

# Turnaround Plan Success Criteria

- Each criterion aligns to a question(s) on the School Improvement Turnaround Plan (TAP) Worksheet.
- Each section will have the question or questions they align with, and the preceding slides will have the success criteria for that section.

- Aligns to reason for identification and timeframe for improvement (addresses the cause of low performance or low graduation rate) and includes capacity building with upfront training and ongoing coaching for campus leaders and teachers to support strategy implementation, and the capacity building/PD plan matches the current state of talent at the campus.
- Includes capacity building with upfront training and ongoing coaching for campus leaders and teachers to support strategy implementation, and the capacity building/PD plan matches the current state of talent at the campus (ESF diagnostic results related to Lever 2, experience and effectiveness levels of school leaders, experience and effectiveness levels of teachers, retention rates of staff)

- **If the strategy is closure/reassign, the strategy includes components that:**
  - Meet the criteria established in 19 TAC 97.1066 related to closure and repurposing
  - Demonstrates that the district will reassign all students to higher performing campuses (Rated C or better; no federal identifications)
  - Provides upfront training and ongoing, job-embedded coaching related to high-quality instructional materials for any teachers and administrators that are retained in the district and reassigned to other campuses

- **If the strategy is a new school model (redesigns, restarts, district-charter partnerships), the strategy includes components that:**
  - Reconstitute the campus staff with experienced, effective teachers and administrators with a track record of successful school turnaround and instructional leadership capacity
  - Provide coaching/capacity building support for campus leadership and the principal manager
  - Ensure high-quality instructional materials are adopted and implemented with fidelity
  - Ensure research-based instructional strategies are implemented and monitored via frequent (at a minimum, biweekly) observation and feedback cycles
  - Allocate sufficient instructional time for delivery of HQIM
  - Include weekly (at a minimum) high quality PLCs to support instructional delivery and respond to student outcomes
  - Support students in special populations, including considering specific teacher and leader capacity building in these areas

- **If the strategy is to improve curriculum and instruction, the strategy includes components that:**
  - Increase campus leaders' instructional leadership capacity through professional development and coaching opportunities, and includes capacity building and coaching support for the principal manager
  - Increase the quality of instructional materials to be adopted or implemented at the campus (if not already implementing SBOE-approved HQIM or OER)
  - Increase teacher efficacy/capacity to deliver effective instruction, including through upfront/initial training and frequent (at a minimum, biweekly) observation and feedback cycles
  - Appropriately build capacity for uncertified teachers and inexperienced school leaders, including considering higher level of coaching frequency, upfront professional development, and other areas of support
  - Allocate sufficient instructional time for delivery of HQIM
  - Include weekly (at a minimum) high quality PLCs to support instructional delivery and respond to student outcomes
  - Support students in special populations, including considering specific teacher and leader capacity building in these areas

- Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. Milestones should include all upfront capacity building, implementation action steps, and ongoing support and coaching required. If the campus is engaging in a LASO grant program (including SFI, IL pathways, SAF), the plan can indicate that the campus/district will use the milestones and metrics for that program (do not need to replicate them here).
- Metrics and milestones cover a two-year period and include all activities needed to fully implement the program or strategy, covering planning and implementation stages. Milestones should include all upfront training/coaching, implementation action steps, and ongoing support and coaching required. There is a description of who will review progress towards milestones, the frequency of that review, the data that will be collected to show progress and how that data is shared with district leadership and relevant stakeholders.
- Milestones represent key points in strategy implementation and are specific enough to be easily understood by all stakeholders
- The response describes:
  - Who will review progress towards milestones,
  - How frequently progress is reviewed,
  - How progress data will be collected, and
  - How it is shared with district leadership and other relevant stakeholders

- The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.) and the source of funds for those costs. The plan describes any staffing changes at the district or campus level that are needed to implement the plan.
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- All curriculum for relevant content areas is listed.
- Included the date of the public notice.
- Includes date of the board public hearing.
- Includes description of how the CIT allowed stakeholders the opportunity to review the TAP prior to submitting the TAP to the board.
- Includes any written comments collected during stakeholder engagement, including comments from the campus-level planning and decision-making committee, parents, and teachers.
- Includes date of the board approval.



If you have any questions please contact the Division of School Improvement at [SIDivision@TEA.Texas.gov](mailto:SIDivision@TEA.Texas.gov) or your Campus Support Specialist.