

# Priority 1: Improve Student Achievement and Close Achievement Gaps Quarterly Assessments

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Superintendent Report  
Fort Worth ISD Board Meeting

Tuesday, November 12, 2024

**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT

## Priority 1: Improve Student Achievement and Close Achievement Gaps

**Every student in Fort Worth deserves a path to success.**

We are committed to closing achievement gaps and ensuring that every child has the tools and support they need to thrive academically.



### **ACTIONS:**

- ❑ We must make significant progress toward closing the academic gaps in our district. We will do this through targeted interventions, professional learning communities, and high-dosage tutoring.
- ❑ The district will use **data-driven decision-making** and replicate best practices from high-performing schools to improve instructional quality.

# Quarterly Assessments

## Why Quarterly Assessments?

- ✓ 9-week (quarterly) assessments were implemented for the 2024-2025 school year to help monitor the progress of student learning
- ✓ Assessments are **short** and only measure 9 weeks of instruction; taken within a regular class period (approximately 45 minutes to complete)
- ✓ Assessments are used as a **re-teach tool**; they allow teachers the opportunity to **quickly engage with the data** at the student expectation and item level
- ✓ Quarterly Assessments should **not** be used for **performance forecasting**

### Quarterly Assessment Testing Windows

**Q1** – October 7-11

**Q2** – December 9-13

**Q3** – March 3-7

**Q4** – May 12-16

# Districtwide Participation Rates

Displayed below is an overview of Quarterly Assessment Participation Rates. This first quarter summary focuses on subjects tested on STAAR.

Percentage of Students Completing QA1				
School Type	Math	RLA	Science	Social Studies
<b>ES</b>	89.5	79.3	88.7	59.2
<b>MS</b>	71.7	57.4	76.1	60.0
<b>HS</b>	76.8	63.4	76.7	63.6
<b>District</b>	<b>84.3</b>	<b>72.5</b>	<b>84.5</b>	<b>59.5</b>

This table excludes LAN campuses, as well as alternative and special schools.

# Quarterly Assessment #1 Results

## Grades 3 – 8 English Language Arts (English & Spanish)

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	21,379	52.6%	27.5%	12.7%
Hispanic	14,321	51.2%	25.7%	11.3%
African American	3,669	46.0%	22.1%	9.6%
White	2,584	69.2%	44.1%	24.0%
Economically Disadvantaged	17,518	48.4%	23.8%	10.4%
Emergent Bilingual	8,685	43.1%	19.0%	7.2%
Special Education	3,280	31.6%	12.4%	3.8%

Achievement levels **ARE** cumulative, meaning the Approaches level includes students at the Meets and Masters levels, and the Meets level includes students at the Masters level.

# Quarterly Assessment #1 Results

## English I

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	4,706	66.6%	43.6%	8.9%
Hispanic	3,192	64.8%	41.7%	7.5%
African American	869	62.6%	36.8%	6.4%
White	493	83.0%	65.3%	21.5%
Economically Disadvantaged	3,892	63.2%	39.2%	6.4%
Emergent Bilingual	1,919	59.0%	34.1%	4.7%
Special Education	441	36.5%	16.3%	0.7%

Achievement levels **ARE** cumulative, meaning the Approaches level includes students at the Meets and Masters levels, and the Meets level includes students at the Masters level.

# Quarterly Assessment #1 Results

## Grades 3 – 8 Math (English & Spanish)

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	22,980	62.6%	39.5%	16.8%
Hispanic	15,621	62.3%	38.5%	16.0%
African American	3,832	54.4%	29.9%	9.6%
White	2,653	76.0%	57.4%	30.6%
Economically Disadvantaged	19,010	59.4%	35.6%	13.9%
Emergent Bilingual	9,773	57.1%	33.8%	13.4%
Special Education	3,599	45.9%	23.7%	9.1%

Achievement levels **ARE** cumulative, meaning the Approaches level includes students at the Meets and Masters levels, and the Meets level includes students at the Masters level.

# Quarterly Assessment #1 Results

## Algebra I

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	4,873	67.7%	36.2%	16.5%
Hispanic	3,303	65.2%	33.6%	14.1%
African American	887	65.6%	31.6%	15.0%
White	527	83.9%	56.4%	30.4%
Economically Disadvantaged	4,051	65.0%	32.9%	14.2%
Emergent Bilingual	2,119	61.0%	29.1%	10.6%
Special Education	468	45.5%	17.9%	6.6%

Achievement levels **ARE** cumulative, meaning the Approaches level includes students at the Meets and Masters levels, and the Meets level includes students at the Masters level.



# Quarterly Assessment Reports

## Quarterly #01 October 2024 ELAR Grade 03 English

Testing Schools ▾

Testing Instructors ▾

Can be viewed by school and teacher

Performance Summary

Learning Standard Summary

Item Response Analysis

Test Analytics

This report also allows users to view information by student group and individual students.

Student List

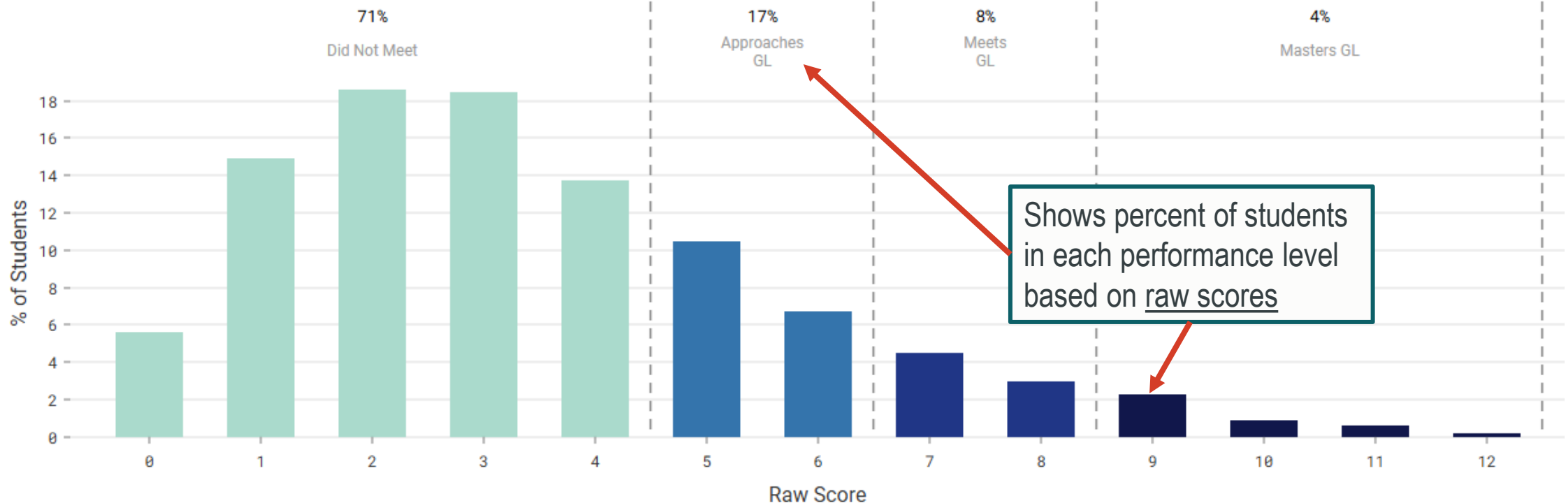
Demographic Distribution

Demographics ▾

Performance Levels ▾

Raw Scores ▾

Reset All



Shows percent of students in each performance level based on raw scores

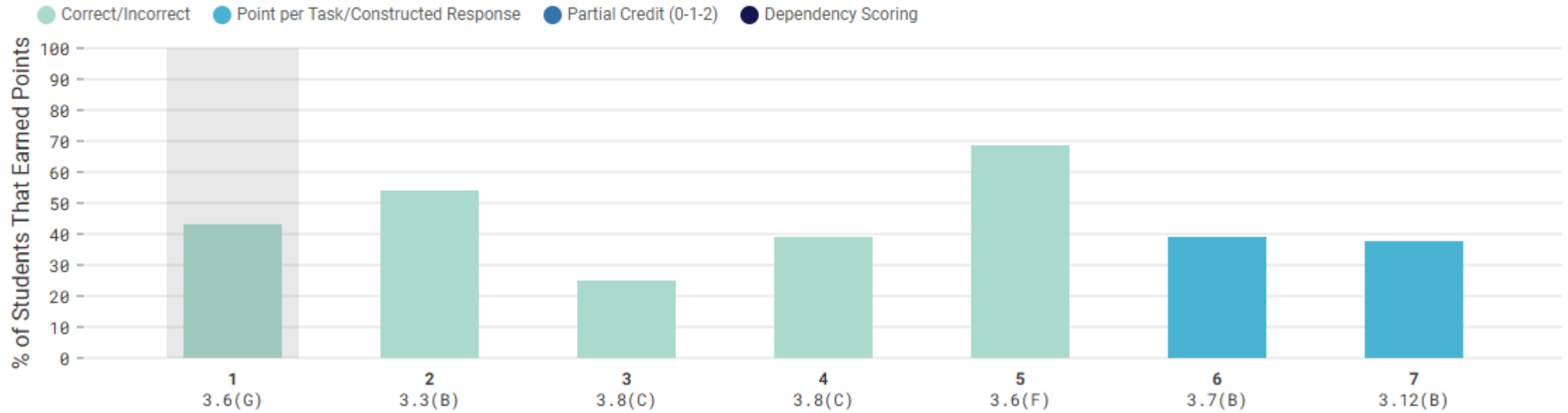
# Quarterly Assessment Reports

## Quarterly #01 October 2024 ELAR Grade 03 English

Testing Schools  Testing Instructors

Performance Summary Learning Standard Summary **Item Response Analysis** Test Analytics

This information allows teachers and administrators to dive deeper into individual question data to locate patterns and draw conclusions about answer distribution percentages.



Question Numbers and Standards

# Quarterly Assessment Reports

Performance Summary Learning Standard Summary Item Response Analysis Test Analytics

DETAILS

**Question 1**

SELECTED RESPONSE < >

**COMPLEXITY**  
Depth of Knowledge

DOK 1

**STANDARD**

3.6(G) [R]

What is the main idea of paragraph 3?

- A. Betsy got lost looking for her friends.
- B. Betsy looked for her friends for a long time.
- C. Betsy cannot tell time.
- D. Betsy becomes upset after looking for her friends.

### Answer Distribution

A  
14.67%

B  
36.78%

C  
4.49%

D  
43.08% ✓

Points Correct / Incorrect

This report also allows users to view information by individual students.

Filters

Search by Name

Reset Filters

STUDENT NAME

SCHOOL

TESTING INSTRUCTOR

RESPONSE

POINTS

# Staff Resources

## Aware Premium Single Test Analysis

Provides a dynamic, interactive graphic view of live test data in real-time. Assessments are broken down by questions, standards, and student demographics.

### Quick Guide:

1. Select the **Single Test Icon** from the left-hand icon menu.
2. Click on a test to analyze.
3. Choose a view at the top to select either **Performance Summary**, **Learning Standard Summary**, or **Item Response Analysis**.



### Overview:

#### Performance Summary Tab

- Displays the number of students in each performance level.
- Shows number of tests scored out of tests assigned.
- Teachers can filter by class periods or groups.
- Administrators can filter by school or instructor.
- Displays data by student demographics.



#### Learning Standard Summary Tab

- Displays the number of learning standards on the assessment compared to the average student percentage of correct scores.
- The graph uses Depth of Knowledge as a filter while displaying the average percent of correct scores for each learning standard.
- Shows which questions apply to each learning standard.



#### Item Response Analysis Tab

- Displays all questions, learning standards, and the percentage of students that earned points for each question.
- Shows each question's scoring method.
- Displays all questions on the assessment and a detailed item analysis.



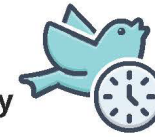
## ADQ Learning Pathways

## Quarterly Assessment Data Analysis

October 3, 2024



1. Test Early
2. Score Early
3. Analyze Early
4. Take Action!

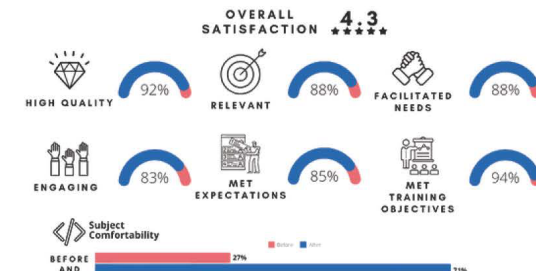


### Aware Data Analysis Resources!

- [Single Test Analysis Overview](#)
- [Single Test Analysis Handout](#)
- [Performance Summary Tab](#)
- [Learning Standard Summary Tab](#)
- [Item Response Analysis Tab](#)
- [Single Test Views Explained](#)
- [Single Test Analysis Overview video](#)
- [Data Analysis: Engage Your Campus PLCS video](#)
- [Incorrect Responses Report](#)
- [Student Constructed Response Report](#)



### Your feedback matters to us!



eduphoria!  
Aware  
Single Test Analysis

### Key Features:

- Real-Time Data
- Interactive Graphs
- Dynamic Filters
- Teacher and Administrator Views

### Limitations:

- No longitudinal data
- Can't print data
- This school year only
- No analysis of data from STAAR, third-party, custom, or imports

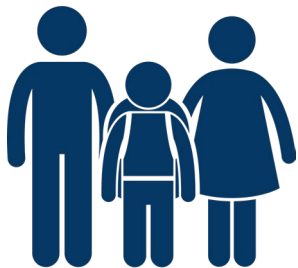
### Comparing School Performance



# What Parents Need to Know

## Parent Actions to Support Student Performance

- ✓ Sign-up for a Parent Portal Account  
<https://www.fwisd.org/families/parent-portal>
- ✓ Know the Fort Worth ISD Assessment Dates  
<https://www.fwisd.org/departments/accountability-data-quality>
- ✓ Texas Assessment Resources: <https://www.texasassessment.gov/staar-prepare>



[Parent's Checklist](#)  
[How to Help My Child Prepare](#)



[Parent Teacher](#)  
[Conference Tool](#)



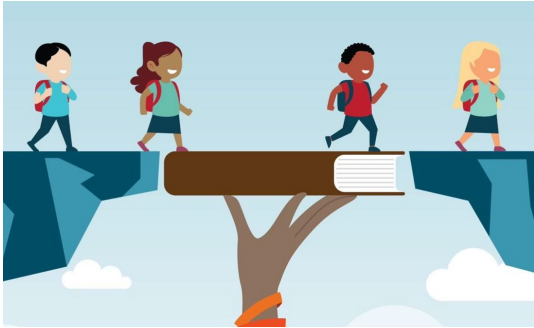
[Sample STAAR Content](#)



[Online Practice Tests](#)

# Priority 1 Updates

## Priority 1: Improve Student Achievement and Close Achievement Gaps



- Academic Support for Students (Intervention / Tutoring)
  - ✓ Student and Staff Identification Completed
  - ✓ Currently Assigning Caseloads
  - ✓ Week of November 18 Projected Launch
- Districtwide Student Behavior Expectations
  - ✓ Principal Committee Meeting Held November 5
  - ✓ Teacher, Student and Parent Committees Established
  - ✓ January 7 Projected Launch

# Moving Forward: Priority 2

## Priority 2: Reengage and Realign Business and Community Partnership Programs to Support Schools

FEBRUARY 2025						
SU	M	TU	W	TH	F	SA
African American History Month						1
2	3	4	5	6	7	8
9	10	11	12	13	14 END 4 <sup>TH</sup> SIX WEEKS	15
16	17 CONFERENCE TELPAS START Presidents Day	18	19	20	21 Report Cards	22
23	24	25	26	27	28	March 1
19 Student Days   20 Teacher Days						

### Change February 17 Teacher Planning to Parent-Teacher Conference Day

- Middle of Year Performance Reporting
- Guide for All Schools to Follow (Consistency)
- Opportunity for Partnership to Collectively Support Student Achievement

#### ● PARENT / TEACHER CONFERENCE DAY



## Priority 2: Reengage and Realign Business and Community Partnership Programs to Support Schools

### School Hours Survey Launch November 13

- Two Options for New School Start Times (2025-2026)
- Engage District Stakeholders in Choosing the Best Option for the District
- **Goal:** Improve Transportation Efficiency



# Moving Forward: Priority 2

Priority 2: Reengage and Realign Business and Community Partnership Programs to Support Schools

## 2025 Legislative Priorities

- ★ Increase the basic allotment and funding for bilingual, dual language, at-risk, dyslexia, early education and special education student groups
- ★ Create the permanent state school safety fund
- ★ Increase funding for teacher compensation and retention; Enhance teacher preparation and support

## Share Your Feedback

[www.fwisd.org/board/legislative-priorities](http://www.fwisd.org/board/legislative-priorities)

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2025 FORT WORTH ISD

**DRAFT**

## LEGISLATIVE PRIORITIES

For the 89th Session of the Texas Legislature

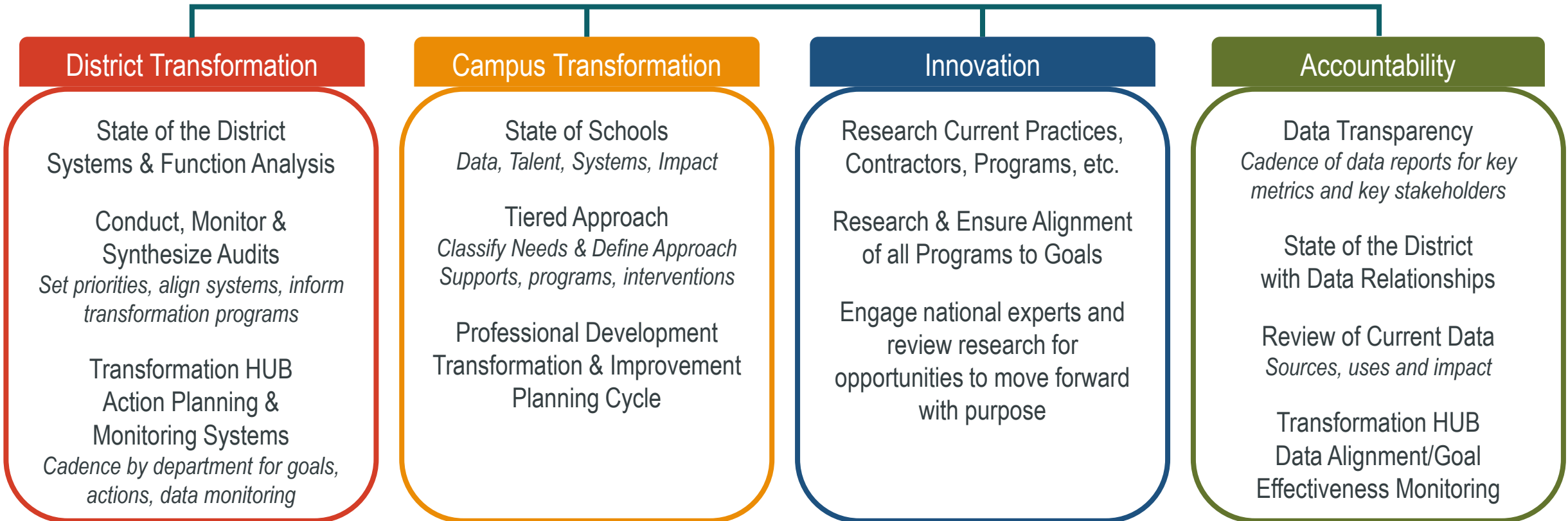
The Fort Worth ISD Board of Trustees has identified priorities for the 89th Session of the Texas Legislature that address school safety and support student learning.

- 1 Increase the basic allotment** and index it to inflation to ensure Texas' investment in public schools remains consistent and allows for long-term solutions to improve education outcomes
  - **Increase the Bilingual Education Weight** to recognize the increase of Emergent Bilingual students in Texas
  - **Increase the Dual Language Immersion Weight** to better match the real cost of dual language education
  - **Increase the Compensatory Education Weight** to support at-risk Texas students and close achievement gaps
  - **Increase the Dyslexia Education Weight** given Texas' increase in students with dyslexia and the unique needs of these students
  - **Expand the Early Education Allotment** to include prekindergarten students to resource the earliest grades and set students up for success
  - **Enact recommendations from the Texas Commission on Special Education Funding** to ensure all learners have the resources necessary to achieve at the highest levels
- 2 Create the Permanent State School Safety Fund** to increase per campus funding and provide a safe and supportive environment for all campuses.
- 3 Increase Funding for Teacher Compensation and Retention:** Secure new funding for public education in Texas to provide competitive salaries and retention incentives for teachers.
  - **Enhance Teacher Preparation and Support:** Increase funding to expand preparation and mentorship programs to better equip and retain teachers, particularly in response to the growing number of uncertified educators entering the field.

# Moving Forward: Priority 3

Priority 3: Organize for Effort by Assessing All Divisions of the Organization and Reorganize for Effectiveness and Efficiency

## Transformation, Innovation & Accountability



# Moving Forward: Priority 4

## Priority 4: Reprioritize, Redirect, and Balance the Budget to Support Student Needs

### Academic Return on Investment (A-ROI)

- ✓ Initiative Kickoff Training October 25
- ✓ Framework Established
- ✓ Identifying Initiatives for Evaluation

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**A-ROI TOOLKIT**  
2024-2025

GRANTS & DEVELOPMENT DEPARTMENT  
7060 Camp Bowie Blvd  
Fort Worth, TX 76116  
817.814.2280  
[www.fwisd.org/grants](http://www.fwisd.org/grants)

# Moving Forward: Priority 5

## Priority 5: Evaluate the Bond Status and Facilities Consolidation Recommendations Based on Enrollment and Academic Impact

### International Newcomer Academy (INA) Relocation Glencrest 6<sup>th</sup> (G6) Building

#### Enrollment and Building Capacity

Enrollment 431 (Fall Snapshot Enrollment)

Current Capacity: 200 in building + 200 in portables

G6 Capacity: 500 in building + 150 in portables

#### Reduction in Portable Usage

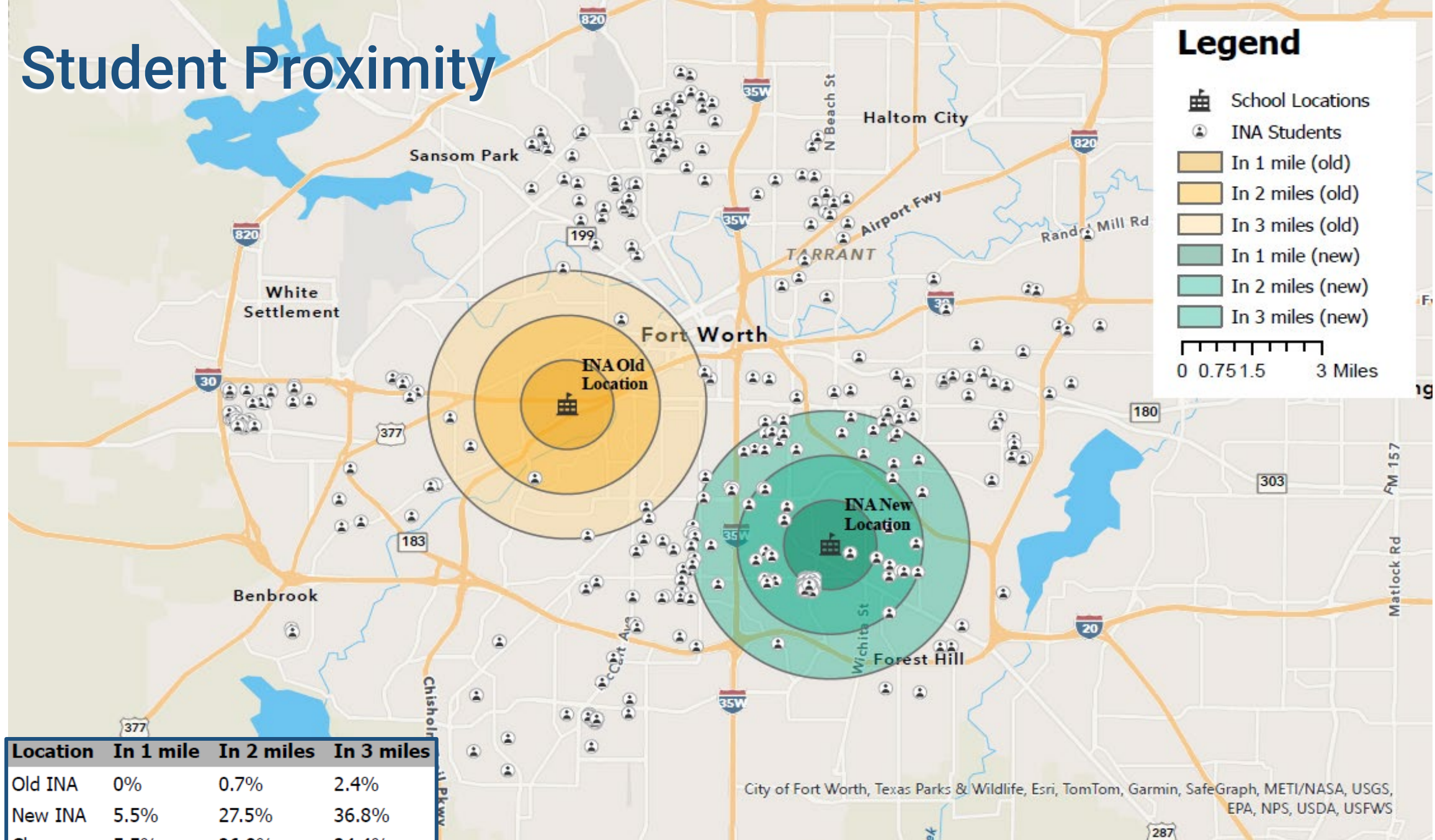
Student Classes in the Building

Portable Usage for Support Services





# Student Proximity



**Legend**

- School Locations
- INA Students
- In 1 mile (old)
- In 2 miles (old)
- In 3 miles (old)
- In 1 mile (new)
- In 2 miles (new)
- In 3 miles (new)

0 0.75 1.5 3 Miles

Location	In 1 mile	In 2 miles	In 3 miles
Old INA	0%	0.7%	2.4%
New INA	5.5%	27.5%	36.8%
Change	5.5%	26.8%	34.4%

City of Fort Worth, Texas Parks & Wildlife, Esri, TomTom, Garmin, SafeGraph, METI/NASA, USGS, EPA, NPS, USDA, USFWS

# Fort Worth

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