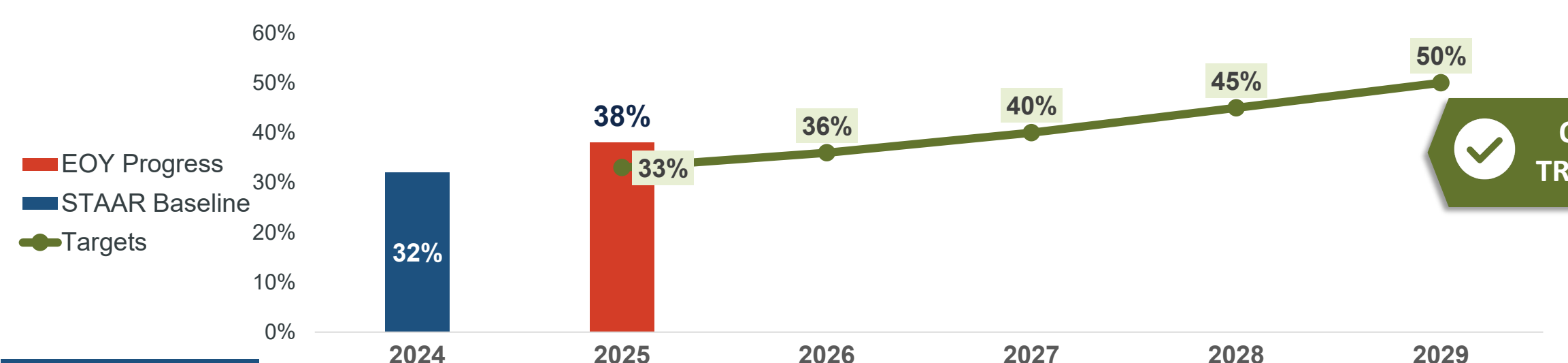# Superintendent's Report
Strategic Priorities Update

Dr. Karen C. Molinar, Superintendent

Tuesday, June 24, 2025

Fort Worth
INDEPENDENT SCHOOL DISTRICT

End of Year (EOY) Progress

Fort Worth
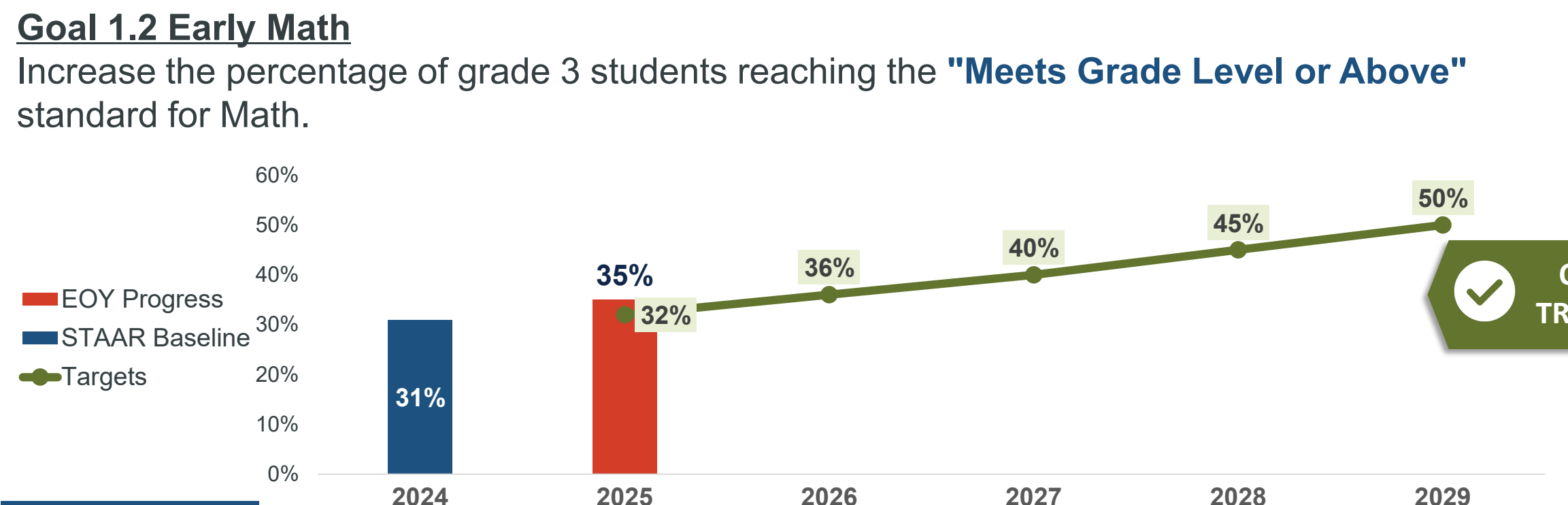INDEPENDENT SCHOOL DISTRICT

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).

- EOY Progress
- STAAR Baseline
- Targets

2024: 32%
2025: 38% / 33%
2026: 36%
2027: 40%
2028: 45%
2029: 50%

ON TRACK

All Test Versions

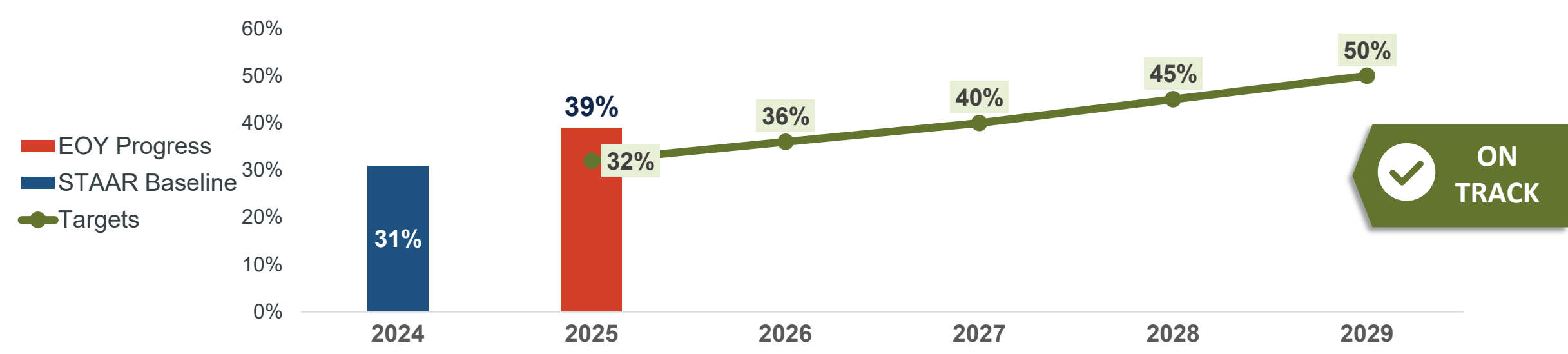| Closing the Gaps Student Groups (STAAR EOY 2025)										
All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
38%	32%	33%	72%	63%	48%	*	53%	31%	27%	22%

End of Year (EOY) Progress

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Goal 1.2 Early Math

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

Legend:
- EOY Progress
- STAAR Baseline
- Targets

Chart values:
- 2024: 31% (STAAR Baseline)
- 2025: 35% (EOY Progress), 32% (Target)
- 2026: 36%
- 2027: 40%
- 2028: 45%
- 2029: 50%

ON TRACK

All Test Versions

Closing the Gaps Student Groups (STAAR EOY 2025)										
All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
35%	22%	32%	67%	50%	40%	*	42%	28%	30%	24%

End of Year (EOY) Progress

Fort Worth
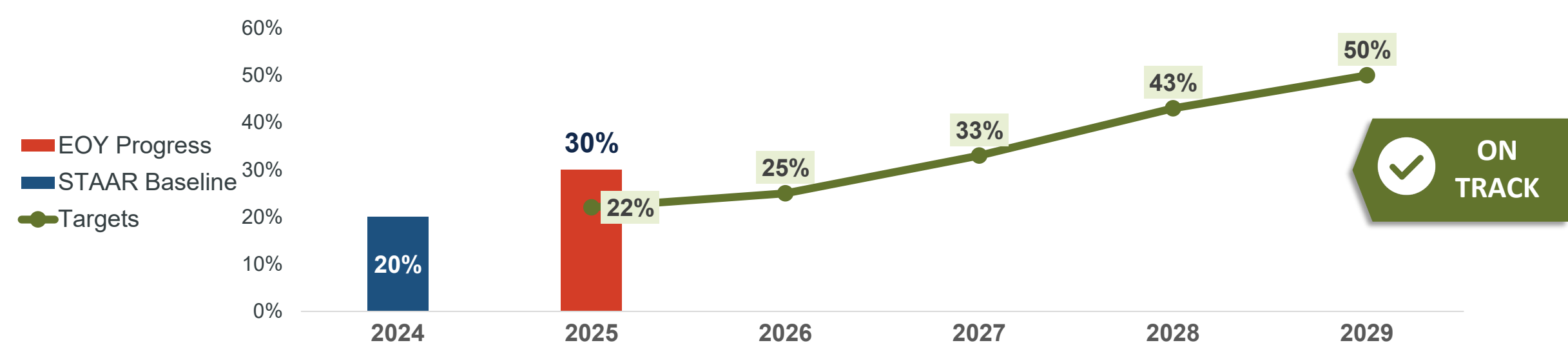INDEPENDENT SCHOOL DISTRICT

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).

Legend:
- EOY Progress
- STAAR Baseline
- Targets

Chart values:
- 2024: 31%
- 2025: 39% (EOY Progress), 32% (Target)
- 2026: 36%
- 2027: 40%
- 2028: 45%
- 2029: 50%

ON TRACK

Closing the Gaps Student Groups (STAAR EOY 2025)

All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
39%	31%	36%	66%	43%	42%	78%	51%	33%	27%	21%

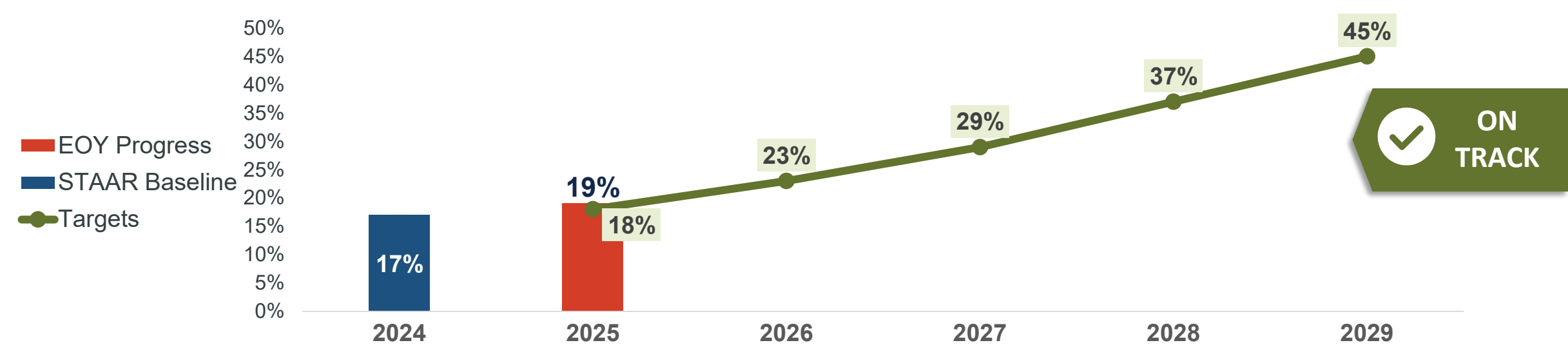# End of Year (EOY) Progress

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Goal 1.4 Middle Years Math

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

Legend:
- EOY Progress
- STAAR Baseline
- Targets

Chart data:
- 2024: 20% (STAAR Baseline)
- 2025: 30% (EOY Progress), 22% (Target)
- 2026: 25% (Target)
- 2027: 33% (Target)
- 2028: 43% (Target)
- 2029: 50% (Target)

ON TRACK

Closing the Gaps Student Groups (STAAR EOY 2025)

All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
30%	20%	28%	55%	31%	32%	70%	36%	25%	23%	20%

Source: 2024 Texas Academic Performance Report (TAPR); 2025 TEA STAAR 3-8 Preliminary and STAAR Alt 2 Early Student-Level Results.
Note: 2025 Estimated with FWISD PEIMS applied. 2024 includes STAAR Alt 2. Preliminary results may vary from accountability and TAPR.

End of Year (EOY) Progress

Fort Worth
INDEPENDENT SCHOOL DISTRICT

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** by the end of 9th grade.

Chart legend:
- EOY Progress
- STAAR Baseline
- Targets

2024: 17% (STAAR Baseline)
2025: 19% (EOY Progress), 18% (Target)
2026: 23%
2027: 29%
2028: 37%
2029: 45%

ON TRACK

Closing the Gaps Student Groups (STAAR EOY 2025)

All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
19%	10%	18%	39%	36%	28%	*	27%	15%	11%	3%

Source: 2024 Texas Academic Performance Report (TAPR); 2025 TEA STAAR 3-8 Preliminary and STAAR Alt 2 Early Student-Level Results.
Note: 2025 Estimated with FWISD PEIMS applied. 2024 includes STAAR Alt 2. Preliminary results may vary from accountability and TAPR.

STAAR Performance Update Reading / ELA

Grade Level / Subject	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference
Grade 3 Reading	59%	65%	6%	32%	38%	6%	11%	15%	4%
Grade 4 Reading	68%	70%	2%	34%	41%	7%	12%	15%	3%
Grade 5 Reading	68%	68%	0%	40%	46%	6%	17%	19%	2%
Grade 6 Reading	60%	64%	4%	36%	40%	4%	12%	16%	4%
Grade 7 Reading	55%	62%	7%	33%	37%	4%	14%	15%	1%
Grade 8 Reading	57%	60%	3%	24%	28%	4%	6%	8%	2%
English I EOC	56%	49%	-7%	33%	34%	1%	6%	7%	1%
English II EOC	65%	58%	-7%	42%	41%	-1%	3%	4%	1%

Increased due to inclusion of STAAR Alt 2

Includes STAAR Alt 2 Early Results

Data Source: 2024 TAPR; 2025 TEA STAAR Preliminary Results with PEIMS applied; Grades 3-5 include English and Spanish; Preliminary and Early Results may vary from accountability and TAPR

STAAR Performance Update Reading / ELA

Grade Level / Subject	Did Not Meet			Approaches or Higher			Meets or Higher			Masters		
	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference
Grade 3 Reading	41%	35%	-6%	59%	65%	6%	32%	38%	6%	11%	15%	4%
Grade 4 Reading	32%	30%	-2%	68%	70%	2%	34%	41%	7%	12%	15%	3%
Grade 5 Reading	32%	32%	0%	68%	68%	0%	40%	46%	6%	17%	19%	2%
Grade 6 Reading	40%	36%	-4%	60%	64%	4%	36%	40%	4%	12%	16%	4%
Grade 7 Reading	45%	38%	-7%	55%	62%	7%	33%	37%	4%	14%	15%	1%
Grade 8 Reading	43%	40%	-3%	57%	60%	3%	24%	28%	4%	6%	8%	2%
English I EOC	44%	51%	7%	56%	49%	-7%	33%	34%	1%	6%	7%	1%
English II EOC	35%	42%	7%	65%	58%	-7%	42%	41%	-1%	3%	4%	1%

Includes STAAR Alt 2 Early Results

Data Source: 2024 TAPR; 2025 TEA STAAR Preliminary Results with PEIMS applied; Grades 3-5 include English and Spanish; Preliminary and Early Results may vary from accountability and TAPR

STAAR Performance Update Math

Grade Level / Subject	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference
Grade 3 Math	58%	60%	2%	31%	35%	4%	10%	13%	3%
Grade 4 Math	56%	60%	4%	33%	38%	5%	13%	17%	4%
Grade 5 Math	66%	63%	-3%	37%	35%	-2%	11%	14%	3%
Grade 6 Math	53%	56%	3%	19%	20%	1%	4%	6%	2%
Grade 7 Math	24%	24%	0%	7%	8%	1%	1%	1%	0%
Grade 8 Math	58%	58%	0%	28%	32%	4%	9%	10%	1%
Algebra I EOC	66%	55%	-11%	19%	24%	5%	8%	12%	4%

Includes STAAR Alt 2 Early Results

Increased due to inclusion of STAAR Alt 2

Data Source: 2024 TAPR; 2025 TEA STAAR Preliminary Results with PEIMS applied; Grades 3-5 include English and Spanish; Preliminary and Early Results may vary from accountability and TAPR

STAAR Performance Update Math

Grade Level / Subject	Did Not Meet			Approaches or Higher			Meets or Higher			Masters		
	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference
Grade 3 Math	42%	40%	-2%	58%	60%	2%	31%	35%	4%	10%	13%	3%
Grade 4 Math	44%	40%	-4%	56%	60%	4%	33%	38%	5%	13%	17%	4%
Grade 5 Math	34%	37%	3%	66%	63%	-3%	37%	35%	-2%	11%	14%	3%
Grade 6 Math	47%	44%	-3%	53%	56%	3%	19%	20%	1%	4%	6%	2%
Grade 7 Math	76%	76%	0%	24%	24%	0%	7%	8%	1%	1%	1%	0%
Grade 8 Math	42%	42%	0%	58%	58%	0%	28%	32%	4%	9%	10%	1%
Algebra I EOC	34%	45%	11%	66%	55%	-11%	19%	24%	5%	8%	12%	4%

Includes STAAR Alt 2 Early Results

Data Source: 2024 TAPR; 2025 TEA STAAR Preliminary Results with PEIMS applied; Grades 3-5 include English and Spanish; Preliminary and Early Results may vary from accountability and TAPR

STAAR Performance Update Science and Social Studies

Grade Level / Subject	Approaches or Higher			Meets or Higher			Masters		
	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference
Grade 5 Science	39%	45%	6%	14%	15%	1%	4%	5%	1%
Grade 8 Science	47%	55%	8%	20%	25%	5%	5%	6%	1%
Grade 8 Social Studies	38%	37%	-1%	15%	16%	1%	6%	7%	1%
Biology EOC	85%	85%	0%	34%	46%	12%	7%	11%	4%
US History EOC	93%	92%	-1%	55%	56%	1%	23%	25%	2%

Includes STAAR Alt 2 Early Results

Increased due to inclusion of STAAR Alt 2

Data Source: 2024 TAPR; 2025 TEA STAAR Preliminary Results with PEIMS applied; Grades 3-5 include English and Spanish; Preliminary and Early Results may vary from accountability and TAPR

STAAR Performance Update Science and Social Studies

Grade Level / Subject	Did Not Meet			Approaches or Higher			Meets or Higher			Masters		
	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference	2024	2025	Difference
Grade 5 Science	61%	55%	-6%	39%	45%	6%	14%	15%	1%	4%	5%	1%
Grade 8 Science	53%	45%	-8%	47%	55%	8%	20%	25%	5%	5%	6%	1%
Grade 8 Social Studies	62%	63%	1%	38%	37%	-1%	15%	16%	1%	6%	7%	1%
Biology EOC	15%	15%	0%	85%	85%	0%	34%	46%	12%	7%	11%	4%
US History EOC	7%	8%	1%	93%	92%	-1%	55%	56%	1%	23%	25%	2%

Includes STAAR Alt 2 Early Results

Data Source: 2024 TAPR; 2025 TEA STAAR Preliminary Results with PEIMS applied; Grades 3-5 include English and Spanish; Preliminary and Early Results may vary from accountability and TAPR

STAAR 3-8 Year-Over-Year Changes

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Reading / ELA		Approaches or Above			Meets or Above			Masters		
		2024	2025	Change	2024	2025	Change	2024	2025	Change
Grade 3	FWISD	59%	65%	6%	32%	38%	6%	11%	15%	4%
	State	72%	76%	4%	46%	49%	3%	20%	22%	2%
Grade 4	FWISD	68%	70%	2%	34%	41%	7%	12%	15%	3%
	State	79%	79%	0%	49%	52%	3%	22%	23%	1%
Grade 5	FWISD	68%	68%	0%	40%	46%	6%	17%	19%	2%
	State	78%	76%	-2%	53%	57%	4%	28%	29%	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. **Includes STAAR Alternate 2 results.**

Data Source: Texas Education Agency (TEA) June 17, 2025 Press Release; Prior year data (2024) is from the TEA 2023-2024 TAPR.

STAAR 3-8 Year-Over-Year Changes

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Reading / ELA		Approaches or Above			Meets or Above			Masters		
		2024	2025	Change	2024	2025	Change	2024	2025	Change
Grade 6	FWISD	60%	64%	4%	36%	40%	4%	12%	16%	4%
	State	75%	75%	0%	54%	54%	0%	25%	28%	3%
Grade 7	FWISD	55%	62%	7%	33%	37%	4%	14%	15%	1%
	State	72%	74%	2%	52%	52%	0%	28%	26%	-2%
Grade 8	FWISD	57%	60%	3%	24%	28%	4%	6%	8%	2%
	State	79%	80%	1%	54%	56%	2%	28%	31%	3%

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. **Includes STAAR Alternate 2 results.**

Data Source: Texas Education Agency (TEA) June 17, 2025 Press Release; Prior year data (2024) is from the TEA 2023-2024 TAPR.

STAAR 3-8 Year-Over-Year Changes

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Math		Approaches or Above			Meets or Above			Masters		
		2024	2025	Change	2024	2025	Change	2024	2025	Change
Grade 3	FWISD	58%	60%	2%	31%	35%	4%	10%	13%	3%
	State	68%	69%	1%	40%	44%	4%	15%	19%	4%
Grade 4	FWISD	56%	60%	4%	33%	38%	5%	13%	17%	4%
	State	67%	67%	0%	44%	45%	1%	20%	23%	3%
Grade 5	FWISD	66%	63%	-3%	37%	35%	-2%	11%	14%	3%
	State	75%	72%	-3%	48%	45%	-3%	19%	21%	2%

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. **Includes STAAR Alternate 2 results.**

Data Source: Texas Education Agency (TEA) June 17, 2025 Press Release; Prior year data (2024) is from the TEA 2023-2024 TAPR.

STAAR 3-8 Year-Over-Year Changes

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Math		Approaches or Above			Meets or Above			Masters		
		2024	2025	Change	2024	2025	Change	2024	2025	Change
Grade 6	FWISD	53%	56%	3%	19%	20%	1%	4%	6%	2%
	State	69%	72%	3%	37%	38%	1%	13%	15%	2%
Grade 7	FWISD	24%	24%	0%	7%	8%	1%	1%	1%	0%
	State	53%	52%	-1%	32%	31%	-1%	10%	10%	0%
Grade 8	FWISD	58%	58%	0%	28%	32%	4%	9%	10%	1%
	State	70%	69%	-1%	40%	45%	5%	15%	17%	2%

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. **Includes STAAR Alternate 2 results.**

Data Source: Texas Education Agency (TEA) June 17, 2025 Press Release; Prior year data (2024) is from the TEA 2023-2024 TAPR.

STAAR 3-8 Year-Over-Year Changes

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Science Social Studies		Approaches or Above			Meets or Above			Masters		
		2024	2025	Change	2024	2025	Change	2024	2025	Change
Grade 5 Science	FWISD	39%	45%	6%	14%	15%	1%	4%	5%	1%
	State	56%	63%	7%	26%	29%	3%	10%	12%	2%
Grade 8 Science	FWISD	47%	55%	8%	20%	25%	5%	5%	6%	1%
	State	68%	72%	4%	42%	46%	4%	16%	18%	2%
Grade 8 Social Studies	FWISD	38%	37%	-1%	15%	16%	1%	6%	7%	1%
	State	57%	55%	-2%	31%	30%	-1%	16%	16%	0%

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. **Includes STAAR Alternate 2 results.**

Data Source: Texas Education Agency (TEA) June 17, 2025 Press Release; Prior year data (2024) is from the TEA 2023-2024 TAPR.

The FWISD Emergency Response System is STILL Activated!

We will continue to…

Take **bold and aggressive** actions to improve student academic performance.

As a matter of **urgency**, take action to achieve universal grade-level literacy.

Redirect and align resources to support both instructional delivery and student achievement.

Priority 1
Student Academic Excellence

Student Centered

- More adults working directly with students to improve achievement

- Culture of high expectations, **support and accountability**

Non-Negotiables

- High Quality Instructional Materials (HQIM)

- Instructional Framework & Planning Calendars

- First Teach
(Rigor, Acceleration, Support & Engagement)

- Demonstration of Learning (DOL)

- Reteach & Challenge

FORT WORTH ISD

Accelerating Literacy Through a Redesigned Dyslexia Model

The Challenge at the Elementary Level

- Our current dyslexia intervention model has been in place for years but has not accelerated student outcomes.

- Progress monitoring shows limited mastery, especially in early decoding and comprehension.

- Inconsistent training among Providers of Dyslexia Instruction (PDIs) leads to uneven quality of services across campuses.

- There is a growing gap between student need and trained personnel.

- We lack a districtwide, aligned, evidence-based model for Tier III intervention in early literacy.

Students are not catching up fast enough, our youngest learners deserve a more effective and coherent response.

Accelerating Literacy Through a Redesigned Dyslexia Model

Building Immediate Access While Preparing for Full Implementation of Take Flight

Take Flight

- Intensive, therapist-delivered intervention for students with the most significant dyslexia needs

- Begins at select campuses in 2025–2026 and will scale districtwide as part of a phased full implementation plan

- Anchored in structured, multisensory literacy instruction

Bridges

- Teacher-delivered intervention supported by an avatar co-teacher

- Built on the same structured literacy principles as Take Flight

- Provides immediate, high-quality dyslexia intervention for a broader group of students

- Enables schools to serve students in 2025-2026 **while Providers of Dyslexia Instruction are being prepared to deliver Take Flight in the future**

Accelerating Literacy Through a Redesigned Dyslexia Model

Implementation Overview

17 Providers of Dyslexia Instruction (PDIs) begin Take Flight training in June 2025 and will deliver *Take Flight* instruction to students during the 2025–2026 school year.

- 8 through Scottish Rite
- 9 through Region 11

60 PDIs scheduled to begin Bridges training with Scottish Rite starting July 2025, preparing to deliver instruction in the 2025–2026 school year.

Why Bridges?

While Take Flight requires advanced therapist certification, a two-year process, there is often a gap between the number of students identified with dyslexia and the number of trained specialists available.

Bridges is our strategic response to that gap.

Accelerating Literacy Through a Redesigned Dyslexia Model

Investing in Educators (PDIs) to Build Long-Term Capacity

Providers of Dyslexia Instruction (PDIs):

- Receive **extra-duty compensation** for summer training

- Participate in a **two-year commitment** for both Bridges and Take Flight implementation

- **Take Flight training includes 700 clinical hours** applicable toward Certified Academic Language Therapist (CALT) certification

- Supports the district's **long-term goal to build an internal pipeline** of certified dyslexia therapists

Accelerating Literacy Through a Redesigned Dyslexia Model

Long-Term Benefits for Fort Worth ISD:

- Improved student outcomes in **reading accuracy, fluency, and comprehension**

- **Expanded access** to high-quality dyslexia services across all elementary campuses

- **Reduced caseload pressure** on specialists by building instructional capacity

- Grows **internal expertise** and creates a more **equitable, districtwide service model**

Research-Based Phonics Program

Bluebonnet Learning Phonics Program

As we strengthen our early literacy foundation, it is clear our current phonics program needs a strategic upgrade to better align with instructional realities and student needs across Grades K–3.

Our classrooms need cohesive, streamlined instructional blocks that embed phonics, grammar, spelling, and application tasks (like dictation and sentence writing) into one daily literacy experience.

We are transitioning to the stronger phonics program now to:

- Eliminate fragmented lesson delivery and maximize every instructional minute.
- Ensure all students move from skill practice to real application earlier and more frequently.
- Extend phonics through Grade 3 in both English and Spanish to meet the needs of all learners.

The Bluebonnet Learning phonics program will only replace the phonics component of Amplify.

Research-Based Phonics Program

Teacher Feedback

In April 2025, over 300 Fort Worth ISD teachers across grade levels and campuses participated in the district's Bluebonnet Focus Group and Informational Workshops. Educators engaged in a comprehensive review and hands-on exploration of the Bluebonnet Learning Reading materials, including phonics.

Teacher feedback affirmed that Bluebonnet aligns with district instructional priorities and meets the daily needs of educators and students.

Preparing Educators for a Strong Start in 2025-2026

The Literacy Department will lead all K-3 phonics training internally. All elementary Demonstration Teachers will also participate in the full training to support district-wide implementation.

This in-house approach ensures that all professional learning is aligned to the district's Instructional Framework and Instructional Planning Calendars (IPCs).

Throughout the 2025–26 school year, Literacy Department staff, working in collaboration with campus leadership and Demonstration Teachers, will provide ongoing support to all K–3 teachers to ensure high-quality implementation of Bluebonnet Phonics.

Research-Based Phonics Program

Instructional Materials and Technology Allotment

The State has created three "buckets" of funds for districts to use to purchase instructional resources.

FS1
$12.6M
Funds will be used to purchase the K-2 Bluebonnet Phonics Spanish program.

FS2
$5.6M
Funds will be used to purchase the K-3 Bluebonnet Phonics English program.

FS3
$1.4M
All funds will be used to purchase Bluebonnet Math.

We initially requested **$555,000** from local funds for the purchase of a phonics program and training.

- Selecting the Bluebonnet Phonics program means that it can be paid for entirely out of the instructional materials fund (TEA budget).

- Local funds will only be used for Literacy Department training from Region XI and extra duty pay for teachers to attend training.

Priority 4
Operational Alignment and Efficiency

Savings to Local Funds = $555,000 Original Request - $200,000 Funds for Training = $355,000

Additional Days School Year

House Bill 3 added half-day formula funding for school systems that add up to 30 instructional days to any of their elementary schools starting in the 2020-2021 school year. Funding for Additional Days School Year (ADSY) is available to campuses that meet the requirements below:

- Serve at least one grade level within grades PreK-8th grade
  (2025-26 expanded to middle school)

- Campus academic calendar(s) include at least **175 instructional days** with 75,600 operational minutes, not including staff development waivers

- Add up to 30 additional days of instruction in addition to the 175 instructional days in its regular academic calendar

- Have a certified teacher deliver at least two hours of instruction on designated ADSY days

- Host ADSY days separate from the regular instructional calendar days (e.g., ADSY days cannot be hosted in the second part of a regular instructional day)

Additional Days School Year

Proposal to implement an ADSY calendar at a targeted set of campuses to embed 25+ additional instructional days for the 2025-2026 school year.

More Time, Used with Purpose:

Builds on this past school year's progress in small-group, high-dosage tutoring, scaled up and embedded with stronger consistency **to accelerate math achievement in grades 3–8 and Algebra I.**

This is not a small pilot. We are intentionally building a critical mass of campuses to ensure systemwide momentum in math achievement**. The ADSY calendar will apply to identified school action campuses.** (July 2025 Announcement)

Summer 2025

Instructional Hiring Fair

Tuesday, June 24 • 9 a.m. – Noon

📍 FWISD Teaching & Learning Center

NOW HIRING • Teachers • Teacher Assistants • Substitutes • Clerical Staff

Priority 3
Employee Effectiveness and Retention

Summer 2025

Operations Hiring Fair

Thursday, June 26 • 4-6 p.m.

📍 Northside Community Center

NOW HIRING
- Journeymen • Apprentice
- General Maintenance • Custodians
- HVAC, Plumbing & more!

Priority 3
Employee
Effectiveness
and Retention

What Parents Need to Know

Review Your Child's STAAR Student Report Card

Every student who takes a STAAR test receives a STAAR Student Report Card that helps parents see where their child is doing well and where he or she may need extra help.

Parents may access results via the TEA Family Portal at www.TexasAssessment.gov

★STAAR Confidential 2025 STAAR Student Report Card for:

FIRSTNAMEF LASTNAMELASTNAM

FIRSTNAMEF'S PERFORMANCE AT A GLANCE

English I	Algebra I	Biology	English II	U.S. History
Masters Grade Level	Did Not Meet Grade Level	Approaches Grade Level	NOT SCORED	Meets Grade Level
Test Date: Spring 2025	Test Date: Spring 2025	Test Date: Spring 2025	Test Date: Spring 2025	Test Date: Spring 2025

Log in to the Family Portal at TexasAssessment.gov to learn more.

FIRSTNAMEF'S UNIQUE ACCESS CODE **999999**

Release Dates for Test Results in the Family Portal

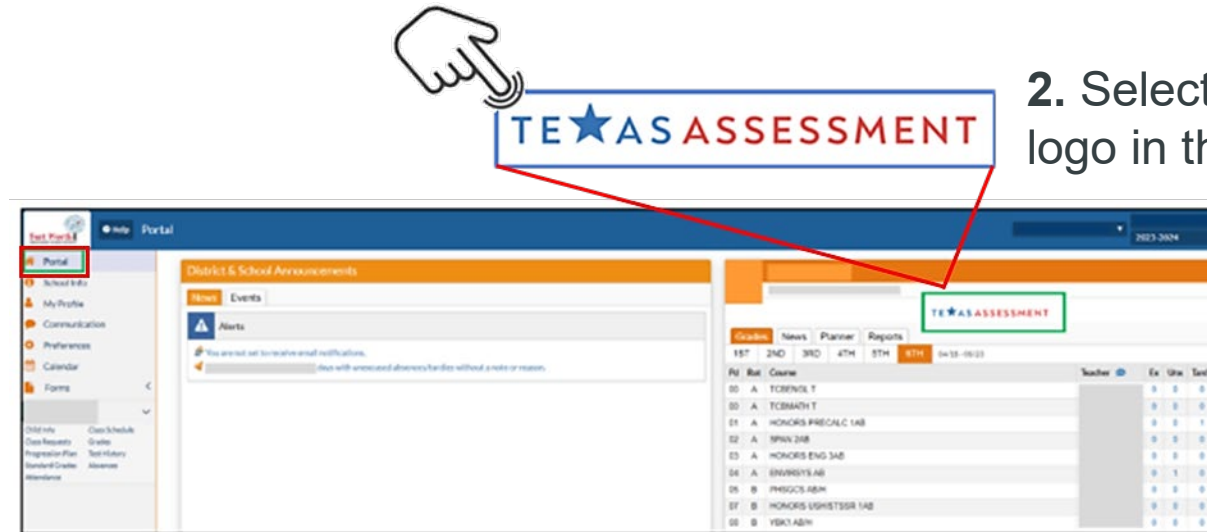| Spring 2025 Assessments	Release Date
TELPAS Alternate	April 28, 2025
STAAR EOC	June 10, 2025
TELPAS	June 12, 2025
STAAR Grades 3-8	June 17, 2025
June STAAR EOC	July 31, 2025
STAAR Alternate 2	June 24, 2024

Access Scores Through the Fort Worth ISD Parent Portal

Your Parent Portal with Fort Worth ISD is a convenient way to quickly access your student's state scores and test history. Once logged into either the parent or student account:

2. Select the **Texas Assessment** logo in the right-side window

1. Locate and click the **Portal** tab under the FWISD logo in the top left corner

https://www.fwisd.org/families/parent-portal

Fort Worth
INDEPENDENT SCHOOL DISTRICT

MISSION

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