



# Lone Star Governance

Goal Progress Measure Update

Goal 3: College, Career, & Military Readiness

Board of Education Meeting

Tuesday, January 25, 2022



**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT



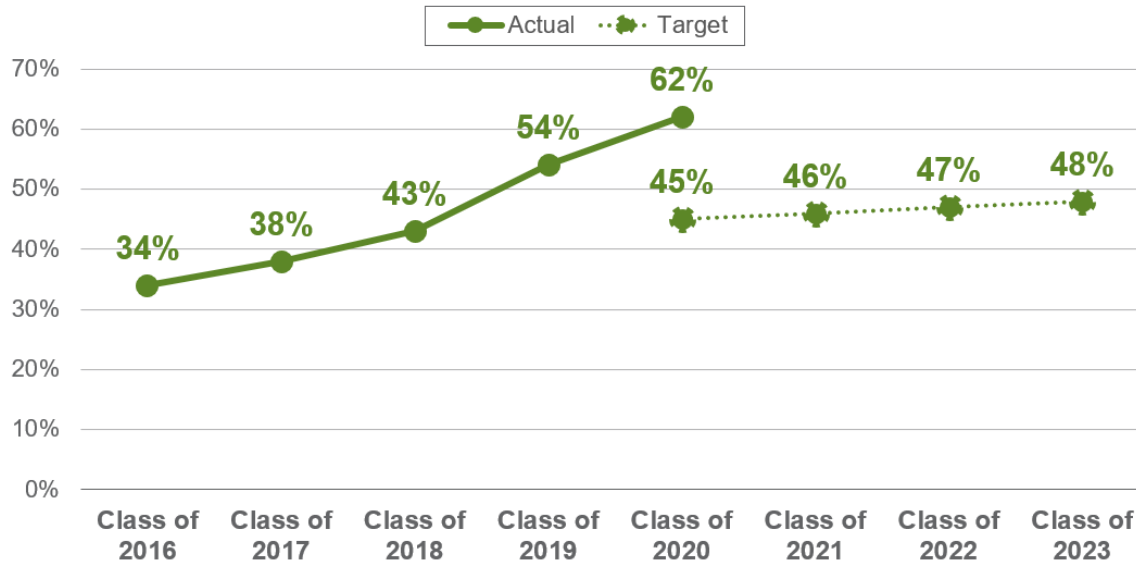
**ON TRACK**

## Board Outcome Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from **43%** to **48%** by August 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%



### CCMR Indicators:

- SAT / ACT / TSI / College Prep course in Reading and Math
- AP/IB
- Industry certification
- OnRamps course
- IEP and Workforce Readiness
- Associate's degree
- Advanced degree plan for SpEd
- Level I or Level II certificate
- 9 hours of Dual Credit OR 3 hours of ELA or Math

Does not include military or CTE coherent sequence.

## Board Outcome Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from **43%** to **48%** by August 2024.

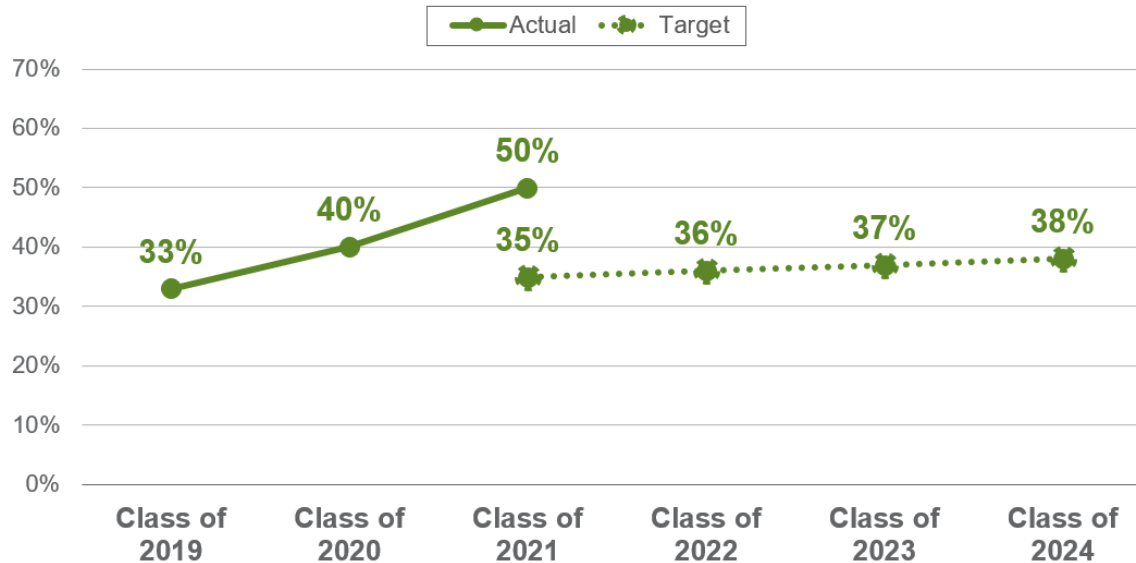
Class of	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)	EL (Current & Monitored)
2016	34%	18%	33%	62%	--	42%	--	45%	18%	31%	--	--
2017	38%	22%	39%	59%	--	44%	--	60%	29%	36%	--	--
2018	43%	27%	43%	66%	--	49%	--	54%	41%	39%	--	--
2019	54%	43%	54%	73%	33%	75%	100%	66%	60%	51%	30%	36%
2020	62%	51%	63%	76%	71%	64%	100%	70%	74%	60%	38%	52%
2021	46%	30%	46%	69%	46%	52%	46%	57%	44%	42%	33%	39%
2022	47%	31%	47%	70%	47%	53%	47%	58%	45%	43%	34%	40%
2023	48%	32%	48%	71%	48%	54%	48%	59%	46%	44%	35%	41%

# Goal Progress Measure 3.1: Grade 12

Increase the percentage of Grade 12 students who meet the criteria for CCMR from **33%** to **38%** by August 2024.



Yearly Target Goals				
2020	2021	2022	2023	2024
34%	35%	36%	37%	38%



## Goal Progress Measure 3.1: Grade 12

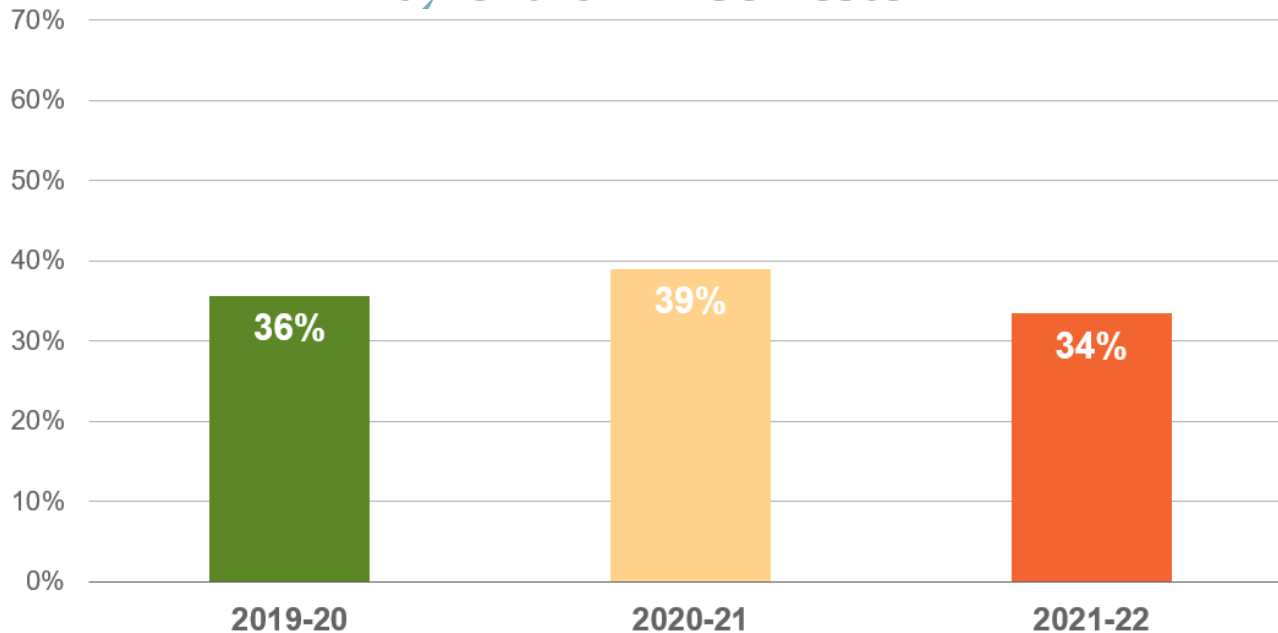
The percentage of Grade 12 students who meet the criteria for CCMR will increase from **33%** to **38%** by August 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)	EL (Current & Monitored)
2018-19	33%	20%	33%	54%	--	58%	--	43%	3%	29%	11%	16%
2019-20	40%	21%	34%	55%	--	59%	--	44%	4%	30%	12%	17%
2020-21	50%	36%	51%	65%	--	67%	--	64%	12%	47%	33%	40%
2021-22	36%	23%	36%	57%	--	61%	--	46%	6%	32%	14%	19%
2022-23	37%	24%	37%	58%	--	62%	--	47%	7%	33%	15%	20%
2023-24	38%	25%	38%	59%	--	63%	--	48%	8%	34%	16%	21%

## Goal Progress Measure 3.1: Grade 12 – MidYear Update

Percent of current seniors who met at least 1 CCMR indicator by end of 1<sup>st</sup> Semester is lower than last year.

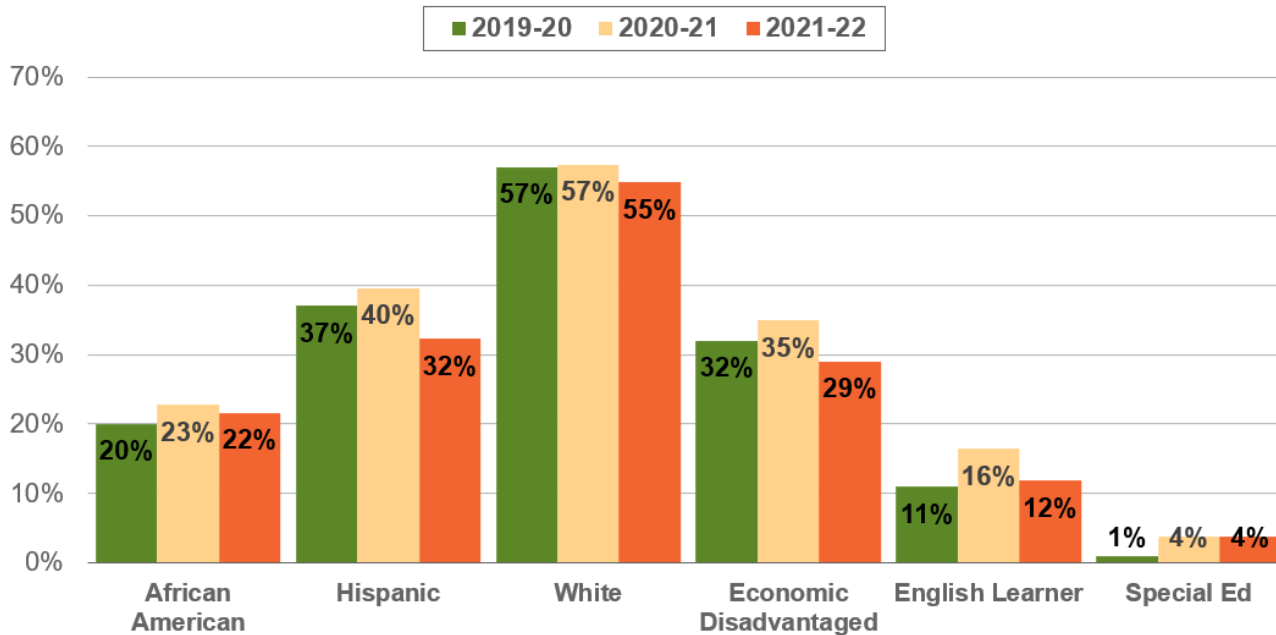
### % Seniors Met at Least 1 CCMR Indicator by end of 1<sup>st</sup> Semester



# Goal Progress Measure 3.1: Grade 12 – MidYear Update

Decreases in current seniors who met at least 1 CCMR indicator by end of 1<sup>st</sup> semester impacted almost all student groups.

## % Seniors Met at Least 1 CCMR Indicator by end of 1<sup>st</sup> Semester



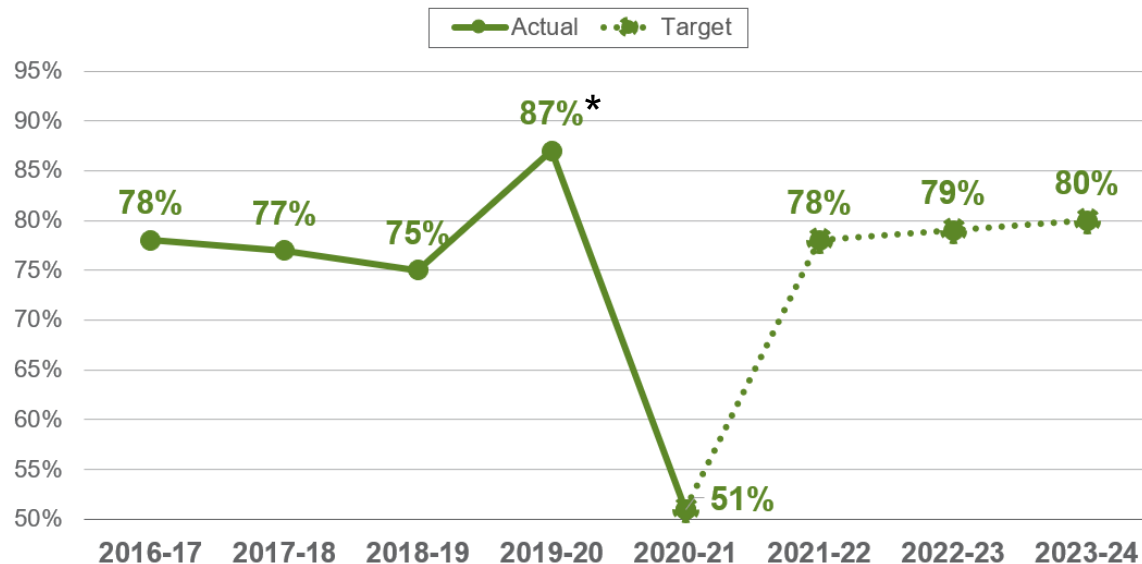
## Goal Progress Measure 3.2: Grade 9 On-Track

Increase the percentage of first-time 9<sup>th</sup> graders on-track towards graduation from **75%** to **80%** by June 2024.



### Yearly Target Goals

2020	2021	2022	2023	2024
76%	77%	78%	79%	80%



To count as “on-track”, a ninth grader must have:

- Earned at least six credits
- Not failed more than one semester of a core course
- Not be a repeating ninth grade student

\* Emergency pass/fail grading guidelines applied in Spring 2020



## Goal Progress Measure 3.2: Grade 9 On-Track

The percentage of first-time 9<sup>th</sup> graders on-track towards graduation will increase from **75%** to **80%** by June 2024.

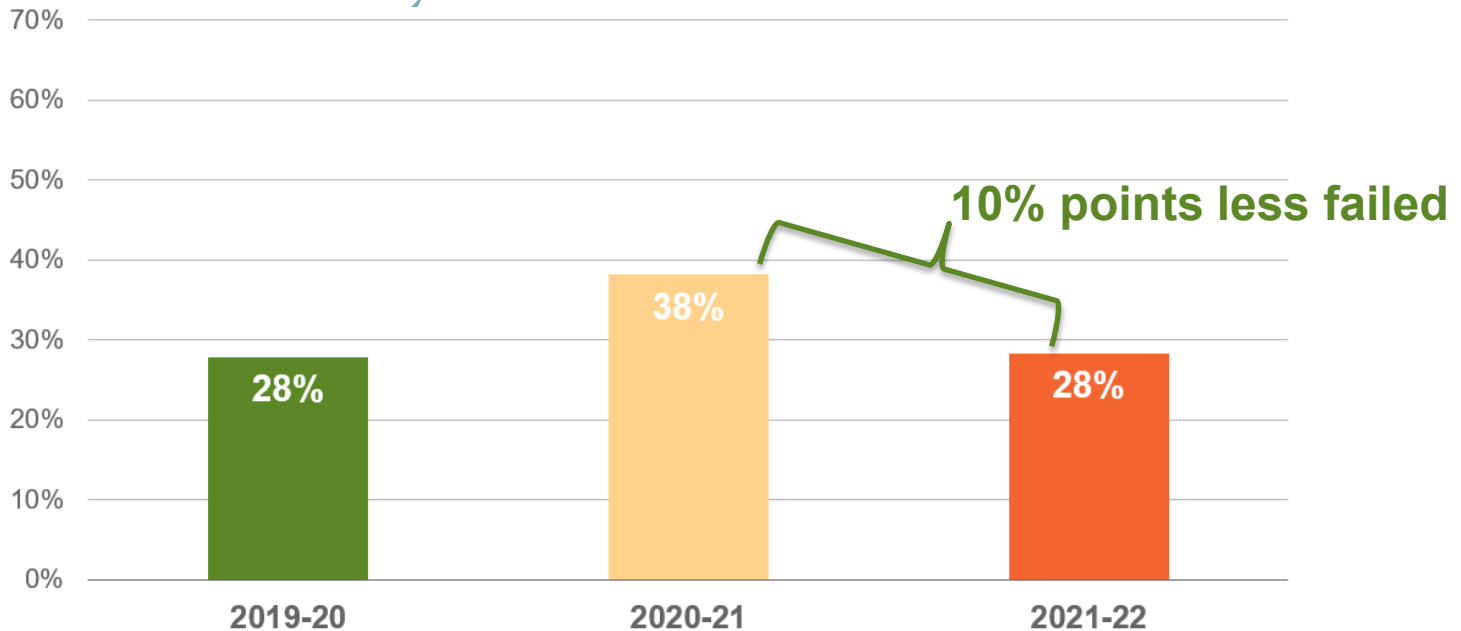
School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)	EL (Current & Monitored)
2016-17	78%	73%	78%	89%	--	77%	--	80%	70%	78%	73%	78%
2017-18	77%	70%	78%	86%	--	89%	--	82%	71%	77%	72%	77%
2018-19	75%	69%	75%	86%	--	92%	--	77%	68%	76%	71%	76%
2019-20	87%	81%	88%	90%	--	93%	--	84%	89%	88%	90%	91%
2020-21	51%	44%	50%	71%	--	81%	--	49%	51%	47%	45%	50%
2021-22	78%	72%	78%	89%	--	95%	--	80%	71%	79%	14%	19%
2022-23	79%	73%	79%	90%	--	96%	--	81%	72%	80%	15%	20%
2023-24	80%	74%	80%	91%	--	97%	--	82%	73%	81%	16%	21%

## Goal Progress Measure 3.2: Grade 9 On-Track – MidYear Update

Percent of Freshmen who failed at least 1 core course by the end of the 1<sup>st</sup> semester is lower this year than last year (-10% pts).



### % Freshmen Who Failed at Least 1 Core Course by end of 1<sup>st</sup> Semester

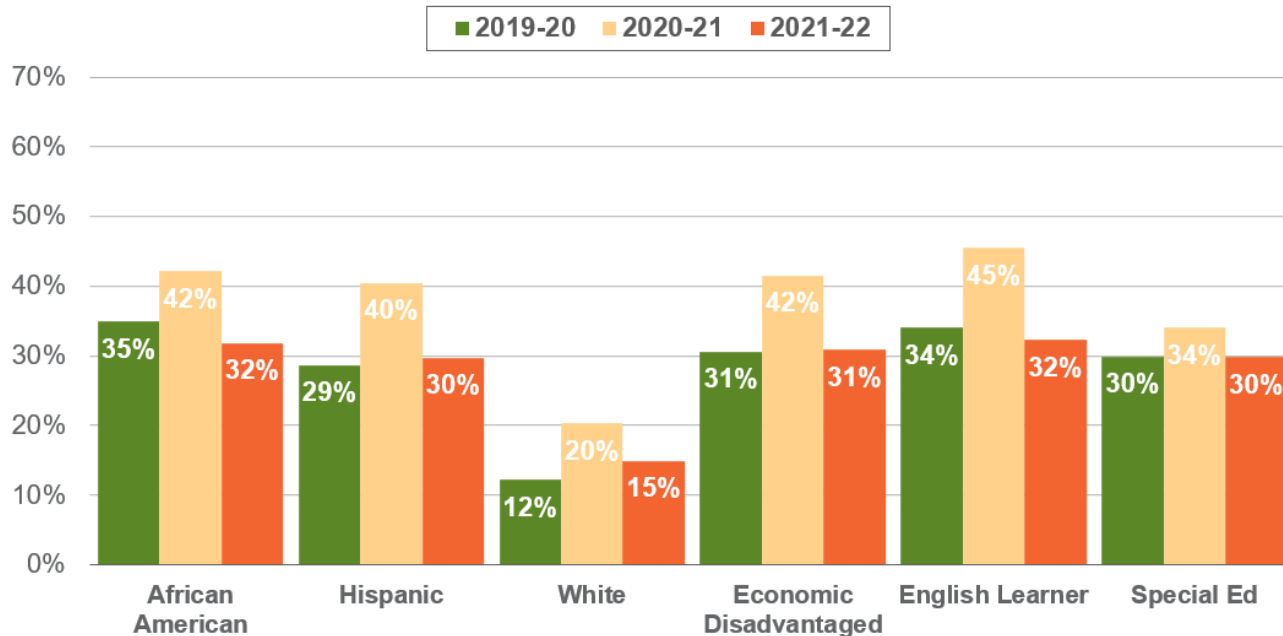


## Goal Progress Measure 3.2: Grade 9 On-Track – MidYear Update

9<sup>th</sup> core course failures decreased for all student groups.  
The greatest decrease was for English Learner students (-13% pts).



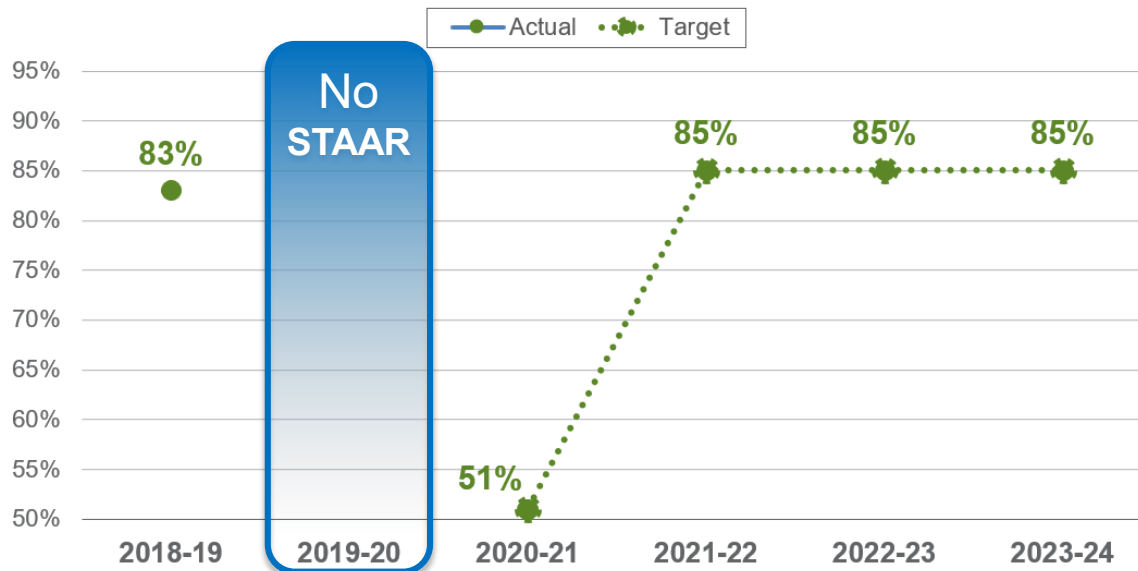
### % Freshmen Who Failed at Least 1 Core Course by end of 1<sup>st</sup> Semester



# Goal Progress Measure 3.3: Algebra I Completion by End of 9<sup>th</sup> Grade

The percent of students that score approaches or above on STAAR Algebra I EOC by end of 9<sup>th</sup> grade will increase from 83% to 85% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
84%	84%	85%	85%	85%



## Goal Progress Measure 3.3: Algebra I Completion by End of 9<sup>th</sup> Grade

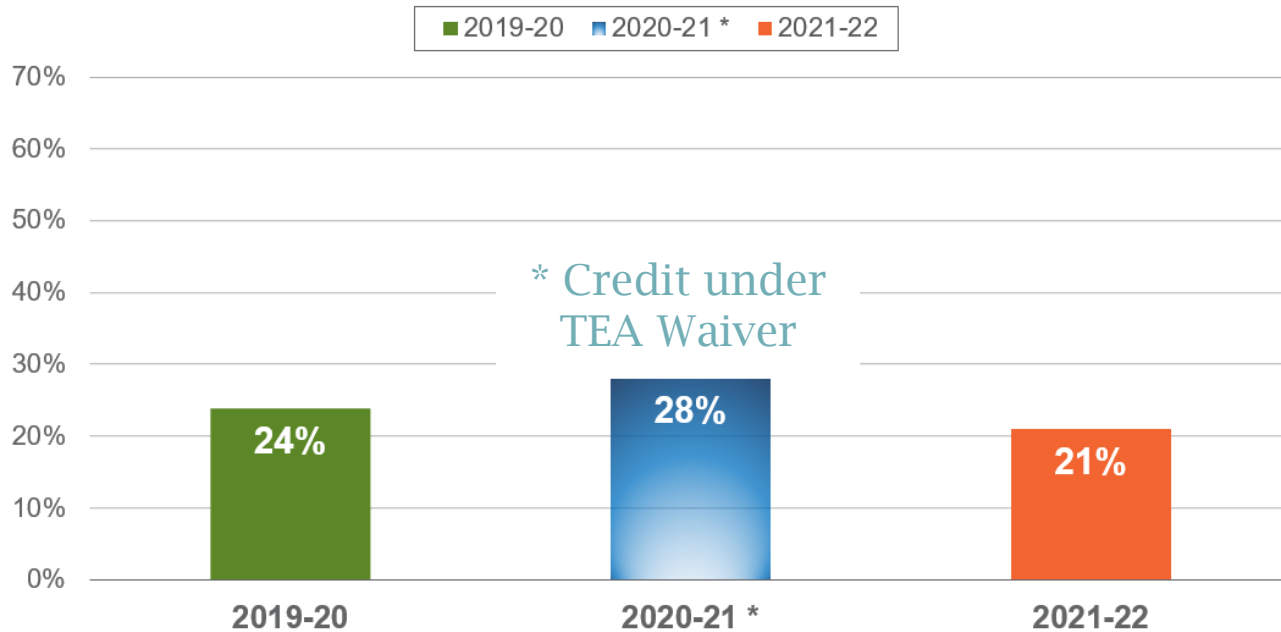
The percent of students that score approaches or above on STAAR Algebra I EOC by end of 9<sup>th</sup> grade will increase from **83%** to **85%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	Special Ed (Former)	EL (Current)	EL (Current & Monitored)
2016-17	83%	72%	85%	90%	--	83%	--	86%	46%	82%	83%	67%	77%
2017-18	83%	75%	85%	89%	--	89%	--	84%	51%	82%	89%	69%	77%
2018-19	83%	79%	83%	86%	--	93%	--	83%	49%	82%	80%	76%	84%
2019-20													
2020-21	51%	36%	52%	71%	--	75%	--	64%	31%	47%	--	44%	50%
2021-22	85%	81%	85%	88%	--	93%	--	85%	51%	84%	82%	78%	86%
2022-23	85%	81%	85%	88%	--	93%	--	85%	51%	84%	82%	78%	86%
2023-24	85%	82%	85%	88%	--	93%	--	85%	52%	85%	83%	79%	86%

# Goal Progress Measure 3.3: Algebra I Completion – MidYear Update

A lower percentage of freshmen completed their Algebra I EOC before December.

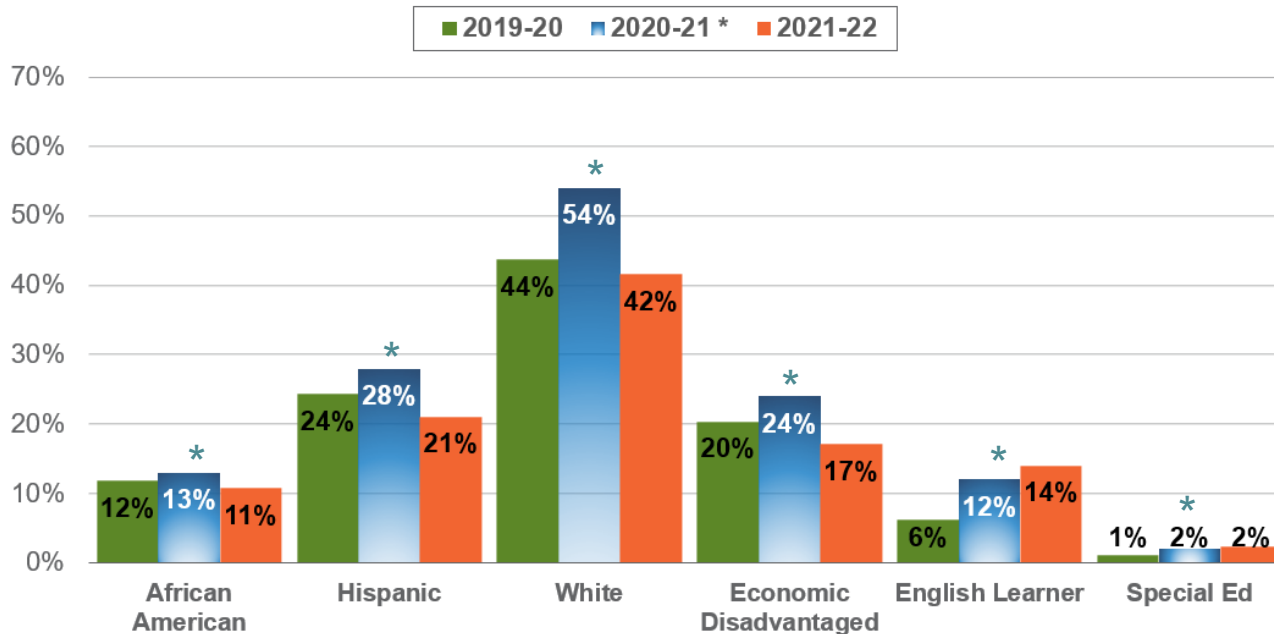
## % Freshmen Completed Algebra I EOC before December Testing



# Goal Progress Measure 3.3: Algebra I Completion – MidYear Update

All student groups show lower percentages meeting before December this year.

## % Freshmen Completed Algebra I EOC before December Testing



\* 2020-21 awarded credit under TEA waiver

# Goal Progress Measure 3.4: SAT/ACT

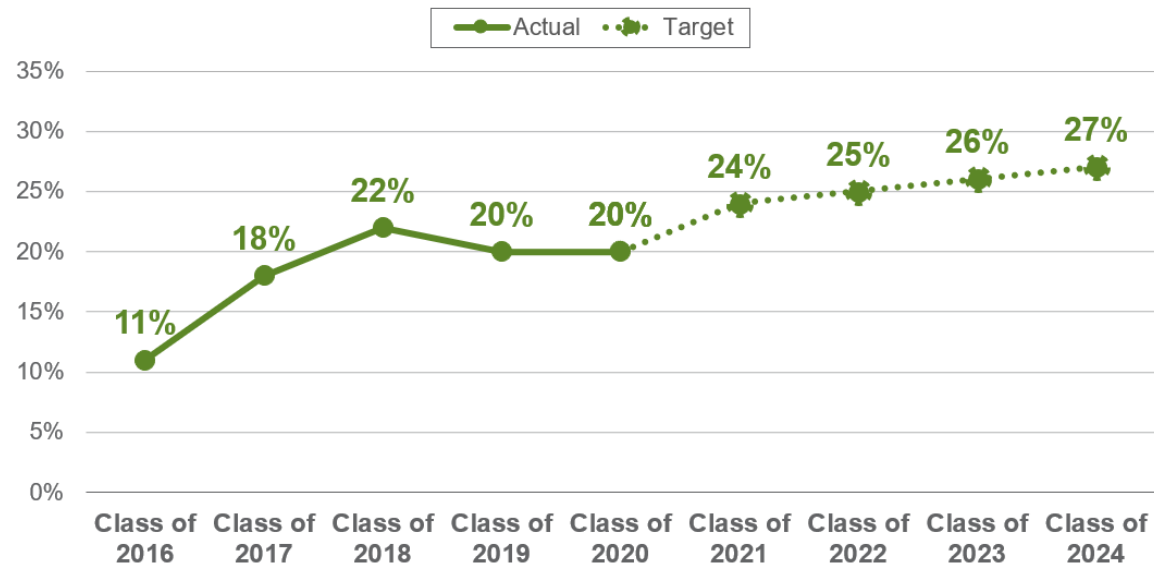
Increase the percentage of graduates who meet the SAT or ACT criteria for CCMR from 22% to 27% by August 2024.



Yearly Target Goals				
2020	2021	2022	2023	2024
23%	24%	25%	26%	27%

## CCMR Criteria Score

SAT	ELA Score $\geq$ 480
	Math Score $\geq$ 530
ACT	English Score $\geq$ 19 and $\geq$ 23 Composite Score
	Math Score $\geq$ 19 and $\geq$ 23 Composite Score





## Goal Progress Measure 3.4: SAT/ACT

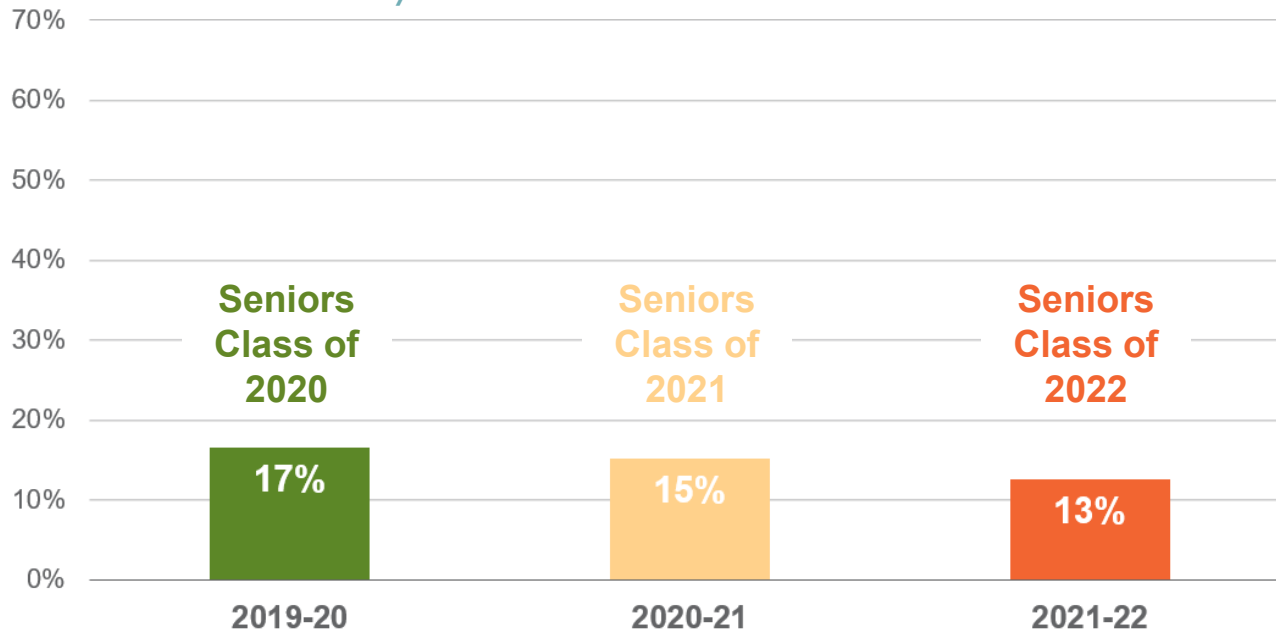
Increase the percentage of graduates who meet the SAT or ACT criteria for CCMR from **22%** to **27%** by August 2024.

Class of	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)	EL (Current & Monitored)
2016	11%	4%	6%	41%	10%	27%	--	33%	0%	6%	0%	1%
2017	18%	9%	15%	45%	--	30%	--	34%	3%	14%	2%	4%
2018	22%	11%	19%	50%	42%	32%	--	37%	2%	17%	2%	3%
2019	20%	10%	17%	46%	--	46%	--	36%	2%	15%	2%	4%
2020	20%	10%	17%	49%	--	33%	--	38%	1%	15%	1%	3%
2021	24%	14%	21%	52%	--	37%	--	42%	5%	19%	5%	7%
2022	25%	15%	22%	53%	--	38%	--	43%	6%	20%	6%	8%
2023	26%	16%	23%	54%	--	39%	--	44%	7%	21%	7%	9%
2024	27%	17%	24%	55%	--	40%	--	45%	8%	22%	8%	10%

## Goal Progress Measure 3.4: SAT/ACT – MidYear Update

A lower percentage of current seniors met criteria on the SAT/ACT for English & Math than midyear 2020-2021.

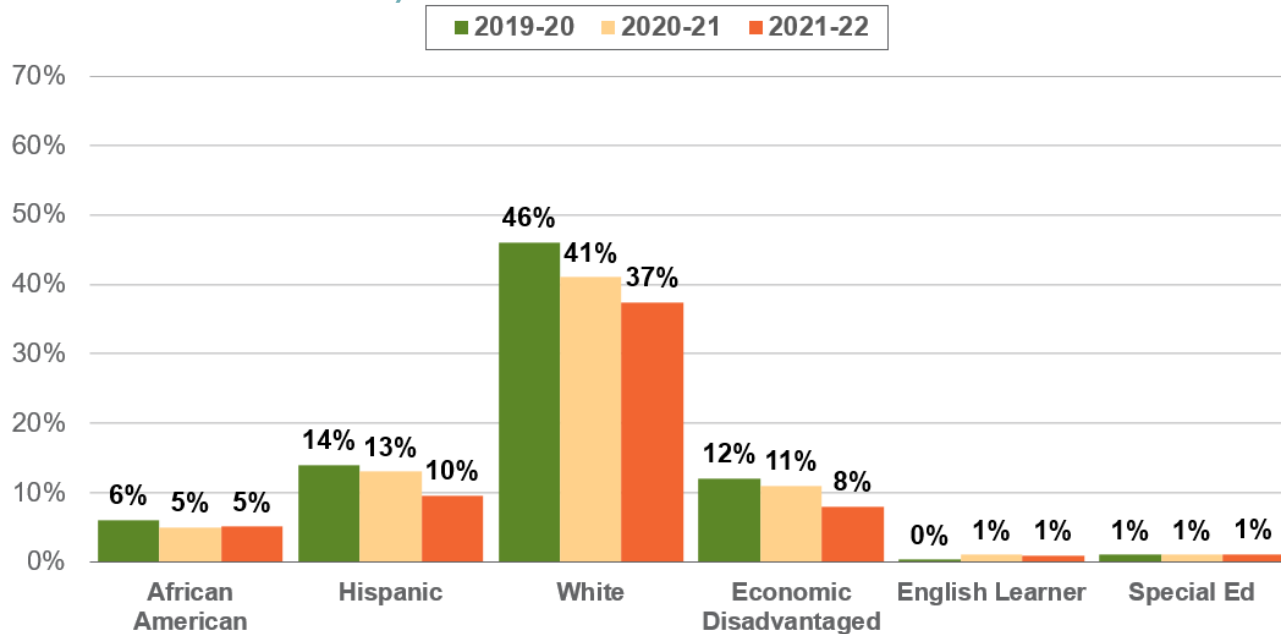
**% Seniors Met  
SAT/ACT CCMR Criteria - Fall**



# Goal Progress Measure 3.4: SAT/ACT – MidYear Update

Current White and Hispanic seniors saw 3% to 4% point decreases from last year.

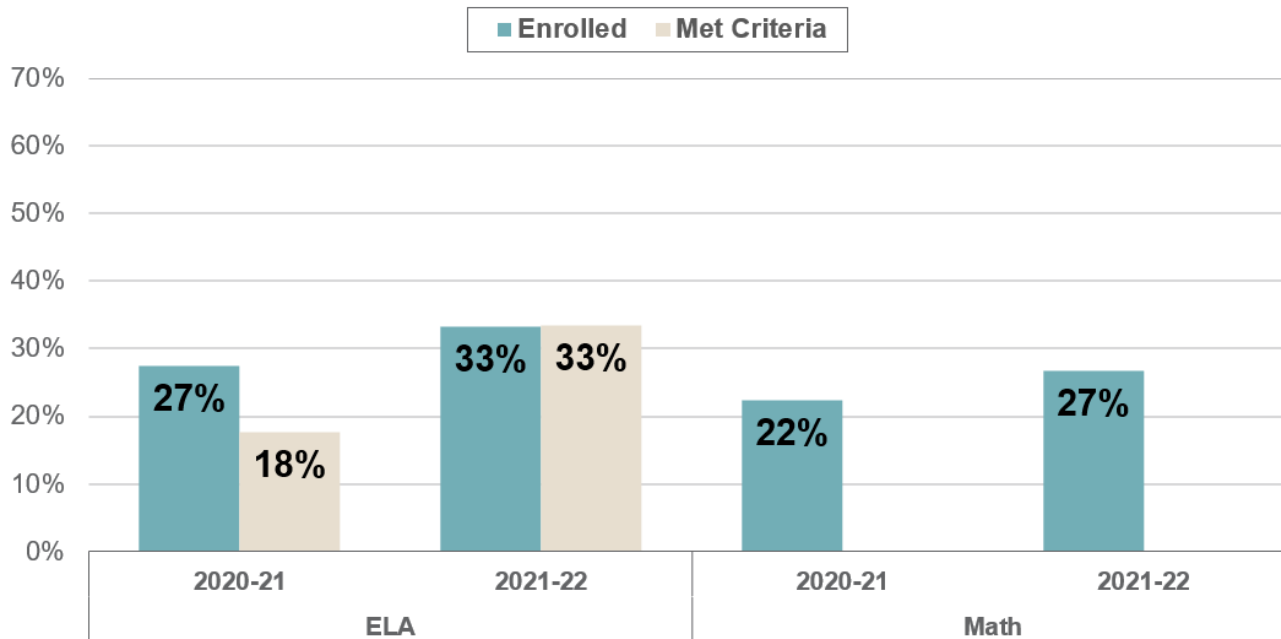
## % Seniors Met SAT/ACT CCMR Criteria - Fall



## Goal Progress Measure 3.4: **Additional – MidYear Update**

A higher percentage of current seniors enrolled in College Prep Courses than at this same time last year.

### % Seniors Enrolled In & Met College Prep Course CCMR Criteria

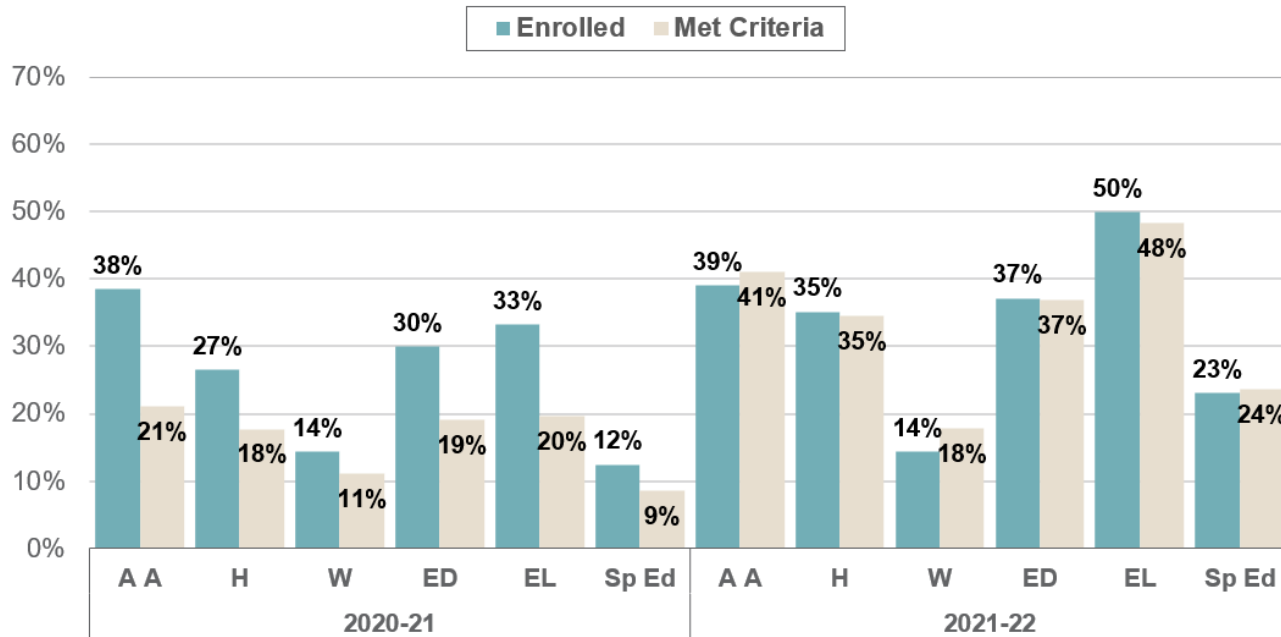


 **EVIDENCE  
OF PERFORMANCE**

## Goal Progress Measure 3.4: **Additional – MidYear Update**

A higher percentage of current seniors enrolled in and met CCMR in the ELA college prep course than at this same time last year.

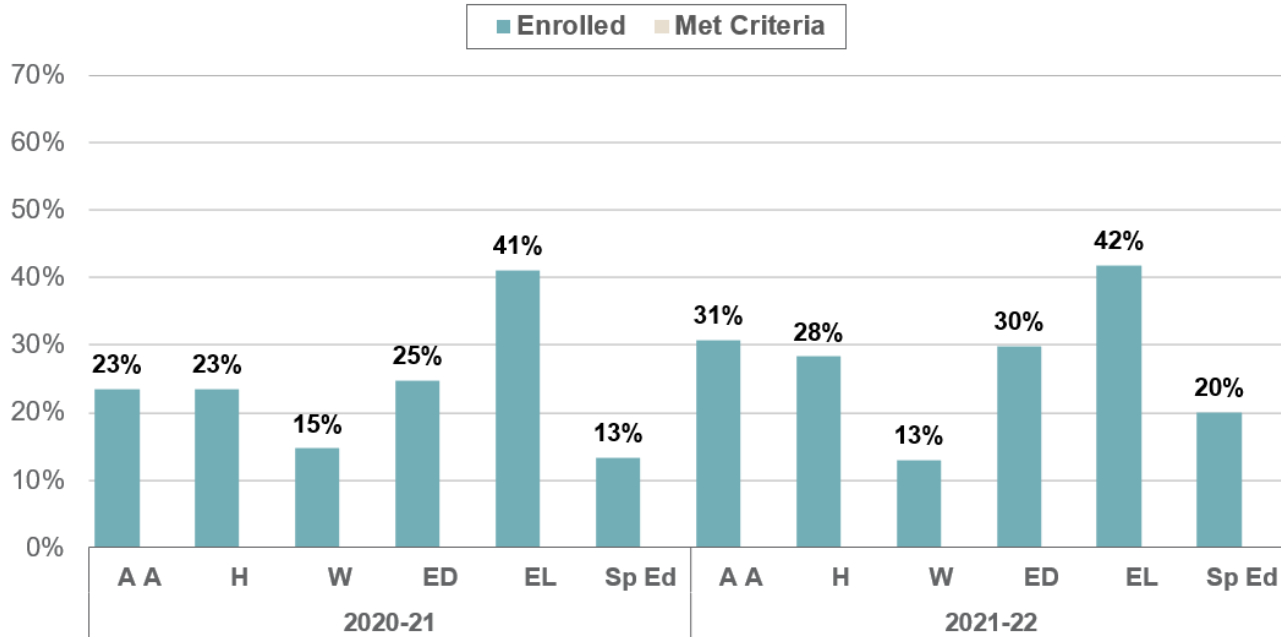
### % Seniors Enrolled In & Met ELA College Prep Course CCMR Criteria



## Goal Progress Measure 3.4: **Additional – MidYear Update**

Percentage of current seniors enrolled in the Math college prep course increased compared to this same time last year. White student enrollment declined.

### % Seniors Enrolled In & Met Math College Prep Course CCMR Criteria



# District Supports and Goal Priorities

**ACTIONS**   
RESPONSE TO DATA

# Fort Worth ISD Strategic Priority

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## Educational Excellence

1. Implement and monitor the use of the District curriculum and resources.
2. Create a District and Campus culture that is focused on academic success for all students.
3. Implement and monitor District and campus-based professional learning aligned to District priorities.
4. Create and model a data-rich culture on campuses focused on student growth and achievement.
5. Increase instructional opportunities outside the school day/school year.
6. Improve Early Learning instructional practices and environment to increase Kindergarten readiness.



# Fort Worth ISD Leadership Priorities

1. Data Informed Culture
2. Instructional Planning
3. Observation, Feedback and Coaching
4. Student Culture
5. Staff Culture
6. Developing School Leadership Teams
7. Professional Learning



# Improving Access and Success

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## **System alignment to address individual student needs**

- Freshman Success Team on each high school campus
- Using data to address individual student needs
- Focus initiatives on students that have the most need
- Building a Post-Secondary Identity at an early age
- Post-Secondary Teams on each high school campus

# Continuous Improvement

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## **ESSER Supports**

- Freshman On-Track (Freshman Success Initiative)
- PSAT
- Dual Credit Expansion

## **Building a Pathway to Success for Each Student**

- PK-20 College and Career Readiness Continuum
- T3 Partnership Update
- Closing Access and Achievement Gaps

# Freshman Success Initiative

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**Year 1 Mission:** Learn, review, react, reflect, and act around systems, structures, strategies, and culture that create and set conditions for success.

**Goal:** At least 78% of freshmen will be on track to graduate as measured by Freshman On-Track criteria:

- Earned at least six credits
- Not failed more than one semester of a core course
- Not be a repeating ninth grade students
- Weekly analysis of BAG data  
(Behavior – Attendance – Grades)

# Why Freshman Success Matters

THE UNIVERSITY OF CHICAGO TO&THROUGH PROJECT

**Freshman OnTrack is more predictive of a student's odds of graduating from high school than all other factors combined**

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Predictive Ability of Indicators  
of High School Graduation



All other factors\*

Freshman OnTrack  
(freshman core course  
passing and credits)

Students who are “on-track” in  
freshman year graduate at a rate of

**87%**

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Students who are “off-track” in  
freshman year graduate at a rate of

**30%**

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\*All Other Factors: Gender, Race/Ethnicity, Socioeconomic Status, 8th-Grade Test Scores, Mobility Prior to High School, and Overage for Grade.

Allensworth, E. (2013). *The use of ninth-grade early warning indicators to improve Chicago schools*. Journal of Education for Students Placed at Risk (JESPAR), 18(1).

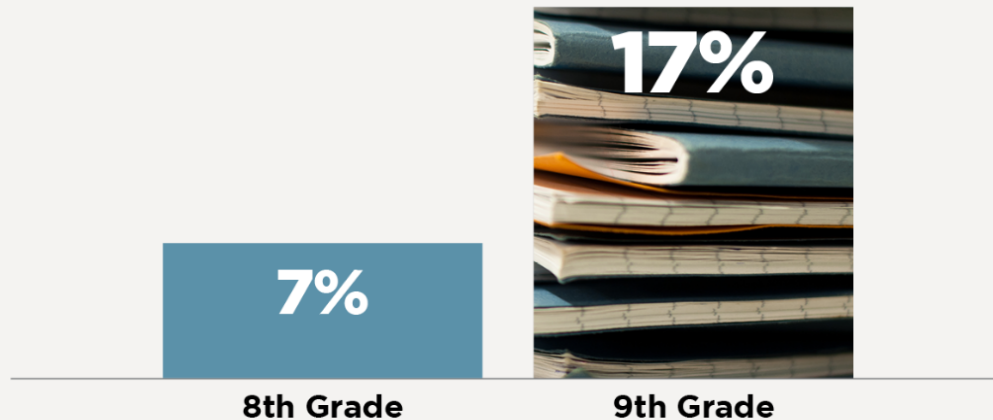


# Why Freshman Success Matters

THE UNIVERSITY OF CHICAGO TO&THROUGH PROJECT

## Many more students failed core courses in 9th grade than they failed in 8th grade

Percentage of students who failed at least one semester of any core course



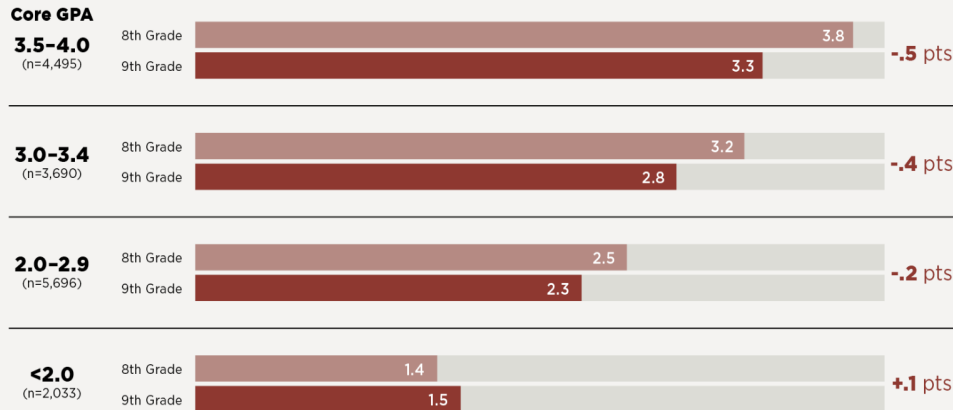
This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

# Why Freshman Success Matters

THE UNIVERSITY OF CHICAGO TO&THROUGH PROJECT

## Even high achieving students saw their core GPAs decline between 8th and 9th grade

Core GPAs of freshmen in 8th and 9th grade



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

Seeskin, A., Nagaoka, J., & Mahaffie, S. (2018). *Hidden risk: Changes in GPA across the transition to high school*. Chicago, IL: University of Chicago Consortium on School Research.

THE UNIVERSITY OF CHICAGO TO&THROUGH PROJECT

## Students who did not end freshman year with a 3.0+ GPA had a difficult time attaining one by the time they graduated

Percentage of freshman students who graduated from high school with a 3.0+ GPA



Students who were on-track with 3.0+ GPA at the end of their freshman year



Students who were on-track with <3.0 GPA at the end of their freshman year

0%

Students who were off-track at the end of their freshman year

This analysis includes students who were first-time freshmen in Chicago Public Schools in 2015-16. Charter school students are not included in this analysis.

The To&Through Milestones Tool. See: [toandthrough.uchicago.edu/tool](http://toandthrough.uchicago.edu/tool)



# Partnership with The Network for College Success

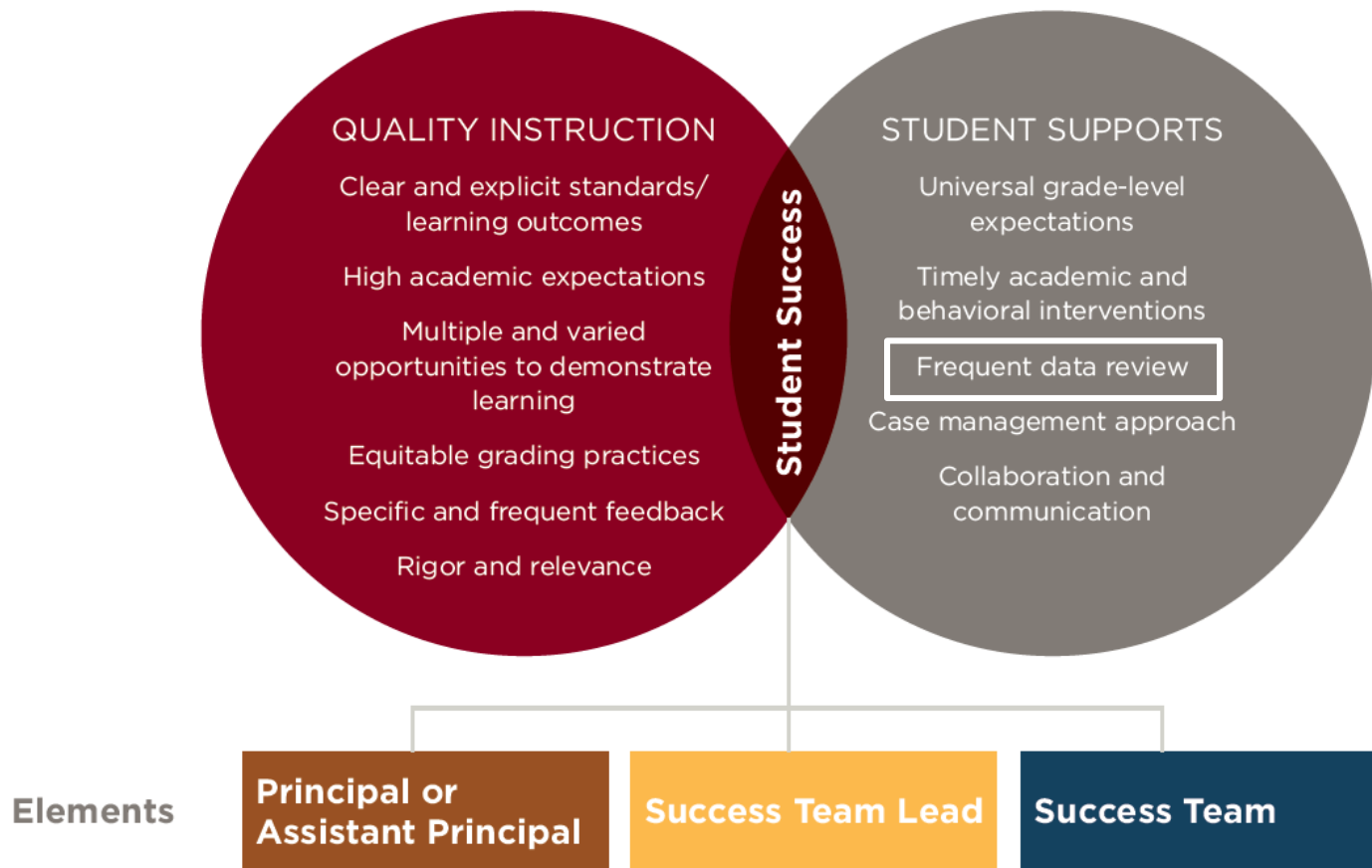
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NCS uses research to design and facilitate professional learning that builds the capacity of school leaders to help all students attain high levels of academic achievement. Through cross-school learning communities and job-embedded coaching, we support district leaders, principals, teachers, and counselors to:

- Strengthen school leadership
- Improve teaching and learning
- Support freshmen transitioning into high school
- Prepare students for quality postsecondary options
- Support culture and climate
- Integrate research and data into daily practice



# Freshman Success Framework: Conceptual View

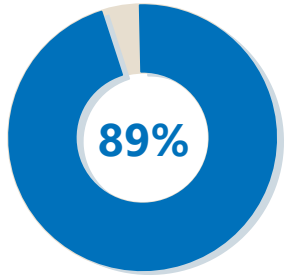


Elements	Principal or Assistant Principal	Success Team Lead	Success Team
SETTING CONDITIONS	<p><b>Foundational Planning</b></p> <p>Programs, sets purpose for, and communicates expectations for Success Team work</p>	<p><b>Professional Development</b></p> <p>Acquires tools and strategies</p>	<p><b>Team Structure</b></p> <p>Protects meeting time and participation by all members</p>
IMPLEMENTATION	<p><b>Implementation Accountability</b></p> <p>Holds Success Team accountable for equitable grading practices and progress toward goals</p>	<p><b>Team Facilitation</b></p> <p>Establishes a high-functioning Success Team with clear goals and benchmarks</p>	<p><b>Success Team Duties</b></p> <p>Uses timely student data to create, implement, monitor, adjust, and evaluate supports</p>
COMMUNICATION	<p><b>Student-Focused Culture</b></p> <p>Meets regularly with Team Lead and works to communicate a culture of success</p>	<p><b>Communication and Advocacy</b></p> <p>Communicates progress and advocates for resources to support activities</p>	<p><b>Communicating a Culture of Success</b></p> <p>Establishes common and solutions-oriented language</p>
INSTRUCTION	<p><b>Classroom-Level Teacher Support Structures</b></p> <p>Communicates and supports teacher development around a clear vision for quality instruction and learning</p>	<p><b>Classroom-Level Teacher Collaboration</b></p> <p>Provides resources for problem solving and learning around grading and instructional practices</p>	<p><b>Classroom-Level Student Support Structures</b></p> <p>Utilizes equitable practices to engage students in intellectually challenging and supportive learning</p>



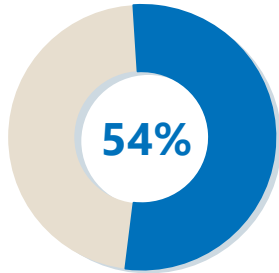
Create and model a data-rich culture on campuses focused on student growth and achievement.

## How are our students doing so far?



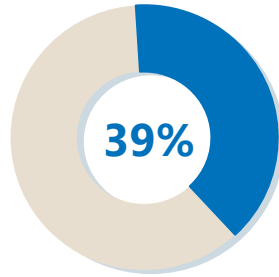
### Average Attendance

Average attendance for all 9th grade students



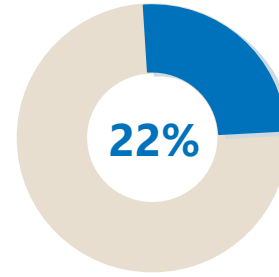
### Bs or Better Rate

% of 9th grade students with a 3.0+ GPA



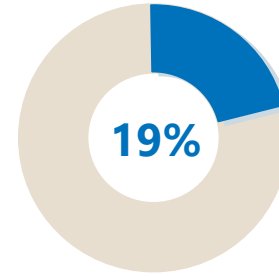
### Students with 1 F

% of 9th grade students failing 1+ courses



### Students Off-Track

% of 9th grade students failing 2+ courses



### Passing 3+ Courses & Off-Track

% of students off-track & passing other courses

# Why do we focus on these metrics?



## Freshman Success

On-Track freshman are 4x more likely to graduate than Off-Track metric



## Bs or Better

Students with 3.0+ GPA are more likely to enroll, persist, and graduate from college



## Collective Efficacy

Schools with a strong sense of CE are more likely to improve outcomes for students



## Adolescence Development

Prefrontal cortex is only starting to develop at that age and it isn't fully developed until early to mid 20s

# PSAT Action Plan

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- PSAT 8 – baseline assessment
- PSAT 9 – 11 – BOY and EOY
  - Robust data reports to inform and adjust instruction
    - By school
    - By teacher
    - By student
  - Curricular supports and alignment
  - Information for parents and families

# Dual Credit Expansion

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- Grow your own partnership with TCU
  - 11 current FWISD teachers in an ELA Masters cohort
    - First 18 hours are covered by FWISD
    - Last 9 are responsibility of teacher
    - Cohort 2 launches this summer
- Blended Learning Teachers
  - Paused for 2021-2022
  - Target of 5 teachers for 2022-2023

# Dual Credit Expansion

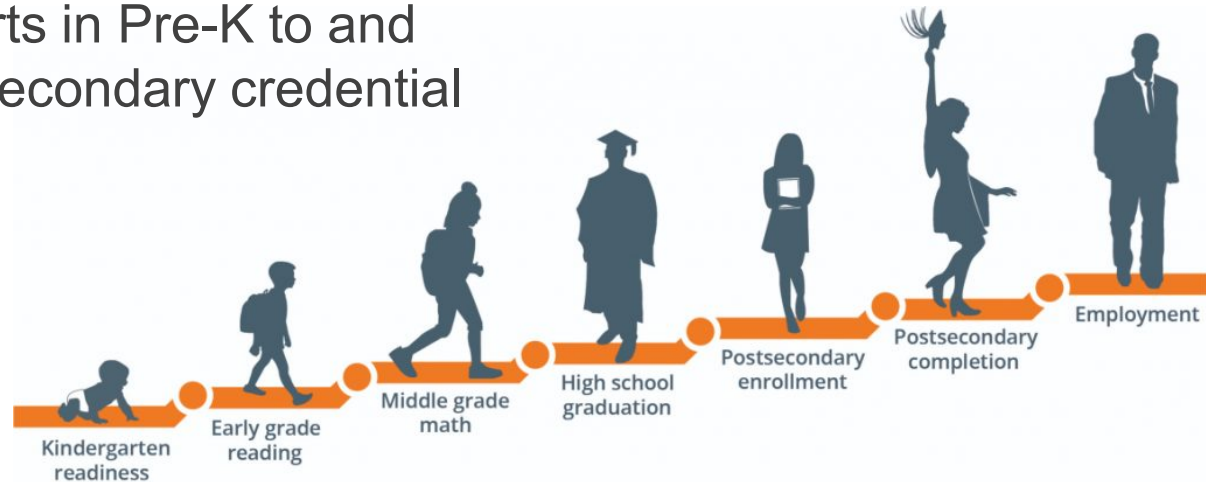
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- Continue support for ECHS/PTECH Expansion
  - 2017-2018 = 3 ECHS Programs
  - 2022-2023 = 13 ECHS/PTECH Programs
    - 9 Embedded into neighborhood schools
    - 1 PTECH Planning Grant for Success High School
- 2 State Designated T-STEM programs
  - IM Terrell
  - YMLA



# PK-20 College and Career Readiness Continuum

- Fulfilling the promise of our Mission:  
Preparing ALL students for success in college,  
career, and community leadership.
- Establish Key CCMR Milestones and Actions
  - A pathway that starts in Pre-K to and  
through to a post-secondary credential



# T3 Update

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- ESSER – TCU Advisor Expansion
- T3 MOUs with 6 local universities
  - Tuition Support
    - >\$65K – Attend a partner university with tuition covered
    - Creating access to other exclusive scholarships for all students
  - Persistence Programming
    - Mentorship
    - Summer Bridge

# T3 Last Dollar Scholarship

Covers any remaining tuition costs after Pell grants and/or federal, state or institutional aid have been applied. Housing, books, and other fees not included.

T3 Partner College or University	Family Income Level based on FAFSA/TASFA			
Tarrant County College	# In Household	Family Income Per Year	# In Household	Family Income Per Year
	1	\$38K	5	\$82K
	2	\$67K	6	\$87K
	3	\$72K	7	\$92K
	4	\$77K	8	\$97K
Tarleton State Texas Christian University University of Texas – Arlington UNT – Denton UNT - Dallas	\$65,000 and under			
Texas Wesleyan University Texas Woman’s University	\$50,000 and under			

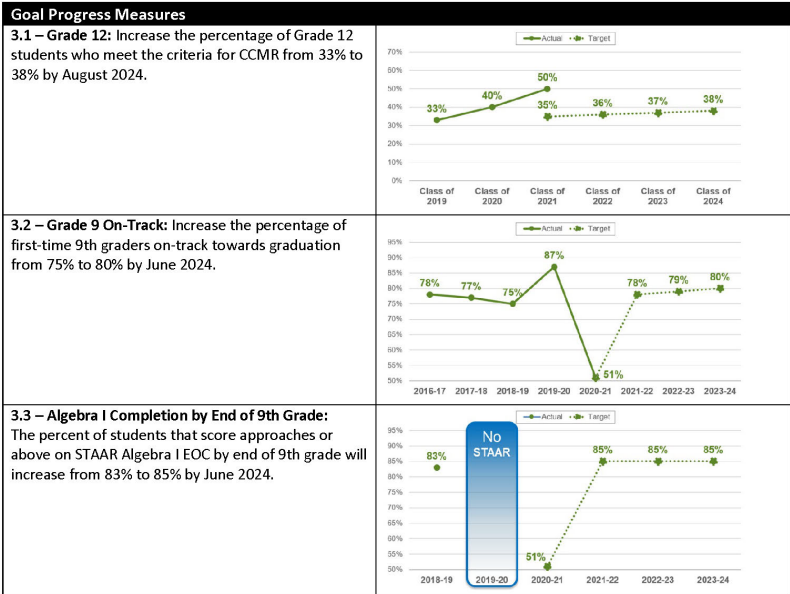
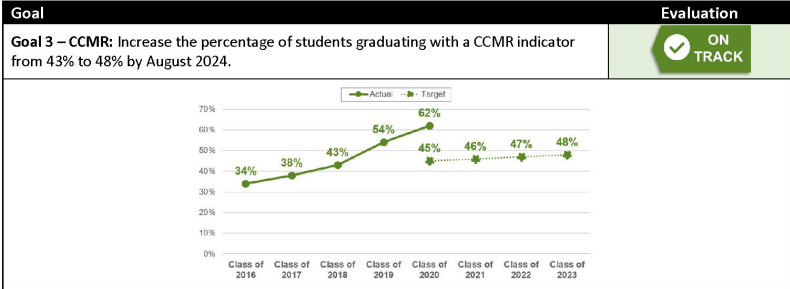
# Closing Access and Achievement Gaps

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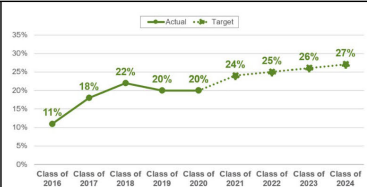
## Increased Instruction Support

- Focused on Tier 1 Instruction
  - Secondary Literacy Adoption
  - Restructuring of Reading I and Reading II courses
  - Ongoing professional learning
  - Focused professional learning for EOC courses
  - HB 4545 Bootcamp (Summer 2022)
- Prep Supports for Juniors

# New Report Format (Executive Summary)



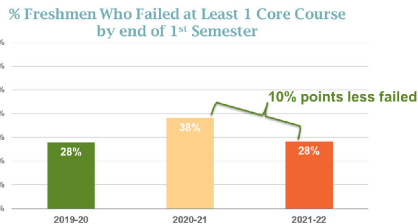
**3.4 – SAT/ACT:** Increase the percentage of graduates who meet the SAT or ACT criteria for CCMR from **22%** to **27%** by August 2024.



**Support Data**

At 62% for the class of 2020, the District has exceeded the August 2024 target of 48% for Goal 3 CCMR and remains On-Track to continue to exceed growth for this performance indicator.

Progress indicators for Grade 9 On-Track and Algebra I Completion experienced declines due to the impact of the pandemic. However, mid-year data shows a 10% reduction in the percentage of Freshman (1<sup>st</sup> time 9<sup>th</sup> graders) who failed at least 1 core course by the end of the first semester.



This progress can be attributed to our Freshman Success Initiative which uses research to design and facilitate professional learning that builds the capacity of school leaders to help all students attain high levels of academic achievement. We have prioritized the use of data to address individual student needs. Due to early progress with this initiative, we expect to return to compliance for Grade 9 On-Track and Algebra I indicators by the Spring of 2023.



Currently, all student groups have met or exceeded targets for Goal 3 CCMR.

Class of	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)	EL (Former & Monitored)
2016	34%	18%	33%	62%	-	42%	-	45%	18%	31%	-	-
2017	38%	22%	39%	59%	-	44%	-	60%	29%	36%	-	-
2018	43%	27%	43%	66%	-	49%	-	54%	41%	39%	-	-
2019	54%	43%	54%	73%	33%	75%	100%	66%	60%	51%	30%	36%
2020	62%	51%	63%	76%	71%	64%	100%	70%	74%	60%	38%	52%
2021	46%	30%	46%	69%	46%	52%	46%	57%	44%	42%	33%	39%
2022	47%	31%	47%	70%	47%	53%	47%	58%	43%	43%	34%	40%
2023	48%	32%	48%	71%	48%	54%	48%	59%	46%	44%	35%	41%

**2020 Rate of Annual Graduate Meeting College, Career, and Military (CCMR) by Campus**

Campus	% Meeting CCMR	All Students
Fort Worth ISD	62%	4,749
001 Carter-Riverside HS	60%	251
002 Arlington Heights HS	50%	420
003 South Hills HS	57%	438
004 Diamond Hill-Jarvis HS	66%	184
005 Dunbar, Paul Laurence HS	64%	163
006 Eastern Hills HS	34%	212
008 Northside HS	57%	364
009 Polytechnic HS	69%	271
010 Paschal, R.L. HS	70%	574
011 Trimble Technical HS	68%	408
014 Southwest HS	68%	292
015 Western Hills HS	62%	212
016 Wyatt, O.D. HS	54%	288
021 Success HS	8%	119
035 Transition Center	53%	17
071 Benbrook MS/HS	74%	194
081 YWLA	97%	38
082 TABS	100%	92
083 YMLA	68%	37
084 World Languages Institute	100%	12
085 Marine Creek Collegiate	99%	87
086 TCC South FWISD Collegiate	100%	74

**CCMR Indicators:**

- SAT / ACT / TSI / College Prep course in Reading and Math
- AP/IB
- Industry certification
- OnRamps course
- IEP and Workforce Readiness
- Associate's degree
- Advanced degree plan for SpEd
- Level I or Level II certificate
- 9 hours of Dual Credit *OR* 3 hours of ELA or Math

Does not include military or CTE coherent sequence.

Data Source: TEA – Texas Accountability Rating System 2021 Data Download (CCMR)

# New Report Format (Executive Summary)



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