

Superintendent's Report Strategic Priorities Update

Dr. Karen C. Molinar, Superintendent
Fort Worth ISD Board Meeting
Tuesday, April 22, 2025

Quarterly Assessments

Priority 1
Student
Academic
Excellence

Why Quarterly Assessments?

- ✓ Nine-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

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%
Black / 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. [As reported on November 12, 2024.](#)

Quarterly Assessment #2 Results

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

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	23,985	61.9%	38.3%	18.1%
Hispanic	16,147	60.8%	37.0%	16.7%
Black / African American	4,120	55.2%	31.4%	12.8%
White	2,788	76.5%	54.9%	32.8%
Economically Disadvantaged	20,157	57.9%	34.0%	14.7%
Emergent Bilingual	9,991	52.9%	29.5%	12.0%
Special Education	4,121	37.1%	17.1%	6.8%

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. **Data Source:** Eduphoria Aware 4/9/2025

Quarterly Assessment #3 Results

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

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	21,322	65.6%	40.4%	18.9%
Hispanic	14,262	65.9%	39.4%	18.3%
Black / African American	3,753	56.9%	31.7%	11.9%
White	2,442	77.2%	57.5%	33.3%
Economically Disadvantaged	17,980	62.3%	36.2%	15.8%
Emergent Bilingual	9,059	59.0%	32.4%	13.7%
Special Education	3,672	42.8%	19.5%	7.1%

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. **Data Source:** Eduphoria Aware 4/9/2025

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%
Black / 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. [As reported on November 12, 2024](#)

Quarterly Assessment #2 Results

English I

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	4,895	73.4%	48.7%	9.4%
Hispanic	3,303	72.5%	47.2%	8.3%
Black / African American	918	66.2%	39.2%	5.8%
White	513	87.7%	71.7%	20.7%
Economically Disadvantaged	4,084	70.8%	44.6%	7.2%
Emergent Bilingual	2,099	67.2%	40.2%	4.9%
Special Education	443	43.3%	19.0%	1.1%

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. **Data Source:** Eduphoria Aware 4/17/2025

Quarterly Assessment #3 Results

English I

Student Groups	Total Testers	Approaches or Higher	Meets or Higher	Masters
All Students	4,333	57.5%	37.2%	6.1%
Hispanic	3,023	55.3%	35.2%	4.9%
Black / African American	733	54.6%	33.4%	5.1%
White	446	74.9%	54.5%	13.7%
Economically Disadvantaged	3,612	54.2%	33.9%	4.8%
Emergent Bilingual	1,930	51.2%	31.2%	4.0%
Special Education	335	29.3%	12.5%	1.8%

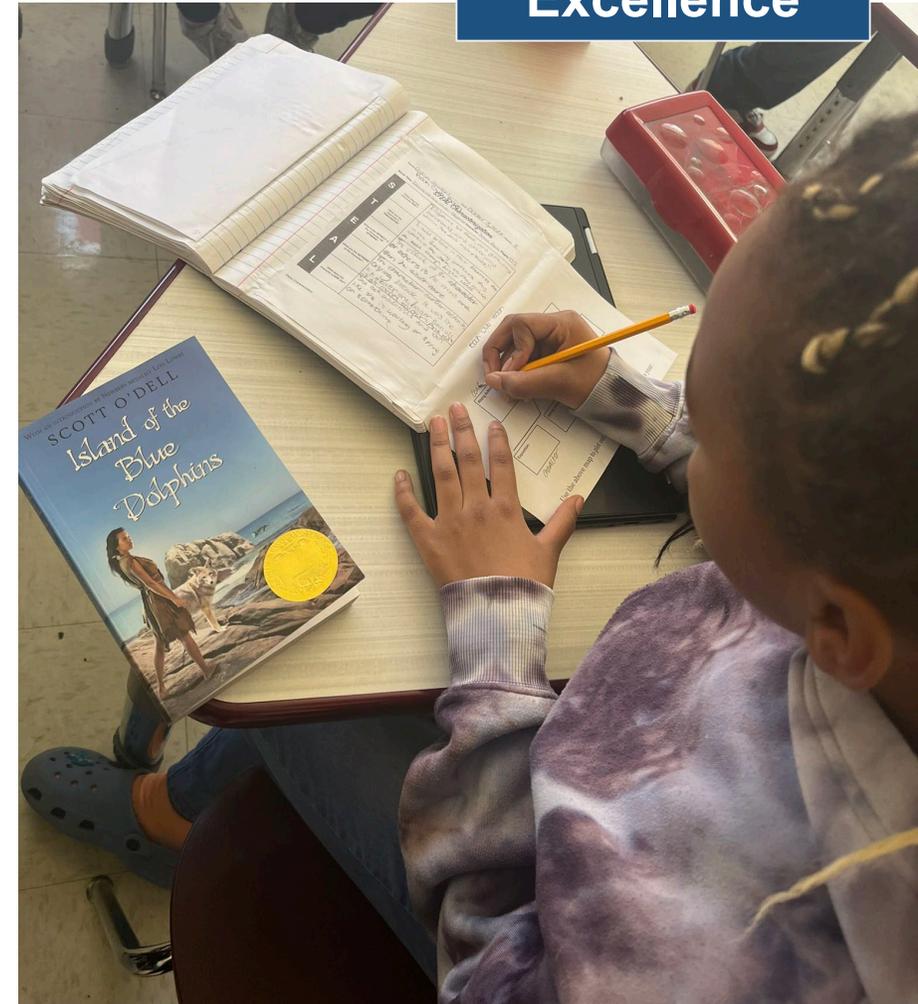
Achievement levels **ARE** cumulative, meaning the Approaches level includes students at the Meets and Masters levels, and the Meets level includes students at the Masters level. **Data Source:** Eduphoria Aware 4/17/2025

2025-2026 Budget Planning

Priority 1
Student
Academic
Excellence

Budget Allocations to Support Student Literacy

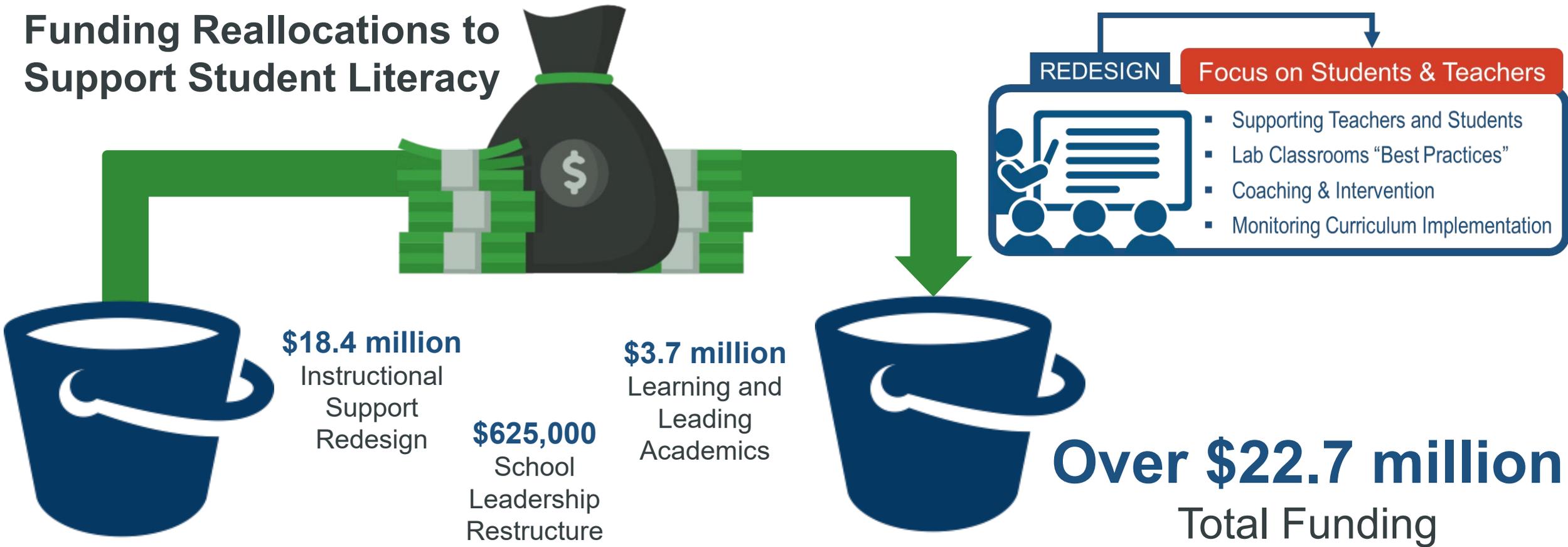
- ✓ Instructional Support Redesign (**over \$22.7 Million**)
- ✓ Middle School Block Schedules + 21 Positions (**over \$1.4 Million**)
- ✓ Additional Research-Based Phonics Program (**\$555,000**)
- ✓ Dyslexia Screener 7th Grade and New Program (**\$579,950**)
- ✓ Instructional Planning Calendar (IPC) and Instructional Framework Redesign (**over \$2.4 Million**)
- ✓ IPC and Instructional Framework Professional Learning
- ✓ Stipend Proposals (Bilingual / ESL / SpEd) (**over \$1.8 Million**)
- ✓ Comprehensive Data Service for Progress Monitoring (**\$2 Million**)
- ✓ Wraparound (Tele-Teachers and Read2Win)



Instructional Support Redesign

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Excellence

Funding Reallocations to Support Student Literacy



Middle School Block Schedule

**Priority 1
Student
Academic
Excellence**



\$1,265,850

+ 18 Core Positions
Literacy and Math

17 ELAR + 16 Math = 33
- 15 Surplus Positions
(2025-26 Staffing Guidelines aligned to enrollment projections)
= 18 Net Total Core Positions
+ 3 Visual and Performing Arts (VPA) Positions
= 21 Total Positions @\$70,325 average salary



\$210,975

+ 3 Non-Core Positions
Visual and Performing Arts

A shift to block scheduling will require that sharing of VPA teachers happen exclusively with middle schools. Additional positions are needed to eliminate current sharing of VPA teachers between middle and high school.

Over \$1.4 million
Total Funding

Research-Based Phonics Program

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Academic
Excellence



\$555,000

Total Funding

\$185,000 Materials Cost of Program

\$ 275,000 Estimated Cost of Professional Learning and Research-Practice Partnership (K- 2 Teachers, Demo Teachers, Content Coordinators, Elementary Principals)

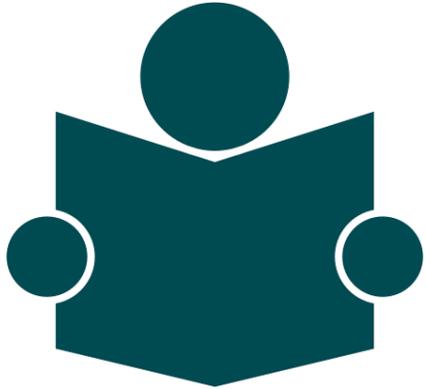
Additional Optional Professional Learning Cost:

Grade K - 2 Teachers will receive Phonics training during the first week of August when teachers return (750 Teachers).

An opportunity for up to 300 teachers to attend training the last week of July will also be provided. Teachers who attend training outside of their contract days will be paid at \$35/hour. Total cost for up to 300 teachers is an additional \$95,000.

Dyslexia Screener 7th Grade

**Priority 1
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Academic
Excellence**



\$22,850 NWEA MAP Fluency

MAP Fluency will be added to the testing schedule for 7th graders. Students will be administered MAP Fluency during their 7th grade literacy class.

\$7,100 Estimated Cost of Professional Learning

Grade 7 teachers will receive training after hours. Cost estimate is for 3 hours of training per teacher for 60 teachers.

Equipment Cost To Be Determined

There will also be additional costs for student headphones with microphones.

\$29,950

Total Funding

New Dyslexia Program

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Academic
Excellence**



\$550,000
Total Funding

- Launch a new structured literacy program grounded in the Orton-Gillingham principles to better serve students with dyslexia and other language-based learning disabilities.
- Approach is explicit, systematic, and multisensory - supporting the development of foundational literacy skills including phonological awareness, decoding, fluency, vocabulary, spelling, and comprehension.
- Emphasis on a higher dosage of support in the elementary grades, where early intervention is most critical.
- Continued investment for middle grades in structured literacy programming by maintaining the core components of the Orton-Gillingham-based approach.
- Initial implementation costs are projected at approximately \$550,000 to support training, materials, and transition planning.

Instructional Framework and IPC Redesign

Priority 1
Student
Academic
Excellence

Instructional Framework and Instructional Planning Calendar (IPC) Redesign

Teachers will follow an Instructional Planning Calendar that is aligned to a 90 minute class structure.

- 45 minute lesson
- 15 minute demonstration of learning (DOL)
- 30 minute enrichment, reteach or intervention

Teachers will have access to all the materials and resources they need so that they can focus on teaching.



Instructional Support Programs

Cost of New Writing Support Program = \$15,000

Request for proposals (RFP) to potentially consolidate adaptive software programs (Lexia, DreamBox)

Current Cost of Adaptive Software Programs = \$2,387,900

Over
\$2.4 Million
Estimated Funding

2025-2026 Stipend Proposals

**Priority 3
Employee
Effectiveness
and Retention**

Stipend	2024-25 Amount	2025-26 Amount	Increase	Quantity	Budget Impact
Bilingual Teacher *	\$4,000	\$5,000	\$1,000	576	\$576,000
ESL Teacher *	\$450	\$1,000	\$550	446	\$245,300
SPED Teacher	\$2,000	\$3,000	\$1,000	350	\$350,000
SPED Teacher * Intensive Programs	\$3,000	\$5,000	\$2,000	329	\$658,000

* Must complete professional learning requirements and session deliverables for Bilingual/ESL only.

Budget Impact reflects estimated costs of stipend increase amount only.

SPED (Inclusion, Blended, Resource, Deaf Ed)

SPED Intensive Programs (ECSE, RISE, SEAS, Jo Kelly, Boulevard Heights)

Dyslexia teachers are ineligible for SPED stipends.

**Over
\$1.8 Million**
Estimated Funding

Comprehensive Data Service for Progress Monitoring

Comprehensive Data Service

- ✓ Internal and External Dashboards
- ✓ Real-time Progress Monitoring
- ✓ Right Data at the Right Time to Support Decision Making

\$2.0 Million

Total Funding (3-Year Contract)

Priority 4
Operational
Alignment and
Efficiency

Project Roadmap

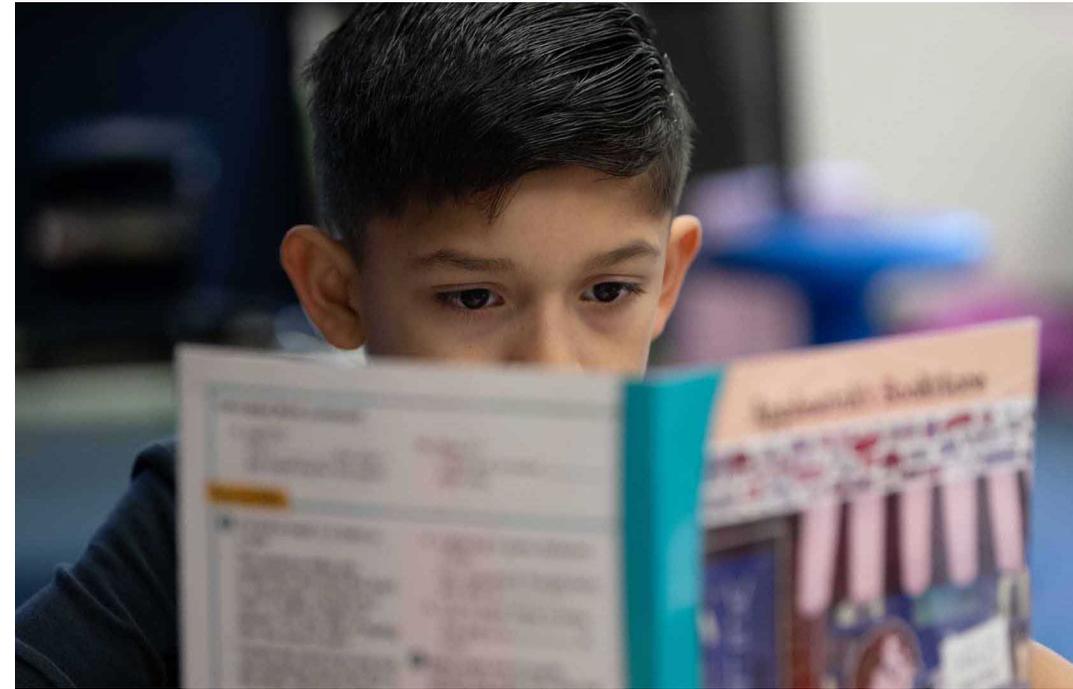


Strategic Foundations

- ✓ Establish Project Team, Tools and Process Maps **[May]**
- ✓ Engage “Around the World” Stakeholder Sessions **[May/June]**
- ✓ Define Priorities and Phases **[June/July]**
- ✓ Develop and Define Data Governance
- ✓ Initial Data Integration and Out of the Box Dashboards **[June/July]**
- ✓ Communication Plans and Updates

Wraparound Services to Support Student Literacy

- Tele-Teachers Program
Continue for 2025-26 School Year
- Read2Win Partnership
- Fort Worth After School (FWAS)
New Literacy Requirement
- Family Engagement Support for Literacy Events,
Attendance, Recruitment and Retention Tracking
- Rolling Readers Transportation Literacy Initiative



Priority 1
**Student
Academic
Excellence**

Priority 2
**Student and
Family
Engagement**

2025-2026 Budget Adoption

May 20, 2025 – Regular Board Meeting

- Budget Development Update
- Revenue Updates
- Expenditure Preliminary Budgets for General Fund, Debt Service and Child Nutrition Services Funds
- Latest Legislative Runs from TASBO and Moak Casey

June 2, 2025

Legislative Session Ends

June 10, 2025 – Special Board Meeting

- Adopt Budgets for General Fund, Debt Service and Child Nutrition Services Funds
- Approve Compensation Model for 2025-2026



Priority 4
Operational
Alignment and
Efficiency

2025-2026 Budget Planning Public Input

Results as of April 21, 2025

Priority 2
Student and Family Engagement

TOP 3 What should the District consider when creating the budget for next year?

229 Participants
 192 Thoughts
 3796 Ratings
 20 Ratio

- Recruitment and Retention of quality employees**

Without being both competitive in pay and in hiring timelines, we lose access to good talent.

Neutral 26 4.5 (Ranked #1 of 192)

5 ★ ██████████
4 ★ ██████
3 ★ ████
2 ★ ███
1 ★ ███
- Teacher raises more than 3%**

Many teachers don't feel it's worth it anymore to stick with the field. Yes they love teaching and the students, but having to deal with concerns

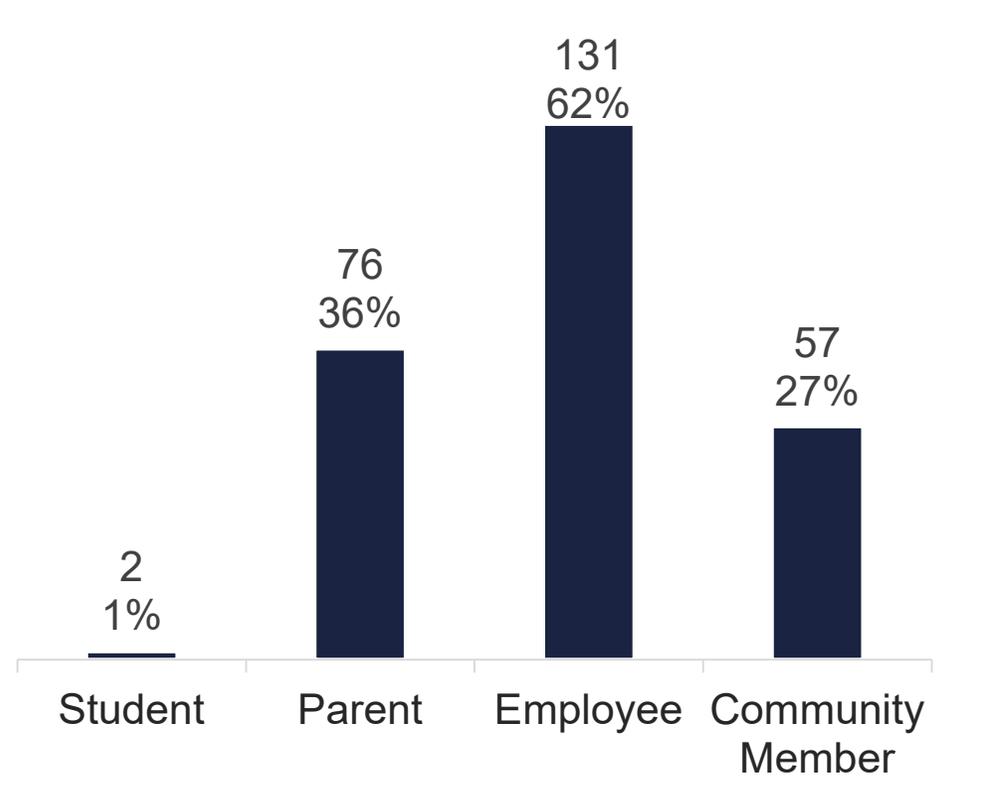
Neutral 26 4.5 (Ranked #2 of 192)

5 ★ ██████████
4 ★ ██████
3 ★ ████
2 ★ ███
1 ★ ███
- Staffing & Retention- Allocate funds for competitive salaries, and teacher support systems to retain high-quality staff.**

-Teacher shortages are real—and growing. -Consistency helps students thrive. - Hiring is expensive. - Students notice when teachers leave.

Neutral 24 4.5 (Ranked #3 of 192)

5 ★ ██████████
4 ★ ██████
3 ★ ████
2 ★ ███
1 ★ ███



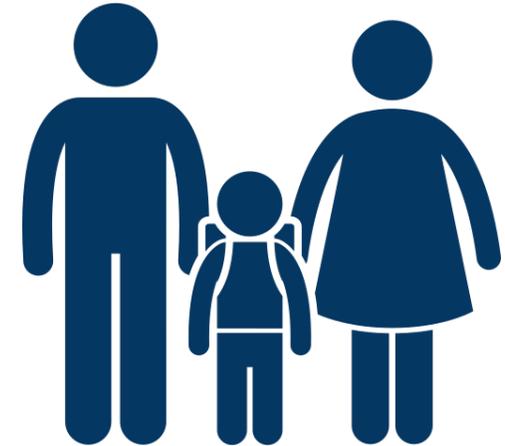
2025-2026 Budget Planning Public Input

Results as of April 21, 2025

Priority 2
Student and
Family
Engagement

Share a strategy that will help promote parent engagement in their child's education.

- Schools should organize parent events focused on foundational skills parents can teach their kids (e.g., names, phone numbers, counting, reading, etc.).
- Utilize apps like Talking Points for better communication with parents.
- Establish a PTA at the campus for better parent-school connection.
- Campus administrators should be more welcoming to all parents.
- Create YouTube videos for parents on how to use school dashboards; not everyone can attend in-person training.
- Use Smore newsletters to share PTA meeting details and other school events.
- Organize family-friendly events at all school levels (not just elementary) at least twice per semester.
- Parent-teacher conferences should highlight three positives about the child and one area for improvement, with admin welcoming parents in the hallways.



2025-2026 Budget Planning Public Input



Participants



Thoughts



Ratings



Ratio

Priority 2
Student and
Family
Engagement

Priority 3
Employee
Effectiveness
and Retention

Priority 4
Operational
Alignment and
Efficiency



tejoin.com

741-309-478

What should the District consider when creating the budget for next year?

Stakeholder Communication Public Input



What is your preferred method of communication for information that is related to Districtwide events or initiatives?

What is your preferred method of communication for information that is related to campus specific events or initiatives?

Priority 2
Student and
Family
Engagement

Priority 3
Employee
Effectiveness
and Retention

Priority 4
Operational
Alignment and
Efficiency

<https://tejoin.com/scroll/327668099>

Read 2 Win!™ Partnership Update

Next Steps

- ✓ Select up to 2 elementary schools as volunteer locations
- ✓ Sign-up for volunteer Adult Reading Coach training

Volunteer Training

Thursday, April 24th

Fort Worth ISD Teaching and Learning Center

Training Room 3

1050 Bridgewood Dr, Fort Worth, TX 76112

6:00 pm to 7:30 pm

Status as of April 18, 2025

40 Volunteers Have Signed Up

12 out of 40 Volunteers Attended Training on April 12th

Priority 1
Student
Academic
Excellence

Priority 2
Student and
Family
Engagement

Volunteer Sign-Up



Volunteer Sign-Up Link

<https://bit.ly/FWISDRead2Win>



What Parents Need to Know

Fort Worth ISD is excited to offer a wide range of learning opportunities for students this summer! From engaging enrichment programs to hands-on academic support, there's something for every learner.

<https://www.fwisd.org/departments/summer-learning>

**Priority 2
Student and
Family
Engagement**

2025-2026 Registration Now Open!

Registration for the 2025-2026 school year is open for all new and currently enrolled students.

Registration is required every year.

www.fwisd.org/families/register

Learn More About Pre-K

www.fwisd.org/prek



District Recognition Events

2025 FORT WORTH ISD GRADUATION

www.fwisd.org/graduation



Volunteer and Partner Appreciation Event

Thursday April 24th at 6:00 pm

Innovation Studio

Fort Worth Museum of Science and History

1600 Gendy Street, Fort Worth, TX 76107

Priority 2 Student and Family Engagement

Priority 3 Employee Effectiveness and Retention

FWISD Awards

Thursday, May 8th at 6:00 pm

Employee Service Awards

District departments and campuses will host various events to celebrate and acknowledge employees reaching career milestones this year.

Neighborhood Schools

Dickies Arena

TUESDAY, MAY 27

- 8 a.m. Dunbar
- 12 p.m. Polytechnic
- 4 p.m. Eastern Hills
- 8 p.m. South Hills

WEDNESDAY, MAY 28

- 8 a.m. Paschal
- 12 p.m. Trimble Tech
- 4 p.m. Carter-Riverside
- 8 p.m. Diamond Hill-Jarvis

THURSDAY, MAY 29

- 8 a.m. Arlington Heights
- 12 p.m. Southwest
- 4 p.m. Benbrook
- 8 p.m. Western Hills

FRIDAY, MAY 30

- 8 a.m. North Side
- 12 p.m. O.D. Wyatt

Specialized Schools

Exception: Trimble Tech, see left column.

FWISD Teaching & Learning Center

FRIDAY, MAY 16

- 7 p.m. Boulevard Heights
- 7 p.m. Transition Center

Wilkerson-Greines Activity Center

FRIDAY, MAY 30

- 9 a.m. World Languages Institute
- 12 p.m. I.M. Terrell Academy for STEM & VPA
- 3 p.m. Young Women's Leadership Academy
- 6 p.m. Young Men's Leadership Academy

SATURDAY, MAY 31

- 9 a.m. Success High School
- 12 p.m. Texas Academy of Biomedical Sciences
- 3 p.m. Marine Creek Collegiate
- 6 p.m. TCC South/FWISD Collegiate

Jo Kelly School Gym

MONDAY, JUNE 2

- 1 p.m. Jo Kelly School

Fort Worth ISD Hiring Events

**Priority 3
Employee
Effectiveness
and Retention**

YOUR FUTURE. THEIR SUCCESS.

We're hiring!

Fort Worth
INDEPENDENT SCHOOL DISTRICT

School Bus Drivers and Attendants

Paid CDL training
Potential to work
40+ hours

Starting pay
\$22.75-\$27.74 for drivers
Competitive benefits



Apply now at www.fwisd.org/careers

March 29 Spring Instructional Hiring Fair
(over 600 attendees and 114 hired)

Bus Driver Weekly Job Fairs Every Wednesday
(27 candidates currently in the hiring process)

Bilingual/Special Education Teacher Assistant Mixer
Saturday, May 3 @ 10:00 am
District Service Center

Virtual Hiring Fair (for May College Graduates)
Wednesday, May 14

2025 Spring Challenge (Teacher Appreciation Week May 5-9)

Businesses, Community Organizations, Churches, HOA/Neighborhood Associations

WHO

WHAT

Adopt a school **staff** for the month of May.

- ✓ Take care of staff by providing snacks, fruit trays, supplies, etc.
- ✓ Sponsor staff recognition events
- ✓ Donate staff recognition awards
(restaurant certificates, new materials for teacher lounge, etc.)
- ✓ Offer pro bono professional services

HOW

If you already support a school, accept the challenge!

If you are looking for a school to support, view the list of schools that need a supporter, choose a school and accept the challenge!



Or Call 817-814-1900

Fort Worth

INDEPENDENT SCHOOL DISTRICT

MISSION

*Preparing ALL students for success
in college, career, and community leadership.*