



Accountability Update

September 8, 2026

● State Accountability - Advocacy

The methodology utilized by TEA is limited and over reliant upon one data source- STAAR.

Over reliance on standardized testing leads to:

- Narrowed curriculum- only teaching what is tested and can be measured
- Over emphasis on standardized testing strategies
- Schools rewarded for narrow focus
- Marginalize teachers as experts by not allowing room for the experts to make professional judgements
- No incentive to monitor and improve bad practices since score gains are most important.
- Student performance as a proxy measure for school quality

Source: Testing Charade by Daniel Koretz



● TEA Accountability System- Background

- TEA began assigning letter grades to campuses in 2019.
- Ratings calculated based on 3 Domains:
 - Domain 1 Student Achievement
 - Domain 2A Student Progress
 - Domain 2B Relative Progress
 - Domain 3 Closing the Gap

Accountability Indicators and Weights

Elementary and Middle Schools

- **Domain 1:** STAAR (App, Meets, Masters)
- **Domain 2:**
 - Growth (Reading and Math- no 3rd grade) or
 - Relative Perf (Domain 1)
- **Domain 3:** (2 Race/ Ethnicity, High Priority, All)
 - 30% Reading and Math- Meets and Masters
 - 50% Growth
 - 10% TELPAS
 - 10% Domain 1

Overall Rating:

- **70% Best of Domain 1 or 2**
- **30% Domain 3**

High Schools

- **Domain 1:**
 - 40% STAAR (App, Meets, Masters)
 - 40% CCMR
 - 20% Graduation
- **Domain 2:**
 - Growth (ELA and Math)
 - or
 - Relative Perf (Domain 1)
- **Domain 3:** (2 Race/ Ethnicity, High Priority, All)
 - 50% ELA and Math- Meets and Masters
 - 10% Graduation
 - 10% TELPAS
 - 30% CCMR

Overall Rating:

- **70% Best of Domain 1 or 2**
- **30% Domain 3**

TEA Accountability System

- If all students in ES and MS attained an approaches performance, that Domain would receive a D/F.
- A graduation rate of 99% scales to a 95% for the letter grade calculation. LHS has a graduation rate of 96% which scales to an 80%.
- The state accountability system in conjunction with STAAR is configured in a manner that will not allow all campuses to receive an A rating.
 - If all campuses receive an A or all students scored masters on the assessment, the system would be considered invalid and TEA would reconfigure to create disparity.

STAAR Extended Constructed Responses

- HB 8 requires TEA to automatically rescore student ECR when a student is one point away from a performance level (i.e. Approaches to Meets, Not Met to Approaches) . LISD had 25% of the rescored responses increase (330/1329).
 - HB 8 does not address students who are within 1 point of Not Met High or Approaches High. These are large categories for the growth measure.
- LISD opted to rescore an additional 495 additional assessments- 26.5% increased (131/ 495)
- In total LISD saw a 25% (461/1824) changes in scores as a result of rescoring efforts.
- Cambium charges districts \$50 per rescore if a student score does not change.

2026 TEA Accountability Ratings: A-F

- LISD District Rating: B

Statewide distribution of district ratings

A	B	C	D	F
16.5%	46.5%	28.7%	6.6%	1.7%

- Only 1 district with more than 40,000 students received an A rating. The percent of students who were Economically Disadvantaged (Eco Dis) in this district was 14%. (LISD has 34%.)
- 20 districts with more than 40,000 students received a B rating.

2026 TEA Accountability Ratings: A-F

Campus Overall Ratings

	Lewisville ISD	State
A	30.4% (17)	25.2%
B	25.0% (14)	36.1%
C	28.6% (16)	24.2%
D*	14.3% (8)	10.4%
F	1.8% (1)	4.2%

*1 of LISD's campuses receiving a D rating is mathematically a C.



● 2026 TEA Federal Accountability Ratings

In addition to letter grades, TEA identifies campuses for support under the Every Student Succeeds Act (ESSA)

- Targeted Support
- Additional Targeted Support
- Comprehensive Support and Improvement
 - Compressive Progress
 - Comprehensive Identified

● 2026 TEA Federal Accountability Ratings- Targeted Support

Targeted Support

- Based on the Domain 3: Closing the Gaps- every student group has a different target
- Assigned to campuses that have a student group that misses the targets in at least the same three indicators, for three consecutive years.
 - Utilizes 3 years of data (2024, 2025 and 2026)
- LISD has 9 campuses identified.
- Campuses will develop Local Improvement Plan (LIP) and store locally. Does not require School Board approval.

2026 TEA Federal Accountability Ratings- Additional Targeted Support

Additional Targeted Support

- Based on Domain 3 Closing the Gaps- every student group has a different target
- Assigned to campuses that have a student group that misses the targets in at least the same three indicators, for three consecutive years AND one student group that did not meet any indicators for three consecutive years
 - Utilizes 3 years of data (2024, 2025 and 2026)
- LISD has 3 campus identified.
- Campuses will develop Local Improvement Plan (LIP) and store locally. Does not require School Board approval.

● 2026 TEA Federal Accountability Ratings- Comprehensive

Comprehensive Support and Improvement

- Under ESSA, at least 5% of Title 1 campuses must be identified as Comprehensive Support and Improvement
- It takes at least 2 years for campuses to exit Comprehensive Support and Improvement.
 - If a previously identified campus meets all thresholds set by TEA, they are labeled Comprehensive Progress.

● 2026 TEA Federal Accountability Ratings- Comprehensive

Comprehensive Support and Improvement

- LISD has:
 - 1 campus exited Comprehensive Support in 2026
 - Comprehensive Progress- 2 campuses
 - Comprehensive Identified- 0 campuses
- In 2026-27, these campuses are required to engage in School Improvement activities and submit Board approved Targeted Improvement Plans to TEA

● 2026 LISD School Improvement Plans

- Turnaround Plan (TAP): Require Public Hearing and Board Approval
 - Southridge will create a TAP
 - DeLay and Durham will implement TAP developed and Board Approved in the 2025-26 school year
- Targeted Improvement Plan (TIP): Require Public Hearing and Board Approval
 - Rockbrook and Huffines
- Local Improvement Plan (LIP): Require Board Approval
 - Griffin, Hedrick, Lakeview, Central, Independence, Indian Creek, Lakeland, Lewisville ES, Parkway, Vickery

2026 Future Board Meeting and Improvement Plans

- Staff attended Region training on August 24th.
- LIPs will be presented to the Board for their approval in October.
- TAP and TIPs - public hearings for November Board Work Session, final plans presented to the Board for their approval in November Regular Board Meeting.
- Additional updates on campus progress scheduled for February.

The background is a dark blue gradient. It features a network of thin white lines connecting small dots, some of which are larger and more prominent. There are also several thick white lines and circles of varying sizes scattered across the page, creating a modern, tech-inspired aesthetic.

Local Accountability

PK- 12th Grade

Part of the Hebron High School feeder pattern with a graduation rate of 96.7%

Arbor Creek Middle School Campus Profile

SCHOOL HOURS 8:55 a.m. to 4:10 p.m. **GRADES** 6th through 8th grade
ONLINE lisd.net/arborcreek | facebook.com/ArborCreekMiddleSchool | x.com/ArborCreekMS

STUDENT INFORMATION

940 Students
95.9% Average daily attendance

STAFF INFORMATION

69.4 Total staff members
12 Average number of years teaching experience
9.2 Average number of years teaching in LISD schools

PROFESSIONAL LEARNING

Total number of hours the staff spent developing their job skills last year
4578

57.2
Average professional learning hours per Lewisville ISD staff member

OBSERVATION
Number of administrator visits to observe class instruction
326

82 Average number of classroom visits per administrator

At Arbor Creek Middle School, we believe:

- All students can learn and are capable of high individualized achievement
- All students should learn in a safe, positive and supportive environment where diversity and individuality are respected and appreciated
- All students must be taught and encouraged to collaborate, think critically, apply knowledge, problem solve, communicate effectively and use technology as a tool for learning

The Arbor Creek Middle School community will work together with trust and mutual respect to ensure academic success and responsible student involvement in our school, families and society. We will prepare our students to be innovative global thinkers, because at Arbor Creek, our students will enjoy thriving, productive lives in the future they create.



ACADEMIC PERFORMANCE

PSAT SCORES AND ADVANCED COURSES

- = Percent of students whose PSAT test scores indicate they are college and career ready
- = Percent of student population who are enrolled in at least one advanced course.



Campus Profiles

- Locally developed and created by LISD Assessment and Communications Department
- Campus profiles contain a variety of data points
 - Survey data (Parent and Student)
 - Academic data
 - Professional Learning
 - Programs
- Campus Profiles reflecting data from the 2025-26 school year released in August 2026



LEWISVILLE ISD CAMPUS PROFILES © 2025 "All students are confident, equipped with the knowledge and skills to thrive and adapt for their future." Published annually to better inform parents about the quality of their public schools. Additional information at lisd.net/profiles.





Board Dashboard

- Allows the School Board to monitor campus and district performance on research based readiness indicators that extend beyond standardized tests.
- Data points include but are not limited to:
 - i-Ready (in construction)
 - Grades
 - Discipline
 - Attendance
 - Advanced course enrollment

QUESTIONS

LISD