

The State of Our Schools

2026 A–F Accountability Results and the Road Ahead

Board of Managers | September 2026

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Overview of Board Report

01

Where we stand

The 2026 rating, the four-year trajectory, and how Texas builds the score.

02

What moved

55 campuses at A or B.
43 improved a letter grade.
Fifteen exited the unacceptable list.

03

What has not moved

Student Achievement remains the ceiling. Unacceptable performance is concentrated. Gains are not yet durable.

04

What we will do

One instructional standard, a coaching system that reaches every classroom, and targets the Board can track.

Fort Worth ISD Earned a 77 and a C in 2026

77

OVERALL SCALE SCORE

+4 from 2025

C

LETTER GRADE

+4

POINTS GAINED

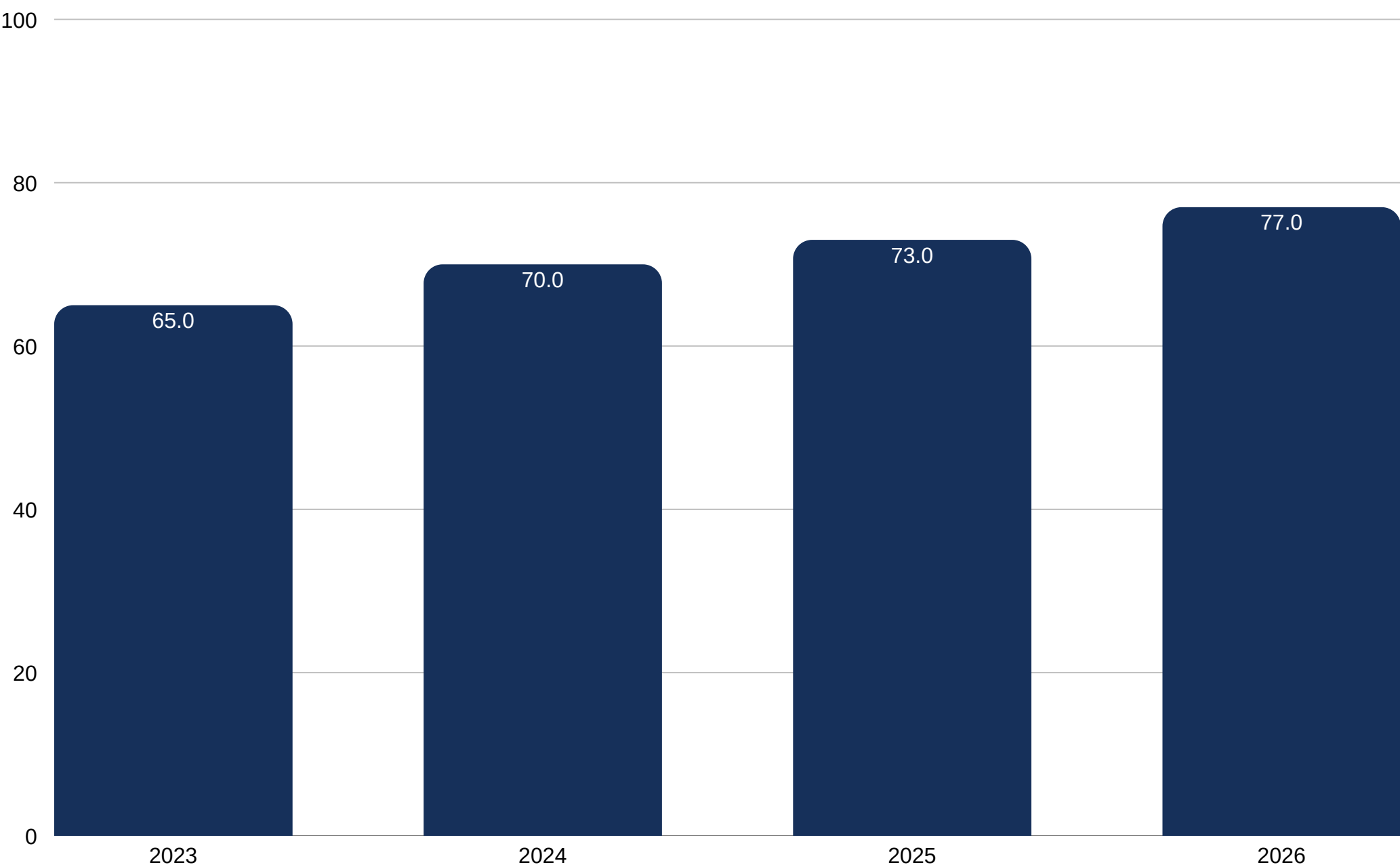
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CAMPUSES RATED

- 55 campuses (44%) earn an A or B rating.
- Campuses rated D or F fell from 39 to 26.
- 43 campuses improved by at least one letter grade; nine improved by two or more.
- 25 campuses declined a letter grade or more

Three Consecutive Years of Improvement

Since the 2023 A–F refresh reset the scale, Fort Worth ISD has gained twelve points and moved from a D to a C.



2023 65 — D

First year under the refreshed A–F standards.

2024 70 — C

Returned to a C; growth outpaced achievement.

2025 73 — C

Gains broaden; 45 campuses at A or B.

2026 77 — C

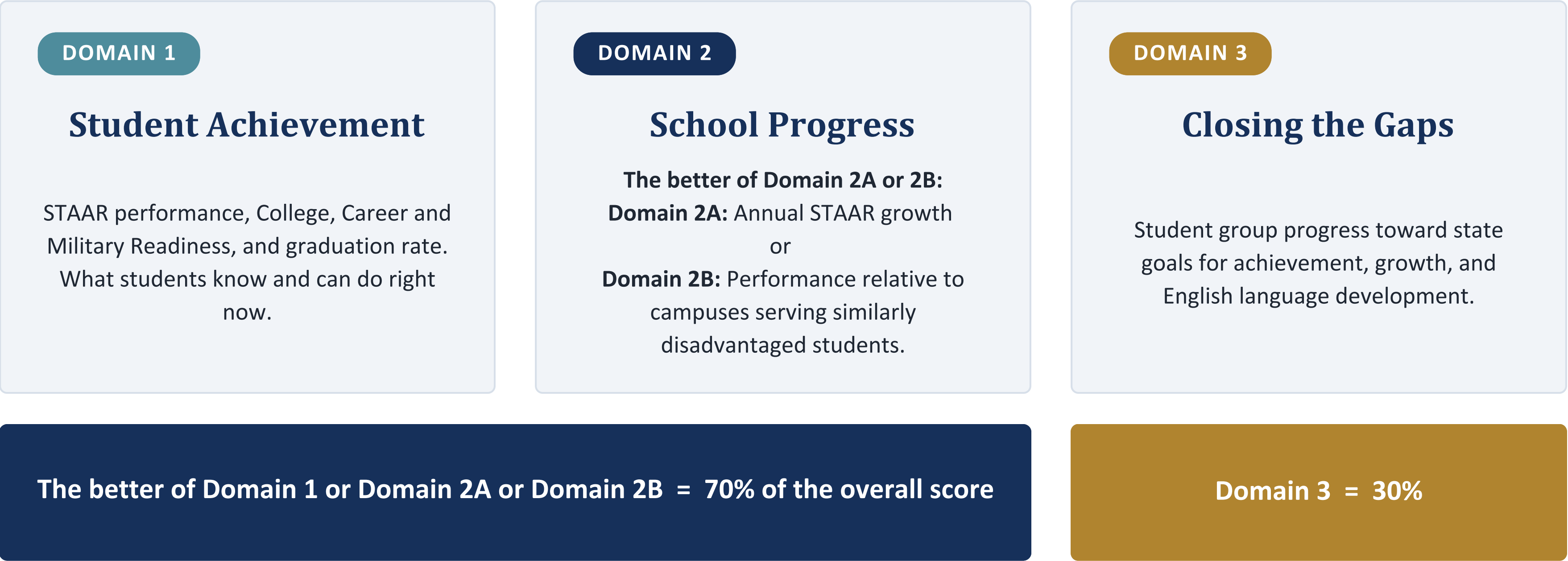
Largest single-year gain since 2023.



Accountability Overview

How Texas Builds the Rating

State law requires TEA to assign every district and campus an annual A–F grade on a 0–100 scale derived from student outcomes.



Each campus is weighted by its grades 3–12 enrollment to produce the district rating. A rating of A, B, or C resets a campus's consecutive-year unacceptable count to zero.

How Fort Worth ISD Reached a 77

Four domain scores, two resolution rules, one weighted sum. Domain 1's 73 never entered the calculation.

DOMAIN 1

Student Achievement

73

not used — lower score

DOMAIN 2A

Academic Growth

72

not used — lower part

DOMAIN 2B

Relative Performance

78

used — the 70% slot

DOMAIN 3

Closing the Gaps

76

used — the 30% slot

Rule 1 Domain 2 resolves to the better of Part A (72) or Part B (78) → 78

Rule 2 The 70 percent component is the better of Domain 1 (73) or Domain 2 (78) → 78

THE WEIGHTED SUM

Component	Score	Weight	Points
Better of Domain 1 or Domain 2	78	× 70%	54.6
Closing the Gaps	76	× 30%	22.8
Sum of weighted points			77.4
Overall scaled score, rounded			77

Domain 1's 73 never entered the arithmetic.

Had Domain 2 not outscored it, the same Closing the Gaps result would have produced a 74.

THE RATING

77 = C

Overall district scaled score and rating

A 90

B 80

C 70

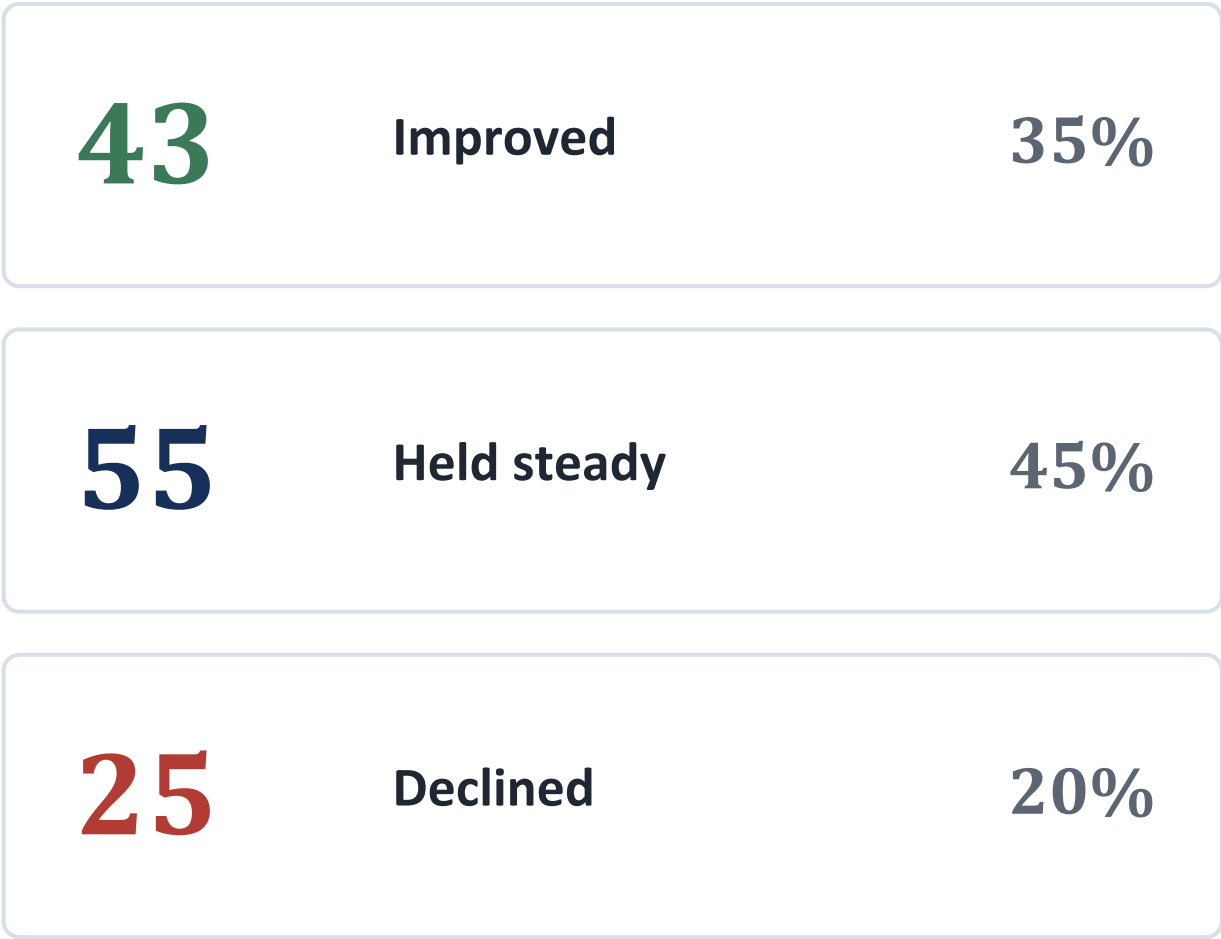
D 60

Each point on the 70 percent component is worth 0.7 overall; each point of Closing the Gaps is worth 0.3. Four more points on the first, with Domain 3 flat, produces an 80.

Where Campuses Landed in 2026

Eighty percent of campuses held their rating or improved it. One in five declined.

2025 ↓ / 2026 →	A	B	C	D	F	Total
A (17)	11	6	0	0	0	17
B (28)	4	15	7	2	0	28
C (41)	1	12	18	7	3	41
D (27)	1	5	14	7	0	27
F (10)	0	0	3	3	4	10
Total	17	38	42	19	7	123



Green cells are campuses that improved. Red cells are campuses that declined.

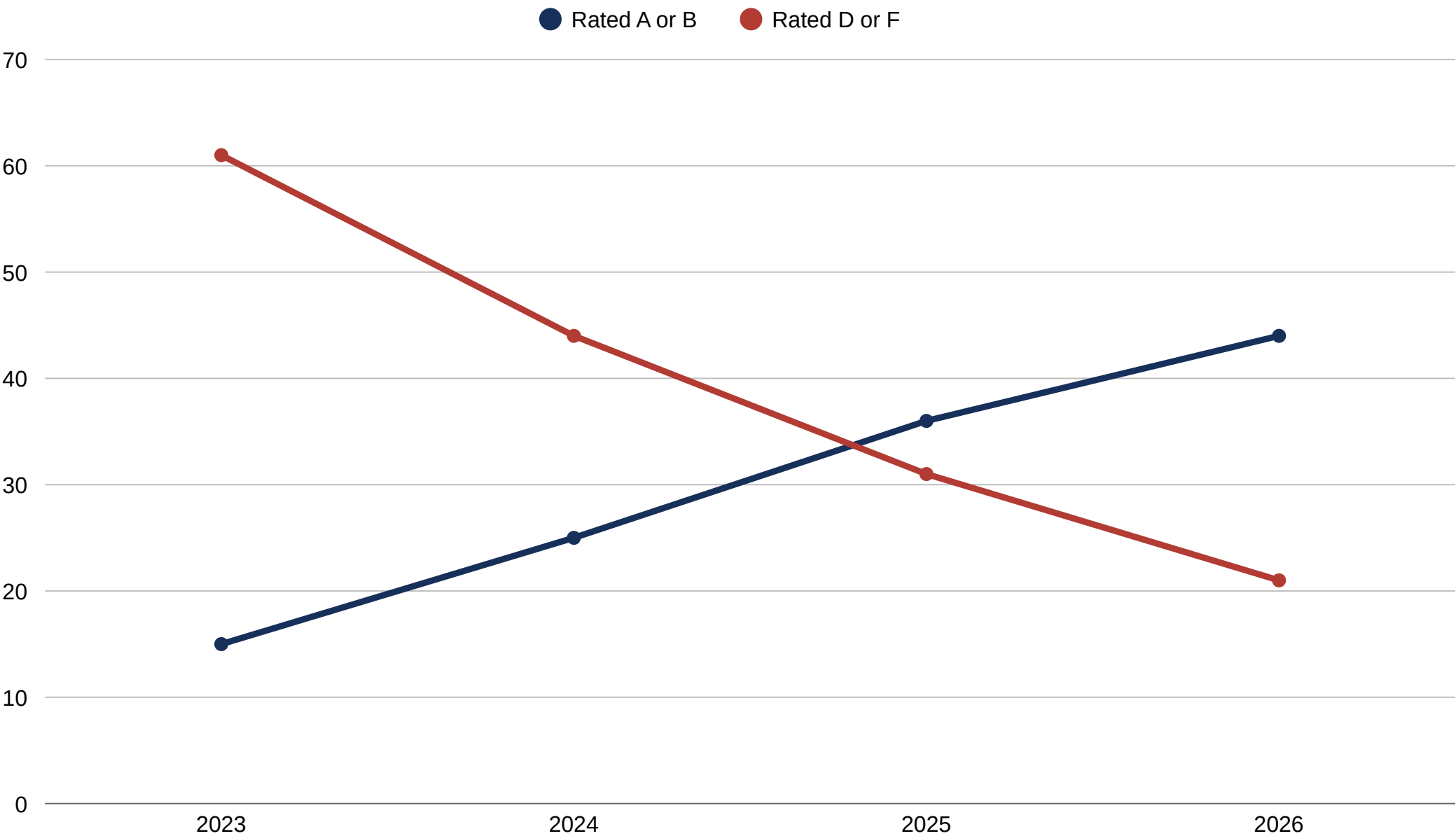
Eighteen campuses moved from D or F into C or better. Ten campuses fell out of C or better into D or F.

DISTRICT CELEBRATIONS

District Accountability Spotlights

The D and F Story

Since the 2023 refresh, the share of campuses rated A or B has nearly tripled while the share rated D or F has fallen by two thirds.



55

campuses rated A or B
45 in 2025 · 19 in 2023

26

campuses rated D or F
39 in 2025 · 77 in 2023

98

campuses rated A, B or C
86 in 2025 · 49 in 2023

Proof That Turnaround Is Possible Here

Eight campuses gained fifteen or more scale points in a single year. These are Fort Worth schools, with Fort Worth students, under Fort Worth conditions.

Campus	2025	2026	Change
West Handley Elementary	F 47	C 76	+29
Diamond Hill Elementary	D 67	A 92	+25
M. H. Moore Elementary	D 68	B 89	+21
Kirkpatrick Elementary	D 65	B 83	+18
Jean McClung Middle School	D 67	B 84	+17
T. A. Sims Elementary	F 59	C 75	+16
Leadership Academy at Leonard MS	F 59	C 75	+16
South Hills High School	D 63	C 78	+15

What we are examining

Conditions under review at each campus, to determine what can be replicated:

- Stability and coaching of school leadership
- Protection of first-teach and intervention time
- Weekly use of student work to drive reteach
- Consistency of observation and feedback cycles

Eight Campuses Break Consecutive-Year Unacceptable Status

Campus	2026	Years cleared
Leonard Middle School	75 — C	4
J. Martin Jacquet Middle School	73 — C	3
Western Hills Elementary	73 — C	3
Western Hills Primary	73 — C	3
Daggett Middle School	75 — C	2
T. A. Sims Elementary	75 — C	2
West Handley Elementary	76 — C	2
Westcreek Elementary	71 — C	2

THE HONEST PICTURE

**Progress at the district level is
not the same as progress everywhere.**

Our Gains Are Not Yet Durable

Twenty-five campuses declined by at least one letter grade. Eight lost nine or more scale points — including three that fell from a C to an F in a single year.

Campus	2025	2026	Change
Carter Park Elementary	C 78	F 54	−24
Woodway Elementary	C 74	F 52	−22
Sunrise-McMillan Elementary	C 78	F 58	−20
John T. White Elementary	B 82	D 67	−15
McRae Elementary	B 80	D 65	−15
A. M. Pate Elementary	C 79	D 69	−10
Washington Heights Elementary	B 84	C 74	−10
Charles Nash Elementary	C 78	D 69	−9

Working hypotheses

Under review at each campus; none is yet confirmed.

Leadership churn

Gains held by one strong principal leave when that principal leaves.

Practice, not program

Where improvement came from a single initiative rather than a daily instructional routine, it did not survive a staffing change.

Late detection

Campuses that fell were not flagged by internal data early enough to intervene in-year.

THE WORK AHEAD

**One district. One standard.
Every classroom.**

Variability in daily instruction is our primary barrier to scale.

The Cowtown 12: What Great Instruction Looks Like

Twelve observable indicators, aligned to T-TESS, that define the Fort Worth ISD standard for every classroom, every day.

LEARNING ENVIRONMENT

Is instructional time protected?

1

Routines

2

Classroom Management

Without these two, nothing else on this page is observable.

INSTRUCTIONAL DELIVERY

Are all students learning grade-level content?

3

Pacing

4

Explicit Model

5

Academic Language

6

Questions & Tasks

7

Frequent Practice

8

Breadth of Practice

9

Depth of Practice

MONITORING & RESPONDING

Does the teacher know it is working — and adjust?

10

Checks for Understanding

11

Monitoring

12

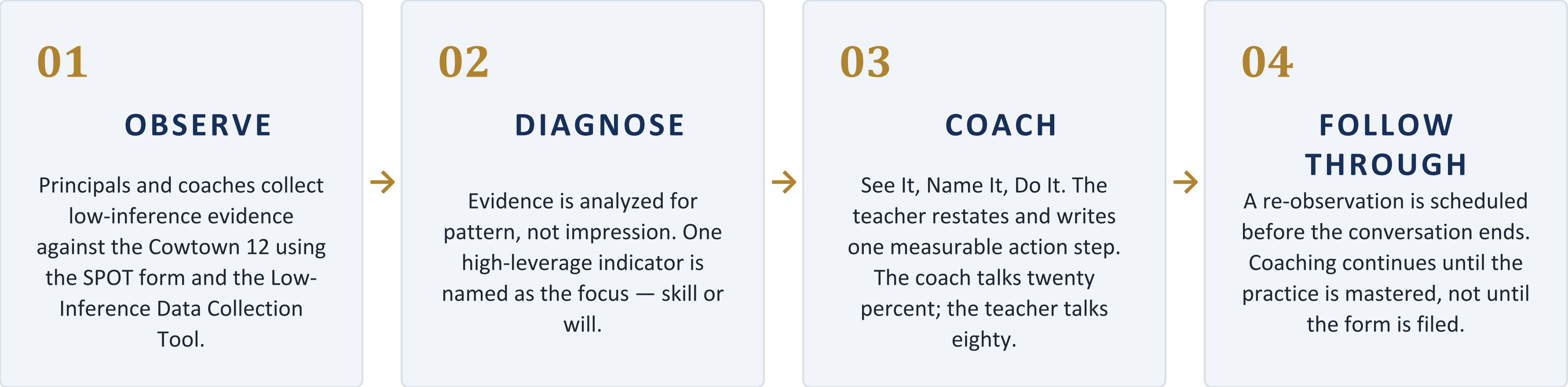
Responding

This is where a lesson is rescued or lost — in the moment, not in the reteach.

Every teacher receives at least one SPOT observation each month, beginning in August.
Ratings from September through April contribute to the end-of-year T-TESS summative rating.

How the Standard Reaches Every Classroom

A four-step coaching cycle, run on a monthly cadence, converts observation into changed practice.



The three levers we are coaching first	Pacing Objective taught within five minutes of the bell.	Monitoring Reading student work with a named look-for, not walking the room.	Responding Reteach driven by the day's exit ticket, not next week's plan.
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What We Coach Determines How Students Perform

Each performance band on STAAR is unlocked by a different set of instructional indicators. Coaching is targeted accordingly.

Did Not Meet → Approaches

1 point

Routines · Classroom Management · Pacing · Monitoring · Checks for Understanding · Frequent Practice

Requires maximizing instructional time and catching every struggling learner before assessment day.

Approaches → Meets

2 points — highest value shift

Explicit Model · Questions & Tasks · Depth of Practice · Responding

Requires students to apply and explain, not just recognize. This is the shift that moves Domain 1.

Meets → Masters

3 points

Academic Language · Breadth of Practice · Depth of Practice · Questions & Tasks

Requires complex, independent reasoning in grade-level language from every student — not only the fastest.

Domain 1 counts every performance band. Moving students from Approaches to Meets is the single highest-value instructional shift available to us in 2026–27.

**The era of isolated excellence is over.
The era of systemic excellence begins now.**

ONE DISTRICT. ONE STANDARD. EVERY CLASSROOM.