2026 *A–F* Accountability

Why *A-F?*

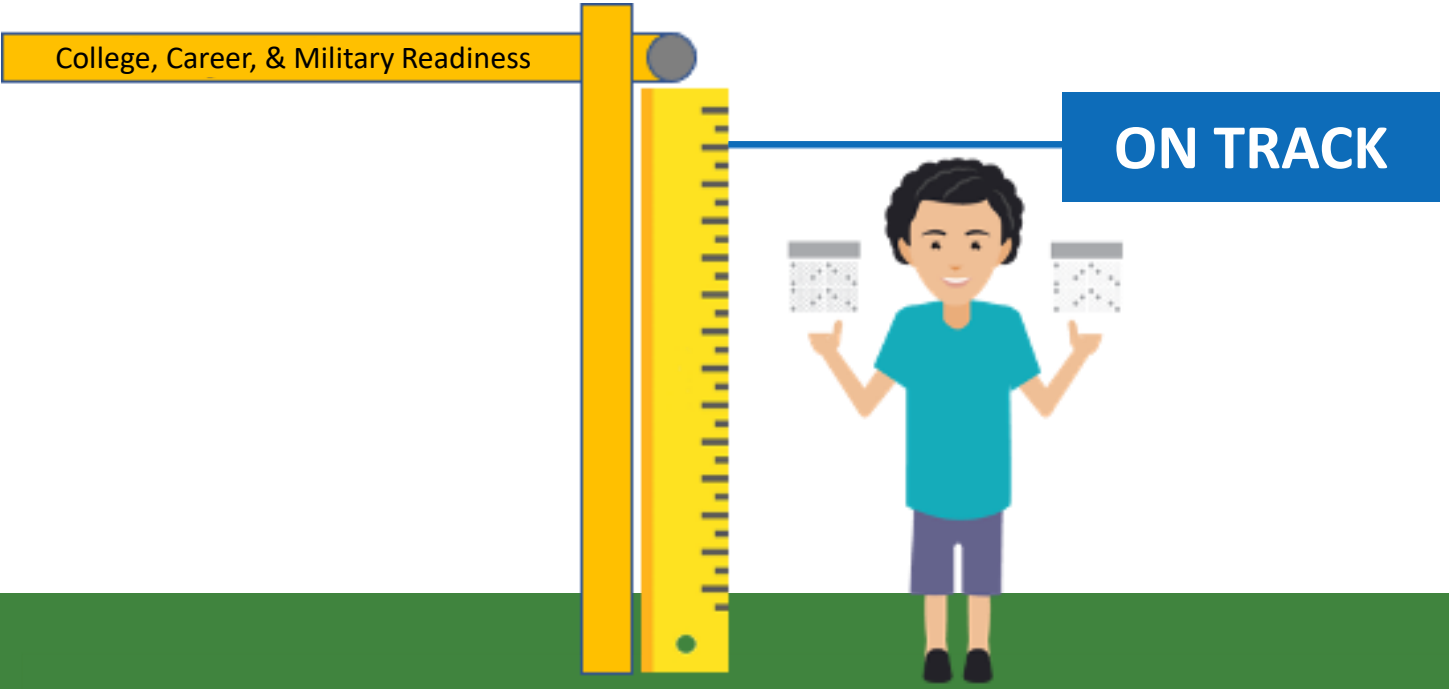
Expectations Matter

We believe that all students can learn and achieve at high levels.



Expectations Matter, At All Grade Levels

The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).

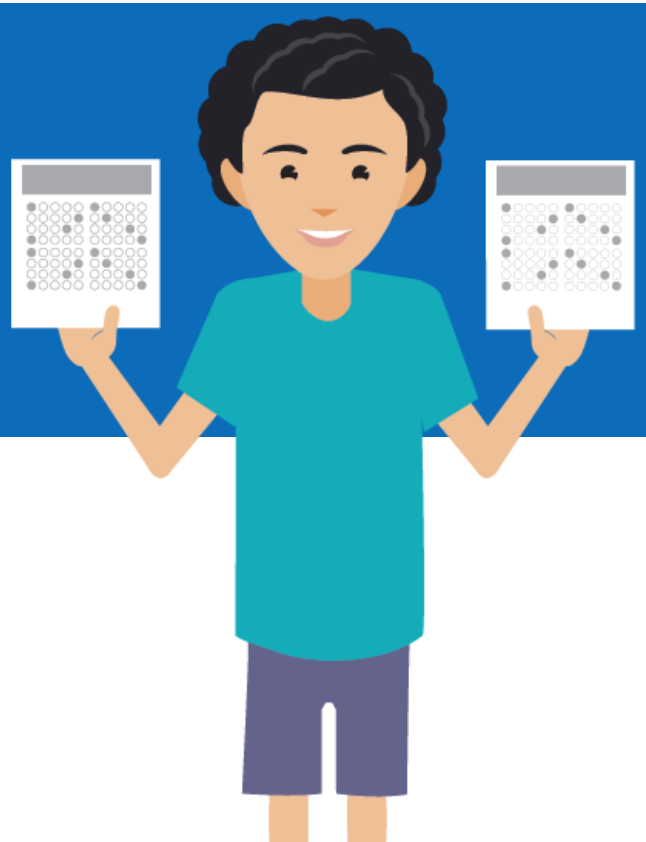


What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.

Monitoring Progress Helps Support Students

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.



Actual 3rd Grade STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

A) 736 - 197 - 150 = ____

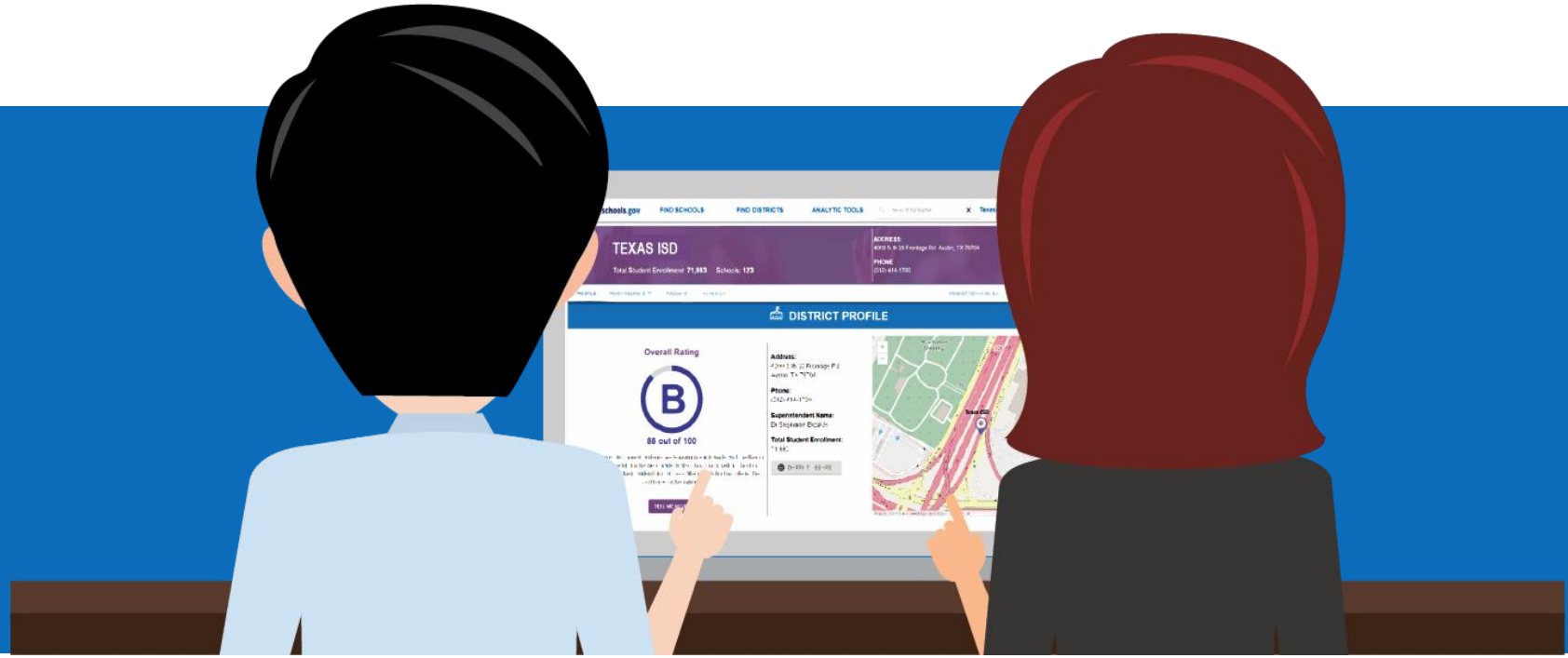
B) 736 - 197 + 150 = ____

C) 736 + 197 + 150 = ____

D) 736 + 197 - 150 = ____

Clear Performance Information Helps Students

You can’t improve what you can’t see. To serve all students well, educators, parents, business leaders, and community members need easy access to information regarding how schools and districts are doing.

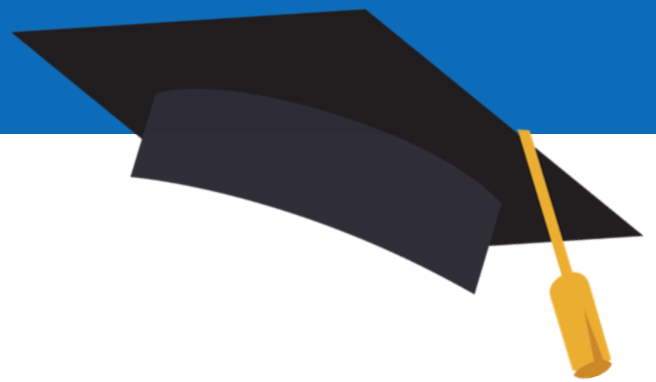


Students Are Helped In School & In Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

"Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25."



Source: *https://www.educationnext.org/when-does-accountability-work-texas-system/*

A–F is a tool to help us meet continuously improved goals for children

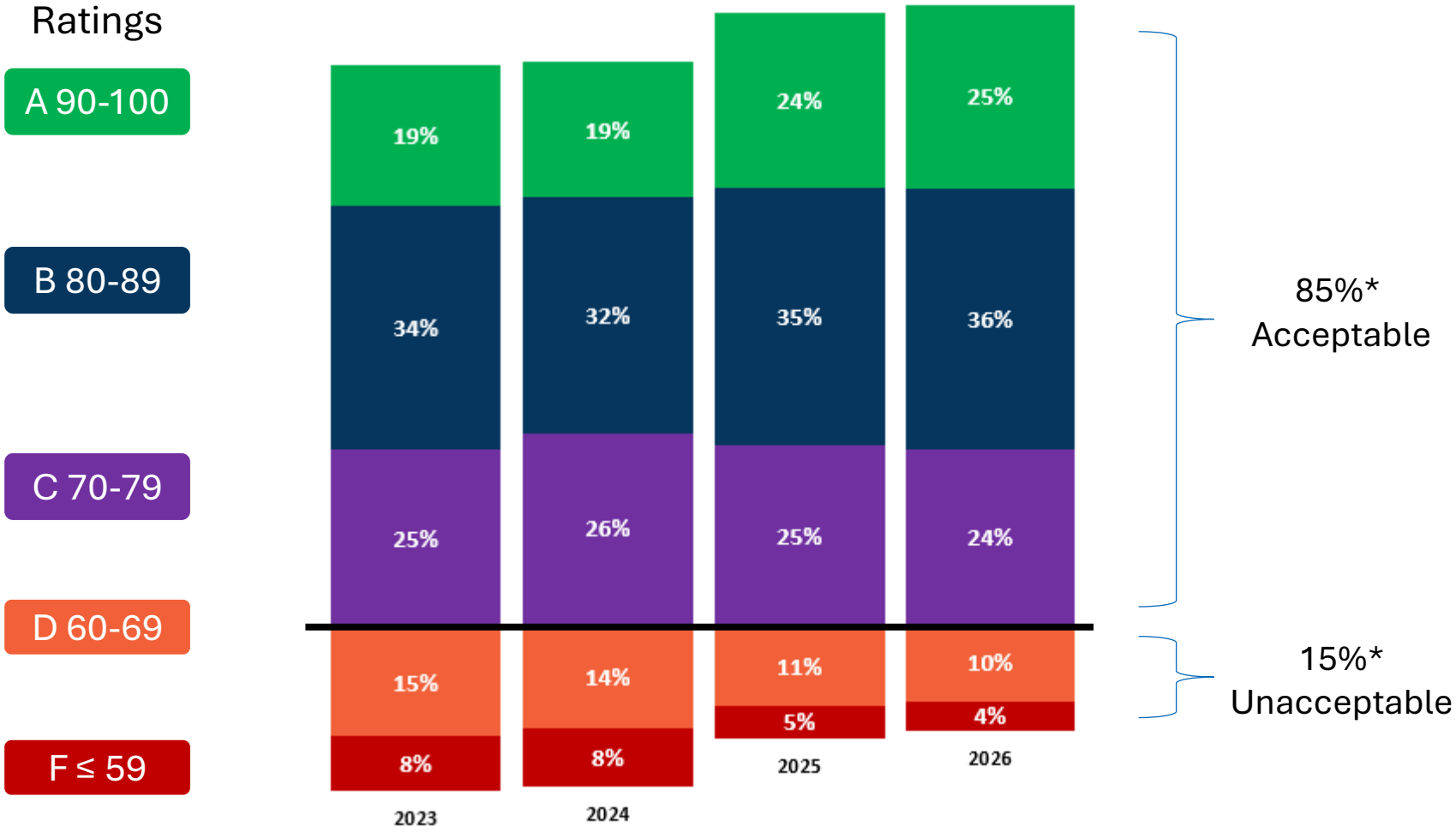
39.053(f) … In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to **continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in **preparing students for postsecondary success.**

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

2026 *A–F* Accountability Results Statewide Summary

After bigger changes from 2024 to 2025, campus ratings have remained largely consistent between 2025 and 2026. Approximately the same percentage increased as decreased.

Campuses: 2023 to 2026 Ratings



24% of campuses increased in rating from the prior year.

Stayed the Same	Increased	Decreased
4593	2004	1824
55%	24%	22%

78% of campuses stayed in the same rating or improved from the prior year.

*Aggregations may not sum to 100% due to rounding. Of the 9,105 campuses rated in accountability year 2026, 560 received a rating of Not Rated and are not included in this visual

588 campuses moved from a score below an A in 2025 to an A in 2026.

588 campuses moved from below an A in 2025 to an A in 2026.

Campuses: 2025 vs. 2026 Ratings

Overall Results	2026					
2025	A	B	C	D	F	Not Rated
A	1537	460	41	6	1	3
B	516	1735	598	133	22	4
C	56	660	938	357	91	4
D	10	147	358	267	115	1
F	6	36	101	114	116	2
NR	4	4	2	1	3	442
Total	**2129**	**3042**	**2038**	**878**	**348**	**456**

Our accountability system gives all campuses the ability to earn high scores no matter where students begin.

- 396 high poverty campuses earned an A in 2026, A few examples:



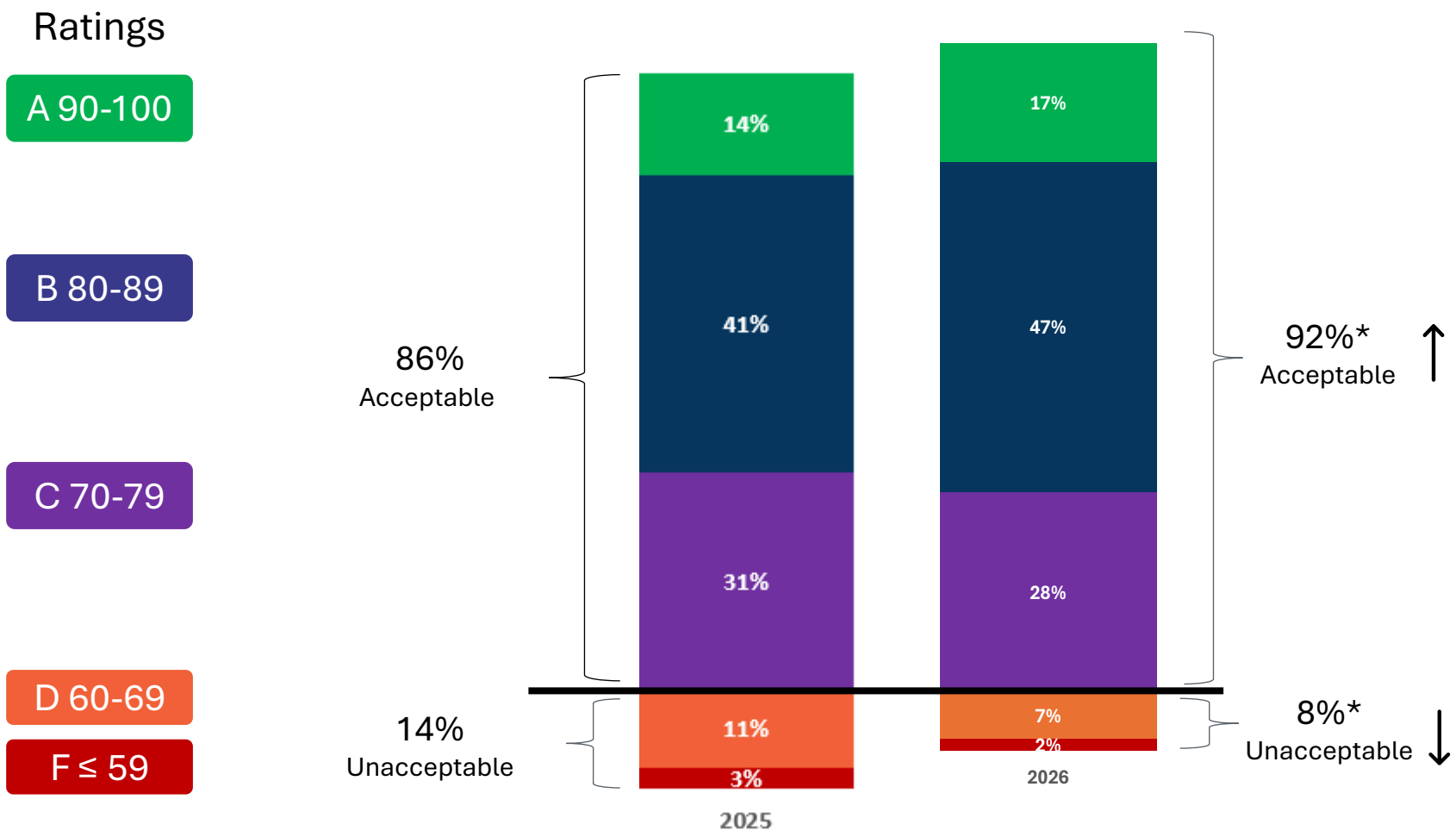
High Poverty ≥80% Economic Disadvantage

Campus	District	% Eco Dis	Scale Score
DOVALINA ELEMENTARY	LAREDO ISD	100.0	100
GOODRICH HIGH SCHOOL	GOODRICH ISD	100.0	96
FRED W. EDWARDS ACADEMY*	TEMPLE ISD	82.0	96
TOOL ELEMENTARY	MALAKOFF ISD	80.4	95
KIPP HOUSTON HIGH SCHOOL	KIPP TEXAS PUBLIC SCHOOLS	93.7	95
MULESHOE HIGH SCHOOL	MULESHOE ISD	85.8	93
HEIGHTS ELEMENTARY	TEXAS CITY ISD	85.9	92
LORENZO DE ZAVALA MIDDLE	IRVING ISD	85.5	91
AIKMAN ELEMENTARY	HEREFORD ISD	80.4	91
VALLEY VIEW SOUTH ELEMENTARY	VALLEY VIEW ISD	96.9	91
SCHALLERT ELEMENTARY	ALICE ISD	86.9	90
SALVADOR SANCHEZ MIDDLE	SOCORRO ISD	84.3	90
ZAVALA ELEMENTARY	CRYSTAL CITY ISD	88.9	90

*Alternative Education/Dropout Recovery Campus

2026 *A–F* district ratings increased overall from 2025. 24% of districts increased one or more rating while 11% decreased.

Districts: 2025 vs 2026 Ratings



24% of districts increased in rating from the prior year.

Stayed the Same	Increased	Decreased
765	289	127
65%	24%	11%

89% of districts stayed in the same rating or improved from the prior year.

*Aggregations may not sum to 100% due to rounding. Of the 1,202 districts rated in 2026,16 received a rating of Not Rated and are not included in this visual

65 districts moved from below an A in 2025 to an A in 2026 ratings.

65 districts moved from below an A in 2025 to an A in 2026 ratings

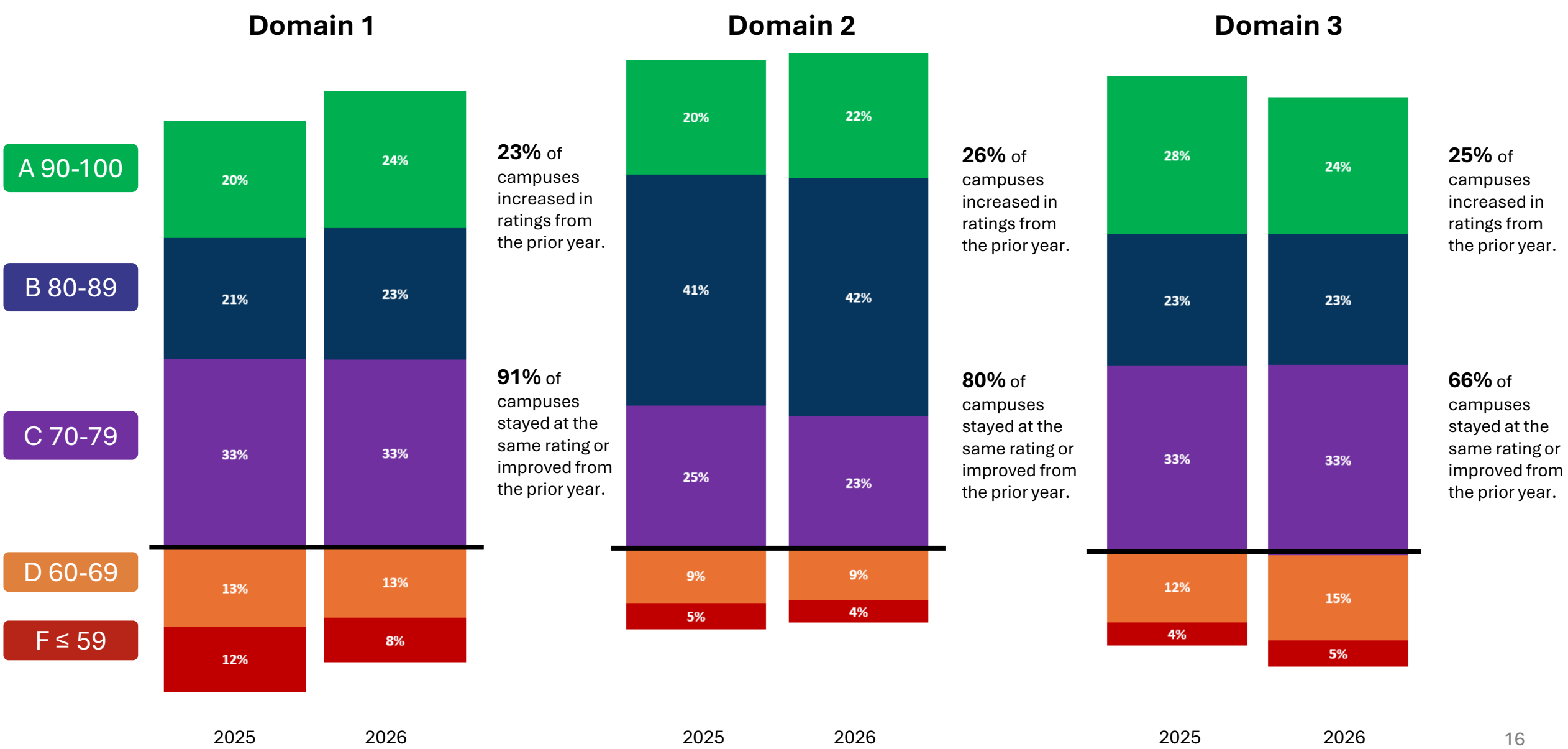
Districts: 2025 vs. 2026 Ratings

Overall Results	2026					
2025	A	B	C	D	F	Not Rated
A	132	36	1			
B	60	380	44	10	1	
C	2	120	213	25	4	
D	2	17	68	34	6	
F	1		10	9	6	1
NR					2	13
Grand Total	**197**	**553**	**336**	**78**	**19**	**14**

Excerpts from Detailed Data Highlights

Texas Education Agency

All Domains: 2025 vs 2026 Ratings - All Campuses



23% of campuses increased in ratings from the prior year.

91% of campuses stayed at the same rating or improved from the prior year.

26% of campuses increased in ratings from the prior year.

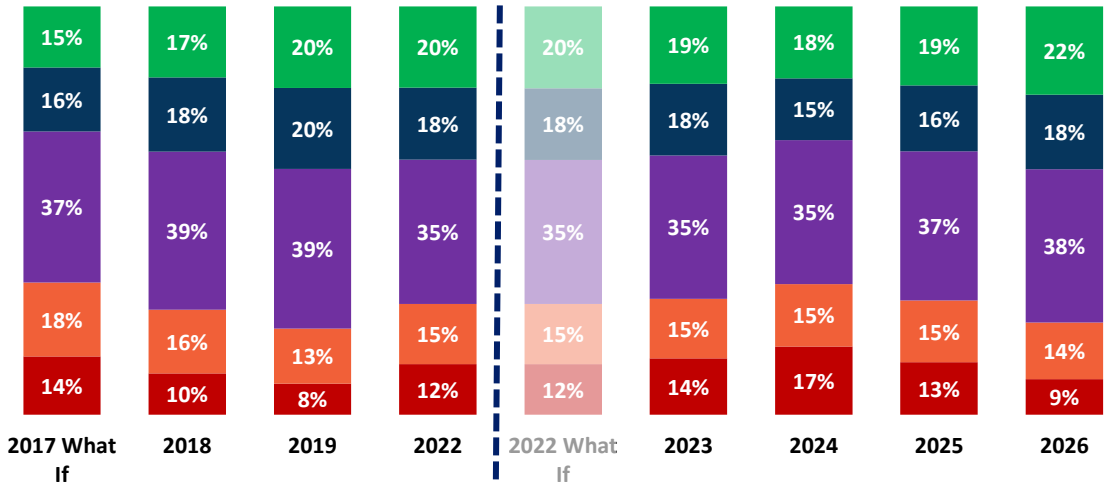
80% of campuses stayed at the same rating or improved from the prior year.

25% of campuses increased in ratings from the prior year.

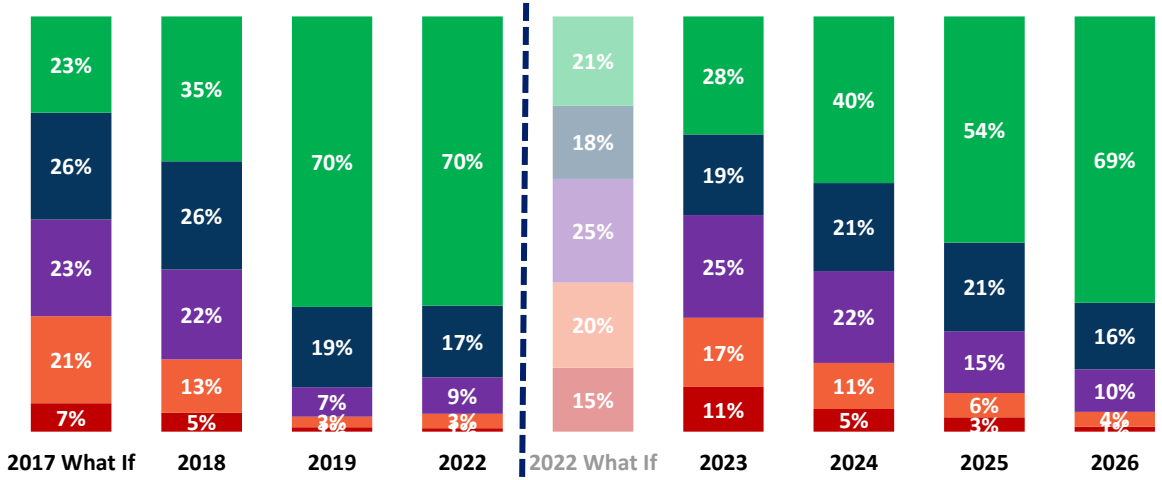
66% of campuses stayed at the same rating or improved from the prior year.

Domain 1: Student Achievement - All Campuses

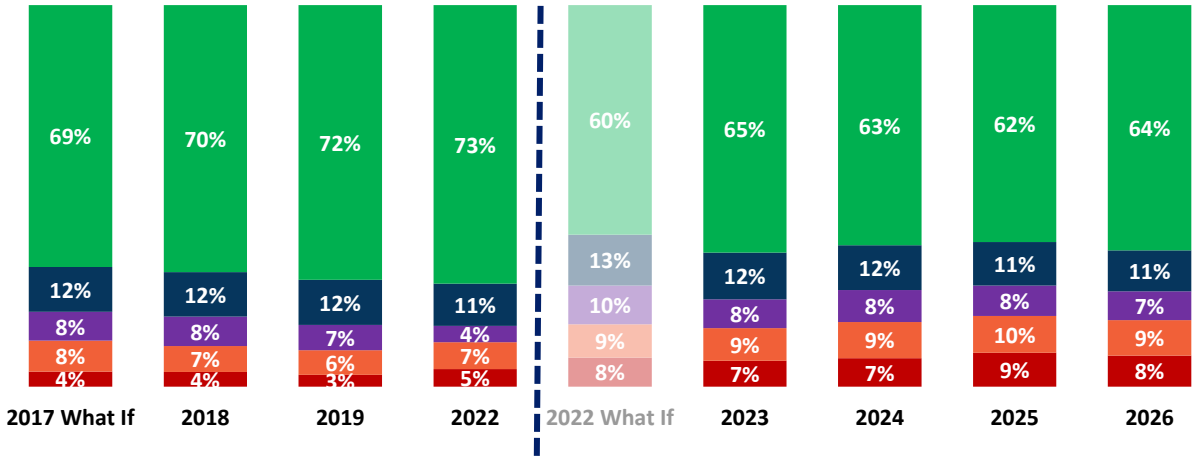
D1A - STAAR



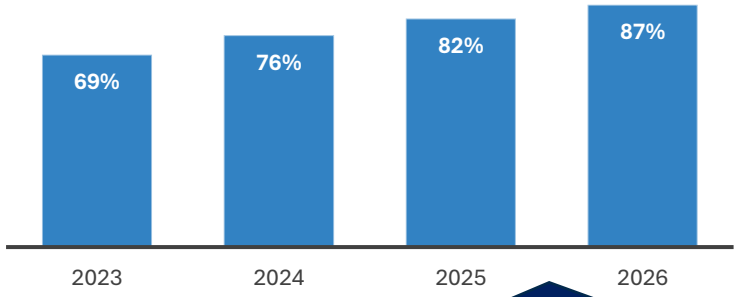
D1B -CCMR



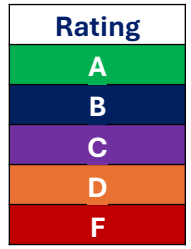
D1C -Grad



Statewide CCMR % Met

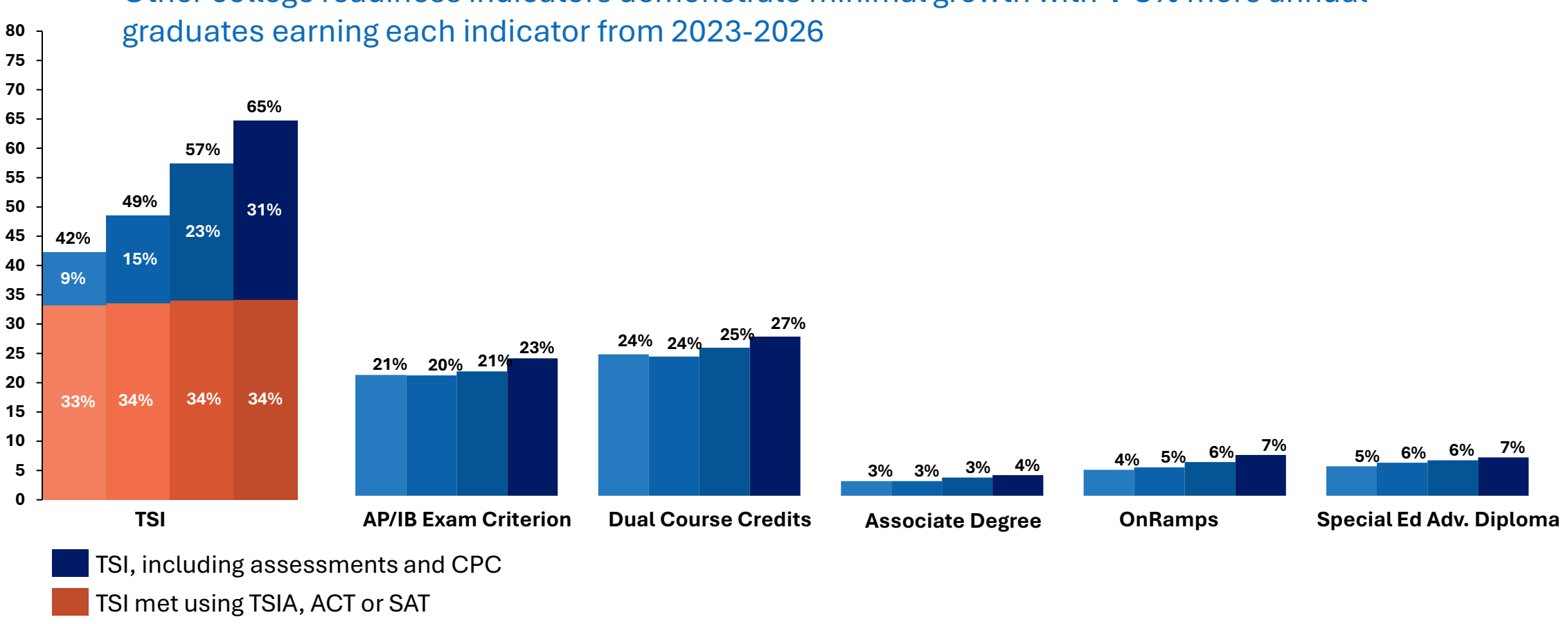


Graduates Statewide meeting CCMR went from 82% in 2025 to 87% in 2026.



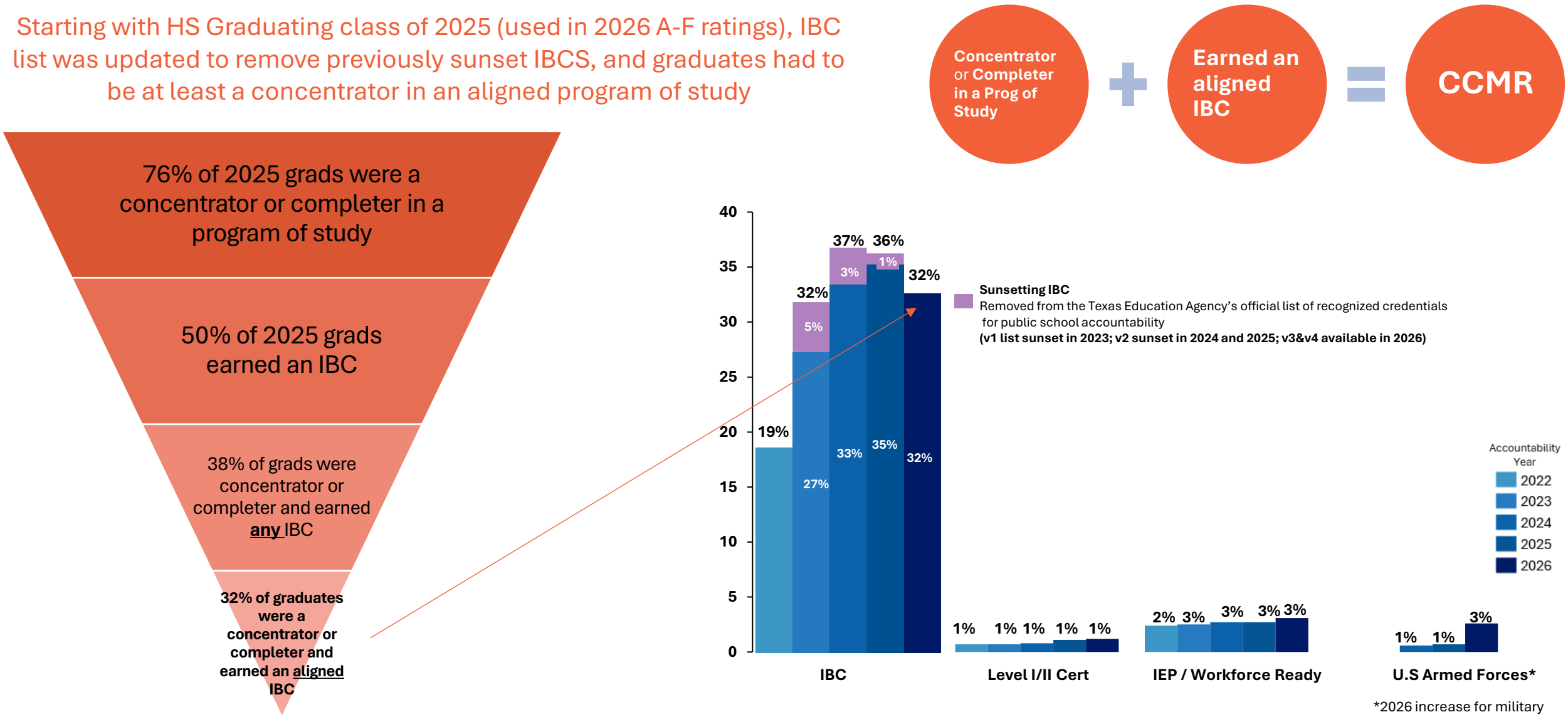
The percent of students meeting at least one indicator of **college readiness** since graduating class of 2022

- The percent of graduates that met TSI grew by **24% points** from 2023-2026.
- **22%** more graduates met TSI using College Prep Courses (CPC) in 2026 than in 2023
- Other college readiness indicators demonstrate minimal growth with **1-3%** more annual graduates earning each indicator from 2023-2026



The percent of annual graduates earning **career readiness** indicators since high school graduating class of 2021

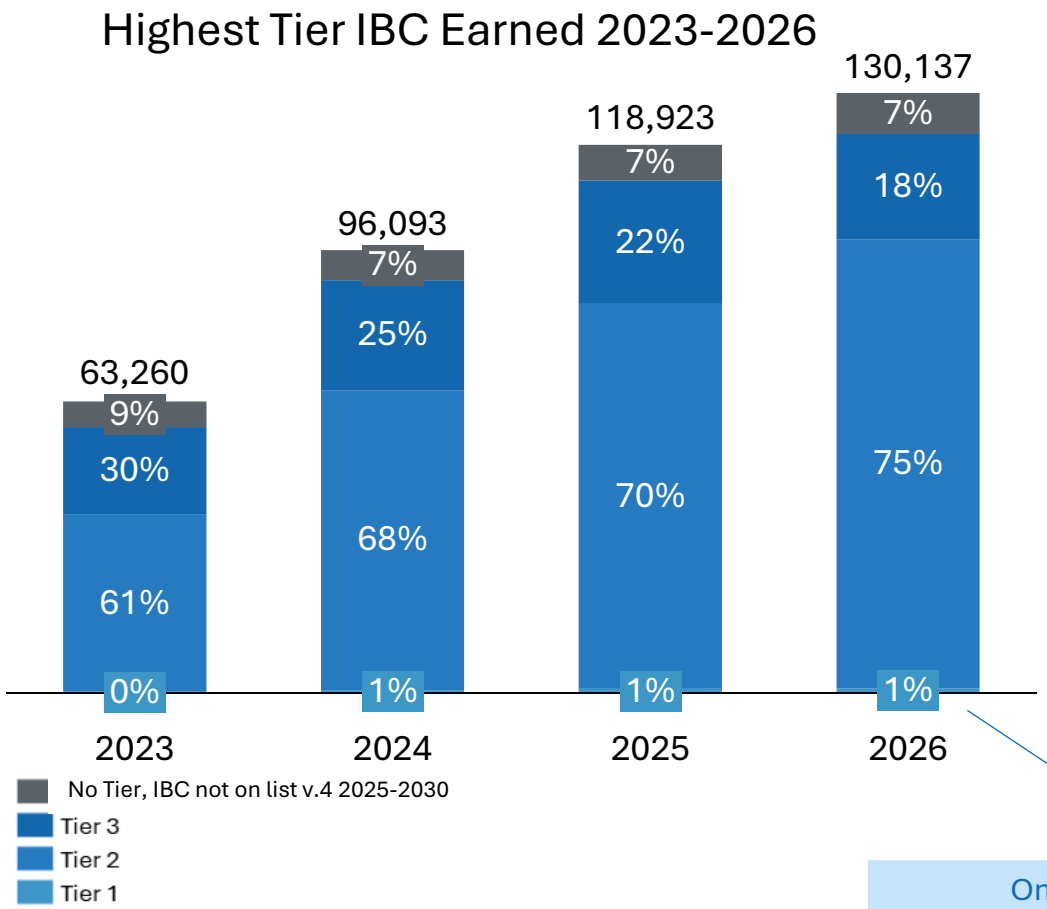
Starting with HS Graduating class of 2025 (used in 2026 A-F ratings), IBC list was updated to remove previously sunset IBCS, and graduates had to be at least a concentrator in an aligned program of study



*2026 increase for military enlistment due to DoD data sharing agreement

The number of IBCs earned continues to grow, with steeper increases for some IBCs.

- 130,137 of 2025 annual graduates earned at least one IBC; nearly double the number of 2022 graduates.
- 2025 annual graduates earned 195,283 IBCs and 104,290 annual grads earned more than 1 IBC
- The percentage of graduates earning Tier 1 IBCs, those most likely to lead to in-demand and high-wage careers, has not grown from 1% of total IBCs since 2024



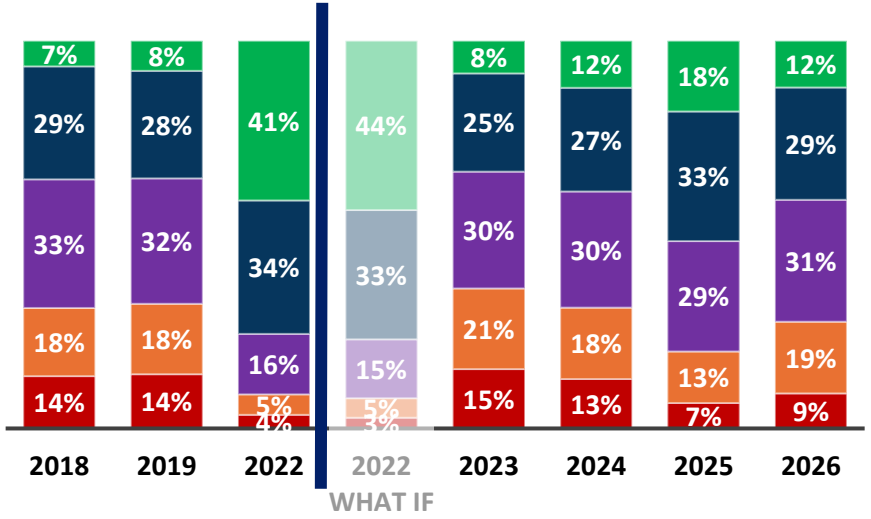
An increase in the number of annual grads earning the following IBCs has contributed to a steep increase in IBCs earned :

IBC #	IBC Name	2023 %	2026 %
512	Entrepreneurship and Small Business **(Tier 2)**	5% (4157)	9% (11713)
350	AWS D9.1 Sheet Metal Welding **(Tier 2)**	4% (3366)	7% (9714)
986	Elanco Fundamentals of Animal Science **(Tier 2)**	1% (1247)	5% (6058)
786	Patient Care Technician **(Tier 2)**	1% (1205)	4% (5486)
570	Office Specialist: Word Expert **(Tier 2)**	1% (729)	3% (4204)

Only 985 grads earned an IBC that is a Tier 1 IBC

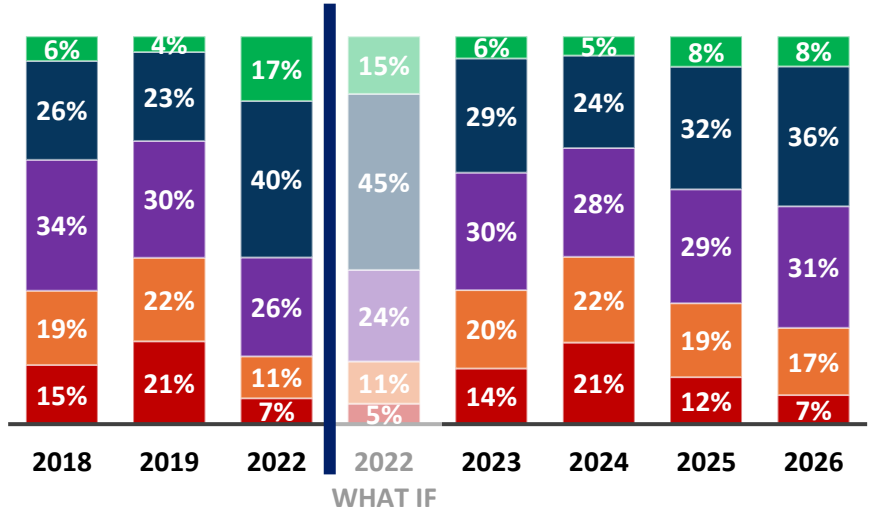
Domain 2: School Progress, Academic Growth (2a)

Academic Growth (2a): Elementary



Elementary Schools showed decreased Academic Growth between 2025 and 2026

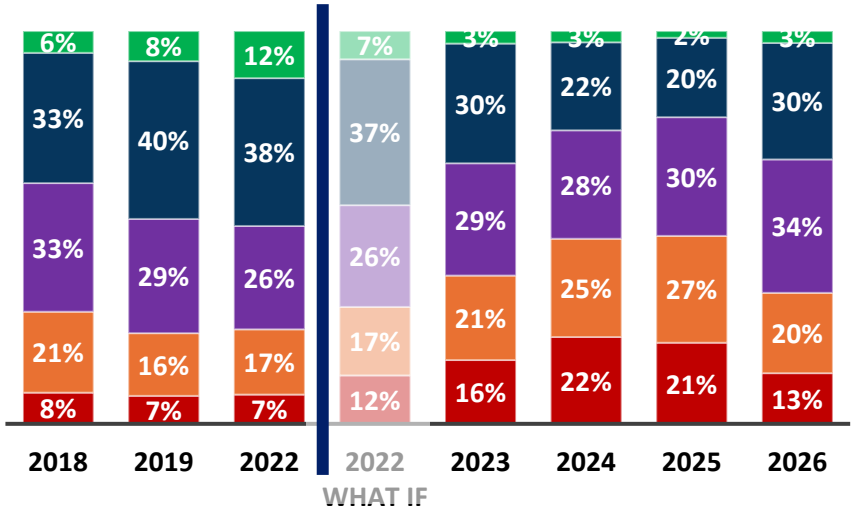
Academic Growth (2a): Middle



Middle Schools also showed improved Academic Growth between 2025 and 2026

44% A- or B-Rated +4% pt increase

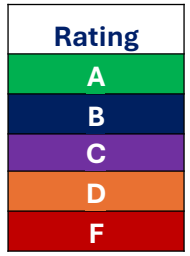
Academic Growth (2a): High Schools/K-12s



High Schools/K-12s had the greatest gains in Academic Growth between 2025 and 2026

33% A- or B-Rated +11% pt increase

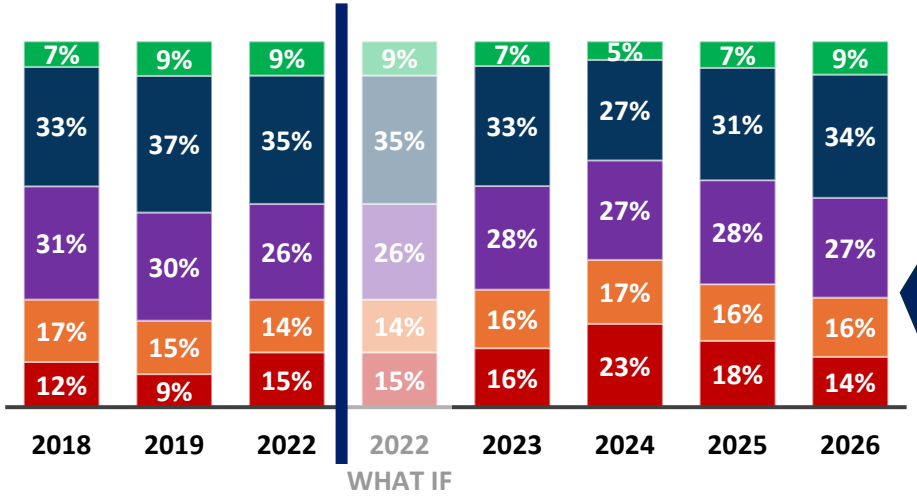
While middle schools and high schools/K-12 campuses showed improvement in Academic Growth ratings between 2025 and 2026, elementary campuses experienced a 11 percentage point decline in the share of A- and B-rated campuses (52% to 41%).



*Aggregations may not sum to 100% due to rounding.

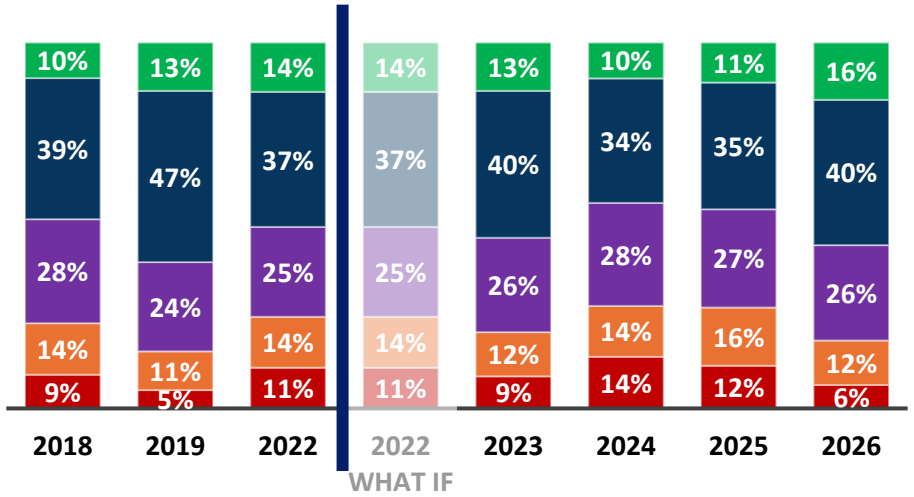
Domain 2: School Progress, Relative Performance (2b)

Relative Performance (2b): Elementary



Elementary Schools showed a slight increase in Relative Performance between 2025 and 2026

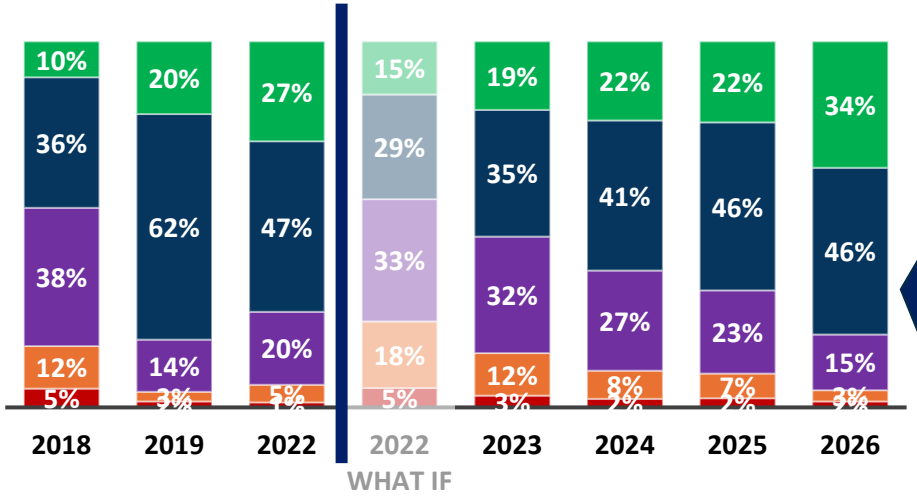
Relative Performance (2b): Middle



Middle Schools also showed improved Relative Performance between 2025 and 2026

55% A- or B-Rated +10% pt increase

Relative Performance (2b): High Schools/K-12s

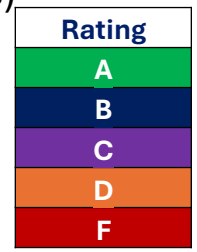


High Schools/K-12s had the greatest gains in Relative Performance between 2025 and 2026

80% A- or B-Rated +12% pt increase

Across all school types, the percentage of campuses earning an A or B has increased since 2025.

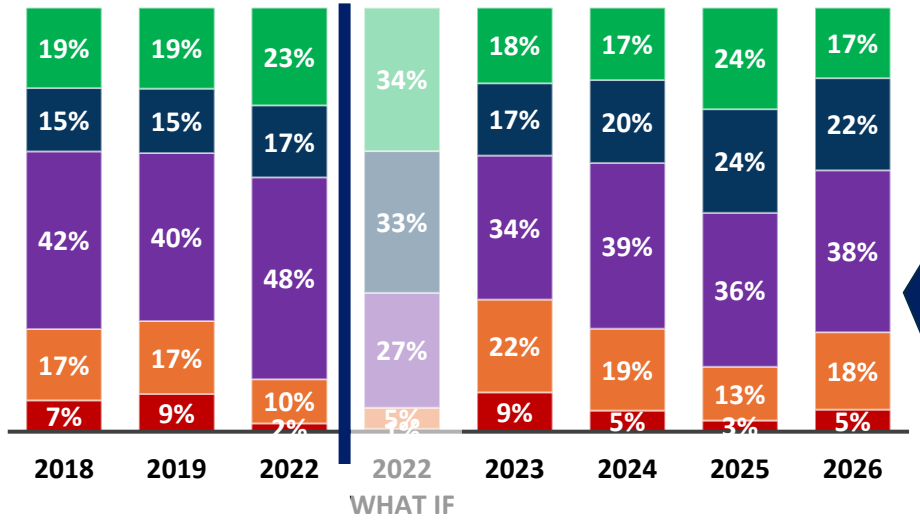
Elementary: 38% (2025) → 43% (2026) (+5 points)
Middle: 46% (2025) → 55% (2026) (+10 points)
High School/K-12: 68% (2025) → 80% (2026) (+12 points)



*Aggregations may not sum to 100% due to rounding.

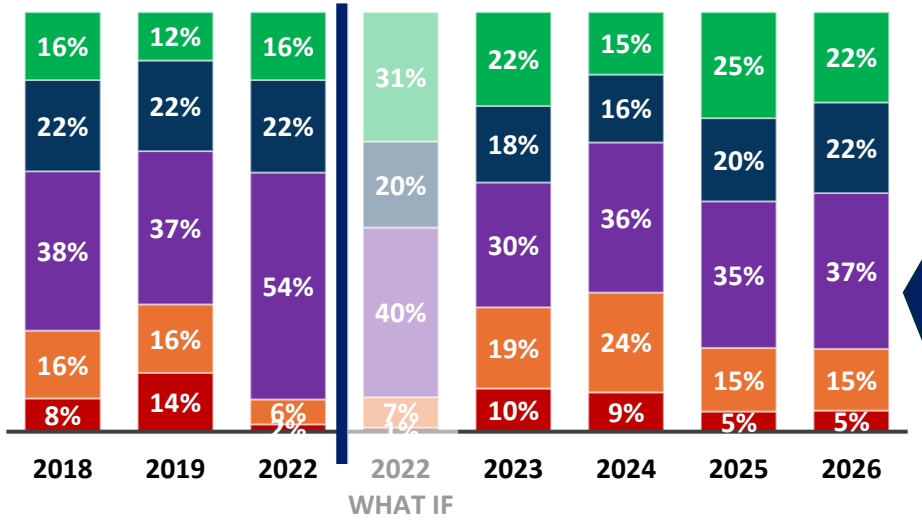
Domain 3: Closing the Gaps

Closing the Gaps: Elementary



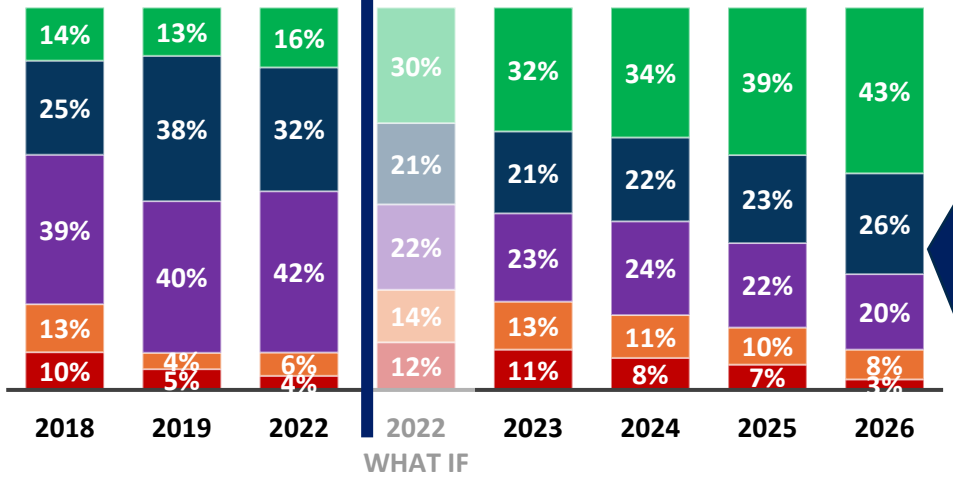
Elementary campuses showed a decline in Closing the Gaps performance, with A- or B-Rated campuses decreasing from 48% in 2025 to 38% in 2026.

Closing the Gaps: Middle School



Middle schools remained relatively stable in Closing the Gaps, with A- or B- Rated campuses decreasing slightly from 45% in 2025 to 43% in 2026.

Closing the Gaps: High Schools/K-12s



High Schools/K-12s had the greatest gains in Closing the Gaps between 2025 and 2026

70% A- or B-Rated
+8% pt increase

In Closing the Gaps, the share of A-rated High Schools/K-12s more than tripled between 2018 and 2026, reaching its highest level at 43% in 2026.

Rating
A
B
C
D
F

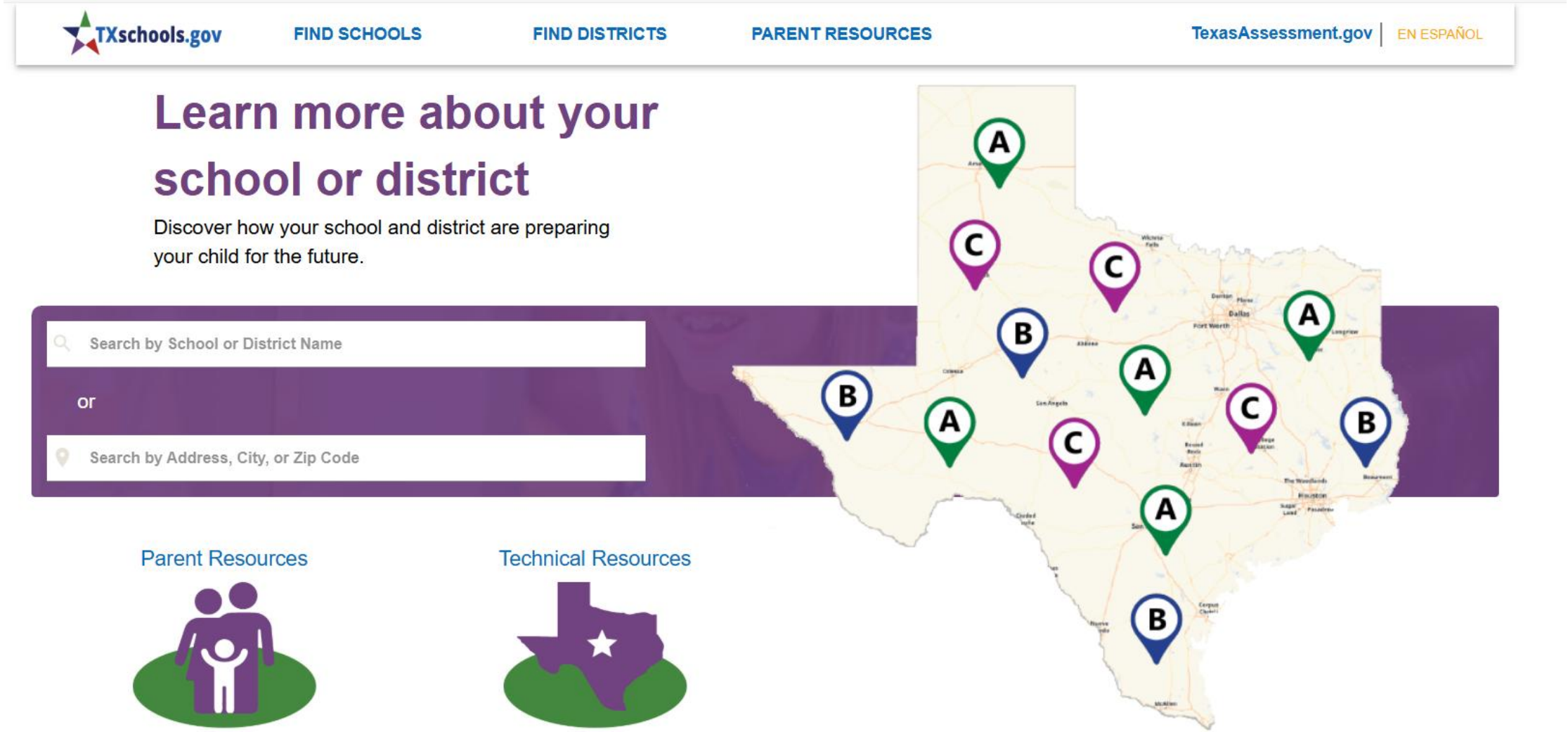
*Aggregations may not sum to 100% due to rounding.

For additional statewide data, see the State Summary Report

Texas Education Agency

Accessing Accountability Results on TXschools.gov

TXschools.gov offers quick and simple access to campus and district performance information.



TXschools.gov has 2026 rating results, including change over time

ACCOUNTABILITY OVERVIEW

Overall Rating



90 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

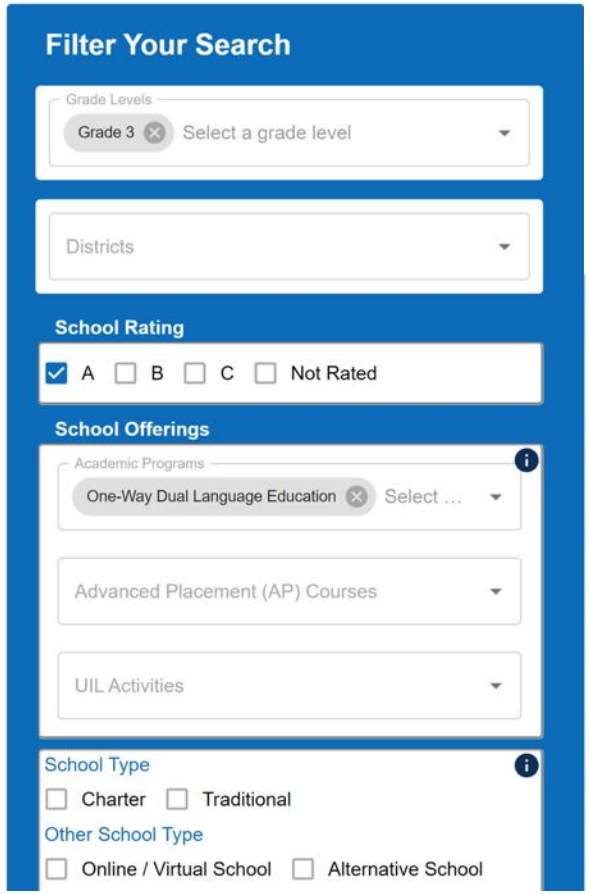
TELL ME MORE

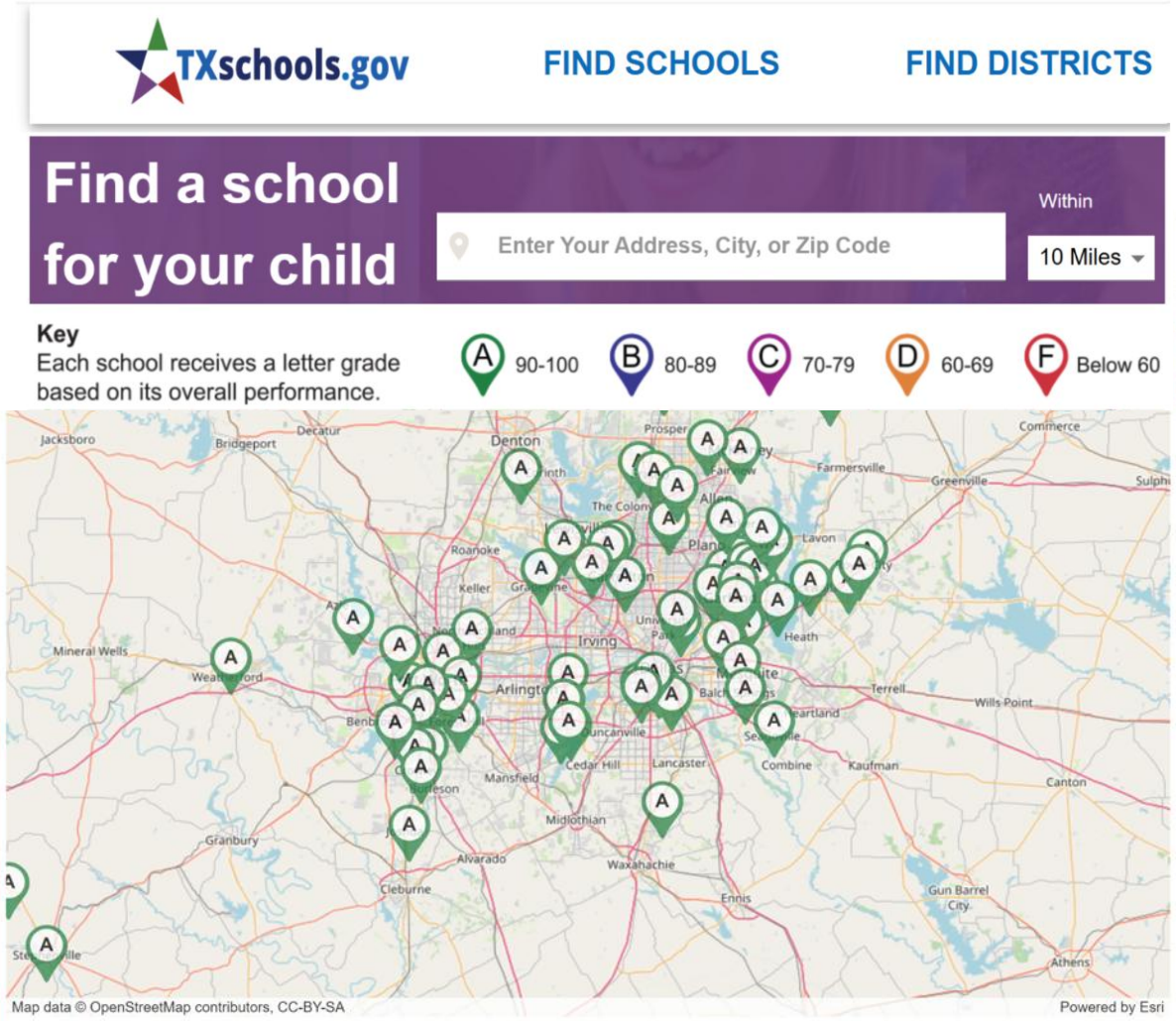
Change Over Time

School Year	Rating/Score
2025-26	A / 90
2024-25	C / 78
2023-24	B / 82
2022-23	B / 80
2021-22 What If	B / 84
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23	
2021-22	B / 83

TXschools.gov also has a school finder to empower families to find a school or district that meets a student's needs.

For example, you could search for an A-rated school with a one-way dual language program for your 3rd grader in the Dallas-Fort Worth Metroplex.





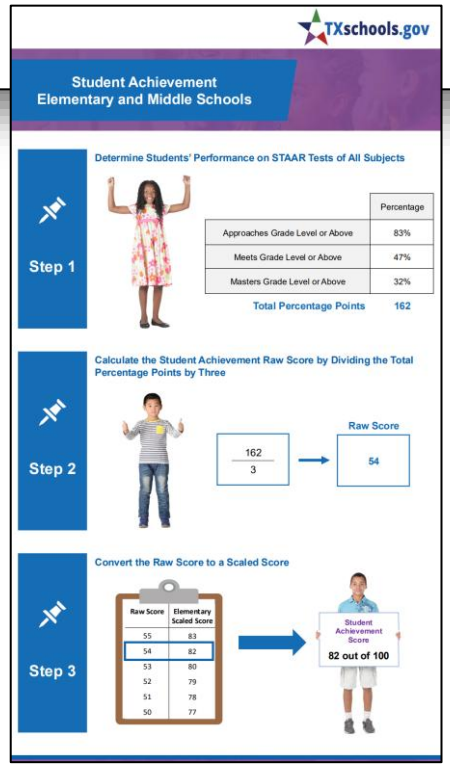
Check out TXschools.gov to see how campuses and districts across the state are doing this year and dig into their data.

STUDENT ACHIEVEMENT

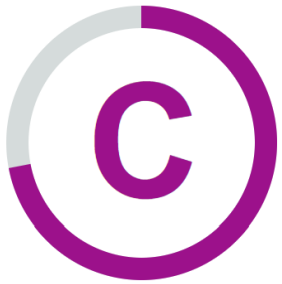
What does a "C" in the Student Achievement domain mean?

Schools earn a **"C"** (70–79) for **acceptable achievement** when approximately 40% of students meet grade level STAAR expectations.

See a Student Achievement calculation example.



Rating



72 out of 100

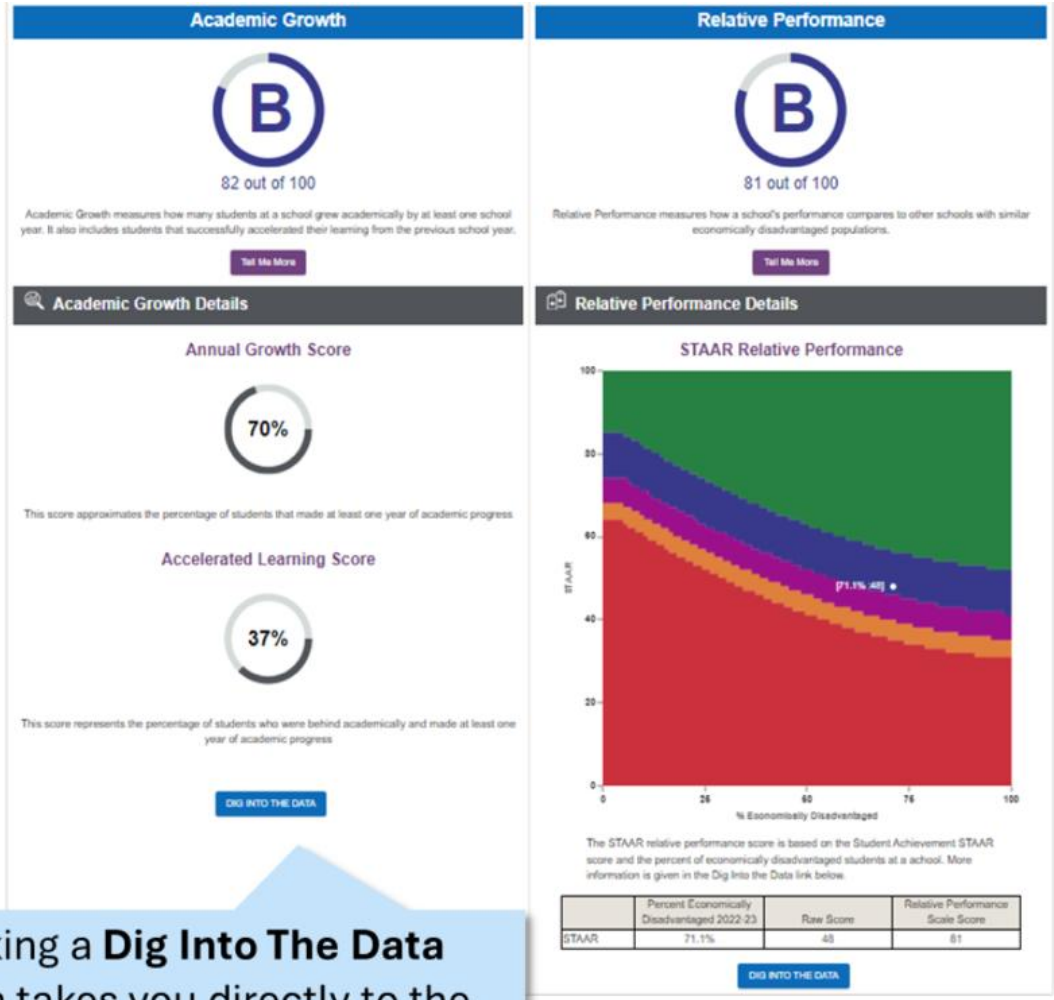
Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

TELL ME MORE

Clicking a **Tell Me More** button provides additional details about the calculation and includes links to visual examples on "How Accountability Ratings Work"

On the How Accountability Ratings Work webpage

Check out TXschools.gov to see how campuses and districts across the state are doing this year and dig into their data.



Clicking a **Dig Into The Data** button takes you directly to the campus's Calculation Report.

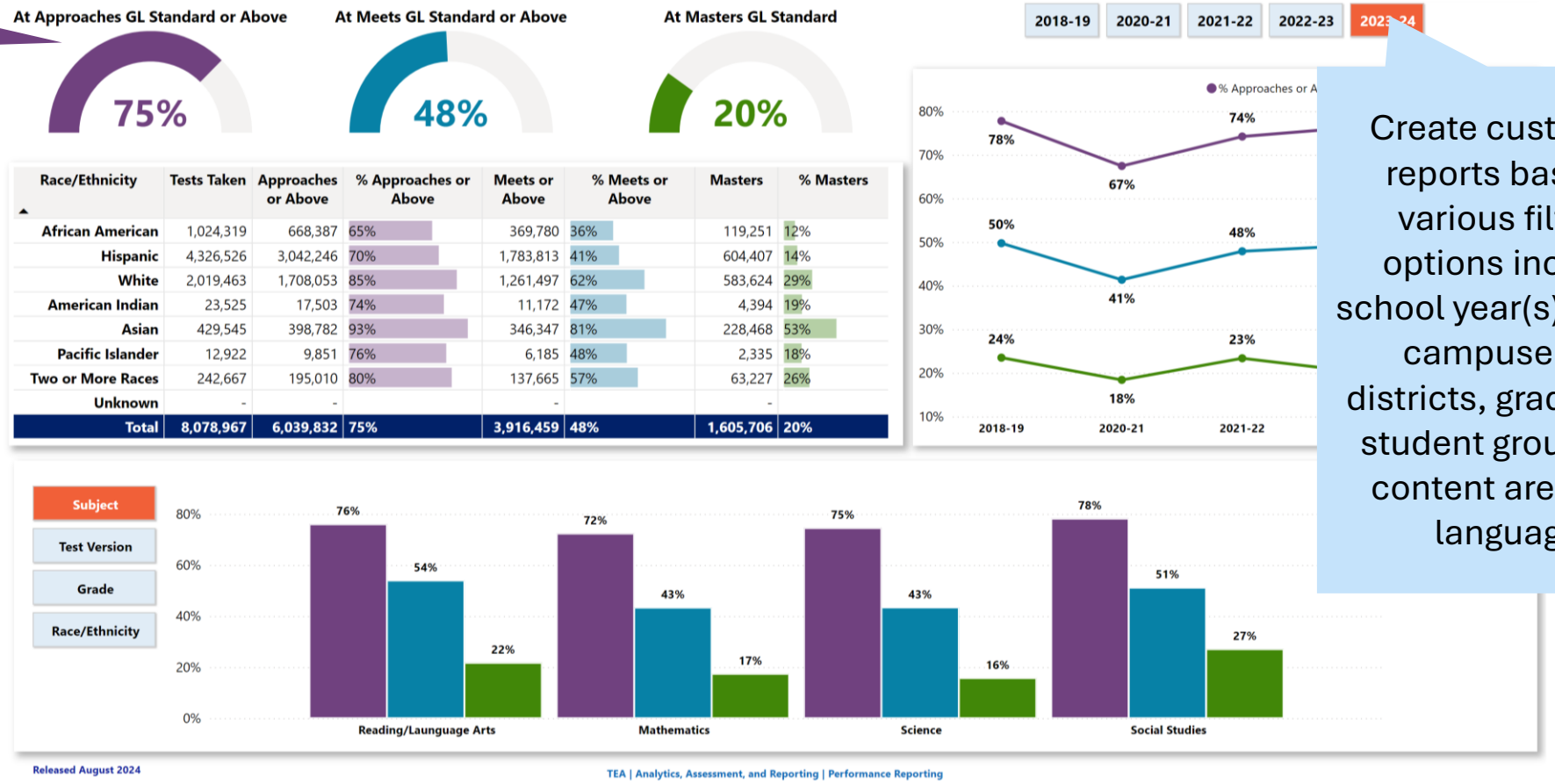
TXschools.gov also has seven analytic tools designed to explore school performance data and compare results.

Analytic Tools



[Video tutorial on using analytic tools]

- STAAR Performance
- STAAR Comparison
- School/District Comparison
- CCMR
- Academic Growth
- Graduation Rate
- Correlate

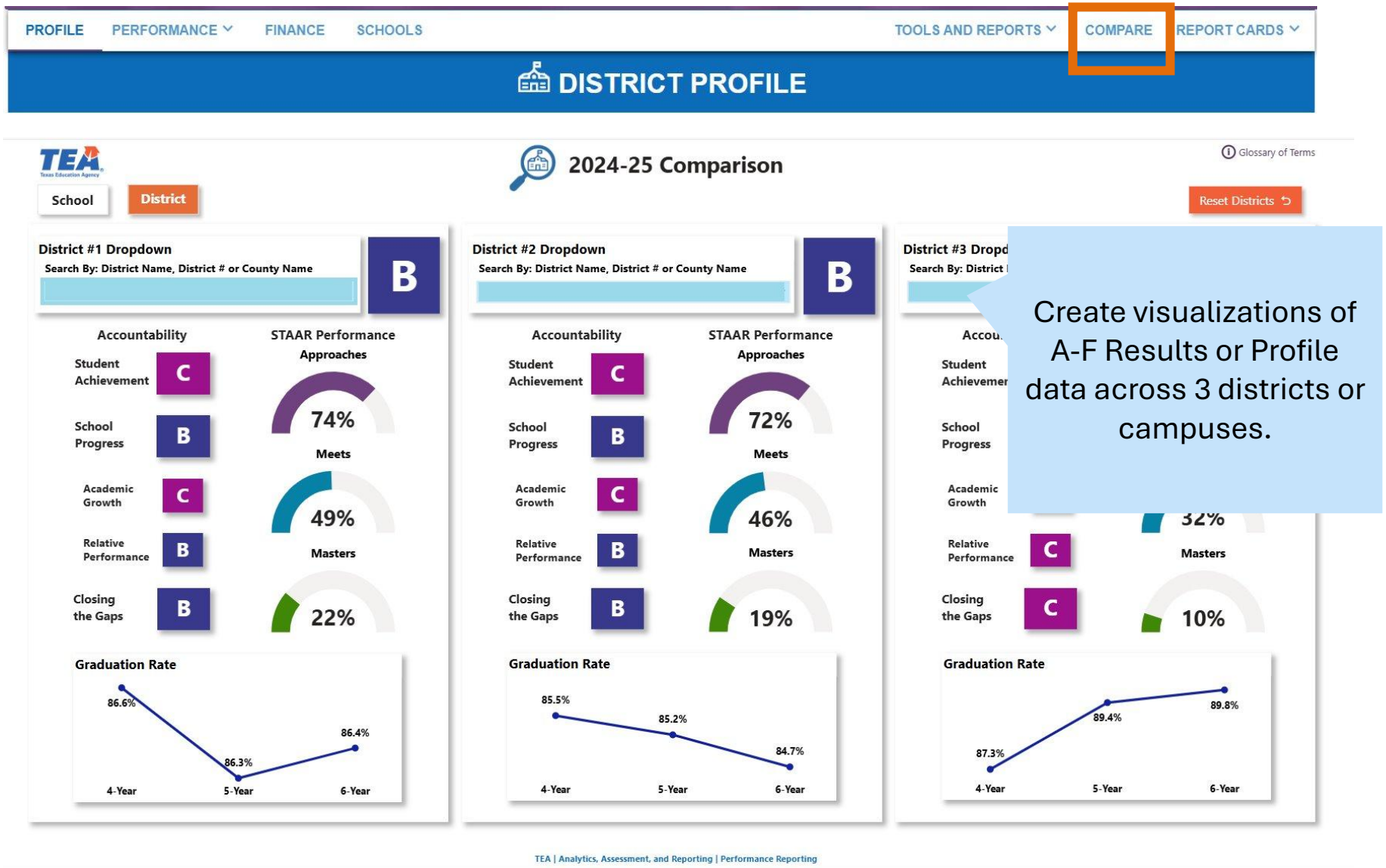


Create customized reports based on various filtering options including school year(s), specific campuses and districts, grade levels, student groups, test content areas, and languages.

TXschools.gov also has seven analytic tools designed to explore school performance data and compare results.

Analytic Tools

- STAAR Performance
- STAAR Comparison
- School/District Comparison
- CCMR
- Academic Growth
- Graduation Rate
- Correlate



Create visualizations of A-F Results or Profile data across 3 districts or campuses.

A-F Resources

Data, Reports, and Resources are now available for school systems and the public to dig into 2026 school performance.

In TEA Login (TEAL) Accountability, the results are provided to districts for 2026 *A-F* Ratings:

- Unmasked Ratings Reports & Data Tables
- Data and Student Listing Downloads
- School Improvement Identifications
- 2027 Domain 3 Planning Report

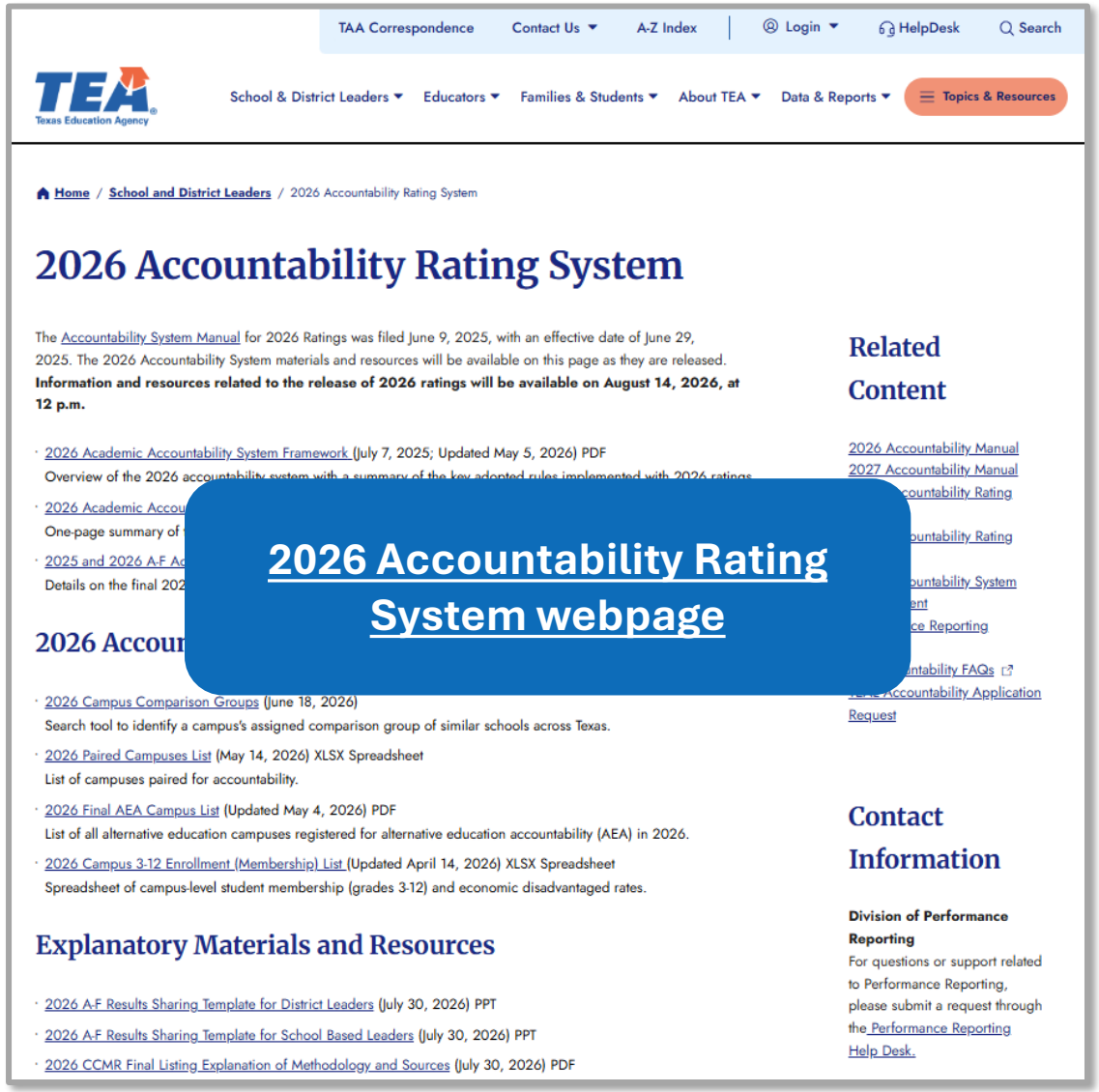
On the TEA Rating System webpage, the following are provided for 2026 *A-F* Ratings:

Results:

- Masked Ratings Reports & Data Tables
- Data Downloads
- Spreadsheet of Statewide Multi-Year Ratings
- Spreadsheet of Consecutive Unacceptable Counts
- Preliminary Public Education Grant (PEG) list
- School Improvement (Federal) Identification lists

Additional resources:

- Appeals Process and Timeline
- Notice of Performance to the Public Requirements
- Statewide Summary Slides and Narrative Highlights



Communications Resources to support districts are also now available.

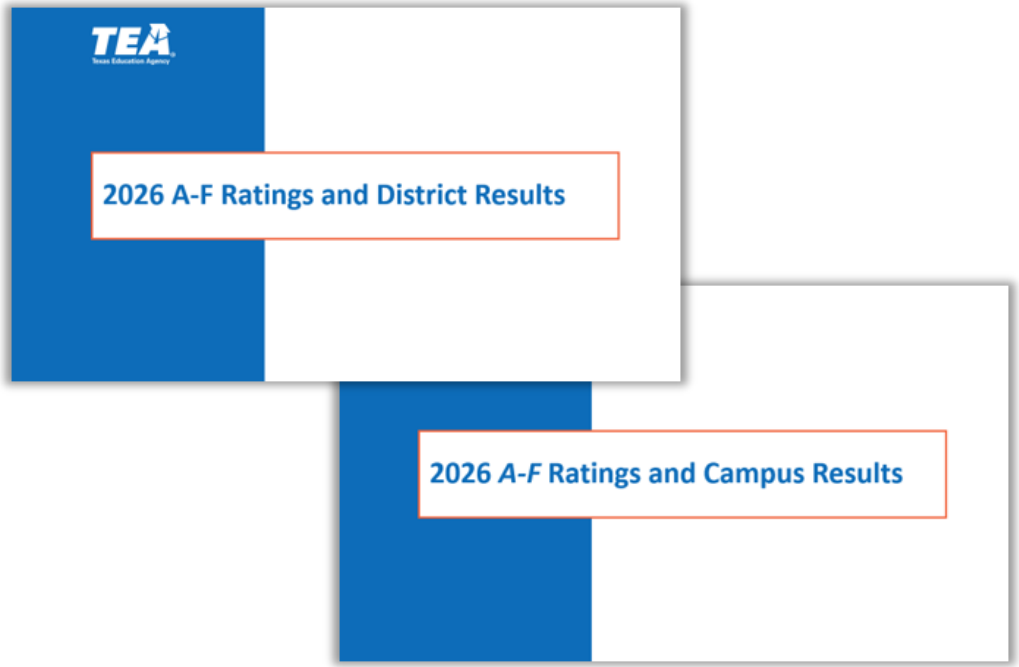
The TX schools.gov Toolkit has been updated for 2026. The Toolkit was created to help districts and campuses provide families the information they need to better understand their student's school rating.



The How Accountability Ratings Work webpage provides one-page resources to support understanding of each domain and overall rating labels – available in both English and Spanish.



The *A-F* Sharing Template for District Leaders and *A-F* Sharing Template for School Leaders are PowerPoint presentation templates designed to help officials explain how the A-F accountability system works and discuss local 2026 ratings with stakeholders. The templates include speaker notes and presentation guidance.



Key Dates August 2026 – December 2026 (1 of 2)

Date	Release	Update
8.12.26	2026 *A-F* Ratings Appeals	• Appeals window opens • 2026 Appeals Timeline • **NEW!** Accountability Appeal Submission Guide
8.13.26	School Improvement Intervention Requirements	• TAA – Campuses Identified for School Improvement • School Improvement Division webpage
8.14.26	2026 Preliminary *A-F* Ratings, School Improvement Identifications	• TXschools.gov, school finder, analytic tools updated • 2026 Accountability Rating System webpages updated • 2026 Consecutive Unacceptable List • TEA Learn Course – Understanding the A-F Accountability Ratings Video tutorial on using Analytic Tools

8.14.26	2026 Texas Performance Reporting System (TPRS)	• **NEW! Data available earlier to support you**
		• TPRS Updated:
		  ○ STAAR Performance
		  ○ CCMR
		  ○ CCMR-Related Indicators
		  ○ Relative Performance History
		  ○ Advanced Math Pathways
		  ○ Student and Staff Information (Preliminary)
		Video tutorial on using TPRS
		TPRS User Guide

9.11.26	2026 *A-F* Ratings Appeals	• Appeals deadline • 2026 Appeals Timeline

Key Dates August 2026 – December 2026 (2 of 2)

Date	Release	Update
9.18.26	2026 Texas Performance Reporting System (TPRS)	TPRS Updated: • STAAR Participation and STAAR Progress • Bilingual Education/ESL • Accelerated Instruction • Graduation and Dropout Rates • Graduation Profile
11.20.26		• Other Postsecondary Indicators • Student and Staff Information (Final) • Kindergarten Readiness • PreK Effectiveness • **NEW! Standalone Report:** Attendance, Chronic Absenteeism, and Truancy
12.11.26	2026 Final Accountability Ratings	• Public Release of Final 2026 *A-F* Ratings • PEG list final for 2027-28 school year • 2025-26 School Report Card
12.17.26	2025-26 Texas Academic Performance Reports (TAPR)	• Texas Academic Performance Reports • 2025-26 reports, data downloads, glossary, and guidelines
12.17.26	2026 Texas Performance Reporting System (TPRS)	• Postsecondary Outcomes - Details, Summary, and Visualization
12.17.26	2025-26 Federal Report Cards	• Federal Report Cards • 2025-26 reports, glossary, and dissemination requirements

Other Important Resources

Calendar of Events

The performance reporting calendar of events lists A-F accountability related events from **August 2026 – August 2027**. The calendar is offered in three different formats for your convenience - printable PDFs, an Excel spreadsheet, and a digital calendar file. This resource is updated monthly.

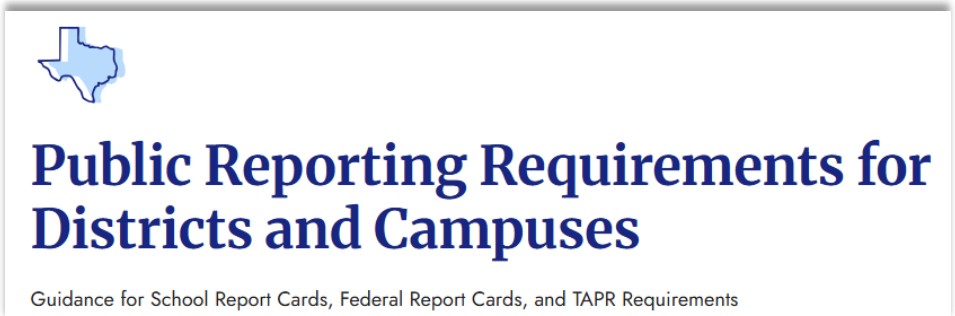
Please visit the Performance Reporting Resources webpage to access this resource.



Public Reporting Requirements

Please visit the **new** Public Reporting Requirements for Districts and Campuses webpage.

This centralized resource brings together state and federal reporting requirements in one location, providing clear guidance for required posting, notifications, and annual reporting activities.



Leary ISD

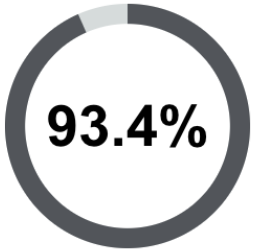
Leary ISD

Leary ISD

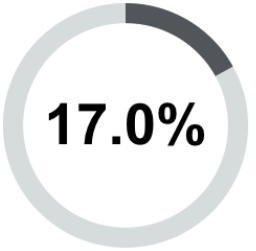
Learning for Life

- K-8th grade school district in rural East Texas
- Approximately 110 students
- One teacher per grade level
- Student population is approximately 93% economically disadvantaged

Economically Disadvantaged



Special Education



Emergent Bilingual



Jennifer Dear, Leary ISD Superintendent



Leary ISD

Learning for Life

- Joined Leary ISD in 2003 as the middle school RLA teacher
- Became the principal of Leary ISD in 2009
- Has been serving as both the principal and superintendent since 2018

Accountability History: **Small District, Rising Strong**

Leary ISD

Learning for Life

Overall Rating

A

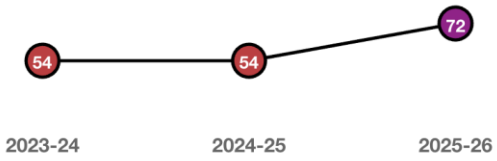
90 out of 100

School Year	Rating/Score
2025-26	A / 90
2024-25	D / 61
2023-24	F / 58
2022-23	C / 73
2021-22 What If	B / 81
2022-23 scores are different than previous years due to updated standards. 2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23	
2021-22	C / 79

Student Achievement

C

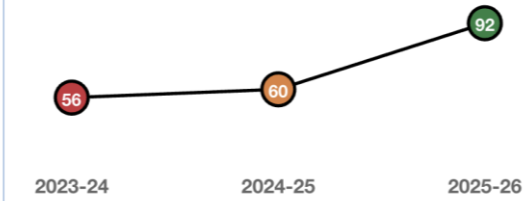
72 out of 100



School Progress

A

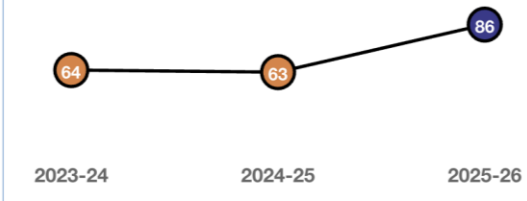
92 out of 100



Closing the Gaps

B

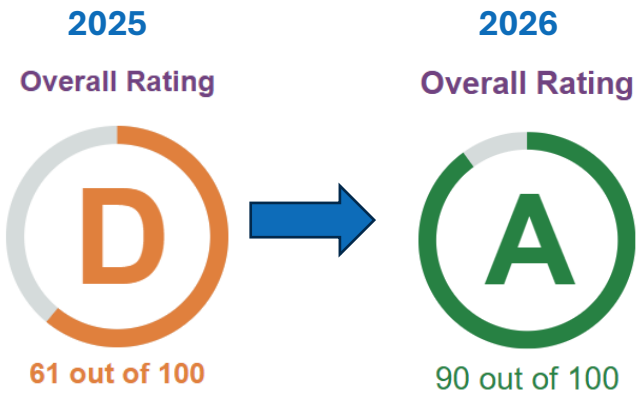
86 out of 100



Accountability Gains: **From D to A: Small Moves, Big Gains**

Texas Education Agency

Driven by gains in **student achievement** and **growth** for **all students**, Leary Elementary **dramatically improved** its overall A-F Rating



Distinction Designations

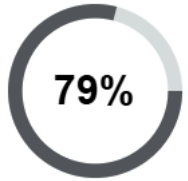
Top 25% : Comparative Academic Growth

Distinction Designations

Top 25% : Comparative Closing the Gaps

Academic Growth Details

Annual Growth Score



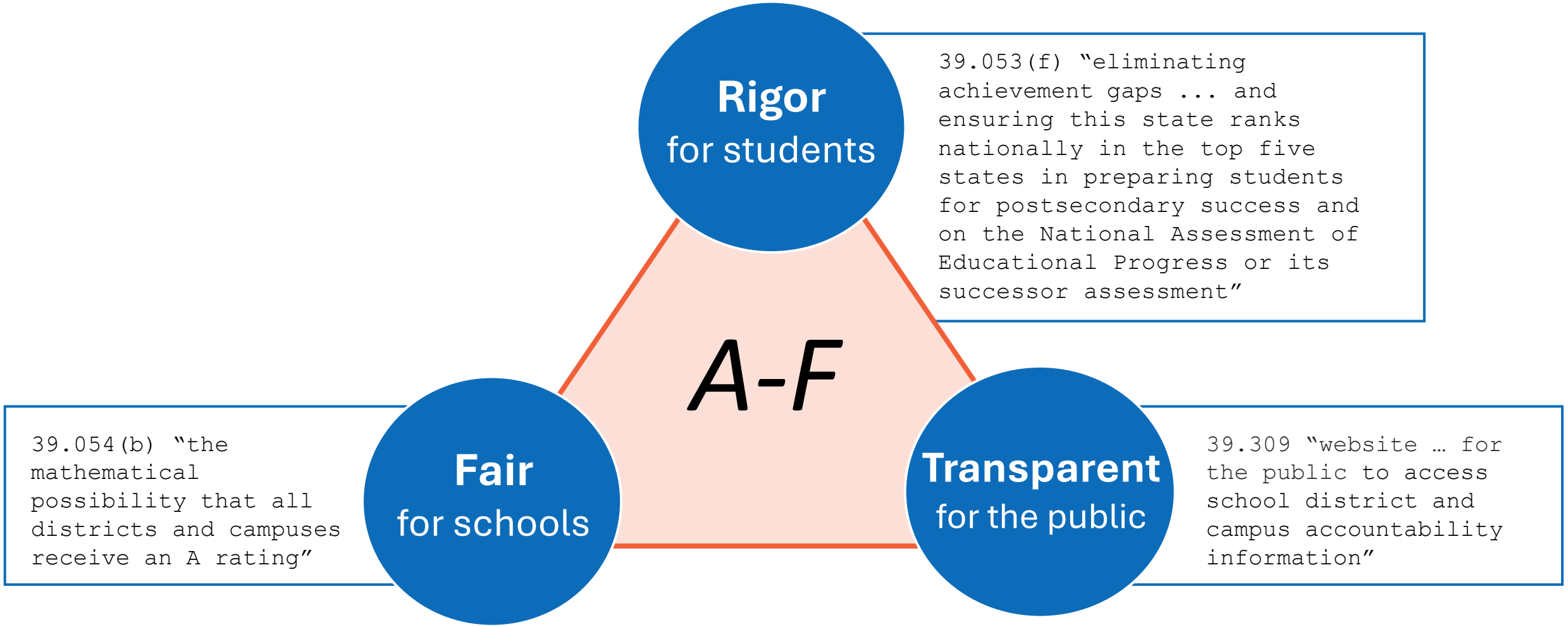
Annual Growth
43 → 53 → 79
(2024 → 2025 → 2026)

Closing the Gaps Details

High Focus Group	2024	2025	2026	TREND
% Meets RLA	41%	25%	53%	53%
% Meets Math	8%	16%	30%	30%
Acad Achievement (All Acct. Groups)	13	13	54	54
Growth RLA	63%	50%	94%	94%
Growth Math	26%	63%	73%	73%
Growth (All Acct. Groups)	29	25	79	79
STAAR D1	28	28	44	44
Student Success (All Acct. Groups)	0	8	58	58

Appendix:
A-F Design 2023-2027

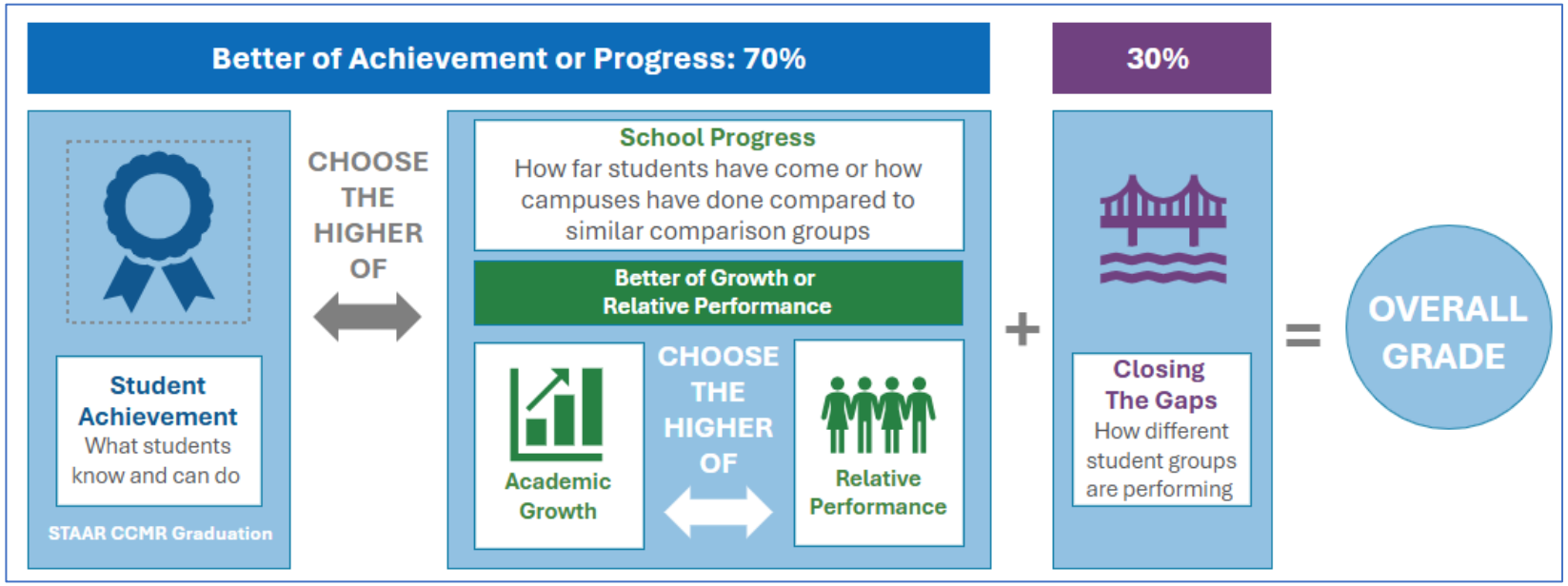
Balancing multiple objectives



Overall ratings demonstrate campus results in growth and achievement, for all students and those student groups that need the most support

An A rating overall means the school is **preparing students for the next grade level** and **life after high school** or **making significant growth towards achievement goals**

- Schools with an overall A rating have achieved an A rating in at least one domain





In 2026, 25% of campuses earned an A in Overall Ratings

70% of a campus' overall score reflects the better of Domain 1: Student Achievement or Domain 2: School Progress.

Texas Education Agency

Domain 1: Student Achievement

Higher of

Domain 2: School Progress

STUDENT ACHIEVEMENT

Performance on STAAR, CCMR and Graduation Rate

An A rating means

- About **60%** Meets on STAAR

and for High schools:

- **88%** of graduates demonstrate CCMR
- **98%** of students graduate within 6 years

OR

ACADEMIC GROWTH

Individual student growth from year to year in Math and RLA

An A rating means

- About **80%** of students made one year of growth in math and reading

Higher of

OR

RELATIVE PERFORMANCE

Achievement relative to historical performance of schools in similar economically disadvantaged band

An A rating means

Achievement is high relative to poverty

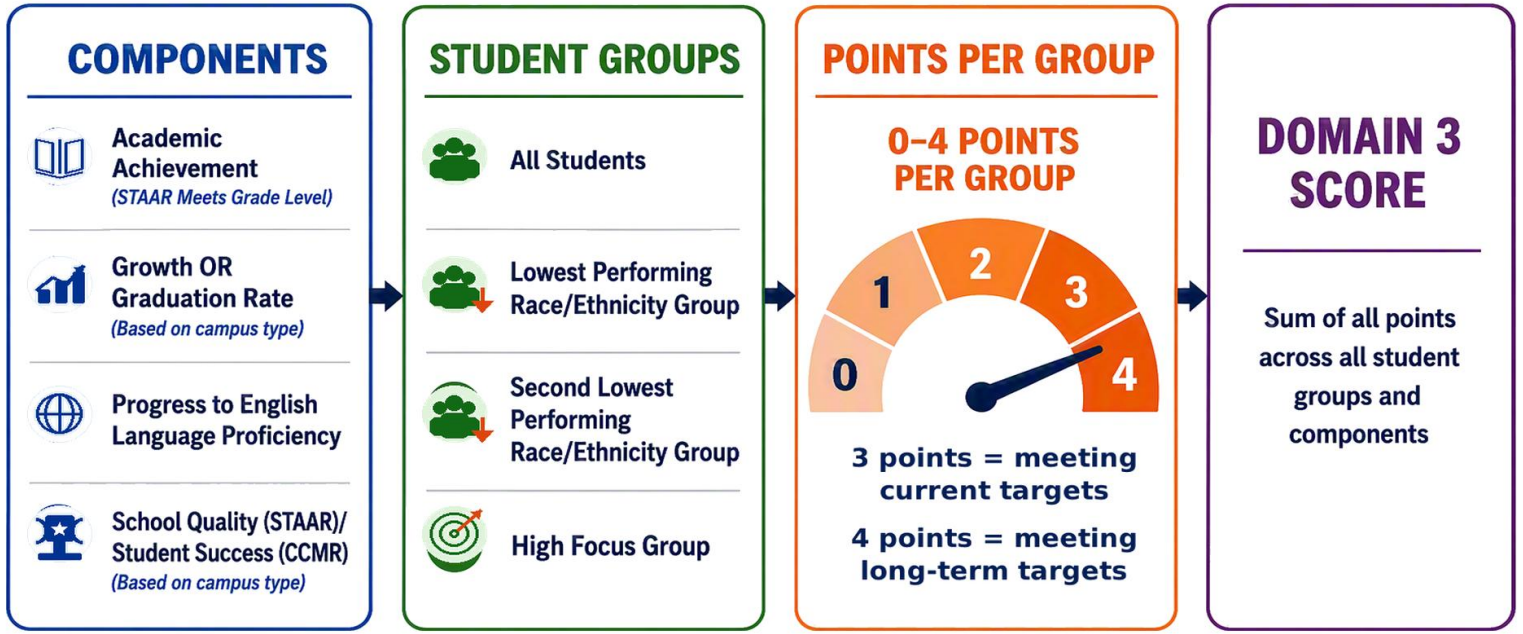
For example:

- If campus is 90% eco. dis., about **54%** Meets on STAAR
- If campus is 30% eco. dis., about **72%** Meets on STAAR

30% of all campus scores comes from Closing the Gaps, which measures both achievement and growth for historically underserved student groups.

Domain 3, Closing the Gaps

Growth and achievement for individual student groups is measured towards targets, designed to close achievement gaps for the students within a campus with the highest level of need.



An A in Closing the Gaps means that a campus **met the current target** for nearly **every group** in nearly **every component**.

- These campuses earned **71-74%** of points possible.



In 2026, **24%** of campuses earned an A in Closing the Gaps

A-F maintains 4 core design commitments

1. Ratings reflect the better of achievement or progress.
2. School performance is evaluated through multiple valid measures.
3. Ratings are based on defined criteria, not a fixed distribution.
   - “A” reflects performance consistent with reaching long term goals
   - “C” reflects average performance for the baseline year
4. The system design remains static in most years.

Domain 1: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as well as how many students graduate and whether those graduates are ready for college, a career, or the military.

Student Achievement
What students know and can do

Elementary
- **100%** STAAR

Middle
- **100%** STAAR

High Schools & K–12s
- **40%** STAAR
- **40%** College, Career, Military Ready (CCMR)
- **20%** Graduation Rate

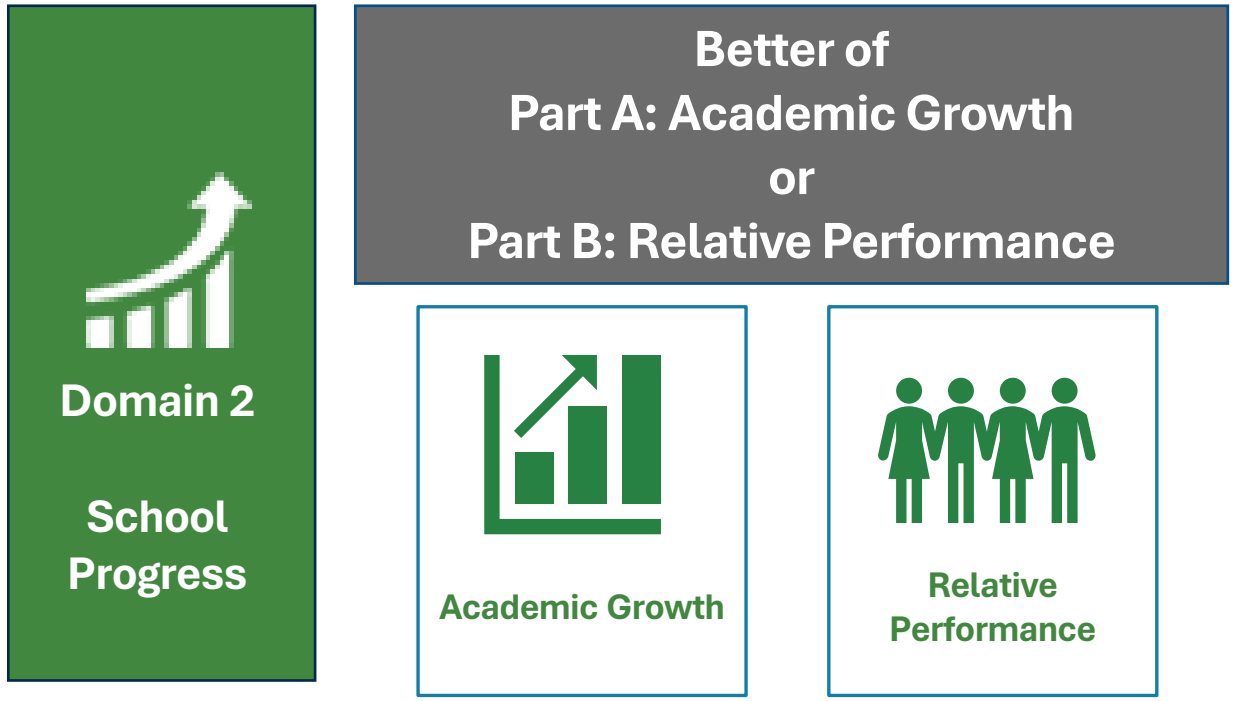
STAAR

Rather than being based solely on a particular passing rate, *A-F* uses an average for the percentage of STAAR results at the following:
- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

College Ready
- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

Career & Military Ready
- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Enlist in the United States Armed Forces or Texas National Guard

Domain 2: School Progress Part A & B



The School Progress domain measures district and campus outcomes in two areas:

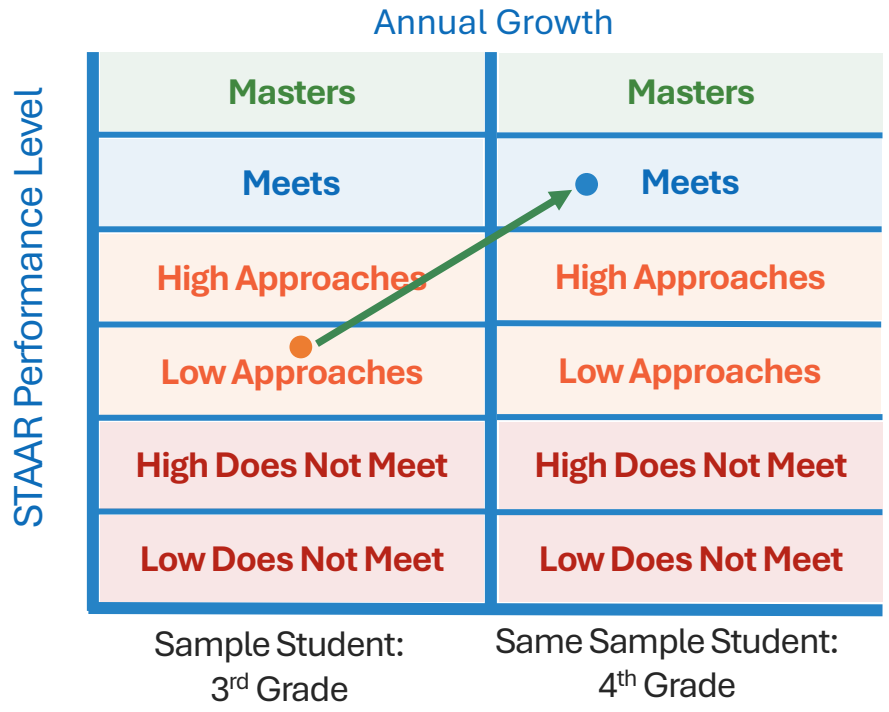
- The number of students that **grew at least one year academically** and number of students that were **accelerated** as measured by year-over-year STAAR results
- The achievement of students relative to campuses with **similar economically disadvantaged** percentages

Domain 2: School Progress Part A & B

Domain 2: School Progress

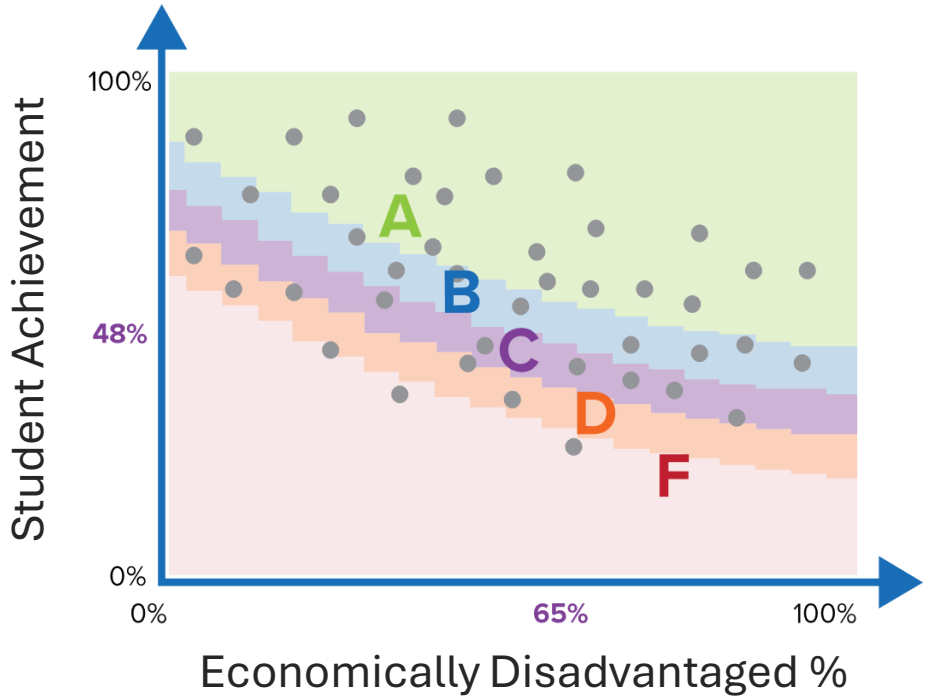
PART A: **Academic Growth**

Aggregating individual student year-over-year gains



PART B: **Relative Performance**

Approximating growth using baseline adjusted proficiency targets

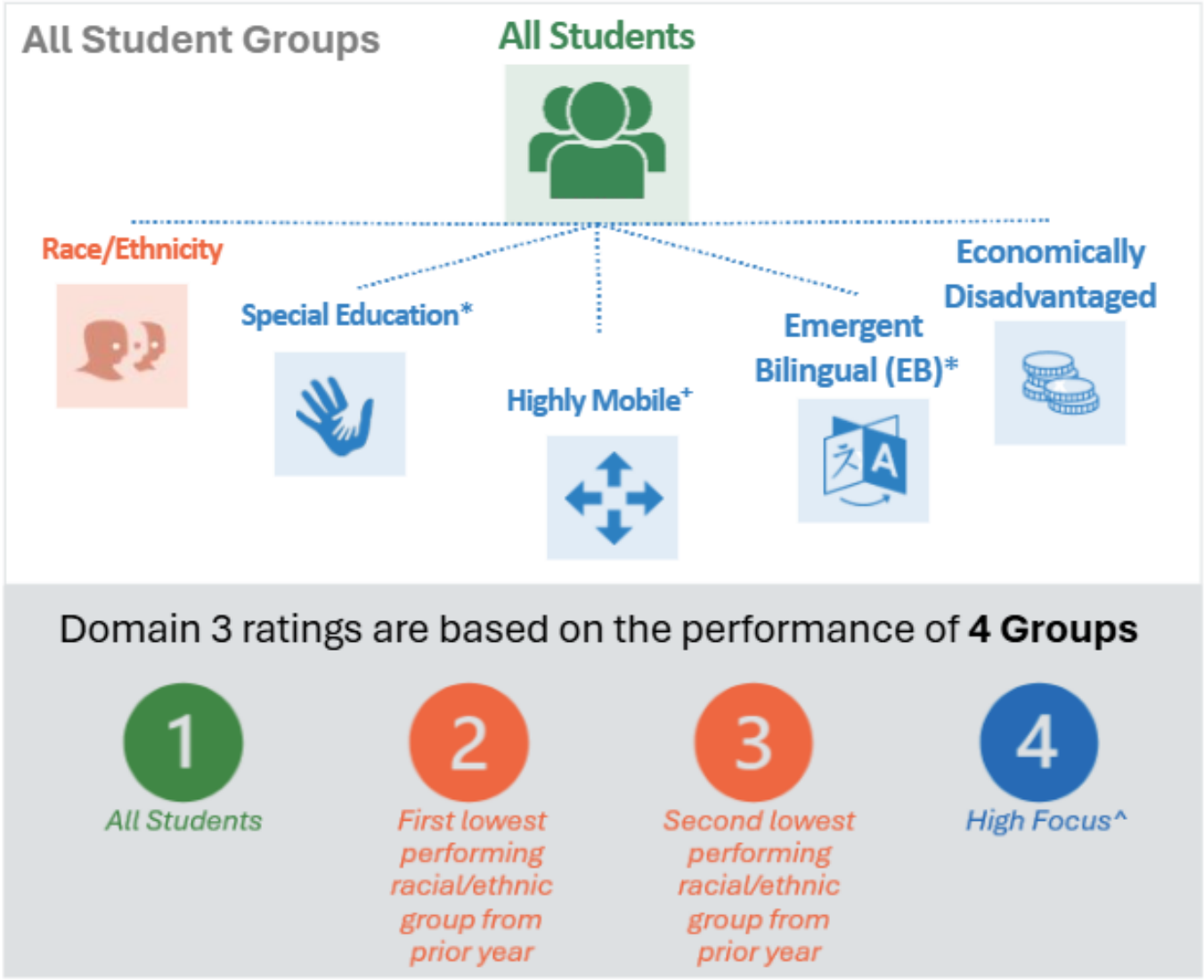


Domain 3: Closing the Gaps



- Domains 1 & 2 examine the achievement and progress of all students.
- Domain 3 adds the performance of groups of students, to examine if performance is improving, in achievement, progress, and English Language Development, relative to long-term goals and interim-targets.

Domain 3 is used to comply to meet federal ESSA requirements



** Includes current and former/monitored SPED/EB*

+ Highly mobile is an unduplicated count of homeless, migrant, or students in foster care

^ High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile students

Domain 3 for Elementary & Middle Schools

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.

Domain 3 Groups

Component Weight		1	2	3	4	Sum
30%	**Academic Achievement** STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-32**
50%	**Growth** Growth in STAAR RLA Growth in STAAR Mathematics	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-32**
10%	**Progress to English Language Proficiency** TELPAS Progress				**0-4*** *Only current EB	**0-4**
10%	**School Quality/Student Success** Average of all STAAR performance scores (ES/MS)	**0-4**	**0-4**	**0-4**	**0-4**	**0-16**
						0-84

Elementary Schools would need to earn **74%** of points possible to score an A
Middle Schools would need to earn **71%** of points possible to score an A

Domain 3 Groups are based on the performance of 4 Groups

1. *All Students*
2. *First lowest performing racial/ethnic group from prior year*
3. *Second lowest performing racial/ethnic group from prior year*
4. *High Focus***

Closing the Gaps Scoring

- 4 - **Met long-term target**
- 3 - **Met interim target**
- 2 – Showed **expected growth** toward next interim target
- 1 – Showed **minimal growth**
- 0 - **Did not show minimal growth**

***High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students*

Domain 3 for High Schools & K-12s

The Closing the Gaps domain examines 4 student groups' potential gaps to targets set across 4 components.

Domain 3 Groups

Component Weight		1	2	3	4	Sum
50%	**Academic Achievement** STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-32**
10%	**Graduation Rate** 4-year Federal Graduation Rate	**0-4**	**0-4**	**0-4**	**0-4**	**0-16**
10%	**Progress to English Language Proficiency** TELPAS Progress				**0-4*** *Only current EB	**0-4**
30%	**School Quality/Student Success** CCMR for graduates and students in grade 12	**0-4**	**0-4**	**0-4**	**0-4**	**0-16**
						0-68

High Schools/K-12s would need to earn **74%** of points possible to score an A

If a HS/K-12 does not have a 4-year graduation rate, it is evaluated using **Growth**
If a HS/K-12 does not have CCMR, it is evaluated using **STAAR (all subjects) performance**

Domain 3 Groups are based on the performance of 4 Groups

1. *All Students*
2. *First lowest performing racial/ethnic group from prior year*
3. *Second lowest performing racial/ethnic group from prior year*
4. *High Focus***

Closing the Gaps Scoring

- 4 - Met long-term target
- 3 - Met interim target
- 2 – Showed expected growth toward next interim target
- 1 – Showed minimal growth
- 0 - Did not show minimal growth

***High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students*

Assessment vs. Accountability Subset

STAAR and TELPAS reports from **Student Assessment** contain student-level and aggregate summary performance results for **each student** for whom an assessment record was submitted, **regardless** of the date of enrollment on a campus

STAAR and TELPAS accountability calculations from **Performance Reporting** use results from **each student** reported as enrolled and in membership at a campus in the TSDS Fall Snapshot **AND** for whom an assessment record was submitted from the same campus.

Accountability Year	STAAR results are included in the subset of campus accountability	If the student was enrolled in the campus on this date:
2026	EOC summer 2025 administration	PEIMS Fall 2024 enrollment Snapshot
	EOC fall 2025 administration	PEIMS Fall 2025 enrollment Snapshot
	EOC spring 2026 administration	
	Grades 3–8 spring 2026 administration	

NOTE: June 2026 EOC administration is **not** included in 2026 accountability