



# Selecting a Professional Service Provider- Campus Intervention Team External Member and Internal Member

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# Why a Campus Intervention Team?

- A campus rating Academically Unacceptable must recommend to the Commissioner a Campus Improvement Team.
- The Campus Improvement Team must be maintained until the campus 2 consecutive accountability ratings of Academically Acceptable or higher.

# What makes up a Campus Intervention Team (CIT)?

- 50% of the membership must be external to the school district have no employment or contractual agreement
- 50% of the membership may be internal to the school district but may not be assigned to the campus
- All CIT members must minimally possess:
  - a proven record of excellence in producing and maintaining high levels of student performance
  - understanding of the current accountability systems (AEIS, PBMAS and AYP)
  - knowledge of research-based practices to address the area(s) of low performance identified for a campus
  - proficiency in the use of technology for work productivity

# CIT Sustainability Roles

- Assist campus to implement research-based practices for curriculum development and classroom instruction.
- Provide research based technical assistance, including data analysis and intervention implementation.
- Require the district to develop a teacher recruitment and retention plan to address campus needs.



# CIT Compliance Roles

- Conduct an onsite needs assessment of areas and reasons for low performance
- Recommend appropriate actions
- Assist in development of Improvement Plan
- Assist in submitting plan to Board for approval
- Assist the Commissioner in monitoring the progress of the campus

# External CIT Member



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# Who are the external members of a CIT?

- Many are retired superintendents, central office administrators, principals, or educational leaders.
- Have a proven record of excellence in producing and maintaining high levels of student performance
- Been interviewed and screened by the Texas Turnaround Center.
- Attended statewide training to support school turnaround.



Look at the Job Description for an External CIT member

## **External Member of the Campus Intervention Team: Job Description**

### **CONSIDERATIONS**

In accordance with Texas Education Agency requirements, at least fifty percent (50%) of the membership of the Campus Intervention Team (CIT) must be external to the district or charter holder. The external member(s) may not be an employee of the entity and may not have a contractual relationship to the entity through either a management company or services contract. An employee assigned to a campus rated academically unacceptable may not serve as a member of the CIT.

### **ROLE**

The External Primary CIT Contact (member) is assigned to assist the campus in improving its performance and the Commissioner of Education in monitoring the progress of the campus in implementing the school improvement plan (SIP) for improvement of student achievement, with the following additional expectations:

- Conducting an on-site needs assessment to determine the causes for the campus's low performance
- Recommending actions, including reallocation of resources and technical assistance, changes in school procedures or operations, staff development for instructional and administrative staff, interventions for individual administrators or teachers, waivers from state statute or rule, or other actions the CIT considers appropriate
- Assisting in the development, implementation and monitoring of the SIP for student achievement
- Validating student performance data and submitting progress reports to the TEA according to the submission schedule

### **NEEDED KNOWLEDGE AND SKILLS**

- Strong organizational, communication and presentation skills
- Ability to interpret and enforce laws, rules and policies
- Ability to facilitate groups using team building, conflict resolution, consensus building, and problem solving skills
- Knowledge of educational trends, methods, research and implementation of school turnaround initiatives
- Operational experience in both district and campus administration
- In-depth knowledge of data interpretation/analysis
- Demonstrated knowledge of both curriculum and instruction, particularly in the AU targeted performance areas
- Ability to gather data, compile information, and prepare reports
- Experience in the creation and implementation of detailed action plans
- Knowledge of trends, processes and techniques in federal programs, resources allocation, and special programs (NCLB, BE/ESL, SPED, CTE, etc) and staff development

## RESPONSIBILITIES

- Quickly establish credibility and trust with district and campus personnel
- Creating and maintaining a professional working relationship with the other CIT member(s) (Internal and/or other external members), the CLT, and other district and campus leadership
- Conducting, with the other CIT member(s), the On-Site Needs Assessment and making recommendations
- Guiding the district and campus in collection and interpretation of all data required to create the Focused Data Analysis (FDA); Student Level Review (SLR); On-Site Needs Assessment and Recommendations, and School Improvement Plan (SIP)
- Analyzing the data with the other CIT member(s), Campus Principal and Campus Leadership Team
- Supervising the submission of all Intervention Tools to TEA through ISAM
- Monitoring the implementation of the SIP, assisting campus personnel to ensure that actions and timelines are met
- Maintaining an on-going physical presence on the campus and in classrooms to identify the strengths and weaknesses of administration and staff, and to monitor the progress of the SIP strategies, initiatives, and redesigns
- Attending appropriate CLT, professional learning community (PLC), department, and/or team meetings to assess campus climate and evaluate clarity of purpose created by the principal
- Attending specified meetings with the other CIT member(s)
- Guiding review of formative assessments and progress monitoring of all SIP initiatives and, with other CIT member(s) and CLT, making appropriate updates to the original SIP as needed
- Presenting SIP updates to the Board of Trustees for a public hearing
- Assisting the district and campus in accessing the resources available at the local, state and ESC level
- Consistently and systemically monitoring and providing feedback to all stakeholders on the school's progress
- Maintaining timely contact with the designated representative in the Program Monitoring and Interventions Division of TEA
- Using the "Framework for Principal Retention Determination" to determine retention of principal, when appropriate
- With the other CIT member(s), intervening with and making recommendations to the Campus Principal and/or Superintendent as necessary in the area of personnel as related to successful school improvement prior to mandatory reconstitution, when appropriate
- Making periodic personal reports to the superintendent on the status of SIP implementation
- Attending Board of Trustee meetings as needed
- Making presentation to the Board of Trustees as requested



# Internal CIT Member

# Internal CIT is a person with...

- Responsibility for student performance
- Direct on-going access to superintendent
- Authority to make district level decisions
- Able to allocate financial and human resources
- Time and commitment to ensure success of under performing campus

# Role of the Internal CIT

- Work in conjunction with the external CIT member to develop, implement, and monitor the School Improvement Plan.
- Coordinates with Board for required approvals and hearings.
- Assist conducting on site needs assessment and makes recommendations
- Assist creating the Focused Data Analysis with student level review



Look at the Job Description for an Internal CIT member

## **Internal Member of the Campus Intervention Team: Job Description**

### **CONSIDERATIONS**

In accordance with Texas Education Agency (TEA) requirements, at least fifty percent (50%) of the membership of the Campus Intervention Team (CIT) must be external to the district or charter holder. A member of the CIT who is an employee of the district is called the Internal CIT member. An employee assigned to a campus rated academically unacceptable may not serve as a member of the CIT. The internal CIT member should be a district-level employee who:

- Is in a leadership position in school improvement, curriculum and instruction, or another position with responsibility for student performance
- Has direct, on-going access to the superintendent
- Has the authority to make district level decisions
- Is able to allocate financial and human resources

### **ROLE**

The Internal CIT member works in tandem with the external CIT primary contact and other external CIT member(s) to develop, implement, and monitor the effects of the School Improvement Plan (SIP). In addition the Internal CIT member coordinates with the Board of Trustees to ensure the required public hearing(s) are held and the SIP is adopted by the board prior to submission to the Commissioner of Education for approval.

The internal CIT member works directly with the external CIT member(s) to conduct the on-site needs assessment and make recommendations for improvement. With other CIT members and the campus leadership team (CLT) creates the focused data analysis (FDA), student level review (SLR), and school improvement plan (SIP). The internal CIT member also:

- Serves as the major data gathering resource and primary point of contact for the external CIT member within the district
- Assumes the primary responsibility for data collection and analysis for the SLR and progress reports

### **NEEDED KNOWLEDGE AND SKILLS**

- Strong organizational, communication and presentation skills
- Ability to interpret and enforce laws, rules and policies
- Ability to facilitate groups using team building, conflict resolution, consensus building, and problem solving skills
- Operational experience in both district and campus administration
- Knowledge of the overt and covert issues concerning the Board of Trustees, community and the district
- Knowledge of trends, methods research and implementation of school turnaround initiatives
- In-depth knowledge of data interpretation and analysis
- Demonstrated knowledge of curriculum, instruction, and assessment, particularly in the AU targeted performance area(s)
- Ability to gather data, compile information, and prepare reports
- Experience in the creation and implementation of detailed action plans
- Knowledge of trends, processes and techniques in federal programs, resource allocation, staff development and special programs (NCLB, BE/ESL, SPED, CTE, etc.)



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## RESPONSIBILITIES

- Accessing district and campus resources to gather the data required for the Campus Improvement Team to determine and assess improvement activities
- In conjunction with other CIT member(s), analyzing the data required to be addressed by TEA
- Assisting and guiding the creation of the Focus Data Analysis (FDA), Student Level Review(SLR, On-site Needs Assessment, and the School Improvement Plan (SIP)
- Meeting appropriate timelines/deadlines for reporting information to TEA
- Providing access to ISAM for required uploads of documents to TEA (uploading of documents supervised by the External Primary CIT Contact
- Accompanying other CIT member(s) on periodic campus visits, classroom observations and walkthroughs
- Monitoring the implementation of the SIP, assisting campus personnel to ensure that actions and timelines are met
- Maintaining an on-going physical presence on the campus and in classrooms to identify the strengths and weaknesses of administration and staff, and to monitor the progress of the SIP strategies, initiatives, and redesigns
- Attending specified meetings with the external primary CIT contact and other CIT members, the CLT, and team meetings on the campus
- Consolidating information requests made by the External Primary CIT Contact to develop the periodic CIT Progress Reports
- Guiding review of formative assessments and progress monitoring of all SIP initiatives and, with other CIT member(s) and CLT, making appropriate updates to the original SIP as needed
- Presenting SIP updates to the Board of Trustees for a public hearing
- Reviewing personnel recommendations made by the Campus Intervention Team and work with the campus principal and human resource department to implement those recommendations
- Ensuring all recommendations made by the Campus Intervention Team are implemented and that necessary resources are made available
- Removing internal impediments to the successful implementation of all SIP initiative
- Acting as an intermediary for the Campus Intervention Team to communicate requirements/expectations to district departments and campuses other than the campus to which the Campus Intervention Team is assigned

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# 5 Easy Steps to Select an External CIT Member

# Step 1: Identify campus needs based on Accountability Indicators

- What roles do we expect the external PSP-CIT member to assume?
- What experiences and expertise is needed by an external PSP-CIT member?
- What gaps do we currently have in our internal capacity that an external PSP-CIT member can fill?
- What type of personality will best fit with our district and campus staff?
- What is our vision for turning around our under performing campus?

## Step 2: Identify expectations for external PSP-CIT member.

- What are the district expectations for the external CIT member?
- How many times is the external CIT member expected to be on campus?
- How will the external CIT member communicate with the district superintendent?
- How will the external CIT member communicate with the campus leadership?
- How will the external CIT member document time, effort, and travel?

# Step 3: Contact ESC Turnaround Team

- The ESC Turnaround Team has the list of TEA approved external PSP-CIT members who work in your Regional Service Center area.
- The ESC Turnaround Team has knowledge and experience with school improvement.
- The ESC Turnaround Team can recommend an external PSP-CIT members whose qualifications match the campus needs
- [http://www.txt turnaround.org/docs/ESC Turnaround Team Leads.pdf](http://www.txt turnaround.org/docs/ESC_Turnaround_Team_Leads.pdf)

# Step 4: Interview potential PSP-CIT members

- Interview several external PSP-CIT members from the approved list.
- It is important to select the external PSP-CIT member that will best assist the campus in making academic gains.

# Step 5: Develop a written agreement with the external CIT member

- Be specific in the development of the agreement with the external provider
- Specify the district expectations of the external CIT member
- Specify the deliverables and timelines from the external CIT member
- Ensure that the external CIT member is specific about their expectations and level of commitment to your improvement process
- The agreement should detail payment for services, documentation of work performed, travel reimbursement and process for modifying the contract

# Reflections

- How are the roles and responsibilities of the internal CIT member and external CIT member be similar and different?
- Beyond compliance, how can the focused support for improvement from the external CIT member help the campus make sustainable reform?
- What are our next steps in selecting and contracting an external CIT member?
- Checklist for CIT Proposal: Attachment A  
[http://ritter.tea.state.tx.us/pmi/accmon/2011/resources/1st Yr AU AttachmentA 11.pdf](http://ritter.tea.state.tx.us/pmi/accmon/2011/resources/1st_Yr_AU_AttachmentA_11.pdf)