



## Guidance for Districts Regarding Ratings and Intervention Requirements for Paired Campuses

When a campus does not have grades that are tested via the State of Texas Assessment of Academic Readiness (STAAR) program, that campus must be paired with a campus that does have grades tested by STAAR or with the district. The district makes the determination of the campus with which the non-tested campus will be paired or chooses to pair the campus with the district for accountability purposes.

Paired campuses are typically PK-2 campuses or early childhood centers that do not have grades tested by the STAAR but are feeder schools for an elementary campus. If the elementary school with tested grades is rated *IR*, the same rating is assigned to the paired campus. Although the rating for a paired campus is not based on STAAR results for students currently served on the campus, the campus is subject to interventions required for all campuses rated *IR* that are found in Texas Education Code (TEC) §39A and/or in Title 19 Texas Administrative Code (TAC) §97, Subchapter EE. These requirements include the assignment of a campus intervention team (CIT), which will carry out duties required by TEC §39A, Subchapter B.

All campuses rated *IR*, including paired campuses, are required to engage in the state's continuous improvement process, develop and submit via ISAM a targeted improvement plan, turnaround plan, or turnaround implementation plan that addresses the identified needs of the campuses, and provide periodic progress reports on the implementation and impact of the goals and strategies of the plan. For all plan types, **a single plan for both paired campuses will be submitted**. All grade levels at both campuses should be addressed in the plan, and both campus' Campus Leadership Team must be involved in developing the plan. Strategies and interventions should be appropriate for all grade levels served at the paired campuses. To ensure alignment of the strategies developed for the tested and non-tested paired campuses, the CIT, which includes the District Coordinator of School Improvement (DCSI) and the Professional Service Provider (PSP), assigned to the tested campus should also be assigned to the non-tested campus.

Since the non-tested campus does not have STAAR test results to drive the data analysis, the campuses should review the areas of low performance identified by the state accountability rating system for the campus with STAAR results, organize a campus leadership team to consider ways in which the feeder campus may have contributed to low performance, and analyze relevant data available on the campus. Relevant data could include TPRI, readiness tests, TELPAS, standardized achievement tests, subject area teacher grades, RTI screener instruments, attendance and discipline records, survey results, reading running records, DRA results, locally developed grade level benchmarks, or other data the CIT and campus leadership team determine is relevant.

For additional information on the pairing of campuses, please see Chapter 7 of the 2018 Accountability Manual: [http://ritter.tea.state.tx.us/rules/tac/chapter097/19\\_0097\\_1001-1.pdf](http://ritter.tea.state.tx.us/rules/tac/chapter097/19_0097_1001-1.pdf)