

Priority 1: Student Academic Excellence

Superintendent Report
Fort Worth ISD Board Meeting

Tuesday, February 18, 2025

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Fort Worth ISD Strategic Priorities

Priority 1

Student Academic Excellence

Priority 2

Student and Family Engagement

Priority 3

Employee Effectiveness and Retention

Priority 4

Operational Alignment and Efficiency

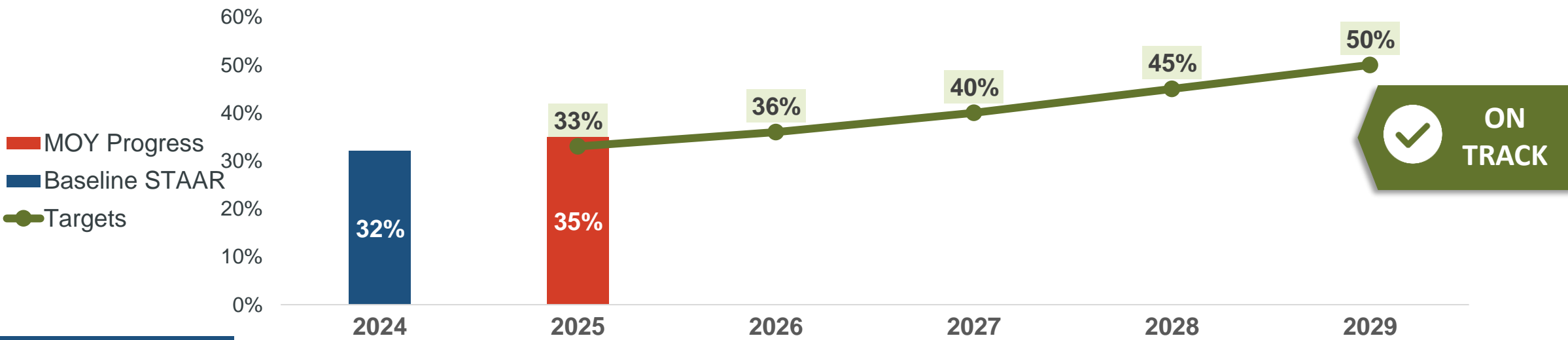


Student Academic Excellence Goals Performance Will Be Monitored By Student Group	Data Source	Baseline Spring 2024	Targets				
			2025	2026	2027	2028	2029
1.1 Increase the percentage of grade 3 students reaching the "Meets Grade Level or Above" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement.	Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions. "Meets Grade Level" includes performance at the Meets and Masters Grade Levels. Algebra I, English I, and Biology EOC for first-time 9th graders only (including middle school testers). Only students in the accountability subset have been included in state performance measurements.	32%	33%	36%	40%	45%	50%
1.2 Increase the percentage of grade 3 students reaching the "Meets Grade Level or Above" standard for Math on the annual state performance measurement.		31%	32%	36%	40%	45%	50%
1.3 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level or Above" standard for ELAR on the annual state performance measurement.		31%	32%	36%	40%	45%	50%
1.4 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level or Above" standard for Math on the annual state performance measurement.		20%	22%	25%	33%	43%	50%
1.5 Increase the percentage of students reaching the "Meets Grade Level or Above" standard for Algebra I EOC, English I EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement.		17%	18%	23%	29%	37%	45%
1.6 Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator.	CCMR Indicator as defined by the state accountability manual	81% (Class of 22-23)	83%	85%	87%	89%	91%
1.7 Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population.	Disciplinary infractions incurred by AA students compared to the AA percentage of enrollment, measured annually by infractions coded in Focus (Student Information System).	45 point difference	35 point	25 point	15 point	10 point	5 point
1.8 Reduce the number of schools that are rated D or F.	Annual state accountability system school ratings.	44% (55/124)	42%	35%	25%	10%	0%

Middle of Year (MOY) Progress

Goal 1.1 Early Literacy

Increase the percentage of grade 3 students reaching the "Meets Grade Level or Above" standard for English Language Arts and Reading (ELAR).



All Test Versions

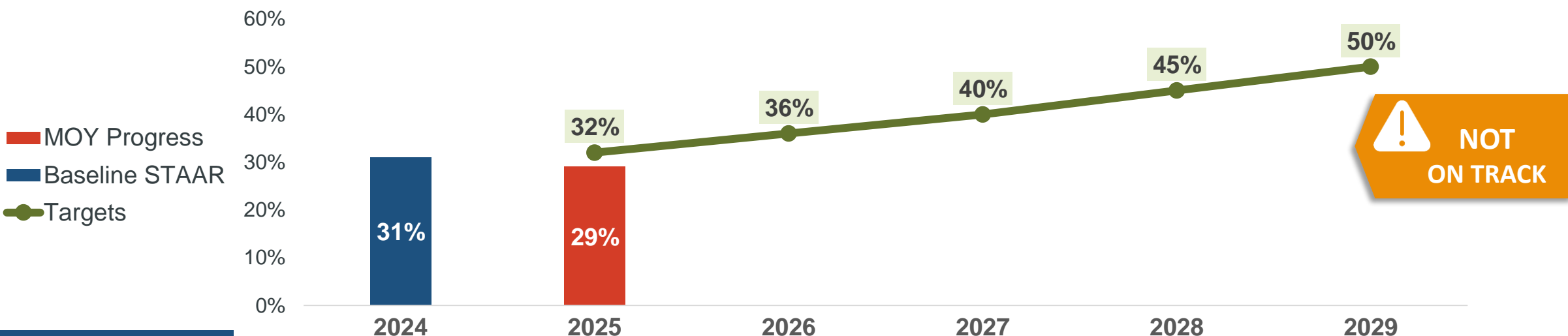
Closing the Gaps Student Groups (MAP STAAR Projections MOY 2025)

All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
35%	32%	30%	66%	31%	47%	*	53%	29%	24%	16%

Middle of Year (MOY) Progress

Goal 1.2 Early Math

Increase the percentage of grade 3 students reaching the "Meets Grade Level or Above" standard for Math.



All Test Versions

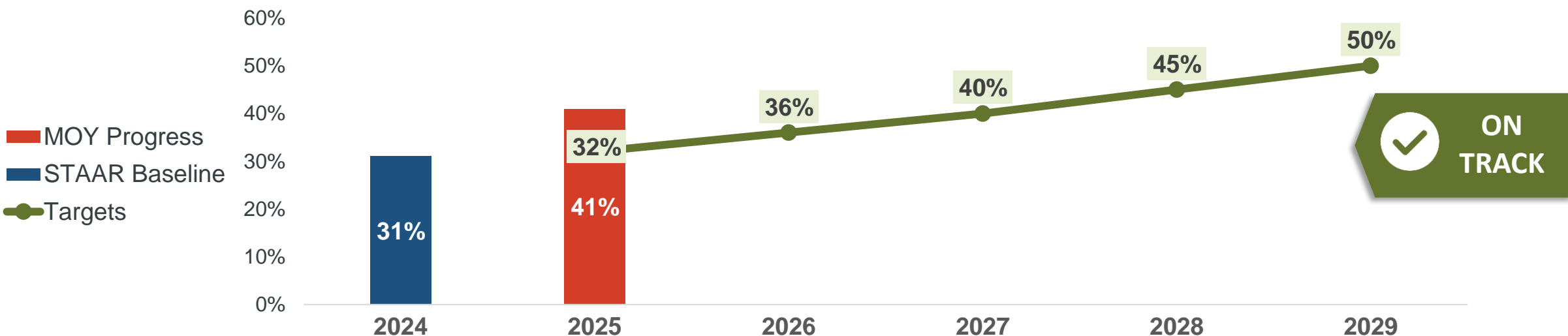
Closing the Gaps Student Groups (MAP STAAR Projections MOY 2025)

All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
29%	16%	26%	58%	33%	39%	*	35%	23%	25%	16%

Middle of Year (MOY) Progress

Goal 1.3 Middle Years Literacy

Increase the percentage of grade 6-8 students reaching the "Meets Grade Level or Above" standard for English Language Arts and Reading (ELAR) .



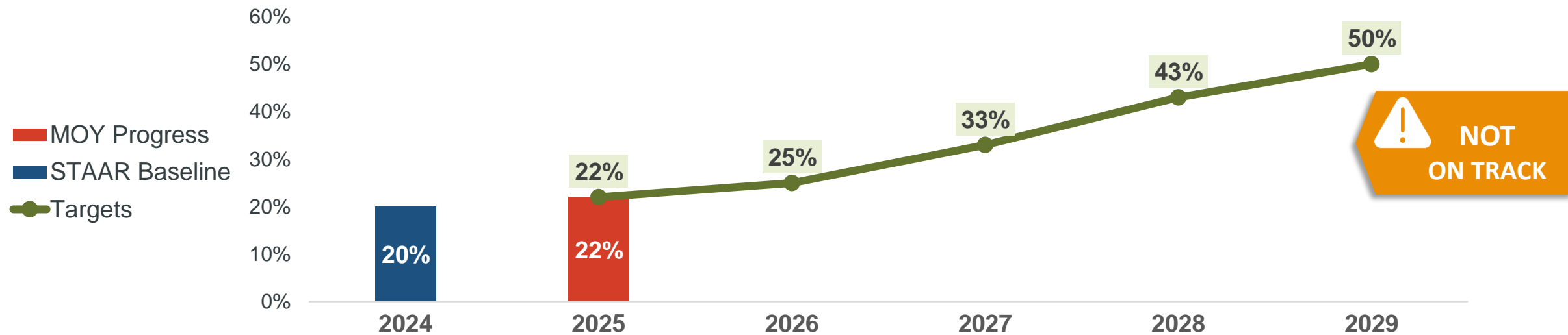
Closing the Gaps Student Groups (MAP STAAR Projections MOY 2025)

All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
41%	35%	38%	67%	40%	41%	*	57%	35%	25%	15%

Middle of Year (MOY) Progress

Goal 1.4 Middle Years Math

Increase the percentage of grade 6-8 students reaching the "Meets Grade Level or Above" standard for Math.



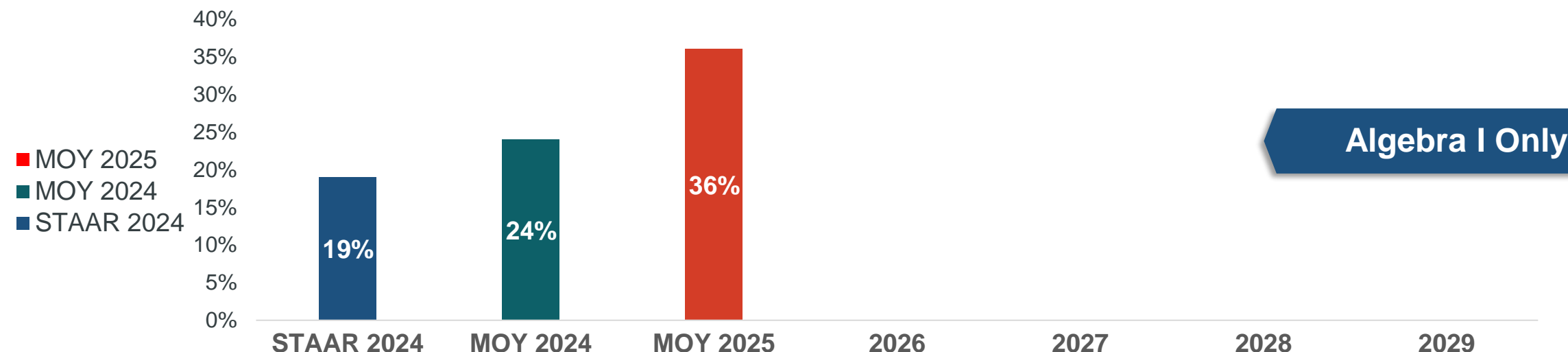
Closing the Gaps Student Groups (MAP STAAR Projections MOY 2025)

All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
22%	14%	21%	45%	11%	25%	*	31%	18%	14%	8%

Middle of Year (MOY) Progress

Goal 1.5 End of Course (EOC)

Increase the percentage of students reaching the "Meets Grade Level or Above" standard for **Algebra I EOC**, English I EOC, and Biology EOC.



Closing the Gaps Student Groups (MAP STAAR Projections MOY 2025)

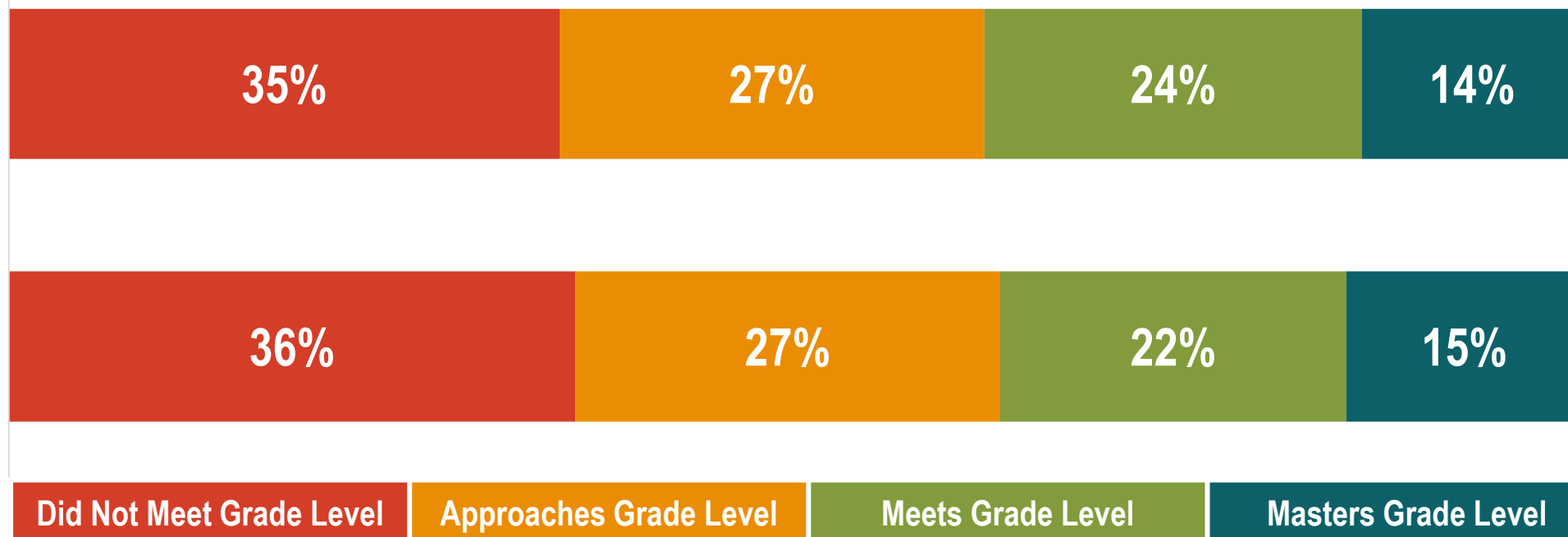
All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
36%	26%	34%	60%	25%	41%	*	48%	31%	27%	15%

2024-2025 MAP Growth STAAR Projections Reading Grades 3-8

MAP (BOY)
Projection



MAP (MOY)
Projection



BOY (Beginning of Year) to MOY (Middle of Year)

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

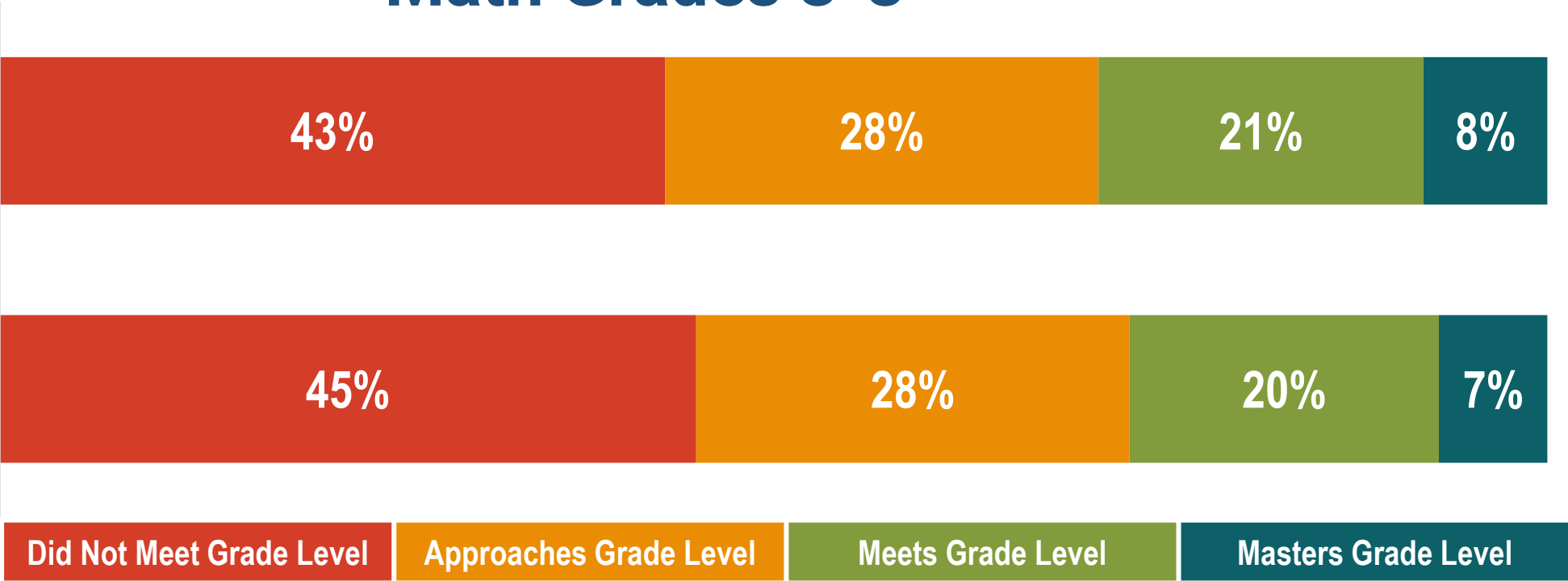
2024-2025 MAP Growth STAAR Projections

Math Grades 3-8

MAP (BOY)
Projection



MAP (MOY)
Projection



BOY (Beginning of Year) to MOY (Middle of Year)

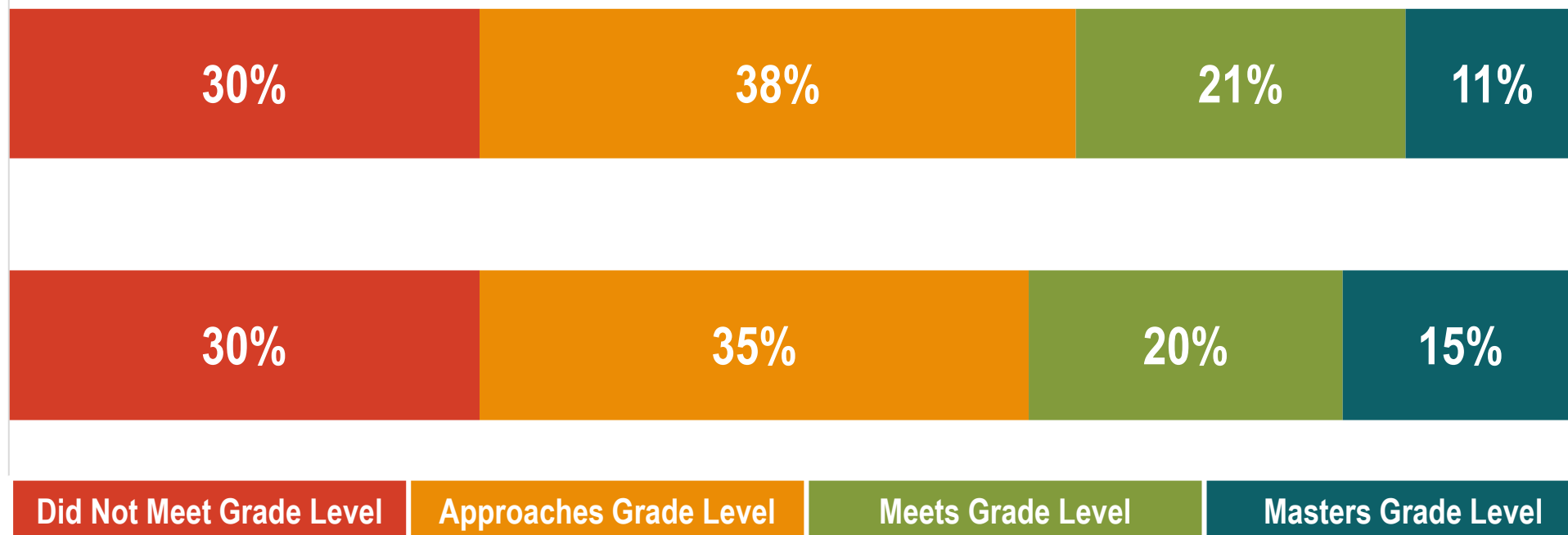
Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

2024-2025 MAP Growth STAAR End of Course Projections Algebra I

MAP (BOY)
Projection



MAP (MOY)
Projection



BOY (Beginning of Year) to MOY (Middle of Year)

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.



MAP Growth Teacher Spotlight

Elementary Literacy (Grades 1–5)

Percentage of Students Meeting or Exceeding Growth

Campus	Teacher	Content	Grade Level	Percent Meeting or Exceeding Growth
Natha Howell ES	Graciela Blanco-Davis	ELA	1st	100%
Alice Contreras ES	Ailena Ketner	ELA	1st	86.7%
Seminary Hills Park ES	Elizabeth Alvarez	ELA	3rd	85.7%
Alice Contreras ES	Sonia Villalobos	ELA	2nd	83.3%
Burton Hill ES	Luz Jimenez-Mesa	ELA	4th	82.4%

Grades 1-5 ELA; Class Size = 15 or more

BOY (Beginning of Year) to MOY (Middle of Year)



MAP Growth Teacher Spotlight

Secondary Math (Grades 6, 7, 8 and 9)

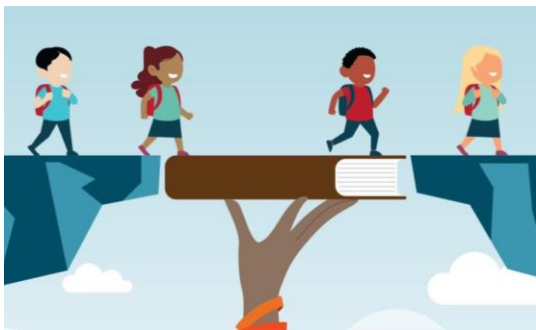
Percentage of Students Meeting or Exceeding Growth

Campus	Teacher	Content	Grade Level	Percent Meeting or Exceeding Growth
Marine Creek Collegiate HS	Savannah Carter	Math	9th	89.6%
International Newcomer Academy (INA)	Susan Montoya	Math	9th	80.8%
Benbrook MS/HS	Doug Heick	Math	7th	76.9%
Marine Creek Collegiate HS	Cassandra Engel	Math	9th	76.2%
McLean MS	Kristen Hunter	Math	7th	74.1%

Grades 6-9 Math or Algebra I; Class Size = 20 or more

BOY (Beginning of Year) to MOY (Middle of Year)

Academic Support Update



Academic Support for Students (Intervention / Tutoring)

- ✓ Academic Support Time Tracker
- ✓ Weekly Monitoring of Support Hours

Total Support Hours

10,648.7

▲ +82.0 over yesterday

As of February 10, 2025

Total Support Sessions

17,111

▲ +129 over yesterday

Support Session by Content Area



■ Reading
 ■ Math
 ■ English I
 ■ Algebra I
 ■ English II

Middle of Year Progress

Impact of Tutoring Intervention on Students

2,661 Total Students Supported (as of February 10, 2025)

Percentage of Students Meeting or Exceeding MAP Growth Targets	District Overall	Participating Schools Only		
		Students Without Tutoring	Students With Tutoring	Difference
Reading (English)	42%	40%	47%	+7%
Reading (Spanish)	51%	51%	52%	+1%
Math	44%	43%	48%	+5%
Science	49%	47%	50%	+3%

District Overall: Includes all K-12 MAP testers Districtwide for each subject.

Participating Schools: Includes K-12 testers at Academic Support initiative participating schools.

Students With Tutoring: Includes students that received support in any content area.



Tutoring Intervention Spotlight

Elementary Student Impact

Campus	Staff Member	Impact
Hubbard Heights ES	Team Effort (3 Staff Members)	413 hours of support impacting 68 students
Helbing ES	Aracely Galvan (Instructional Coach)	388 hours of support impacting 66 students
Diamond Hill ES	Jacqueline Hill (Instructional Coach)	180 hours of support impacting 38 students
South Hi Mount ES	Brittany Holmes (Instructional Coach)	158 hours of support impacting 48 students

As of February 10, 2025



Tutoring Intervention Spotlight

Secondary Student Impact

Campus	Staff Member	Impact
Western Hills HS	Team Effort (7 Staff Members)	309 hours of support impacting 102 students
Southwest HS	Cara Shiver (Instructional Coach)	232 hours of support impacting 52 students
J P Elder MS	Becky Martinez (Instructional Coach)	444 hours of support impacting 50 students

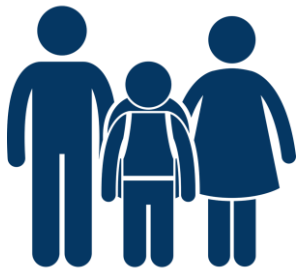
As of February 10, 2025

What Parents Need to Know

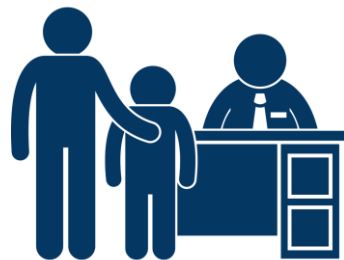
Parent Actions to Support Student Performance

- ✓ 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>

Did you get one?
Winter 2025
MAP Family Report



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



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



[Sample STAAR Content](#)



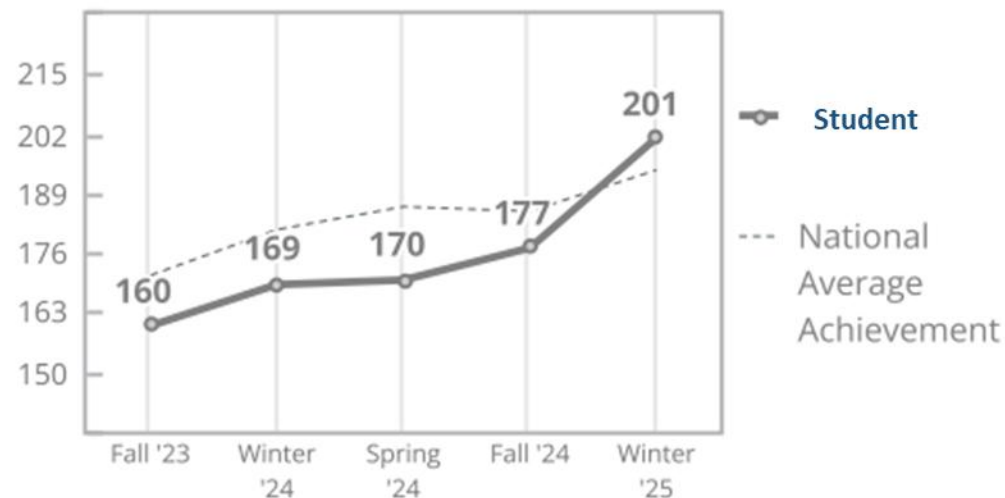
[Online Practice Tests](#)

Student Monitoring Reports

MAP Family Report (Winter 2025)

Reading

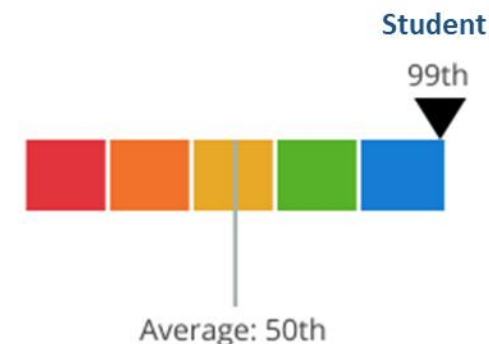
High Average Achievement 67th Percentile



Student's overall score (RIT score) was a 201 on a range of 100-320. Your child is in the 67th percentile, which means they scored better than 67% of their peers.

High Growth 99th Percentile

Your child's growth from Fall 2024 to Winter 2025 is in the 99th percentile, which means they made more progress than 99% of their peers.



Student is likely to be:

- Meets on the STAAR (if taken in Spring 2025)

Student Monitoring Reports

Parent/Teacher Conference Sheets (Winter 2025)

STAAR/BENCHMARK

Administration	Math	Reading
STAAR 2023 - 2024	Meets GL	Did Not Meet
Benchmark 2024 2025	Not Taken	Approaches GL

DreamBox

3.7

Avg Lessons Completed Per Week

Lexia

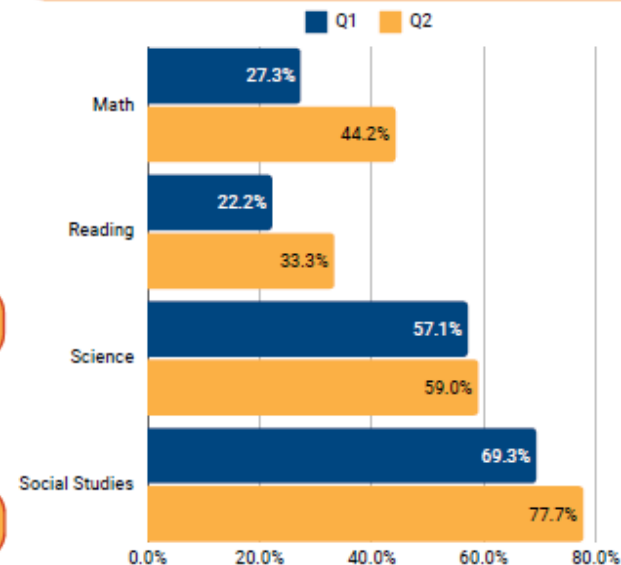
40 -Total Units Completed
&
53 Avg Minutes Per Week

Lexile Score

825L

**Sourced from TEA Student Report Card*

Quarterly Assessments



What Are Quarterly Assessments

Quarterly Assessments are district-designed evaluations that assess student mastery of key standards and help identify areas where additional instruction may be needed

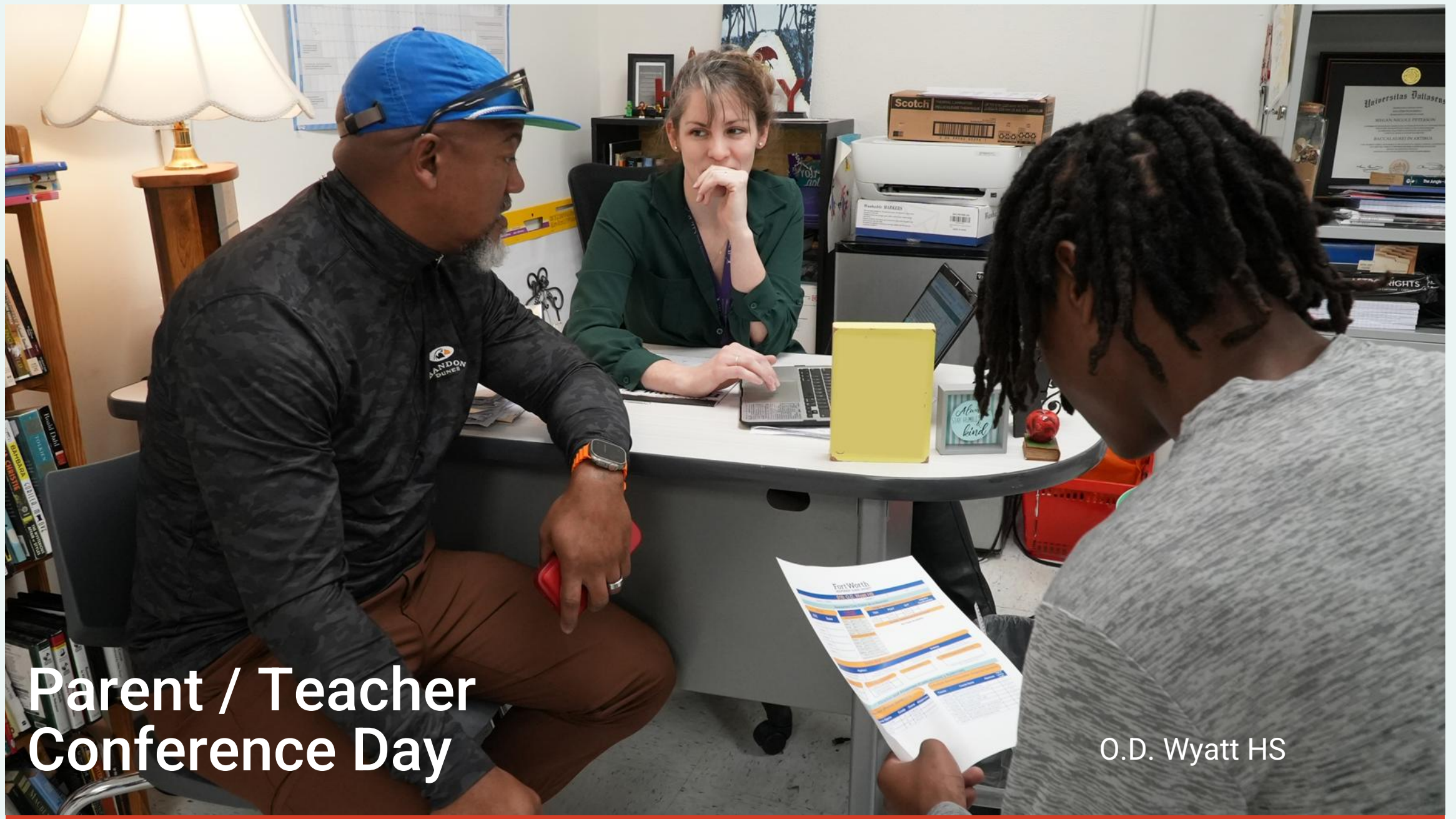
Circle (Pre-K Only)

Rapid Letter Naming	Phonological Awareness	Listening	Math Overall	Operations
On Track	Monitor	OnTrack	Monitor	Needs Support



Parent / Teacher Conference Day

Seminary Hills Park ES



Parent / Teacher Conference Day

O.D. Wyatt HS

Parent / Teacher Conference Day

We invite parents and teachers to share their feedback by completing the survey!

Parent Survey English	Parent Survey Spanish	Teacher Survey
<p>English</p> 	<p>Español</p> 	

Fort Worth

INDEPENDENT SCHOOL DISTRICT