

VAN ALSTYNE ISD • BOARD OF TRUSTEES TRAINING

Understanding Texas Accountability

How the state measures our schools, and how to read the results

Presented by Jamie Harper Martinez, Ed.D.

Assistant Superintendent for Curriculum & Instruction

Fall 2026

Where the A-F System Came From

2017

House Bill 22 creates the A-F system.

Before this, the state changed its rules almost every year. HB 22 replaced that with a single letter grade built from three domains.

2018–2022

Cut scores held steady by design.

The point of A-F was stability: the same calculations and scoring for up to five years, so districts could compare year over year without the rules shifting under them.

2023

First 5-year refresh.

TEA updated cut points, domain methodology, and parts of the system: the first major reset since 2018.

2025

House Bill 8 makes the 5-year cycle law.

The Legislature codified that performance standards only increase on a five-year schedule, unless something specific requires an earlier fix.

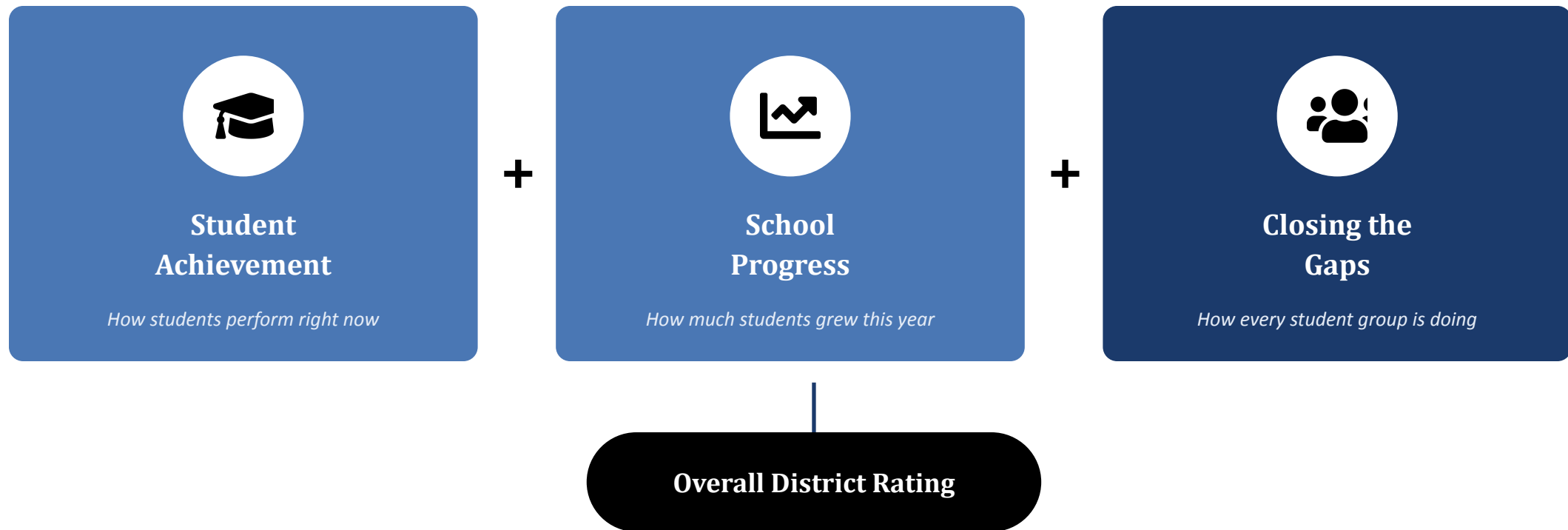
2028

The next refresh is already in development.

TEA is gathering feedback now. Nothing changes for our 2026 or 2027 ratings, but the board should expect a bigger conversation in a couple of years.

Three Lenses, One Rating

The state doesn't rely on a single number. Every district and campus is scored through three different lenses, then combined into one overall grade.



Student Achievement

A snapshot: how are students performing right now, measured against grade-level expectations?



STAAR Performance

The percentage of students who Meet or Master grade-level expectations across subjects tested.



College, Career & Military Readiness (CCMR)

Are high schoolers on track for what comes after graduation? Many paths count; more on this next.



Graduation Rate

For high school campuses and the district overall: the share of students finishing on time.

What STAAR Levels Actually Mean

STAAR = State of Texas Assessments of Academic Readiness. Every student's score lands in one of four levels:

Did Not Meet

Student needs substantial support to be ready for the next grade.

Approaches

Student is likely to succeed with academic support.

Meets Grade Level

The state's expectation for on-grade performance.

Masters Grade Level

Student shows advanced command of material.

Common misread: “Meets Grade Level” is the state's actual expectation for on-grade performance. It is not a middling or below-average score. “Masters” is the advanced tier above it.

College, Career & Military Readiness (CCMR)

A high schooler can demonstrate readiness in many different ways. CCMR was built so one test doesn't define a student's whole trajectory.



Qualifying SAT / ACT score



College credit earned (dual credit, AP, or IB)



Industry-recognized certification



Military enlistment or students served through special education who graduate workforce ready or with an Endorsement



CTE Completer with Aligned IBC



Completion of an College Bridge or approved dual enrollment program or passing of the TSIA2

2025-2026 VAISD achieved a score of 98%
of our students earning a point for
CCMR—college, career, and military ready!

School Progress

Not a snapshot, but a measure of movement. This domain rewards growth even when a student hasn't reached "Meets" yet.



Part A: Academic Growth

Tracks individual students year over year. A student who moved from "Did Not Meet" to "Approaches" shows real growth here, even though they haven't reached "Meets" yet.



Part B: Relative Performance

Compares our results to districts serving similar percentages of economically disadvantaged students, so the comparison is apples-to-apples rather than against every district statewide.

The district receives whichever of the two parts scores higher.

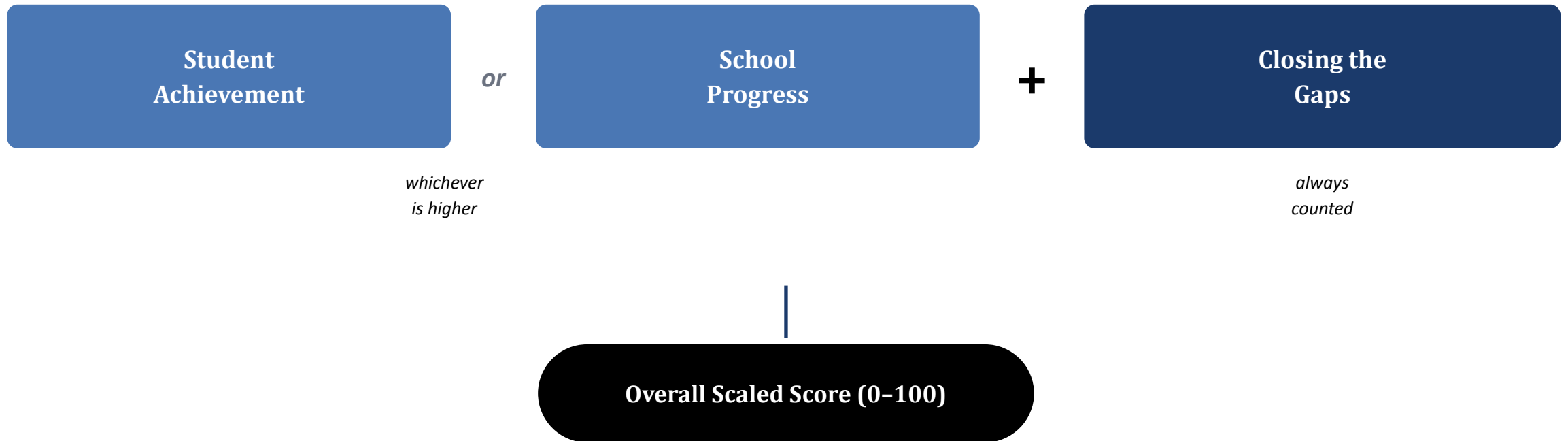
Closing the Gaps

Makes sure a strong district average can't hide struggling student groups. Every group is examined, not just the whole.

- Academic Achievement across student groups (race/ethnicity, economically disadvantaged, special education, emergent bilingual, and more)
- Academic Growth for those same groups
- English Language Proficiency progress (TELPAS)
- Graduation Rate and Student Success / postsecondary readiness
- Attendance and dropout indicators

This is the domain that keeps improvement honest: a district can't look good on average while specific groups of students fall behind.

How the Three Domains Become One Score



The logic: reward whichever lens (achievement or growth) shows the district's real strength, while always keeping equity (Closing the Gaps) part of the answer.

From Scaled Score to Letter Grade

The same 0–100 cut points apply to the overall rating and to each individual domain.



Note: if Closing the Gaps scores below 60, state rule caps the highest possible overall rating at a B (89), even if other domains score higher.

District Rating vs. Campus Ratings



One District Rating

VAISD as a whole receives a single overall letter grade, essentially a weighted composite of every campus's results, adjusted by grade span.



Six Individual Campus Ratings

Each of our campuses (Sanford, Partin, Williams, VAMS, VAJH, and VAHS) earns its own separate rating using the same three-domain framework.

The Accountability Calendar



Spring

STAAR testing window across all tested grades and subjects.

—



Early Summer

TEA scores tests and calculates preliminary ratings.

—



August

Official A-F ratings are released statewide and posted publicly.

—



Fall

Appeals window, distinction designations, and finalized statewide data are published.

What's Changing (and What Isn't)



2025 Ratings: Mostly Stability

Same structure and methodology as 2024. TEA implemented a few previously-adopted adjustments to how certain indicators are counted, but no structural overhaul.



2026 Ratings: Two Notable Updates

House Bill 6 (2025) removes special education discipline indicators from certain calculations, and TEA adopted a new methodology for how SAT/ACT accelerated testers count toward CCMR.



Looking Ahead to 2028

TEA is developing the next full 5-year refresh now, gathering feedback through regional forums. Changes won't affect our 2026 or 2027 ratings, but this board should expect updates before 2028. **New test set up coming 2027-2027

New This Year: Access & Support Programs

Two statewide policy changes are already showing up in the data and may come up in board or community conversations.



Advanced Math Access (SB 2124)

Students who show strong elementary math performance are now automatically enrolled in advanced middle school math, on a path to complete Algebra I by Grade 8.

16% of 7th graders took the Grade 8 math test in 2023

32% took it in 2026, nearly double, with the strongest growth among economically disadvantaged students

40% of VAISD 7th grade students took the 8th grade STAAR test



Reading Support (PASS Program)

Parent Access to Supplemental Supports is new state funding for families of Grade 3 students who scored Did Not Meet Grade Level on the RLA STAAR.

Up to \$400 per eligible student for approved literacy tutoring

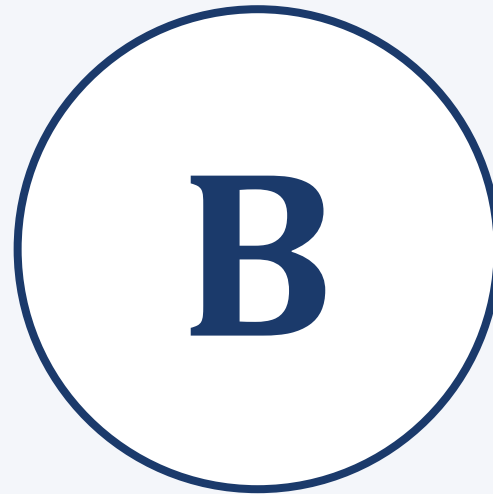
Families apply at pass.tea.texas.gov. Funds become usable starting Fall 2026.

Where VAISD Has Stood Historically

VAISD has been one of the stronger-performing districts in Grayson County in recent state releases, including an overall score reported in the low-to-mid 90s or upper 80's range in local coverage of a statewide ratings release. VAISD remains in the top quartile of the state's districts and among the top districts in Grayson county for the 2026 accountability year.

The pattern that matters most: VAISD has consistently ranked among the top overall scores in Grayson County, alongside districts like Bells ISD, well ahead of the county average.

VAISD Overall Rating



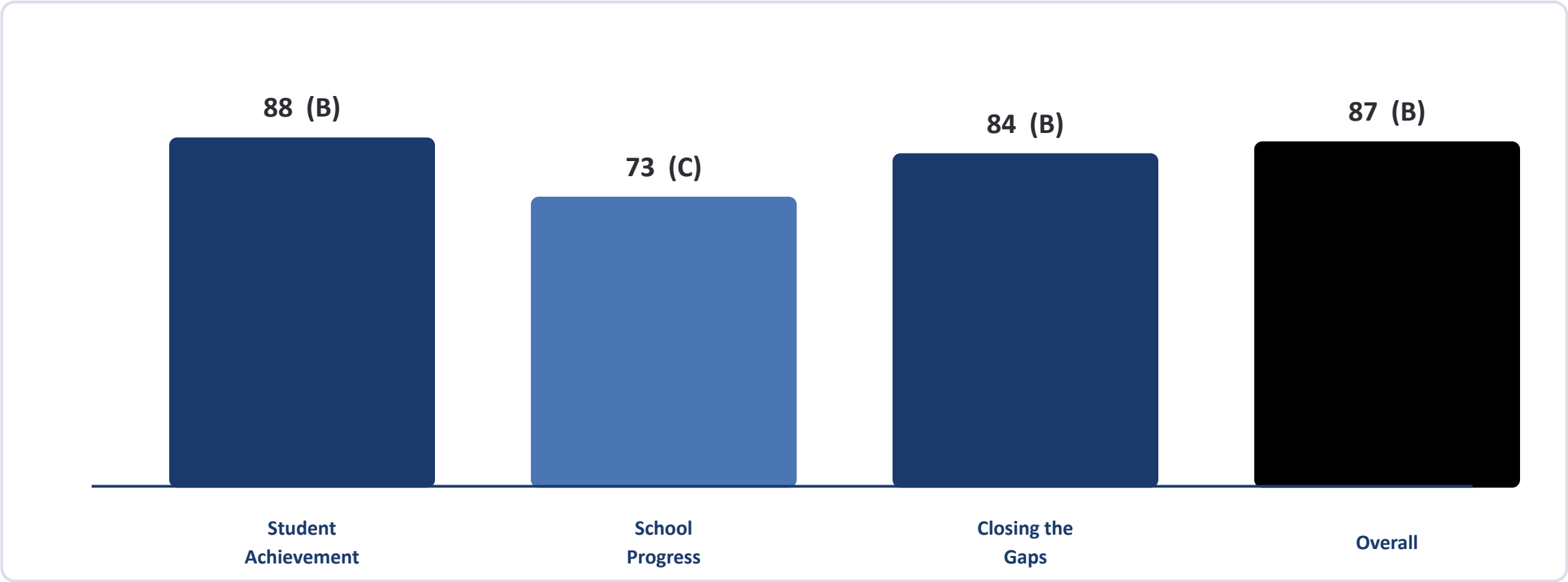
Overall Letter Grade

Scaled Score: 87 / 100

Official 2026 accountability rating from the Texas Education Agency, released August 12, 2026.

✓ OFFICIAL RESULTS: RELEASED AUG 12, 2026

Domain-by-Domain Breakdown



Official 2026 domain results from the Texas Education Agency, released August 12, 2026.

Improvement Strategies

While we anticipated a drop in math with the expected implementation dip as both teachers and students learn the new system, we also saw a drop in RLA as indicated from our benchmarks earlier in the spring and then came to fruition with the STAAR scores. Before the scores came out for last year, we had already implemented several strategies to bolster student growth for the 26-27 school year.

1. Math at the middle school is double blocked this year in order to allow those students more time to master the subject, especially those whose year was interrupted last year with teacher changes. Due to the double blocking, we hired four experienced math teachers to join VAMS.
2. We added a K-2 reading coach position and a K-2 math coach position. The addition of these roles allows our RLA and Math coaches more time with the teachers and a narrower band of TEKS on which to concentrate that allows for a more focused area of support.
3. After a year of evaluation and small changes, the EB and GT programs have been revamped for the upcoming school year. Both of these support systems are now better structured to support the needs of our gifted and emergent bilingual students. We added an additional EB teacher and an additional GT teacher to improve student support in those areas.
4. A behavioral aide has been added to Sanford elementary school as they were the campus last year with the most behavioral struggles and a new system is in place there for behavioral support.
5. We've added MAP growth K-12 for another source of student data to track growth and have trained our campuses and staff on how to give those exams. We have training scheduled throughout the year to help them with the reports that MAP generates so that they can better plan instruction.
6. We've also added Personalized Pathways in math and reading as an intervention source that is available to 3-8th grade students. This is a computerized program that takes MAP data and places a student exactly where they need to be according to their MAP data to grow. We've worked with our campuses on how to best utilize these systems and work them into their already busy days.
7. The High School will expand its usage of IXL as an intervention piece for their students as needed.
8. Student growth has always been at the core of our teaching mission. TIA elevates and formalizes this priority giving us the structure, resources, and recognition to back up the incredible work our teachers already do every day.
9. We implemented a comprehensive systems training initiative to strengthen K-12 alignment, establish consistent processes, and create greater coherence across all areas of district operations and instruction.
10. We strengthened the tools that our early grade teachers have for phonics instruction with the purchase of classroom decodable readers and manipulatives.

✓ OFFICIAL RESULTS: RELEASED AUG 12, 2026

Campus-by-Campus Ratings

Campus	Grades	Overall	Distinctions
Bob & Lola Sanford Elementary	PK–4	C (73)	None earned
John & Nelda Partin Elementary	K–4	C (78)	None earned
Charles & Beth Williams Elementary	PK–4 (new, opening Aug. 2026)	N/A, opening 2026	N/A
Van Alstyne Middle School	5–6	C (79)	None earned
Van Alstyne Junior High	7–8	A (91)	Academic Achievement in Science
Van Alstyne High School	9–12	A (96)	Closing the Gaps

Charles & Beth Williams Elementary opened August 2026 and does not yet have a first-year TEA rating. Campus-level distinction designations were not included in this data release.

How We Compare Regionally

VAISD alongside neighboring Grayson and Collin County districts

District	County	Overall	Student Achievement	School Progress	Closing the Gaps
Van Alstyne ISD	Grayson	B (87)	B (88)	C (73)	B (84)
Anna ISD	Collin	C (74)	C (75)	C (70)	C (70)
Melissa ISD	Collin	A (91)	A (92)	B (80)	B (89)
Celina ISD	Collin	B (85)	B (88)	C (78)	C (79)
Gunter ISD	Grayson	B (83)	B (86)	C (78)	C (76)
Howe ISD	Grayson	C (77)	C (78)	C (75)	C (74)
Sherman ISD	Grayson	C (73)	C (73)	C (73)	C (72)

A note about the scores

Rescoring process

Van Alstyne ISD wants our community to understand how the state rescore process works for state assessments, both STAAR and TELPAS. Original TELPAS and STAAR/EOC responses are scored by machine, but districts can request a second, human-read scoring for students. The state also has stated that beginning this year, any test that is “close” will be rescored by a human. We resubmitted the Speaking and Writing portions of TELPAS and the extended constructed responses (ECRs) on the RLA STAAR for rescoring for students that we felt should have scored higher than their original score, regardless of whether or not the state had already rescored it. Districts pay \$50 per exam that comes back with no score change, so we submitted up to our allotted budget.

Of 17 TELPAS exams submitted, 8 came back with a higher score (47%). Of 84 STAAR/EOC exams submitted, 46 came back higher (55%).

All score changes are already reflected in student results and no one should expect to see a change in their student's score since the final results were posted late this summer. Student growth is a priority for our district, so in coming years, if the state still allows rescore submissions, we will submit as many exams as we can, regardless of whether a student was on the verge of moving up a level, so that student growth can be shown as scored by a human whenever possible.

What Happens If Ratings Are Low

VAISD isn't in this territory, but the board should understand what's at stake for any Texas district or campus.



1 Year of D or F

Campus intervention and improvement planning required; increased state monitoring begins.



Consecutive Low Ratings

TEA can escalate to a campus turnaround plan, and eventually a state-appointed conservator or board of managers can take over campus or district governance.



Sustained Failure

State law allows for campus closure or district consolidation in the most severe, prolonged cases.

This is another reason Closing the Gaps and campus-level detail matter so much: early warning shows up there long before an overall letter grade drops.

Glossary of Key Terms

STAAR

State of Texas Assessments of Academic Readiness: the annual state test.

TELPAS

Texas English Language Proficiency Assessment System, used for Closing the Gaps.

AEA

Alternative Education Accountability: a separate framework for certain specialized campuses.

CCMR

College, Career & Military Readiness: measures postsecondary preparedness.

Scaled Score

The 0–100 number underlying every letter grade, for the overall rating and each domain.

Distinction Designation

Extra recognition for a C-or-better campus that stands out in a specific area.

Where This Data Lives



TXschools.gov

TEA's public-facing portal: search any district or campus for the full accountability report.



tea.texas.gov/a-f

The official Accountability Rating System page, including the current-year manual and cut points.



vanalstyneisd.org

Our own district accountability page, updated each year with VAISD's official results.

Thank You

Jamie Harper Martinez, Ed.D.

Assistant Superintendent for Curriculum & Instruction

Van Alstyne ISD