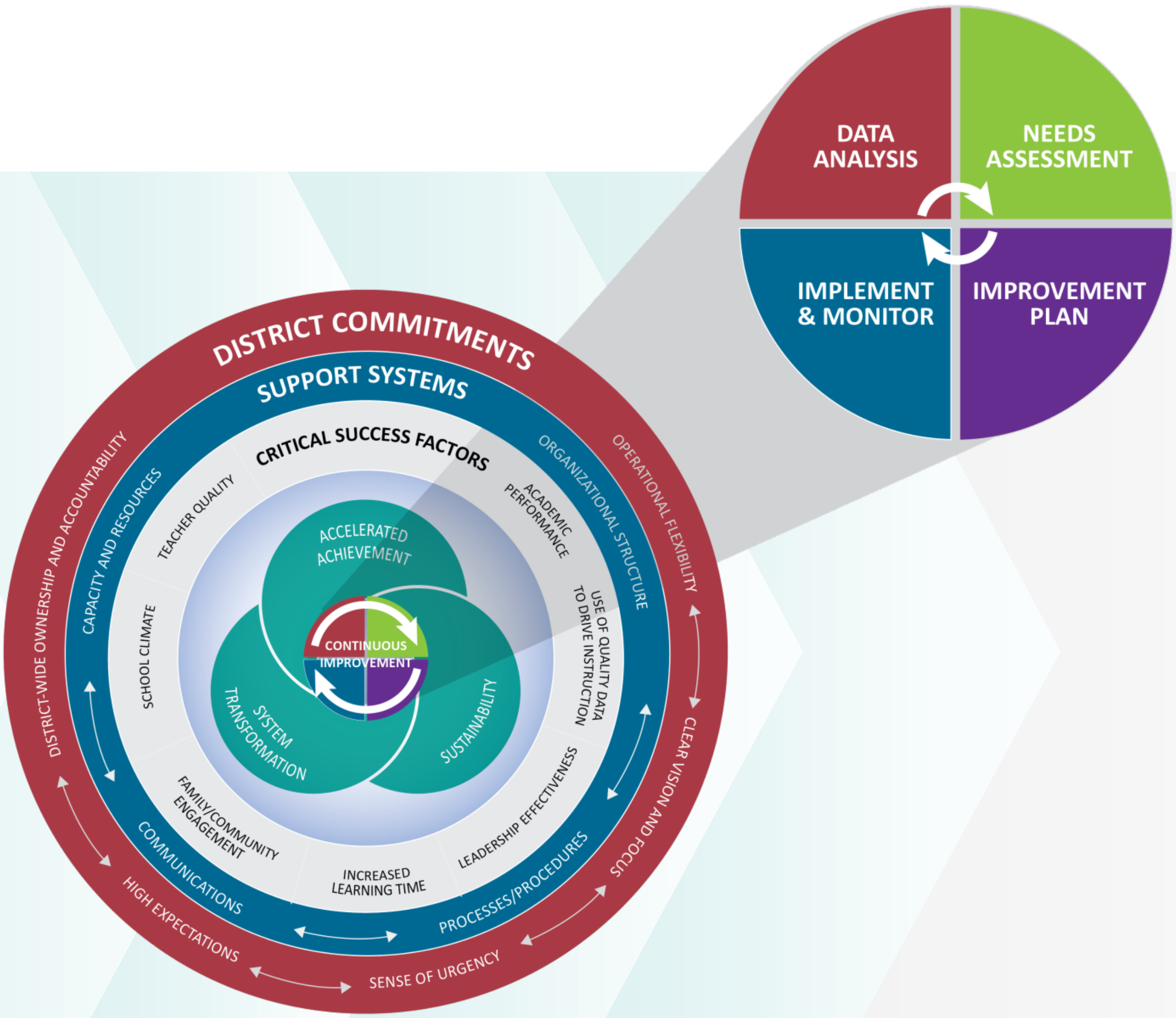
Guidance for the Texas Accountability Intervention System

Part 2: Improvement Plan Guidance

This guidance is for LEAs/campuses with required improvement plan interventions



Improvement Plan

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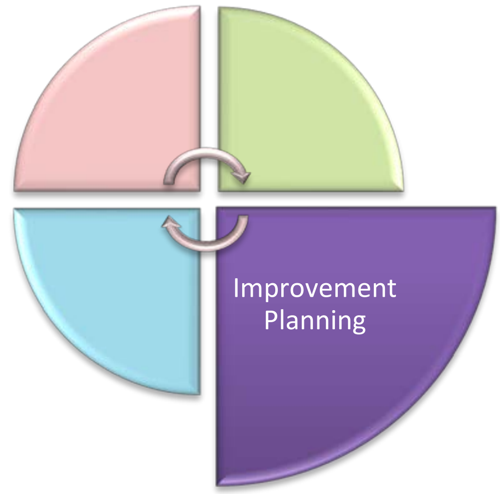
Texas Accountability Intervention System (TAIS)
Part 2: Improvement Plan Document Guidance

How to Use the Guidance Document



This guidance document provides thorough instruction on how to use the Improvement Plan document. Throughout this document there will be screenshots of the Improvement Plan document. These screenshots have been labeled with numbers for each field. In some cases, several similar fields are grouped together with a red box. Below the screenshots, each field or group of fields have numbered descriptions which correspond to the numbers in the screenshot.

Hyperlinks are also present throughout the document. These hyperlinks link to either websites with supplemental information or to another portion of the Guidance Document that is being referenced. Hyperlinks are denoted by underlined blue text. To follow these links, press the “Ctrl” button on the keyboard while simultaneously left-clicking on the mouse.

About the Improvement Plan Document

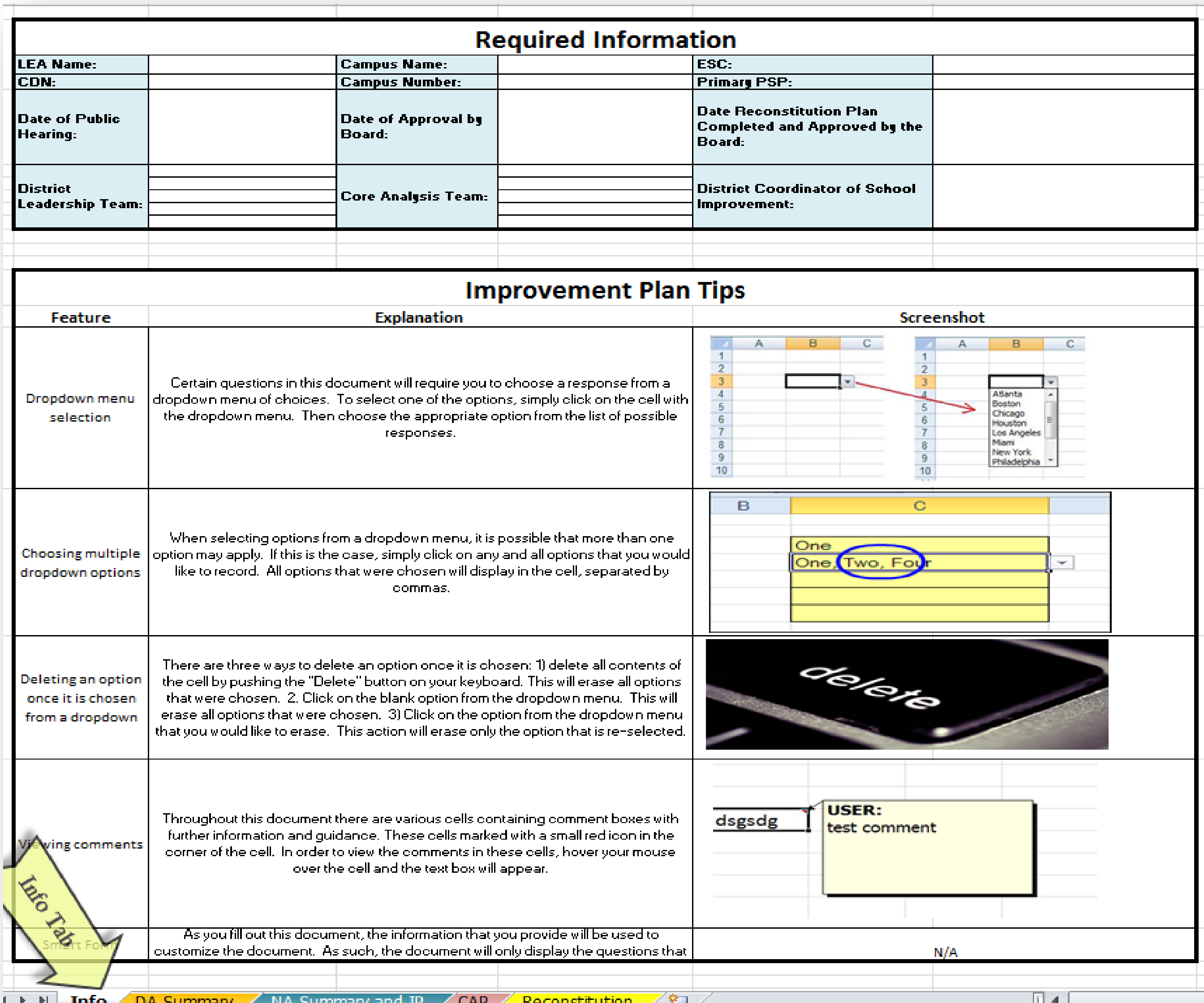
The Improvement Plan document is used to develop targeted plans for districts and campuses rated *Improvement Required* and for districts staged for interventions in the Performance-Based Monitoring System (PBM) Stage 3 or 4. The Texas Education Agency (Agency) continues conversation with the United States Department of Education (USDE) requesting to waive specific provisions of the Elementary and Secondary Education Act (ESEA), therefore future interventions for other LEAs/campuses than those listed above may be required.

For more guidance on the Texas Accountability and Intervention System see http://www.tea.state.tx.us/pmi/accountabilitymonitoring/ or www.tcdss.net.

Info Tab

Upon opening the Improvement Plan document, begin on the Info tab. Tabs are located at the bottom of the screen. Each tab contains a separate piece of the Improvement Plan document. Below is a screen capture of the Info tab.

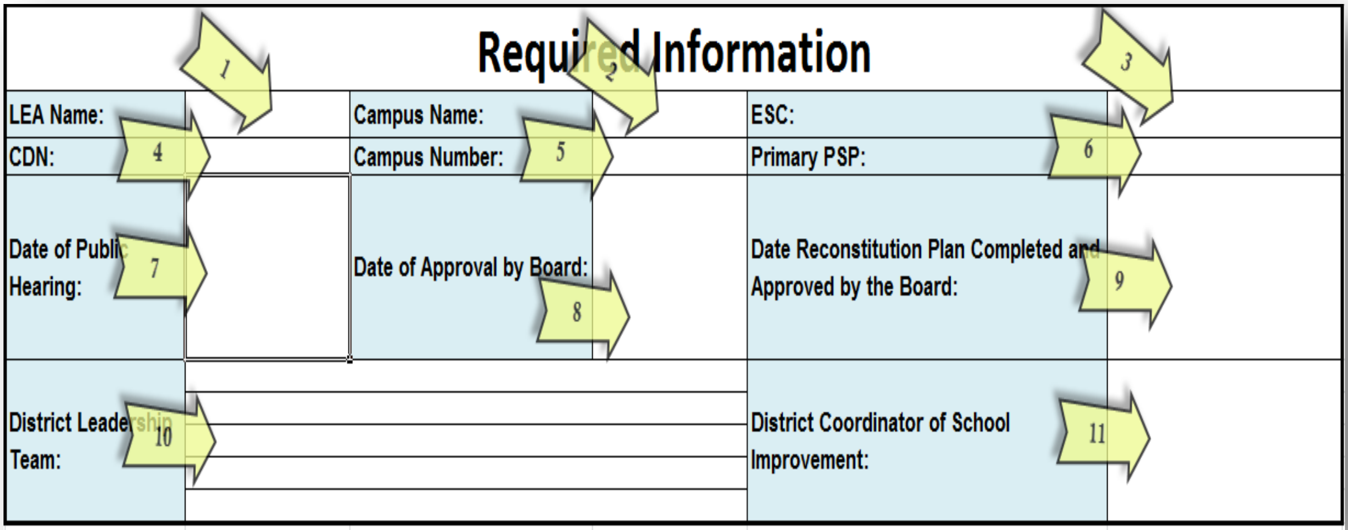
Figure 1. Info Tab Overview



Required Information Section

At the top of the Info tab page, in the Required Information section, the numbers in the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within the Required Information section:

Figure 2. Required Information Section



1. **LEA Name**: Please enter the LEA or district name.

2. **Campus Name**: This cell applies only to campus submissions. NOTE: If you are completing a district submission please enter "N/A" in the Campus Name field.

3. **ESC**: Please enter the Education Service Center the LEA/campus is located within.

4. **CDN**: Please enter the unique CDN or County-District Number.

5. **Campus Number**: This cell applies only to campus submissions. NOTE: If you are completing a district submission please enter "N/A" in the Campus Number field.

6. **Primary PSP**: This cell applies only to campus submissions. Campus submissions will enter the name of the PSP serving the school. NOTE: If you are completing district submission please enter "N/A" in the Primary PSP field.

7. **Date of Public Hearing**: Please enter the date of the public hearing for the Improvement Plan.

8. **Date of Approval by Board**: Please enter the date of the Board Approval for the Improvement Plan.

9. **Date Reconstitution Plan Completed and Approved by the Board**: For 2nd Year Improvement Required Campuses only. Please enter the date of completion and approval by the Board for the Campus Reconstitution Plan.

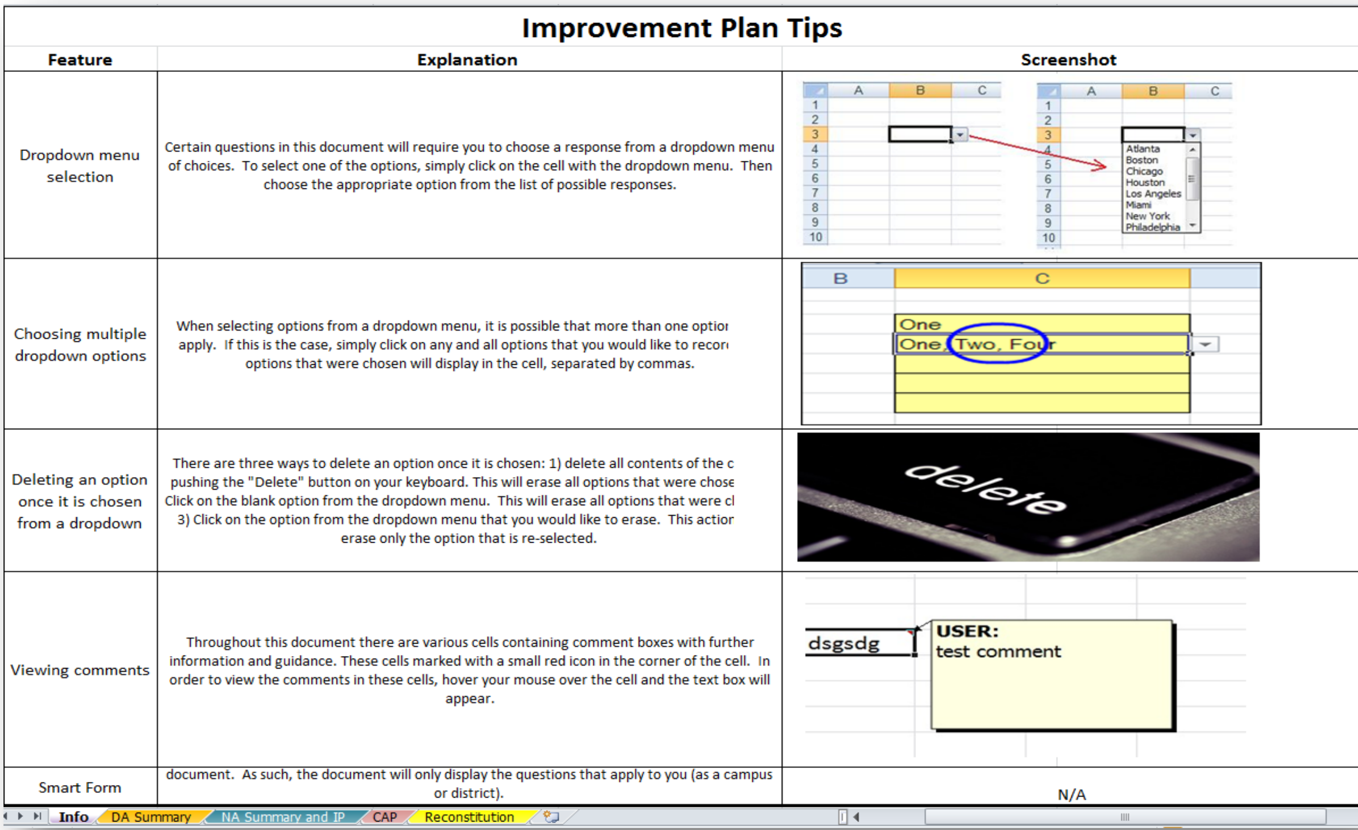
10. **District Leadership Team**: List each member of the District Leadership Team that worked to produce the Improvement Plan. This applies only to district submissions. For more information on District Leadership Teams, see http://www.tea.state.tx.us/pmi/accountabilitymonitoring. NOTE: If you are completing a Campus submission please enter "N/A" in these cells.

11. **District Coordinator of School Improvement**: Please enter the name of the District Coordinator of School Improvement. For a job description of the DCSI, see http://www.tea.state.tx.us/pmi/accountabilitymonitoring.

Improvement Plan Tips Section

Tips for utilizing the features of the Improvement Plan document are located under the Required Information section on the Info tab. The Improvement Plan Tips section lists, explains and illustrates the features found within the Improvement Plan document. These tips include instructions on how to use dropdown menus, with a focus on selecting and deleting options and how to view comments which contain helpful information. Also included is information about features designed to save time and effort.

Figure 3. Improvement Plan Tips Section



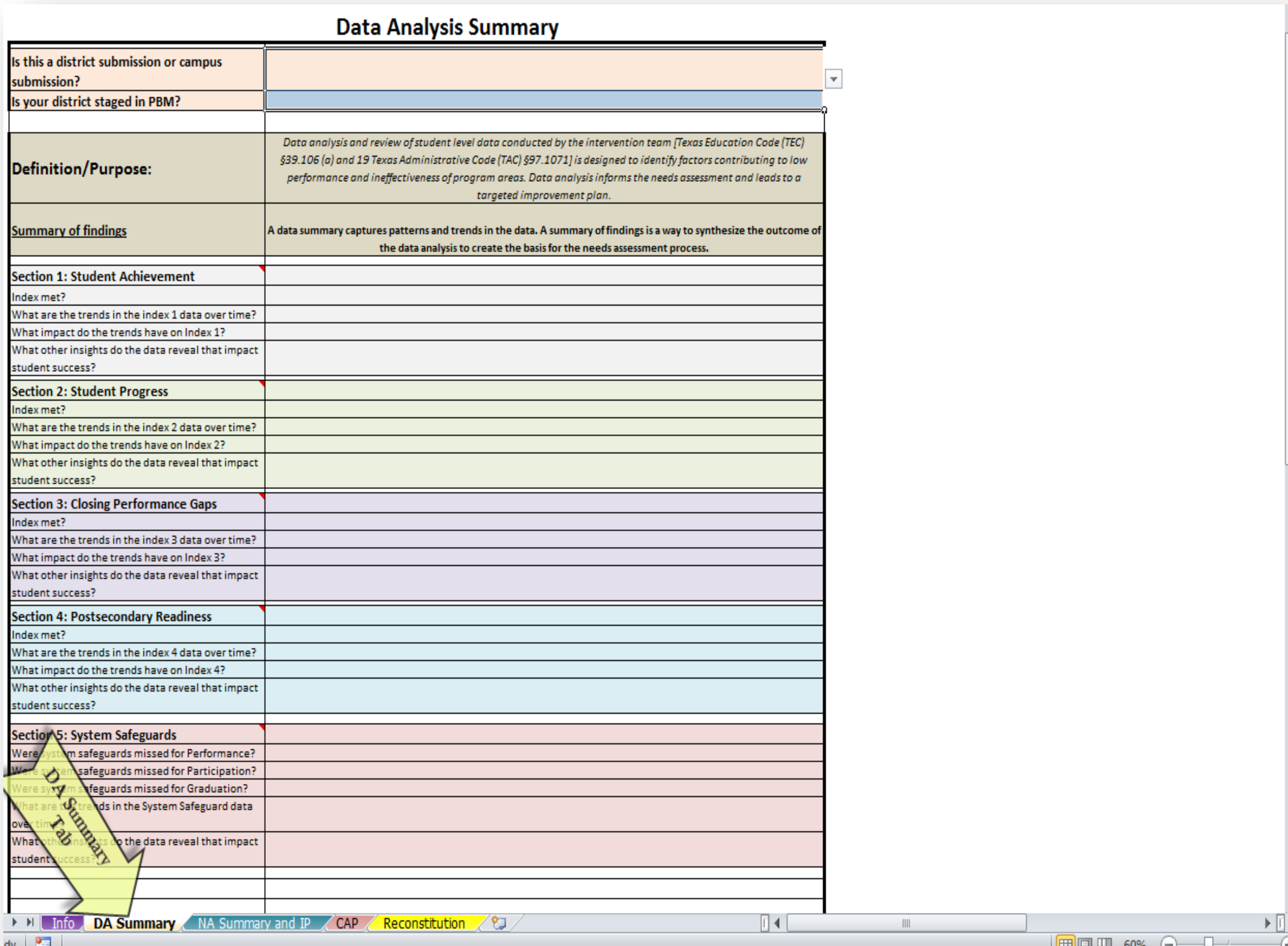
Improvement Plan Tips

Feature	Explanation	Screenshot
Dropdown menu selection	Certain questions in this document will require you to choose a response from a dropdown menu of choices. To select one of the options, simply click on the cell with the dropdown menu. Then choose the appropriate option from the list of possible responses.	A B C 1 2 3 4 5 6 7 8 9 10 / Atlanta Boston Chicago Houston Los Angeles Miami New York Philadelphia
Choosing multiple dropdown options	When selecting options from a dropdown menu, it is possible that more than one optior apply. If this is the case, simply click on any and all options that you would like to recor options that were chosen will display in the cell, separated by commas.	B C One One, Two, Four
Deleting an option once it is chosen from a dropdown	There are three ways to delete an option once it is chosen: 1) delete all contents of the c pushing the "Delete" button on your keyboard. This will erase all options that were chose Click on the blank option from the dropdown menu. This will erase all options that were cl 3) Click on the option from the dropdown menu that you would like to erase. This actior erase only the option that is re-selected.	delete
Viewing comments	Throughout this document there are various cells containing comment boxes with further information and guidance. These cells marked with a small red icon in the corner of the cell. In order to view the comments in these cells, hover your mouse over the cell and the text box will appear.	dsgsdg USER: test comment
Smart Form	document. As such, the document will only display the questions that apply to you (as a campus or district).	N/A

Data Analysis Summary Tab

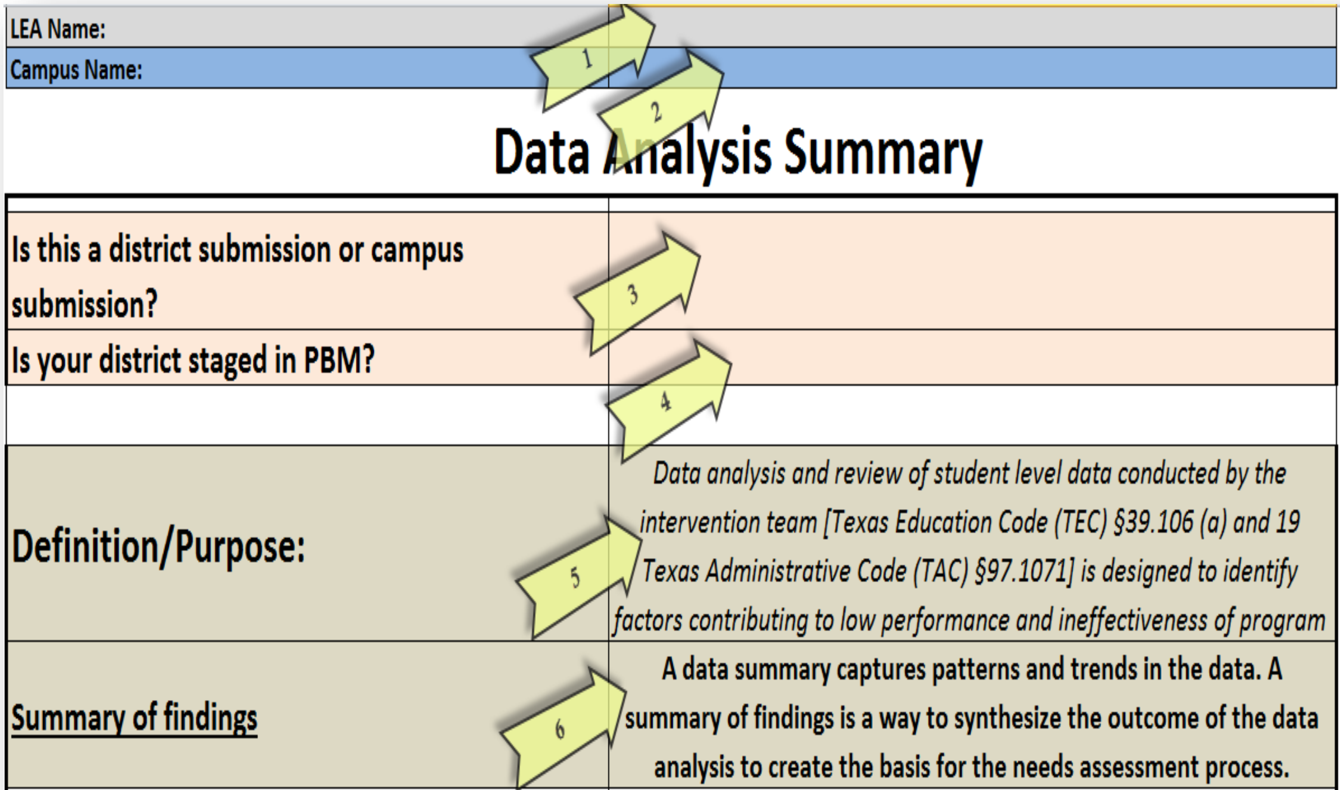
Once the Required Information Section is completed and the Improvement Plan Tips have been reviewed, proceed to the Data Analysis (DA) Summary tab. For resources and guidance on data analysis see http://www.tea.state.tx.us/pmi/accountabilitymonitoring/ or www.tcdss.net. Below is a picture which shows an overview of the DA Summary Tab. Following is a detailed explanation of each field on this tab.

Figure 4. Data Analysis Summary Tab Overview



Definition/Purpose and Summary of Findings

The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of the DA Summary tab:



1. **LEA Name**: The LEA Name will automatically populate using the data entered in the Required Information section of the Info tab.

2. **Campus Name**: The Campus Name will automatically populate using the data entered in the Required Information section of the Info tab.

3. **District or Campus Submission:** Select from the dropdown menu to indicate whether the submission is on behalf of *either* a district *or* a campus.

4. **PBM Staging**: After selecting either LEA or campus submission, indicate whether or not the district is staged in Performance-Based Monitoring (PBM). This is referring to the district itself for district submissions or the district in which the campus resides for campus submissions. Please select ***either*** Yes *or* No. The LEA/Campus may need to go back and complete this field after the release of PBM staging expected in late September.

5. **Definition/Purpose:** No action is needed in this cell. The Definition/Purpose cell explains the purpose of the Data Analysis process and its basis in the Texas Education Code.

6. **Summary of Findings:** No action is needed in this cell. The Summary of Findings cell explains the outcome that should result from conducting a data analysis. These findings will be documented in the DA Summary tab sections.

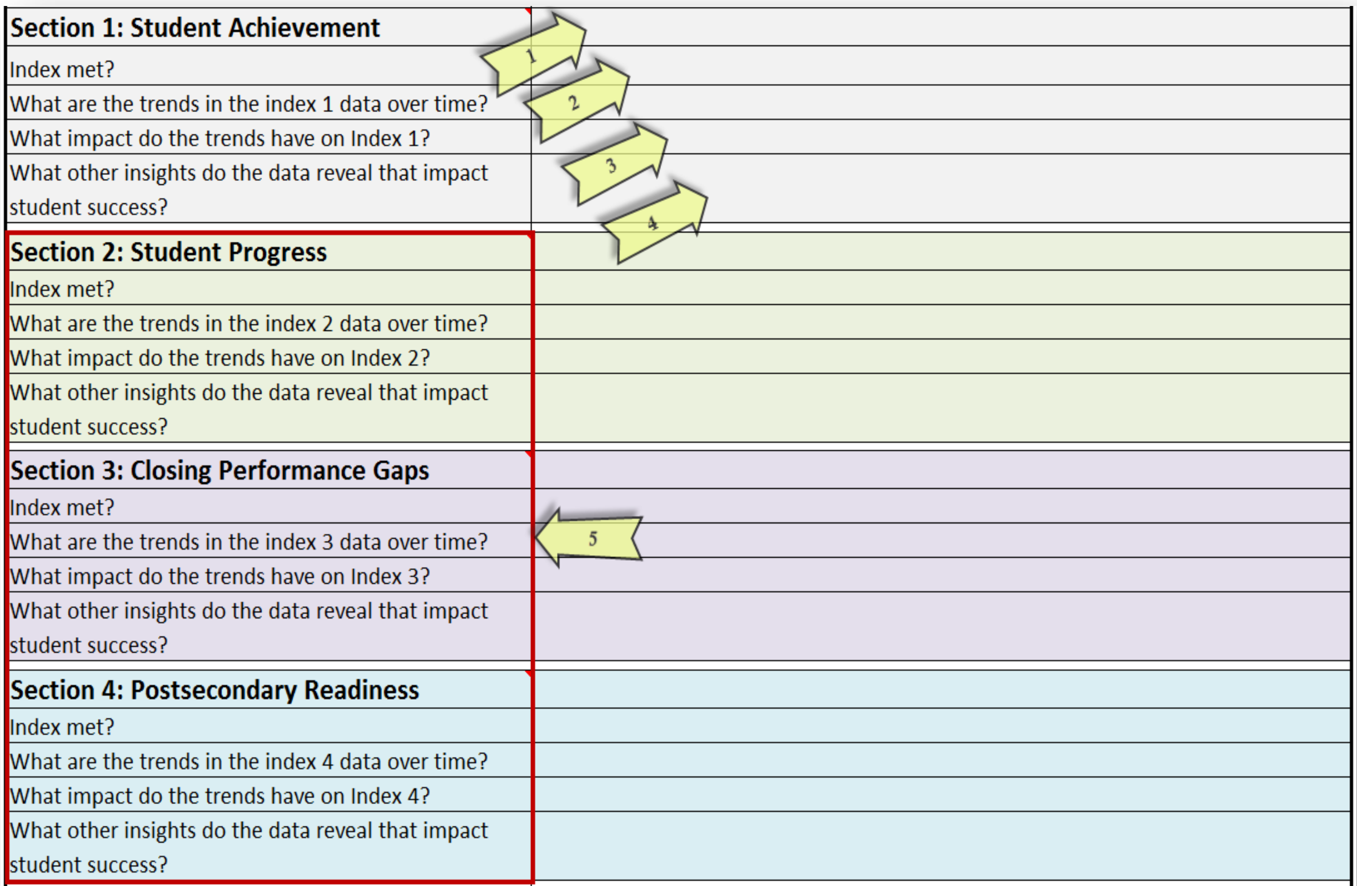
Sections 1-4 of the DA Summary Tab

After reviewing the Definition/Purpose and Summary of Findings explanations, advance to sections 1-4 of the DA Summary tab. These sections document findings from the data analysis process. Each Section corresponds to the indexes of the Texas Performance Index Framework.

- **Section 1:** Student Achievement
- **Section 2:** Student Progress
- **Section 3:** Closing Performance Gaps
- **Section 4:** Postsecondary Readiness

The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of the DA Summary tab:

Figure 5. Sections 1-4 of DA Summary Tab



1. **Section 1: Student Achievement-Index met?** Select from the dropdown menu the *one* option that applies in terms of meeting the index.

2. **Section 1: Student Achievement-What are the trends in data over time?** This question asks to objectively state the trends in data over time as they relate to this particular section/index. Patterns and trends in data should be stated in a factual manner in order to avoid assigning causation at this point in the process. During this step, identify what is increasing, decreasing or remains unchanged. This section is open-ended and allows for a narrative response. As the response is typed, the cell will expand to fit its contents.

3. **Section 1: Student Achievement-What impact do the trends have on Index 1?** This question focuses on how the trends from the previous question impact the index. It is important to consider how the patterns and trends may be negatively impacting performance on the index. This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

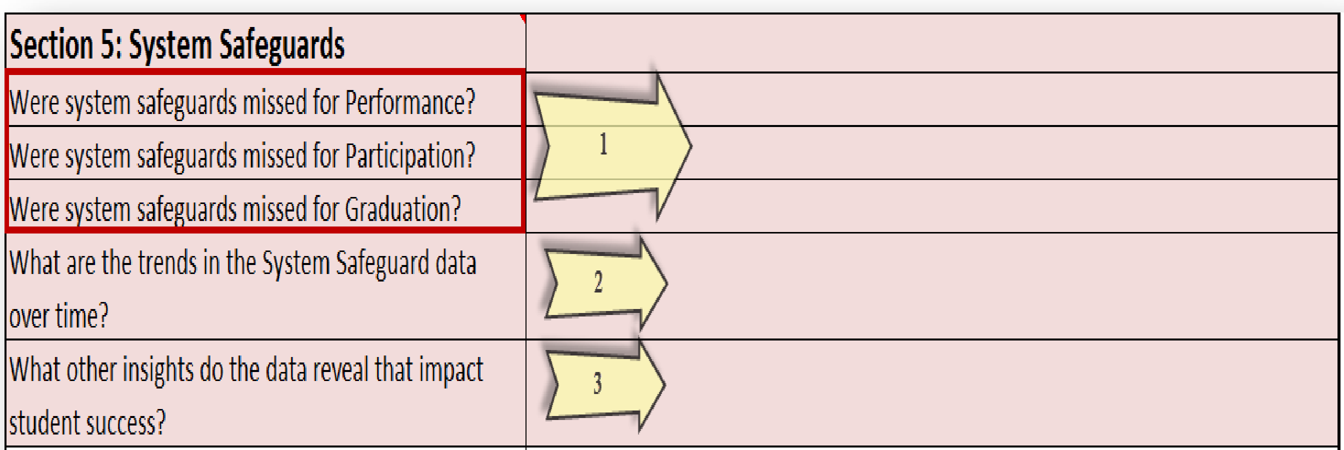
4. **Section 1: Student Achievement-What other insights do the data reveal that impact student success?** The final question of the section asks if there are any other insights regarding this particular section/index that have not been captured by the preceding questions. *Do the data reveal other information that might inform performance in other indexes? Were there any unexpected discoveries?* This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

5. **Sections 2, 3 and 4:** The questions contained in Sections 1-4 are identical. For an explanation of the questions in Sections 2, 3, and 4, please refer to the Section 1: Student Achievement section above for guidance.

Section 5: System Safeguards

Section 5 pertains to System Safeguards. Underlying the performance index framework are disaggregated performance results. The disaggregated performance results will serve as the basis for the accountability rating system to ensure that poor performance in one area or student group is not masked in the performance index. The intent of the safeguards system is to also meet additional federal accountability requirements that are not met in the performance index. Below is a picture of Section 5. The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of the information requested in this section.

Figure 6. Section 5: System Safeguards



1. The first 3 questions of this section ask if system safeguards were missed for performance, participation, or graduation. Please select *either* Yes *or* No.

2. **What are the trends in the System Safeguard data over time?** Document any trends in the system safeguard data over time. By using historical data for each student group, review the data to reveal possible strengths or areas for improvement. This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

3. **What other insights do the data reveal that impact student success?** This question asks if there are any other insights regarding system safeguards that have not been captured by the preceding questions. This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

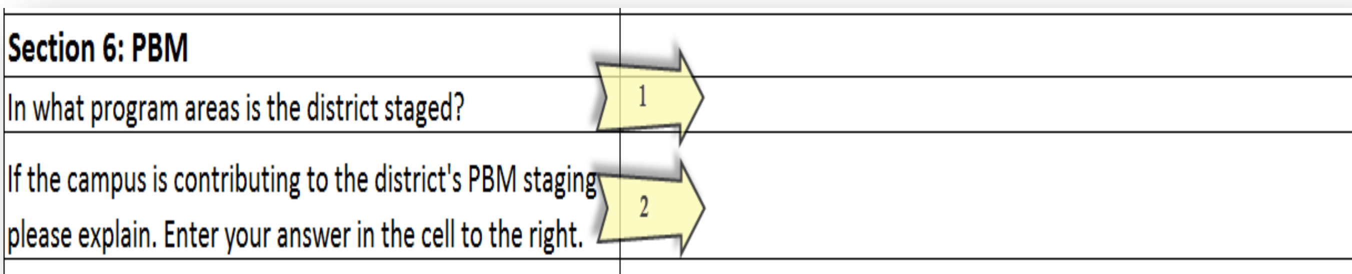
Section 6: PBM (Only districts staged in PBM)

Section 6: PBM appears only if the LEA or campus selects “yes” when answering if the district is staged for PBM. The Improvement Plan is designed to display only questions pertinent to the LEA/campus completing the plan. If your district selects “no” to indicate it is not staged in PBM, Section 6 will not appear.

PBM Campus Submission

The questions displayed in section 6 are dependent upon whether the submission is a district vs. campus submission. The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of Section 6 for a campus submission.

Figure 7. Section 6: PBM for a Campus Submission



1. **In what program areas is the district staged?** : Please select *one* option from the dropdown menu to indicate in which program areas the district is staged. If the district is staged in more than one area, you may select more than one option.

2. **If the campus is contributing to the district’s PBM staging, please explain:** This question asks how the campus is contributing to the district’s PBM staging. If the campus **IS** contributing to the district’s PBM staging, please explain. If the campus is **NOT** contributing to the district’s PBM staging, please enter “N/A”. This section is open-ended and allows for a narrative response. As you type, the cell will expand to fit its contents.

PBM District Submission

Selecting “District” on the first question of this tab (relating to whether the plan is a district or campus submission) will trigger several additional questions in relation to PBM and Residential Facilities. The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of Section 6 for a district submission.

Figure 8. Section 6: PBM for a District Submission

Section 6: PBM	
In what program areas is the district staged?	1
Select performance indicator rated PL 2, 3, or 4 for Bilingual Education.	2
Select performance indicator rated PL 2, 3, or 4 for Career and Technical Education.	
Select performance indicator rated PL 2, 3, or 4 for No Child Left Behind.	
Select performance indicator rated PL 2, 3, or 4 for Special Education.	
What other patterns and trends do the data reveal that impact student success?	3
What impact do the trends for EACH peformance indicator rated PL 2, 3, or 4 have on student success?	4
What other insights did the LEA identify related to student success for EACH performance indicator rated PL 2, 3, or 4?	5

1. **In what program areas is the district staged?** Please select the options from the dropdown regarding program areas the district is staged. More than one option may be selected.

2. **Performance indicator ratings:** For these questions select the performance indicator rated PL 2, 3, or 4.If the district has more than one performance indicator rated PL 2, 3 or 4 for any of these program areas, select **all** options that apply. If the district does not have any performance indicators rated PL 2, 3 or 4, select “N/A”.

3. **What other patterns and trends do the data reveal that impact student success?** This question inquires about the patterns and trends in the PBM data impacting student success that have not been captured by the preceding questions. This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

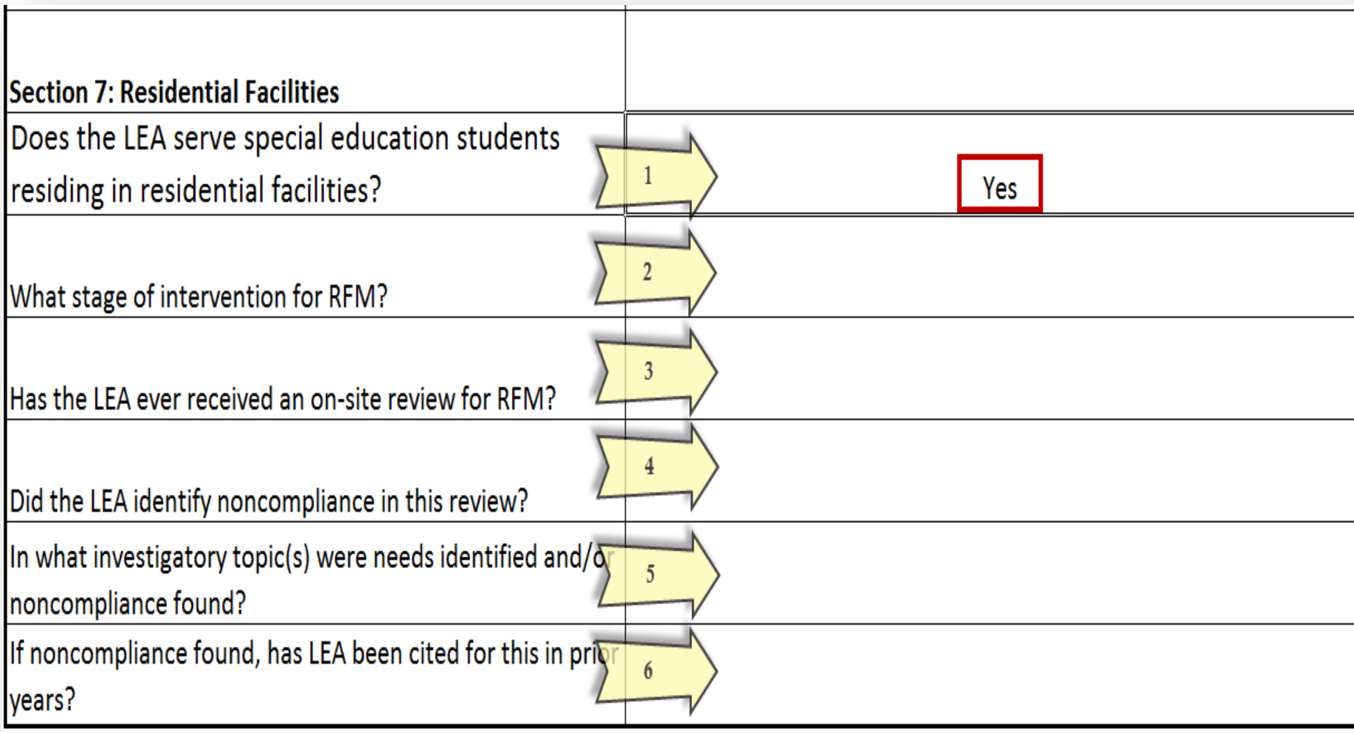
4. **What impacts do the trends for EACH performance indicator rated PL 2, 3, or 4 have on student success?** This question inquires how the trends from the previous question are impacting student success. During this step, identify the implications of those trends on student achievement over time. This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

5. **What other insights did the LEA identify related to student success for EACH performance indicator rated PL 2, 3, or 4?** The final question of the section asks if there are any other insights regarding PBM that have not been captured by the preceding questions. This is an open-ended question. As the response is typed into the box, the cell will expand to fit its contents.

Section 7: Residential Facilities (Only districts staged in PBM)

This section regarding Residential Facilities only appears for district submissions staged in PBM. The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of Section 7 for a district submission.

Figure 9. Section 7: Residential Facilities



1. **Does the LEA serve special education students residing in residential facilities**? Indicate whether the LEA serves special education students residing in residential facilities. Please select *either* Yes *or* No. **If "No" is selected, no other questions will appear in this section.** In this case, advance to the NA Summary and IP tab. Selecting "Yes" to the first question of Section 7 will trigger five additional questions in Section 7.

<u>**The following questions only appear if answering "Yes" to #1**</u>:

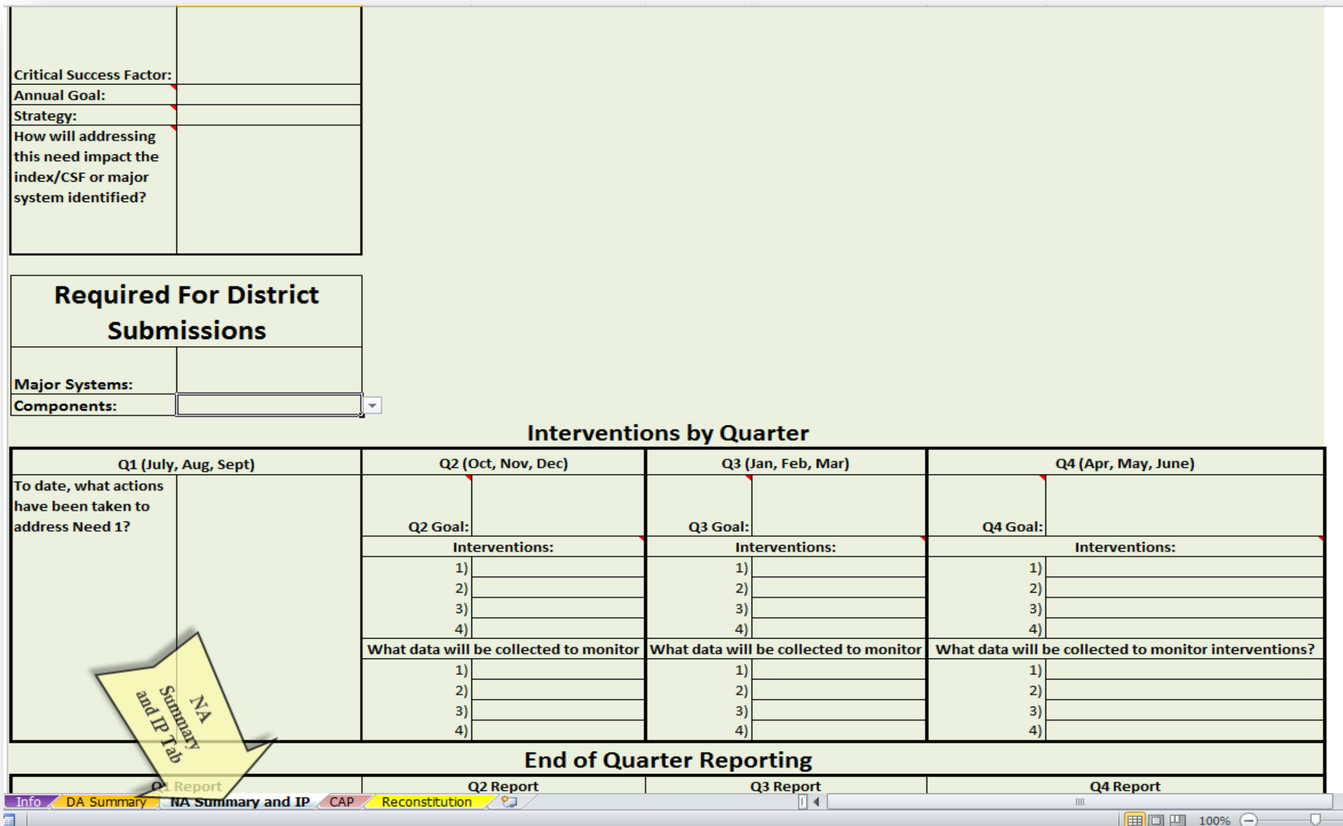
2. **What stage of intervention for RFM?** Please select the appropriate option from the dropdown for the district's RFM staging. It is important to select only ***one*** stage of intervention.
3. **Has the LEA ever received an on-site review for RFM?** Please select from the dropdown menu. Please select ***either*** Yes *or* No.
4. **Did the LEA identify noncompliance in this review?** Please select from the dropdown menu. The possible answers are "Yes", "No", or "N/A" if the district has never received an on-site review. Please select *only one option.*
5. **In what investigatory topic(s) were needs identified and/or noncompliance found?** Please select the appropriate topic(s) from the dropdown menu. If more than one investigatory topic was identified, please select all that apply. Select "N/A" if this question does not apply.
6. **If noncompliance found, has the LEA been cited for this in prior years?** Please select from the dropdown menu. If no noncompliance was found in previous years select "N/A". Please select *only one option.*

This concludes the content found on the DA Summary tab. Now proceed to the NA Summary and IP tab.

NA Summary and IP Tab

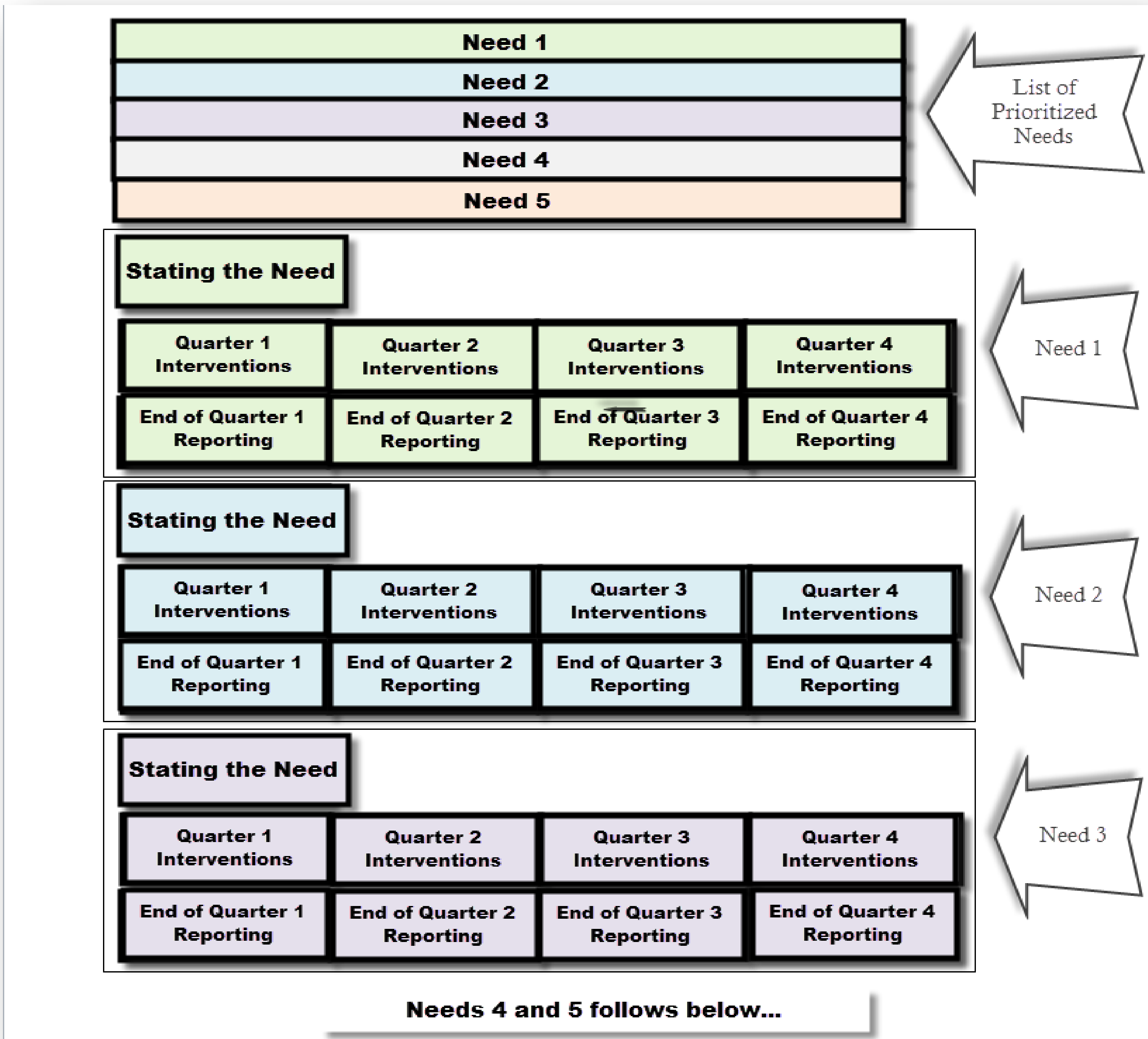
After completing the Data Analysis and DA Summary tab, proceed to the Needs Assessment (NA) Summary and Improvement Plan (IP) tab. For resources and guidance on needs assessment and improvement planning see http://www.tea.state.tx.us/pmi/accountabilitymonitoring/ or www.tcdss.net. Below is a picture illustrating the tab location on the Improvement Plan document.

Figure 10. NA Summary Tab Location



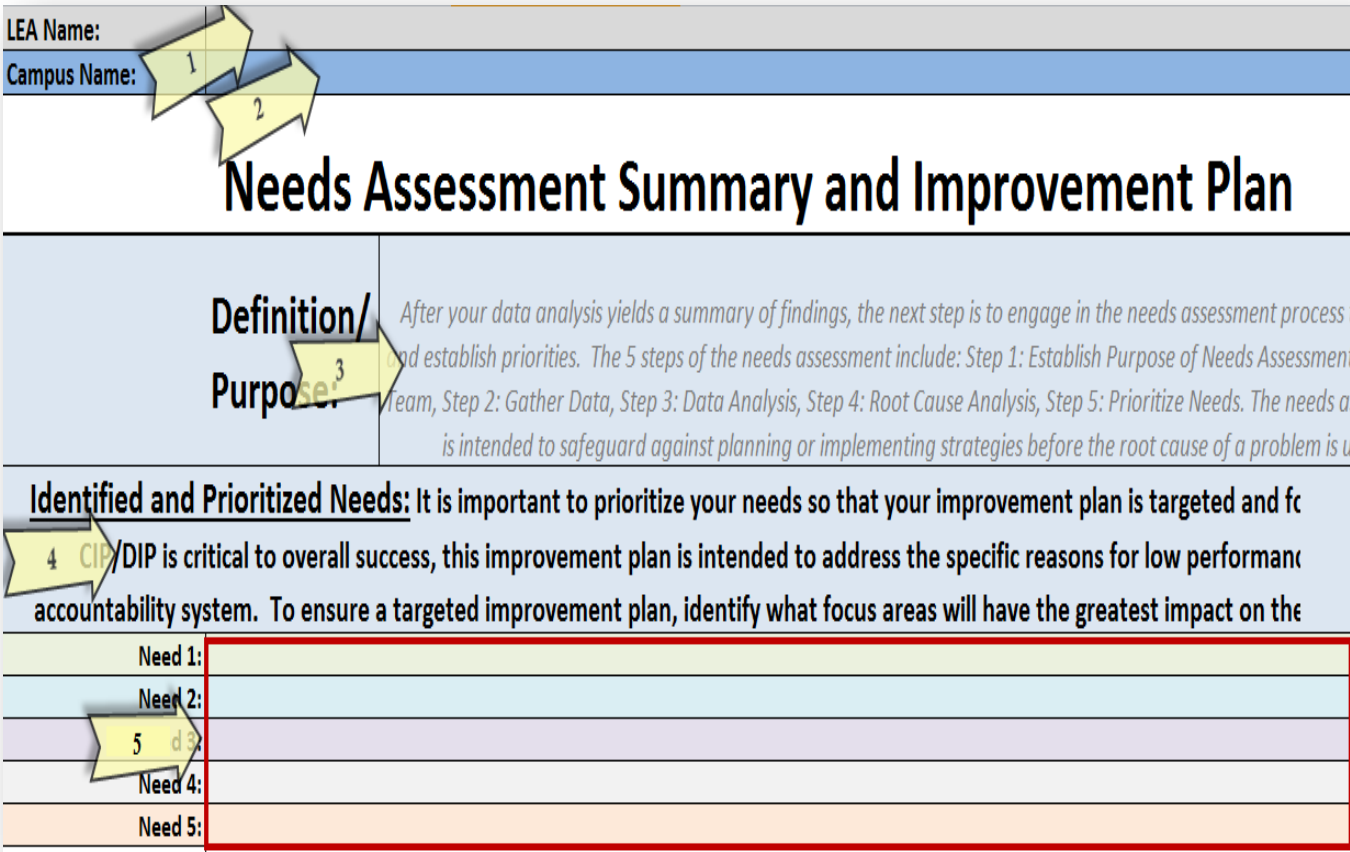
Below is a simplified picture of the content contained in the NA Summary and IP tab. This view demonstrates the overall structure of the Improvement Plan and how the prioritized needs are developed into quarterly plans followed by quarterly reporting. A more detailed description begins with Figure 11.

Figure 11. NA Summary and IP Tab Overview



The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of the NA Summary and IP tab.

Figure 12. Needs Assessment Summary



1. **LEA Name**: The LEA Name will automatically populate using the data entered in the Required Information section of the Info tab.
2. **Campus Name**: The Campus Name will automatically populate using the data entered in the Required Information section of the Info tab.
3. **NA Summary and IP: Definition/Purpose:** No action is needed in this cell. The Definition/Purpose cell explains the purpose of the Needs Assessment process and its basis in the Texas Education Code. Before beginning the Improvement Plan, it is critical to conduct a needs assessment and root cause analysis.
4. **Identified and Prioritized Needs:** No action is needed in this cell. The information in the Identified and Prioritized Needs cell is provided to emphasize why it is necessary to target specific needs and then to approach those needs according to the level of impact on academic performance. Prioritized needs help ensure that you develop a targeted plan that addresses the reasons for low performance.
5. **Prioritized Needs:** Once the compiled list of the prioritized needs is determined, begin entering them into the next section of the NA Summary and IP tab. Consider the reasons for low performance and other factors when deciding on the needs to be addressed in the Improvement Plan. Notice there is initial space provided for only five needs. The reason for limited space is to stress that the Improvement Plan is designed to be a targeted plan. If too many needs are included, the plan can lose focus and become ineffective.

   However, in certain cases (especially in the case of large districts) it may be necessary to address more than five needs in the plan. For this reason the Improvement Plan document is capable of accommodating additional needs. If text is entered into the first five slots, an additional slot will automatically appear for “Need 6”. If text is entered for “Need 6”, a slot will appear for “Need 7” and so on. The plan will accommodate up to 10 needs. Again, if additional slots appear there is no obligation to fill those slots.

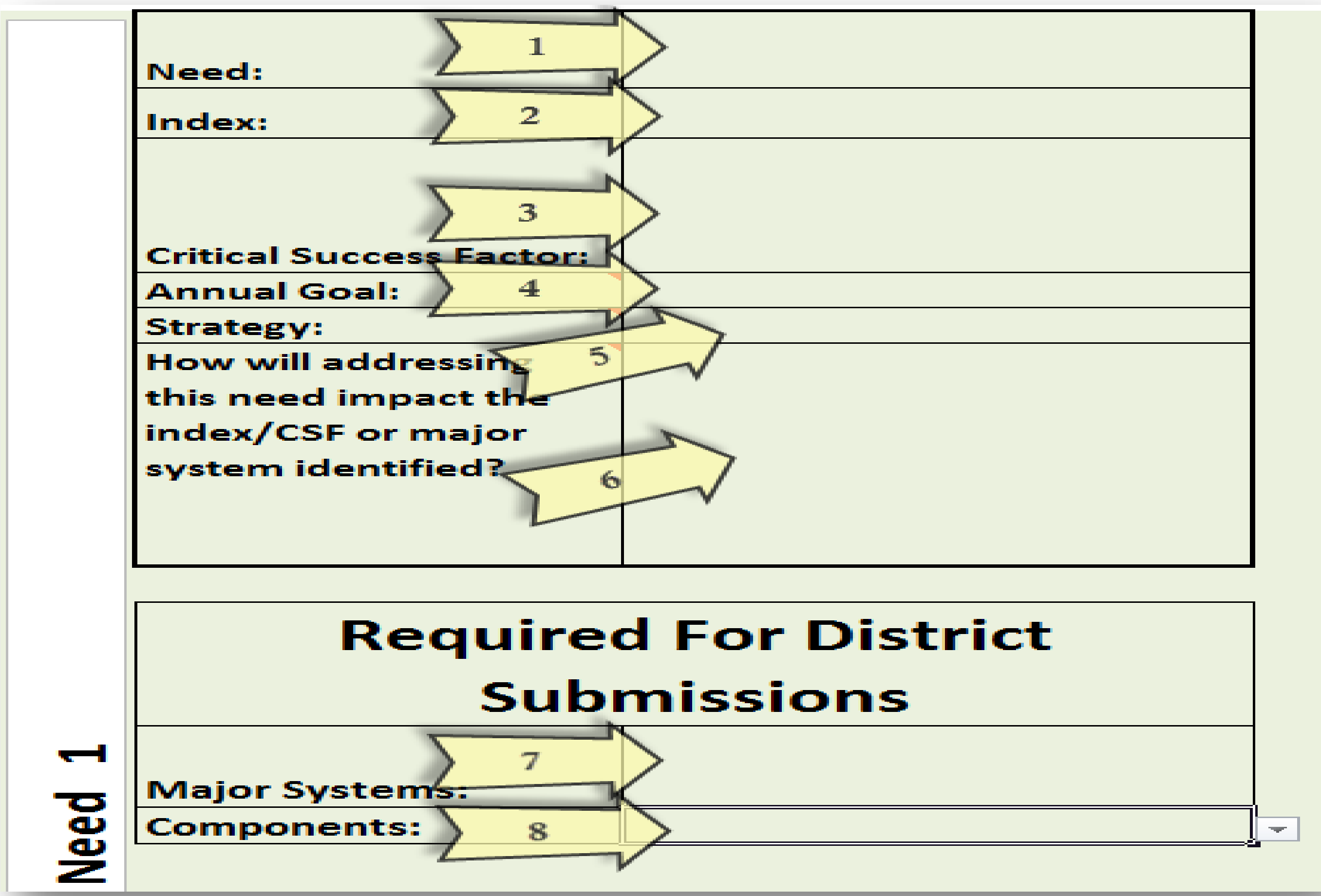
Improvement Plan: Need 1

After conducting the needs assessment and completing the Identified and Prioritized Needs section, begin the process of planning for the first identified need. As illustrated in the NA and IP tab overview, this tab contains sections where planning will occur for each prioritized need. In order to help differentiate these needs on the tab, they have been color-coded to match the cells from the Identified and Prioritized Need section at the top of the tab. For example, the cell for "Need 1" in the Identified and Prioritized Need section is color-coded light green. This color matches the section where improvement planning will occur for Need 1. In addition, each need is labeled vertically on the left-hand side of the tab.

Stating the Need

The first step in improvement planning for each need is the Stating the Need section. This portion of the planning process sets the annual goal and strategy that will guide the interventions to take place in each quarter. The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of the NA Summary and IP tab.

Figure 13. Stating the Need



1. **Need:** No action is needed as the cell will automatically be populated and copied from the "Need 1" cell in the Identified and Prioritized Need section.

2. **Index:** This cell relates to the index or indexes of the Texas Performance Index Framework which is in alignment with Need 1. Since more than one index may apply to a need, more than one option from the dropdown menu may be selected.

3. **Critical Success Factor:** From the dropdown menu, select the Critical Success Factor(s) (CSFs) applicable to Need 1. Since more than one CSF may apply to a need, more than one option from the dropdown menu may be selected. For more information on critical success factors, see www.tcdss.net.

4. **Annual Goal:** After selecting the appropriate CSF(s), enter the annual goal that reflects the progress the LEA/campus hopes to make in one year towards closing the gap and increasing performance for each identified need. The team should ask, "*What does the LEA/campus want to accomplish in one year?"* Annual goals should be specific, measurable, attainable, relevant and time-bound (SMART). This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

5. **Strategy:** After setting the annual goal, enter a description in the "Strategy" cell. A strategy is the broad, over-arching approach the LEA/campus plans to take to achieve their goal. Strategies address, "*How will the annual goal be accomplished?*" This section is open-ended and allows for a narrative response. As the response is typed into the box, the cell will expand to fit its contents.

6. **How will addressing this need impact the index/CSF or major system identified?** This question relates to the link between the need and the index, CSF, or major system identified. This question is designed to ensure that prioritized needs clearly connect to the reason(s) for low performance in an index. This question is a way to cross check that focusing on the need chosen will positively impact the reason for missing the index, safeguard or other indicator. Additionally, this response can guide the quarterly planning. As the response is typed into the box, the cell will expand to fit its contents.

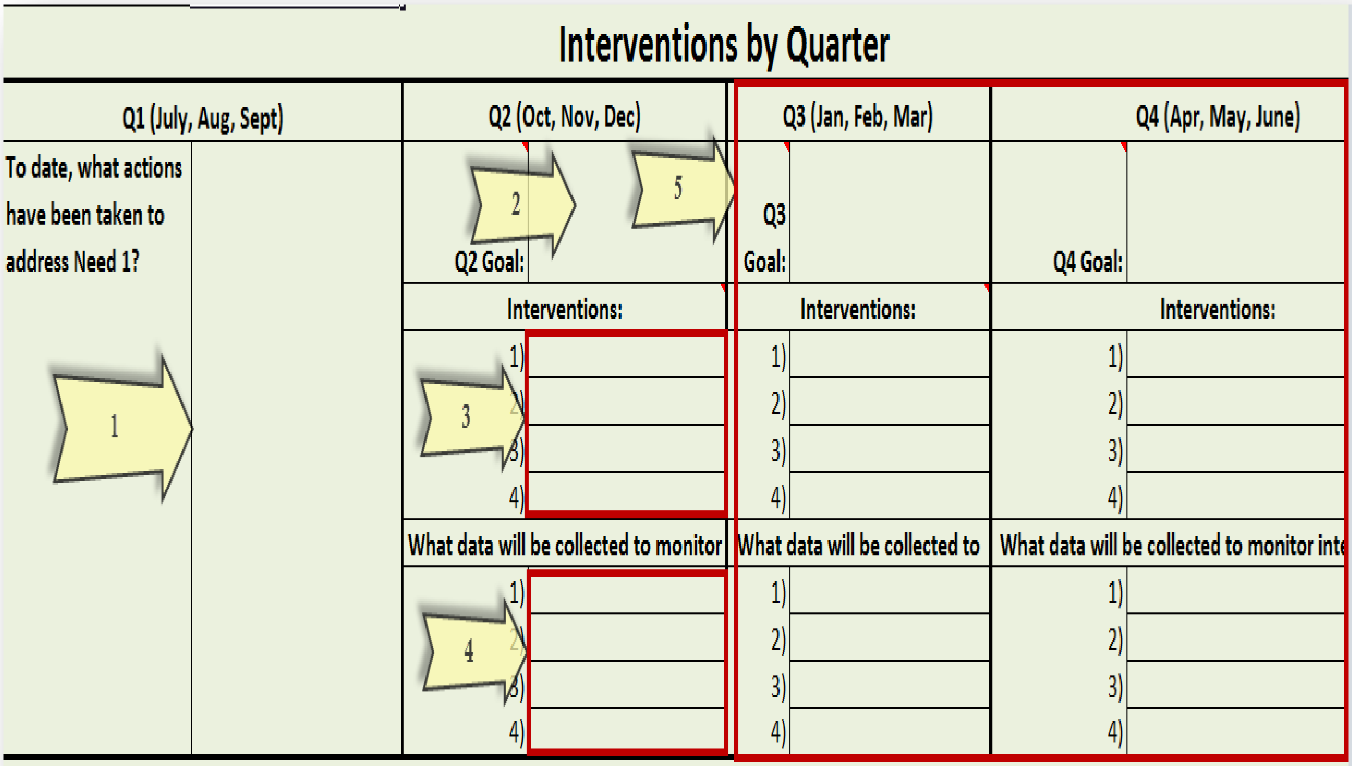
7. **Major System (For District Submissions Only):** Select from the dropdown menu the major system to which Need 1 corresponds. Major systems include curriculum and assessment, instruction, student support systems, culture and climate, parental and community involvement, and other vital educational systems and programs critical to success for all students.

8. **Component (For District Submissions Only):** Once you have selected a Major System, you will then select from the dropdown menu which Component of that system applies to Need 1. Each major system has various components that further refine the planning efforts of the leadership team.

Interventions by Quarter

After completing the Stating the Need section, prepare to map out the interventions that will take place each quarter. Interventions are the specific action needed to implement the strategy and accomplish your annual goal. Planning for each quarter for the year takes place at the beginning of the year to ensure a well-developed plan to achieve the annual goals. The numbers on the picture below correspond with the following numbered list. The numbered list provides an explanation of each field within this portion of the NA Summary and IP tab.

Figure 14. Interventions by Quarter



1. **Quarter 1:** Interventions by Quarter: The purpose of each Quarterly Plan is to set quarterly goals and develop a course of action that will ultimately lead to the achievement of the annual goal established in the Stating the Need section. Due to the timing of the release of accountability rankings and the due date for submission of the Improvement Plan, Quarter 1 (July, August, and September) will be dedicated to analyzing the data and planning. As such, the only question for Quarter 1 pertains to actions that have taken place up to date to develop the plan for submission. As the response is typed into the box, the cell will expand to fit its contents.

2. **Quarter 2 Goal:** Aside from Quarter 1, each Quarterly Plan begins by setting a quarterly goal. Once there is a clear annual goal, quarterly goals are established to ensure that the plan is on track to meet the goal. Each quarterly goal serves as a benchmark to help evaluate the success of current activities and their evidence of impact. This enables mid-course corrections to be made to achieve the annual goal. It is important to stay focused on **results** when establishing quarterly goals. When establishing Quarterly Goals ask, "*What impact do we hope to see each quarter as a result of the interventions?*"

3. **Quarter 2 Interventions:** After setting the quarterly goal, plan the interventions that will take place in that quarter. An intervention is the **specific action** the LEA/campus plans to take within a given quarter to implement the strategy and achieve the quarterly goal. Interventions clearly show what the specific actions are needed to implement the strategy. There are cells available to enter four different interventions; however, you are not required to have four interventions in each quarter and should focus on what actions are needed to meet goals. As the interventions are listed, the cell will expand to fit its contents.

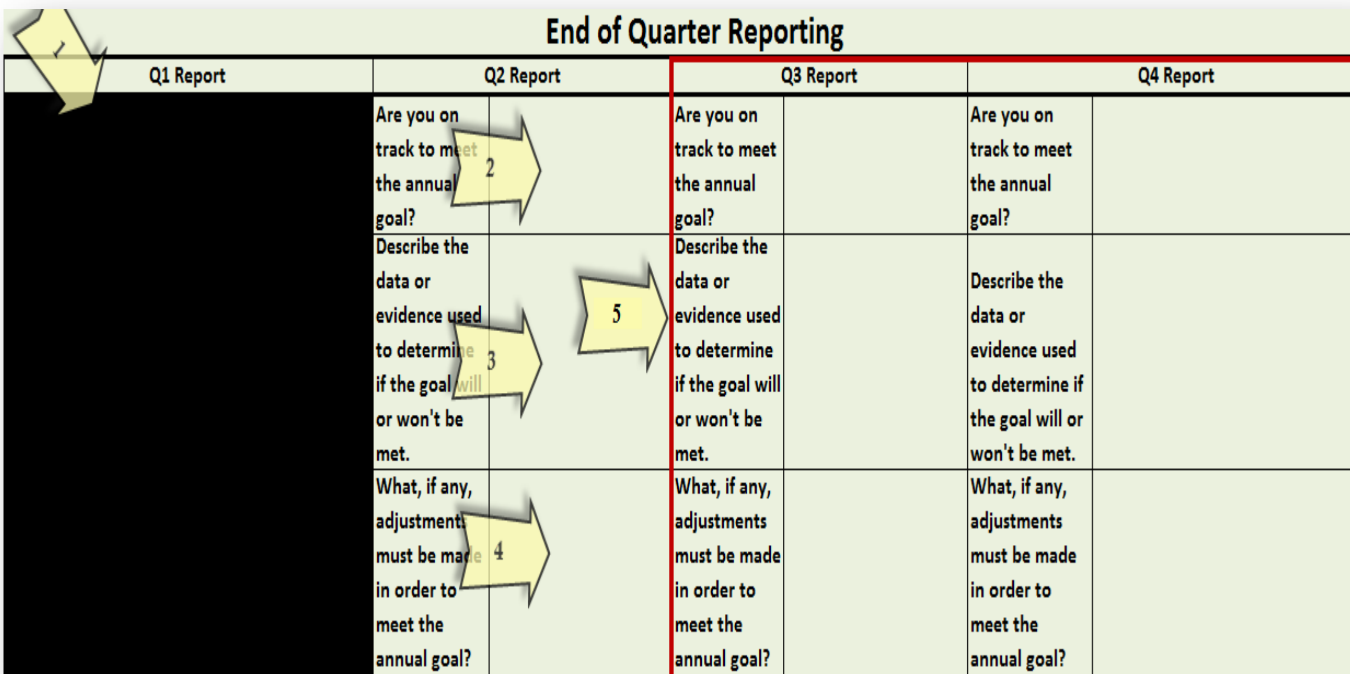
4. **Quarter 2-What data will be collected to monitor interventions?** After outlining the interventions in the quarter, specify what data will be collected to monitor the implementation and success of the interventions in that quarter. Whereas the quarterly goal measures the desired impact, the data included in this section may include data regarding the evidence of implementation. For each intervention, please specify at least one data source to track the impact of the intervention. As the data source information is typed, the cell will expand to fit its contents.

5. **Quarters 3 and 4 Interventions**: The components of quarters 3 and 4 are identical to Quarter 2. Please see the corresponding field in Quarter 2 for an explanation.

End of Quarter Reporting

As the LEA/campus implements the Improvement Plan, it will be necessary to monitor progress towards goals. After each quarter, the LEA/campus will report this progress in the End of Quarter Reporting. The numbered list provides an explanation of each field within this portion of the NA Summary and IP tab.

Figure 15. End of Quarter Reporting



1. **Quarter 1 Report:** Since there was no Quarterly Goal set for Quarter 1, there is no need for reporting for Quarter 1.

2. **Quarter 2 Report-Are you on track to meet the annual goal?** At the conclusion of Quarter 2, the LEA/campus will assess whether it is on track to meet the annual goal. Progress towards the quarterly goal should be used to help make this determination.

   In addition to the questions included in the report, consider the following questions to help generate discussion and to determine if mid-course corrections are needed:

   -Where am I going?
   -Where am I now?
   -What's next?

   As the response is typed, the cell will expand to fit its contents.

3. **Quarter 2 Report-Describe the data or evidence used to determine if the goal will or won't be met.** In this section, explain the progress toward meeting your goals. *Ask, "If the team continues with the current progress, will we be able to attain our annual goal?"* Next, describe the data or evidence used to determine whether the annual goal will be met. As the response is typed, the cell will expand to fit its contents.

4. **Quarter 2-What if any adjustments must be made in order to meet the annual goal?** Finally, please describe any adjustments that need to be made to the plan in order to meet the annual goal. If the data indicates that the interventions are not effective, consider the following:

   -*What changes, if any, will be made to the plan?*
   -*Has the intervention been fully implemented?*
   -*What other factors could be affecting the success of the intervention?*

   As the response is typed, the cell will expand to fit its contents.

5. **End of Quarter Reporting-Quarters 3 and 4:** The quarterly reporting processes for Quarters 3 and 4 are identical to the quarterly report for Quarter 2. Please see the corresponding field in Quarter 2 for an explanation.

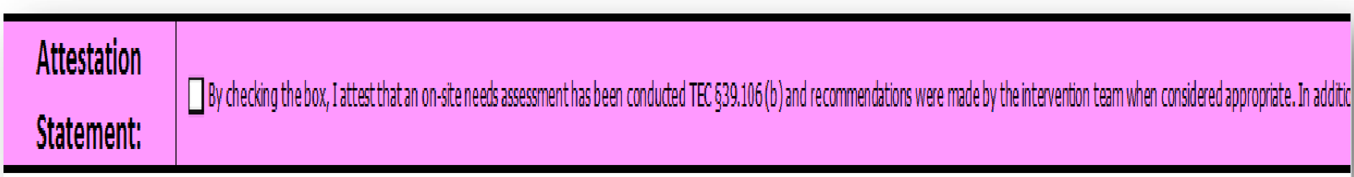
Improvement Plan: Needs 2-10 (If Necessary)

The Improvement Plan for any additional needs follows the same process. Please see Improvement Plan: Need 1 for more information on developing the Improvement Plan for each need.

Attestation Statement

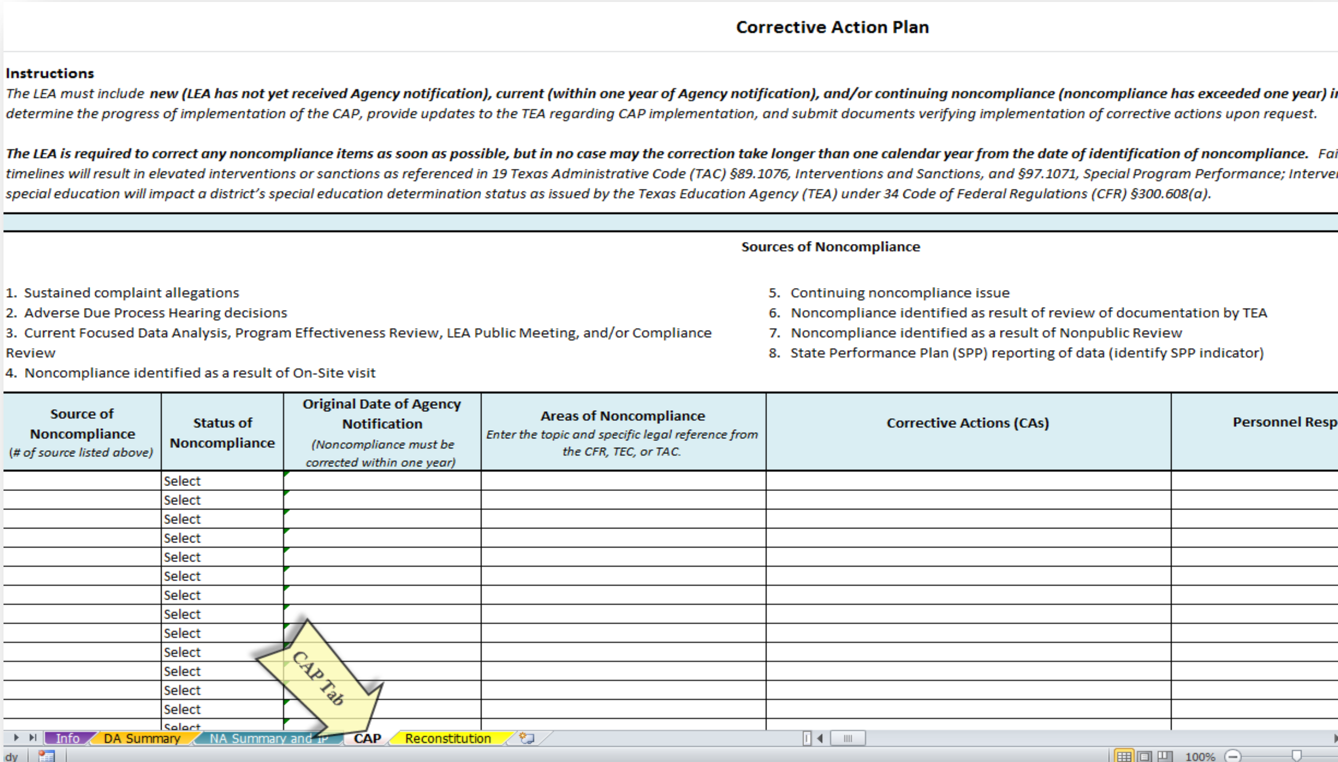
Once the Improvement Plan is complete, the attestation statement at the bottom of the tab must be confirmed. Checking the box is an attestation that the LEA/campus has conducted an on-site needs assessment required by TEC §39.106 (b) and recommendations were made by the intervention team when appropriate. In addition, these findings have been recorded and are available upon request. The Attestation Statement must be completed in order for the plan to be approved. Please see the picture below.

Figure 16. Attestation Statement



Corrective Action Plan Tab

Below is a picture of the Corrective Action Plan (CAP) tab's location on the Improvement Plan document.



The CAP resource tab is to be used when reporting noncompliance. Include any new noncompliance identified through the review process as well as noncompliance issues that the LEA has been notified of which remain uncorrected. Activities planned to achieve the required corrections must address:

- possible review/revision of the LEA's operating guidelines;
- steps/procedures that will be taken to correct the noncompliance identified in the review of student-specific information;
- steps/procedures that will be put in place to ensure that the same errors will not occur in the future; and
- how the LEA will monitor itself to know if the noncompliance is being corrected and remains corrected.

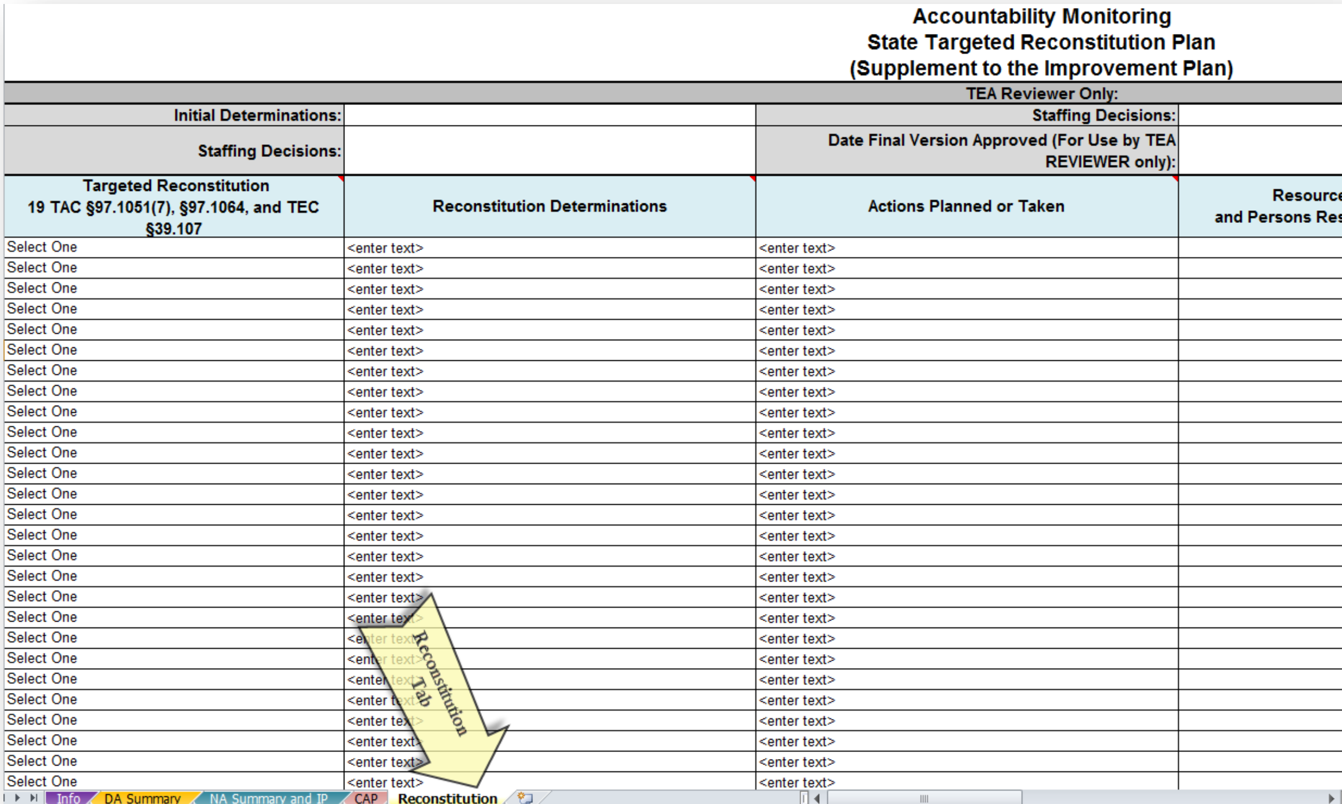
On the CAP, enter each issue of noncompliance on a separate row. Identify where the noncompliance was found by entering the number of the source in the space provided. Sources of noncompliance include:

1. Sustained complaint allegations
2. Adverse Due Process Hearing decisions
3. Current Focused Data Analysis and/or PER: Systems Analysis
4. Noncompliance identified as a result of on-site visit
5. Continuing noncompliance issues
6. Noncompliance identified as result of reviews of documentation by the TEA
7. Special Education State Performance Plan (SPP) reporting of data (identify SPP indicator)
8. Noncompliance identified as a result of a Nonpublic Review

Identify the areas of noncompliance for each specific instance by indicating the topic and specific legal reference for which the LEA is out of compliance. For each instance of noncompliance, enter the **<u>specific</u>** corrective actions the LEA will take to address the noncompliance and document specific timelines for implementation of each corrective action.

Reconstitution Tab

Below is a picture of the Reconstitution tab location on the Improvement Plan document.



Accountability Monitoring
State Targeted Reconstitution Plan
(Supplement to the Improvement Plan)

TEA Reviewer Only:

Initial Determinations:		**Staffing Decisions:**	
Staffing Decisions:		**Date Final Version Approved (For Use by TEA REVIEWER only):**	
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	**Reconstitution Determinations**	**Actions Planned or Taken**	**Resource and Persons Res**
Select One	<enter text>	<enter text>	
Select One	<enter text>	<enter text>	
Select One	<enter text>	<enter text>	
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Each second-year *Improvement Required* campus is required to develop, in conjunction with and assisted by the CIT and the district, a Reconstitution Plan that meets the definition of reconstitution found in 19 TAC §97.1051(7) and that addresses and supports the reconstitution of the campus, as referenced in Texas Education Code (TEC) §39.107 and 19 TAC §97.1064. The CIT will assist the campus with the revision, execution, and monitoring of the updated school Improvement Plan and reconstitution plan, will submit the plan to the TEA for approval, and may continually update the plan to meet the needs of the campus, with the approval of the TEA. The updated SIP and reconstitution plan must be submitted to the board of trustees for approval, in accordance with the requirements of TEC §39.106(e)(3), 19 TAC §97.1063(i)(3), and §97.1064(b), unless a SIP previously submitted after public comment and board approval included procedures for submitting certain changes or adjustments to the commissioner for approval without the necessity of further board hearing and action [19 TAC §97.1063(j)(4)].

In developing a reconstitution plan, the CIT and the CLT will identify areas to be redesigned. The reconstitution plan should focus on the *Targeted Reconstitution Focus Areas* that will improve campus and student performance in the area(s) not meeting the performance standard(s) in the state's academic accountability rating system and campus programs and systems that have been identified as being in need of change through the data analysis and planning processes.

A campus ordered to reconstitute must use the school year in which its second identification occurs to plan the reconstitution, with the assistance of the district and CIT, and must open the subsequent school year as a reconstituted campus regardless of the state academic accountability rating assigned to the campus in that school year [see 19 TAC §97.1064(a)(1)].

Completing the Reconstitution Plan Tab

Complete the required *LEA and Campus Information*, enter the date of the public hearing and the date the plan was approved by the local school board in accordance with requirements of TEC §39.107(a)(2), 19 TAC §97.1063(i)(3), and §97.1064(b).

Using the findings from the data analysis and needs assessment, and recommendations of the CIT, identify the *Targeted Reconstitution Focus Areas* to be included for reconstitution. The following are the focus areas found on the Reconstitution Plan template:

Figure 17. Focus Areas on Reconstitution Template

Staff Changes/Retention (principal and other educators)
Campus Redesign that Provides a Rigorous and Relevant Academic Program
Campus Redesign that Provides Personal Attention and Guidance
Campus Redesign that Provides High Expectations for All Students
Campus Redesign that Provides High Expectations for All Students
Campus Redesign that Addresses Curriculum and Instructional Changes
Campus Redesign that Addresses Structural and Managerial Innovations
Campus Redesign that Addresses Sustained Professional Development
Campus Redesign that Addresses Financial Commitment
Campus Redesign that Addresses Enhanced Parental and Community Involvement
Other Elements of Innovative Campus Redesign

Review each *Targeted Reconstitution Focus Area* and identify reconstitution determinations, actions, resources and persons responsible, and timelines. A brief description/explanation of the information requested in each cell/column is provided as a comment on the column heading (position your cursor over the red triangle in the upper right-hand part of the column to view the comment), a detailed description is provided below.

1. ***Reconstitution Determinations*- ** For each focus area identified in the column labeled *Targeted Reconstitution Focus Areas*, consider and analyze current data for the campus, the results of the needs assessment and evaluation conducted the previous year, employee evaluation and supervision results, and other available data in order to determine the changes needed to facilitate reconstitution of the campus. Findings should be reflected in the *Reconstitution Determinations* column.

2. ***Actions Planned or Taken*-** Determine the actions to Support the Targeted Reconstitution Focus Areas and Reconstitution Determinations. Describe the actions planned to address the findings in each finding documented in the *Reconstitution Determinations* column. The plan must include specific reconstitution actions and sufficient detail to guide implementation.

3. *__Resources and Persons Responsible__*- Determine all resources (staffing, funding, and materials) to be used to support the implementation of actions to achieve reconstitution of the campus and identify the person(s) responsible for monitoring and providing support for implementation, evaluating results, and proposing changes when evaluation indicates the need.

***4. __Timelines__*-** Document all timelines for initiation of actions, as well as interim evaluation timelines for each targeted reconstitution focus area identified. In establishing the timelines, the team should consider the need for progress monitoring, including the month of initiation and dates/intervals of measurements supporting the implementation of changes related to each targeted reconstitution focus area identified.

Updating the Reconstitution Plan

Development and implementation of the reconstitution plan will continue throughout the current school year. Submit the *Reconstitution Plan* template by **October 31, 2013** reflecting initial reconstitution determinations. The CIT must complete the *Framework for Principal Retention Determination* when deciding whether the principal will be retained [TEC §39.107(a) and 19 TAC §97.1064(a)(2)(B)]. Update and submit the reconstitution plan by **January 31, 2014** to reflect staffing decisions. Submit the *Final Reconstitution Plan* by **June 20, 2014** reflecting final reconstitution determinations. The CIT and the CLT should review each draft of the *Reconstitution Plan* with the superintendent or designee to verify district policies related to staffing changes and targeted reconstitution focus areas [TEC §39.107(a) and (b)].

Frequently Asked Questions

Problems Selecting Multiple Options from a Dropdown Menu

If unable to select more than one option from a dropdown menu, please ensure that ”Enable content” has been selected at the top of the screen upon opening the document.

Other possible causes to dropdown menu issues relate to compatibility between various versions of Microsoft Excel.

For additional support please contact:
Jihan Hendley (by phone at 512.463.263 or email jihan.hendley@tea.state.tx.us) or
Blaine Carpenter (by phone at 512.919.5134 or email blaine.carpenter@esc13.txed.net).

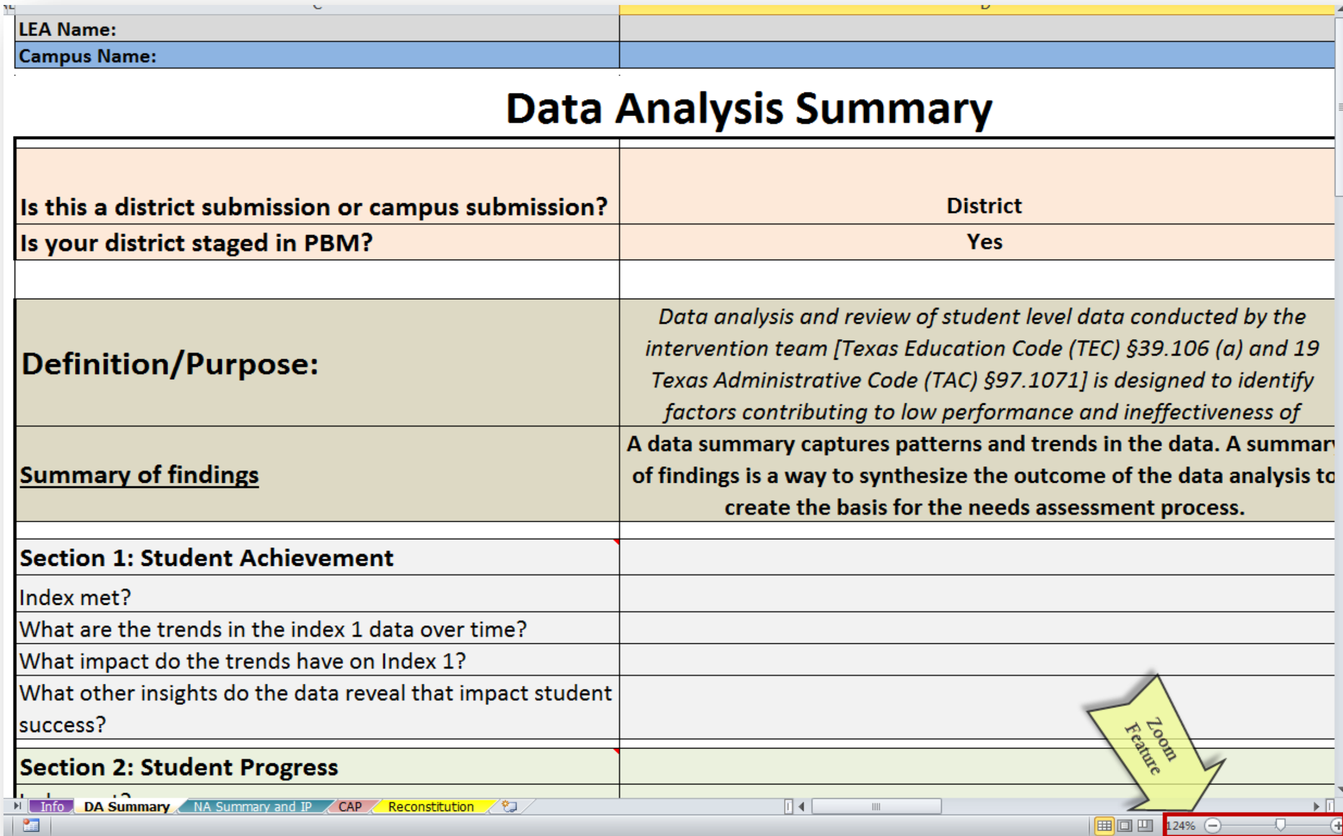
Problems with Locked Cells

If cells that require responses to be entered are locked, please contact:
Jihan Hendley (by phone at 512.463.263 or email jihan.hendley@tea.state.tx.us) or
Blaine Carpenter (by phone at 512.919.5134 or email blaine.carpenter@esc13.txed.net).

Font Size

To increase or decrease font sizes please utilize the zoom feature in the bottom right hand corner. See picture to illustrate.

Figure 18. Zoom Feature



Other Technical Issues

Please contact:

Jihan Hendley (by phone at 512.463.263 or email jihan.hendley@tea.state.tx.us) or

Blaine Carpenter (by phone at 512.919.5134 or email blaine.carpenter@esc13.txed.net).