

2024 FWISD A-F Accountability Summary

September 10, 2024

Fort Worth
INDEPENDENT SCHOOL DISTRICT

What is A-F Accountability?

The A–F Accountability System is a statewide rating system established by the Texas Education Agency (TEA) that evaluates the academic performance of Texas public schools and assigns letter grades A–F to districts and campuses.

The accountability ratings evaluate three domains: Student Achievement, School Progress, and Closing the Gaps.

Accountability Rating Domains

Better of Achievement or Progress
70%

30%



Student
Achievement



School
Progress



Closing
The Gaps

Domain I, Student Achievement: Measures student state standardized test performance, graduation rates, and how prepared students are for success after high school

Domain II, School Progress: Shows how students perform over time (Domain IIA) and how the school's performance compares to other schools with similar economically disadvantaged student populations (Domain IIB)

Domain III, Closing the Gaps: Demonstrates how well a school or district is ensuring all student groups are successful

Accountability Calculation for High Schools

Domain I: Student Achievement

40% STAAR

- Combination of all STAAR assessments given on the campus with a passing performance level

40% College, Career, & Military Readiness (CCMR)

- Percentage of prior-year annual graduates that met a CCMR indicator for post-secondary readiness

20% Graduation Rate

- Best of four-, five-, or six-year graduation rate
- Lagging indicator: calculated from prior-year data

Domain II: School Progress

100% of the better of either:

Academic Growth (IIA)

Percentage of students who grew at least one year academically AND the percentage of students who showed accelerated growth as measured by STAAR performance in ELAR and math

OR

Relative Performance (IIB)

Student achievement as measured by an average of STAAR and CCMR scores from Domain I, relative to campuses with a similar percentage of economically disadvantaged (ED) students

Domain III: Closing the Gaps

50% Academic Achievement:

Percentage of students in each targeted group meeting or exceeding the Meets Grade Level performance standard in ELAR and math

30% CCMR: Percentage of prior-year graduates in each targeted group who met a CCMR indicator

10% Four-Year Federal Graduation Rate:

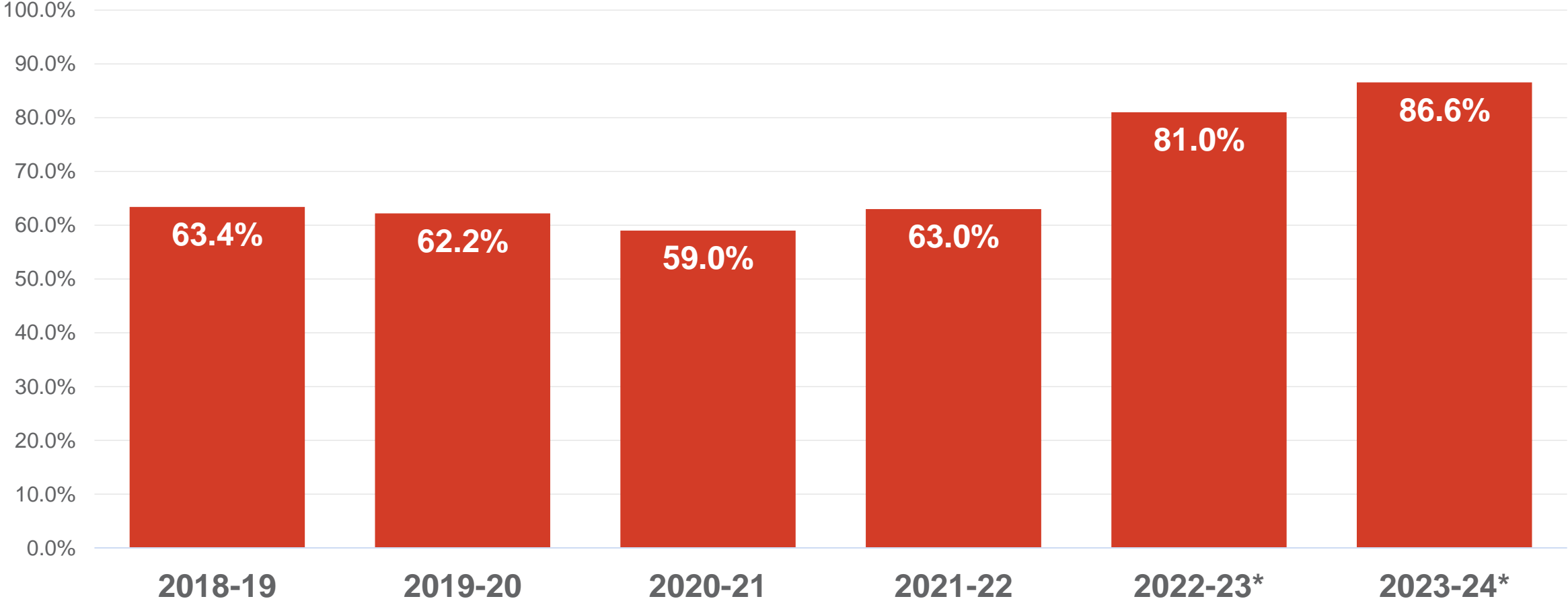
Percentage of students in each group graduating in a 4-year period

10% English Language (EL)

Proficiency: Progress of Emergent Bilingual (EB) students in becoming proficient in English, measured by TELPAS

College, Career, & Military Ready (CCMR) Graduates

% of Graduates CCMR Ready



* FWISD estimate; lagging indicator

STAAR 1.0 → STAAR 2.0

- **Students took a new, redesigned STAAR assessment in 2023**
- **2022-23 and 2023-24 ratings are based on a different set of rules than previous A-F ratings**
- **2021-22 (STAAR 1.0) and 2022-23 (STAAR 2.0) ratings cannot be easily compared side by side**

STAAR 2.0 Redesign Changes

The STAAR 2.0 redesign includes several components:

- All students are required to be assessed via online devices**
- New Reading Language Arts (RLA) tests in all grade levels and languages assess both reading and writing and include an extended, evidence-based constructed response, or essay, on every assessment**

STAAR 2.0 Redesign Changes (cont'd)

- **The number of cross-curricular informational passages that reference content aligned to TEKS for other subject areas (e.g., social studies, science, mathematics, fine arts) have increased**
- **New interactive, non-multiple-choice question types are incorporated into every assessment**

Changes to the Accountability Rating System

The new accountability rules introduce several changes that raise the bar and standards for achieving high ratings, including:

- **Significant increase in the scaling method for CCMR throughout the system, with the most rigorous increase impacting Domain I: Student Achievement**
- **New calculation and scaling methods in Domain IIA: Academic Growth**

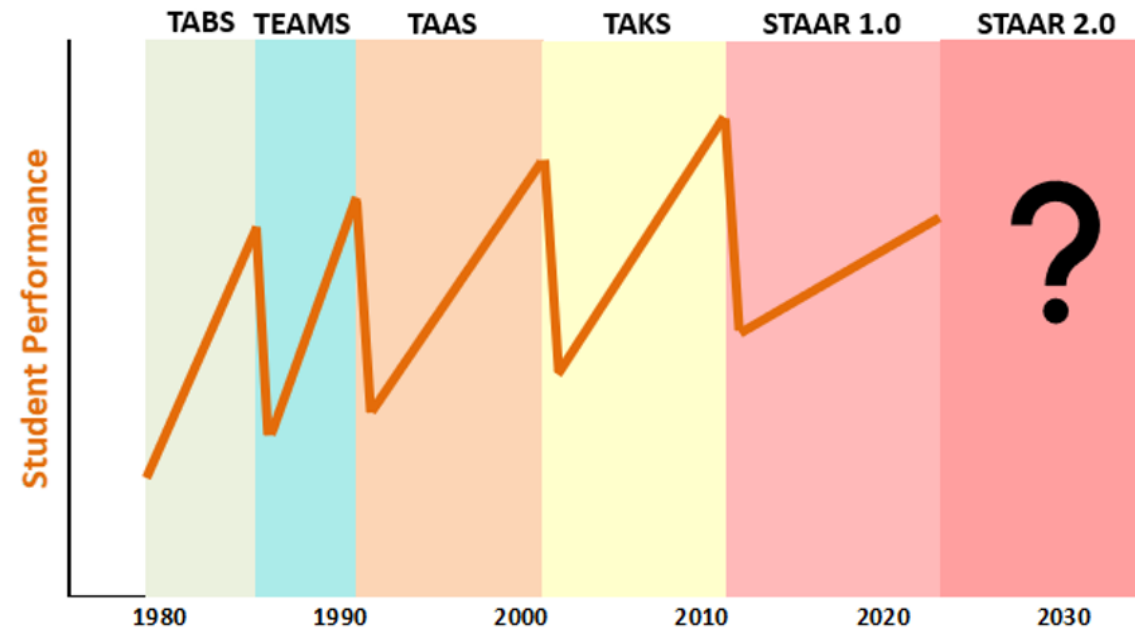
Changes to the Accountability Rating System (cont'd)

- **New calculation and scaling methods in Domain III: Closing the Gaps**
- **New calculation method for component and domain ratings for districts, including proportional weighting of campus results and the 3 D's rule**

Statewide Assessment Trends, 1980-present

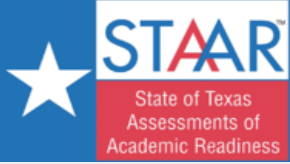
Through the implementation of each new assessment program, scores have initially dropped and then risen quickly as students and teachers respond and adapt to the new assessment.

State Assessment Through the Years



Source: Lead4ward

Comparison: Spring 2023 to 2024 STAAR Grades 3-8 – PEIMS Subset Applied


			Approaches Grade Level and Above (% passing)			Meets Grade Level and Above			Masters Grade Level		
	Number Tested		% Met		Difference	% Met		Difference	% Met		Difference
	2023	2024	2023	2024		2023	2024		2023	2024	
Grade 3 Reading - English	4304	4268	61%	61%	0%	35%	35%	0%	10%	11%	1%
Grade 3 Reading - Spanish	463	576	38%	37%	-1%	13%	10%	-3%	6%	5%	-1%
Grade 3 Math	4762	4838	58%	56%	-2%	29%	30%	1%	10%	10%	0%
Grade 4 Reading - English	4472	4387	67%	70%	3%	33%	35%	2%	12%	12%	0%
Grade 4 Reading - Spanish	364	383	32%	29%	-3%	15%	16%	1%	7%	4%	-3%
Grade 4 Math	4831	4767	53%	54%	1%	32%	33%	1%	12%	13%	1%
Grade 5 Reading - English	4709	4511	71%	69%	-2%	43%	41%	-2%	17%	18%	1%
Grade 5 Reading - Spanish	241	313	48%	50%	2%	22%	13%	-9%	7%	4%	-3%
Grade 5 Science - English	4801	4582	47%	39%	-8%	20%	14%	-6%	7%	5%	-2%
Grade 5 Science - Spanish	148	240	26%	13%	-13%	5%	5%	0%	1%	0%	-1%
Grade 5 Math	4947	4817	67%	65%	-2%	36%	36%	0%	12%	11%	-1%
Grade 6 Reading	4352	4248	59%	59%	0%	32%	36%	4%	10%	12%	2%
Grade 6 Math	4097	3934	56%	52%	-4%	17%	18%	1%	4%	4%	0%
Grade 7 Reading	4748	4306	59%	53%	-6%	34%	32%	-2%	13%	14%	1%
Grade 7 Math	3442	3023	32%	23%	-9%	9%	7%	-2%	1%	1%	0%
Grade 8 Reading	3941	3650	61%	56%	-5%	25%	23%	-2%	6%	6%	0%
Grade 8 Science	5180	4807	51%	45%	-6%	23%	20%	-3%	5%	5%	0%
Grade 8 Social Studies	5027	4683	42%	37%	-5%	17%	15%	-2%	6%	6%	0%
Grade 8 Math	5490	5069	63%	56%	-7%	30%	28%	-2%	9%	9%	0%

STAAR Grades 3-8 Performance Highlights

From 2023 to 2024, increases were observed in multiple areas:

- **Grade 3 Reading (English) at the Masters Level**
- **Grade 3 Math at the Meets level**
- **Grade 4 Reading (English) at the Approaches and Meets levels**
- **Grade 4 Reading (Spanish) at the Meets level**
- **Grade 4 Math at the Approaches, Meets, and Masters levels**
- **Grade 5 Reading (English) at the Masters level**
- **Grade 5 Reading (Spanish) at the Approaches level**
- **Grade 6 Reading at the Meets and Masters levels**
- **Grade 6 Math at the Meets level**
- **Grade 7 Reading at the Masters level**

Comparison: Spring 2023 to Spring 2024 STAAR EOC– PEIMS Subset Applied

			Approaches Grade Level and Above (% passing)			Meets Grade Level and Above			Masters Grade Level		
	Number Tested		% Met		Difference	% Met		Difference	% Met		Difference
	2023	2024	2023	2024		2023	2024		2023	2024	
Algebra I	7269	6874	59%	61%	2%	22%	22%	0%	8%	9%	1%
Biology	6726	5937	79%	84%	5%	34%	38%	4%	7%	7%	0%
English I	8331	7320	56%	50%	-6%	36%	35%	-1%	5%	7%	2%
English II	7394	6836	61%	63%	2%	40%	45%	5%	4%	3%	-1%
U.S. History	5204	5074	92%	93%	1%	61%	57%	-4%	26%	24%	-2%

STAAR EOC Performance Highlights

The percentage of students passing (Approaches Grade Level or Higher) their EOC tests increased in four subjects:

- **Algebra I +2% points (59% to 61%)**
- **Biology +5% points (79% to 84%)**
- **English II +2% points (61% to 63%)**
- **U.S. History +1% point (92% to 93%)**

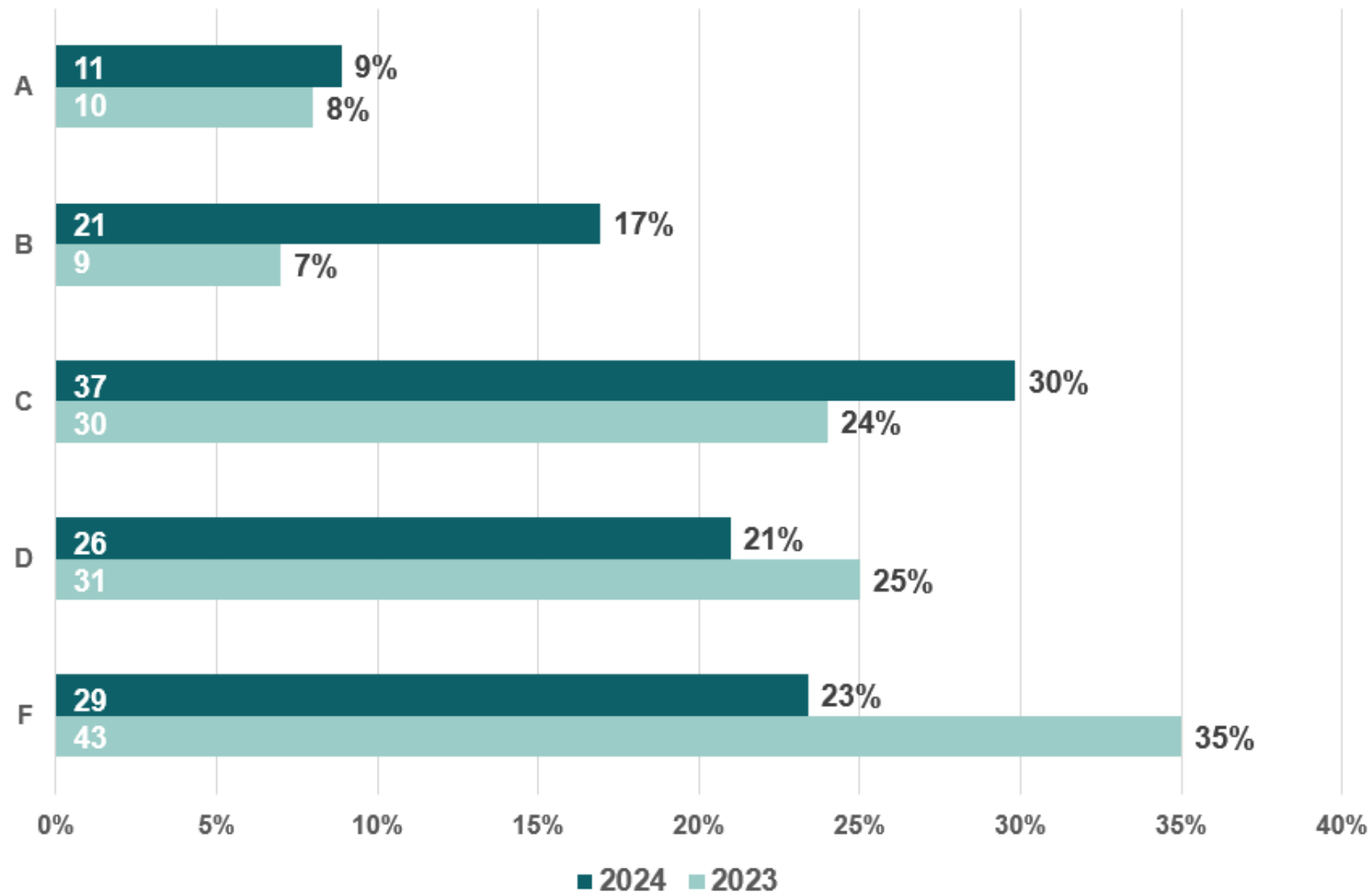
FWISD Campus Accountability Ratings 2023-2024

A-F Accountability Rating	2023*	2024**
High Performing (A/B)	19	32
Stable (C)	30	37
Lower Performing (D/F)	74	55

* Estimate of campus letter grade ratings if 2022-23 ratings were officially released

** Estimates of campus letter grade ratings for 2023-24 are based on raw scores; scores/ratings have not been officially released

Campuses by Accountability Letter Grades: Projected 2024 and Unofficial 2023



Campus Rating Increases 2023-2024

30% of rated schools (37 campuses) increased their accountability rating by ONE letter grade from 2023 to 2024.

- Diamond Hill-Jarvis HS (D to C)
- Dunbar HS (F to D)
- Eastern Hills HS (D to C)
- Polytechnic HS (D to C)
- Western Hills HS (D to C)
- O.D. Wyatt HS (F to D)
- Forest Oak MS (D to C)
- J.M. Jacquet MS (F to D)
- McLean 6th (C to B)
- Benbrook MS/HS (C to B)
- YMLA (B to A)
- West Handley ES (F to D)
- Carter Park ES (F to D)
- Manuel Jara ES (D to C)
- G.C. Clarke ES (D to C)
- Como ES (C to B)
- H.H. Peace ES (F to D)
- Diamond Hill ES (D to C)
- East Handley ES (F to D)
- C.C. Moss ES (C to B)
- J.T. White ES (D to C)
- Glen Park ES (C to B)
- Van Zandt-Guinn ES (F to D)
- Kirkpatrick ES (F to D)
- Mitchell Blvd. ES (C to B)
- M.H. Moore ES (D to C)
- Oaklawn ES (F to D)
- A.M. Pate ES (D to C)
- Luella Merrett ES (D to C)
- South Hi Mount ES (C to B)
- W.J. Turner ES (C to B)
- Westcreek ES (F to D)
- Atwood McDonald ES (D to C)
- Bill J. Elliot ES (F to D)
- Westpark ES (B to A)
- T.A. Sims ES (F to D)
- Alice Contreras ES (C to B)

Campus Rating Increases 2023-2024

9% of rated schools (11 campuses) increased their accountability rating by TWO letter grades from 2023 to 2024.

- Carter Riverside HS (F to C)
- Arlington Heights HS (F to C)
- North Side HS (F to C)
- Southwest HS (F to C)
- Success HS (D to B)
- E.M. Daggett ES (D to B)
- Greenbriar ES (F to C)
- Charles Nash ES (D to B)
- North Hi Mount ES (D to B)
- Richard J. Wilson ES (F to C)
- Lowery Road ES (D to B)

Campus Rating Increases 2023-2024

Two schools increased their accountability rating by THREE letter grades from 2023 to 2024.

- Sagamore Hill ES (F to B)
- Springdale ES (F to B)

A-Rated Campuses 2022-2024

Nine campuses maintained their A rating from 2022 to 2024:

- Young Women's Leadership Academy
- Texas Academy of Biomedical Sciences (TABS)
- Marine Creek Collegiate High School
- Tarrant County College (TCC) South Collegiate High School
- I.M. Terrell Academy High School for STEM & VPA
- De Zavala Elementary
- Tanglewood Elementary
- Westpark Elementary
- Overton Park Elementary

Examples of Gains: Elementary School Case Study



Sagamore Hill ES

- 433 Students
- 93% Economically Disadvantaged (ED)
- 65% Emerging Bilingual (EB)
- 11% Special Education (SE)

Sagamore Hill Elementary School increased their accountability letter grade from an F in 2023 to a B in 2024. This increase was bolstered by a 27% increase in Domain IIA and a 23% increase in Domain III, reflecting significant growth in STAAR performance among all student groups.

- 3rd Grade reading scores increased +9% at the Approaches and +5% at the Meets levels.
- 4th Grade math scores increased +9% at Approaches, +5% at Meets, and +8% at the Masters levels.
- 5th Grade math scores increased +13% at the Meets and +4% at the Masters levels.

Examples of Gains: Middle School Case Study



J.M. Jacquet MS

- 569 Students
- 96% Economically Disadvantaged (ED)
- 35% Emerging Bilingual (EB)
- 18% Special Education (SE)

J.M. Jacquet Middle School increased their accountability letter grade from an F in 2023 to a D in 2024. Performance in all accountability domains increased, including a +21% increase in Domain III: Closing the Gaps.

- 6th Grade math scores increased +16% at the Approaches and +5% at the Meets levels.
- 6th Grade reading scores increased +6% at Approaches, +12% at Meets, and +1% at the Masters levels.
- 7th Grade reading scores increased +6% at the Approaches and +6% at the Masters levels.
- 8th Grade Math scores increased +21% at Approaches, +25% at Meets, and +8% at the Masters levels.

Examples of Gains: High School Case Study



Southwest HS

- 1193 Students
- 82% Economically Disadvantaged (ED)
- 30% Emerging Bilingual (EB)
- 12% Special Education (SE)

Southwest High School increased their accountability letter grade from an F in 2023 to a C in 2024.

- All students demonstrated improvement in their STAAR EOC Algebra I scores, with achievement at the Approaches grade level and above performance standard rising from 55% to 62% compared to the previous year.
- African American students improved their STAAR EOC Algebra I scores at the Approaches grade level and above performance standard from 45% to 59% compared to the previous year.
- Emergent Bilingual students saw an improvement in their STAAR EOC Biology scores, with performance at the Approaches grade level and above standard rising from 68% to 84% compared to the previous year.

Examples of Gains: Middle School Teacher Highlights

MS Campus A

- 91% Economically Disadvantaged (ED)
- 60% Emerging Bilingual (EB)
- 17% Special Education (SE)

An 8th grade math teacher had 108 of 136 students (79%) grow at least one achievement level on STAAR Math as measured in Accountability Domain IIA: Academic Growth.

MS Campus B

- 94% Economically Disadvantaged (ED)
- 66% Emerging Bilingual (EB)
- 9% Special Education (SE)

A 7th grade RLA teacher had 35 of 56 students (63%) grow at least one achievement level on STAAR Reading as measured in Accountability Domain IIA: Academic Growth.

Examples of Gains: Elementary School Teacher Highlights

ES Campus A

- 99% Economically Disadvantaged (ED)
- 52% Emerging Bilingual (EB)
- 15% Special Education (SE)

A 5th grade teacher had 23 of 34 students (68%) grow at least one achievement level on STAAR Reading as measured in Accountability Domain IIA: Academic Growth.

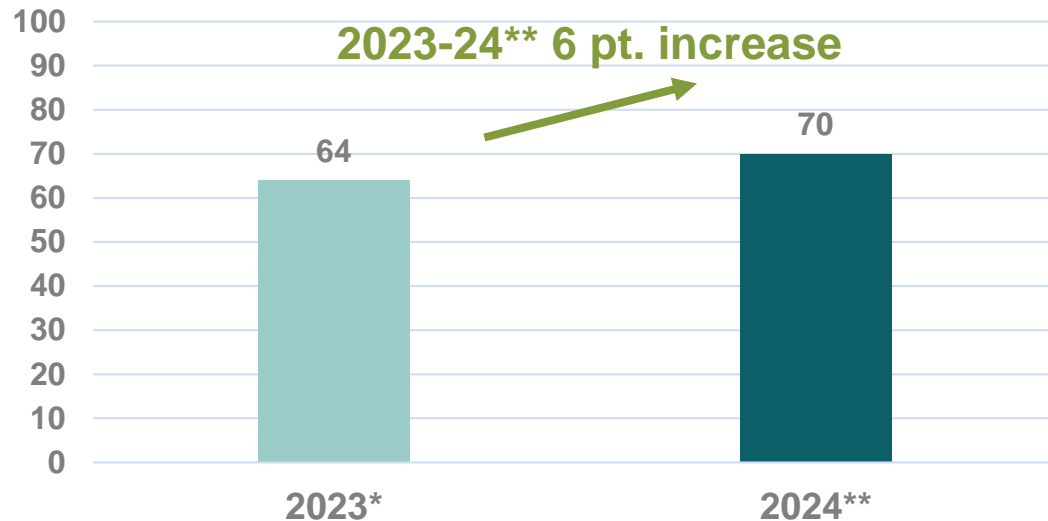
ES Campus B

- 95% Economically Disadvantaged (ED)
- 54% Emerging Bilingual (EB)
- 21% Special Education (SE)

A 5th grade teacher had 25 of 36 students (69%) grow at least one achievement level on STAAR Math as measured in Accountability Domain IIA: Academic Growth.

Accountability Rating for the District

School Year	School Type	Domain 1 Points	Domain 2A Points	Domain 2B Points	Domain 3 Points	Total	Accountability Rating 2023-24
2023-24	District	67	64	70	71	70	C



Calculation of the District Rate:

- Scores for Domain I, IIA, IIB, and III for each campus are added together based on the proportion of the number of students in grades 3-12 at each campus
- Next, identify the better of IIA or IIB for Domain II
- Then determine the better of Domain I and Domain II
- The total overall score is the weighted outcome of:
 - The better of Domain I and II weighted at 70%
 - Domain III weighted at 30%

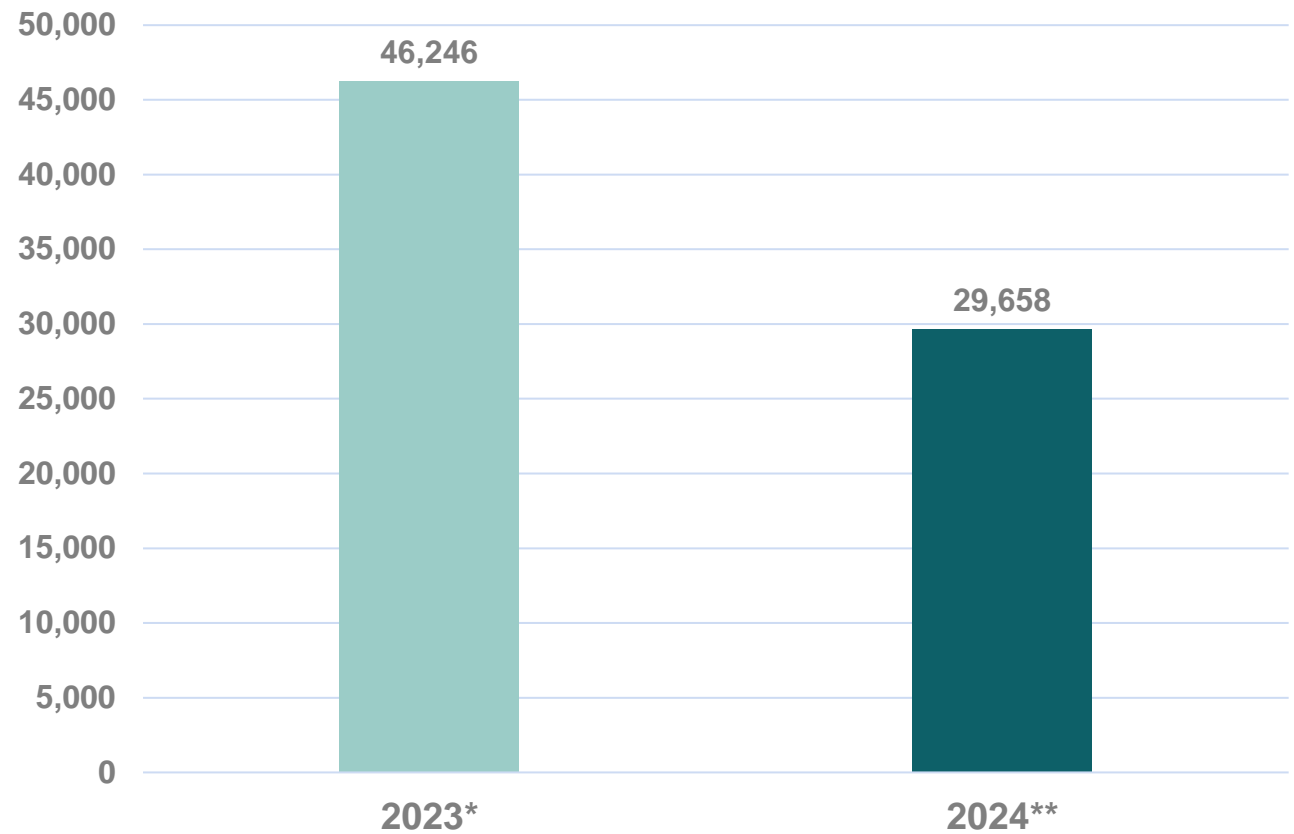
* Based on estimate of campus letter grade ratings if 2022-23 ratings were officially released

** Based on estimate of campus letter grade ratings for 2023-24 from raw scores; scores/ratings have not been officially released

Students Attending Low Performing Schools

From 2023 to 2024, FWISD decreased the number of students attending low performing (D/F) rated campuses by **36%**.

- Due to significant changes, such as the STAAR 2.0 redesign and more rigorous TEA Accountability metrics, the number of students attending low-performing schools increased by 43% from 2022 to 2023.
- That increase was reduced by half (51%) as several campuses improved their ratings from 2023 to 2024, with many rising by one, two, or even three letter grades.



* Based on estimate of campus letter grade ratings if 2022-23 ratings were officially released

** Based on estimate of campus letter grade ratings for 2023-24 from raw scores; scores/ratings have not been officially released

Questions

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