

Superintendent's Report

Strategic Priority 1: Student Academic Excellence

Dr. Karen C. Molinar, Superintendent
Tuesday, September 23, 2025



2025-2026 MAP Updates

nwea



New Grade Level Norms

- New 2025 norms are used in MAP Growth reports to identify how students compare to the performance of other similar students.
- The 2025 norms are based on test data collected in the **post-COVID-19 era**, offering educators a more current and relevant context for comparing student performance.
- It's important to note that patterns vary by subject, grade level, and achievement level. However, as a general rule, the **same RIT score will now correspond to a higher percentile rank than it did under the 2020 norms.**
- If you're tracking student performance or program outcomes across years, **be cautious when comparing results based on 2020 norms with those based on 2025 norms.**
- **Because the norms are anchored to a new national sample, changes in percentiles or growth might reflect the shift in norms, not an actual change in student performance.**

Beginning of Year MAP Growth

All Students, All Grades	Average RIT Score			Met Grade Level Norms		
Test Subject	2024	2025	Difference	2024	2025	Difference
Reading English	185	192	7	41	43	2
Reading Spanish	167	171	4	62	55	-7
Mathematics English	198	199	1	31	38	7
Mathematics Spanish	147	149	2	37	43	6
Science English	202	203	1	41	41	0

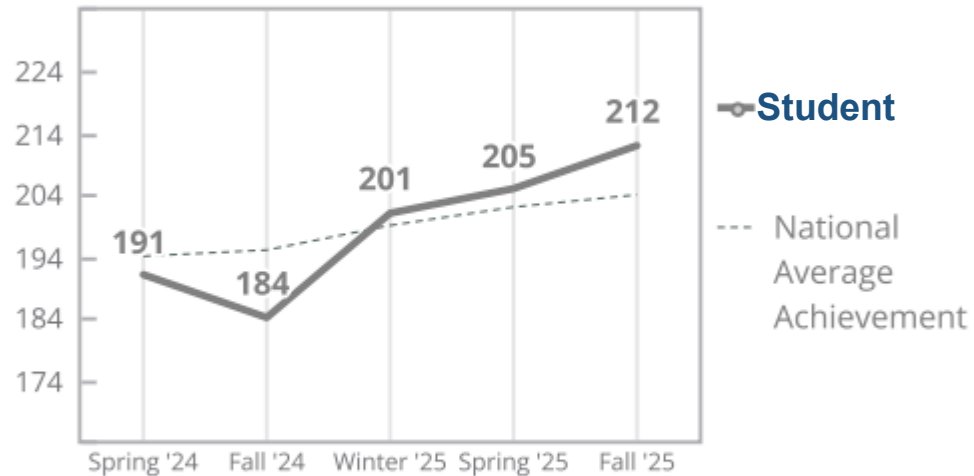
Approximately 22% of students take the Spanish assessments for Reading, 6% for Math.

The RIT scale precisely measures student performance, regardless of whether they're performing on, above, or below grade level. Grade Level Norms offer a national frame of reference for how students are performing relative to peers across the country.

MAP Family Report (Fall 2025-2026)

Reading

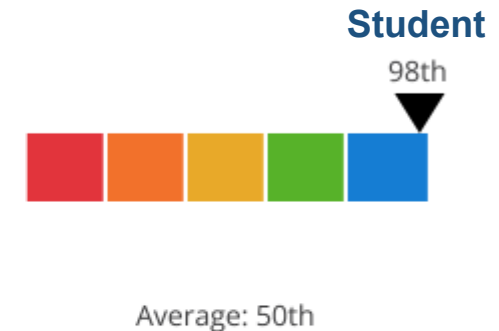
High Average Achievement 69th Percentile



Student's overall score (RIT score) was a 212 on a range of 100-320. Your child is in the 69th percentile, which means they scored better than 69% of their peers.

High Growth 98th Percentile

Your child's growth from Fall 2024 to Fall 2025 is in the 98th percentile, which means they made more progress than 98% of their peers.



Student is likely to be:

- Meets on the STAAR (if taken in Spring 2026)

School Actions

A way for school districts to improve by expanding what is working and replacing or redesigning what is not working.



<https://www.centerforschoolactions.org/>

What are the Resource Campus Eligibility Criteria?

To be eligible, the campus must implement a whole-school Resource Campus model that includes the following required elements:

- Targeted Improvement Plan (TIP);
- Accelerating Campus Excellence (ACE) turnaround plan implementation;
- Teacher Incentive Allotment (TIA)
At least 50% of foundation curriculum campus teachers (ELA, math, science, social studies) must have a TIA designation;
- Additional Days School Year (ADSY) - if elementary or middle school;
- High-Quality Instructional Materials (HQIM); and
- Staffing Requirements
 - Principals, assistant principals, and teachers must apply or reapply;
 - All foundation curriculum campus teachers must have 2 years of teaching experience;
 - 1 counselor per 300 students; and
 - 1 appropriately licensed mental health professional.

A campus with at least 3 unacceptable performance ratings (D, F, and "Not Rated") in the last 10 years may qualify for additional, sustained state funding.



School Actions Timeline

Status	Campus	2025-2026	2026-2027
U4	Western Hills ES / Western Hills Prim (Paired)	ADSY	Resource Campus
U3	Clifford Davis ES	ADSY	Resource Campus
U3 / U2	Eastern Hills ES / West Handley ES (Consolidated)	ADSY	Resource Campus
U4	William James MS	ADSY	Resource Campus
U3	Morningside MS	ADSY	Resource Campus
U3	Wedgwood MS	ADSY	Resource Campus

Multi-Year Unacceptable Count: 2-year count (U2), 3-year count (U3), 4-year count (U4)

The Additional Days School Year (ADSY) calendar extends the school year to June 30.

Student Enrollment Trends			
2022-23	2023-24	2024-25	2025-26
422	402	390	377

2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility
91.6%	34.1%	43.1%

Paired with Western Hills ES

MAP End of Year Percent Met Grade Level				
Subject	Grade Level	2022-23	2023-24	2024-25
Reading	Kindergarten	27%	27%	60%
	1 st Grade	20%	28%	41%
Reading (Spanish)	Kindergarten	22%	25%	52%
	1 st Grade	44%	32%	47%
Math	Kindergarten	29%	41%	57%
	1 st Grade	20%	29%	53%

CLI Circle Pre-K Assessment Percentage of Students On-Track End of Year			
Subject	2022-23	2023-24	2024-25
Math	87%	92%	84%
Phonological Awareness	85%	88%	90%

Teacher Incentive Allotment (TIA) Designations		
Recognized	Exemplary	Master
3	3	1



Western Hills
Pyramid
District 7

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)						
BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
5	3	1	4	2	4	3

Teacher Turnover Rate Summary		
2022-23	2023-24	2024-25
10%	22%	19%

Student Enrollment Trends			
2022-23	2023-24	2024-25	2025-26
548	551	498	478

2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility
91.9%	31.3%	42.6%

Accountability Trends				
Year	Overall	Domain 1	Domain 2	Domain 3
2025	D 63	50	60	70
2024	F 57	46	54	63
2023	F 58	46	57	61

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)						
BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
4	2	4	2	4	2	2

Teacher Turnover Rate Summary		
2022-23	2023-24	2024-25
25%	38%	15%

Teacher Incentive Allotment (TIA) Designations		
Recognized	Exemplary	Master
4	2	0



Western Hills Pyramid
District 7

Student Enrollment Trends

2022-23	2023-24	2024-25	2025-26
757	684	867	598

2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility
93.2%	22.5%	41.2%

Accountability Trends

Year	Overall	Domain 1	Domain 2	Domain 3
2025	F 59	45	58	63
2024	F 59	42	56	66
2023	F 54	42	52	59

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)

BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
1	2	6	4	3	5	5

Teacher Turnover Rate Summary

2022-23	2023-24	2024-25
40%	20%	26%

Teacher Incentive Allotment (TIA) Designations

Recognized	Exemplary	Master
0	3	0



O.D. Wyatt Pyramid
District 4

Student Enrollment Trends

2022-23	2023-24	2024-25	2025-26
395	333	338	537

2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility
93.0%	22.0%	28.7%

Accountability Trends

Year	Overall	Domain 1	Domain 2	Domain 3
2025	F 47	48	52	35
2024	D 65	49	63	68
2023	F 47	48	53	33

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)

BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
7	0	0	2	1	1	5

Teacher Turnover Rate Summary

2022-23	2023-24	2024-25
37%	13%	10%

Teacher Incentive Allotment (TIA) Designations

Recognized	Exemplary	Master
3	0	0



Eastern Hills Pyramid
District 2

Eastern Hills ES

Principal Charmika J. May, Tenure – 1 year

Student Enrollment Trends

2022-23	2023-24	2024-25	2025-26
472	457	456	-

2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility
92.3%	30.3%	37.0%

Accountability Trends

Year	Overall	Domain 1	Domain 2	Domain 3
2025	F 58	50	55	65
2024	F 56	47	54	60
2023	F 56	52	58	51

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)

BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
2	7	1	3	5	-	-

Teacher Turnover Rate Summary

2022-23	2023-24	2024-25
39%	34%	10%

Consolidated West Handley ES



Eastern Hills Pyramid
District 2

Student Enrollment Trends			
2022-23	2023-24	2024-25	2025-26
750	771	710	625

2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility
90.9%	29.6%	22.1%

Accountability Trends				
Year	Overall	Domain 1	Domain 2	Domain 3
2025	F 50	45	50	49
2024	F 51	46	50	53
2023	F 55	49	52	62

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)						
BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
3	0	3	8	2	6	1

Teacher Turnover Rate Summary		
2022-23	2023-24	2024-25
24%	27%	27%

Teacher Incentive Allotment (TIA) Designations		
Recognized	Exemplary	Master
0	0	0



Polytechnic Pyramid
District 2

Student Enrollment Trends			
2022-23	2023-24	2024-25	2025-26
484	430	415	388

2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility
91.3%	31.8%	28.8%

Accountability Trends				
Year	Overall	Domain 1	Domain 2	Domain 3
2025	F 57	49	55	63
2024	F 56	47	54	61
2023	F 48	49	53	36

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)						
BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
2	1	0	2	2	3	3

Teacher Turnover Rate Summary		
2022-23	2023-24	2024-25
21%	18%	19%

Teacher Incentive Allotment (TIA) Designations		
Recognized	Exemplary	Master
1	2	0



Polytechnic Pyramid
District 4

Student Enrollment Trends			
2022-23	2023-24	2024-25	2025-26
662	532	701	686
2024-25 Attendance Rate	2024-25 Chronic Absenteeism	2023-24 Student Mobility	
91.6%	30.3%	25.5%	

Accountability Trends				
Year	Overall	Domain 1	Domain 2	Domain 3
2025	F 59	54	58	64
2024	F 57	49	55	63
2023	F 53	53	57	44

Teacher Vacancy Trends Beginning of Year (BOY) to End of Year (EOY)						
BOY 2022	EOY 2023	BOY 2023	EOY 2024	BOY 2024	EOY 2025	Current
3	1	2	4	0	2	5

Teacher Turnover Rate Summary			
Campus	2022-23	2023-24	2024-25
Wedgwood 6th	21%	17%	NA
Wedgwood	33%	11%	14%

Teacher Incentive Allotment (TIA) Designations		
Recognized	Exemplary	Master
2	3	0



Southwest
Pyramid
District 6

Fort Worth ISD Resource Campus Strategy

Every child in Fort Worth ISD deserves a school where they can thrive.

The Resource Campus strategy is not about adding layers of help; it's about replacing the broken conditions that have failed students for years with a new operating model built for success.

Multi-year unacceptable schools have faced repeated challenges for years, and despite the dedication of teachers and principals, the systems in place haven't provided the level of support students need. The Resource Campus designation is about giving these schools the resources, staffing, and structures necessary to create lasting change.

Resource Campuses are supported through the Texas Education Agency and provide:

- ✓ Experienced teachers with Teacher Incentive Allotment designations.
- ✓ One counselor per 300 students and licensed mental health professionals.
- ✓ High-quality instructional materials aligned to state standards.
- ✓ Redesigned staffing models and instructional systems.

Frequently Asked Questions (FAQs)

Why Now?

Early announcement creates urgency and clarity, signaling to internal teams, school communities, and external partners that these campuses will no longer operate under outdated conditions. Full campus conversion begins in the 2026–2027 school year.

How will this change impact students?

Students at Resource Campuses will continue to be Fort Worth ISD students and receive high-quality instruction with an increased focus on academic support and a strong school culture. The goal is to improve academic performance.

Will this impact student enrollment or attendance zones?

No, enrollment and attendance zones will remain the same. Students currently zoned to each campus will continue attending as usual.

Frequently Asked Questions (FAQs)

What happens to current school staff?

In accordance with ACE model requirements, instructional staff must reapply and meet Teacher Incentive Allotment designation requirements if applicable. Custodial, safety and child nutrition staff may continue in their roles at all Resource Campuses.

How are we going to make sure the best teachers are at Resource Campuses?

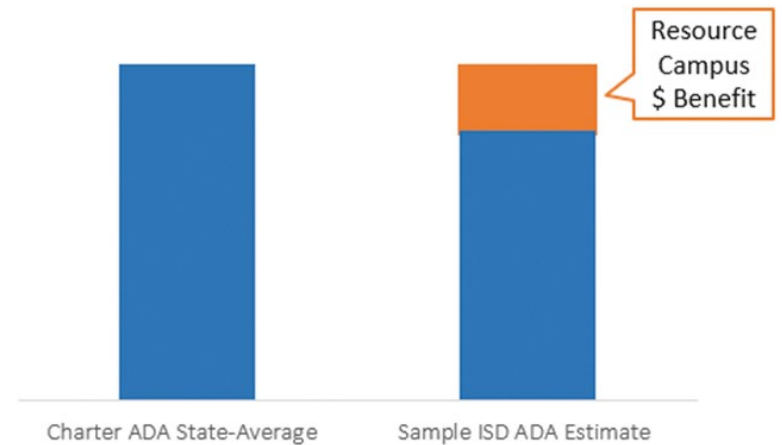
Resource campuses will have a competitive teacher salary schedule plus additional incentives providing a funding structure to match the level of transformation required. The District will launch a targeted recruitment plan starting this school year (2025-2026) in order to meet staffing goals.

Frequently Asked Questions (FAQs)

How does the Funding Work?

Resource Campuses are eligible for potential additional state funding as provided under Sec. 48.252. Each campus designated as a Resource Campus is entitled to receive the greater of either:

- The amount of state funding to which the district would be entitled, or
- the amount of state funding to which an open-enrollment charter school would be entitled.



Next Steps

2025-2026 Planning Year

This school year will be used for planning and design to ensure we are fully prepared for the formal designation process. **This phased approach ensures transformation is deliberate, well-planned, and positioned for success.**

Designation Process

- Official Resource Campus designation requires Texas Education Agency (TEA) approval.
- The approval process is rigorous and requires districts to demonstrate readiness, staffing plans, instructional design, and capacity to execute transformation with fidelity.
- TEA designation confirms the campus will operate under a comprehensive turnaround model designed for rapid, sustainable improvement.

2026-2027 Implementation Year

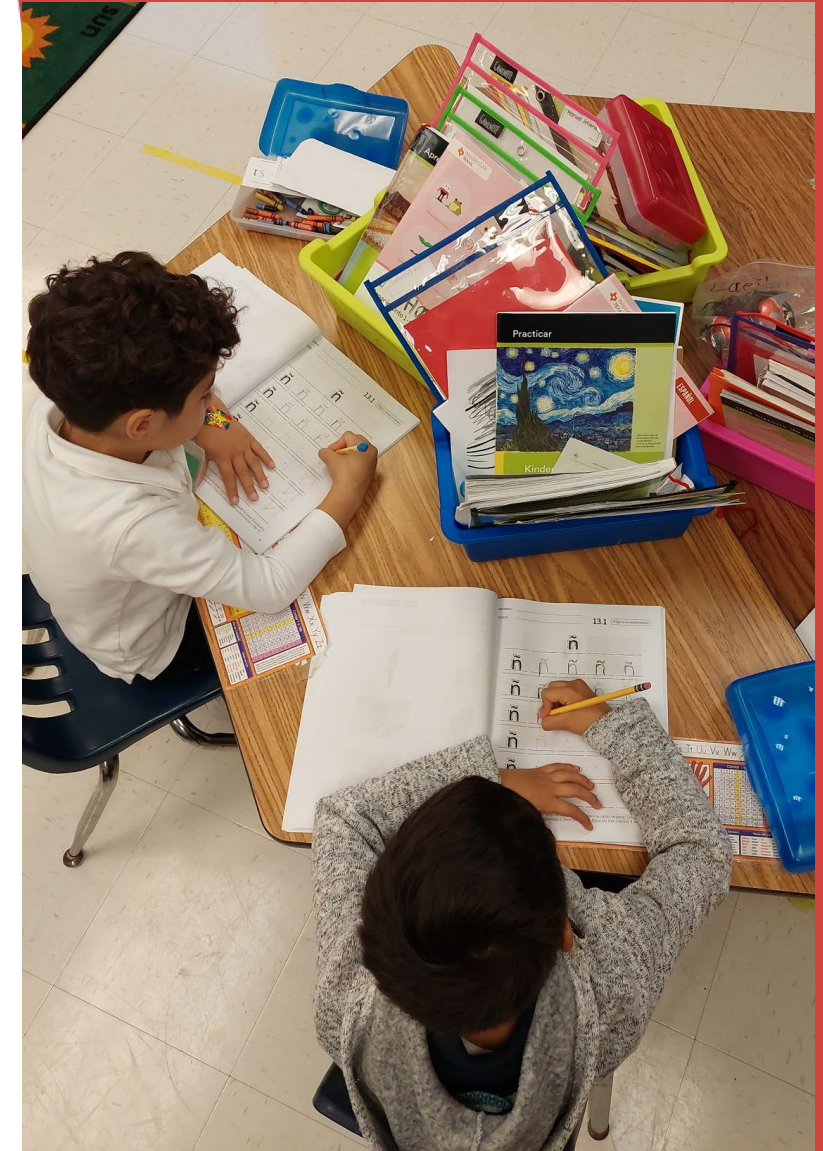
Pending TEA approval in Fall 2026, the schools will officially operate as state-designated Resource Campuses.

Strengthening K–5 Literacy

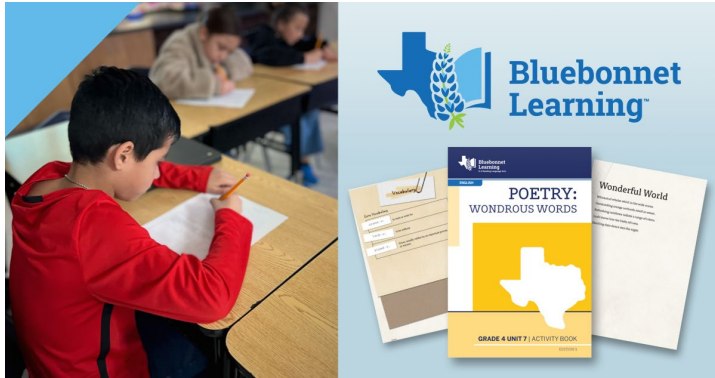
Literacy is the foundation of all learning.

If students cannot read fluently and comprehend deeply by third grade, their future opportunities are at risk.

Fort Worth ISD must provide consistent, high-quality reading instruction across every classroom.
Bluebonnet Learning gives us the tools to do that.

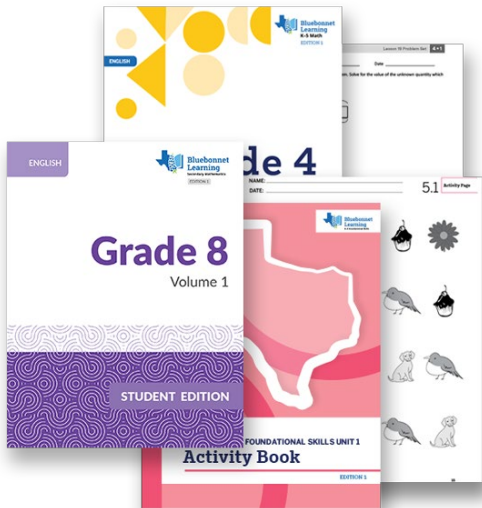


Bluebonnet Learning Background: Texas's Statewide Instructional Materials



Legislative Foundation: House Bill 1605 (88th Legislature) directed TEA to create state-owned, high-quality instructional materials.

Bluebonnet Learning: Texas-owned, *Open Educational Resources (OER)* for Reading (K–5, including Foundational Skills) and Math (K–Algebra I).



Approval & Access: Approved by the SBOE in 2024 through the new **IMRA** process; materials are freely available to the public at bluebonnet.tea.texas.gov.

Transparent Development: Informed by Texas teachers and families; public review and testimony ensured broad input.

Instructional Alignment: Fully aligned to **TEKS, ELPS, and the Science of Reading**; designed to accelerate reading and math outcomes statewide.

Teacher & Family Support: Includes scope and sequence, daily lesson plans, differentiation supports, aligned assessments, and family letters for home engagement.

Why Bluebonnet Reading is the Right Step

Student Benefits

Unified Literacy Approach: Reading, vocabulary, grammar, and writing taught together in a coherent structure.

Knowledge-Rich Content: Units integrate science, history, and literature, building background knowledge and deepening comprehension.

Daily Reading–Writing Connection: Students use text evidence to strengthen comprehension and produce authentic writing.

Complex, Grade-Level Texts: Exposure to rigorous texts across all grades prepares students for inquiry, research, and critical thinking.

Celebrating Texas: Lessons spotlight influential Texans (e.g., Hector Garcia, Bessie Coleman, Opal Lee, Shinpei Mykawa, Clara Barton), highlight major cities and regions, and feature stories and images that reflect the state's diverse communities, culture, and history.



Why Bluebonnet Reading is the Right Step

System Benefits

Strategic Sequencing: Units are intentionally ordered across grades to reinforce prior learning and build cumulative knowledge.

HQIM Fidelity & Teacher Support: High-quality materials reduce teacher prep time with preloaded, consistent lessons and assessments, strengthening fidelity of implementation.

STAAR Alignment: Grades 3–5 lessons embed STAAR item types, teach essay writing explicitly, and include end-of-unit assessments in both digital and print formats.

Aligned to FWISD's Instructional Framework: Lesson routines mirror rigorous First Teach expectations, embed Demonstrations of Learning (DOLs), and provide resources for Reteach & Challenge blocks.

IPC Integration: Units and lesson resources connect directly to FWISD's Instructional Planning Calendars (IPCs), ensuring clarity and coherence across campuses.

Week 1: August 12 - 15, 2025	
Unit 1: <i>Classic Tales: The Wind in the Willows</i> Instructional Days: 18 days (3 PP) Dates: August 12 – September 5 1st 6 Weeks-at-a-Glance IPC Instructional Framework Implementation Guidance Key Terms Defined for Clarity	New Daily IPC
Tuesday, August 12, 2025	
Lesson and TEKS Teacher Guide Link Embedded Instructional Materials 6W-6 Weeks Assessments HL-High Leverage TEKS (critical standards that must be taught) HT-Highly Tested TEKS (STAAR) TG-Teacher Guide	Unit 1, Lesson 1 The River Bank, Part 1 Genre Focus: Fictional Narratives (Classic Tales) Foundational Skills: 3.2Aii (6W, HL), 3.2D Knowledge: 3.1A, 3.7G (HL), 3.8B (6W, HT), 3.7C (6W, HL, HT) ELPS: 2.B (Listening): The student is expected to recognize elements of the English sound system in newly acquired vocabulary, such as long and short vowels, consonant digraphs, and consonant blends. 4.G (Reading): The student is expected to demonstrate comprehension of increasingly complex English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content. Know/Show (3.8B, 3.7C) Lesson Slides
Skills Learning Objective (LO)	Students will decode multisyllabic words with short vowel sounds. (3.2Aii)
Knowledge Learning Objective (LO) DOL (WR, MC) 3.7C, 3.8B	Students will explain the relationships among major and minor characters by making and supporting inferences with text evidence. (3.7C, 3.8B) DOL Link
Language Objective	I will read a selected text and write 4 to 5 questions about the relationships among major and minor characters. Then I will make and support inferences using specific text evidence to explain these relationships. (2.B, 4.G)

From Amplify to Bluebonnet: State-Built Upgrade

Amplify is FWISD's existing high-quality instructional material for K–5 RLA.

TEA worked with Amplify to adapt and strengthen the program, creating Bluebonnet Reading as Texas's state-owned HQIM.

Continuity for Teachers:

Lesson routines and structures mirror Amplify, ensuring a smooth transition with minimal disruption.

Consistent Look & Feel:

Pacing and design remain familiar, reducing new learning curves.

Key Upgrades:

- ✓ More culturally relevant texts highlighting diverse Texans, regions, and history.
- ✓ Reading, writing, vocabulary, and knowledge-building more tightly connected.
- ✓ No major retraining required - only targeted sessions to refine practice.

Teacher and Principal 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.

Through collaborative planning sessions, lesson internalization exercises, and structured reflection, teachers were able to deeply evaluate the Bluebonnet Learning's alignment to the Science of Reading and its practicality for classroom use.

Teachers valued:

- ✓ The consistency of structure across grade levels
- ✓ The integration of phonics, grammar, reading, comprehension and writing into a single literacy block
- ✓ The time-saving lesson design that reduced planning demands and increased student engagement

This widespread teacher input affirmed that Bluebonnet not only aligns with district instructional priorities but also meets the daily needs of educators and students alike.

Bluebonnet Family Letters

Purpose: Keep families informed about what their child is learning each unit and how they can support at home.

Content: Overview of the unit theme and key texts. Highlight of literacy skills being developed (reading, writing, vocabulary). Simple suggestions for home conversations and activities.

Accessibility: Letters are available in English and Spanish.

Frequency: Sent home at the start of each unit (K–5).

Impact: Builds stronger home–school connections and reinforces student learning outside the classroom.



Welcome!

Grade 3, Unit 10
All That Jazz

Dear Family Member,

In this unit, students will be introduced to some of the vibrant music, poetry, and culture of the Jazz Age in America.

What's the story?

Students will explore the **history of jazz** by performing guided research.

What will my student learn?

Students will learn about **famous writers and musicians** like Langston Hughes, Louis Armstrong, Billie Holiday, and Tito Puente. They will study how the jazz art form took root in the South, then spread to the North becoming the **sound** of the **Harlem Renaissance**, before eventually connecting people around the world in musical expression.

Students will **develop research skills** to study the work of musicians of the Jazz Age. They will use an individual Research Notebook as they follow their Research Plan by **developing research questions**, **gathering information**, and **determining key ideas** about their topic. Students will **collaborate** and **share ideas** with their classmates, and will present their research to the group.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is jazz?
Follow up: What are some of the different styles of jazz music that you are learning about? Where did jazz come from? What are some characteristics of jazz music?
2. Who are some of the famous jazz musicians you are learning about?
Follow up: Are there any jazz musicians that you like the most? What about them do you find interesting?
3. How was society in the Jazz Age different than society today?
Follow up: How did people travel from place to place? How did they listen to music? What things have changed for the better since the jazz age?
4. Why did so many people love jazz during the Harlem Renaissance?
Follow up: Why do people still listen to and play jazz music today?
5. How has jazz evolved, or transformed, over time?
Follow up: How is the style of Duke Ellington different from the style of Tito Puente?

Costs and Funding Sources Summary

Total Cost: \$2,399,549 for English and Spanish Bluebonnet Learning RLA

There is no cost to the district for this adoption. Funding is provided by:

- English Bluebonnet Materials: TEA Instructional Materials Entitlement Fund (FS2)
- Spanish Bluebonnet Materials: TEA Instructional Materials & Technology Allotment (FS1)
- Shipping Costs (\$417,350): Paid locally but reimbursed by TEA.

Instructional Materials and Technology Allotment (State Funding Sources)

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 Spanish.
Current Balance \$5.0M

FS2

\$5.6M

Funds will be used to purchase the K-3 Bluebonnet English.

FS3

\$1.4M

All funds were used to purchase Bluebonnet Math.

Professional Learning & Rollout Plan

Amplify is currently our adopted HQIM, our teachers will see familiar routines in Bluebonnet. We are not starting over, we are upgrading.



- Literacy Department will lead K–5 Bluebonnet Reading professional learning in collaboration with program teams.
- Campus based Instructional Leadership Teams and Demonstration Teachers train first to build district-wide support capacity.
- Integrate into FWISD’s Instructional Framework and Instructional Planning Calendars (IPCs).
- Launching in the 6th six weeks, embedding into lesson internalization, PLCs, and IPC alignment.
- Professional learning and guidance will start with the 2025–2026 school year.

What Parents Need to Know

We are taking bold and aggressive actions to improve academic performance and achieve universal grade-level literacy for every student in Fort Worth ISD. The Resource Campus model and Bluebonnet Learning reflect our commitment to redirect and align resources to support both instructional delivery and student achievement by providing the best teachers and materials for our students.

School Actions

The Resource Campus strategy is not about adding layers of help; it's about putting the most effective teachers in front of students who need them the most. **It's about fairness, opportunity, and making sure no child is left behind because of the school they attend.**

High Quality Instructional Materials (HQIM)

Fort Worth ISD is implementing Bluebonnet Learning in K–5 Reading Language Arts because it is built off of our existing high-quality instructional materials and is fully aligned to state standards. Grounded in the Science of Reading, it provides teachers with support to deliver strong daily instruction.

Fort Worth

INDEPENDENT SCHOOL DISTRICT

MISSION

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