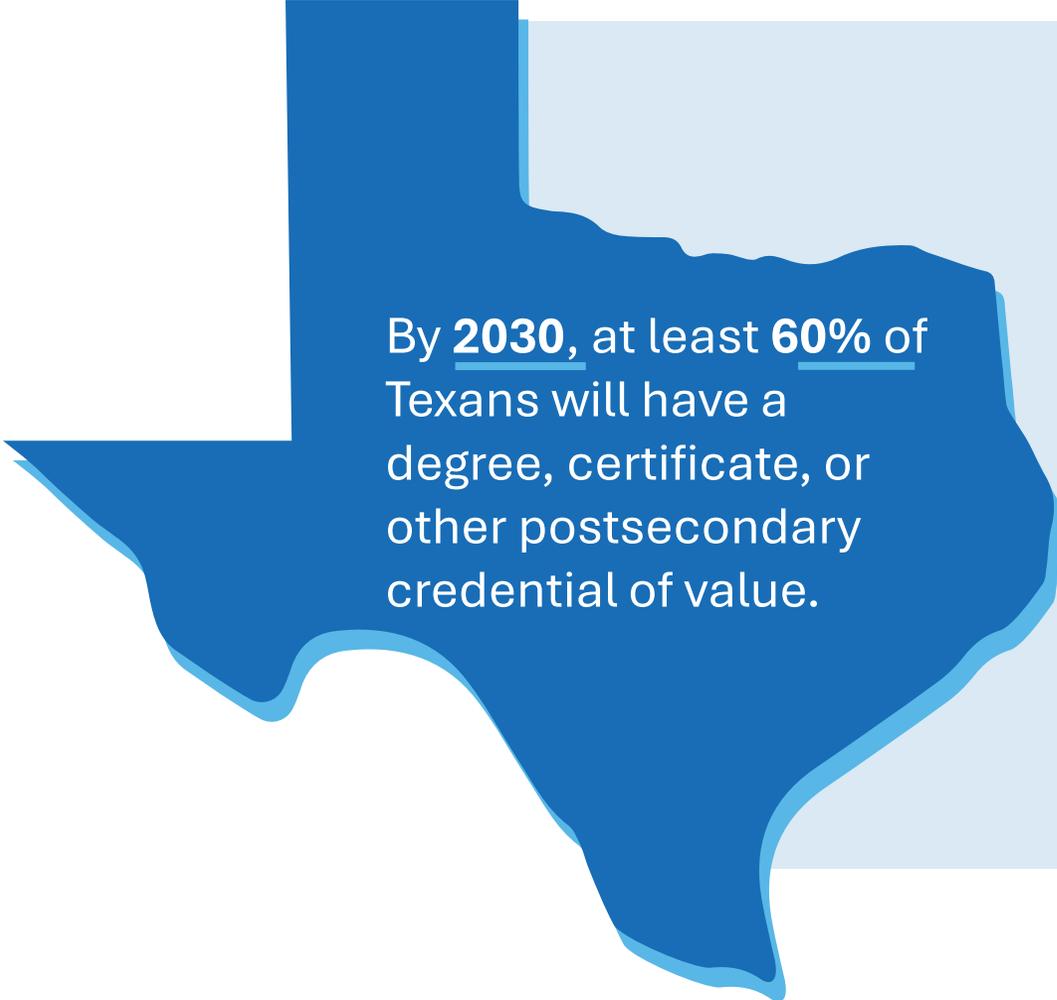
- Understand Resource Campus:
 - Vision and purpose
 - Application requirements and process
 - Timeline for Resource Campus designation

Agenda

- Why Resource Campus?
- Resource Campus Eligibility and Requirements
- Application and Rubric Deep Dive
- TEA Supports and Next Steps



Why Resource Campus?



By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value.

**At K-12
Graduation**

**Every Child, Prepared for
Success in College,
a Career, or the Military**

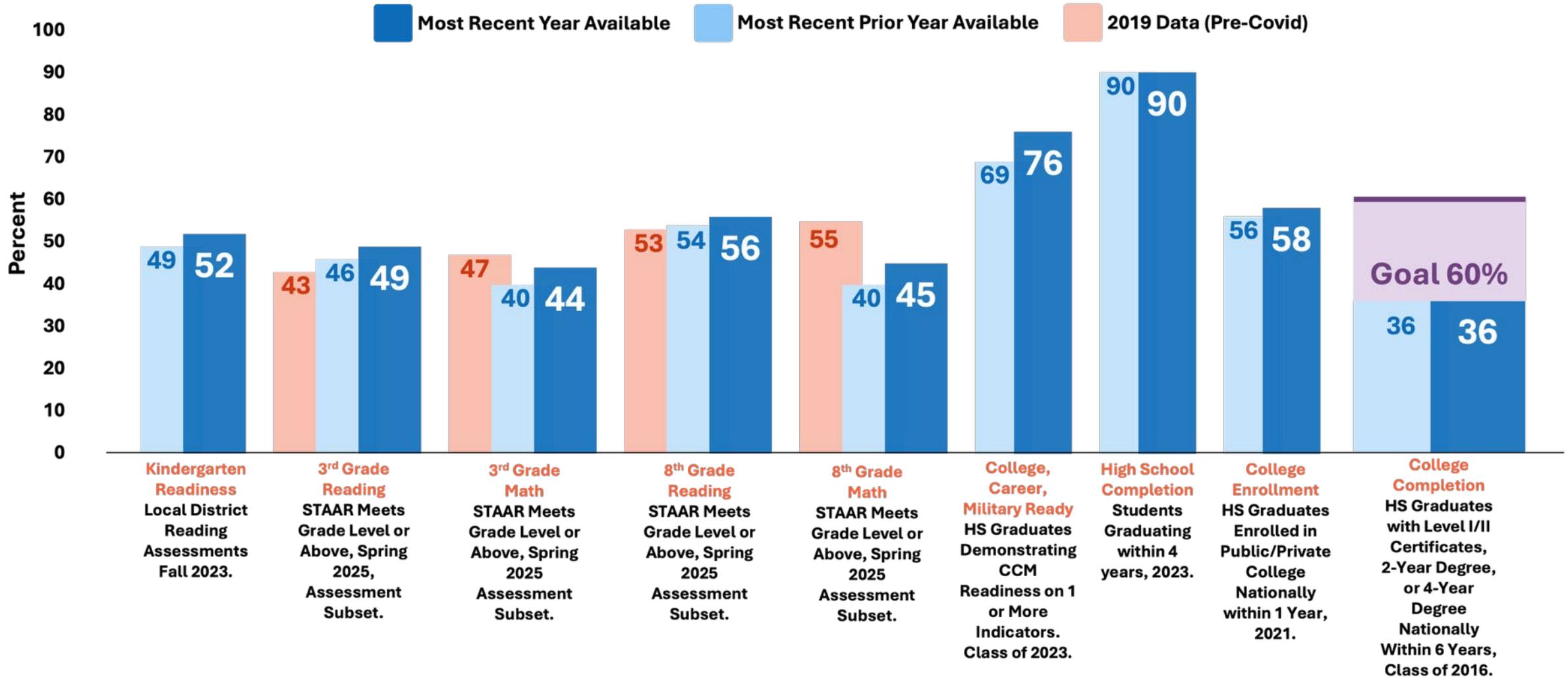
**Post-
Secondary
Attainment**

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

Progress since COVID but Gaps Remain in Achieving Student Vision

YEAR-OVER-YEAR STUDENT OUTCOMES



2025: More Campuses Rated Unacceptable

- Over 300 campuses have been rated unacceptable for 2+ years.
- Districts must use every tool to assign students to high-quality campuses.
- We anticipate this will include increased needs for evidence-backed **turnaround models**.

UA 2	UA 3	UA 4
200+ Campuses	100+ Campuses	10+ Campuses



**Turning around a failing school is
extremely difficult and resource
intensive**

ACE Campus: A Model for Resource Campus Designation

 **40+**
CAMPUSES

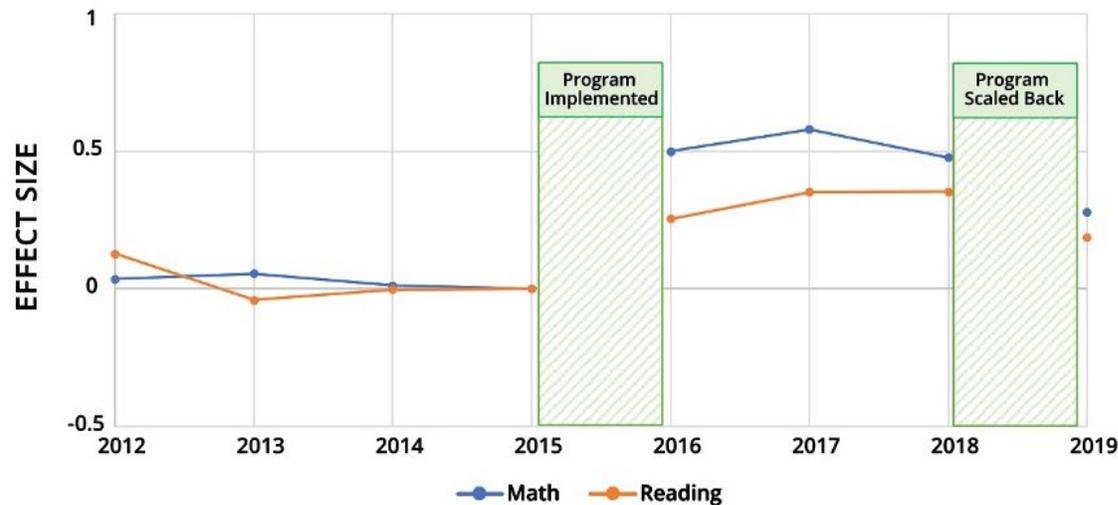
 **50,000+**
STUDENTS

The ACE model is a strategic approach with proven effectiveness. Within the first year of implementation, campuses adopting ACE have demonstrated remarkable progress in their accountability ratings, in many cases transforming from F-rated to B-rated schools in a single year.

District Success with an ACE Model

Recent research on one district's ACE implementation found positive impacts on student performance in math and in reading when compared to similar schools.

IMPROVEMENTS IN ACHIEVEMENT FOR STUDENTS AT ACE SCHOOLS



The 5 Components of ACE

-  STRATEGIC STAFFING
-  INSTRUCTIONAL EXCELLENCE
-  EXTEND LEARNING TIME
-  WRAPAROUND SUPPORTS
-  PARENT AND COMMUNITY ORGANIZATIONS



- What is it?
 - The Resource Campus designation provides **additional funding** to districts with more than 5,000 students that implement a set of evidence-based initiatives like **TIA, ADSY, HQIM, and ACE**.
- How Much?
 - In larger districts, this is typically between **\$900 - \$1,000 per ADA per year**, with some districts receiving up to \$1,800 for designated campuses.
 - Resource Campuses also stack additional revenue, which can amount to over **\$3,000 per student in total**.



Resource Campus Eligibility, Benefits, and Requirements

What are the Resource Campus requirements?

- **ACADEMIC**

- 3 ratings of D, F, NR/NR1365 within the last 10 years;
- **TIP** required to obtain and maintain the designation;

- **STRATEGIC**

- **ACE** turnaround plan implementation;
- **Teacher Incentive Allotment (TIA)**– 50% of foundation curriculum teachers must have a designation;
- **Additional Days School Year (ADSY)**– if elementary or middle school (PreK-8);
- **Plan to Implement High-Quality Instructional Materials (HQIM)**;
- **Family Engagement Plan**;
- **Positive Behavior Plan**;

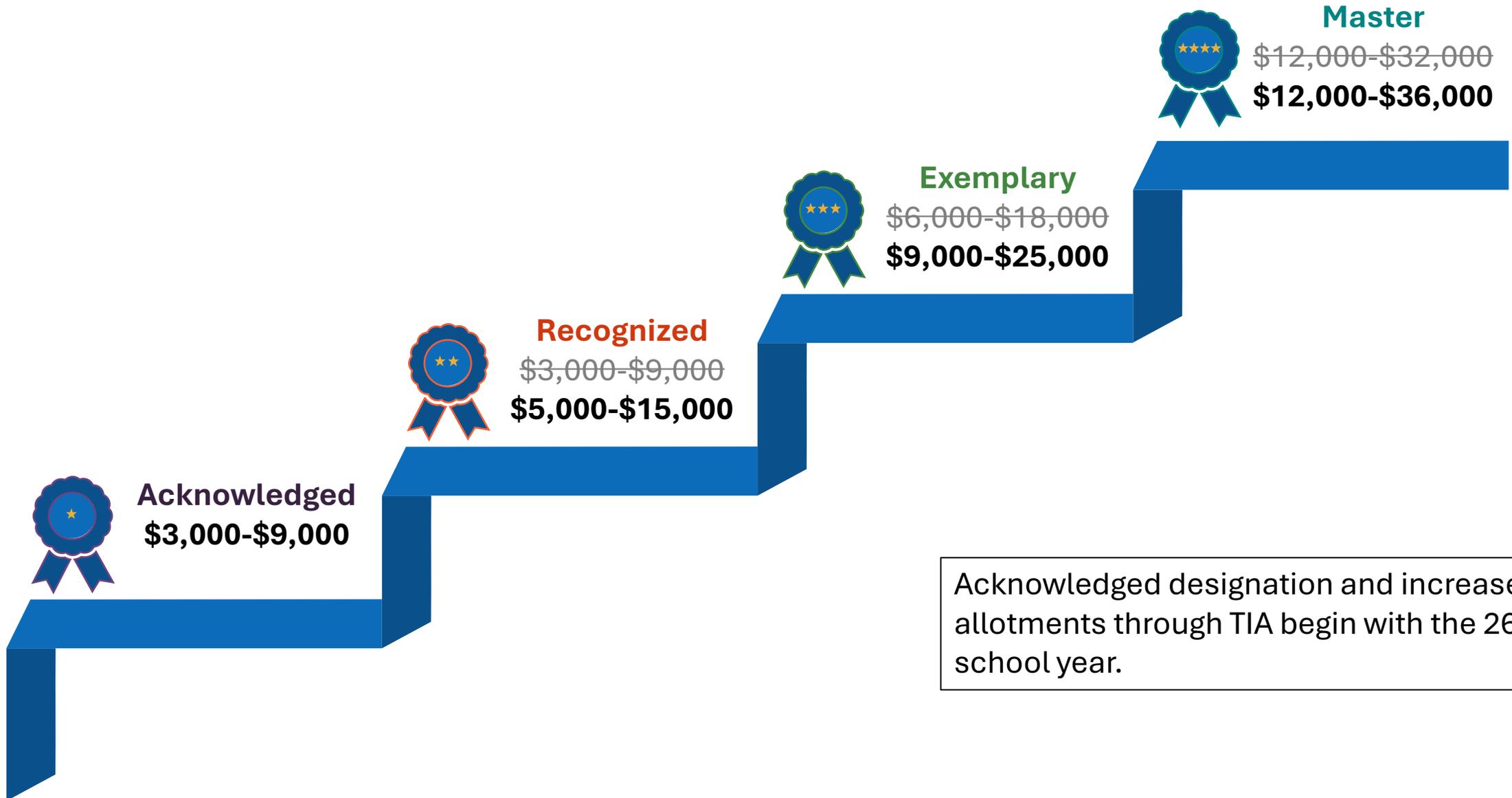
- **STAFFING**

- All campus teachers in foundation curriculum must have 2 years teaching experience;
- Principals and teachers must apply or reapply; and
- 1 counselor per 300 students & 1 appropriately licensed mental health professional

What are the Resource Campus requirements?

- 3 ratings of D, F, NR/NR1365 within the last 10 years;
- **TIP** required to obtain and maintain the designation;
- **ACE** turnaround plan implementation;
- **Teacher Incentive Allotment (TIA)**– 50% of teachers in foundation curriculum must have a designation;
- **Additional Days School Year (ADSY)**– if elementary or middle school (PreK-8);
- **Plan to Implement High-Quality Instructional Materials (HQIM)**;
- **Family Engagement Plan**;
- **Positive Behavior Plan**;
- Staffing Requirements:
 - All campus teachers in foundation curriculum must have 2 years teaching experience;
 - Principals and teachers must apply or reapply; and
 - 1 counselor per 300 students & 1 appropriately licensed mental health professional; and
- Annual fidelity of implementation data submission as requested by TEA

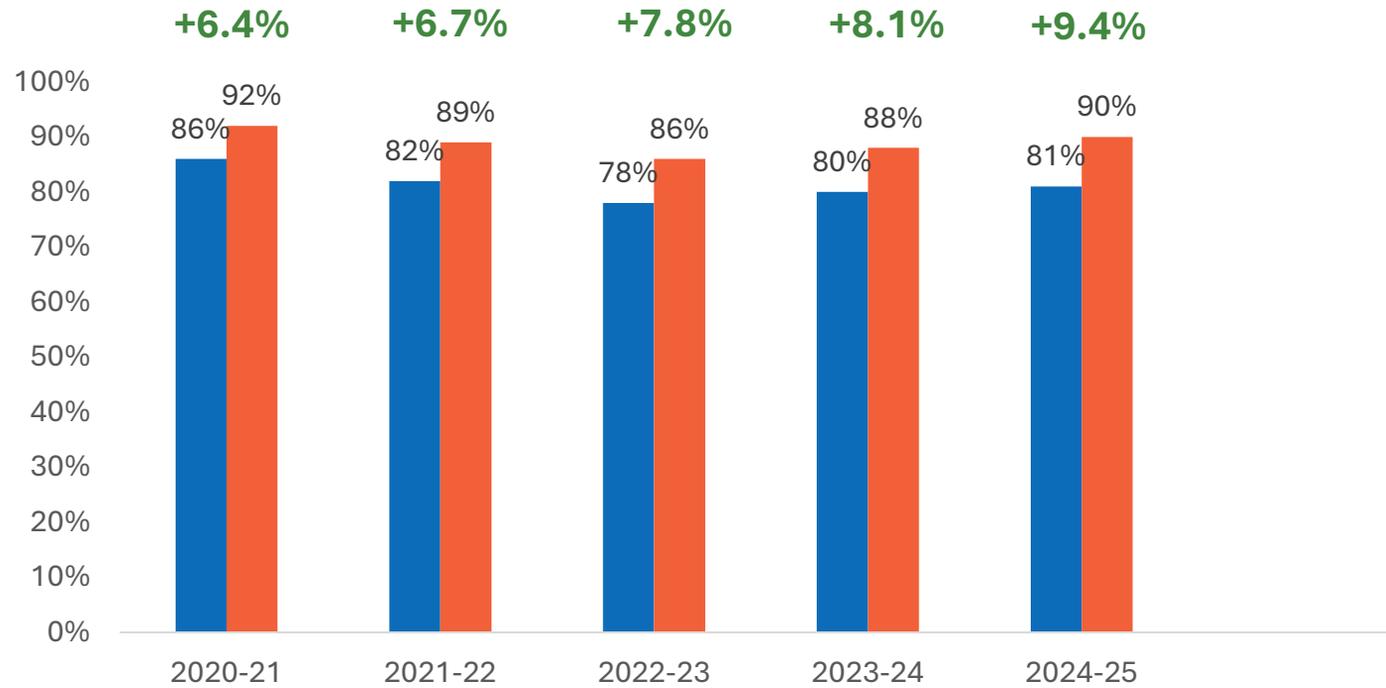
TIA Designations and Allotments Increased by HB2



Acknowledged designation and increases to allotments through TIA begin with the 26-27 school year.

Statewide Retention Improves as Compensation Rewards Effectiveness

District Retention Rates (%) for Non-TIA Designated vs Designated Teachers

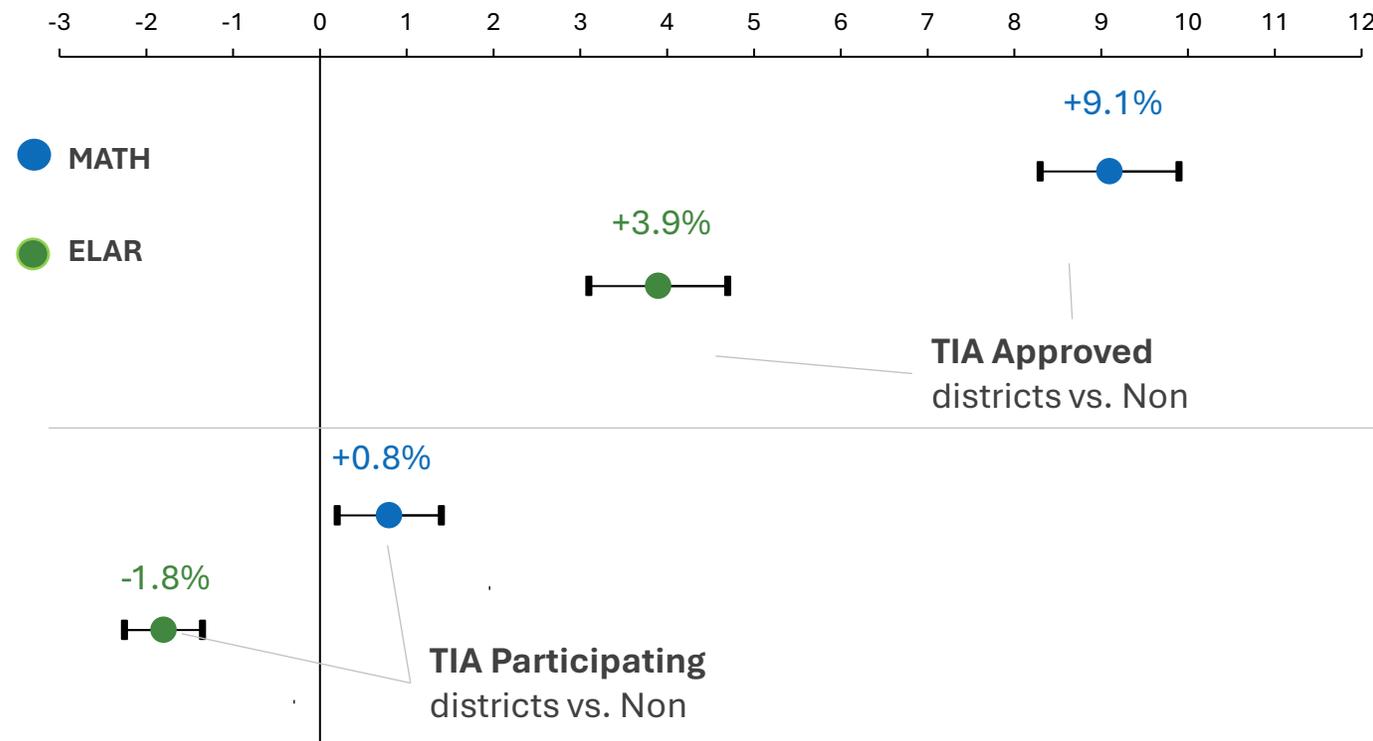


Even as the Teacher Incentive Allotment (TIA) is scaling to reach more teachers, TIA-designated teachers are **staying in the classroom at far higher rates than non-designated teachers**

Student Outcomes Improved in Districts Linking Pay to Effectiveness

Increased likelihood of Meeting Grade Level on STAAR for students in TIA districts compared to students in non-TIA districts SY 19-SY 23

Controlling for previous STAAR performance and student demographic



- **Students in fully TIA approved districts were 9.1% more likely to meet grade level on math STAAR** compared to students in non-designating districts in SY '19 through SY '23 when we control for differences in the TIA district population
- Improved outcomes for students in TIA districts are stronger in math than in ELAR

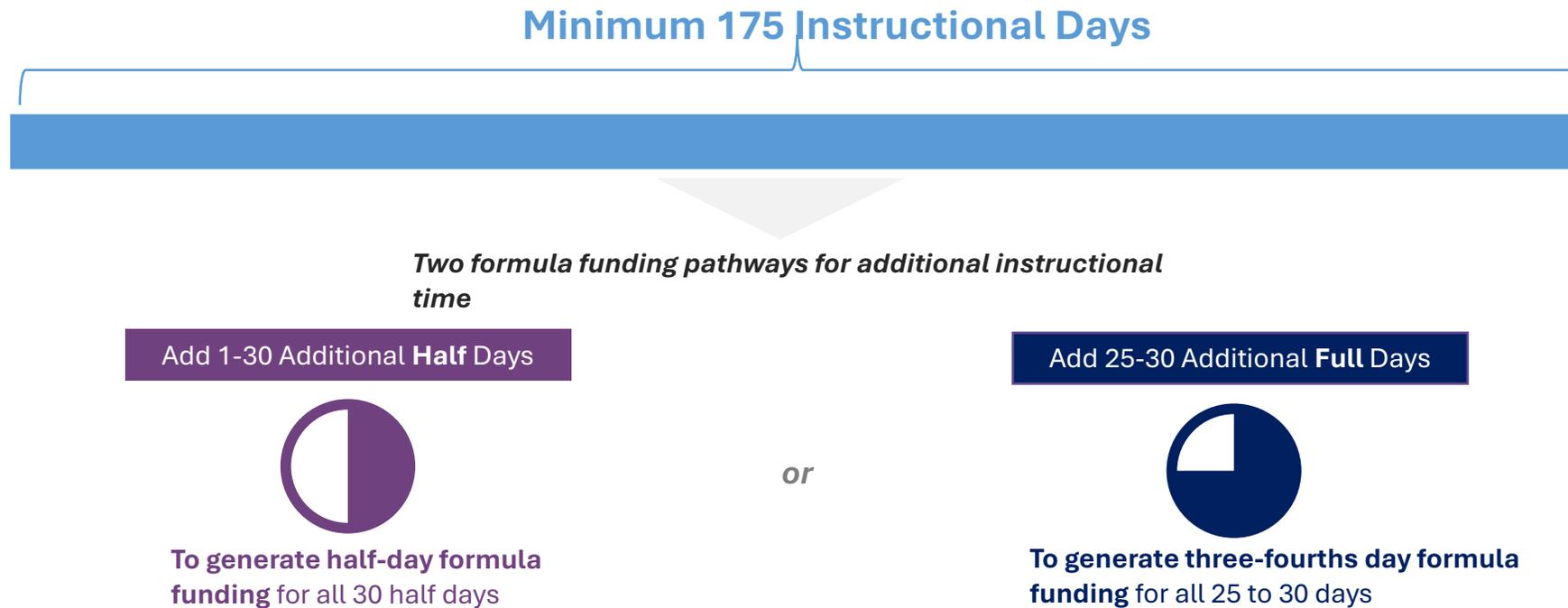
95% Confidence intervals are shown on either side of each data point.

¹ Logistic regression controls for: student prior year STAAR performance, grade, year, indicators for ecodis, lep, special education, district type, size, student demographics

^{**}Approved districts have begun designating teachers. Out of roughly 3 million statewide testers per year, about 10% are in fully approved districts that designate TIA teachers

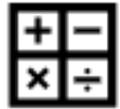
Additional Days School Year (ADSY)

ADSY adds **formula funding** for school systems that **up to 30 additional instructional days** (*beyond a minimum 175 days*) to any of their elementary or middle schools (**grades PK-8**).



*To qualify for ADA under the SAAH, students must receive at least 120 minutes of instruction for half-day attendance and 240 minutes for full-day attendance.
3/4-day ADA funding requires 175 full instructional days (≥ 4 hours/day).*

In 2025, ADSY Students Saw Gains in Both Math and Reading

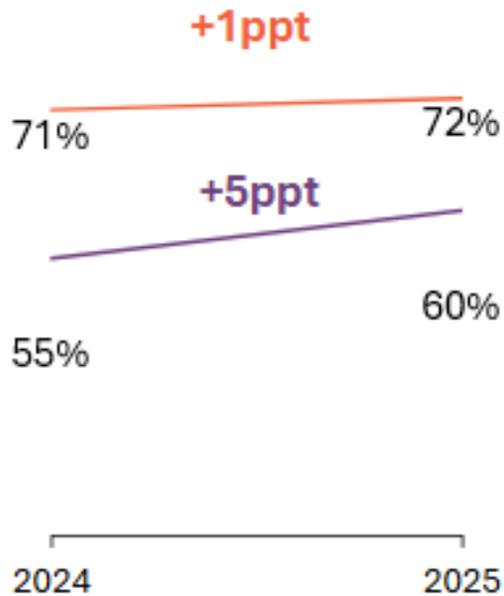


Math STAAR Outcomes

% Approaches or better
SY '24 to SY '25

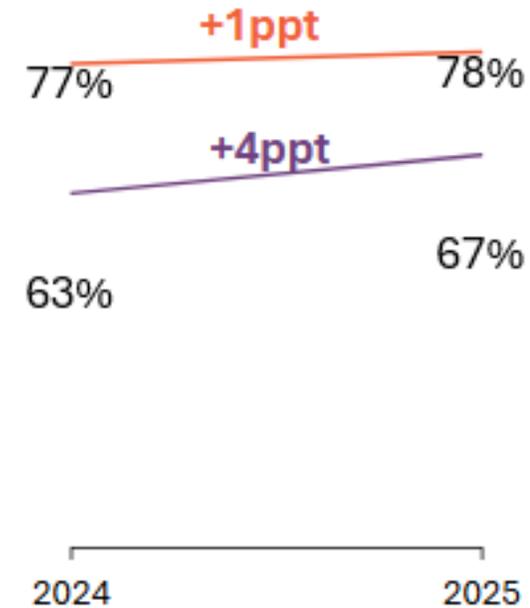
— Non-ADSY
N = 1.1M

— ADSY
N = 23k



Reading STAAR Outcomes

% Approaches or better
SY '24 to SY '25



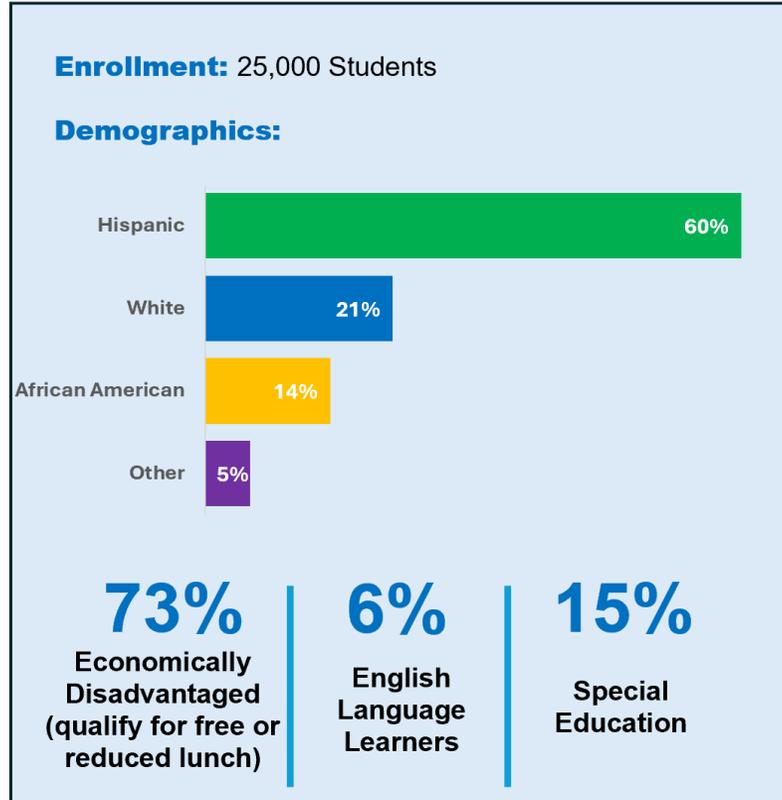
Districts that implemented HQIM by piloting Bluebonnet Learning have seen strong academic gains

Example: Lubbock ISD

2021-22: piloted at 4 elementaries.

2022-23: rolled out at 95% of 28 elementaries.

2023-24: all 28 elementaries.



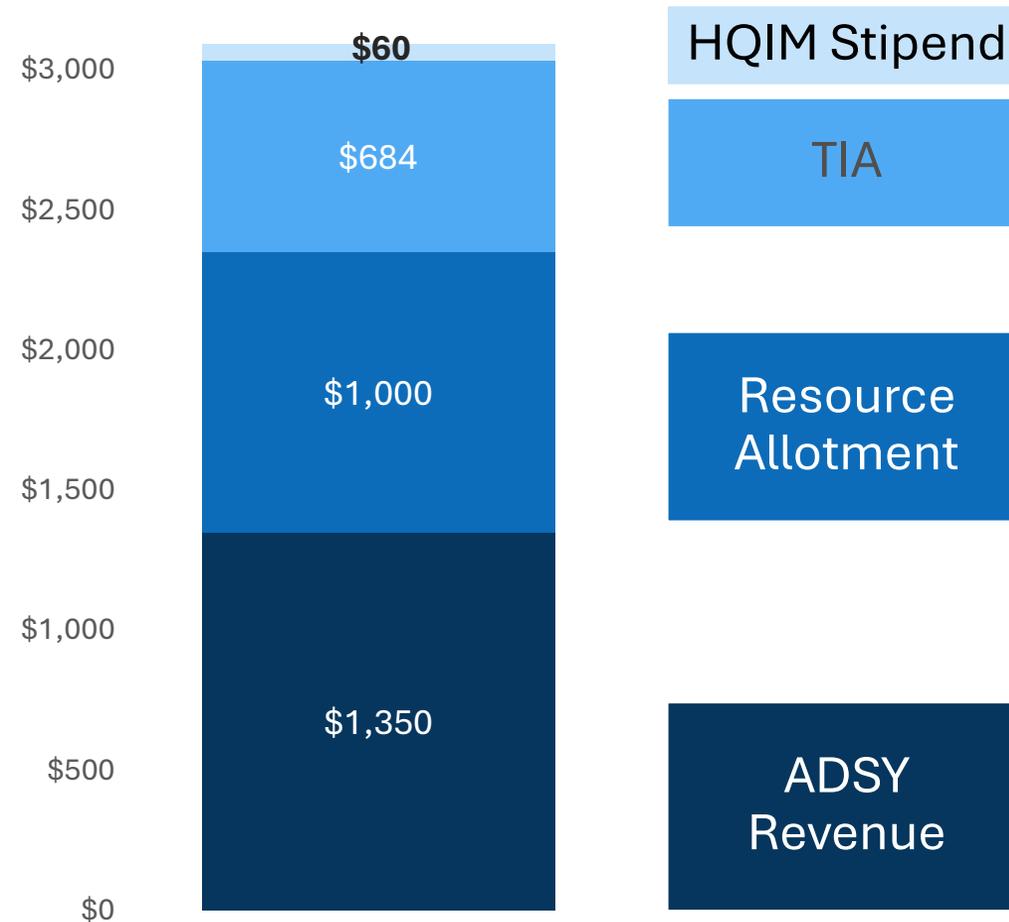
(Between 2019 & 2025, there was also COVID and a redesigned STAAR)

RLA	2019	2025	Change
3 rd Grade Meets	36	47	+11
4 th Grade Meets	34	51	+17
5 th Grade Meets	44	56	+12
3 rd Grade Meets AA	22	33	+11
4 th Grade Meets AA	15	41	+26
5 th Grade Meets AA	28	43	+15
3 rd Grade Meets H	28	39	+11
4 th Grade Meets H	29	45	+16
5 th Grade Meets H	38	50	+12
3 rd Grade Meets EcoDis	27	38	+11
4 th Grade Meets EcoDis	26	44	+18
5 th Grade Meets EcoDis	36	48	+12

Resource Campuses Stack Additional Sources for Campus Turnaround

Resource Campuses could bring in >\$3,000 in additional per student revenue.

Estimated Per Student Revenue

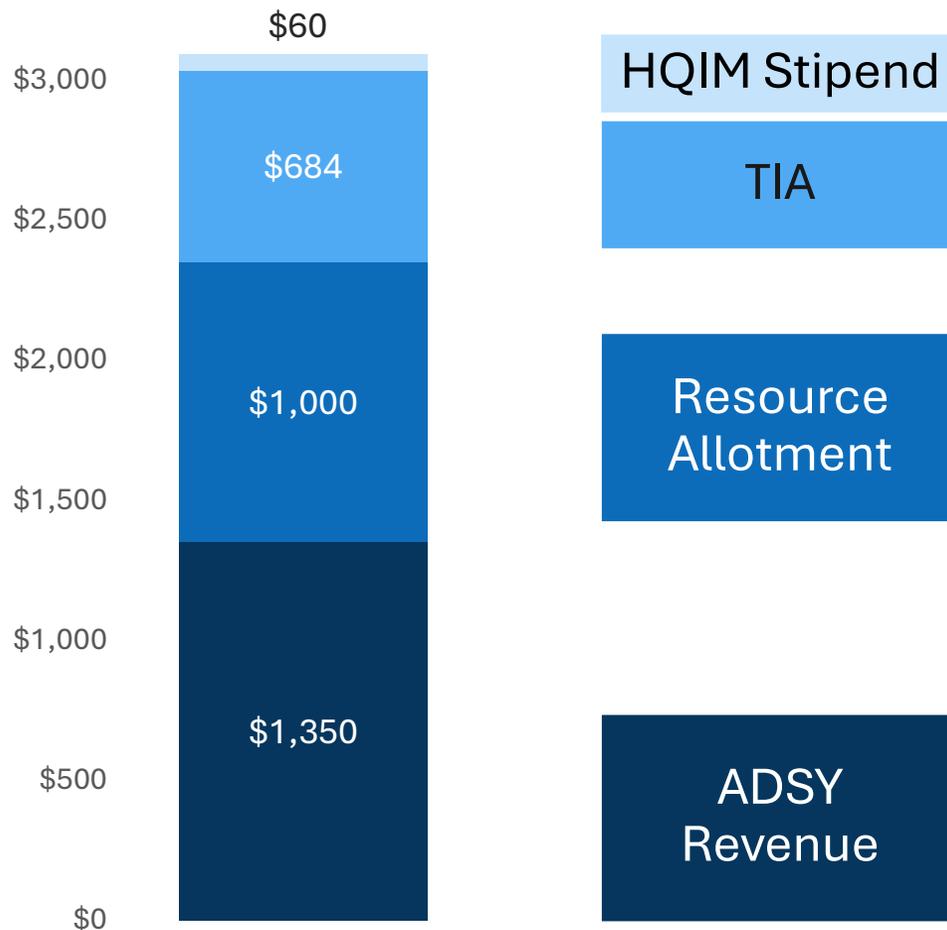


Assumptions:

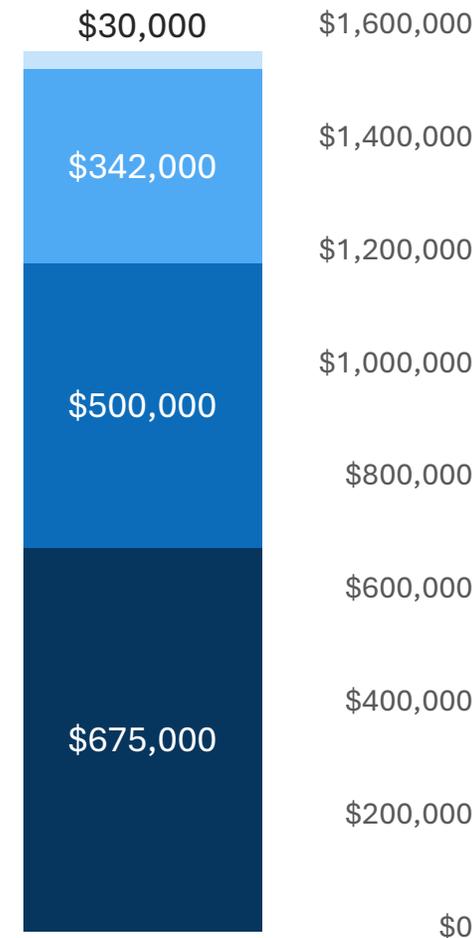
- TIA: 18 designated teachers - 5 Acknowledged, 5 Recognized, 6 Exemplary, 2 Master - at highest TIA tier
- ADSY: 175 base calendar w/ 30 ADSY days, enabling ¾ day funding
- HQIM: Assumes use of Bluebonnet Learning, enabling \$40 IMRA funds + \$20 OER

Resource Campuses Stack Additional Sources for Campus Turnaround

Estimated Per Student Revenue



Estimated Revenue for 500 seat campus



Resource Campuses could bring in >\$3,000 in additional per student revenue.

And add >\$1.5M to overall campus revenue each year.

- Assumptions:
- TIA: 18 designated teachers - 5 Acknowledged, 5 Recognized, 6 Exemplary, 2 Master - at highest TIA tier
 - ADSY: 175 base calendar w/ 30 ADSY days, enabling ¾ day funding
 - HQIM: Assumes use of Bluebonnet Learning, enabling \$40 IMRA funds + \$20 OER



Deep Dive: Resource Campus Eligibility and Requirements

What are the Resource Campus requirements?

- **ACADEMIC**
 - **3 ratings of D, F, NR/NR1365** within the last 10 years;
 - **TIP** required to obtain and maintain the designation;
- **STRATEGIC**
 - **ACE** turnaround plan implementation;
 - **Teacher Incentive Allotment (TIA)**– **50%** of **foundation** curriculum teachers must have a designation;
 - **Additional Days School Year (ADSY)**– if elementary or **middle** school (PreK-8);
 - **Plan to Implement High-Quality Instructional Materials (HQIM)**;
 - **Family Engagement Plan**;
 - **Positive Behavior Plan**;
- **STAFFING**
 - All campus teachers in **foundation curriculum** must have **2 years teaching experience**;
 - Principals and teachers must apply or reapply; and
 - 1 counselor per 300 students & 1 appropriately licensed mental health professional

Who is eligible for the Resource Campus designation?

To apply for the designation:

- The campus must have received an unacceptable rating of **D, F, or "Not Rated"** for at least **3 of the past 10 years**.
- TIA must be in place at the time of application due to 2-year district approval process.
- Application must be submitted with evidence of all other Resource Campus requirements.

TEA will provide a list of campuses which are initially eligible each year.

A Targeted Improvement Plan (TIP) is required as described by Chapter 39A.

- A school community partnership team must be established.
- A campus intervention team must assist with the plan development.
- TIP submission:
 - Required by School Improvement this year?
 - YES - Submit plan to SI
 - NO - Submit most recent TIP as attachment to Resource Campus application using TIP guidance

Accelerated Campus Excellence (ACE) Turnaround Plan

See example in
Resource Campus
Playbook

ACE turnaround plan, [Section 39A.105\(b\)](#), and named in TIP as the turnaround strategy including the following components:

1. **Campus leadership** – principal must have a history of student academic growth at previous campuses and have final authority over campus personnel decisions
2. 60% demonstrated **teacher effectiveness** (*separate from Resource Campus TIA requirement*) determined by:
 - Locally developed value-added model and an evaluation, or
 - If new to the district, data/other evidence shows they would have performed in top half of district teachers
3. Employment and compensation with a **commitment to significant and ongoing incentives** for principal/teachers
4. Policies and procedures to implement **best practices** at the campus level including:
 - Data-driven instructional practices
 - System of observation and feedback for classroom teachers
 - Positive student culture on the campus
 - Family and community engagement
 - Extended learning opportunities and offering breakfast, lunch, and dinner to all students on campus
 - Assistance by an approved third-party provider to develop/implement the district's plan

*More information regarding ACE Plan submission options provided in Application section of webinar

- Before applying for the Resource Campus designation, TIA, under Section 21.3521,
 - must be fully approved and implemented, or
 - district must submit preliminary TIA evidence at the time of application demonstrating that the minimum 50% teacher designation threshold will be fully met through the TIA process; final verification must be submitted by the end of the year in which the campus is applying for the designation for full Resource Campus designation.
- Additionally, **at least 50% of K-12 campus teachers of record** must hold a TIA designation if teaching a foundation subject (ELA, math, social studies, science) under Section 28.002(a)(1).

Additional Days School Year (ADSY)

- If elementary or middle campus (serving a grade level from prekindergarten through Grade 8), ADSY implementation required under Section 48.0051.
- Resource Designation requires a calendar designed with **175 base days plus at least 6 ADSY days** for all students.
- The calendar must be district-approved and **implemented at time of application**.
- ADSY webpage

Campuses receiving the Resource Campus designation must develop a plan to implement high quality instructional materials (HQIM).

To receive Full Approval:

- Submit artifacts demonstrating the campus **has adopted & implemented** IMRA-approved full-subject HQIM for Math and ELA for both Tier 1 instruction and supplemental instructional materials for accelerated support.
- *If there are no IMRA-approved HQIM for the subject area and/or grade band, applicants may submit a plan to adopt as soon as available.*

Conditional Approval:

- May be awarded to campuses that have **not yet adopted and implemented** HQIM IMRA-approved full-subject HQIM for Math and ELA
- Applicants may submit artifacts **by May 31** of the same school year that demonstrate full implementation in the next school year (i.e., master schedule, PD calendar, etc.).

Family Engagement Plan

See example in
Resource
Campus
Playbook

- Implement a family engagement plan as described by [Section 29.168](#).
- The plan must:
 - Promote strong family involvement and positive attitudes toward education;
 - Be based on state-established family engagement strategies, developed in collaboration with agencies like the Health and Human Services Commission;
 - Consider input from community organizations, such as parent-teacher groups and faith-based institutions; and
 - Include strategies that are:
 - Research-based,
 - Proven to yield positive short- and long-term outcomes in early childhood education, and
 - Designed to actively involve families in supporting student learning at home.

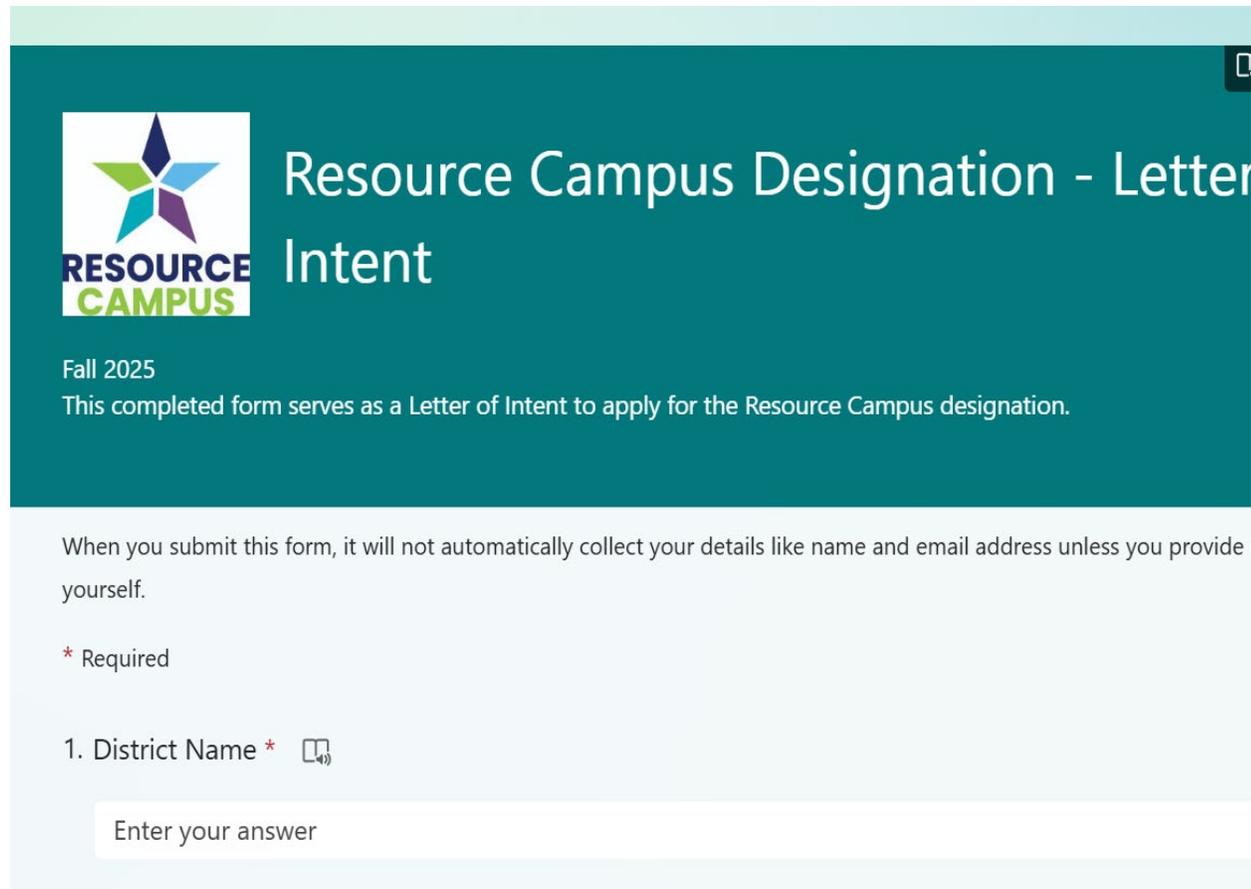
- Implement a positive behavior program as provided by Section 37.0013 that:
 - Is age-appropriate and research-based,
 - Promotes positive behavior and school climate,
 - Avoids suspensions and alternative education placements, and
 - Is developed in consultation with campus behavior coordinators and representatives from ESC.
- The plan must provide a disciplinary alternative for students below 3rd grade not relying on in-school suspension, out-of-school suspension, or DAEP placement.
- Exceptions are allowed if student engages offenses related to weapons, violence, or drug-related offenses.
- Districts may provide annual staff training on the program.

- **Teachers must have 2 years of experience if teaching foundation curriculum** (English language arts, math, science, social studies)
 - K-5 (not including Pre-K)
 - Applies to teachers of record (not including apprentice teachers, etc.)
- **At least 1 counselor for every 300 students**
 - Full-time and dedicated to the campus
 - Fractional assignment allowed if over 300 students (i.e., 1.5 FTE for 450 students)
- **At least 1 appropriately licensed professional** who must be a family & community liaison, clinical social worker, specialist in school psychology, or professional counselor
 - Either directly employed or contracted
 - Must be assigned and dedicated full-time to the campus



How to Apply

- The Letter of intent allows TEA to estimate Resource Campus applications and pre-check applicant eligibility.
- LOIs are non-binding.
- LOIs are linked on the Resource Campus webpage.
- Applicants may submit for single or multiple campuses within a district.



 Resource Campus Designation - Letter of Intent

Fall 2025
This completed form serves as a Letter of Intent to apply for the Resource Campus designation.

When you submit this form, it will not automatically collect your details like name and email address unless you provide yourself.

* Required

1. District Name *

Enter your answer

- Enter identifying information

2. Submitter's Full Name * 

Enter your answer

3. Submitter's Email Address * 

Enter your answer

4. Please specify your current role or title within the district. * 

Enter your answer

- Enter campus name and number
- If submitting an application for another campus, choose “Yes”
- If finished, choose “No” to complete and submit

5. #1 Campus NAME - Please provide the full name of each campus for which you intend to submit an application. *

Enter your answer

6. #1 Campus NUMBER - Please provide the nine-digit CDCN identification number assigned to the campus. *

Enter your answer

7. Are you planning to submit a Resource Campus designation application for another campus? *

Yes

No

Application Components

1. Instructions and timeline
2. Attachment List & Description
3. District & Campus Information
4. Narratives:
 1. ACE
 2. ADSY
 3. HQIM
5. Assurances & Signature

Templates and Naming Conventions - Application Attachments

Please submit the completed application package to TEA using the following steps:

- Save this Resource Campus Application form as a PDF document titled with District/Campus(es) names and document type (e.g., *HappyISD_Resource Campus Application*), and
- Please save required attachments as PDF documents using the following format:
 - HappyISD_HappierEI_TIP
 - HappyISD_HappierEI_ACE Plan
- If submitting for more than one campus, make sure the campus name listed in the name of the file matches the documentation.
- Email all files to ResourceCampus@tea.texas.gov with the following subject line, filling in the district name - [*Resource Campus Application Package HappyISD*].

Specifications

- Applicants **must** submit proposals electronically and use the template provided.
- Only responses placed within the text boxes provided will be considered for evaluation activities.
- Late submissions will not be accepted.
- Submissions from districts that did not submit a Letter of Intent before submitting the application package will not be accepted.
- Submissions from districts that did not attend the required webinar will not be accepted.

Application Attachments

- Completed Resource Campus Designation Application Form (this document);
- District Assurances/Acknowledgments Documentation (initials on application form);
- Signature Page (signature on the application form);
- Attachment A: TIP as described in Ch39A & establishment of school community partnership team; copy of approved TIP with School Improvement
- Attachment B: ACE plan as provided by § 39A.105b; acceptable documents include any **one** of the following:
 - School Design Plan created through the School Action Fund grant,
 - Approved ACE turnaround plan submitted through School Improvement, or
 - [Completed ACE template](#)
- Attachment C: Teacher roster showing at least 50% of campus-based K-12 foundation curriculum teachers of record hold a current TIA designation;
- Attachment D: ADSY – copy of approved calendar fulfilling ADSY requirement for elementary or middle schools as determined under § 48.0051, including at least 175 base calendar plus 6 additional ADSY days;
- Attachment E (multiple parts)
 1. HQIM - Applicants must submit documentation outlining the plan and timeline to develop and implement High-Quality Instructional Materials (HQIM), as defined in TEC § 29.934(d)(7), including a full-subject, IMRA-approved curriculum for Math and English Language Arts
Note: Conditional approval may be granted if HQIM is not yet in use; however, to receive full approval and associated benefits, campuses must submit evidence of implementation by May 31 of the application year. If there are no IMRA-approved materials in Math or ELA at the time of application, the district may submit a plan to adopt and implement materials as soon as available.
 2. HQIM professional development plan;
 3. HQIM evidence of Board adoption;
 4. HQIM master schedule;
- Attachment F: Teacher years of experience documentation that all foundation curriculum teachers of record have 2 years of experience;
- Attachment G: Resume of certified school counselor as per TEC § 29.934(d)(4)(C) documentation;
- Attachment H: Resume of Appropriately Licensed Professional as per TEC § 29.934(d)(4)(D);
- Attachment I: Positive Behavior Plan as described in § 37.0013– copy; and
- Attachment J: Family Engagement Plan as described in § 29.168 - copy

ATTACHMENT A: Targeted Improvement Plan (TIP)

TIP submission:

Required by School Improvement this year?

- YES - Submit plan to SI
- NO - Submit most recent plan with Resource Campus application

ACE Plan must be submitted as **one** of the following:

OPTION #1 - School Design Plan (SDP) created through the School Action Fund (SAF) grant,

OPTION #2 - Approved ACE turnaround plan submitted through School Improvement, or

OPTION #3 - Completed ACE Template

- Suitable responses include narrative descriptions

Information and examples to assist with ACE planning & development

Item	Page #
Overview	10
Principal job descriptions	28
Teacher descriptions, teacher blueprint, staffing plan, ACE stipend template	31,33
ACE interview configuration	35
Positive school culture, family engagement	38
Master schedules	43, 46
PLCs	46
ACE planning & implementation timeline	47-49, 54-58
ACE project plan, school model implementation tool	52

Resource Campus Information

District Name	Click or tap here to enter text.
Submission Date:	Click or tap here to enter text.
Contact Name:	Click or tap here to enter text.
Title:	Click or tap here to enter text.
Email:	Click or tap here to enter text.



	Campus Name(s):	Campus Number(s):
Campus #1	Click or tap here to enter text.	Click or tap here to enter text.
Campus #2	Click or tap here to enter text.	Click or tap here to enter text.
Campus #3	Click or tap here to enter text.	Click or tap here to enter text.
Campus #4	Click or tap here to enter text.	Click or tap here to enter text.
Campus #5	Click or tap here to enter text.	Click or tap here to enter text.
Campus #6	Click or tap here to enter text.	Click or tap here to enter text.
Campus #7	Click or tap here to enter text.	Click or tap here to enter text.



Narrative #1

ACE

NARRATIVE #1 - ACE PLAN IMPLEMENTATION

Describe how the campus is implementing each of the 5 pillars of the ACE plan.

**Answers should be a minimum of 250 words for each pillar.*

1. Strategic Staffing – Describe how your campus recruits, retains, and supports high-performing educators and leaders. Include any data-driven strategies, incentive programs, or targeted hiring practices that ensure students are served by effective instructional staff.

Click or tap here to enter text.

2. Instructional Excellence - Explain how your campus fosters a culture of high-quality teaching and learning. Discuss professional development opportunities, coaching models, instructional planning, and how data is used to inform and improve classroom practices.

Click or tap here to enter text.

3. Extend Learning Time - Outline how your campus provides additional instructional time and enrichment opportunities. Describe the structure and impact of extended day programs, tutoring, after-school activities, and how these efforts support academic growth.

Click or tap here to enter text.

4. Wraparound Supports - Detail the comprehensive supports your campus provides to address students' non-academic needs. Include services such as mental health counseling, food and housing assistance, behavioral interventions, and partnerships with community organizations. Describe how these services contribute to a safe, supportive, and equitable learning environment.

Click or tap here to enter text.

5. Parent and Community Organizations - Share how your campus engages families and community stakeholders in meaningful ways. Include communication strategies, family involvement initiatives, community events, and partnerships that enhance student success and school culture.

Click or tap here to enter text.

Narrative #2

ADSY

Narrative #2 – Additional Days School Year (ADSY)

Describe your ADSY plan, including the rationale for determining how many days were added (minimum of six) to the 175-day base calendar, how the designated days will be used, and how your plan will meet student needs and accelerate student outcomes.

Click or tap here to enter text.

Narrative #3 HQIM

Narrative #3 – High-Quality Instructional Materials (HQIM)

List the full-subject, IMRA-approved materials selected for Math and ELA, and provide an explanation of the rationale behind each selection. If IMRA-approved materials for Math or ELA are not available at the time of application, list the TEKS-aligned instructional materials that will be used instead, along with a rationale for their selection

[Click or tap here to enter text.](#)

NOTE: Conditional approval may be granted if HQIM is not yet in use; however, to receive full approval and associated benefits, campuses must submit artifacts by May 31 of the application year that HQIM will be fully implemented the following year. If there are no IMRA-approved materials in Math or ELA at the time of application, the district may submit a plan to adopt and implement IMRA-approved materials as soon as available.



Assurance Statements

District Assurance Statements

Please initial each box to confirm acknowledgement and agreement with the corresponding statement.

Initials	Statement
	Targeted Improvement Plan (TIP) – the campus will implement and continue to follow its approved TIP as described in Chapter 39;
	Accelerated Campus Excellence (ACE) turnaround plan – the campus has implemented and will continue to follow its approved ACE plan as provided by Section 39A.105b;
	TIA has been fully approved and implemented in the district;
	District confirms that at least 50% of foundation curriculum teachers of record currently hold a TIA designation and commits to maintaining this minimum percentage for the duration of the Resource Campus designation;
	ADSY – If the campus is an elementary or middle school, ADSY has been implemented as determined under Section 48.0051 with a base calendar of 175 days plus at least six additional days;
	HQIM – district agrees to develop and implement a plan for HQIM as outlined in statute and further detailed in this application document;
	District confirms that all foundation curriculum teachers of record have a minimum of 2 years of experience and will ensure that this requirement is upheld for the duration of the Resource Campus designation;
	District agrees to employ one full-time certified school counselor for every 300 students at the designated <u>campus</u> ;
	District agrees to employ a full-time and appropriately licensed professional - family & community liaison, licensed counselor, specialist in school psychology, or clinical social worker - dedicated to the campus to support student and staff needs.
	District agrees to plan and implement a family engagement plan as described by Section 29.168(b);
	District agrees to plan and implement a positive behavior plan as described in Section 37.0013;
	District agrees to annual submission of data and information required by the commissioner to assess fidelity of implementation;
	District understands that if a campus fails to maintain status as a Resource Campus for two consecutive years, the campus is not eligible for designation as a Resource Campus.

Signature

I, the undersigned, hereby certify that the district has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Printed Name of Superintendent or Designee

Signature of Superintendent or Designee

Date

Resource Campus Designation Application Rubric

This is the rubric that TEA will use to evaluate the Resource Campus designation application. Applicants should use this document to self-assess their application to ensure they will meet requirements.

Instructions for Evaluators:

1. In the [Evaluation Information](#) section, fill in your name, the name of the district, and the name of the campus.
2. During your initial individual analysis:
 - a. Highlight the elements of the success criteria that are met in the documents and select a score under “Initial TEA Review” for the success criteria (Meets, Partially Meets, or Does Not Meet).
 - b. Identify any missing or unclear criteria in the “Needs Follow-up” column under “TEA Review.” Be sure to include page references where applicable.
 - c. Select a subsection rating (Meets, Partially Meets, Does Not Meet):
 - i. The subsection ratings are included in the rows in gray above the success criteria for that subsection.
 - ii. The subsection rating should align with your success criteria ratings. For example, if there are four success criteria in a subsection, and an applicant only met two of those success criteria, you might select “Partially Meets” for your subsection rating.

Please note that your comments and evidence are as significant as your rating, and there should be clear alignment between the comments you provide and the rating you selected.

Evaluation Information

Evaluators will use the following criteria to rate materials. Ratings should be given based on tangible evidence provided in the documents submitted. Within each section, specific criteria define the expectations for a strong response that “Meets the Standard.” Evaluators will rate responses by applying the following guidance:

- **Meets the Standard:** The response meets all the criteria described in that section of the rubric. It reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and inspires confidence in the applicant’s capacity to carry out the plan effectively.
- **Partially Meets the Standard:** The response meets some of the criteria or lacks detail and/or requires additional information in one or more areas.
- **Does Not Meet the Standard:** The response meets little to none of the criteria described in that section of the rubric, or it is wholly undeveloped or significantly incomplete; demonstrates a lack of preparation; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the review process.

Evaluator Name:	Name of District:	Name of Campus:	
District and Campus Eligibility			
A. The district and campus meet eligibility requirements.	Meets <input type="checkbox"/>	Partially Meets <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>
Success Criteria	TEA Review		
	Score	Needs Follow-up	
1. Ratings: (TEA check) <ul style="list-style-type: none"> • Campus has at least 3 unacceptable ratings of D, F, or NR in the last 10 years. 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet		
2. TIP: TEA check or attachment)	<input type="checkbox"/> Meets		

<ul style="list-style-type: none"> TEA School Improvement submission or attachment of TIP 	<input type="checkbox"/> Does Not Meet	
<p>3. ACE Plan: (TEA check or attachment) Submission of 1 of the following:</p> <ul style="list-style-type: none"> TEA School Improvement submission School Design Plan SAF submission ACE Template attachment 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
<p>4. ACE: Narrative (application) Description of how the campus implements the 5 pillars of ACE -</p> <ul style="list-style-type: none"> Strategic Staffing – description of recruitment, retention, and supports for high-performing educators and leaders Instructional Excellence – explanation of how campus fosters a culture of high-quality teaching and learning Extended Learning Time – description of how campus provides additional instructional time and enrichment opportunities Wraparound Services – evidence of comprehensive supports utilized to address students’ non-academic needs and description of how these services contribute to a safe, supportive, and equitable learning environment Parent and Community Organizations – description of strategies and activities that enhance student success and school culture 	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	
<p>TIA: Teacher Roster (attachment)</p> <ul style="list-style-type: none"> At least 50% of campus-based K-12 foundation curriculum teachers hold a current TIA designation under Section 21.3521. 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
<p>ADSY: Calendar (attachment)</p> <ul style="list-style-type: none"> Approved 175-day base calendar plus at least 6 additional ADSY days 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

<p>ADSY: Narrative (application)</p> <ul style="list-style-type: none"> Description of ADSY plan including: <ul style="list-style-type: none"> Rationale for the number of days, How days will be used, and How plan will meet student needs and accelerate student outcomes 	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	
<p>HQIM: Plan and Timeline (attachment)</p> <ul style="list-style-type: none"> Outline of plan to develop and implement HQIM Full subject and IMRA-approved If not currently implemented, plan and timeline must provide for implementation by May 31 of the application year. If there are no IMRA-approved materials in Math of ELA at the time of application, the plan must provide assurance that materials will be adopted and implemented as soon as available. 	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	
<p>HQIM: Professional Development Plan (attachment)</p> <ul style="list-style-type: none"> Plan and timeline demonstrating professional development for HQIM 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
<p>HQIM: Board Adoption (attachment)</p> <ul style="list-style-type: none"> Evidence of HQIM Board adoption 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
<p>HQIM: Master Schedule (attachment)</p> <ul style="list-style-type: none"> Copy of Master Schedule showing HQIM 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
<p>HQIM: Narrative (application)</p> <ul style="list-style-type: none"> List full-subject, IMRA-approved materials selected for Math and ELA. If full-subject, IMRA-approved materials not available, list the TEKS-aligned instructional materials that will used instead. Provide rationale for selection. 	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	
<p>Educator Experience: (attachment)</p> <ul style="list-style-type: none"> Documentation indicating that all foundation curriculum teachers have 2 years of experience 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

<p>School Counselor: (attachment)</p> <ul style="list-style-type: none"> Resume of certified school counselor as per TEC Section 29.934(d)(4)(C) 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
<p>Appropriately Licensed Professional: (attachment)</p> <ul style="list-style-type: none"> Resume of appropriately licensed professional who must be one of the following: family and community liaison, clinical social worker, specialist in school psychology, or a professional counselor as per TEC Section 29.934(d)(4)(D) 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	
<p>Positive Behavior Plan: (attachment)</p> <ul style="list-style-type: none"> As per TEC Section 37.0013, the plan must: <ul style="list-style-type: none"> Be age-appropriate and research-based Provide models for positive behavior Promote a positive school environment Provide alternative disciplinary actions that do not rely on suspension, out-of-school suspension, or placement in a disciplinary alternative education program, and Provide behavior management strategies 	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	
<p>Family Engagement Plan: (attachment)</p> <ul style="list-style-type: none"> As per TEC Section 29.168, the plan must: <ul style="list-style-type: none"> Demonstrate evidence of collaboration Be based on empirical research Strategies must demonstrate significant positive short-term and long-term outcomes for early childhood education, and Include programs and interventions that engage a family in supporting a student's learning at home 	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	

Supports, Next Steps, & Questions

Application SY2025 Timeline

Resource Campus Materials	Timeline
Letter of Intent and Application Available	October 23, 2025
Resource Designation Webinars	Thursday, October 30, 2025, 1:00-2:00 Thursday, November 6, 2025, 12:00-1:00
Office Hours	Wednesday, November 19, 9:00-11:00 Wednesday, December 3, 11:00-1:00
Submit Application	December 15, 2025
Resource Campus Designations Released	January 30, 2026
Funding flows to Resource Campuses	Fall 2026

Resource Designation SY2026 Proposed Timeline

Resource Campus Materials	Timeline
Updated Letter of Intent and Application Available	September 2026
Resource Designation Webinars	Early October 2026
Office Hours	Late October 2026
Submit Application	November 2026
Resource Campus Designations Released	December 2026
Funding flows to Resource Campuses	Fall 2027

Resource Campus Supports

Website

- Playbook
- FAQs
- Letter of Intent
- Application
- Rubric