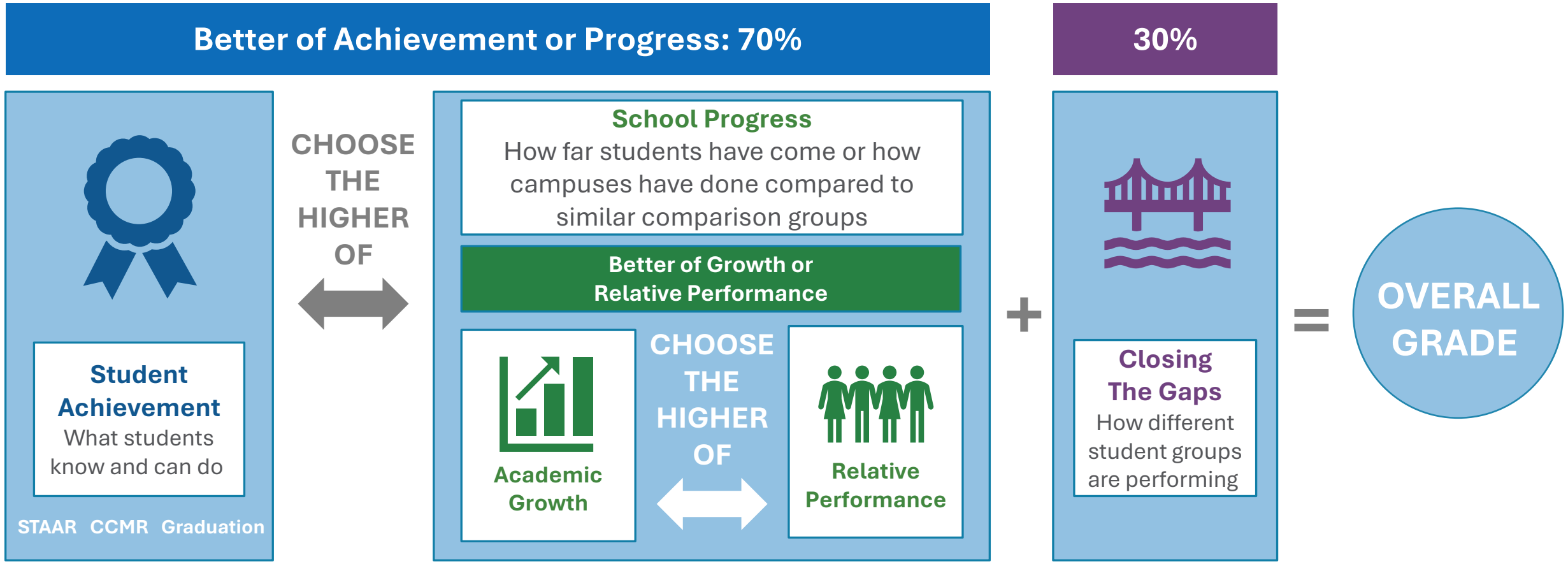
2026 *A–F* Accountability Ratings

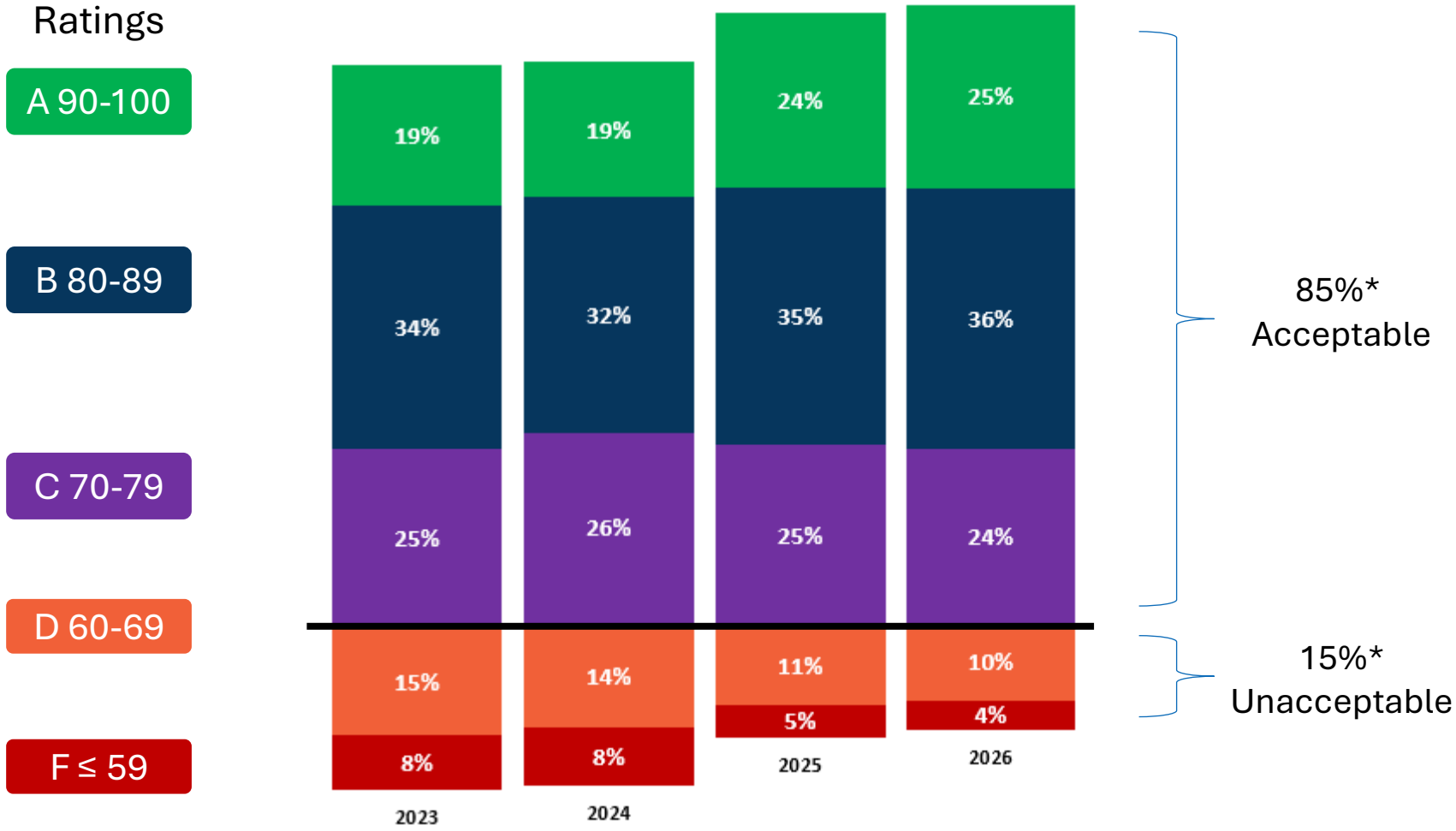
Calculating Overall *A-F* Ratings



Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

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

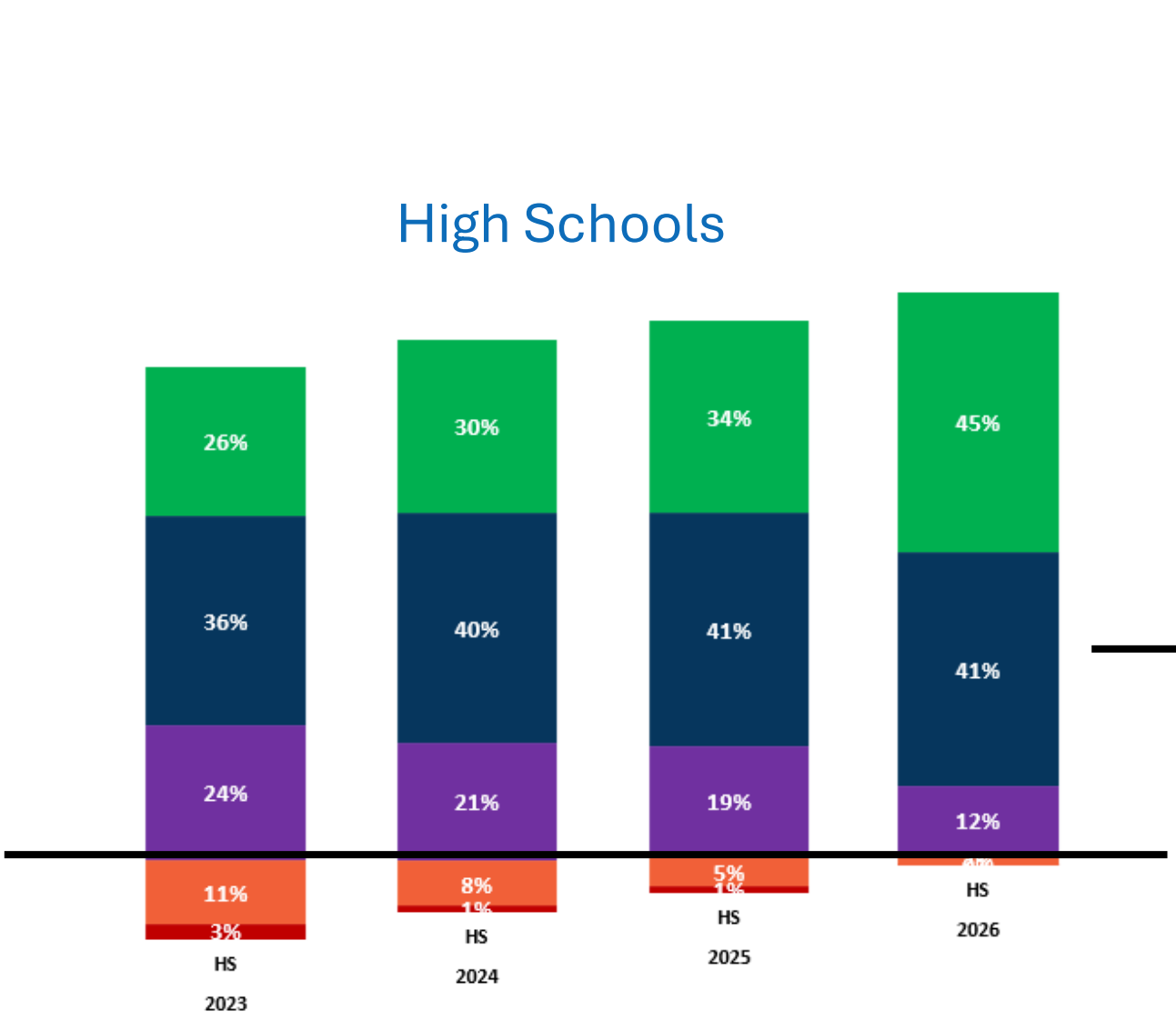
588 campuses moved from a score below an A in 2025 to an A in 2026.

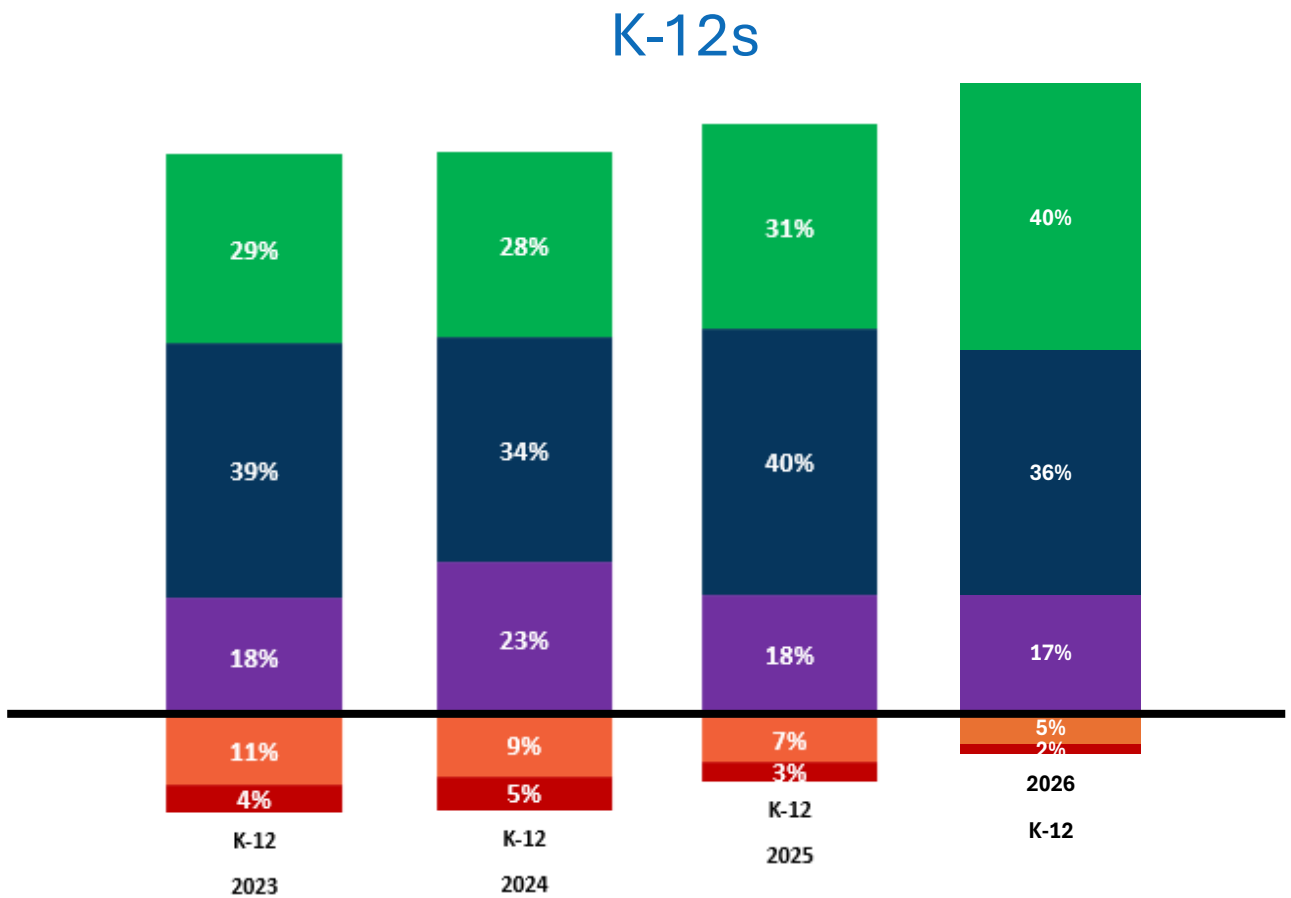
588 campuses moved from below an A in 2025 to an A in 2026.

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**

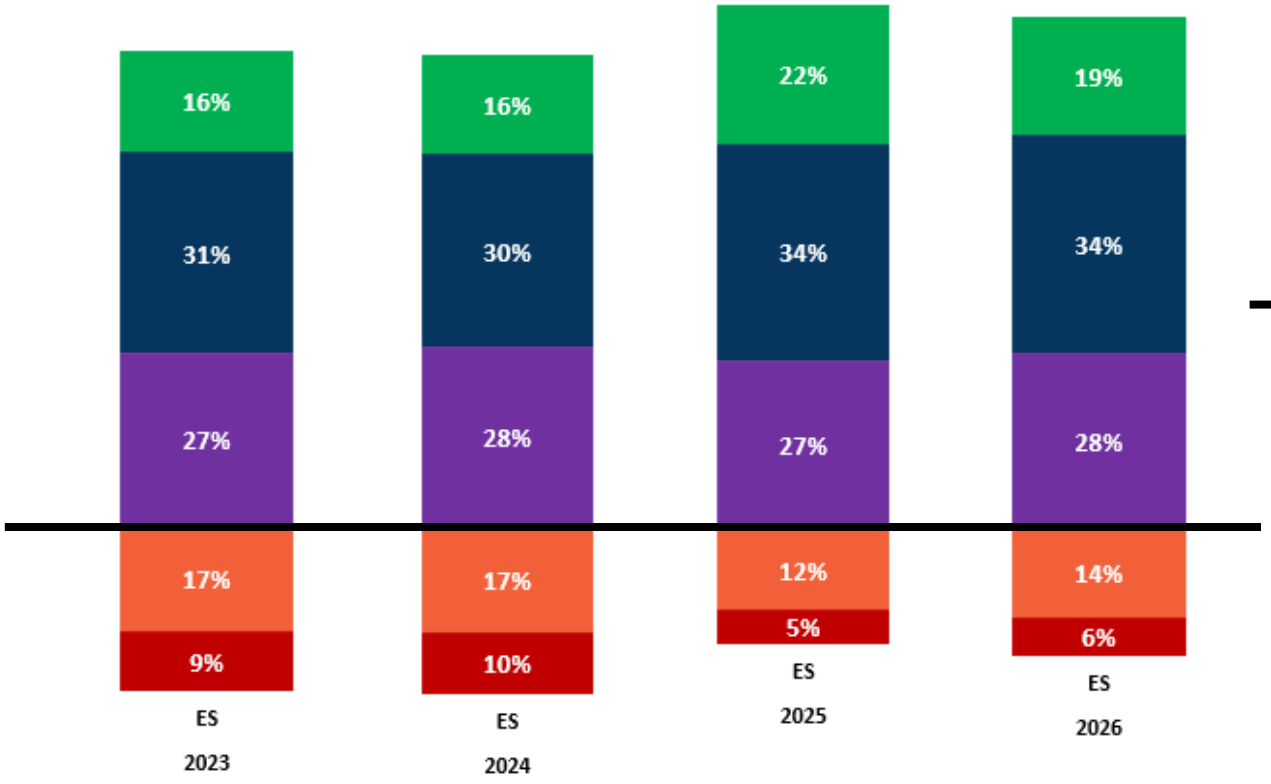
High Schools and K-12s demonstrated the largest positive change in A ratings, demonstrating year over year growth since 2023



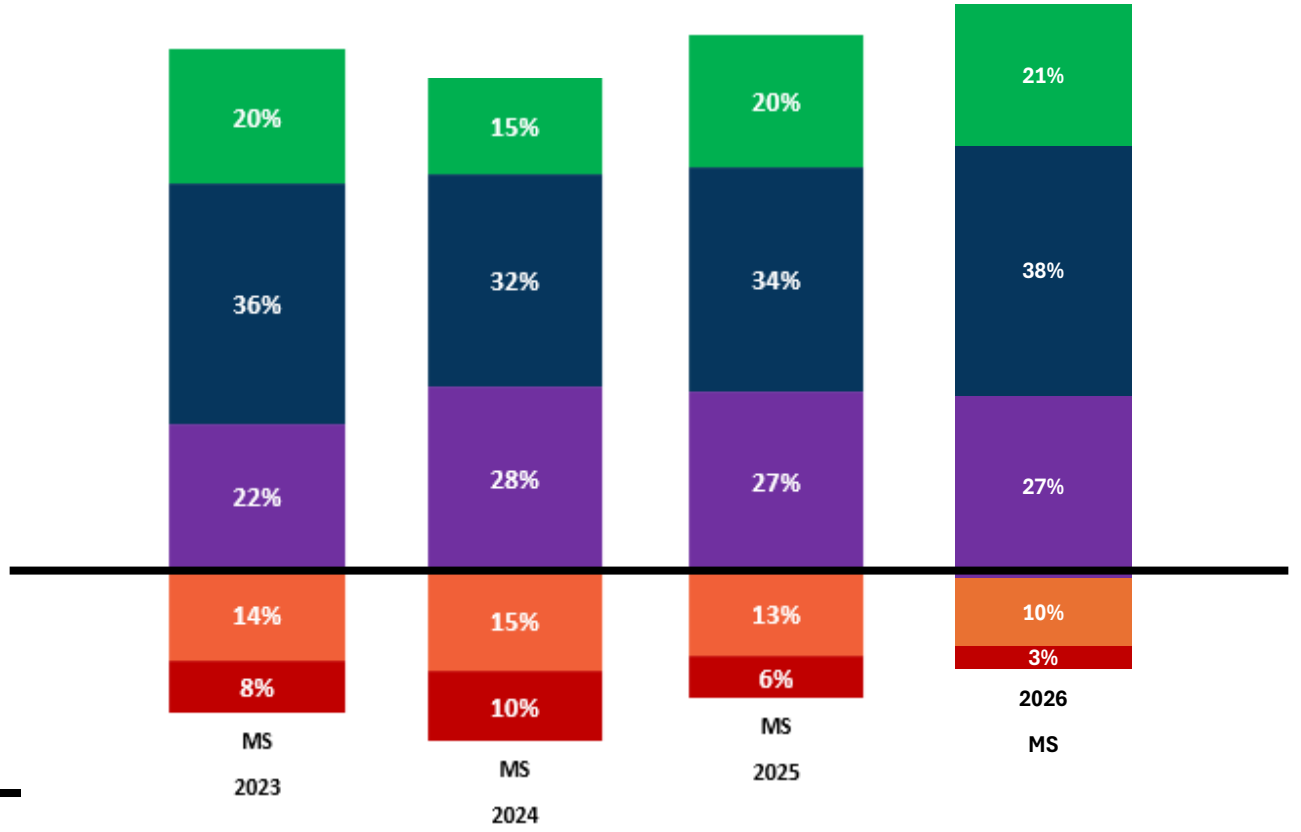


Middle Schools also demonstrated a 6% point decrease in unacceptable ratings, while Elementary Schools saw some declines since 2025

Elementary Schools



Middle Schools



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:

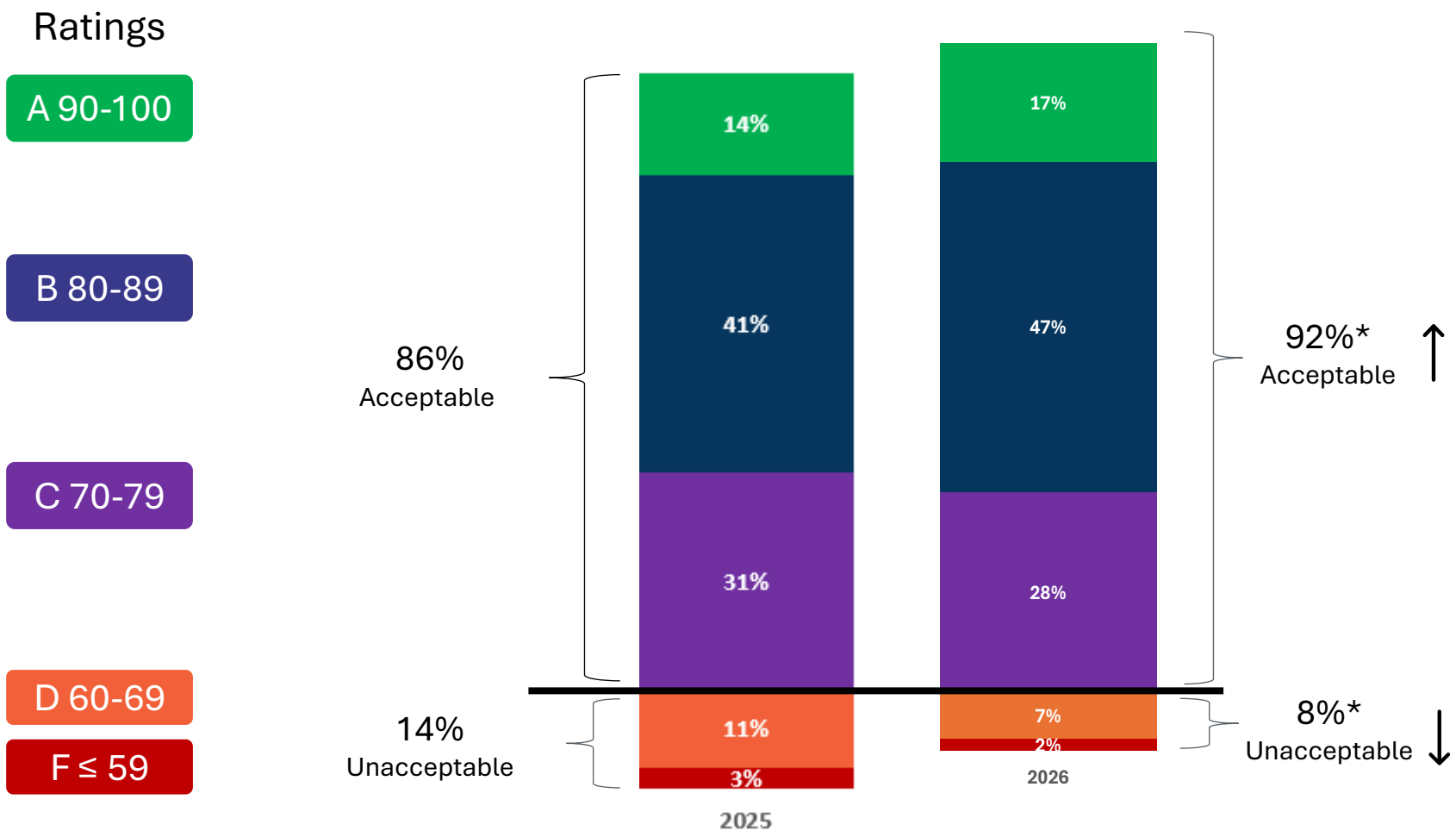
High Poverty ≥80% Economic Disadvantage

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

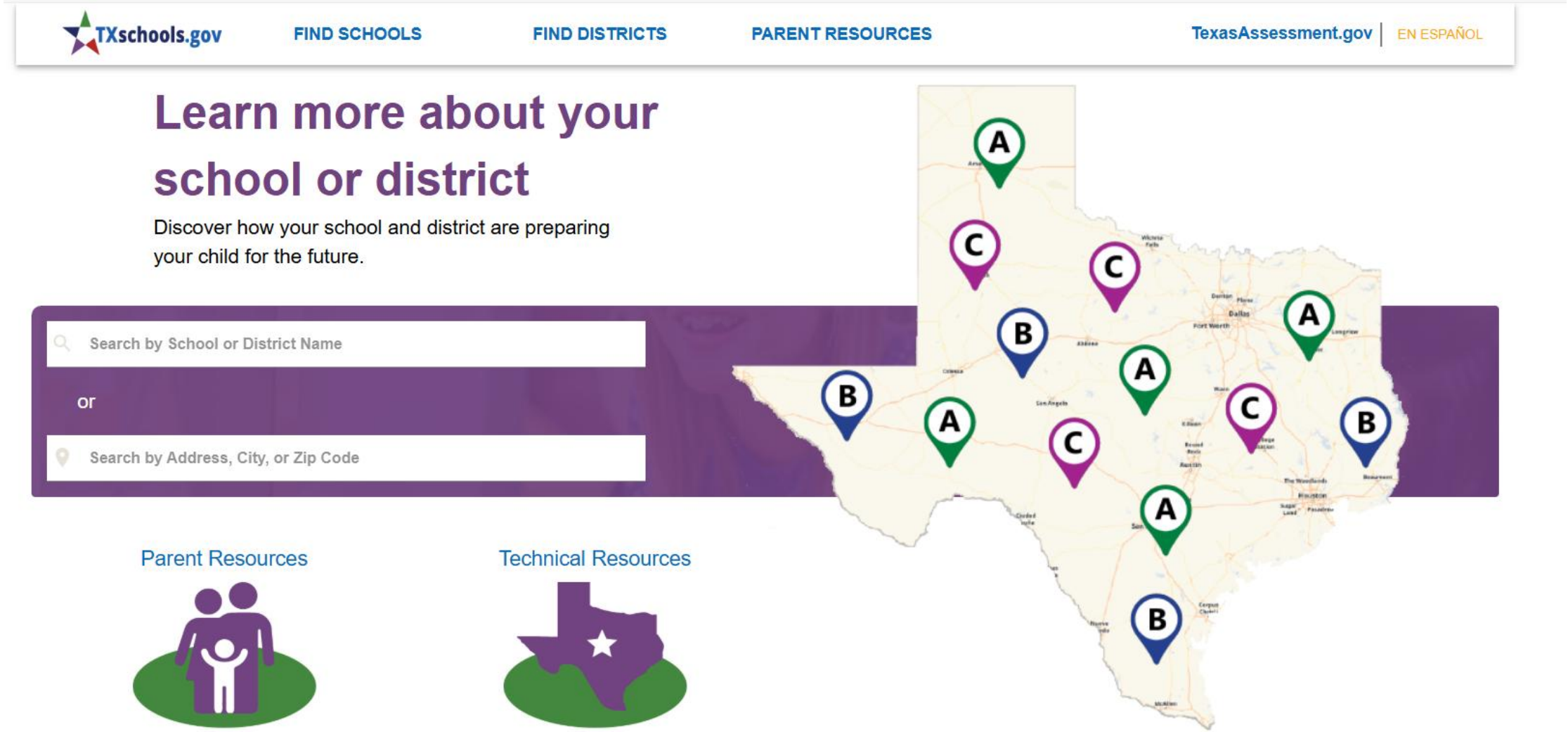
Overall Results	2026					
2025	A	B	C	D	F	Not Rated
A	132	36	1			
B	60	380	44	10	1	
C	2	120	213	25	4	
D	2	17	68	34	6	
F	1		10	9	6	1
NR					2	13
Grand Total	**197**	**553**	**336**	**78**	**19**	**14**

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

A

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.

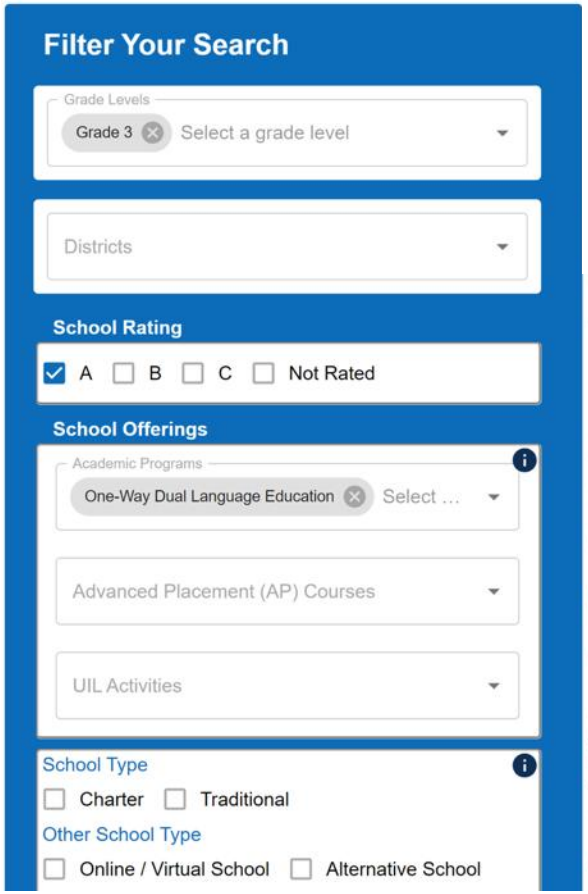
TELL ME MORE

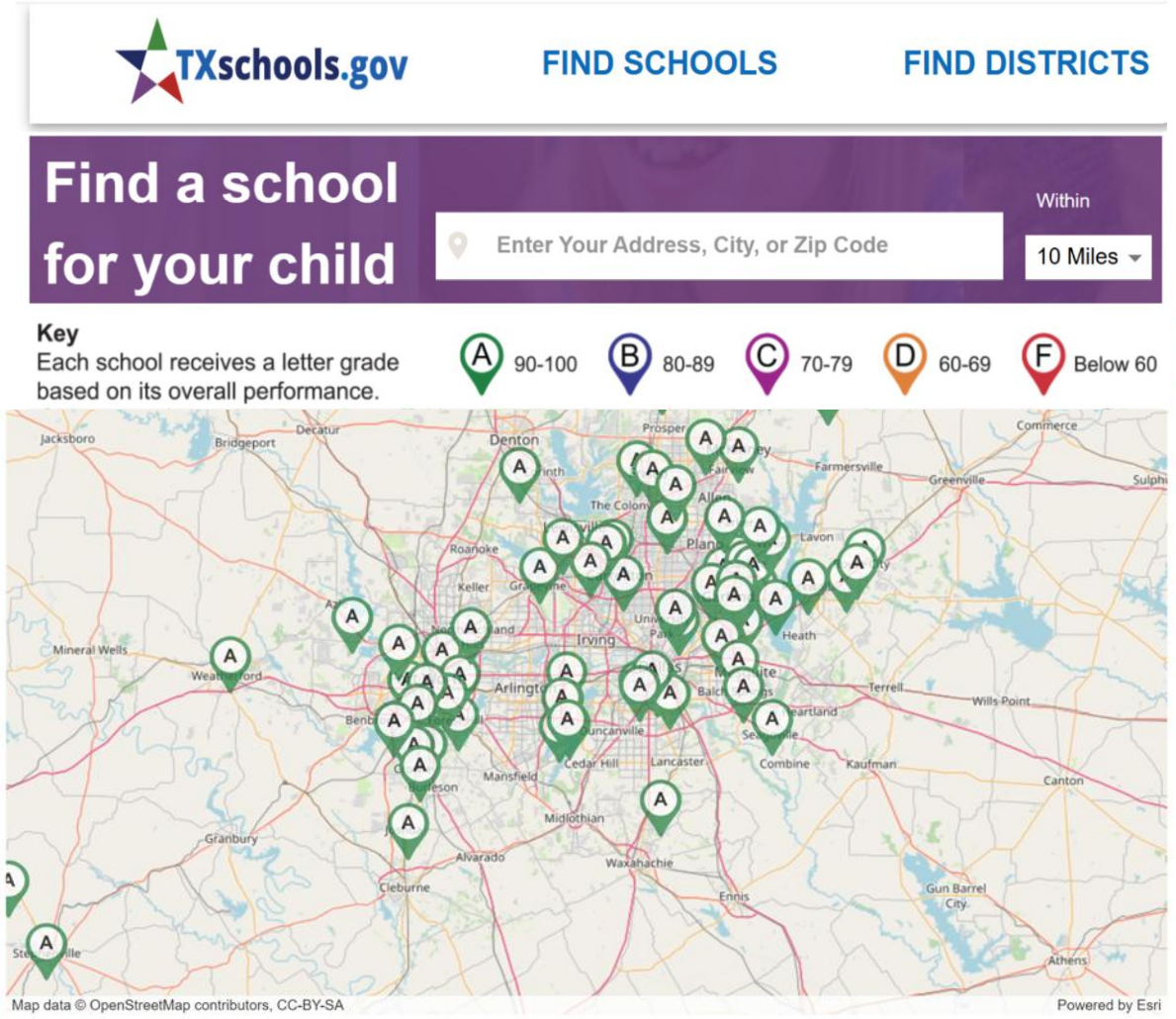
Change Over Time

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

Rating

C

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.

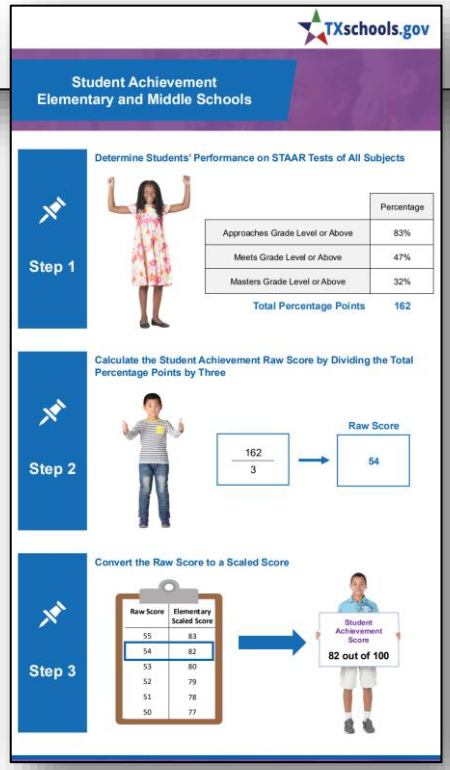
TELL ME MORE

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

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

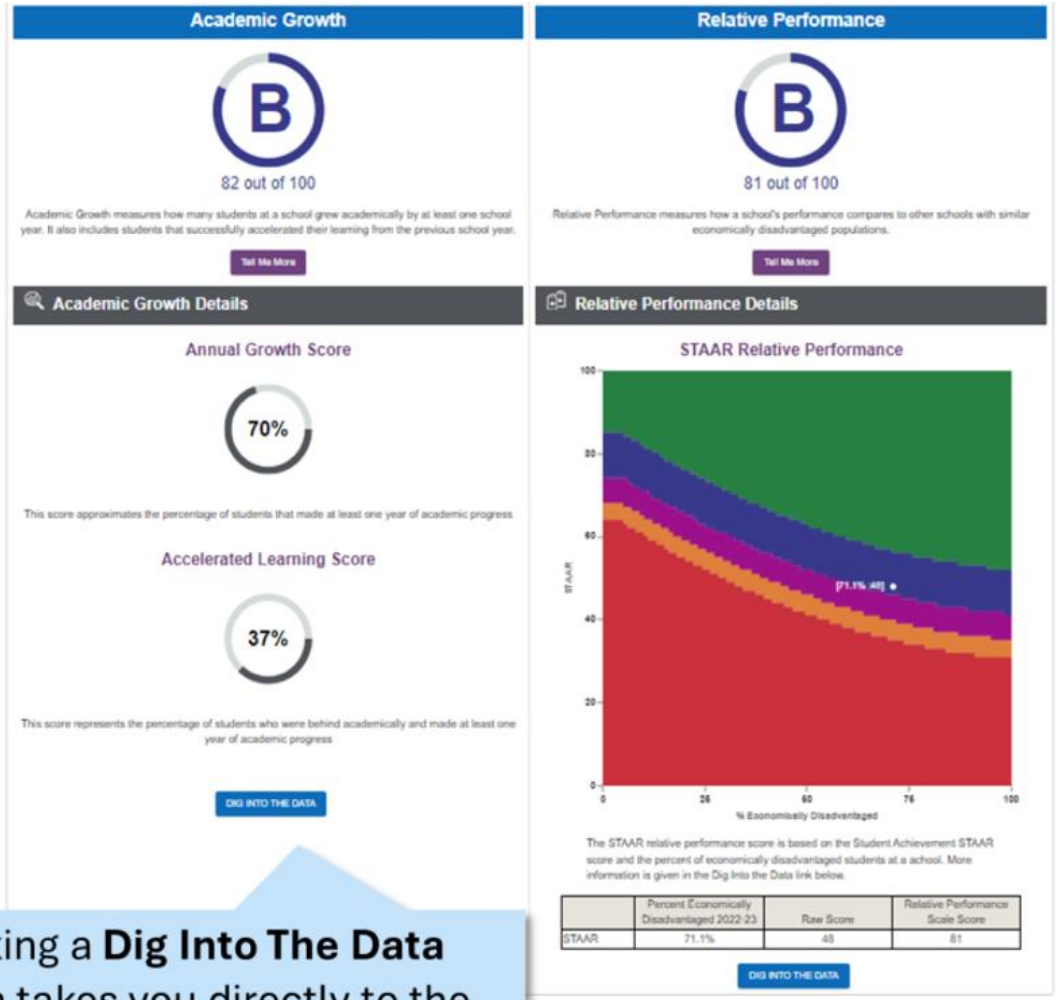
Schools earn a **"C"** (70–79) for **acceptable achievement** when approximately 40% of students meet grade level STAAR expectations.

See a Student Achievement calculation example.



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.

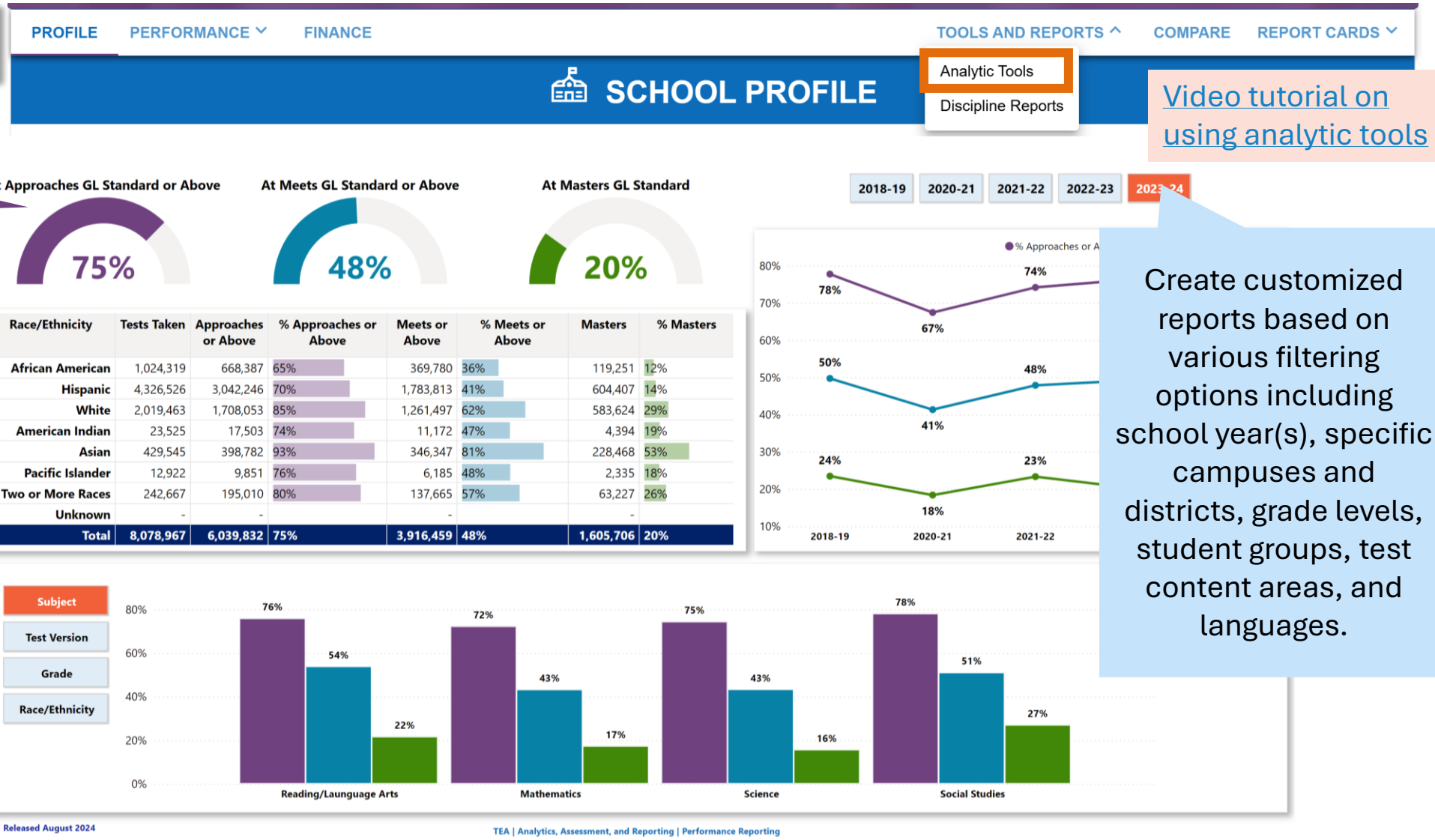


Clicking a **Dig Into The Data** button takes you directly to the campus's Calculation Report.

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

Analytic Tools

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



Video tutorial on using analytic tools

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.

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Analytic Tools

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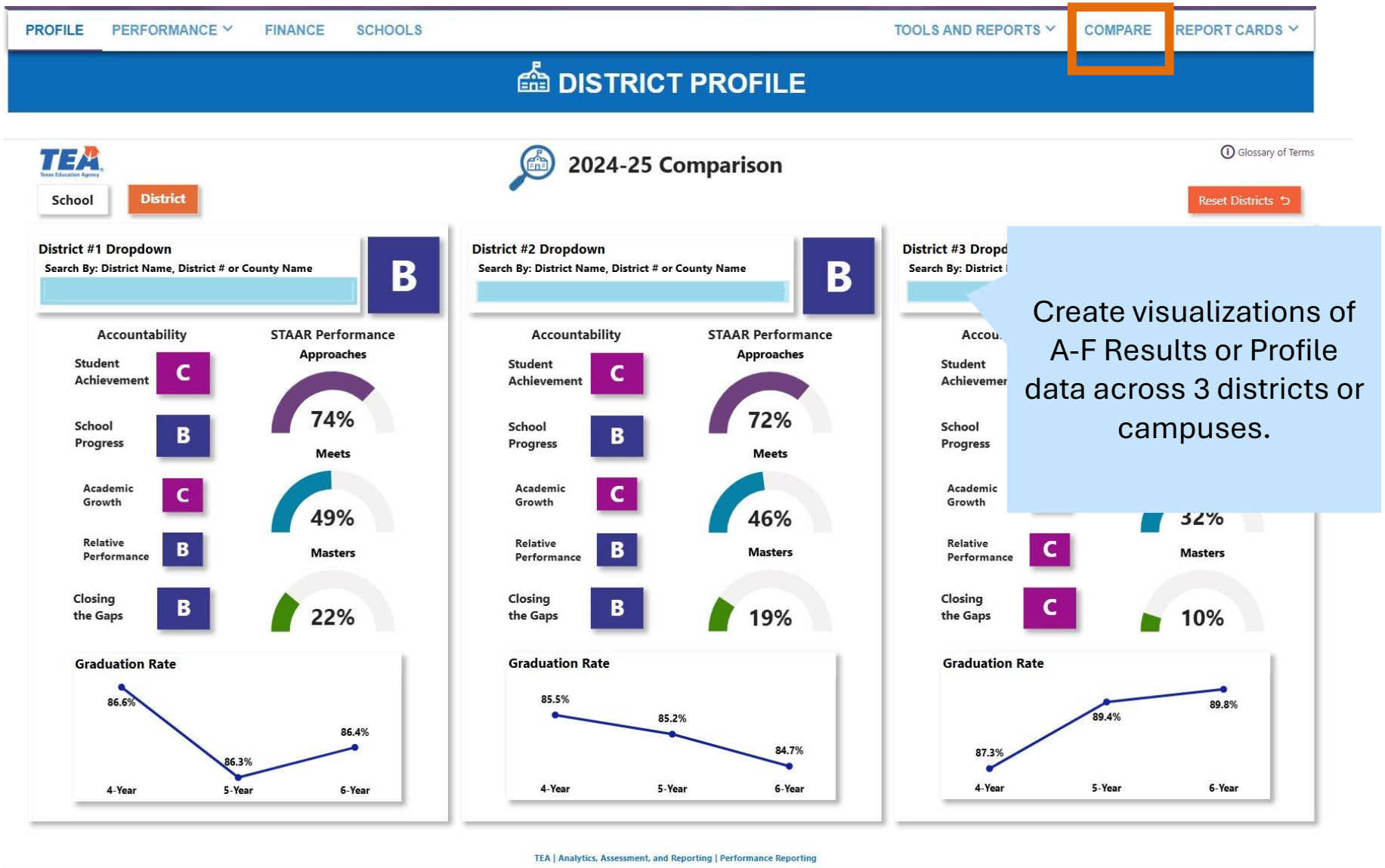


Create visualizations of A-F Results or Profile data across 3 districts or campuses.

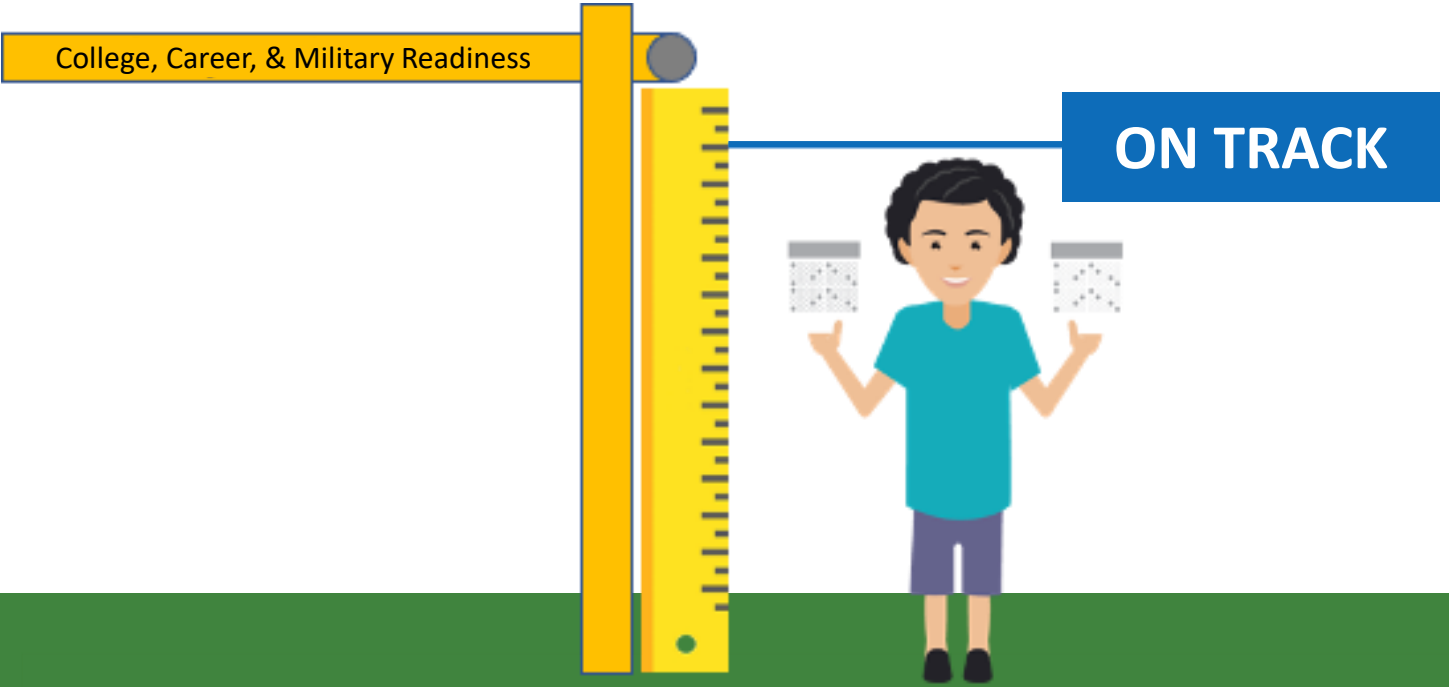
Why *A-F*

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).

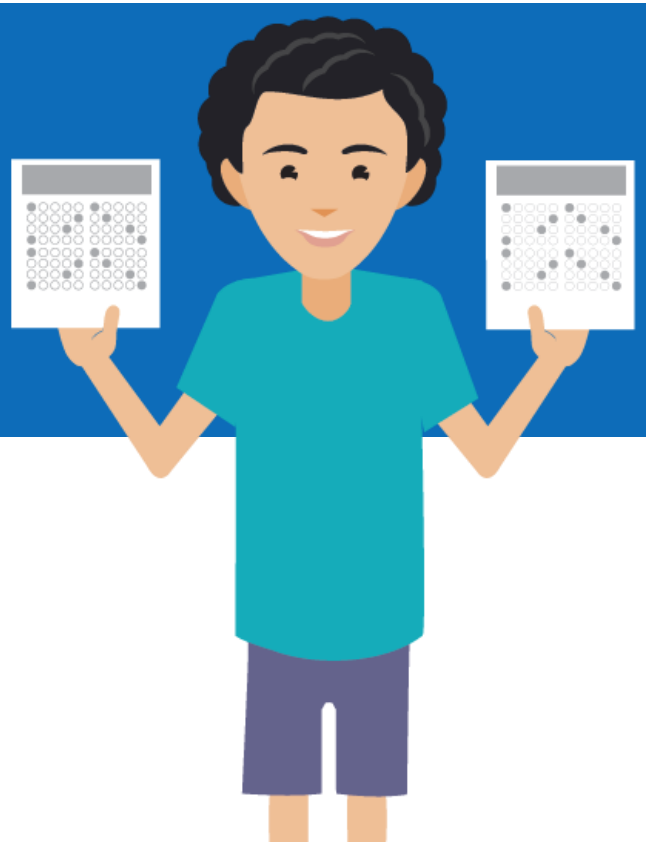


What does this look like in practice?

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 = ____

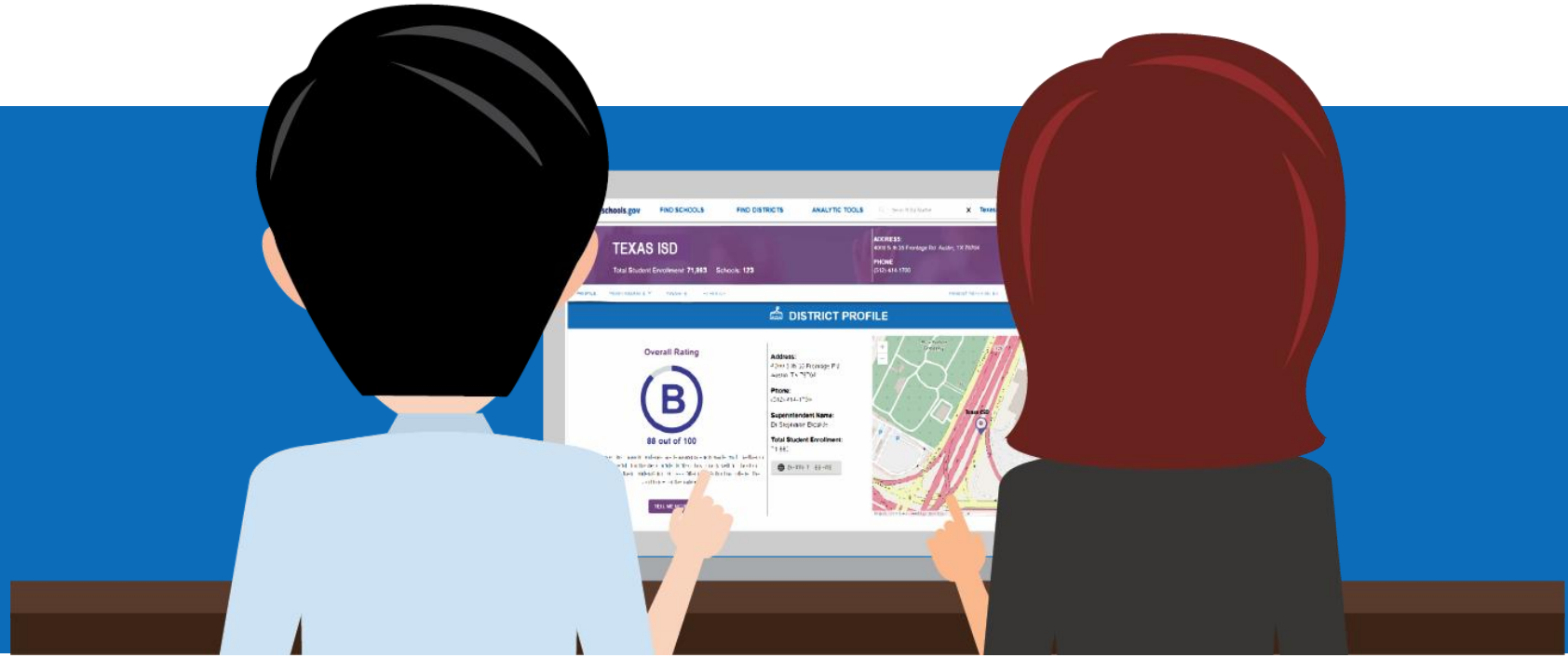
B) 736 - 197 + 150 = ____

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.

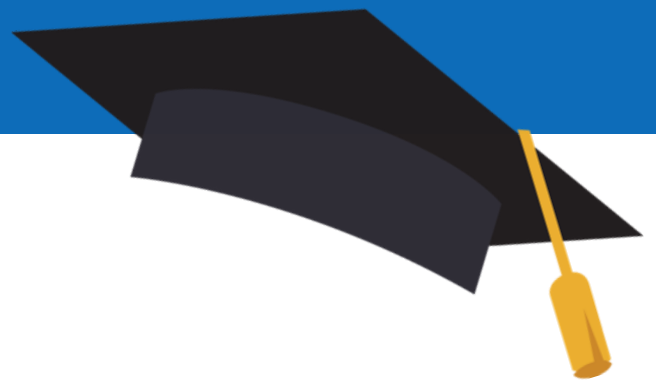


Students Are Helped In School & In Life

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.

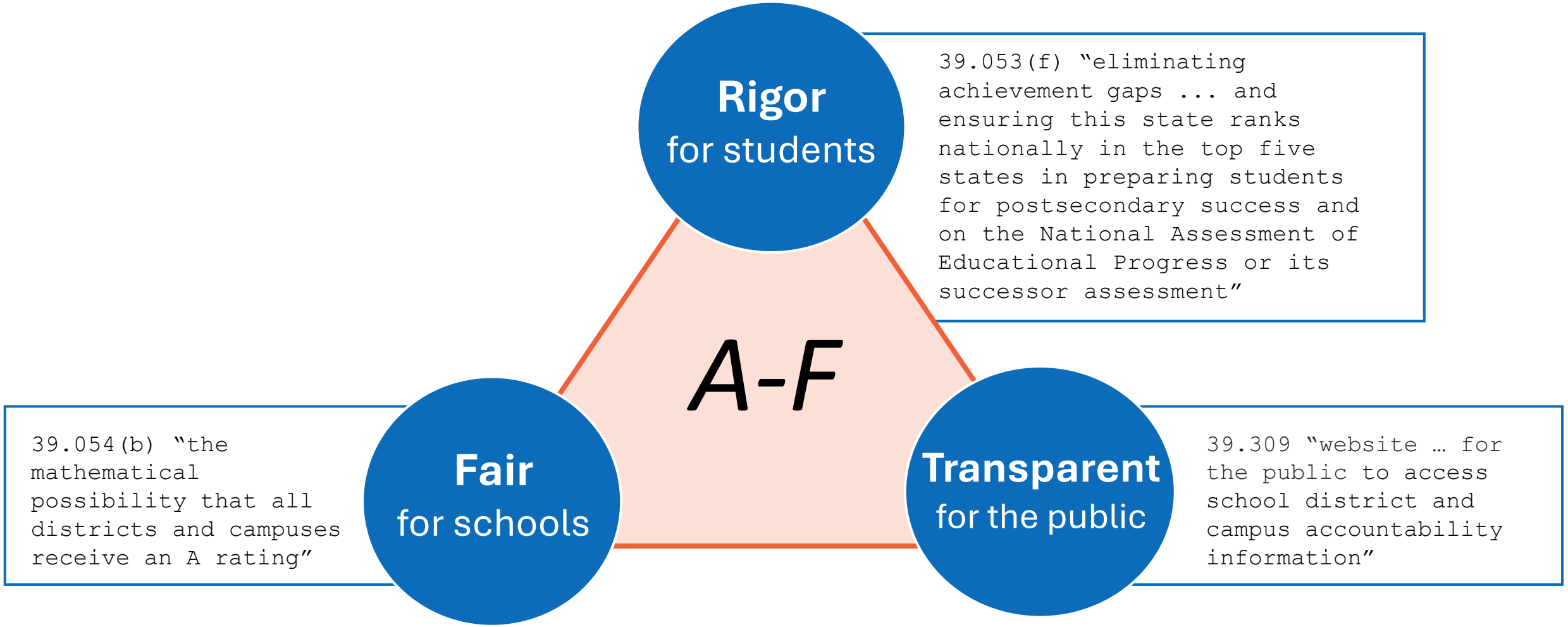
Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25."



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.**

Balancing multiple objectives