

# STAAR Results and Learning Recovery Update

Board of Education Meeting

Tuesday, July 27, 2021

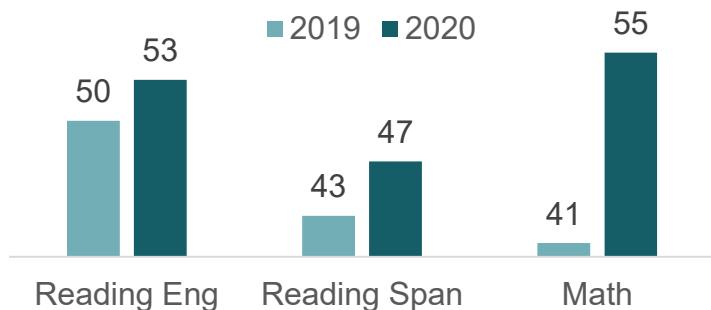


# We Were Trending in the Right Direction

Due to COVID-19 State of Texas Assessment of Academic Readiness (STAAR) data for Spring 2020 was not available. However, there were positive data trends at mid-year.

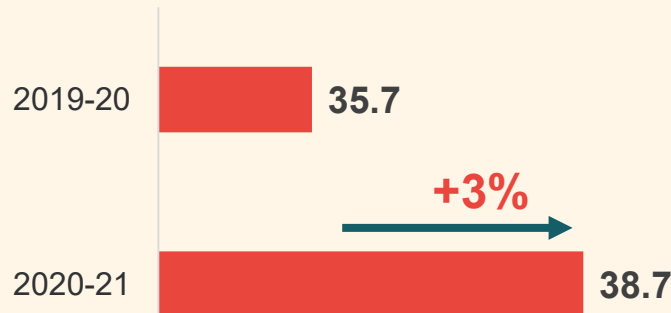
## Early Literacy and Early Math

Percentage of Students at Approaches Grade Level or Above as of Mid-Year Grade 3 Reading and Math Benchmarks



## College Career and Military Readiness

Percentage of Seniors that Met at Least 1 CCMR Indicator as of February



# Leading Through COVID-19 Impact

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## **Late Start in 2020**

We started school later this year, so for any year-to-year comparison, the instructional time is different.



## **Change in Learning Environment**

We have students in various learning modes (in-person, virtual, hybrid) for 2020-2021 compared to all students learning in person for 2019-2020.



## **Unfinished and Lost Learning Time**

Many students have unfinished learning and/or lost learning time from the COVID-19 closure in Spring 2020 or other access challenges during the pandemic.

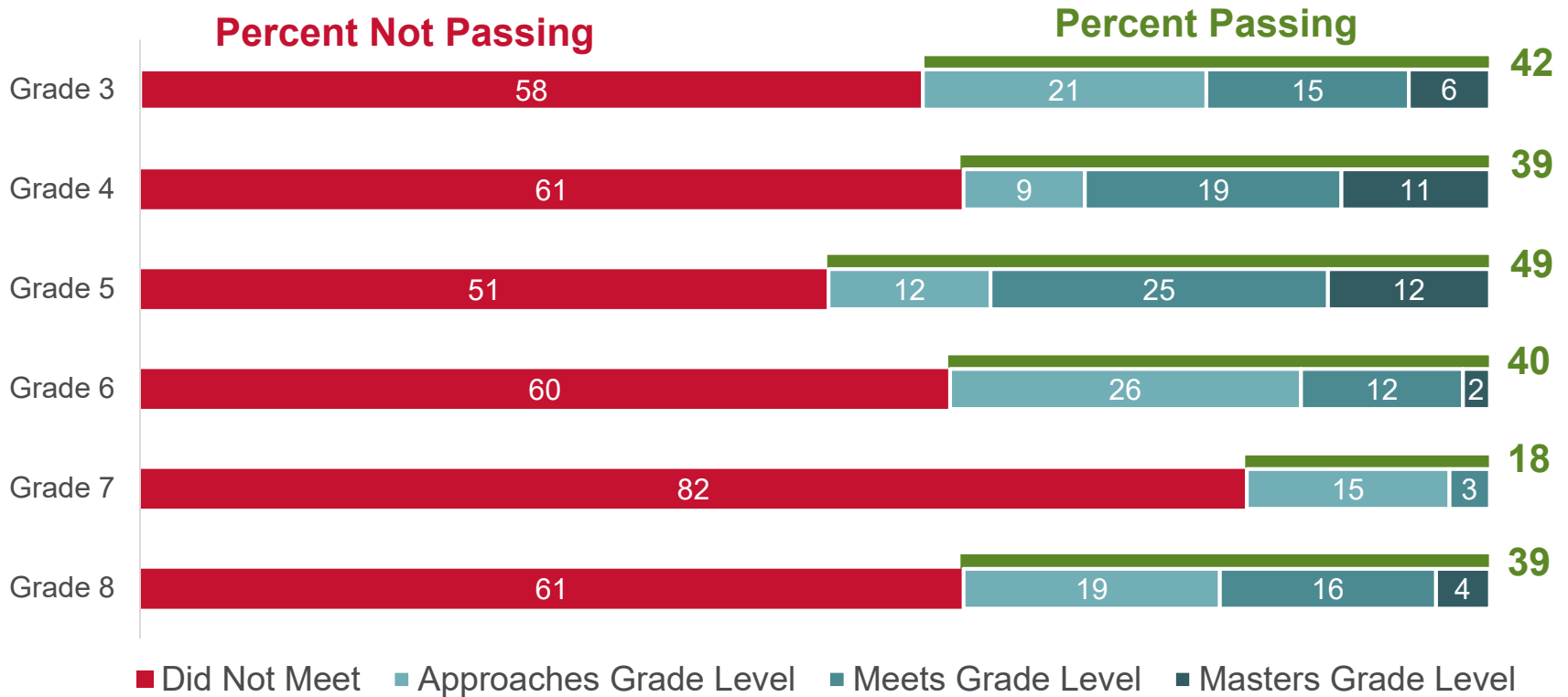
# 2020-2021 Progress Monitoring Reports

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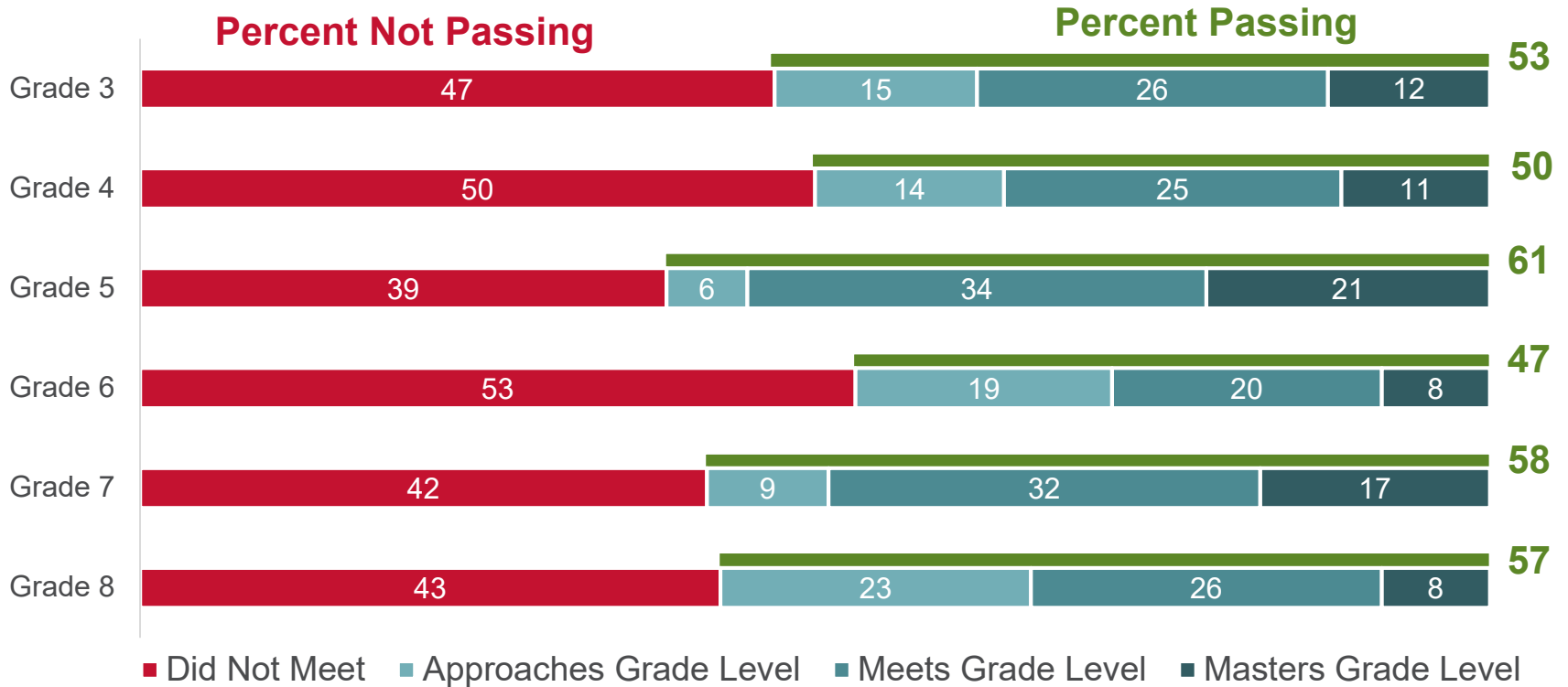
- September 22, 2020: Goals 1, 2, and 3
- October 20, 2020: Emergency Constraints
- December 8, 2020: Goals 1 and 2
- January 26, 2021: Goals 1 and 3
- February 23, 2021: Goal 2
- March 23, 2021: Goals 1 and 3
- April 27, 2021: Goals 1, 2 and 3
- May 25, 2021: Constraints 3, 4 and 5



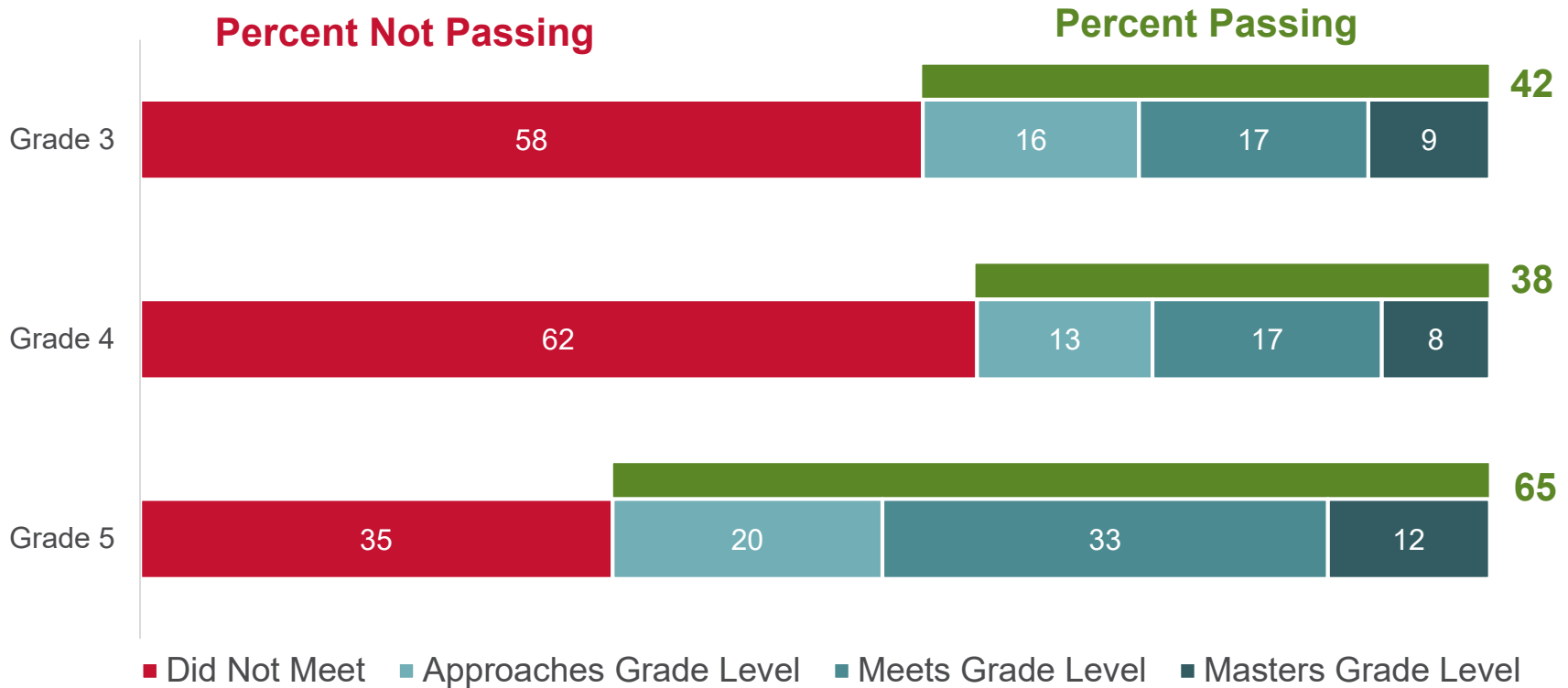
# Spring 2021 STAAR Math



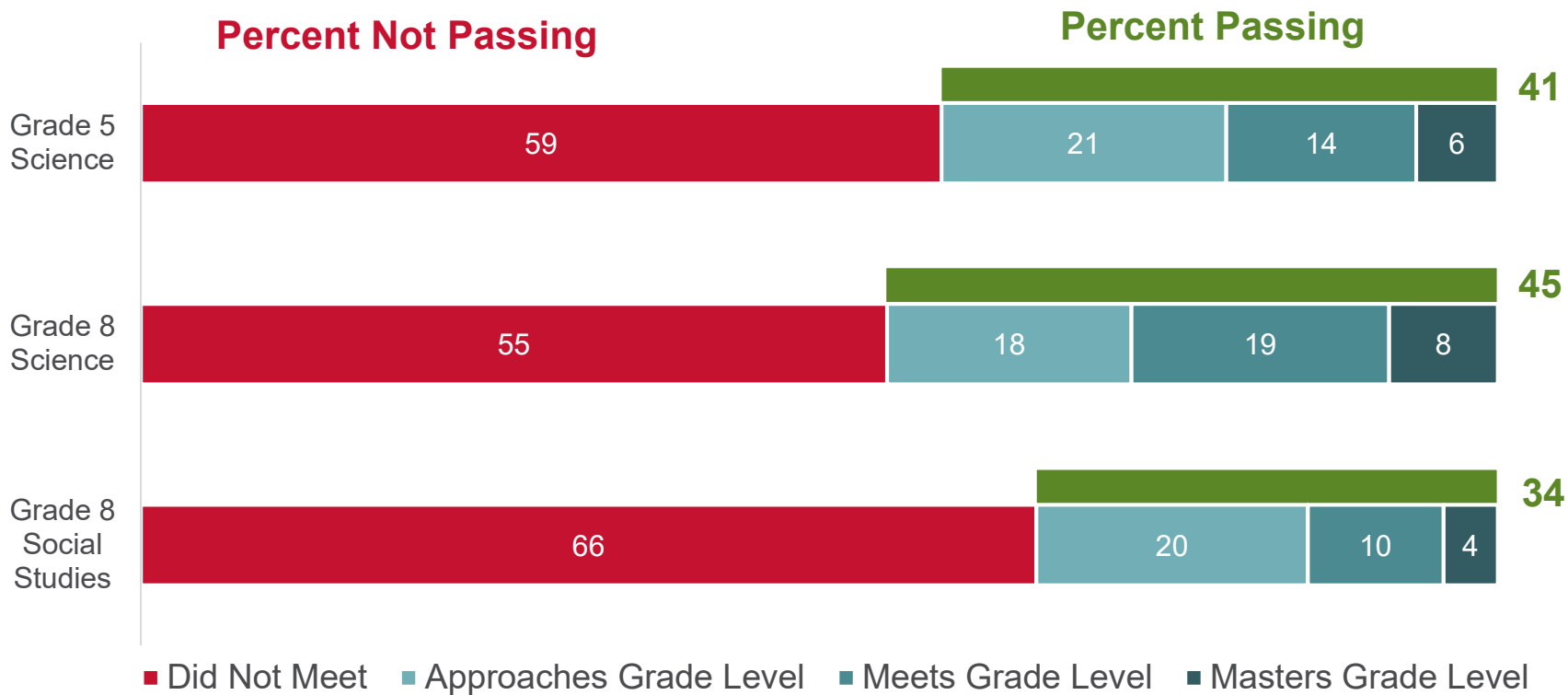
# Spring 2021 STAAR Reading English



# Spring 2021 STAAR Reading Spanish

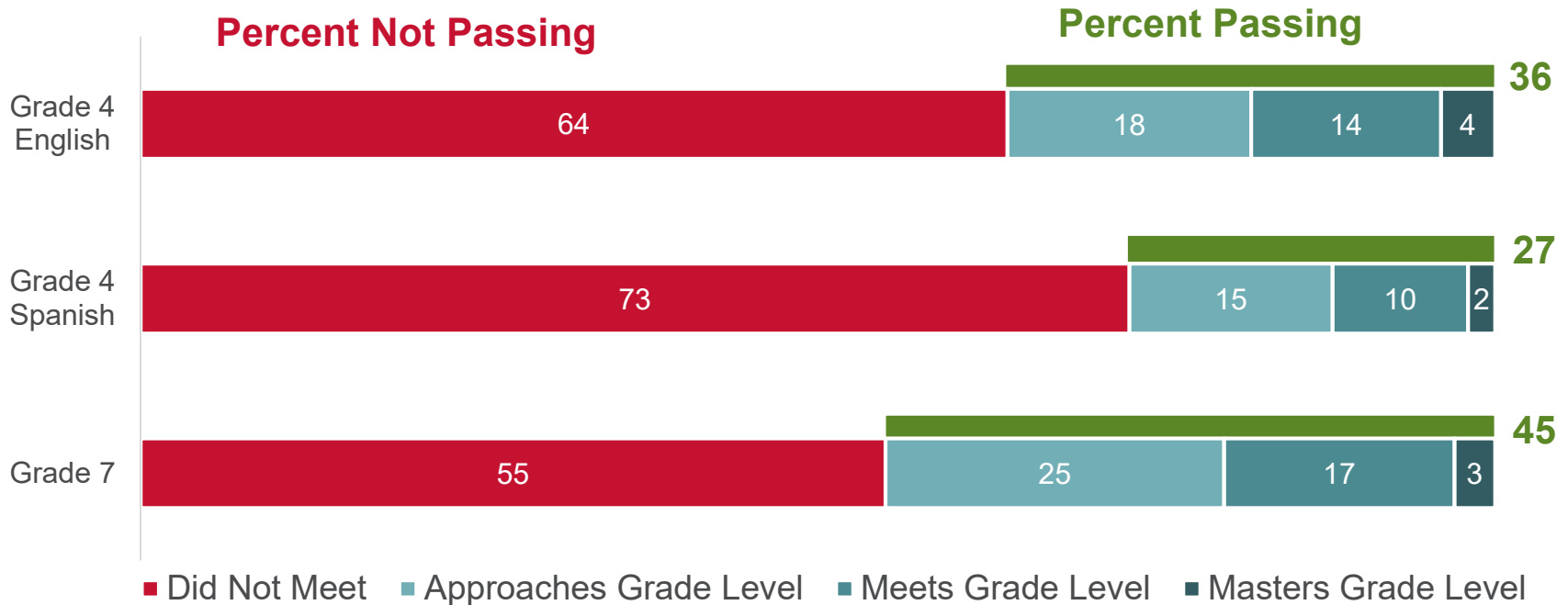


# Spring 2021 STAAR Science and Social Studies



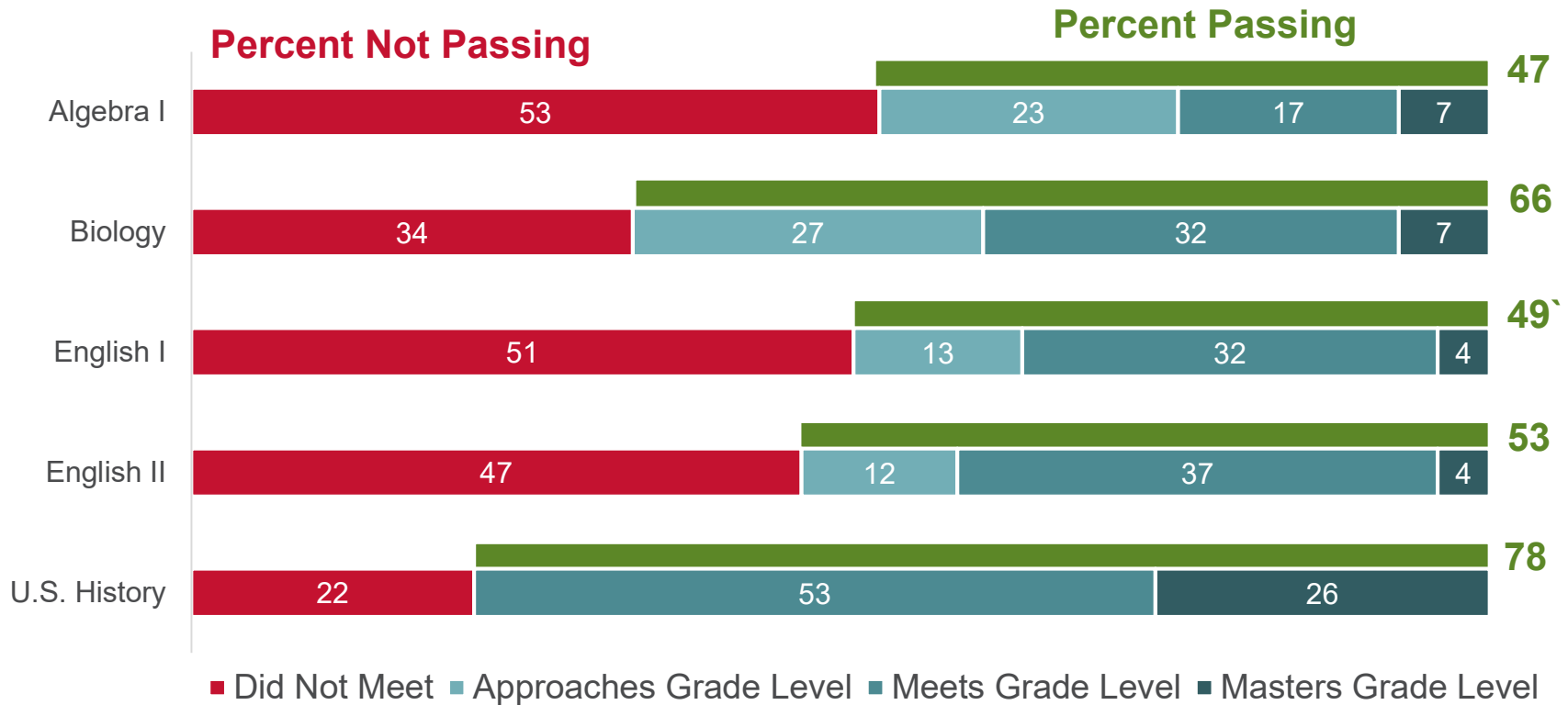


# Spring 2021 STAAR Writing



HB 3906 eliminates the stand-alone writing assessments for grades 4 and 7 beginning with the 2021–22 school year. New Reading Tests for Spring 2022

# Spring 2021 STAAR End of Course (EOC)



# Leading Through COVID-19 Impact



## Caution from TEA March 12, 2021

### 2021 Assessment Results

**Districts should exercise caution when using 2021 assessment outcomes for evaluating or planning purposes.** Assessment data from 2021 should be used in conjunction with other, more stable data points and local data that documents the impact of COVID-19 on instruction.

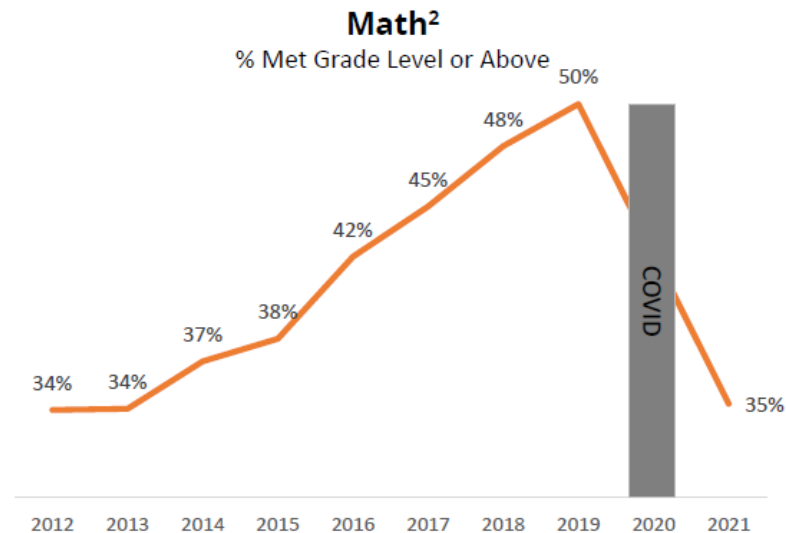
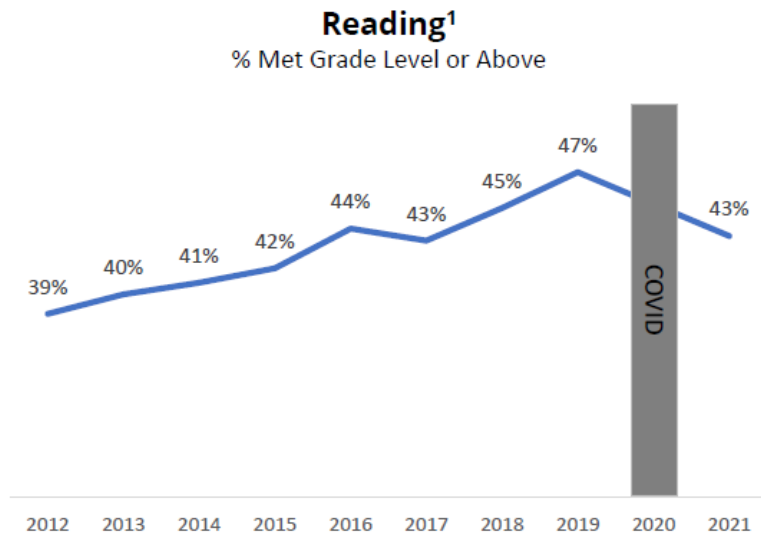
## From February 25, 2021 in TEA Spring 2021 Assessment Guidance:

Although state assessments will not be used for state or federal accountability purposes for the 2020–2021 school year, the state assessments will provide **equitable baseline** data necessary to determine actual learning loss during the COVID-19 crisis and areas to address for the benefit of all Texas students.

# The negative impact of COVID-19 erased years of improvement in reading and math

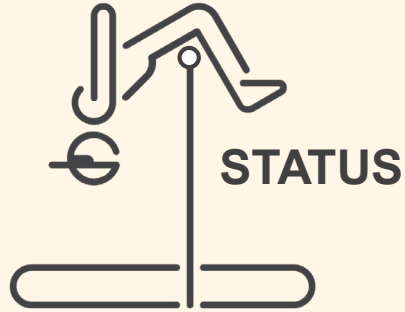
Reading results had steadily improved since 2012, with COVID-19 dropping Texas back to 2016 rates.

Math results had dramatically improved since 2012 with COVID-19 dropping Texas to 2013 passing rates



1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment Note: Results for grades 3-5 combine assessments given in Spanish and English. Results exclude STAAR-M, STAAR-L, STAAR-A, STAAR Alternate, STAAR Alternate 2 during any years they were offered. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: 2012-2021 Spring STAAR Data

# What's the Difference Between Achievement and Growth?



## Achievement

how a student performs in a tested subject relative to grade-level peers or grade-level standards

Measures a single point in time.



how a student progresses in a tested subject relative to all students given a normal school experience

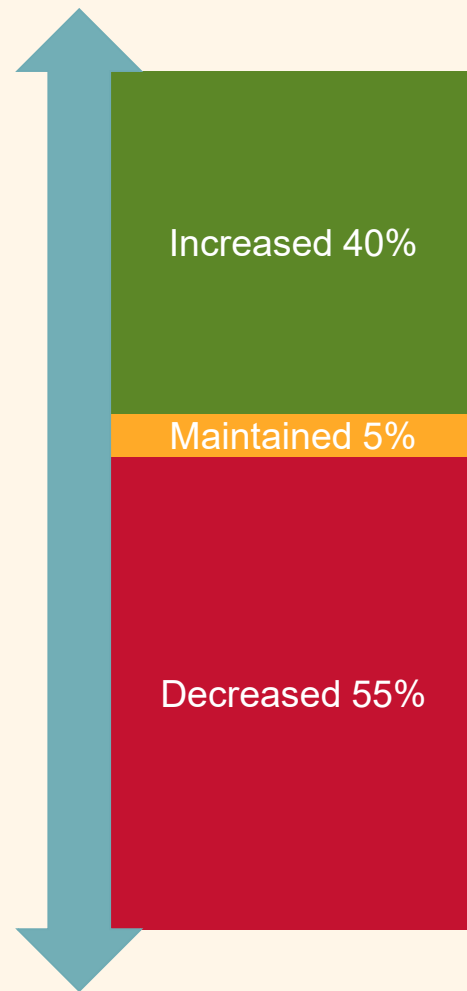
Measures progress made over two points in time.

# COVID-19 Impact Fall 2019 to Fall 2020

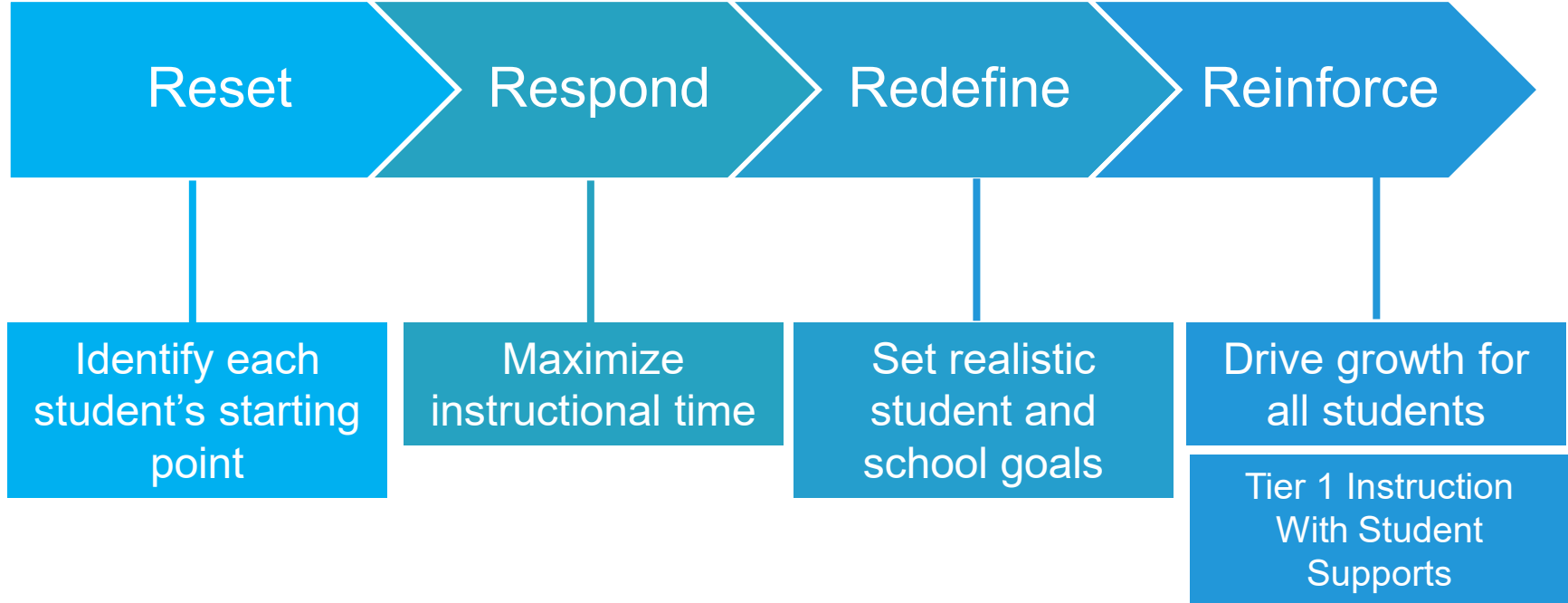
## Changes in Math Achievement

Students Tested Fall 2019 to Fall 2020  
in Grades 2-8

Source:  
NWEA Recovery and Goal Setting File 11/24/2020



# COVID-19 RECOVERY: Four Themes for Fall Data



# What is Tier I Instruction?

## Tier I

All students receive instruction on **core curriculum**.

## Tier II

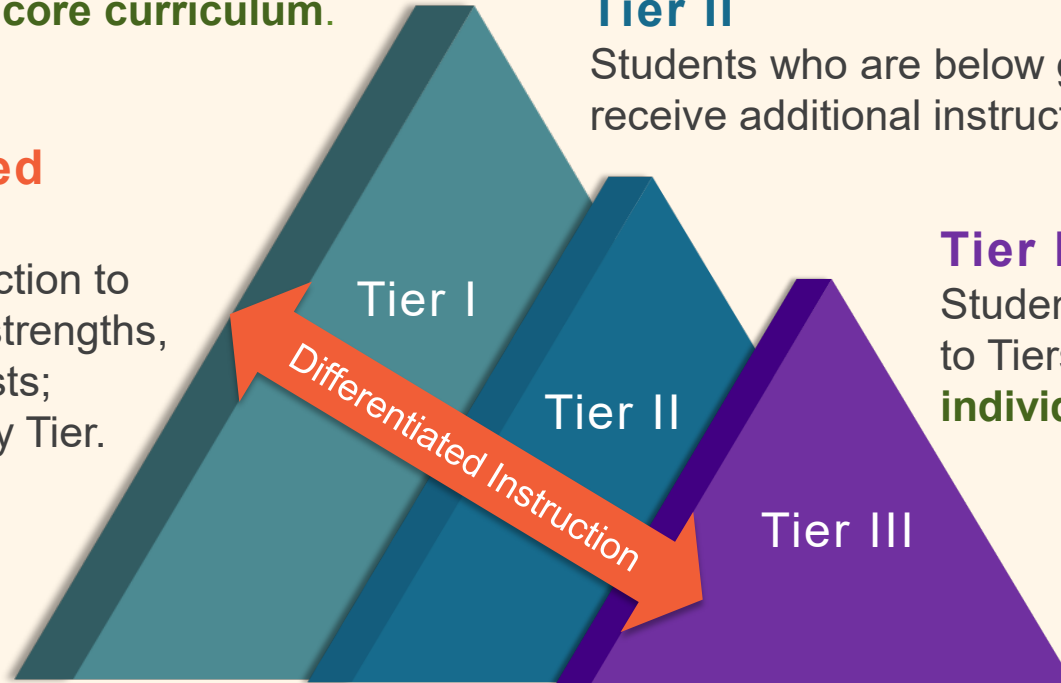
Students who are below grade level receive additional instruction in **small groups**.

## Differentiated Instruction

Adjusting instruction to match student strengths, needs or interests; can occur at any Tier.

## Tier III

Students who are unresponsive to Tiers I and II also receive **individualized instruction**.





# Accelerating Student Learning

## Instructional, Literacy and Biliteracy Frameworks

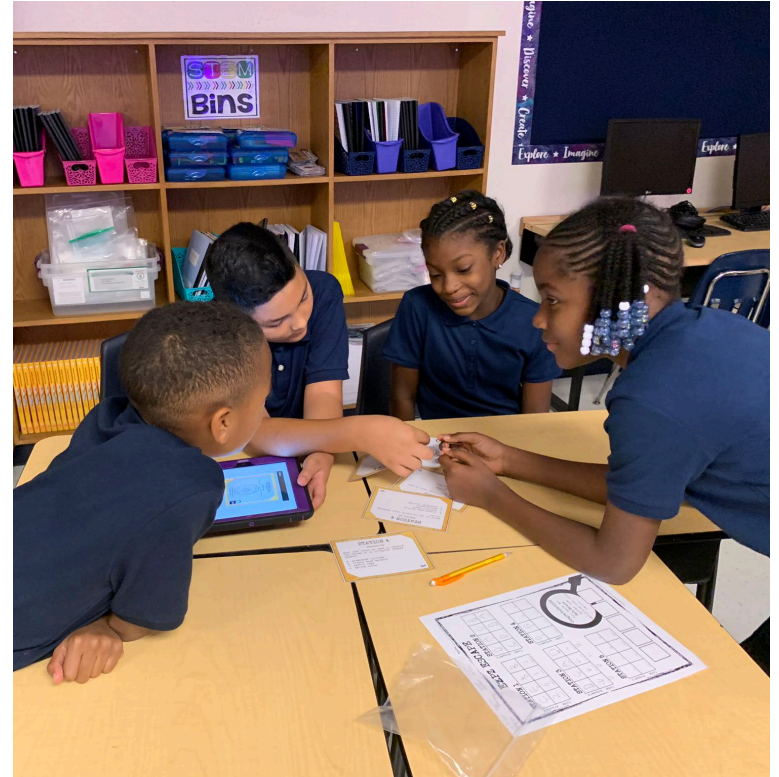
= Structure for lesson planning and effective teaching.



# Accelerating Student Learning

## Differentiated Support

= Adjusting to meet the needs of each school, classroom, and student.



# Accelerating Student Learning

- Social Emotional Learning (SEL)
  - Family Engagement (Wrap Around Services)
  - Freshman Success Teams
  - High-Quality Tutoring
  - More Learning Time (Summer, After School, Saturday)
- = Research-based strategies for strengthening student engagement and achievement.



# Student Growth Summary Report

## Aggregate by District

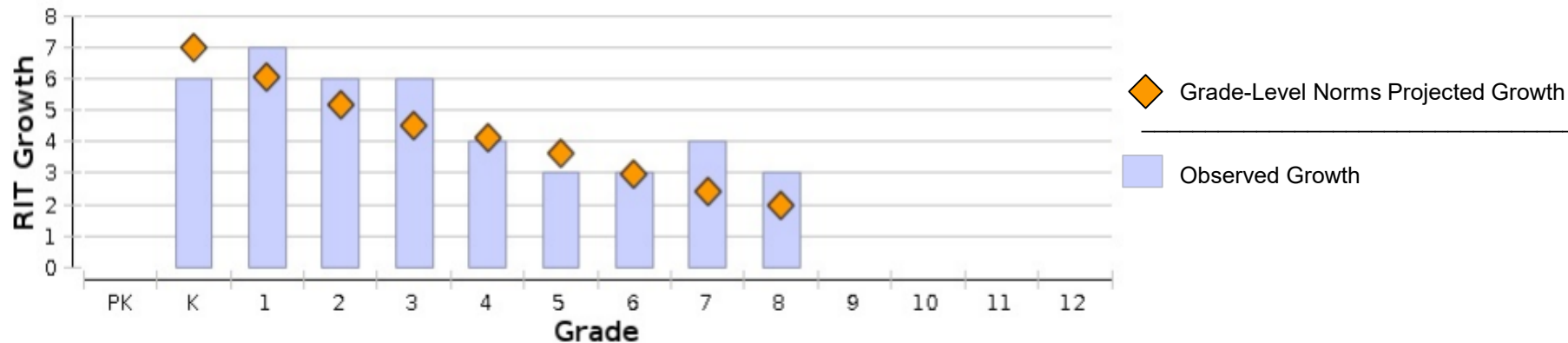
Term: Spring 2020-2021  
District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
Growth Comparison Period: Winter 2021 - Spring 2021  
Weeks of Instruction: Start - 20 (Winter 2021) ^  
End - 32 (Spring 2021) ^  
Grouping: None  
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Winter 2021			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

## Math: Math K-12



# Student Growth Summary Report

## Aggregate by District

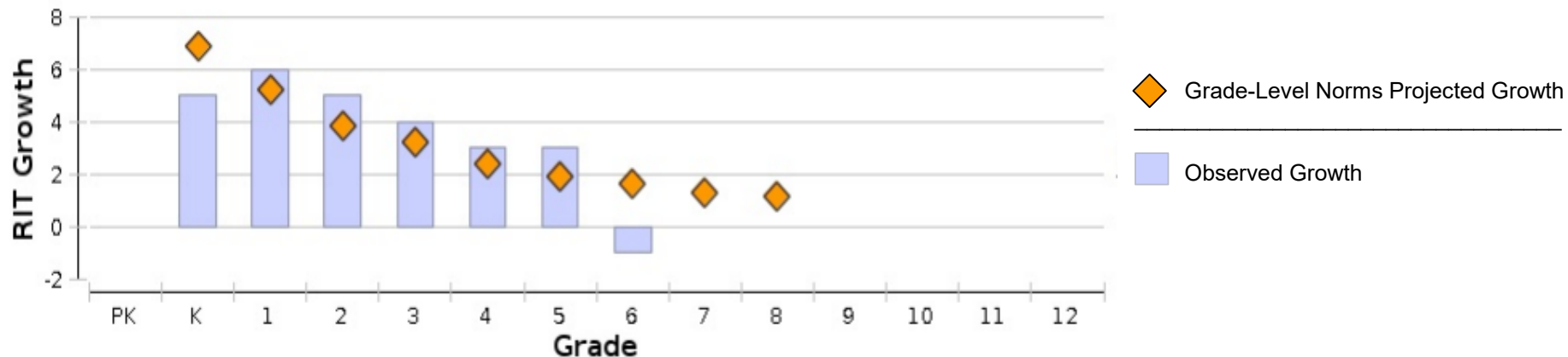
Term: Spring 2020-2021  
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Norms Reference Data: 2020 and User Norms<sup>1</sup>  
Growth Comparison Period: Winter 2021 - Spring 2021  
Weeks of Instruction: Start - 20 (Winter 2021) ^  
End - 32 (Spring 2021) ^  
Grouping: None  
Small Group Display: No

### Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Winter 2021			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

### Language Arts: Reading





# Expanding What Is Working

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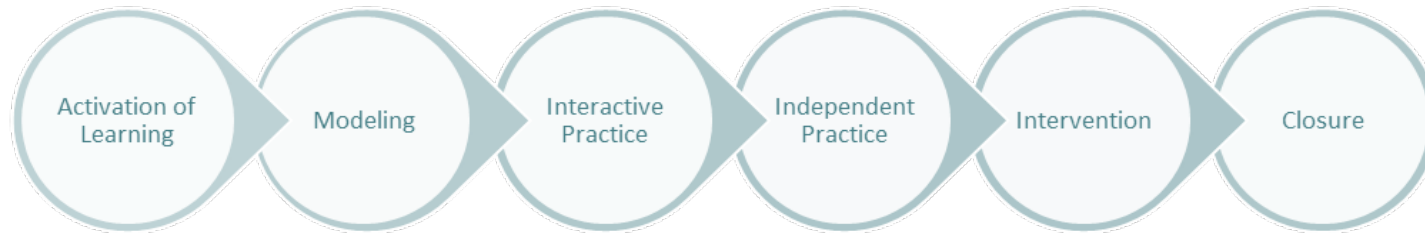
## Spring Semester Lexia Core 5 Literacy Pilot

- **32** elementary schools
- **10,368** students in grades K-5
- **46%** of students advanced at least one grade level (one year of progress in just four months)
- **58%** of students advancing greater than one grade level

# Structured Literacy and Enhanced Math

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- Grade 6 and 7 double-blocked with core Literacy or Math course
- Provided for students who are in the 15th to 25th percentile on NWEA MAP Growth
- Must follow the provided structure for the course and may not be used as a separate Literacy or Math course or “support” class
- Must be blocked with the same teacher in back to back classes





# Goal 1: Early Literacy



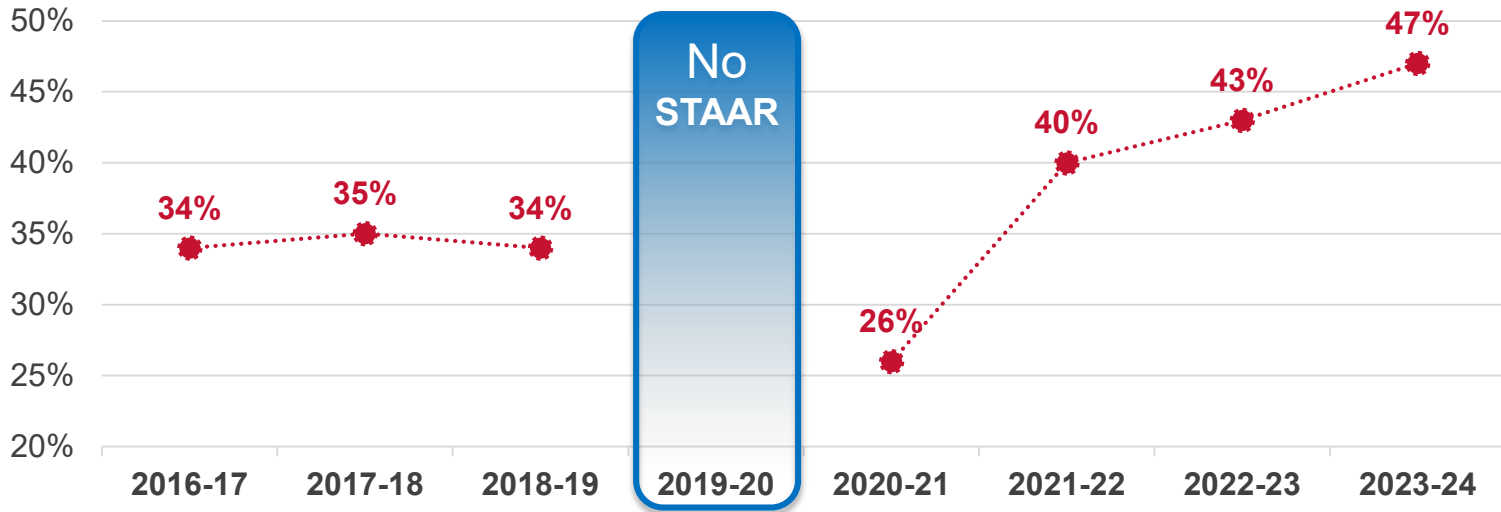
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INDEPENDENT SCHOOL DISTRICT



## Board Outcome Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from **34%** to **47%** by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
36%	38%	40%	43%	47%



## Board Outcome Goal 1: Early Literacy

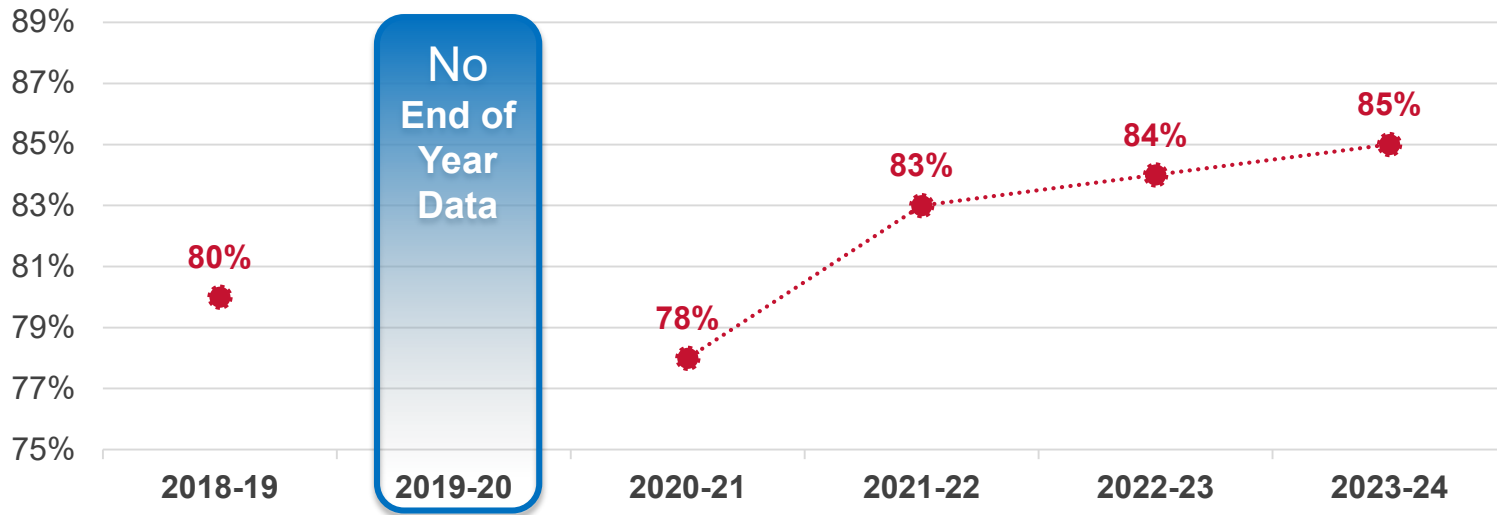
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from **34%** to **47%** by August 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)	EL (Current & Monitored)
2016-17	34%	21%	34%	63%	--	38%	--	41%	28%	30%	32%	32%
2017-18	35%	23%	34%	61%	--	45%	--	45%	24%	30%	34%	34%
2018-19	34%	22%	33%	58%	--	53%	--	32%	26%	29%	32%	32%
2019-20												
2020-21	26%	16%	23%	57%	--	31%	--	47%	21%	20%	19%	19%
2021-22	40%	28%	39%	64%	--	59%	--	38%	32%	35%	38%	38%
2022-23	43%	31%	42%	67%	--	62%	--	41%	35%	38%	41%	41%
2023-24	47%	35%	46%	71%	--	66%	--	45%	39%	42%	45%	45%

## Goal Progress Measure 1.1 – Circle – Pre-K

Increase the percent of PK students that score “On Track” on Circle Phonological Awareness from **80%** to **85%** by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
81%	82%	83%	84%	85%



## Goal Progress Measure 1.1 – Circle – Pre-K

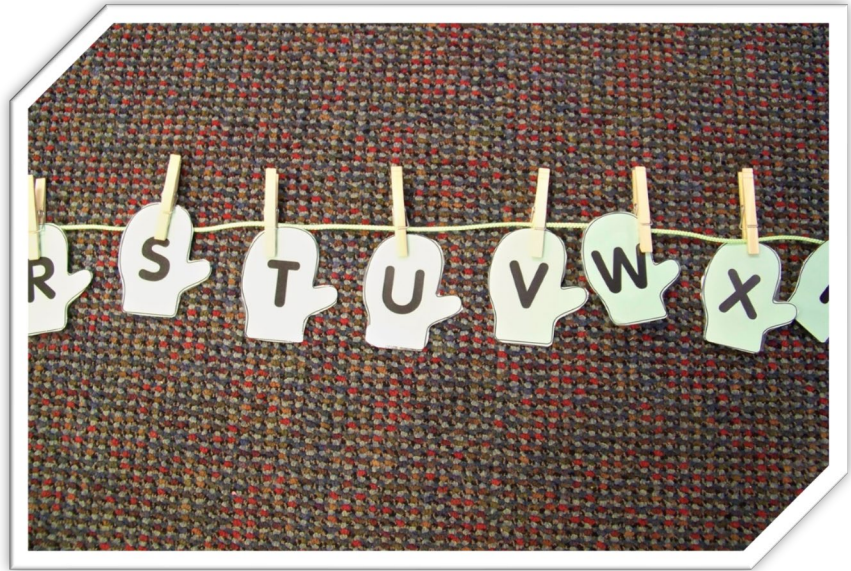
Increase the percent of PK students that score “On Track” on Circle Phonological Awareness from **80%** to **85%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	80%	79%	79%	83%	--	78%	--	84%	57%	79%	78%
2019-20											
2020-21	78%	79%	76%	85%	--	75%	--	80%	63%	76%	76%
2021-22	83%	82%	82%	86%	--	81%	--	87%	60%	82%	81%
2022-23	84%	83%	83%	87%	--	82%	--	88%	61%	83%	82%
2023-24	85%	84%	84%	88%	--	83%	--	89%	62%	84%	83%

# Circle Assessment for Pre-K Students

## Phonological Awareness Components

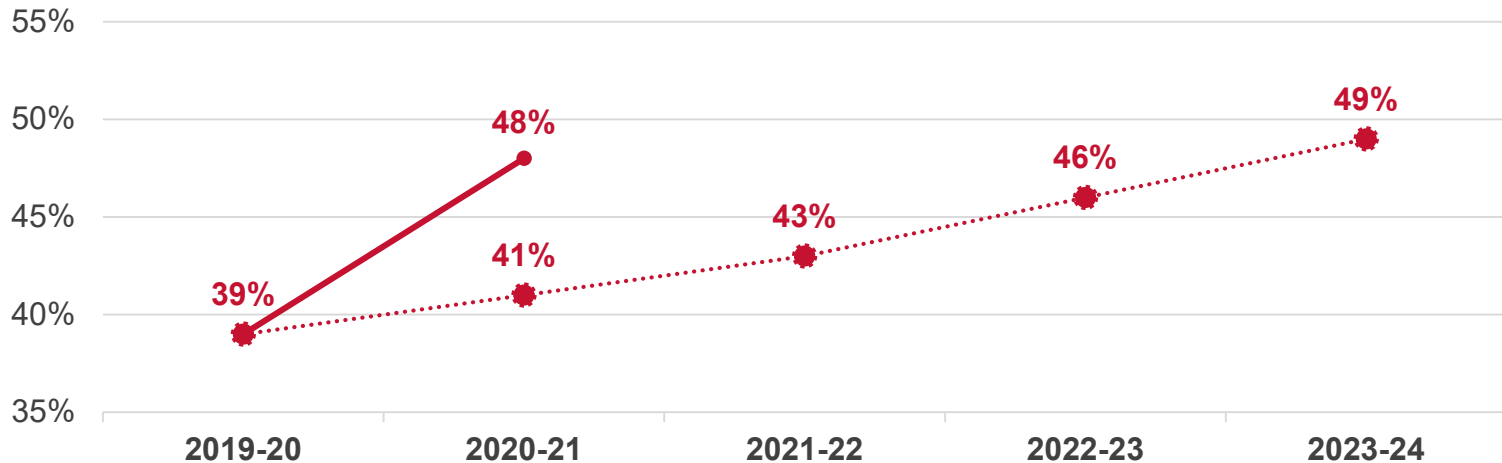
- ✓ Syllabification
- ✓ Onset-Rime
- ✓ Alliteration
- ✓ Rhyming



## Goal Progress Measure 1.2 – MAP Reading Fluency – K-3

Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators from **39%** to **49%** by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
39%	41%	43%	46%	49%



## Goal Progress Measure 1.2 – MAP Reading Fluency – K-3

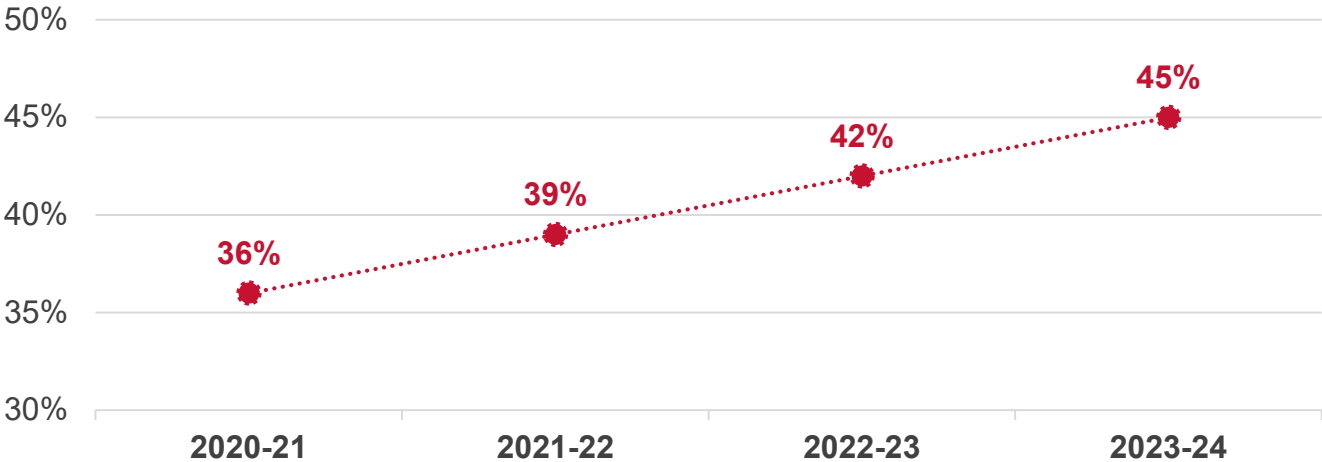
Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators from **39%** to **49%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2019-20 estimate	39%	35%	37%	55%	--	42%	--	45%	26%	37%	35%
2020-21	48%	40%	47%	66%	--	48%	--	56%	28%	44%	45%
2021-22	43%	39%	41%	59%	--	46%	--	49%	30%	41%	39%
2022-23	46%	42%	44%	62%	--	49%	--	52%	33%	44%	42%
2023-24	49%	45%	47%	65%	--	52%	--	55%	36%	47%	45%

**Goal Progress Measure 1.3 – MAP Growth Reading**  
Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from **36%** to **45%** by June 2024.

Yearly Target Goals			
2021	2022	2023	2024
36%	39%	42%	45%

2020-2021  
Baseline:  
first year  
implementing  
NWEA MAP  
Growth for  
Reading K-3





## Goal Progress Measure 1.3 – MAP Growth Reading

Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from **36%** to **45%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2020-21	36%	33%	35%	49%	--	46%	--	43%	28%	35%	35%
2021-22	39%	36%	38%	52%	--	49%	--	46%	32%	38%	38%
2022-23	42%	39%	41%	55%	--	52%	--	49%	35%	41%	41%
2023-24	45%	42%	44%	58%	--	55%	--	52%	38%	44%	44%



# Goal 2: Early Mathematics



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# Board Outcome Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from **33%** to **45%** by August 2024.



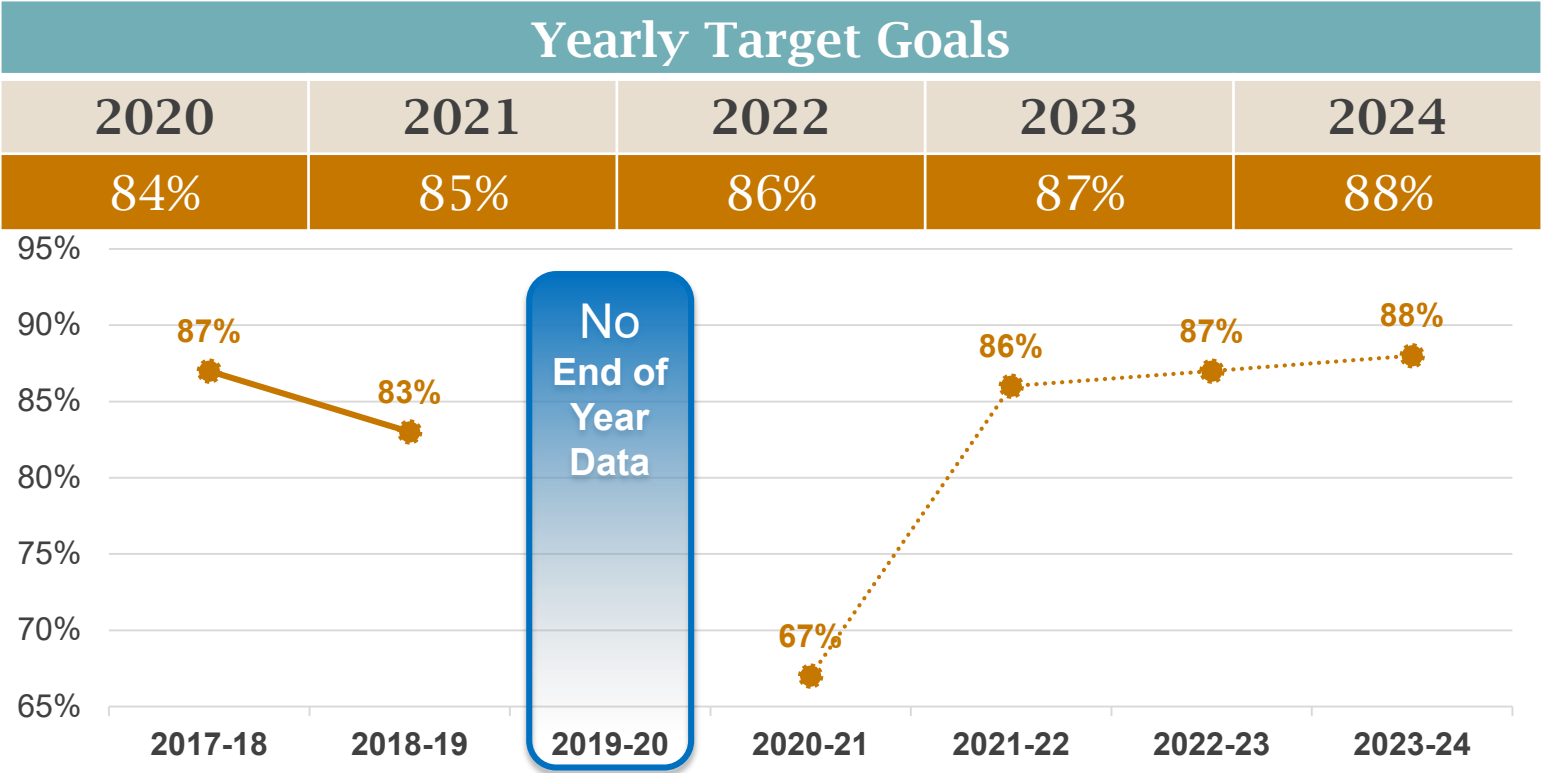
## Board Outcome Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from **33%** to **45%** 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)
2016-17	33%	20%	33%	56%	--	47%	--	32%	32%	29%	33%	33%
2017-18	33%	22%	32%	54%	--	47%	--	44%	25%	29%	33%	33%
2018-19	34%	21%	33%	57%	--	63%	--	39%	28%	29%	33%	33%
2019-20												
2020-21	17%	7%	15%	43%	--	29%	--	28%	21%	12%	14%	14%
2021-22	38%	25%	37%	61%	--	67%	--	43%	32%	33%	37%	37%
2022-23	41%	28%	40%	64%	--	70%	--	46%	35%	36%	40%	40%
2023-24	45%	32%	44%	68%	--	74%	--	50%	39%	40%	44%	44%

# Goal Progress Measure 2.1 – Circle and TX-KEA

Increase the percent of PK and KG students that score “On Track” on Circle and TX-KEA Math from 83% to 88% by June 2024.



## Goal Progress Measure 2.1 – Circle and TX-KEA

Increase the percent of PK and KG students that score “On Track” on Circle and TX-KEA Math from **83%** to **88%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	87%	86%	86%	91%	--	92%	--	91%	77%	86%	84%
2018-19	83%	79%	81%	89%	--	87%	--	87%	62%	82%	81%
2019-20											
2020-21	67%	64%	65%	79%	--	74%	--	75%	49%	64%	65%
2021-22	86%	82%	84%	92%	--	90%	--	90%	65%	85%	84%
2022-23	87%	83%	85%	93%	--	91%	--	91%	66%	86%	85%
2023-24	88%	84%	86%	94%	--	92%	--	92%	67%	87%	86%

# Circle Assessment for Pre-K Students

## Math Components

- ✓ Numbers
- ✓ Counting
- ✓ Shapes
- ✓ Operations



# TX-KEA for Kindergarten Students

## Math Components

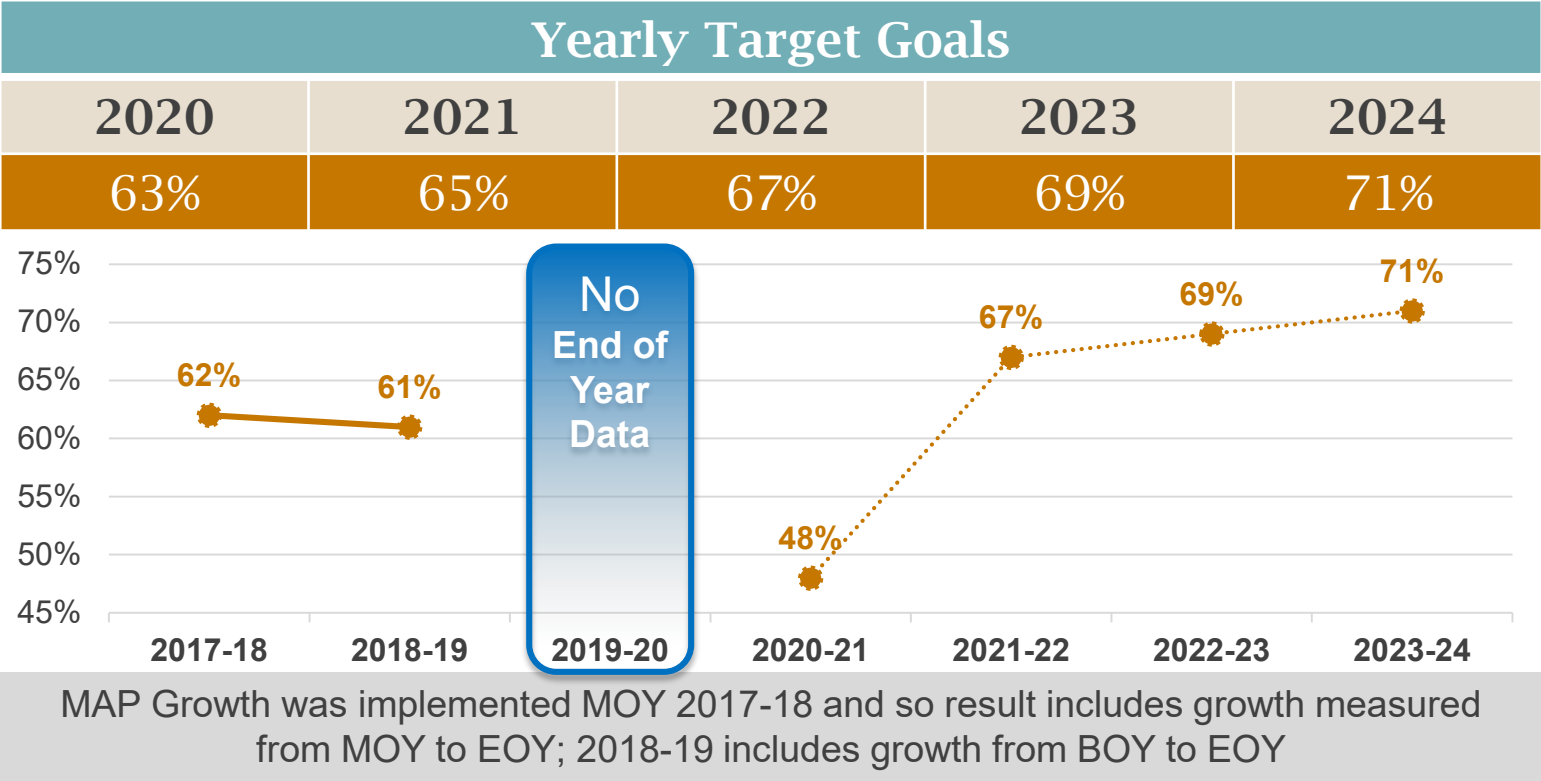
- ✓ Numbers
- ✓ Counting
- ✓ Patterns
- ✓ Sequencing





# Goal Progress Measure 2.2 – MAP Growth Grades 1-3

Increase the percent of Grade 1 – Grade 3 students Meet or Exceed projected growth on MAP Growth from **61%** to **71%** by June 2024.



## Goal Progress Measure 2.2 – MAP Growth Grades 1-3

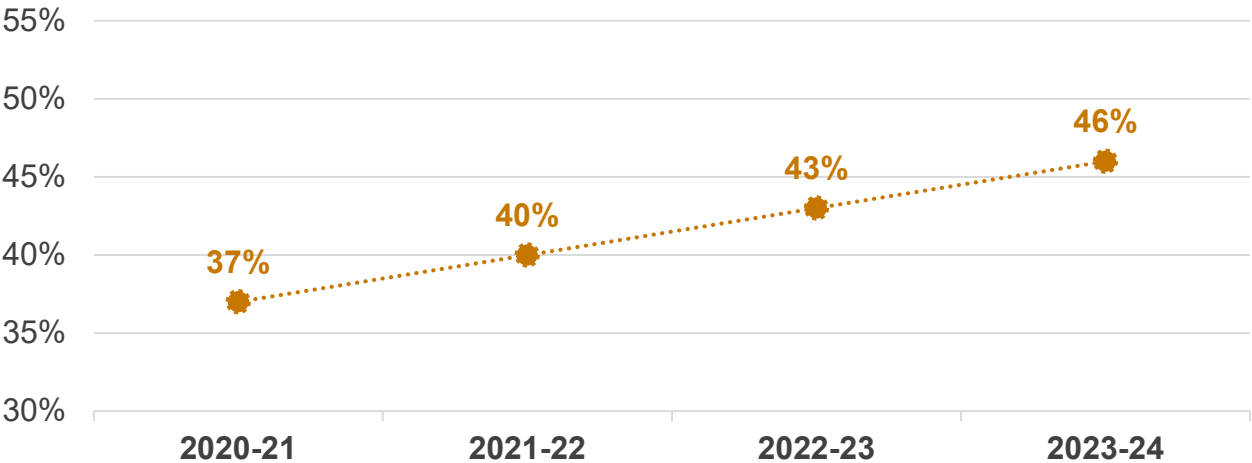
Increase the percent of Grade 1 – Grade 3 students Meet or Exceed projected growth on MAP Growth from **61%** to **71%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	62%	57%	62%	69%	--	72%	--	65%	55%	61%	64%
2018-19	61%	52%	62%	70%	--	70%	--	68%	51%	60%	64%
2019-20											
2020-21	48%	41%	47%	61%	--	60%	--	53%	39%	46%	49%
2021-22	67%	58%	68%	76%	--	76%	--	74%	57%	66%	70%
2022-23	69%	60%	70%	78%	--	78%	--	76%	59%	68%	72%
2023-24	71%	62%	72%	80%	--	80%	--	78%	61%	70%	74%

# Goal Progress Measure 2.3 – MAP Mathematics Growth Kindergarten

Increase the percent of Kindergarten students who Meet or Exceed projected growth on MAP Growth from 37% to 46% by June 2024.

Yearly Target Goals			
2021	2022	2023	2024
37%	40%	43%	46%



2020-2021  
Baseline:  
first year  
implementing  
NWEA MAP  
Growth for  
MATH in  
Kindergarten

## Goal Progress Measure 2.3 – MAP Mathematics Growth Kindergarten

Increase the percent of Kindergarten students who Meet or Exceed projected growth on MAP Growth from **37%** to **46%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2020-21	37%	36%	36%	48%	--	43%	--	37%	30%	37%	38%
2021-22	40%	39%	39%	51%	--	46%	--	40%	33%	40%	41%
2022-23	43%	42%	42%	54%	--	49%	--	43%	36%	43%	44%
2023-24	46%	45%	45%	57%	--	52%	--	46%	39%	46%	47%



# Goal 3: College, Career, and Military Readiness



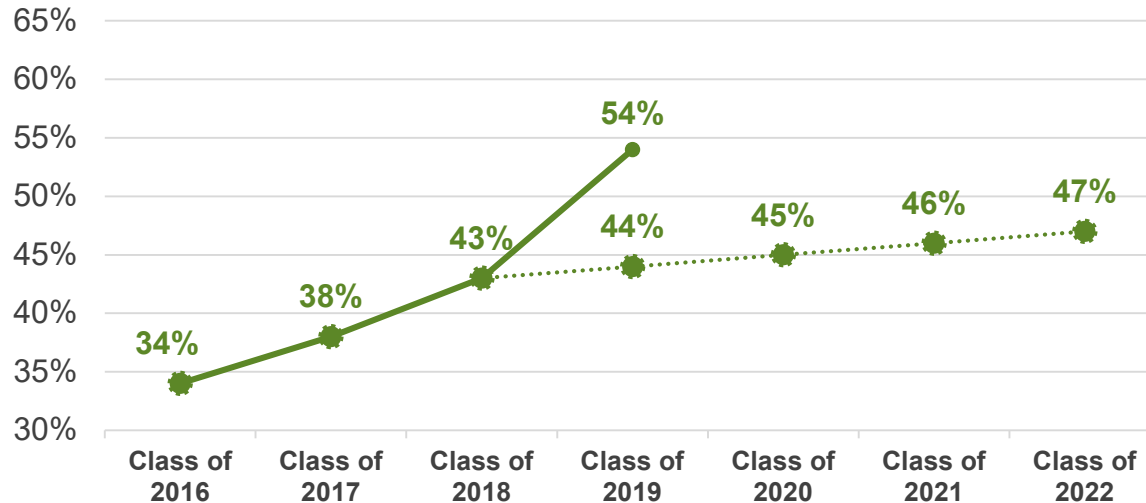
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## Board Outcome Goal 3: CCMR

Increase the percentage 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:

- Criterion score SAT/ACT/TSI/ College Prep course in Reading and Math
- Criterion score AP/IB
- Industry certification
- OnRamps course completed
- Completed IEP and Workforce Readiness
- Associate's Degree
- Special Ed student graduating with advanced degree plan
- A 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

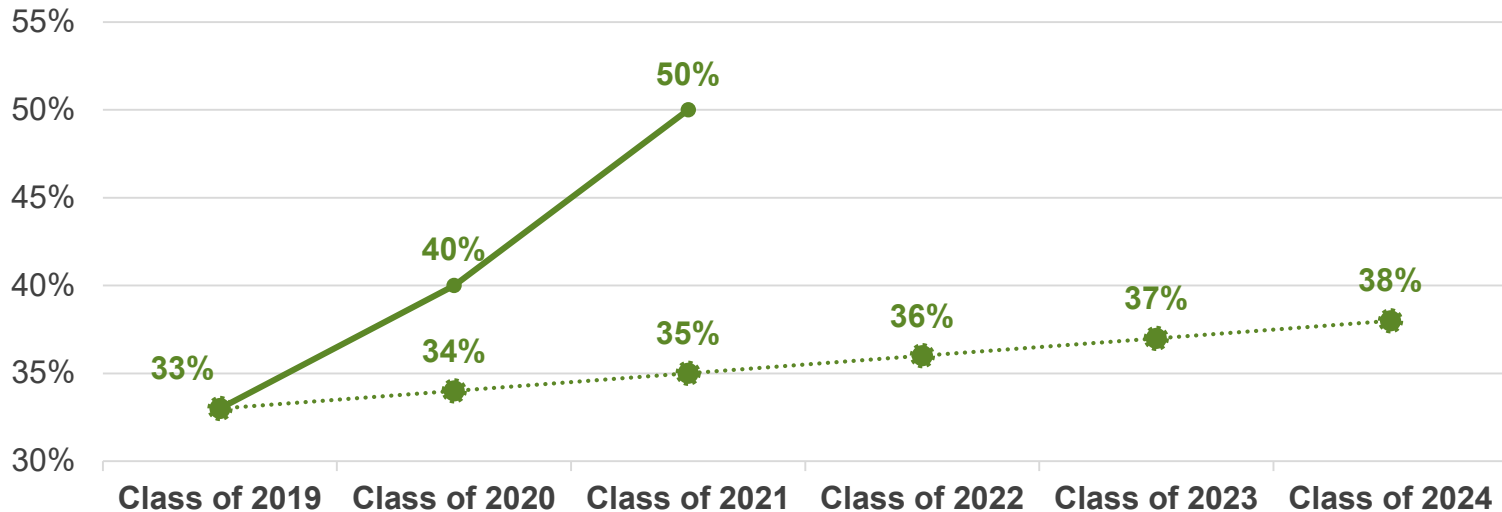
Increase the percentage students graduating with a CCMR indicator from **43%** to **48%** by August 2024.

Class of	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)	EL (Current & Monitored)
2017	34%	18%	33%	62%	--	42%	--	45%	18%	31%	--	--
2018	38%	22%	39%	59%	--	44%	--	60%	29%	36%	--	--
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	45%	29%	45%	68%	45%	51%	45%	56%	43%	41%	32%	38%
2022	46%	30%	46%	69%	46%	52%	46%	57%	44%	42%	33%	39%
2023	47%	31%	47%	70%	47%	53%	47%	58%	45%	43%	34%	40%
2024	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

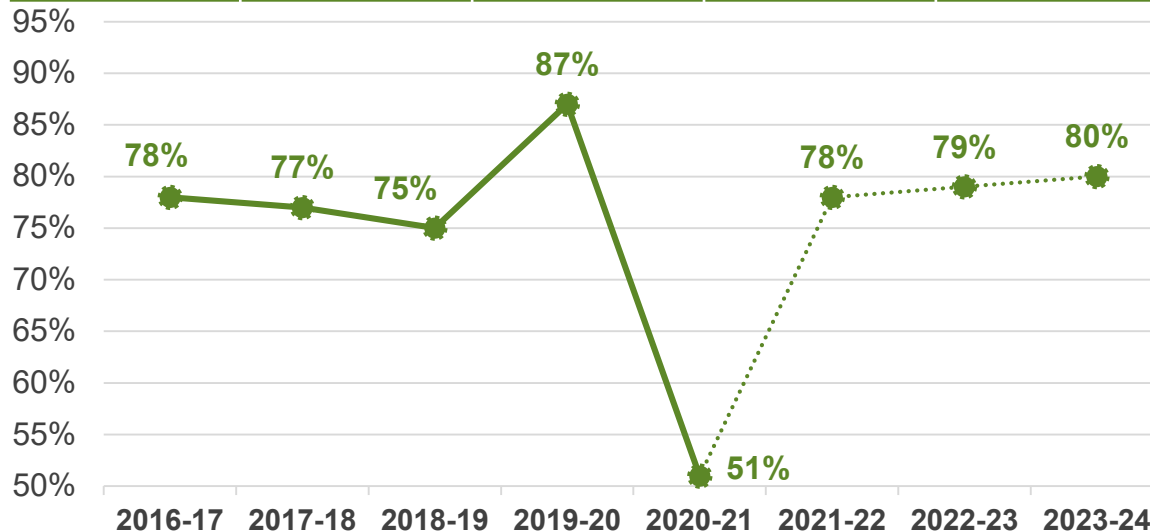
Increase the percentage of Grade 12 students who meet the criteria for CCMR from 33% to 38% by August 2024.

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	34%	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 3.2 – Grade 9 On-Track

Increase the percentage of first-time 9th 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

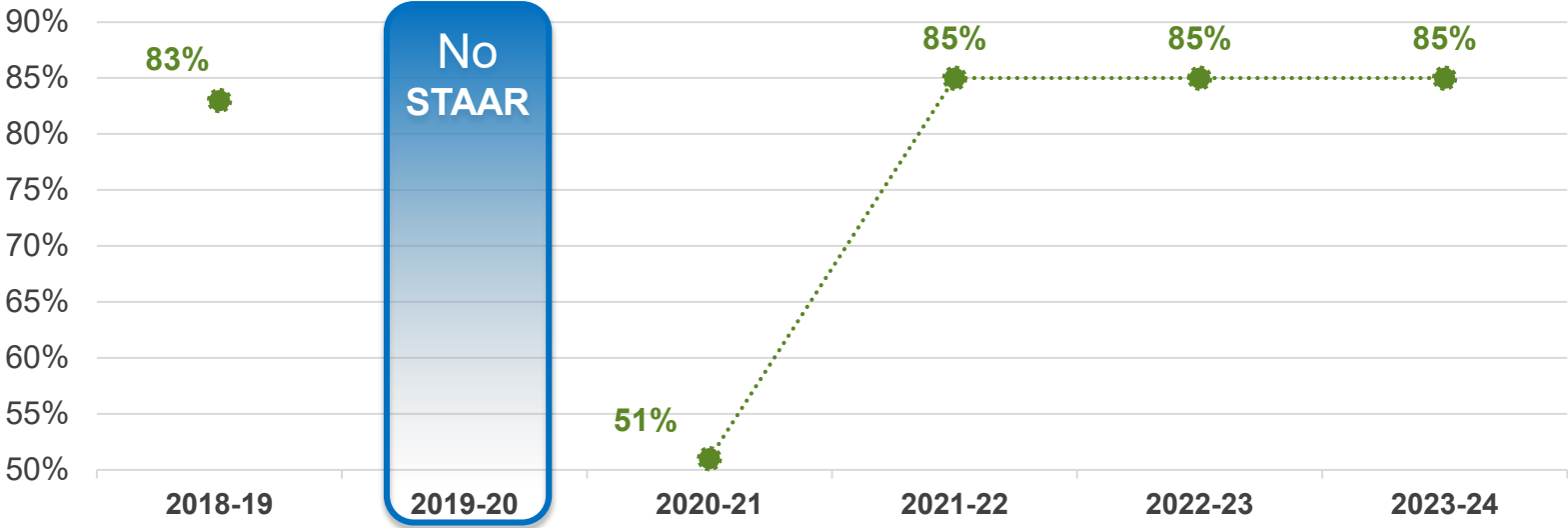
Increase the percentage of first-time 9th graders on-track towards graduation from **75%** to **80%** by June 2024.

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 3.3 – Algebra I Completion by End of 9<sup>th</sup> Grade

The percent of students that score approaches grade level or above on STAAR Algebra I EOC 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

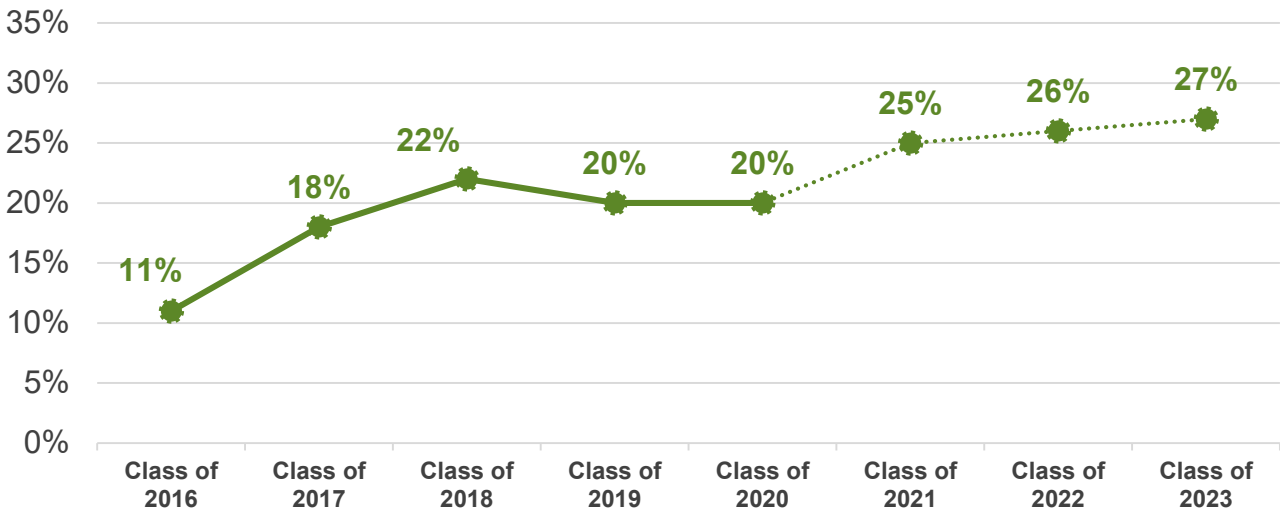
The percent of students that score approaches grade level or above on STAAR Algebra I EOC will increase from **83%** to **85%** by June 2024.

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 3.4 – 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%



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