



Fort Worth

INDEPENDENT SCHOOL DISTRICT

State Compensatory Education Evaluation Report 2024 - 2025

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Acronyms and Abbreviations

ADA	Average Daily Attendance
Approaches+ on STAAR CIP	At or Above the Approaches Grade Level Standard
DAEP	Campus Improvement Plan
DIP	Disciplinary Alternative Education Program
EE	District Improvement Plan
EL	Early Education
EOC	English learner, formerly Limited English Proficiency (LEP)
FTE	End-of-Course
FWISD	Full-time Equivalent
JJAEP	Fort Worth Independent School District
KG	Juvenile Justice Alternative Education Program
PEIMS	Kindergarten
PK	Public Education Information Management System
SCE	Prekindergarten
STAAR	State Compensatory Education
TEA	State of Texas Assessments of Academic Readiness
TEC	Texas Education Agency
TxCHSE	Texas Education Code
	Texas Certificate of High School Equivalency

Executive Summary

Program Description

The State Compensatory Education (SCE) program aims to lower dropout rates and enhance academic performance among students identified as being at risk of leaving school. It serves as a funding source to supplement instructional services and provide academic support to these students, in accordance with the state's established criteria. Funds from SCE are designated to support programs and services that address performance gaps on Texas Education Code required assessments. Additionally, these programs should work to reduce the differences in high school completion rates between at-risk students and their peers. For a campus to receive SCE funds, it must not only meet the state's criteria for the percentage of at-risk students but also have detailed plans for these services in the district or campus improvement plan.

SCE programs and services are legally required to supplement the regular education programs offered by districts, providing extra support specifically for at-risk students. This includes funding for program and student evaluations, instructional materials and equipment, other essential supplies for quality instruction, additional staff expenses, salaries for teachers of at-risk students, smaller class sizes, and individualized instruction. These requirements are detailed in Section 29.081 of the Texas Education Code, Subchapter C: Compensatory Education Programs.

Fort Worth ISD has several processes and procedures to ensure these allocations are used appropriately, including a guidebook and scheduled training. Campus and district improvement plans guide the hiring of staff and/or implementation of supplemental services and programs designed to reduce disparities.

Program Cost and Funding Source

The annual budget for SCE programs in the Fort Worth Independent School District (FWISD) for the 2024-2025 academic year was \$50,646,572. This was a planned allocation, not the final spending for the 2024–2025 period. The funds designated for state-funded compensatory education programs and services were based on the district's number of at-risk students. The final expenditures as of June 2025 are listed in Appendix B (page 22).

Purpose of the Evaluation Report

With 70,184 students, Fort Worth ISD enjoys a diverse student population and strong community partnerships. Under the leadership of the Superintendent and the Board of Managers, the District continues to redesign, transform, and revitalize Fort Worth ISD schools. In Fort Worth, the District, community organizations, and individuals come together to listen and learn to improve student outcomes in every school in every zip code, including services to students at risk of failure, to prepare ALL students for success in college, career, and community leadership.

This report is prepared to meet the TEC §29.081 evaluation criteria for SCE-funded programs in FWISD. Its main goal is to report the use of funds for State Compensatory Education and provide evaluation report of SCE funded programs of largest impact to the District. This report was completed in Fiscal Year 2026-2027 and includes data from Fiscal Year 2024-2025.

State and District Criteria for Identification of At-Risk Students

The state outlines 15 criteria for identifying at-risk students in TEC §29.081. Appendix A (page 21) contains a complete list of state and district criteria.

Method

Data Collection

Demographic data for students was sourced from the 2024-2025 Texas Education Agency, Texas Academic Performance Report (TAPR) for the 2024-2025 school year.

Data Analysis

Analysis 1: Demographic Characteristics

Data from the Texas Education Agency 2024-2025 Texas Academic Performance Report (TAPR) provides details on student demographics, including at-risk data for the District.

Analysis 2: Programs and Services Funded by State Compensatory Education

District and campus improvement plans, and budget allocation details were thoroughly reviewed to assess Fort Worth Independent School District's (FWISD) State Compensatory Education funding and the specific programs and services it supported. For the 2024–2025 academic year, FWISD allocated \$50,646,572 towards SCE programs, determined by the number of at-risk students in the district. Final expenditure details as of June 2025 are available from FWISD's Budget Department, with specific program codes listed in Appendix B: Table 1 (page 22). State law mandates that these improvement plans outline comprehensive needs assessments, SCE fund allocations, aligned strategies, resource and staffing details, performance metrics, monitoring timelines, and evaluation criteria. Appendix C provides an evaluation of SCE funded programs of largest impact to the District.

Analysis 3: STAAR Performance Grades 3–8 and EOC Data for years 2024-25 and 2025-2026

The latest STAAR 3–8 results and EOC data are utilized to assess student performance at the Approaches Grade Level standard.



Spring 2026 STAAR Summary

FWISD students in grades 3 through 8, and those needing to pass End of Course (EOC) exams in Algebra I, Biology, English I, English II, and/or U.S. History, completed State of Texas Assessments of Academic Readiness (STAAR) testing in the spring.

Student achievement on each assessment is reported at one of four performance levels: Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, or Masters Grade Level.

STAAR 3-8: FWISD Results By Performance Level, 2025 and 2026

Subject/ Grade	Did Not Meet Grade Level			Approaches Grade Level or Above			Meets Grade Level or Above			Masters Grade Level		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff
Reading - Grade 3	35%	35%	0	65%	65%	0	39%	41%	+2	15%	19%	+4
Reading - Grade 4	30%	30%	0	70%	70%	0	41%	45%	+4	15%	18%	+3
Reading - Grade 5	32%	27%	-5	68%	73%	+5	46%	51%	+5	19%	26%	+7
Reading - Grade 6	36%	41%	+5	64%	59%	-5	41%	40%	-1	17%	19%	+2
Reading - Grade 7	37%	34%	-3	63%	66%	+3	38%	43%	+5	15%	21%	+6
Reading - Grade 8	40%	34%	-6	60%	66%	+6	28%	32%	+4	8%	9%	+1
Math - Grade 3	39%	39%	0	61%	61%	0	36%	40%	+4	14%	18%	+4
Math - Grade 4	39%	34%	-5	61%	66%	+5	38%	46%	+8	17%	20%	+3
Math - Grade 5	37%	30%	-7	63%	70%	+7	35%	42%	+7	14%	16%	+2
Math - Grade 6	43%	43%	0	57%	57%	0	20%	23%	+3	6%	7%	+1
Math - Grade 7	75%	73%	-2	25%	27%	+2	8%	11%	+3	1%	2%	+1
Math - Grade 8	42%	31%	-11	58%	69%	+11	33%	43%	+10	10%	14%	+4
Science - Grade 5	55%	50%	-5	45%	50%	+5	15%	23%	+8	5%	9%	+4
Science - Grade 8	45%	40%	-5	55%	60%	+5	25%	32%	+7	6%	12%	+6
Social Studies - Grade 8	62%	57%	-5	38%	43%	+5	16%	19%	+3	8%	7%	-1

Notes: Data sources are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).



Spring 2026 STAAR Summary

STAAR 3-8: State of Texas Results By Performance Level, 2025 and 2026

Subject/ Grade	Did Not Meet Grade Level			Approaches Grade Level or Above			Meets Grade Level or Above			Masters Grade Level		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff
Reading - Grade 3	24%	27%	+3	76%	73%	-3	50%	49%	-1	22%	24%	+2
Reading - Grade 4	21%	24%	+3	79%	76%	-3	52%	52%	0	23%	23%	0
Reading - Grade 5	24%	22%	-2	76%	78%	+2	57%	57%	0	29%	34%	+5
Reading - Grade 6	25%	28%	+3	75%	72%	-3	54%	54%	0	28%	29%	+1
Reading - Grade 7	26%	23%	-3	74%	77%	+3	52%	54%	+2	28%	28%	0
Reading - Grade 8	20%	17%	-3	80%	83%	+3	56%	59%	+3	31%	32%	+1
Math - Grade 3	31%	34%	+3	69%	66%	-3	44%	44%	0	19%	22%	+3
Math - Grade 4	33%	32%	-1	67%	68%	+1	45%	49%	+4	23%	24%	+1
Math - Grade 5	28%	26%	-2	72%	74%	+2	45%	47%	+2	21%	20%	-1
Math - Grade 6	28%	27%	-1	72%	73%	+1	38%	39%	+1	15%	15%	0
Math - Grade 7	48%	52%	+4	52%	48%	-4	31%	29%	-2	10%	9%	-1
Math - Grade 8	31%	27%	-4	69%	73%	+4	45%	47%	+2	17%	16%	-1
Science - Grade 5	37%	36%	-1	63%	64%	+1	29%	36%	+7	12%	18%	+6
Science - Grade 8	28%	25%	-3	72%	75%	+3	46%	53%	+7	18%	29%	+11
Social Studies - Grade 8	45%	43%	-2	55%	57%	+2	30%	32%	+2	16%	16%	0

Notes: Data sources are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above (Reading)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Reading - Grade 3	39%	41%	+2	50%	49%	-1	-11	-8	Remains below the State; gap narrowed by 3 points
Reading - Grade 4	41%	45%	+4	52%	52%	0	-11	-7	Remains below the State; gap narrowed by 4 points
Reading - Grade 5	46%	51%	+5	57%	57%	0	-11	-6	Remains below the State; gap narrowed by 5 points
Reading - Grade 6	41%	40%	-1	54%	54%	0	-13	-14	Remains below the State; gap widened by 1 point
Reading - Grade 7	38%	43%	+5	52%	54%	+2	-14	-11	Remains below the State; gap narrowed by 3 points
Reading - Grade 8	28%	32%	+4	56%	59%	+3	-28	-27	Remains below the State; gap narrowed by 1 point

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above (Math, Science, Social Studies)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Math - Grade 3	36%	40%	+4	44%	44%	0	-8	-4	Remains below the State; gap narrowed by 4 points
Math - Grade 4	38%	46%	+8	45%	49%	+4	-7	-3	Remains below the State; gap narrowed by 4 points
Math - Grade 5	35%	42%	+7	45%	47%	+2	-10	-5	Remains below the State; gap narrowed by 5 points
Math - Grade 6	20%	23%	+3	38%	39%	+1	-18	-16	Remains below the State; gap narrowed by 2 points
Math - Grade 7	8%	11%	+3	31%	29%	-2	-23	-18	Remains below the State; gap narrowed by 5 points
Math - Grade 8	33%	43%	+10	45%	47%	+2	-12	-4	Remains below the State; gap narrowed by 8 points
Science - Grade 5	15%	23%	+8	29%	36%	+7	-14	-13	Remains below the State; gap narrowed by 1 point
Science - Grade 8	25%	32%	+7	46%	53%	+7	-21	-21	Remains below the State; no change
Social Studies - Grade 8	16%	19%	+3	30%	32%	+2	-14	-13	Remains below the State; gap narrowed by 1 point

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA 2026 Grades 3-8 STAAR Results report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD Results By Performance Level, 2025 and 2026

EOC Assessment	Did Not Meet Grade Level			Approaches Grade Level or Above			Meets Grade Level or Above			Masters Grade Level		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff
Algebra I	45%	29%	-16	55%	71%	+16	24%	34%	+10	12%	17%	+5
Biology	15%	11%	-4	85%	89%	+4	46%	55%	+9	11%	19%	+8
English I	51%	44%	-7	49%	56%	+7	34%	38%	+4	7%	6%	-1
English II	42%	40%	-2	58%	60%	+2	40%	45%	+5	3%	4%	+1
U.S. History	8%	9%	+1	92%	91%	-1	56%	59%	+3	25%	25%	0

Notes: Data sources are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Spring STAAR EOC: State of Texas Results By Performance Level, 2025 and 2026

EOC Assessment	Did Not Meet Grade Level			Approaches Grade Level or Above			Meets Grade Level or Above			Masters Grade Level		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff	2025	2026	Diff
Algebra I	24%	18%	-6	76%	82%	+6	47%	54%	+7	29%	30%	+1
Biology	9%	7%	-2	91%	93%	+2	62%	71%	+9	21%	35%	+14
English I	34%	29%	-5	66%	71%	+5	51%	55%	+4	16%	13%	-3
English II	29%	28%	-1	71%	72%	+1	56%	60%	+4	9%	9%	0
U.S. History	6%	7%	+1	94%	93%	-1	68%	70%	+2	37%	37%	0

Notes: Data sources are the TEA Spring 2026 STAAR EOC Assessment Results report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD and State of Texas 2026 **Meets Grade Level** or Above

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Algebra I	24%	34%	+10	47%	54%	+7	-23	-20	Remains below the State; gap narrowed by 3 points
Biology	46%	55%	+9	62%	71%	+9	-16	-16	Remains below the State; no change
English I	34%	38%	+4	51%	55%	+4	-17	-17	Remains below the State; no change
English II	40%	45%	+5	56%	60%	+4	-16	-15	Remains below the State; gap narrowed by 1 point
U.S. History	56%	59%	+3	68%	70%	+2	-12	-11	Remains below the State; gap narrowed by 1 point

Notes: Data sources for FWISD data are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA Spring 2026 STAAR EOC Assessment Results report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

STAAR 3-8: **FWISD** Meets Grade Level or Higher By Student Group, 2025 and 2026

Subject/Grade	African American			Hispanic			White			Emergent Bilingual			Economically Disadvantaged			Special Education		
	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff
Reading - Grade 3	32%	29%	-3	33%	38%	+5	72%	70%	-2	27%	34%	+7	31%	34%	+3	22%	27%	+5
Reading - Grade 4	34%	34%	0	38%	42%	+4	67%	73%	+6	31%	36%	+5	35%	38%	+3	22%	23%	+1
Reading - Grade 5	34%	37%	+3	45%	50%	+5	74%	70%	-4	34%	39%	+5	40%	45%	+5	23%	27%	+4
Reading - Grade 6	31%	33%	+2	38%	37%	-1	67%	66%	-1	23%	20%	-3	35%	34%	-1	20%	16%	-4
Reading - Grade 7	29%	38%	+9	35%	40%	+5	65%	66%	+1	23%	21%	-2	32%	37%	+5	18%	22%	+4
Reading - Grade 8	26%	30%	+4	28%	31%	+3	38%	41%	+3	21%	21%	0	26%	30%	+4	18%	18%	0
Math - Grade 3	22%	26%	+4	32%	38%	+6	68%	68%	0	31%	36%	+5	29%	34%	+5	24%	29%	+5
Math - Grade 4	26%	32%	+6	36%	44%	+8	63%	67%	+4	31%	43%	+12	32%	40%	+8	26%	26%	0
Math - Grade 5	25%	28%	+3	34%	41%	+7	59%	62%	+3	26%	33%	+7	30%	36%	+6	19%	25%	+6
Math - Grade 6	14%	17%	+3	18%	22%	+4	40%	45%	+5	11%	13%	+2	16%	20%	+4	15%	14%	-1
Math - Grade 7	7%	7%	0	8%	11%	+3	11%	19%	+8	5%	6%	+1	8%	10%	+2	14%	15%	+1
Math - Grade 8	25%	34%	+9	31%	40%	+9	57%	65%	+8	25%	31%	+6	28%	38%	+10	20%	25%	+5
Science - Grade 5	7%	13%	+6	13%	21%	+8	43%	48%	+5	8%	13%	+5	11%	18%	+7	12%	18%	+6
Science - Grade 8	16%	25%	+9	23%	29%	+6	51%	58%	+7	15%	16%	+1	21%	27%	+6	18%	21%	+3
Social Studies - Grade 8	12%	15%	+3	13%	15%	+2	42%	39%	-3	7%	7%	0	12%	14%	+2	15%	15%	0

Notes: Data sources are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

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Spring 2026 STAAR Summary

STAAR 3-8: State of Texas Meets Grade Level or Higher By Student Group, 2025 and 2026

Subject/Grade	African American			Hispanic			White			Emergent Bilingual			Economically Disadvantaged			Special Education		
	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff
Reading - Grade 3	40%	40%	0	45%	45%	0	64%	62%	-2	41%	40%	-1	41%	40%	-1	23%	21%	-2
Reading - Grade 4	41%	40%	-1	48%	47%	-1	65%	65%	0	41%	38%	-3	43%	42%	-1	22%	22%	0
Reading - Grade 5	45%	47%	+2	52%	53%	+1	69%	69%	0	43%	40%	-3	47%	48%	+1	21%	23%	+2
Reading - Grade 6	44%	43%	-1	46%	46%	0	69%	66%	-3	29%	29%	0	42%	42%	0	18%	17%	-1
Reading - Grade 7	41%	44%	+3	44%	47%	+3	65%	66%	+1	29%	27%	-2	40%	43%	+3	14%	16%	+2
Reading - Grade 8	46%	48%	+2	49%	52%	+3	71%	71%	0	31%	31%	0	45%	47%	+2	16%	18%	+2
Math - Grade 3	30%	30%	0	38%	38%	0	58%	56%	-2	38%	37%	-1	34%	34%	0	22%	20%	-2
Math - Grade 4	30%	33%	+3	41%	44%	+3	57%	60%	+3	39%	42%	+3	36%	39%	+3	20%	22%	+2
Math - Grade 5	30%	33%	+3	41%	42%	+1	57%	58%	+1	37%	36%	-1	36%	37%	+1	17%	19%	+2
Math - Grade 6	25%	25%	0	30%	31%	+1	52%	52%	0	21%	21%	0	26%	27%	+1	12%	13%	+1
Math - Grade 7	19%	19%	0	24%	22%	-2	44%	42%	-2	18%	15%	-3	22%	20%	-2	9%	9%	0
Math - Grade 8	31%	33%	+2	38%	42%	+4	58%	59%	+1	29%	30%	+1	34%	37%	+3	15%	17%	+2
Social Studies - Grade 8	20%	22%	+2	21%	24%	+3	43%	44%	+1	11%	10%	-1	19%	21%	+2	9%	9%	0

Notes: Data sources are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, African American (Reading)

Subject/Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Reading - Grade 3	32%	29%	-3	40%	40%	0	-8	-11	Remains below the State; gap widened by 3 points
Reading - Grade 4	34%	34%	0	41%	40%	-1	-7	-6	Remains below the State; gap narrowed by 1 point
Reading - Grade 5	34%	37%	+3	45%	47%	+2	-11	-10	Remains below the State; gap narrowed by 1 point
Reading - Grade 6	31%	33%	+2	44%	43%	-1	-13	-10	Remains below the State; gap narrowed by 3 points
Reading - Grade 7	29%	38%	+9	41%	44%	+3	-12	-6	Remains below the State; gap narrowed by 6 points
Reading - Grade 8	26%	30%	+4	46%	48%	+2	-20	-18	Remains below the State; gap narrowed by 2 points

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

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Spring 2026 STAAR Summary

**STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, African American
(Math, Social Studies)**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Math - Grade 3	22%	26%	+4	30%	30%	0	-8	-4	Remains below the State; gap narrowed by 4 points
Math - Grade 4	26%	32%	+6	30%	33%	+3	-4	-1	Remains below the State; gap narrowed by 3 points
Math - Grade 5	25%	28%	+3	30%	33%	+3	-5	-5	Remains below the State; no change
Math - Grade 6	14%	17%	+3	25%	25%	0	-11	-8	Remains below the State; gap narrowed by 3 points
Math - Grade 7	7%	7%	0	19%	19%	0	-12	-12	Remains below the State; no change
Math - Grade 8	25%	34%	+9	31%	33%	+2	-6	+1	Surpassed state by 1 point; previous 6 point gap
Social Studies - Grade 8	12%	15%	+3	20%	22%	+2	-8	-7	Remains below the State; gap narrowed by 1 point

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA 2026 Grades 3-8 STAAR Results report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

**STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, Hispanic
(Reading)**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Reading - Grade 3	33%	38%	+5	45%	45%	0	-12	-7	Remains below the State; gap narrowed by 5 points
Reading - Grade 4	38%	42%	+4	48%	47%	-1	-10	-5	Remains below the State; gap narrowed by 5 points
Reading - Grade 5	45%	50%	+5	52%	53%	+1	-7	-3	Remains below the State; gap narrowed by 4 points
Reading - Grade 6	38%	37%	-1	46%	46%	0	-8	-9	Remains below the State; gap widened by 1 point
Reading - Grade 7	35%	40%	+5	44%	47%	+3	-9	-7	Remains below the State; gap narrowed by 2 points
Reading - Grade 8	28%	31%	+3	49%	52%	+3	-21	-21	Remains below the State; no change

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA 2026 Grades 3-8 STAAR Results report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, **Hispanic** (Math, Social Studies)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Math - Grade 3	32%	38%	+6	38%	38%	0	-6	0	Closed the gap to 0; previous 6 point gap
Math - Grade 4	36%	44%	+8	41%	44%	+3	-5	0	Closed the gap to 0; previous 5 point gap
Math - Grade 5	34%	41%	+7	41%	42%	+1	-7	-1	Remains below the State; gap narrowed by 6 points
Math - Grade 6	18%	22%	+4	30%	31%	+1	-12	-9	Remains below the State; gap narrowed by 3 points
Math - Grade 7	8%	11%	+3	24%	22%	-2	-16	-11	Remains below the State; gap narrowed by 5 points
Math - Grade 8	31%	40%	+9	38%	42%	+4	-7	-2	Remains below the State; gap narrowed by 5 points
Social Studies - Grade 8	13%	15%	+2	21%	24%	+3	-8	-9	Remains below the State; gap widened by 1 point

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, **White** (Reading)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Reading - Grade 3	72%	70%	-2	64%	62%	-2	+8	+8	Remains above the State; no change
Reading - Grade 4	67%	73%	+6	65%	65%	0	+2	+8	Remains above the State; gap widened by 6 points
Reading - Grade 5	74%	70%	-4	69%	69%	0	+5	+1	Remains above the State; gap narrowed by 4 points
Reading - Grade 6	67%	66%	-1	69%	66%	-3	-2	0	Closed the gap to 0; previous 2 point gap
Reading - Grade 7	65%	66%	+1	65%	66%	+1	0	0	Matched State
Reading - Grade 8	38%	41%	+3	71%	71%	0	-33	-30	Remains below the State; gap narrowed by 3 points

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, **White** (Math, Social Studies)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Math - Grade 3	68%	68%	0	58%	56%	-2	+10	+12	Remains above the State; gap widened by 2 points
Math - Grade 4	63%	67%	+4	57%	60%	+3	+6	+7	Remains above the State; gap widened by 1 points
Math - Grade 5	59%	62%	+3	57%	58%	+1	+2	+4	Remains above the State; gap widened by 2 points
Math - Grade 6	40%	45%	+5	52%	52%	0	-12	-7	Remains below the State; gap narrowed by 5 points
Math - Grade 7	11%	19%	+8	44%	42%	-2	-33	-23	Remains below the State; gap narrowed by 10 points
Math - Grade 8	57%	65%	+8	58%	59%	+1	-1	+6	Surpassed state by 6 points; previous 1 point gap
Social Studies - Grade 8	42%	39%	-3	43%	44%	+1	-1	-5	Remains below the State; gap widened by 4 points

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](https://txresearchportal.com/) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, **Emergent Bilingual** (Reading)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Reading - Grade 3	27%	34%	+7	41%	40%	-1	-14	-6	Remains below the State; gap narrowed by 8 points
Reading - Grade 4	31%	36%	+5	41%	38%	-3	-10	-2	Remains below the State; gap narrowed by 8 points
Reading - Grade 5	34%	39%	+5	43%	40%	-3	-9	-1	Remains below the State; gap narrowed by 8 points
Reading - Grade 6	23%	20%	-3	29%	29%	0	-6	-9	Remains below the State; gap widened by 3 points
Reading - Grade 7	23%	21%	-2	29%	27%	-2	-6	-6	Remains below the State; no change
Reading - Grade 8	21%	21%	0	31%	31%	0	-10	-10	Remains below the State; no change

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](https://txresearchportal.com/) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, **Emergent Bilingual** (Math, Social Studies)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Math - Grade 3	31%	36%	+5	38%	37%	-1	-7	-1	Remains below the State; gap narrowed by 6 points
Math - Grade 4	31%	43%	+12	39%	42%	+3	-8	+1	Surpassed state by 1 point; previous 8 point gap
Math - Grade 5	26%	33%	+7	37%	36%	-1	-11	-3	Remains below the State; gap narrowed by 8 points
Math - Grade 6	11%	13%	+2	21%	21%	0	-10	-8	Remains below the State; gap narrowed by 2 points
Math - Grade 7	5%	6%	+1	18%	15%	-3	-13	-9	Remains below the State; gap narrowed by 4 points
Math - Grade 8	25%	31%	+6	29%	30%	+1	-4	+1	Surpassed state by 1 point; previous 4 point gap
Social Studies - Grade 8	7%	7%	0	11%	10%	-1	-4	-3	Remains below the State; gap narrowed by 1 point

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](https://txresearchportal.com/) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, **Economically Disadvantaged** (Reading)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Reading - Grade 3	31%	34%	+3	41%	40%	-1	-10	-6	Remains below the State; gap narrowed by 4 points
Reading - Grade 4	35%	38%	+3	43%	42%	-1	-8	-4	Remains below the State; gap narrowed by 4 points
Reading - Grade 5	40%	45%	+5	47%	48%	+1	-7	-3	Remains below the State; gap narrowed by 4 points
Reading - Grade 6	35%	34%	-1	42%	42%	0	-7	-8	Remains below the State; gap widened by 1 point
Reading - Grade 7	32%	37%	+5	40%	43%	+3	-8	-6	Remains below the State; gap narrowed by 2 points
Reading - Grade 8	26%	30%	+4	45%	47%	+2	-19	-17	Remains below the State; gap narrowed by 2 points

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](https://txresearchportal.com/) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, Economically Disadvantaged (Math, Social Studies)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Math - Grade 3	29%	34%	+5	34%	34%	0	-5	0	Closed the gap to 0; previous 5 point gap
Math - Grade 4	32%	40%	+8	36%	39%	+3	-4	+1	Surpassed state by 1 point; previous 4 point gap
Math - Grade 5	30%	36%	+6	36%	37%	+1	-6	-1	Remains below the State; gap narrowed by 5 points
Math - Grade 6	16%	20%	+4	26%	27%	+1	-10	-7	Remains below the State; gap narrowed by 3 points
Math - Grade 7	8%	10%	+2	22%	20%	-2	-14	-10	Remains below the State; gap narrowed by 4 points
Math - Grade 8	28%	38%	+10	34%	37%	+3	-6	+1	Surpassed state by 1 point; previous 6 point gap
Social Studies - Grade 8	12%	14%	+2	19%	21%	+2	-7	-7	Remains below the State; no change

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, Special Education (Reading)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Reading - Grade 3	22%	27%	+5	23%	21%	-2	-1	+6	Surpassed state by 6 points; previous 1 point gap
Reading - Grade 4	22%	23%	+1	22%	22%	0	0	+1	Surpassed state by 1 point; previous 0 point gap
Reading - Grade 5	23%	27%	+4	21%	23%	+2	+2	+4	Remains above the State; gap widened by 2 points
Reading - Grade 6	20%	16%	-4	18%	17%	-1	+2	-1	Dropped below the State; gap widened by 3 points
Reading - Grade 7	18%	22%	+4	14%	16%	+2	+4	+6	Remains above the State; gap widened by 2 points
Reading - Grade 8	18%	18%	0	16%	18%	+2	+2	0	Matched State

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

Revised: 07/27/2026

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Spring 2026 STAAR Summary

STAAR 3-8: FWISD and State of Texas 2026 Meets Grade Level or Above, **Special Education** (Math, Social Studies)

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Math - Grade 3	24%	29%	+5	22%	20%	-2	+2	+9	Remains above the State; gap widened by 7 points
Math - Grade 4	26%	26%	0	20%	22%	+2	+6	+4	Remains above the State; gap narrowed by 2 points
Math - Grade 5	19%	25%	+6	17%	19%	+2	+2	+6	Remains above the State; gap widened by 4 points
Math - Grade 6	15%	14%	-1	12%	13%	+1	+3	+1	Remains above the State; gap narrowed by 2 points
Math - Grade 7	14%	15%	+1	9%	9%	0	+5	+6	Remains above the State; gap widened by 1 points
Math - Grade 8	20%	25%	+5	15%	17%	+2	+5	+8	Remains above the State; gap widened by 3 points
Social Studies - Grade 8	15%	15%	0	9%	9%	0	+6	+6	Remains above the State; no change

Notes: Data sources for FWISD data are the STAAR 3-8 Preliminary and STAAR Alt 2 Early release files from TEA. Results for Grades 3, 4, and 5 include both English and Spanish testers. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [2026 Grades 3-8 STAAR Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Science Grade 5 and Grade 8 student group performance levels for the state have not been released by TEA as of this report.

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Spring 2026 STAAR Summary

Spring STAAR EOC: **FWISD** Meets Grade Level or Higher By Student Group, 2025 and 2026

EOC Assessment	African American			Hispanic			White			Emergent Bilingual			Economically Disadvantaged			Special Education		
	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff
Algebra I	14%	28%	+14	23%	33%	+10	47%	55%	+8	17%	22%	+5	20%	30%	+10	8%	15%	+7
Biology	36%	50%	+14	42%	53%	+11	74%	69%	-5	31%	40%	+9	40%	51%	+11	19%	25%	+6
English I	25%	35%	+10	32%	36%	+4	58%	60%	+2	22%	21%	-1	29%	33%	+4	9%	14%	+5
English II	32%	37%	+5	38%	43%	+5	67%	65%	-2	26%	27%	+1	35%	40%	+5	11%	14%	+3
U.S. History	50%	55%	+5	53%	56%	+3	81%	78%	-3	38%	41%	+3	51%	55%	+4	24%	30%	+6

Notes: Data sources are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Spring STAAR EOC: **State of Texas** Meets Grade Level or Higher By Student Group, 2025 and 2026

EOC Assessment	African American			Hispanic			White			Emergent Bilingual			Economically Disadvantaged			Special Education		
	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff	25	26	Diff
Algebra I	35%	43%	+8	41%	49%	+8	59%	64%	+5	32%	37%	+5	38%	45%	+7	17%	22%	+5
Biology	50%	61%	+11	54%	64%	+10	78%	83%	+5	38%	48%	+10	51%	61%	+10	26%	36%	+10
English I	40%	46%	+6	43%	48%	+5	70%	73%	+3	24%	26%	+2	39%	44%	+5	15%	18%	+3
English II	45%	50%	+5	49%	53%	+4	74%	76%	+2	27%	29%	+2	45%	49%	+4	17%	21%	+4
U.S. History	59%	62%	+3	62%	65%	+3	89%	90%	+1	40%	45%	+5	59%	62%	+3	32%	36%	+4

Notes: Data sources are the TEA [Spring 2026 STAAR EOC Assessment Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD and State of Texas 2026 Meets Grade Level or Above, **African American**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Algebra I	14%	28%	+14	35%	43%	+8	-21	-15	Remains below the State; gap narrowed by 6 points
Biology	36%	50%	+14	50%	61%	+11	-14	-11	Remains below the State; gap narrowed by 3 points
English I	25%	35%	+10	40%	46%	+6	-15	-11	Remains below the State; gap narrowed by 4 points
English II	32%	37%	+5	45%	50%	+5	-13	-13	Remains below the State; no change
U.S. History	50%	55%	+5	59%	62%	+3	-9	-7	Remains below the State; gap narrowed by 2 points

Notes: Data sources for FWISD data are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [Spring 2026 STAAR EOC Assessment Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD and State of Texas 2026 Meets Grade Level or Above, **Hispanic**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Algebra I	23%	33%	+10	41%	49%	+8	-18	-16	Remains below the State; gap narrowed by 2 points
Biology	42%	53%	+11	54%	64%	+10	-12	-11	Remains below the State; gap narrowed by 1 point
English I	32%	36%	+4	43%	48%	+5	-11	-12	Remains below the State; gap widened by 1 point
English II	38%	43%	+5	49%	53%	+4	-11	-10	Remains below the State; gap narrowed by 1 point
U.S. History	53%	56%	+3	62%	65%	+3	-9	-9	Remains below the State; no change

Notes: Data sources for FWISD data are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [Spring 2026 STAAR EOC Assessment Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD and State of Texas 2026 Meets Grade Level or Above, **White**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Algebra I	47%	55%	+8	59%	64%	+5	-12	-9	Remains below the State; gap narrowed by 3 points
Biology	74%	69%	-5	78%	83%	+5	-4	-14	Remains below the State; gap widened by 10 points
English I	58%	60%	+2	70%	73%	+3	-12	-13	Remains below the State; gap widened by 1 point
English II	67%	65%	-2	74%	76%	+2	-7	-11	Remains below the State; gap widened by 4 points
U.S. History	81%	78%	-3	89%	90%	+1	-8	-12	Remains below the State; gap widened by 4 points

Notes: Data sources for FWISD data are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [Spring 2026 STAAR EOC Assessment Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD and State of Texas 2026 Meets Grade Level or Above, **Emergent Bilingual**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Algebra I	17%	22%	+5	32%	37%	+5	-15	-15	Remains below the State; no change
Biology	31%	40%	+9	38%	48%	+10	-7	-8	Remains below the State; gap widened by 1 point
English I	22%	21%	-1	24%	26%	+2	-2	-5	Remains below the State; gap widened by 3 points
English II	26%	27%	+1	27%	29%	+2	-1	-2	Remains below the State; gap widened by 1 point
U.S. History	38%	41%	+3	40%	45%	+5	-2	-4	Remains below the State; gap widened by 2 points

Notes: Data sources for FWISD data are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [Spring 2026 STAAR EOC Assessment Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Revised: 07/27/2026

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD and State of Texas 2026 Meets Grade Level or Above, **Economically Disadvantaged**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Algebra I	20%	30%	+10	38%	45%	+7	-18	-15	Remains below the State; gap narrowed by 3 points
Biology	40%	51%	+11	51%	61%	+10	-11	-10	Remains below the State; gap narrowed by 1 point
English I	29%	33%	+4	39%	44%	+5	-10	-11	Remains below the State; gap widened by 1 point
English II	35%	40%	+5	45%	49%	+4	-10	-9	Remains below the State; gap narrowed by 1 point
U.S. History	51%	55%	+4	59%	62%	+3	-8	-7	Remains below the State; gap narrowed by 1 point

Notes: Data sources for FWISD data are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [Spring 2026 STAAR EOC Assessment Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Revised: 07/27/2026

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Spring 2026 STAAR Summary

Spring STAAR EOC: FWISD and State of Texas 2026 Meets Grade Level or Above, **Special Education**

Subject/ Grade	FWISD Meets Grade Level or Above			State of Texas Meets Grade Level or Above			GAP: FWISD to State Meets Grade Level or Above		
	2025	2026	Diff	2025	2026	Diff	2025	2026	Progress
Algebra I	8%	15%	+7	17%	22%	+5	-9	-7	Remains below the State; gap narrowed by 2 points
Biology	19%	25%	+6	26%	36%	+10	-7	-11	Remains below the State; gap widened by 4 points
English I	9%	14%	+5	15%	18%	+3	-6	-4	Remains below the State; gap narrowed by 2 points
English II	11%	14%	+3	17%	21%	+4	-6	-7	Remains below the State; gap widened by 1 point
U.S. History	24%	30%	+6	32%	36%	+4	-8	-6	Remains below the State; gap narrowed by 2 points

Notes: Data sources for FWISD data are the STAAR EOC Preliminary and STAAR Alt 2 Early release files from TEA. Reported percentages include only those students who are attributed to FWISD for 2026 A-F Accountability (PEIMS applied).

Data sources for state data are the TEA [Spring 2026 STAAR EOC Assessment Results](#) report and the TEA Texas Assessment Research Portal (<https://txresearchportal.com/>).

Families can access individual student results in Parent Portal at <https://fwisd.focusschoolsoftware.com/focus/>.

Please visit www.fwisd.org/families/staar for more information about STAAR.

Families can also access scores at [TexasAssessment.gov](https://texasassessment.gov) by logging in with the six-digit code provided by your child's campus in May. Please contact your child's campus for more information.

Revised: 07/27/2026

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Results

Result 1: Demographic Characteristics

FWISD ISD had 70,184 students enrolled during the 2024–2025 school year, with 51,634 (73.6%) of these students identified as at-risk. Table 1 summarizes student demographic data. Table 2 summarizes student at-risk.

Table 1. Student Demographic Characteristics, 2024–2025

Texas Education Agency
2024-25 Student Information (TAPR)
FORT WORTH ISD (220905) - TARRANT COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	70,184	100.0%	5,530,499	100.0%	70,405	100.0%	5,544,255	100.0%
Students by Grade								
Early Childhood Education	211	0.3%	18,464	0.3%	354	0.5%	26,099	0.5%
Pre-Kindergarten	4,354	6.2%	249,407	4.5%	4,356	6.2%	249,875	4.5%
Pre-Kindergarten: 3-year Old	412	0.6%	43,727	0.8%	412	0.6%	43,914	0.8%
Pre-Kindergarten: 4-year Old	3,942	5.6%	205,680	3.7%	3,944	5.6%	205,961	3.7%
Kindergarten	4,695	6.7%	359,286	6.5%	4,698	6.7%	359,871	6.5%
Grade 1	4,908	7.0%	377,900	6.8%	4,912	7.0%	378,335	6.8%
Grade 2	4,841	6.9%	389,823	7.0%	4,848	6.9%	390,170	7.0%
Grade 3	5,097	7.3%	406,424	7.3%	5,098	7.2%	406,747	7.3%
Grade 4	5,067	7.2%	405,454	7.3%	5,071	7.2%	405,715	7.3%
Grade 5	5,039	7.2%	404,900	7.3%	5,044	7.2%	405,128	7.3%
Grade 6	4,570	6.5%	404,802	7.3%	4,572	6.5%	404,988	7.3%
Grade 7	4,501	6.4%	407,375	7.4%	4,503	6.4%	407,512	7.4%
Grade 8	4,585	6.5%	410,722	7.4%	4,586	6.5%	410,871	7.4%
Grade 9	6,704	9.6%	459,854	8.3%	6,710	9.5%	460,045	8.3%
Grade 10	5,689	8.1%	439,300	7.9%	5,691	8.1%	439,519	7.9%
Grade 11	5,154	7.3%	410,245	7.4%	5,159	7.3%	410,503	7.4%
Grade 12	4,769	6.8%	386,543	7.0%	4,803	6.8%	388,877	7.0%
Ethnic Distribution								
African American	13,037	18.6%	706,216	12.8%	13,063	18.6%	707,648	12.8%
Hispanic	46,465	66.2%	2,961,084	53.5%	46,589	66.2%	2,967,187	53.5%
White	7,901	11.3%	1,347,596	24.4%	7,956	11.3%	1,352,852	24.4%
American Indian	90	0.1%	18,175	0.3%	90	0.1%	18,224	0.3%
Asian	1,182	1.7%	307,983	5.6%	1,188	1.7%	308,431	5.6%
Pacific Islander	31	0.0%	8,729	0.2%	31	0.0%	8,744	0.2%
Two or More Races	1,478	2.1%	180,716	3.3%	1,488	2.1%	181,169	3.3%
Sex								
Female	34,409	49.0%	2,702,798	48.9%	34,487	49.0%	2,707,618	48.8%
Male	35,775	51.0%	2,827,701	51.1%	35,918	51.0%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	58,305	83.1%	3,346,090	60.5%	58,434	83.0%	3,349,612	60.4%
Non-Educationally Disadvantaged	11,879	16.9%	2,184,409	39.5%	11,971	17.0%	2,194,643	39.6%
Section 504 Students	3,898	5.6%	375,297	6.8%	3,906	5.5%	375,601	6.8%
EB Students/EL	29,555	42.1%	1,343,669	24.3%	29,636	42.1%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	1,108	1.4%	122,515	2.1%				
Students w/ Dyslexia	4,188	6.0%	356,584	6.4%	4,194	6.0%	356,830	6.4%

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Source: TEA 2024-25 Student Information (TAPR) Report.

Table 2. At-Risk Student Enrollment, 2024–2025

Texas Education Agency
2024-25 Student Information (TAPR)
 FORT WORTH ISD (220905) - TARRANT COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	7	0.0%	11,656	0.2%	7	0.0%	11,713	0.2%
Homeless	1,927	2.7%	77,954	1.4%	1,930	2.7%	78,060	1.4%
Immigrant	5,401	7.7%	193,676	3.5%	5,411	7.7%	193,831	3.5%
Migrant	15	0.0%	13,377	0.2%	15	0.0%	13,426	0.2%
Title I	67,419	96.1%	3,683,060	66.6%	67,610	96.0%	3,689,382	66.5%
Military Connected	735	1.0%	229,259	4.1%	736	1.0%	229,370	4.1%
At-Risk	51,634	73.6%	2,960,262	53.5%	51,747	73.5%	2,963,913	53.5%

Source: TEA 2024-25 Student Information (TAPR) Report.

Result 2: Programs and Services Funded by State Compensatory Education

In line with District and Campus Improvement Plans and state legislative guidelines, the district utilized SCE funds to support educationally disadvantaged and at-risk students through interventions, special programs, and targeted instructional strategies. The majority of these funds were allocated to staff salaries and instructional supplies; supporting campus instruction and accelerated learning.

Key ongoing central office funded activities include:

- Academic Support Programs
- After School Programs
- Intervention Services
- Summer School

All programs have been internally evaluated by respective department leaders. Available results can be found in Appendix C.

Appendix A

Criteria for Identifying At-Risk Students

State Criteria

TEC §29.081 defines a student at risk of dropping out of school as each student who is under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years, except if the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. Is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in pre-kindergarten, kindergarten, or grades 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. Has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of emergent bilingual, as defined by TEC §29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless;
13. Resided in the preceding school year, or resides in the current school year, in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home;
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 of the Texas Penal Code;
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Appendix B

SCE Allocations, Budgets, and Expenditures, 2024-2025

Table 1: Summary SCE Related Budget Allocation and Expenditures by Major Object Code, 2024-2025

OBJECT CODE	OBJECT DESCRIPTION	REVISED BUDGET	EXPENDITURE	RESIDUAL
6100	PAYROLL	\$40,289,035	\$38,745,834	\$1,543,201
6200	PROFESSIONAL AND CONTRACTED SERVICES	\$2,587,158	\$2,235,758	\$351,400
6300	SUPPLIES AND MATERIALS	\$7,605,623	\$7,294,229	\$311,394
6400	OTHER OPERATING COSTS	\$164,756	\$138,892	\$25,840
GRAND TOTAL		\$50,646,572	\$48,414,713	\$2,231,835

Source: Munis, Fiscal Year 2024-2025; Downloaded June 23, 2025

Table 2: Summary SCE Related Budget Allocation and Expenditures by Function Code, 2024-2025

FUNCTION CODE	FUNCTION DESCRIPTION	REVISED BUDGET	EXPENDITURE	RESIDUAL
11	INSTRUCTION	\$38,720,285	\$38,256,306	\$463,979
12	INSTRUCTIONAL RESOURCES AND MEDIA	\$30,960	\$15,072	\$15,888
13	CURRICULUM DEVELOPMENT AND INSTRUCTIONAL STAFF DEVELOPMENT	\$821,421	\$698,889	\$122,532
21	INSTRUCTIONAL LEADERSHIP	\$19,713	\$3,962	\$15,751
23	SCHOOL LEADERSHIP	\$802,447	\$602,765	\$199,682
31	GUIDANCE, COUNSELING, AND EVALUATION SERVICES	\$4,527,957	\$3,657,760	\$870,197
32	SOCIAL WORKER SERVICES	\$3,049,228	\$2,929,156	\$120,072
33	HEALTH SERVICES	\$72,193	\$27,085	\$45,108
36	EXTRA CURRICULAR ACTIVITIES	\$1,500	\$1,550	-\$50
51	PLANT MAINTENANCE AND OPERATIONS	\$47,841	\$12,376	\$35,465
52	SECURITY AND MONITORING SERVICES	\$2,785	\$0	\$2,785
61	COMMUNITY SERVICES	\$2,514,242	\$2,196,118	\$318,100
95	PAYMENTS TO JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM	\$36,000	\$13,674	\$22,326
GRAND TOTAL		\$50,646,572	\$48,414,713	\$2,231,835

Source: Munis, Fiscal Year 2024-2025; Downloaded August 3, 2026

Table 3: Summary SCE Related Budget Allocation and Expenditures by Program Intent Code (PIC), 2024-2025

PROGRAM INTENT CODE	PROGRAM INTENT CODE DESCRIPTION	REVISED BUDGET	EXPENDITURE	RESIDUAL
24	ACCELERATED INSTRUCTION	\$40,351,158	\$40,235,231	\$115,927
26	NON-DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM - AEP	\$5,538,584	\$3,873,397	\$1,665,187
28	DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM - DAEP BASIC SERVICES	\$2,332,172	\$2,127,146	\$205,026
30	COMPENSATORY EDUCATION SUPPLEMENTAL COSTS	\$2,424,658	\$2,178,938	\$245,696
GRAND TOTAL		\$50,646,572	\$48,414,713	\$2,231,835

Source: Munis, Fiscal Year 2024-2025; Downloaded August 3, 2026

Table 4: SCE Expenditures by Major Object Code and Organization Type, 2024-2025

OBJECT CODE	OBJECT DESCRIPTION	CAMPUS	CENTRAL	TOTAL EXPENDITURES
6100	PAYROLL	\$36,101,917	\$2,643,917	\$38,745,834
6200	PROFESSIONAL AND CONTRACTED SERVICES	\$2,110,193	\$125,565	\$2,235,758
6300	SUPPLIES AND MATERIALS	\$6,859,574	\$434,655	\$7,294,229
6400	OTHER OPERATING COSTS	\$106,166	\$32,726	\$138,892
GRAND TOTAL		\$45,177,849	\$3,236,864	\$48,414,713

Source: Munis, Fiscal Year 2024-2025; Downloaded August 3, 2026

Table 5: Summary SCE Expenditures by Function Code and Organization Type, 2024-2025

FUNCTION	FUNCTION CODE DESCRIPTION	CAMPUS	CENTRAL	TOTAL EXPENDITURES
11	INSTRUCTION	\$36,775,791	\$1,480,515	\$38,256,306
12	INSTRUCTIONAL RESOURCES AND MEDIA	\$15,072	\$0	\$15,072
13	CURRICULUM DEVELOPMENT AND INSTRUCTIONAL STAFF DEVELOPMENT	\$515,312	\$183,577	\$698,889
21	INSTRUCTIONAL LEADERSHIP	\$0	\$3,962	\$3,962
23	SCHOOL LEADERSHIP	\$602,765	\$0	\$602,765
31	GUIDANCE, COUNSELING, AND EVALUATION SERVICES	\$2,939,724	\$718,037	\$3,657,760
32	SOCIAL WORKER SERVICES	\$2,155,310	\$773,845	\$2,929,156
33	HEALTH SERVICES	\$27,085	\$0	\$27,085
36	EXTRA CURRICULAR ACTIVITIES	\$1,550	\$0	\$1,550
51	PLANT MAINTENANCE AND OPERATIONS	\$12,376	\$0	\$12,376
52	SECURITY AND MONITORING SERVICES	\$0	\$0	\$0
61	COMMUNITY SERVICES	\$2,132,864	\$63,254	\$2,196,118
95	PAYMENTS TO JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM	\$0	\$13,674	\$13,674
GRAND TOTAL		\$45,177,849	\$3,236,864	\$48,414,713

Source: Munis, Fiscal Year 2024-2025; Downloaded August 3, 2026

Table 6: Summary SCE Expenditures by Program Intent Code and Organization Type, 2024-2025

PROGRAM INTENT CODE	PROGRAM INTENT CODE DESCRIPTION	CAMPUS	CENTRAL	TOTAL EXPENDITURES
24	ACCELERATED INSTRUCTION	\$37,190,395	\$3,044,837	\$40,235,231
26	NON-DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM - AEP	\$3,713,617	\$159,780	\$3,873,397
28	DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM - DAEP BASIC SERVICES	\$2,127,146	\$0	\$2,127,146
30	COMPENSATORY EDUCATION SUPPLEMENTAL COSTS	\$2,146,692	\$32,247	\$2,178,938
GRAND TOTAL		\$45,177,849	\$3,236,864	\$48,414,713

Source: Munis, Fiscal Year 2024-2025; Downloaded August 3, 2026

Appendix C: Evaluation of SCE Funded Programs

Fort Worth After School



2024 2025



Fort Worth Independent School District

Fort Worth After School 2024-25 Evaluation Report



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CHAPTER 1

Introduction

Program Overview

This report provides an evaluation of the Fort Worth After School Program (FWAS), as operated in school year 2024–25 in Fort Worth Independent School District (FWISD). FWISD is made up of 140 schools and serves ~75,000 students per year.

This was the the 25th year of FWAS operations and the program served 3,878 students at 61 sites across the school district. The program served 1,327 fewer students than last year (25% decrease). The 2024–25 report does not include the data for sites which are funded through the 21st Century Community Learning Center grant.

Changes from Last Year

In 2024–25, programming for FWAS continued in-person operations and was largely similar to 2023–24 operations. Employee retention and hiring in 2024–25 continued to be a struggle.



~75,000
students served in
140 schools in
FWISD in 2024–25

3,878
students served at
61 sites in FWAS in
2024–25

Evaluation Methods

The evaluation of the 2024–25 FWAS program included both quantitative and qualitative methods for the 61 sites that were not funded by the 21st CCLC grant. This evaluation used:



- surveys of students, parents, principals, teachers, and FWAS staff
- student demographic, attendance, discipline, and academic data
- site observations completed by the FWAS central coordinators
- input from FWAS staff and program director, and FWISD grant coordinator
- individual interviews with FWAS program coordinators
- focus groups with students, principals, and supervisors

Report Organization and Conventions

This report is organized in this manner:

- Chapter 2 – student characteristics
- Chapter 3 – program operations
- Chapter 4 – stakeholder perceptions
- Chapter 5 – program outcomes
- Chapter 6 – conclusions and recommendations
- Appendices

Where possible, comparisons to prior years are provided. In those cases, triangles indicate whether there was an increase (▲) or decrease (▼) from the previous year. A circle (⊙) indicates no change from the previous year.

All photos used in this report were pulled from those submitted by FWAS staff and program coordinators over the course of the year.

Acknowledgments

Prismatic gratefully acknowledges the assistance of the following individuals in the performance of our onsite research, data analysis, and in the preparation of this report:

Mr. Miguel Garcia, Jr.

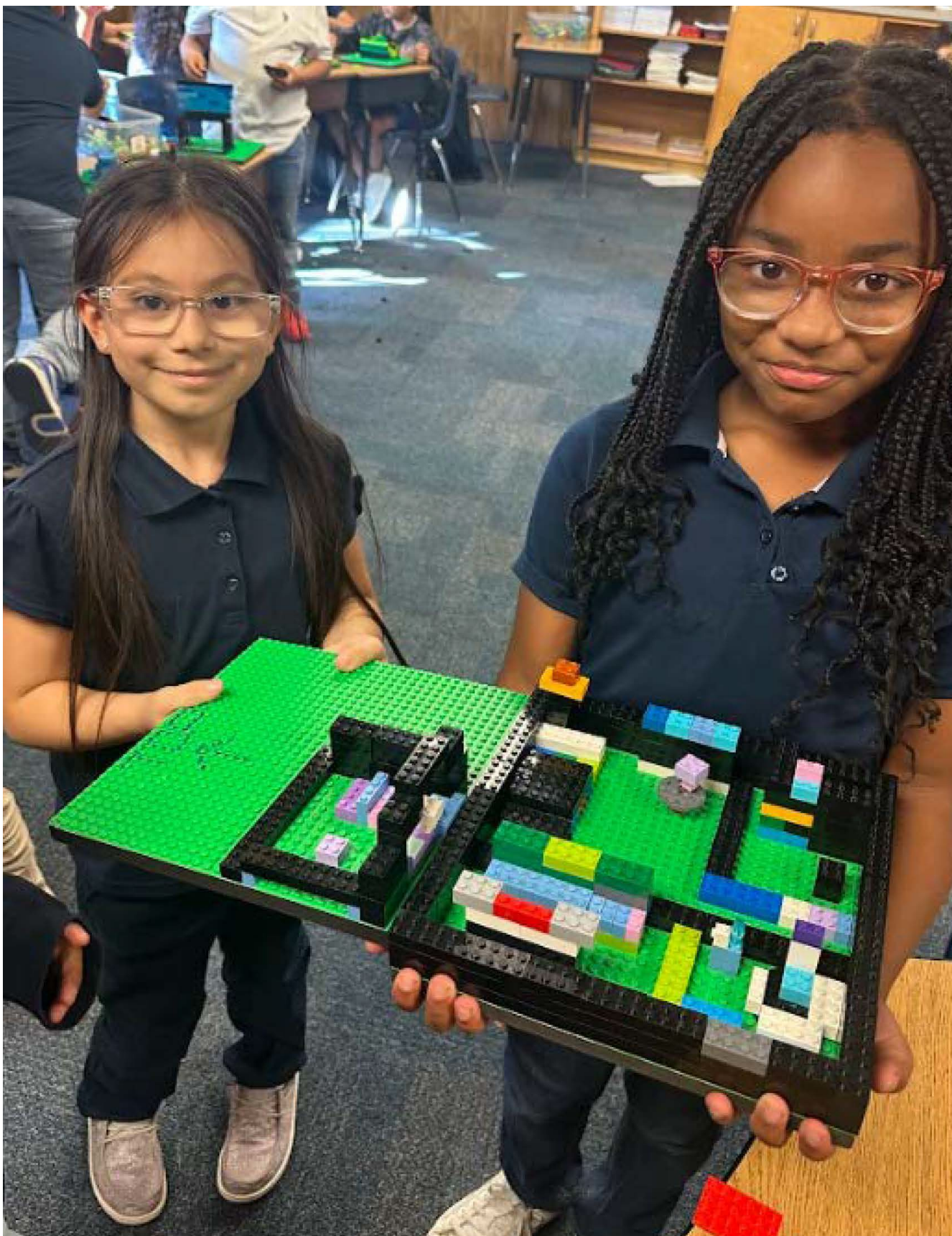
FWAS program director

Dr. Megan Clawson

*FWISD grants compliance and
monitoring coordinator*

Prismatic also thanks the students, parents, staff, and principals who provided time, assistance, observations, and data for this review.



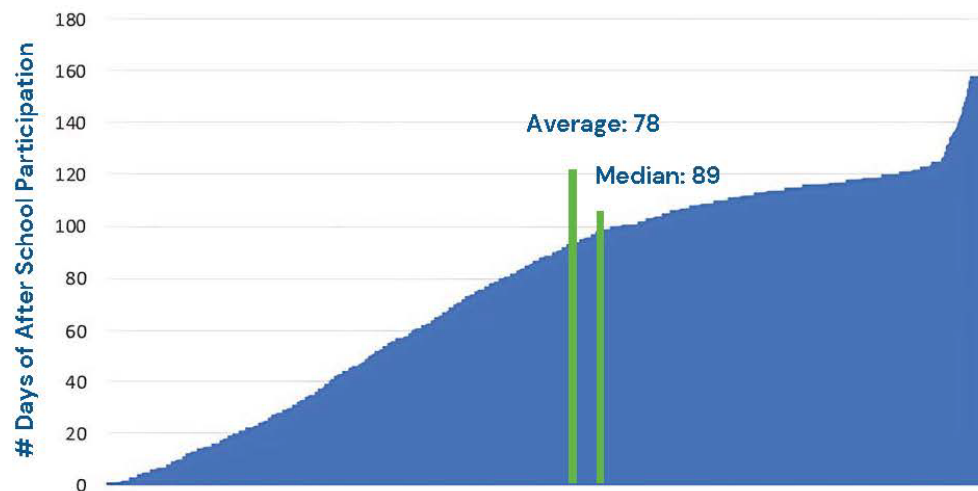


CHAPTER 2

Student Characteristics

Student Profile

On average, students participated in 78 days of after school programming in 2024-25, an increase of 11 days over last year. The median days of participation was 89 (17 days more than 2023-24). Graphing the number of attendance days for each student, the curve is fairly smooth but has an inflection point around 116 days, which reflects the fewer days offered per week at some sites.



For 2024-25, 96% of students attended 5+ days of after school programming. This was 6 percentage points higher than last year. Of the 1- to 4-day registrants this year, over half were middle school students (54%).

Of the 3,098 elementary participants, 3,024 (98%) attended 5+ days. Of the 780 middle school student participants, 701 (90%) attended 5+ days.

98%

Percentage of elementary school students attended FWAS 5+ days

90%

Percentage of middle school students attended FWAS 5+ days

Trends

Trend in Number and Rate of Student Participation in FWAS

Program Year	School Year	# of Sites	Total Registrants	# of Registrants <5 days	# of Registrants 5+ days	% of Registrants 5+ days
2	01-02	56	4,654	151	4,503	96.8%
3	02-03	56	4,525	103	4,422	97.3% ▲
4	03-04	59	7,995	1,063	6,932	86.7% ▼
5	04-05	65	10,293	907	9,386	91.2% ▲
6	05-06	69	12,090	1,373	10,717	88.6% ▼
7	06-07	74	13,853	1,115	12,738	92.0% ▲
8	07-08	74	14,083	2,552	11,531	81.9% ▼
9	08-09	84	14,908	2,101	12,807	85.9% ▲
10	09-10	85	16,846	2,533	14,313	85.0% ▼
11	10-11	85	17,794	2,996	14,798	83.2% ▼
12	11-12	94	18,620	2,484	16,136	86.7% ▲
13	12-13	94	16,806	1,915	14,891	88.6% ▲
14	13-14	89	16,219	2,739	13,480	83.1% ▼
15	14-15	85	13,352	1,768	11,584	86.8% ▲
16	15-16	85	12,189	1,509	10,680	87.6% ▲
17	16-17	79	9,252	894	8,358	90.3% ▲
18	17-18	80	8,687	554	8,133	93.6% ▲
19	18-19	76	7,289	461	6,828	93.7% ▲
20	19-20	76	6,074	407	5,667	93.2% ▼
21	20-21	82	2,795	264	2,531	90.6% ▼
22	21-22	80	6,629	892	5,737	86.5% ▼
23	22-23*	73	5,484	617	4,867	88.7% ▲
24	23-24*	67	5,205	517	4,688	90.1% ▲
25	24-25*	61	3,878	153	3,725	96.1% ▲

*2022-2025 does not include data for sites funded by the 21st CCLC grant.

FWAS served a diverse student group. Over half of students (60%) were Hispanic and slightly more than a third (31%) were African American. Students were more likely to be non-white. Of participants, 52% were female and 48% male. Of all participants,

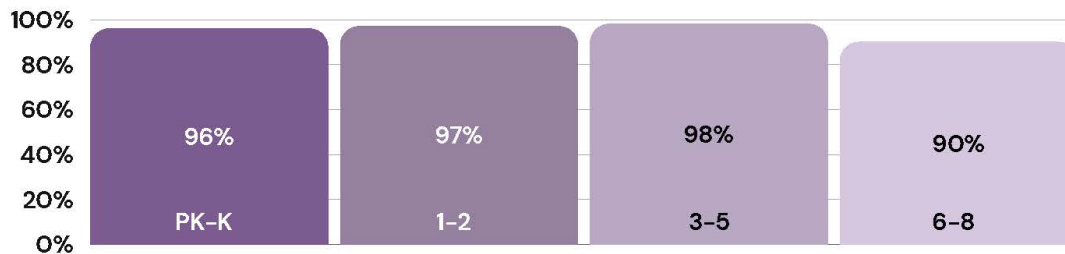
- 67% are considered at-risk
- 88% live in poverty
- 20% are learning English
- 80% of students are elementary age

Overall, the average student was a Hispanic girl in elementary school who qualified for free or reduced-price meals and had been district-identified as At-Risk. This profile has not changed over the years.

Participant Demographics 2024-25

Demographics	# of Days of After School Participation						Overall
	<5	5-29	30-59	60-89	90-119	120+	
Total Students	153	636	549	614	1,449	477	3,878
Female	50%	53%	54%	52%	51%	53%	52%
Male	50%	47%	46%	48%	49%	47%	48%
Ethnicity							
African American	36%	36%	33%	28%	24%	50%	31%
Hispanic	54%	56%	58%	61%	70%	42%	60%
White	7%	5%	5%	7%	4%	6%	5%
Other	3%	3%	4%	5%	3%	3%	3%
Other Factors							
Free/Reduced Lunch	89%	85%	88%	89%	89%	89%	88%
Limited English Prof	23%	19%	20%	22%	23%	11%	20%
Identified as At-Risk	70%	71%	68%	68%	65%	59%	67%

Percentage of Students Attending FWAS 5+ Days This Year



Over the past 5 years, the FWAS gender and ethnic breakdown has been largely unchanged. The percentage of FWAS students who attend 5+ days and qualify for free/reduced-price meals had a substantial decrease in 2024-25 compared to previous years; limited English proficient students decreased by 18 points compared to 2023-24. Changes in grade groups served reflects mostly changes in schools offering FWAS. The same may be true for other demographic groups. The percentage of FWAS students who are considered at-risk returned to pre-Covid (2019-20) rates at 66%. The process of identifying students as being At-Risk changed in 2016-17 and again in 2018-19, so prior year figures are not generally comparable.

Trend in Demographics – Students with 5+ Days of FWAS Participation

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Gender									
Female	49%	49%	51%	52%	51%	54%	54%	54%	52%
Male	51%	51%	49%	48%	49%	46%	46%	46%	48%
Ethnicity									
African American	34%	35%	35%	36%	31%	34%	25%	28%	31%
Hispanic	58%	58%	57%	57%	62%	57%	66%	63%	61%
White	5%	5%	5%	4%	4%	5%	6%	6%	5%
Other	3%	3%	3%	3%	3%	3%	3%	3%	3%
Grade Level									
PK-2	12%	14%	15%	16%	15%	9%	10%	12%	12%
3-5	48%	51%	56%	61%	57%	58%	55%	56%	69%
6-8	39%	34%	28%	22%	24%	19%	18%	15%	19%
9-12	1%	1%	1%	1%	5%	13%	17%	17%	0%
Other Demographics									
Free/Reduced Lunch	89%	91%	94%	90%	92%	91%	89%	87%	88%
LEP Status	32%	34%	37%	39%	42%	36%	36%	38%	20%
At-Risk Status	82%	79%	69%	66%	68%	77%	72%	71%	66%

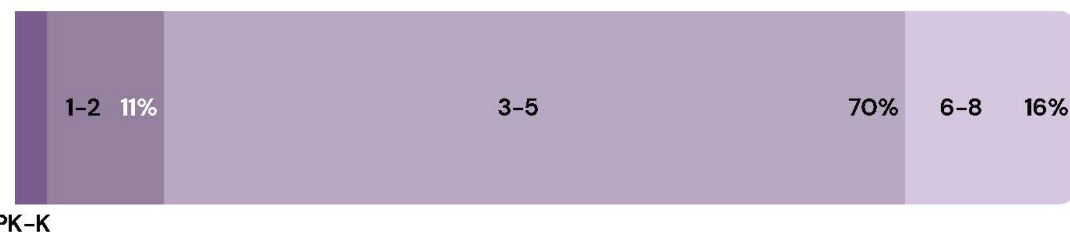
Demographics of 30+ Days FWAS Students

Students attending the FWAS program for 30+ days were considered regular attenders. Out of the 3,878 students enrolled in the program, 3,089 were regular attenders. Regular attenders were more likely to be Hispanic (62%) or Black (30%). Students in grades 3 through 5 made up 70% and economically disadvantaged students made up 58% of those attending 30+ days.

Ethnicity Breakdown



Grade Breakdown



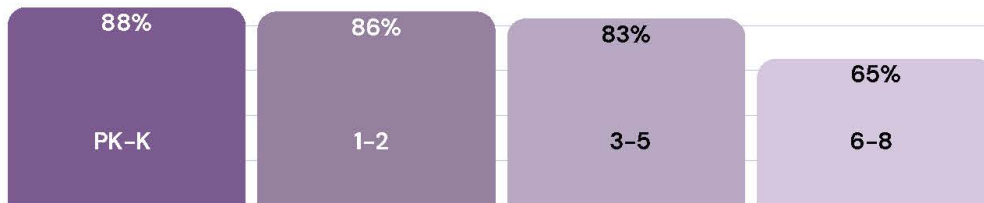
Free/Reduced Meal Eligible



English Language Learners

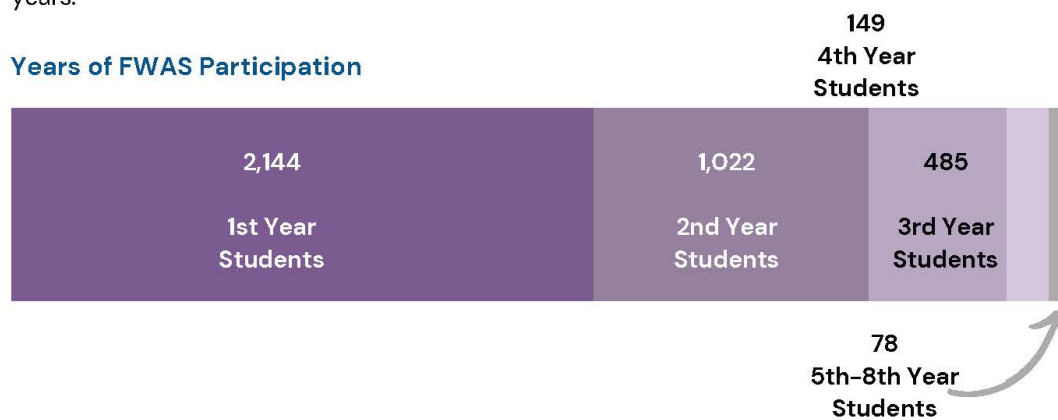


Percentage of Students Attending FWAS 30+ Days This Year



The FWAS program maintains a high level of popularity among students and parents. Of those who participated this year, 1,734 students (45%) participated in the program multiple years. Of 2024-25 attendees, 1,022 students attended 2 years, and 227 students attended 4 or more years.

Years of FWAS Participation



45%
of 2024-25 FWAS
students were
returnees from
previous years.



CHAPTER 3

Program Operations

Program Overview

As of 2024–25, the FWAS Program has been in operation for 25 years. There were 80 sites operating in 2024–25, 61 funded by FWISD, and 19 funded by 21st CCLC grants. FWAS had oversight over all 80 sites. The only sites included in this evaluation are the non–21st CCLC sites.

Program Year	School Year	# of Sites	FWISD/CFW			CCLC			Fee Based
			ES ES/MS	MS	MS/HS HS	ES	MS	MS/HS	
1	00-01	52🟡	47	5	0	0	0	0	0
2	01-02	56▲	47	3	0	0	6	0	0
3	02-03	56🟡	47	3	0	0	6	0	0
4	03-04	59▲	46	2	0	2	9	0	0
5	04-05	65▲	42	4	0	6	11	2	0
6	05-06	69▲	45	5	0	6	11	2	0
7	06-07	74▲	42	3	0	10	14	5	0
8	07-08	74🟡	42	3	0	10	14	5	0
9	08-09	84▲	40	0	0	12	23	9	0
10	09-10	85▲	44	1	0	8	22	10	0
11	10-11	85🟡	44	1	0	8	22	10	0
12	11-12	94▲	43	1	0	15	24	11	0
13	12-13	92▼	43	1	0	15	20	13	0
14	13-14	87▼	46	3	0	12	18	8	0
15	14-15	85▼	56	0	0	12	13	4	0
16	15-16	85🟡	46	10	0	12	13	4	0
17	16-17	79▼	47	13	0	11	8	0	0
18	17-18	80▲	48	13	0	11	7	1	0
19	18-19	76▼	48	17	1	10	0	0	0
20	19-20	76🟡	48	17	1	10	0	0	0
21	20-21	82▲	48	16	7	10	0	0	1
22	21-22	80▼	50	13	7	0	5	5	0
23	22-23	83▲	51	11	11	0	5	5	0
24	23-24	77▼	49	8	10	0	5	5	0
25	24-25	80▲	51	10	0	9	5	5	0

Daily Operations and Activities

The majority of FWAS sites (50) operated Monday through Thursday or Tuesday through Friday. Another 6 operated Monday through Friday, and 5 operated Tuesday through Thursday. TDA Full Dinner Meals were offered in 52 sites (85%) as part of the program schedule.



85%
of sites offered
TDA Full Dinner
Meals

Student Selection

Most students in the FWAS program were identified by the district as At-Risk in some respect, such as poor academics. Site supervisors were asked to rank various selection methods used to recruit students. They listed them in the following order:

1. Parent request
2. Students are selected or referred by school personnel
3. Latch-key students
4. Low performing student status
5. Open enrollment (anyone can enroll)
6. Limited enrollment (first come, first serve)
7. Other

Student Program Attendance

In 2024–25, FWAS served a total of 3,878 students. Each program site had a minimum target for the number of students it was expected to serve each day (program slots, which ranged from 20 to 70 this year). Daily, FWAS had 2,995 slots. Each program site also had a specific number of days of program operation (ranging from 84 to 139 days). The average number of days of operation for FWAS sites was 122.

Comparing the number of days students participated to the total number of slots and days available provides a measure of programming efficiency. This year, across all program sites, the FWAS program operated at 85% of its overall annual projected capacity, which was a decrease from 88% last year. There were 17 sites (28%) that operated over 100% capacity this year, serving more students than originally projected.

FWAS filled
85% of its
daily spots
this year.



Middle school sites had a higher percentage of slots filled per day in 2024-25 than in 2023-24. School-based sites utilized 91% of slots for the year, with an average daily attendance of 1,509. Community-based sites utilized 76% of slots for the year, with an average daily attendance of 913. Overall, FWAS utilized 85% of slots for the year, with an average attendance of 2,422.

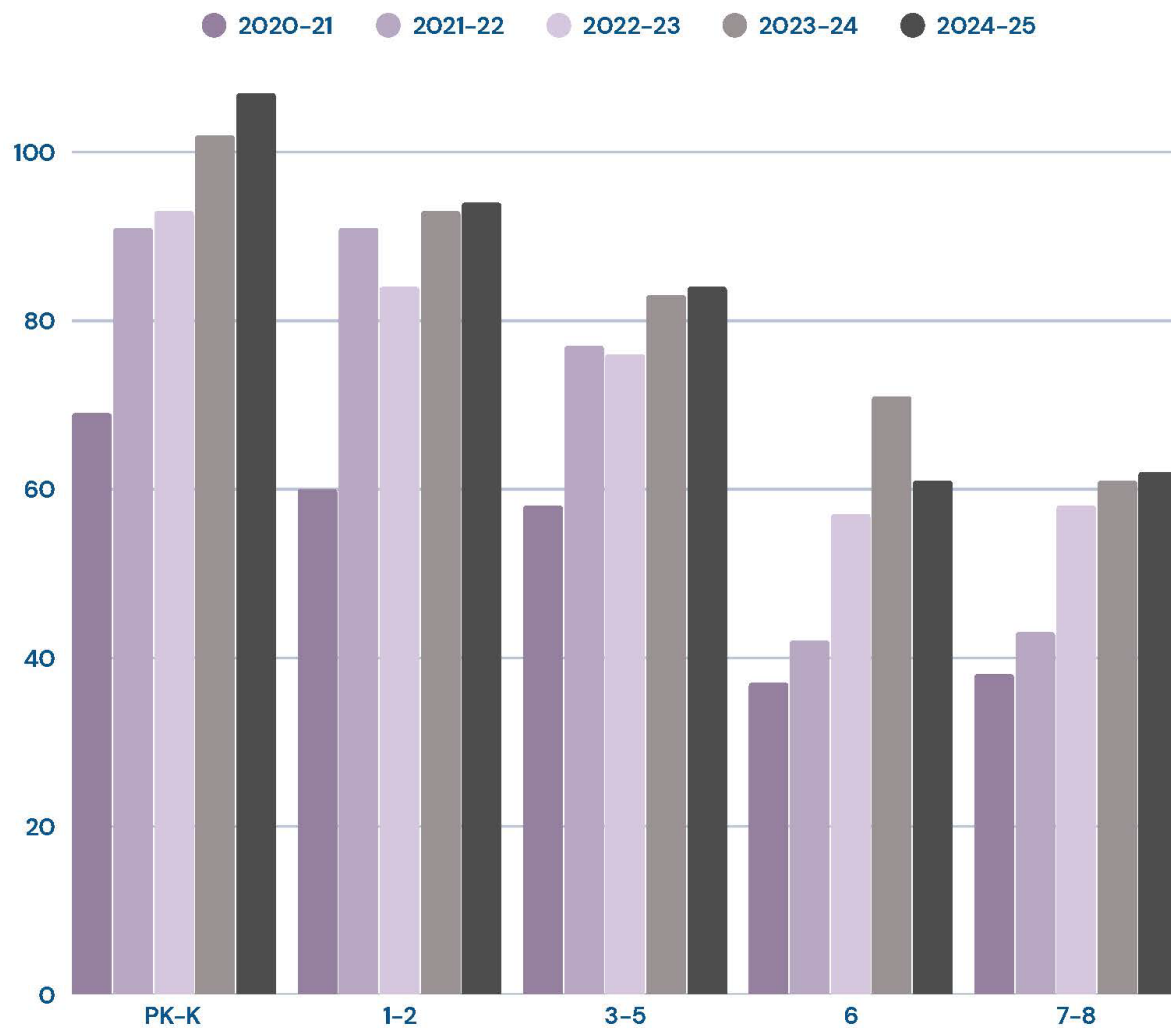
Program Slot Usage

Site Type	# of Sites	Average Daily Attendance	# of Daily Slots	% Slots Filled Annually
School-Based				
ES	28	1,221	1,420	88%▼
MS	8	288	265	107%▲
All School-Based	36	1,509	1,685	91%▲
Community-Based (CBO)				
ES	23	812	1,190	76%▼
MS	2	101	120	83%▲
All CBO	25	913	1,310	76%▼
All FWAS				
ES	51	2,033	2,610	83%▼
MS	10	389	385	99%▲
All FWAS	61	2,422	2,995	85%▼



For students who participated in the program 5+ days, the average number of days they are in the program decreases in later grades. The average number of days students attended in 6th through 8th grades decreased by 10 percentage points, from 68 days in 2023-24 to 61 days in 2024-25. However, the average days of attendance for FWAS students in the program 5+ days overall increased from 67 in 2023-24 to 81 in 2024-25.

Trend in Average Days Attended by Grade Level

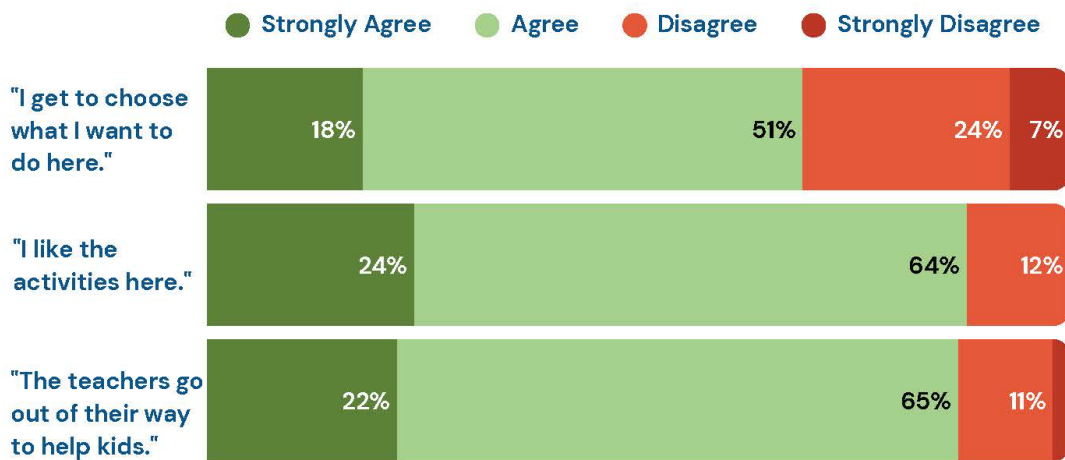


Stakeholder Feedback on Operations

Surveys conducted by FWAS and administered to students, FWAS staff, principals, and Day Teachers included questions focused on program operations.

Student Feedback

Students were asked a number of questions related to FWAS programming on their survey. A majority of students (69%) felt they were able to freely choose activities, and almost all students liked the activities (88%). The majority of students (87%) also felt that teachers went out of their way to help them.



87%
of students felt
they get to
freely choose
activities

3-6

75%
Felt that
teachers go out
of their way
to help them

Day Teacher Feedback

Day Teachers of students in FWAS were surveyed regarding the impact of the FWAS program on their students. The majority of teachers agreed that FWAS students:

- had satisfactory classroom academic performance (73%).
- had a good attitude toward school (84%).
- attended class regularly (90%).
- got along well with other students (85%).

Most of the Day Teachers, 91%, also agreed that the program helps students get along with them as a teacher.

84%

of teachers feel
that FWAS
students have a
good attitude
toward school.



Principal Feedback

Survey Feedback

Most principals surveyed were knowledgeable regarding the FWAS program on their campus. Regarding operations, principals gave high marks to the work of the FWAS coordinators. The majority of principals agreed that:

- They receive timely information from the coordinators (90%).
- The coordinator is supportive of them and the FWAS program at their school (90%).
- After school staff reach out to teachers in the school to identify the needs of students and incorporate this information into planning after school activities (80%).
- FWAS staff are responsive to their ideas and suggestions (93%).

A majority of the principals, 87%, also agreed with that the program keeps them informed of important decisions and issues.

Focus Group Feedback

In principal focus groups, principals reported that a strong support for the FWAS program was demonstrated when it is run by FWISD staff. Site-based programs benefit from familiar staff who understand the school culture and students, helping build a strong sense of community, trust, and pride. Communication between site coordinators and school staff is effective, particularly in site-based locations. Students often return to the program year after year, indicating satisfaction and program value, especially in providing a safe environment, enriching experiences, and social opportunities beyond the classroom. However, there are still gaps in data sharing. School administrators report not receiving program survey results or other relevant program data like rosters, schedules, or attendance records—information that would help them better understand the impact and support the needs of the program.

Overall, principals expressed that the FWAS program declined compared to last year—particularly due to ongoing and worsening issues in CBO sites. While the FWISD site-based programs continue to maintain strong relationships and effective communication, inconsistent staffing in some CBO programs created confusion over leadership responsibilities, and inconsistent communication. Budget challenges were also more pronounced than in previous years.

Suggestions for improvement included:

- simplifying the registration process, especially the online application, which was seen as too long and not user-friendly.
- promoting the program through existing parent engagement events and social media, and highlighting student work or performances to showcase the benefits of participation.
- expanding offerings to include more activities, and bringing back previously successful components like cooking classes, poetry, and social-emotional learning.
- including younger siblings to help boost participation and convenience for families.
- communicating clearly about budget constraints and enrollment caps before the school year – this was felt to be essential to avoid recruiting more students than the program can support.



FWAS Central Coordinator Feedback

Prismatic conducted individual interviews with each FWAS central coordinator in May 2025, using a semi-structured interview guide. Some coordinators identified school staffing shortages as the most problematic for 2024-25, while others reported less turnover in staffing. Coordinators reported that some sites struggled to maintain full student rosters. There was also turnover in 1 coordinator position.

Compared to previous years, there were more concerns about accountability, with some school teams struggling to meet deadlines and maintain consistent supervision. Staffing turnover – particularly among CBOs – was a recurring issue. However, some schools remained steady and strong, showcasing strong leadership, engaging programming, and student-centered activities.

Events like Pickleball and MayFest were major highlights, with strong student participation and community involvement. Attendance across most schools was relatively stable, and while YMCA sites struggled more, efforts were underway to boost recruitment. Several principals moved away from CBOs and adopted site-based models, believing this would result in better engagement and consistency.

Despite budget constraints and technology challenges, coordinators praised increased support, smoother meal service, and more focused programming. Positive outcomes included stronger student relationships, improved behavior, and more hands-on, creative learning opportunities. Looking ahead, coordinators had a clear desire for more timely communication, streamlined data access, and continued growth in student-focused enrichment.

In the interviews, Prismatic asked coordinators to identify the sites under their supervision that were most successful and those that struggled the most, based on any criteria they chose. The coordinators identified 9 schools as being the most successful and 8 as struggling the most. The correlation between these identifications and the site observation scores was lower than in years past:

- Only 3 of 9 sites picked as best had above average ratings on the site observation in all areas. The other 6 best sites did not have above average ratings.
- Only 4 of 8 sites picked as worst had below average ratings on the site observation in all areas. The other 4 worst sites did not have a below average rating.

This result likely indicates a need to assess what specific observational area scores are not in alignment with coordinator overall perspectives. However, many of the sites selected as most successful had higher average days of attendance. This indicates that students seem to share the opinions of the site coordinators.

Site Observations

Site observations are the primary formal method by which FWAS monitors the operations of individual school programs. Each of the FWAS program coordinators is assigned a specific set of schools to support and monitor during the year.

The FWAS coordinators recorded a total of 175 site observations this year. On average, sites received 3 visits, less than the 4 expected per year. The number of schools with less than 4 visits decreased from 65 in 2023–24 to 56 this year.

Formal Observations per Site	# of Site Visits	2023–24 # of Sites	2024–25 # of Sites
	0	0	0
	1	11	0
	2	39	13
	3	15	43
	4	2	5

The site observation rubric rates 44 different program aspects in 9 areas, then requires a rating of program activities on 4 aspects. All areas use a rating scale from 1=poor to 4=excellent. This year, the average rating by observation area was 2.81. In 1 of the 9 areas the average rating increased, while in 8 areas it decreased.

Coordinator Site Observation Mean Ratings	Rating Area	2023–24	2024–25
	Environment/Climate	3.1▼	2.8▼
	Administration/Organization	2.9▼	2.6▼
	Relationships	3.3▲	2.8▼
	Staffing/Professional Development	3.0⊙	2.7▼
	Program and School Day Alignment	3.0⊙	2.7▼
	Youth Participation/Engagement	3.0⊙	2.6▼
	Parent/Family/Community Partnerships	2.9⊙	2.7▼
	Programming/Activities	3.0▲	3.1▲
	Activities	3.2▼	2.9▼

Analysis of scores by site type indicates statistically significant variation in scoring ($p < .05$), with site-based programs scoring higher in 7 of 9 areas. Site-based programs averaged higher scores in previous years as well. From last year to this year, CBO and site-based programs ratings decreased in 8 of 9 areas.

**Site
Observation
Ratings by Site
Type**

Rating Area	CBO	Site-Based	Statistically Significant
Environment/Climate	2.6▼	2.9▼	Yes
Administration/Organization	2.4▼	2.7▼	Yes
Relationships	2.8▼	2.9▼	No
Staffing/Professional Development	2.4▼	2.8▼	Yes
Program and School Day Alignment	2.4▼	2.9▼	Yes
Youth Participation/Engagement	2.6▼	2.6▼	No
Parent/Family/Community Partnerships	2.5▼	2.6▼	No
Programming/Activities	2.9▲	3.3▲	Yes
Activities	2.9▼	2.9▼	No



School-Based Staff Feedback

School-based staff continued to be strongly positive regarding FWAS operations. On all but 2 questions, more than 90% of school-based staff expressed positive opinions about this year, similar to the preceding 4 years.

Site-Based Staff/Supervisor Responses on FWAS Operations

	2020-21	2021-22	2022-23	2023-24	2024-25
Extent to Which FWAS Provides...	Very Much + Somewhat				
adequate supplies and program materials for you to do your job.	98%	93%	100%	90%	87%▼
adequate training for you to do your job.	93%	90%	97%	89%	90%▲
adequate access to facilities needed to conduct scheduled activities.	96%	94%	99%	94%	94%●
de-escalation strategies in dealing with youth behavior.	89%	93%	95%	92%	91%▼
Statement	Strongly Agree + Agree				
There is a strong partnership between our program staff and the school staff.	93%	90%	95%	96%	91%▼
There is effective communication between our program staff and the campus staff regarding student needs.	93%	92%	93%	93%	94%▲
The principal is involved in our program on a consistent basis.	85%	77%	86%	85%	78%▼
I have adequate workspace at the school.	95%	95%	93%	95%	94%▼
There is enough storage space for program supplies.	84%	87%	91%	84%	91%▲
At our campus, the custodial staff supports the program.	94%	90%	94%	94%	97%▲
The school day staff and after school staff work together to address student behavior.	93%	92%	95%	96%	95%▼

When asked for recommendations to improve the program, staff responses focused on increasing qualified staff, additional marketing for recruitment of students, additional program resources and activities, more student choice/input into activities, and staff training for student behavior and engagement.

Site Supervisor / Academic Liaison Feedback

In focus groups, the site supervisors/academic liaisons described the FWAS as about the same overall compared to last year, with some areas improving slightly and others facing challenges. While some site supervisors noted stronger personal engagement and programming highlight such as pickleball tournaments, talent shows, and garden clubs, many reported ongoing difficulties with staffing and budgets. Communication improved in some areas, especially with school-based FWAS staff who were familiar with campus routines. Some supervisors praised the FWAS team for visiting monthly and being responsive to questions. Observations were generally valued and provided constructive feedback, though some noted that they often focused more on faults than strengths.

Supervisors shared that budget cuts during the year forced reductions in staff hours and the elimination of popular vendor-led activities such as Life Skills and poetry workshops. In addition, staffing remained a widespread challenge since the pandemic, and worsened this year due to teacher burnout and the lengthy hiring and onboarding processes.

Focus group participants suggested various program improvements:

- Recruit high school or university students to fill staffing gaps more affordably.
- Offer more structured training, including clearer budget processes.
- Improve marketing efforts, coordinating better with school events and host culminating events like showcases or performances to highlight student achievements.
- Update outdated systems—application process, attendance tracking, enrollment data, lesson plan templates, digital forms, and communication platforms—and provide site-based staff more flexibility and support.
- Align the FWAS calendar with the school calendar.

Despite the operational difficulties, the benefits to students remain clear and deeply valued. The FWAS program provides a safe, structured space after school where students can form relationships, explore new interests, and access resources such as meals, homework help, and support. Students who might otherwise stay home alone or miss out on enrichment opportunities have been able to participate in programs like sports, gardening, embroidery, and financial literacy. Supervisors emphasized the importance of these non-academic experiences, as they help kids come out of their shells, build confidence, and stay engaged at school. Many also noted the impact of the program on school culture, reinforcing community values and offering continuity from day to afternoon.

Special Programs – Pickleball

FWAS had a successful Pickleball program in 2024-25. The program culminated with the 2nd Annual Student Tournament on March 29, 2025, at The Picklr West Fort Worth, with 57 teams and 18 FWAS sites participating. To enhance the program, a “celebrity” bracket ran alongside the student competition.

One student reported, “I like to play pickleball because it’s a fun sport to play, and I made some friends along the way.” Another student said, “It is fun and keeps me active.”

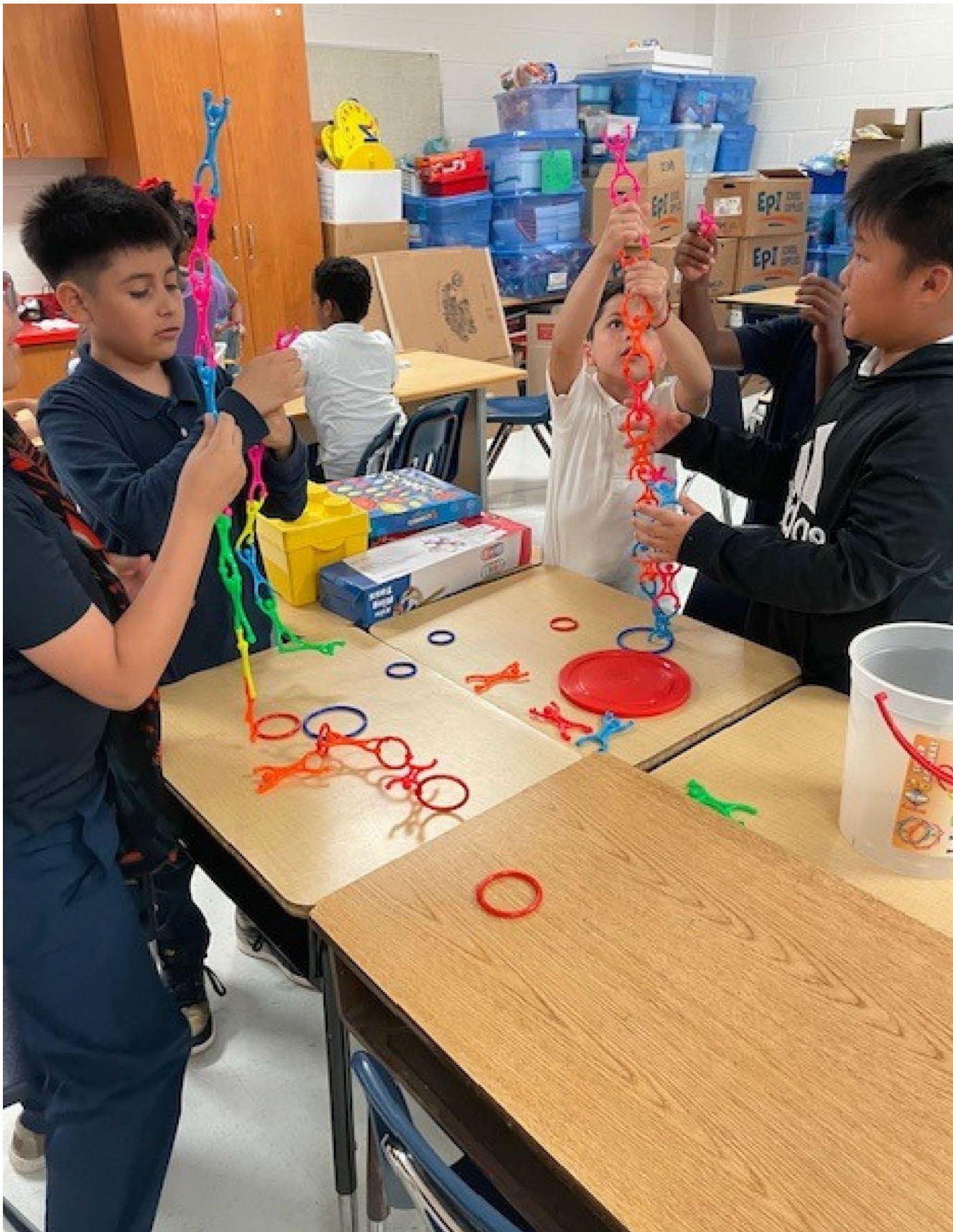
Pickleball program participants were surveyed at the beginning and end of the program. At the beginning of the program, 52% of those surveyed described their skills as beginner level. By the end of the program, 67% considered their skills intermediate, advanced, or elite.

All surveyed said the experience was fun, and:

- 94% said they were more excited to come to school on days they knew they would be playing pickleball.
- 94% said they are more likely to want to play pickleball following this program
- 96% of students surveyed said they would participate in the tournament again next year.



100%
of students
surveyed said
pickleball program
helped them in
school.



CHAPTER 4

Stakeholder Perceptions

Student Perceptions

On the year-end survey, a majority of student respondents had positive perceptions regarding the FWAS program in every area of inquiry. Nearly all students like the program, the activities, the other students, and the teachers.

"I really like coming here."



"I have lots of friends here."



"This is a great place to be."



Strongly Agree Agree Disagree Strongly Disagree

Student Focus Groups

This year, Prismatic held 2 focus groups with a total of 12 students. Most students shared positive feedback and agreed that they enjoyed going to the FWAS program. Students reported finding out about the program through friends, teachers, or family members. The program was especially helpful for students whose parents work late. Without FWAS, many students said they would be unsupervised at home, bored, or “doing nothing,” with a few citing older siblings as possible caretakers.

According to students, a typical FWAS day involved homework time, snacks, outdoor play, and various clubs or activities like Dungeons & Dragons, art, chess, or sports, and ending with group time in the cafeteria. Students appreciated the freedom, creativity, and friendships the program offered, and some even said it helped with emotional well-being and confidence. One student shared that FWAS teachers were the best, describing them as “therapists you don’t have to pay for.”

Some students expressed frustrations, such as cold food, limited resources, and feeling like the group was punished for individual behavior. They suggested adding more clubs, improving snacks, and extending program hours. Students also shared they would like to be offered more opportunities to share their suggestions for program ideas and activities.

The most memorable activities for students included parties, making slime, gaming wins, and achievements in club activities. Many students stated they would recommend FWAS to others, praising the friendly teachers and supportive environment. Students believed that using visuals of activities and testimonials about its positive impact would help promote FWAS and encourage others to attend.

All students in the focus groups agreed they would recommend the FWAS program to other students. One student said the FWAS program is the “only reason why I’m at school.”



As 1 student
said, FWAS is
the “only
reason why I’m
at school.”

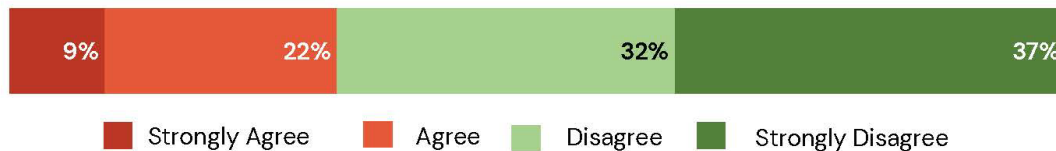
Parent Perceptions

Nearly all of the parent respondents (95%) would recommend the FWAS program to other families. An overwhelming majority of parents believe that their child likes the FWAS program (95%), activities (96%), and leaders (95%). Over half of parents believe that the program is filling a void – 63% indicated their child has little to do if not in the FWAS program. Around a quarter (23%) feel that it is unsafe for their child to hang out in their neighborhood.

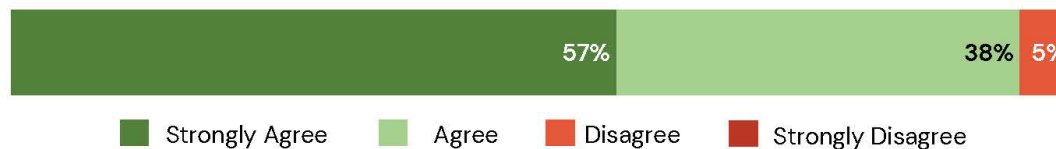
"Without FWAS, my child would be..."



"It is unsafe for my child to hang out in our neighborhood."



"The after school program keeps my child from getting into trouble."



"When my child is not at the after school program, he/she has little to do."



95%

of parents would recommend the FWAS program to other families

Parents say that FWAS provides a safe option that keeps students from getting into trouble.

4-3

Principal Perceptions

The principal focus groups included 4 principals, 3 from elementary schools and 1 from a middle/high school. Principals in the focus group reported that the FWAS program has a positive impact on students and the campus. Principals were similarly positive on the end-of-year survey.

"There is a strong partnership between the afterschool program and my campus."



"Teachers in my school are willing to collaborate with the afterschool program staff and provide information regarding student homework."



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

87%

of principals agree that the school day staff and FWAS staff work together to address student behavior.



4-4

FWAS Staff Perceptions

Nearly all (93%) of the site supervisor/academic liaisons surveyed felt that their program incorporated academic content into the after school program. A majority (81%) also felt that their program incorporated math and reading into after school activities at least weekly. On a scale from 1 to 10, with 10 being the best, site supervisors/academic liaisons rated the alignment of their program with the school day curriculum as a 7.1, and 5 gave the alignment a perfect 10.

School-Based Staff/Supervisor Perceptions Regarding FWAS

Extent to Which FWAS Provides	% Very Much				
	2020-21	2021-22	2022-23	2023-24	2024-25
adequate homework help	74%	73%	82%	72%	68%▼
adequate academic enrichment activities	87%	84%	89%	73%	72%▼
adequate recreation and sports activities	79%	78%	87%	82%	80%▼
adequate fine arts or cultural activities	76%	75%	84%	82%	70%▼
adequate social or character development activities	72%	72%	84%	74%	65%▼
adequate community service activities	46%	52%	66%	64%	55%▼
adequate technology activities	50%	63%	71%	56%	56%🕒



CHAPTER 5

Program Outcomes Stakeholder Reports of Impact

Central Coordinators

Central coordinators reported both progress and persistent challenges during the 2024–25 school year. Many viewed it as an improvement over the previous year, thanks to a full program cycle and stronger student engagement. Signature events like Pickleball tournaments and MayFest were highlights, fostering school spirit, student confidence, and social development. Staff also noted individual success stories, with students overcoming personal challenges, growing in confidence, and showing academic gains.

Attendance remained steady, with top-performing schools continuing to show strong participation. These sites typically had experienced supervisors, supportive school leadership, and programming that connected well with students and families. In contrast, several CBO-managed sites struggled with staffing and program delivery. High turnover and insufficient training led to inconsistent supervision, disrupted routines, and lower program quality.

While communication with principals improved, site-level accountability was still uneven. Some principals were engaged and supportive, while others remained distant, directly affecting program success. At underperforming sites, supervisors often missed deadlines, struggled with documentation, and failed to apply basic management practices, undermining planning, data reporting, and parent communication.

Budget management was a related challenge. Several sites underutilized their allocated funds, particularly for staffing, limiting the ability to hire additional staff or enrichment providers. In some cases, supervisors were unsure how to navigate budget procedures or hesitated to spend due to fear of mismanagement. These inefficiencies highlighted the need for clearer guidance, stronger oversight, and targeted professional development to help sites maximize resources and deliver consistent, high-quality programming.

To improve operations, central coordinators recommended increasing site budgets to support staffing, enrichment activities, and access to technology (e.g., laptops for supervisors). They also proposed more efficient attendance tracking (e.g., QR codes), differentiated funding based on student numbers, and stronger communication, staff training, and parent outreach. While the year demonstrated strong student impact and momentum, it also emphasized the ongoing need for better support systems, modern tools, and sustained investment in people and resources.

Student Satisfaction

At the end of the year, FWAS surveyed student participants regarding their opinions of the program, staff, and activities. In total, 900 students provided feedback via the survey.

Overall, students liked both FWAS activities and staff this year. On a scale of 1 to 5, with 5 being the best, they rated both the activities a 4.7 and the staff a 4.5. Both of these were higher than last year.

Student Ratings



Student Rating of After School Environment

FWAS asked students to complete the After-School Environment Scale (ASE) as part of the student survey. The ASE is comprised of 36 statements about FWAS that students rate from 1 = “strongly disagree” to 4 = “strongly agree”. The ASE provides an overall climate score and subscores in 4 areas: climate, emotional support, autonomy/privacy, and peer affiliation. A higher score indicates a better overall environment.

This year’s scores were higher than those of last year. Students rated the Climate and Peer Affiliation areas the highest this year; last year, they rated Peer Affiliation the highest.

Student After School Environment Ratings



Student Reports of FWAS Impacts

Also on the survey, students were asked to rate whether their participation in FWAS led to any of 8 outcomes that might be attributed to after school program attendance (As a result of participating in the after-school program....1 = "strongly disagree" to 4 = "strongly agree"). In most areas, students' ratings were between "agree" and "strongly agree". The overall rating for the 8 outcomes was 3.12, which is just over the threshold for "agree". This was higher than last year's rating of 3.03. Overall, the highest ratings were for:

- "I get better grades" (3.27)
- "I better understand the importance of graduating from school" (3.28)
- "I feel better about myself" (3.40)

Student Perceptions of FWAS Impact on Themselves	Statement	PreK-5th	6th-8th	All
	I like school more.	3.25	2.68	3.17
	I come to school more often.	N/A	2.94	2.95
	I get better grades.	3.31	3.02	3.27
	I behave better at school.	N/A	2.95	2.92
	I feel better about myself.	3.47	2.96	3.40
	I work better with other students.	N/A	3.02	3.03
	I talk to my teachers more.	N/A	2.93	2.95
	I better understand the importance of graduating from school.	N/A	3.29	3.28

*Elementary students were not asked each question.

Most students agree that FWAS has had a positive self-impact.

Student Reports of Non-Cognitive Soft Skills Learning

Although students were not explicitly asked whether FWAS participation impacted their learning of soft skills, because the student survey was administered in the Spring, students' self-reports in these areas can be viewed as having been impacted by 2024-25 FWAS participation. The tool used to assess students' soft skills consisted of 24 questions, to which students agreed or disagreed, with 1 = "strongly disagree" and 4 = "strongly agree."

This year, students reported the highest overall soft skills self-rating of the past 5 years, giving themselves a 3.31. Students reported higher results in 4 of 8 categories compared to 2023-24. This year, students rated themselves the highest in:

- decision-making (3.52)
- goal-directed behavior (3.45)
- relationship skills categories (3.35)

Student Perceptions of Their Soft Skills

Soft Skill	20-21	21-22	22-23	23-24	24-25
Self-Awareness	2.94	2.97	3.24	3.21	3.27▲
Social Awareness	3.08	3.11	2.96	3.23	3.17▼
Self-Management	3.02	3.03	3.01	3.28	3.27▼
Goal-Directed Behavior	3.22	3.23	3.30	3.41	3.45▲
Relationship Skills	3.13	3.16	3.20	3.41	3.35▼
Personal Responsibility	3.16	3.19	3.17	3.25	3.32▲
Decision Making	3.24	3.25	3.18	3.40	3.52▲
Optimistic Thinking	3.25	3.26	3.24	3.26	3.19▼
Overall SEL Self-Report	3.13	3.15	3.16	3.30	3.31▲

Student Exposure to New Activities

On student surveys, the majority of students said they were able to try activities that were new to them (86%) and they liked the activities they participated in (92%).

Activities FWAS Students Participated in This Year



86%

of students said they were able to try something completely new to them in FWAS.

5-6



Parent Reports of FWAS Impacts

Parents of FWAS students were asked to rate whether participation in FWAS led to any of 8 outcomes that might be attributed to after school program attendance (As a result of participating in the after-school program....1 = "strongly disagree" to 4 = "strongly agree"). The majority of parent results this year fell between "agree" and "strongly agree."

The overall rating across grade levels with all questions was 3.47 which reflects overall positive parent perceptions of the FWAS program. This rating was higher than the overall rating of 3.42 in 2023-24. In general, parents felt that their oldest attending child is getting better grades, looking forward to going to school, learning new activities, doing better on homework, getting into less trouble, and is thinking about their future as a result of FWAS.

For elementary and middle school students, parent perceptions were higher this year in every category compared to last year. In addition, the differences between elementary and middle school responses on all of the 8 questions were statistically significant ($r=0.75$, $p<.001$), with elementary parents tending to rate FWAS impacts slightly higher.

Parent Perceptions of FWAS Impact on Their Oldest Attending Child	Statement	PreK-5th	6th-8th	All
	Is getting better grades in school.	3.44▲	3.24▲	3.40▲
	Looks forward to going to school.	3.54▲	3.29▲	3.50▲
	Is learning new activities they can do at home besides watching TV or playing video games.	3.59▲	3.24▲	3.52▲
	Is doing better in their homework.	3.48▲	3.22▲	3.43▲
	Is getting into less trouble at home.	3.45▲	3.24▲	3.42▲
	Is getting into less trouble at school.	3.48▲	3.38▲	3.46▲
	Talks about finishing high school.	3.53▲	3.50▲	3.52▲
	Talks about going to college.	3.53▲	3.47▲	3.52▲

Teacher Reports of FWAS Impacts

Towards the end of the school year, classroom teachers of students who attended the FWAS program for 5+ days were asked to rate changes in student academic habits and outcomes over the past school year. For each student rated (n=540), the teacher rated how the student was doing near the end of the spring semester (1 = "very poor" to 4 = "very good") and retrospectively how they were doing at the beginning of the school year in 11 areas. For each item, a change score was calculated by subtracting the rating for the beginning of the school year from the rating for the end of the school year.

Resultant change scores ranged from -3 to 0 to +3 (e.g., -3 indicated that the teacher decreased the rating by three categories from the beginning to the end of the school year for the student; +3 indicated that the teacher increased the rating by three categories from the beginning to the end of the school year).

Overall, teachers noted substantial improvements in all areas for students who were initially rated as doing poorly or very poorly for a given item. In all 11 areas, a majority of teachers noted that those students improved by the end of the year. Among the students rated, 88% maintained or improved upon in over half of the categories rated as of the end of the school year.

Teacher Perceptions of Changes Among Selected FWAS Students

Statement	% Maintained Average or Good or Improved
Attending class regularly	92%
Being attentive in class	84%
Coming to school prepared/ready to learn	86%
Completing homework to your satisfaction	82%
Getting along well with other students	90%
Getting along well with you as the teacher	93%
Having a good attitude toward school	88%
Having satisfactory classroom academic performance	78%
Participating in class	84%
Turning in homework on time	81%
Volunteering	84%

Staff Reports of FWAS Impacts

On the survey, site supervisors/academic liaisons and school-based staff provided evidence of positive program impacts on students.

Staff Perceptions of FWAS Impacts	Statement	% Strongly Agree + Agree
	The school day staff and after school staff work together to address student behavior.	95%
	Program incorporates academic content into the after school program.	93%
	Academic activities are incorporated into programming daily/weekly.	72%

In the focus groups, supervisors/liaisons provided similar evidence. They noted:

- FWAS provides a safe place for students to develop friendships, explore their interests – a place where they want to be!
- FWAS students are exposed to enrichment activities they would not normally get to experience if they went home after school.
- One FWAS supervisor shared she likes making a difference in the lives of students, being a part of their growth and development.

When asked about student progress that cannot easily be seen in quantitative data, supervisors/liaisons provided these examples:

- Supervisors shared that students build relationships, come out of their shells, get off the screens, and engage in literacy programs and physical activity.
- FWAS allows students to engage in activities they would not be able to do from home.
- This student group is one of the most affected by COVID closures, and it is good to see them wanting to be together a more.

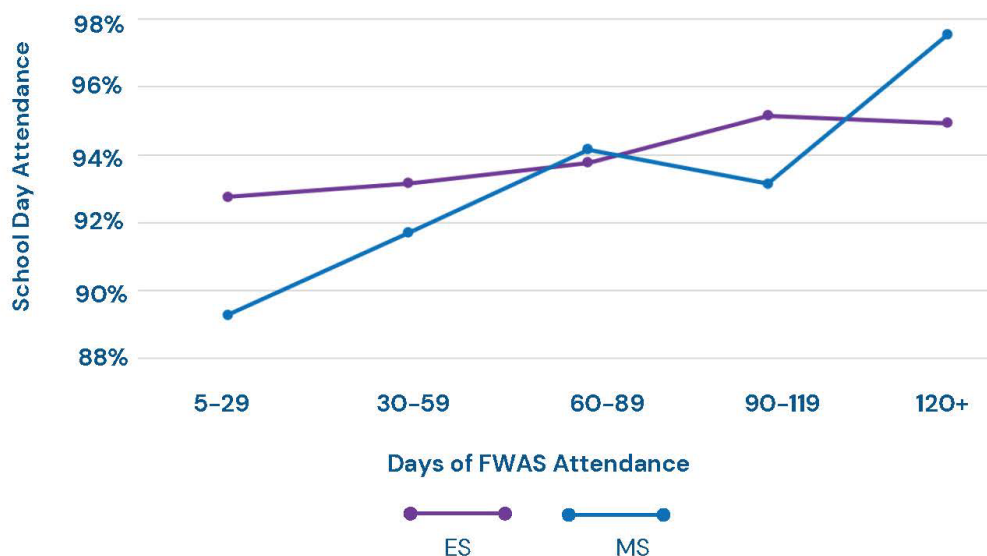
**"FWAS helps
students build
relationships."
–FWAS Staff**

Student School Attendance Outcomes

The more students attended the FWAS program, the higher their regular school day attendance. Among students who attended FWAS 5+ days, the correlation between FWAS and school day attendance was statistically significant ($r=.233$, $p<.01$).

Overall, school day average attendance was 94%. Elementary and middle school students had about the same levels of school-day attendance, compared to elementary and middle school students in 2023-24.

Trend in School Day Attendance by FWAS Attendance



Comparison – School Attendance Outcomes

Overall, students who attended FWAS had a higher rate of regular school day attendance than students not attending FWAS in 2024–25. The greatest difference between students attending FWAS and those not attending FWAS was seen in middle school student average attendance rates. Students in grades 6 through 8 who attended FWAS had an average attendance rate of 92%, 1 percentage point higher than students in the same grades not attending FWAS (91%).

Middle school students attending FWAS in the at-risk, economically disadvantaged, and/or LEP categories had higher attendance rates than peers not attending FWAS. As a whole, FWAS students attending 5+ days had attendance rates 2 percentage points higher than students not attending FWAS.

Comparison of School Day Attendance Rates

	At Risk	Econ Dis	LEP	All
PreK – 2nd				
Students in FWAS	93%	93%	NA	93%▼
Students Not in FWAS	93%	92%	NA	93%⦿
3rd – 5th				
Students in FWAS	95%	94%	96%	94%▼
Students Not in FWAS	94%	93%	95%	94%⦿
6th – 8th				
Students in FWAS	91%	90%	94%	92%▼
Students Not in FWAS	90%	89%	92%	91%⦿
Pre-K – 8th				
Students in FWAS	94%	93%	95%	94%⦿
Students Not in FWAS	92%	91%	93%	92%▲

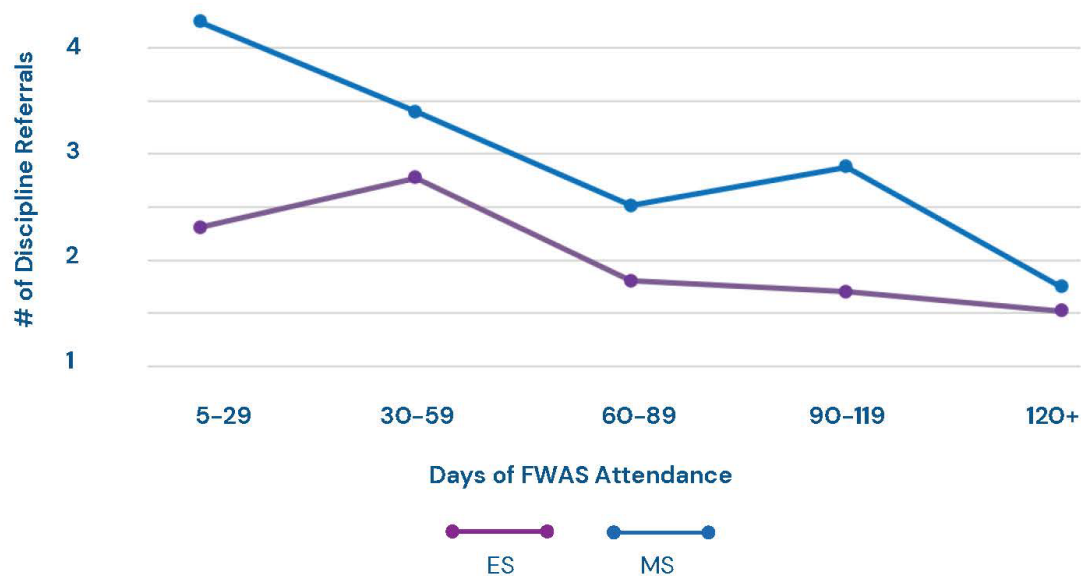
Student Behavior Outcomes

This year, 434 students who attended FWAS for 5+ days had discipline referrals. On average, for students with referrals who attended 5+ days:

- elementary students averaged 2.0 referrals over the course of the year (0.2 increase from the previous year)
- middle school students averaged 3.4 (decrease from 3.5 the previous year).

For elementary and middle school students, the more they attended the FWAS program, generally the fewer discipline referrals they had. The correlation between FWAS attendance and discipline referrals was statistically significant ($r=-0.23$, $p<.01$).

Trend in Discipline Referrals by FWAS Attendance



Comparison – Student Behavior Outcomes

For 2024–25, 12% of FWAS 5+ day students received discipline referrals, a decrease from 13% in 2023–24. In contrast, 11% of FWISD students in grades PreK–8 overall received discipline referrals in 2024–25. However, FWAS students had fewer total discipline referrals and fewer days of suspension.

FWISD had a total of 18 students in grades PreK through 8th grade referred to the Juvenile Justice Alternative Education Program in 2024–25, none of which were students who attended the FWAS program.

Comparison of Behavior Outcomes

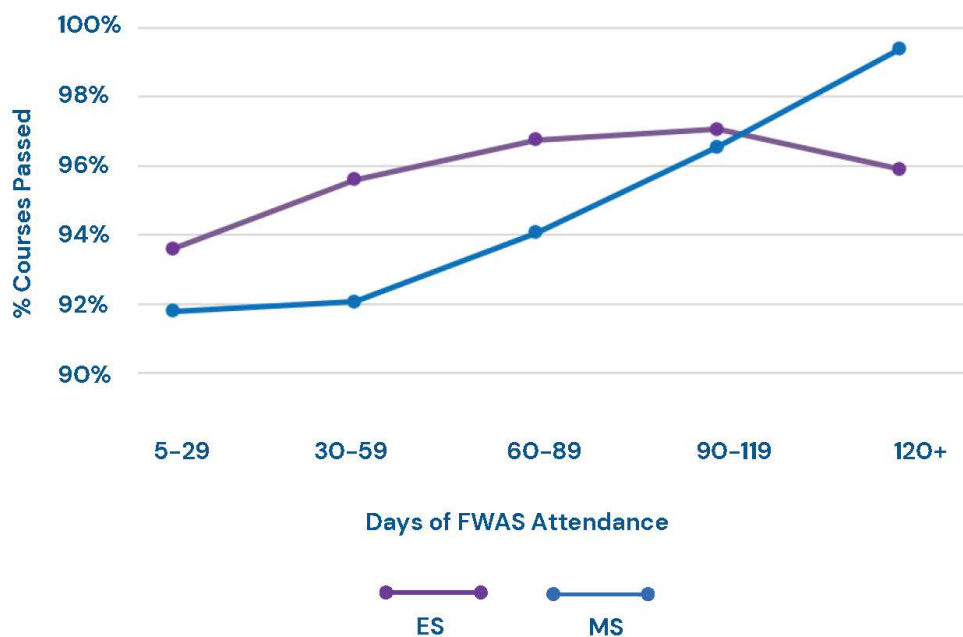
	Average Number of Office Discipline Referrals			
	At Risk	Econ Dis	LEP	All
PreK – 5th				
Students in FWAS	1.9	1.9	1.5	2.0▲
Students Not in FWAS	1.9	1.9	1.5	1.9▼
6th – 8th				
Students in FWAS	3.7	3.6	2.2	3.5▲
Students Not in FWAS	3.9	3.9	3.2	3.7▲
PreK – 8th				
Students in FWAS	3.0	2.7	1.8	2.7⦿
Students Not in FWAS	3.6	3.6	3.1	3.4▲
	Average Number of Out Of School Suspension Days			
	At Risk	Econ Dis	LEP	All
PreK – 5th				
Students in FWAS	1.4	1.4	1.1	1.4▼
Students Not in FWAS	1.6	1.6	1.3	1.6⦿
6th – 8th				
Students in FWAS	2.1	2.1	1.5	2.0▲
Students Not in FWAS	2.0	2.1	1.7	2.0⦿
PreK – 8th				
Students in FWAS	1.9	1.8	1.3	1.7⦿
Students Not in FWAS	2.0	2.0	1.7	1.9⦿

Student Academic Outcomes

In 2024–25, FWAS attendance was associated with higher course passage rates. The correlation between FWAS attendance and passing all classes was statistically significant ($r=.139$, $p<.01$). In addition, the correlation between FWAS attendance and passing core classes was statistically significant ($r=.138$, $p<.01$).

Elementary students had higher core course pass rates across all attendance levels compared to their peers from the previous year. Middle school students also showed improvement, with higher core course pass rates in 3 out of 5 attendance categories compared to last year.

Trend in Course Passage Rates by FWAS Attendance



Comparison – Student Academic Outcomes

Approximately 6% of FWISD students attended FWAS in 2024-25. The student academic outcomes for FWAS versus non-FWAS students were much closer this year than in years past. Last year, FWAS students outperformed non-FWAS students by a few percentage points in each data slice. This year, although FWAS students showed improvement compared to last year's FWAS students, non-FWAS students also improved year-over-year and performed more equally to FWAS students.

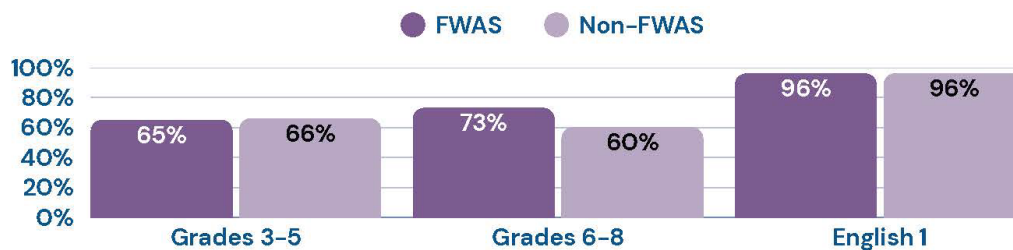
Comparison of Course Passage and Grade Average Rates

	At Risk	Econ Dis	LEP	All
Overall Course Passage Rate				
Students in FWAS	96%	96%	97%	96%▲
Students Not in FWAS	95%	95%	95%	96%▲
Core Course Passage Rate				
Students in FWAS	95%	95%	97%	96%▲
Students Not in FWAS	94%	94%	94%	95%▲
Overall Grade Average				
Students in FWAS	85%	86%	86%	86%⦿
Students Not in FWAS	86%	86%	86%	87%▲
Core Grade Average				
Students in FWAS	83%	84%	84%	85%▲
Students Not in FWAS	84%	84%	83%	85%▲
ELA Grade Average				
Students in FWAS	81%	82%	83%	83%▲
Students Not in FWAS	82%	82%	82%	84%▲
Math Grade Average				
Students in FWAS	81%	82%	82%	82%▲
Students Not in FWAS	82%	82%	82%	83%▲

Comparison – Student Academic Outcomes

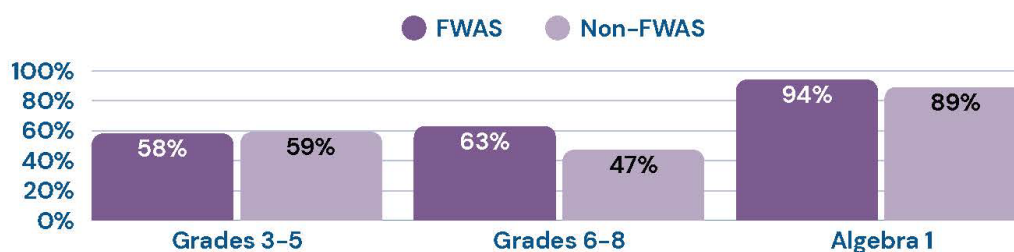
Overall on the STAAR ELA assessments, 69% of FWAS students passed STAAR ELA assessments compared to 66% of non-FWAS students. The greatest gap was in middle school: 73% of middle school students participating in FWAS passed, compared to 60% of non-FWAS students. Among 8th grade students taking English I, 96% of both FWAS and non-FWAS students achieved a passing score.

FWAS STAAR – ELA % At or Above Grade Level



Overall on the STAAR Math assessments, 61% of FWAS students passed STAAR Math assessments compared to 56% of non-FWAS students. The greatest gap was in middle school: 63% of middle school students in FWAS passed, compared to 47% of their non-FWAS peers. For the Algebra I exam, 94% of 8th grade FWAS students passed, compared to 89% of non-FWAS 8th graders.

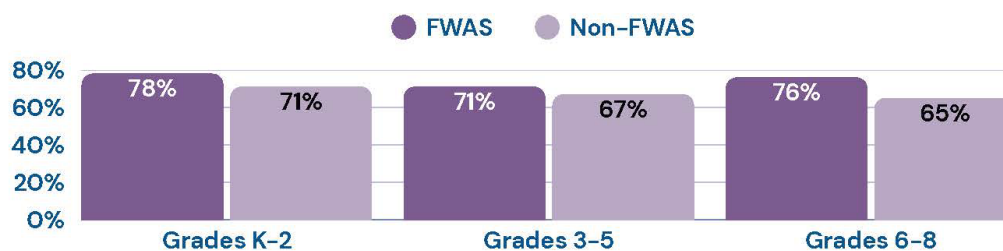
FWAS STAAR – Math % At or Above Grade Level



Comparison – Student Academic Outcomes

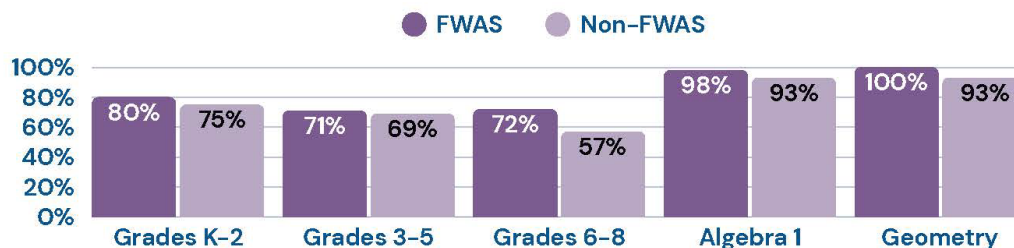
Overall on the MAP ELA Assessments, 73% of FWAS students met the passing benchmark, compared to 67% for non-FWAS students. A greater percentage of FWAS students met the passing benchmark compared to non-FWAS students for each grade grouping as well. The largest gap appeared in grades 6–8, where 76% of FWAS students passed, compared to 65% of non-FWAS students.

FWAS MAP – ELA % At or Above Grade Level



Overall on the MAP Math Assessments, 73% of FWAS students met the passing benchmark, compared to 65% for non-FWAS students. A greater percentage of FWAS students met the passing benchmark compared to non-FWAS students for each grade grouping as well. The largest performance gaps appeared in middle school math, where FWAS students scored 15 percentage points higher than their non-FWAS peers, followed by a 7 percentage point difference in Geometry and a 5 percentage point difference in Algebra 1.

FWAS MAP – Math % At or Above Grade Level





CHAPTER 6

Conclusions and Recommendations

In 2024–25, the FWAS program provided valuable supports and activities across 61 sites for 3,878 students, 3,089 of whom attended 30 days or more (80%). Highlights from the program this year included:

- FWAS served a diverse student group, roughly evenly divided by gender. More than half were Hispanic, and most were in elementary school. Over one-third of participants were English Language Learners, and nearly all were in poverty or identified by the district as At-Risk. In the past 5 years, the average FWAS student trended younger, less English proficient, and more in poverty. FWAS continues to serve the intended target population.
- Overall, FWAS students participated an average of 78 days, which was an increase of 11 days from the previous year and the highest days of participation since 2018–19, when students averaged 79 days of participation.
- Students tend to stick with FWAS: 96% participated 5+ days and 50% participated for 90+ days – both increased from the previous year. 45% of students this year also participated in FWAS at least 1 previous year.
- Overall, FWAS sites operated at 85% of its annual capacity – a decrease of 3 percentage points from last year.
- On surveys, students, parents, principals, site supervisors/academic liaisons, and site-based staff gave the FWAS program high marks in nearly every area. Most principals feel there is a strong partnership between their school and FWAS.
- Nearly all students like the program, the activities, and the teachers, and most students credited the program for having a positive impact on them in various areas, including homework, academics, non-cognitive soft skill learning, and school engagement.
- Nearly all of the parents surveyed would recommend the FWAS program to other families. Most parents credited the program for having a positive impact on their child. 15% indicated that their child would be without adult supervision if not in FWAS.

80%
of students attended
FWAS 30 days or
more – an increase
of 10 percentage
points

85%
of the annual
program
capacity was
utilized.

FWAS Return on Investment

Among students who participated 5+ days:

- The more students attended FWAS, the higher their regular school-day attendance. This correlation was statistically significant ($r=.233, p<.01$).
- The more students attended FWAS, the lower their rate of discipline referrals. This correlation was weak, but statistically significant ($r=-.023, p<.01$).
- The more students attended FWAS, the higher their rate of overall and core course passage. These correlations were statistically significant ($r=.139, p<.01$; and $r=.138, p<.01$ respectively).
- A higher percentage of FWAS students met the benchmarks for the STAAR ELA and Math. The FWAS/non-FWAS gap was 3 points for STAAR ELA and 5 points for STAAR Math. In addition, FWAS students scored an average of 7 percentage points higher on STAAR assessments.
- A higher percentage of FWAS students met the benchmarks for the MAP ELA and Math. The FWAS/non-FWAS gap was 6 points for MAP ELA and 8 points for MAP Math. FWAS students scored an average of 6 percentage points higher on MAP assessments.
- FWAS students had an average of 2% higher school day attendance. On average, FWAS students attended 3.46 more days of school than non-FWAS students. This translated into an additional \$478,016 in basic allotment funding from the state.
- FWAS is a cost-effective program, with a daily cost of \$8.75 for an attending FWAS student.
- FWAS also generates local revenue through the Crime Control Prevention District and the Rainwater Charitable Foundation. This funding likely would not be provided to FWISD in the absence of FWAS. This year, that funding provided an additional \$14,384 per program day.
- Combined, the additional revenue from attendance increases and local support yield a financial ROI of 148%. Thus, FWAS not only provides a demonstrable academic ROI for students, it yields a positive financial ROI as well.

Recommendations

As the FWAS program gears up for its 26th school year, Prismatic recommends that it continue its present course and efforts. To continue to improve, Prismatic recommends that the program also focus its efforts in several areas. It should:

- provide Site Supervisors with a list of students who are at risk for low academic performance, low school day attendance, and/or behaviors at the beginning of the year to guide FWAS student recruitment efforts.
- explore ways in which the program calendar can be more aligned with the FWISD calendar.
- offer onboarding sessions for staff hired throughout the school year, and regular opportunities for collaboration between site supervisors and staff.
- explore ways in which the program could be expanded – the benefits are demonstrable and therefore should be available to as many district students as possible.



Survey Appendix

Stakeholder Survey Administration and Returns, 2024–25

This year, the district administered surveys to 5 FWAS stakeholder groups.

Stakeholder Group	Content	Possible n	Actual n	Return Rate	# Schools Represented
Students	Program quality and outcomes	3,878	900	23%▲	34
Parents	Program quality	2,911	785	27%▲	61
Day Teachers	Program quality and outcomes	5,205	569	11%▼	57
Principals	Program quality and outcomes	61	32	52%▼	32
Site Supervisors, Academic Liaisons, Site Staff	Program quality, satisfaction, perceived program support	NA	133	NA	NA

Student Survey Results

(n=900, 34 schools)

1. As a result of being in the after school program...

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I like school more. (n=890)	86%	14%
I come to school more often. (n=129)	81%	19%
I get better grades. (n=890)	89%	11%
I behave better at school. (n=129)	81%	19%
I feel better about myself. (n=900)	90%	10%
I work better with other students. (n=129)	82%	18%
I talk to my teachers more. (n=129)	74%	26%
I better understand the importance of graduating from school. (n=129)	89%	11%

A-1

Student Survey Results

2. This year in after school did you get to try something new to you? (n=897)

Yes	86%
No	14%

3. If yes, what new activity did you get to try?

Arts & Crafts	14%
Chess	3%
Cooking	6%
Dance	15%
Drama Club	~0%
Games	5%
Gardening	2%
Leadership and Social Skills	3%
Learning	3%
Music	1%
Other	35%
Robotics	1%
Sports	9%
STEM	2%
Theater	0%
Yoga	~0%

Student Survey Results

4. Please select whether you agree or disagree with the following statements.

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I will give my opinion when asked. (n=436)	93%	7%
I can describe how I am feeling. (n=61)	80%	20%
I ask people for feedback. (n=61)	66%	34%
I get along with different types of people. (n=438)	93%	7%
I cooperate with friends or brother and sisters. (n=61)	89%	11%
I forgive people that hurt or upset me. (n=437)	86%	14%
I can wait my turn. (n=439)	95%	5%
I stay calm when I am challenged. (n=438)	90%	10%
I am ok when plans get changed. (n=438)	89%	11%
I keep trying when I make mistakes. (n=439)	95%	5%
I ask for more information if I don't understand something. (n=61)	85%	15%
I take steps to achieve my goals. (n=61)	93%	7%
I compliment or congratulate people. (n=61)	95%	5%
I offer to help people. (n=439)	95%	5%
I let people know I am concerned about them. (n=61)	82%	18%
I remember important information. (n=61)	87%	13%
I have important jobs at home or school. (n=439)	92%	8%
I take care of my belongings. (n=61)	93%	7%
I try to be a good role model. (n=61)	90%	10%
I accept responsibility for what I do. (n=61)	93%	7%
I learn from the things that I do. (n=439)	95%	5%
I can tell others good things about myself. (n=61)	74%	26%
I look forward to classes or activities. (n=61)	90%	10%
I expect to do well. (n=61)	95%	5%

Student Survey Results

5. Please select whether you agree or disagree with the following statements.

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I get to know other kids really well here. (n=439)	92%	8%
I trust the teacher here. (n=61)	87%	13%
The teachers know everything us kids do here. (n=61)	79%	21%
If I'm bored here, I just pick something else to do. (n=61)	75%	25%
I wish I was anywhere but here. (n=61)	25%	75%
I can tell the teachers about my problems if I need to. (n=438)	89%	11%
I can really trust the other kids here. (n=61)	84%	16%
There are too many rules to follow here. (n=61)	30%	70%
When I want to be alone, the teachers bother me. (n=61)	31%	69%
I have to do what's planned, no matter what. (n=61)	43%	57%
I have lots of friends here. (n=438)	91%	9%
The teachers really listen to me when I have something important to say. (n=437)	93%	7%
I am usually bored here. (n=61)	23%	77%
I get to choose what I want to do here. (n=61)	87%	13%
The teachers are very strict here. (n=61)	23%	77%
It seems like the teachers never leave us alone here. (n=61)	44%	56%
I really like coming here. (n=437)	94%	6%
I help plan what we do here. (n=61)	62%	38%
We get into trouble for talking when we aren't supposed to. (n=61)	36%	64%
The teachers always have to know where I am and what I'm doing. (n=61)	89%	11%
The teachers here are more like friends than teachers. (n=61)	46%	54%
I like the other kids here. (n=438)	95%	5%
I get to do what I want here. (n=61)	51%	49%
We can get away with a lot here. (n=60)	25%	75%
The teachers go out of their way to help kids here. (n=437)	95%	5%
I like the activities here. (n=61)	92%	8%
The teachers are always telling me what to do. (n=67)	40%	60%
I can be by myself here whenever I want to. (n=60)	57%	43%
I have a good time playing with other kids here. (n=437)	94%	6%
The teachers let me decide what to do here. (n=60)	80%	20%
The teachers yell a lot here. (n=435)	59%	41%
I miss it here when I don't come. (n=435)	86%	14%
I have a hard time finding friends here. (n=434)	41%	59%
The teachers here care about me. (n=434)	93%	7%
I'm always being bothered by the teachers. (n=57)	21%	79%
This is a great place to be. (n=434)	96%	4%

Student Survey Results

6. On a sliding scale of 1 to 5, with 5 being the BEST, how do you like the activities in the after school program? Indicate how happy you are with the activities. (n=900)

1	<1%
2	<1%
3	5%
4	20%
5	74%

7. On a sliding scale of 1 to 5, with 5 being the BEST, how do you like the staff in the after school program? Indicate how happy you are with the staff. (n=899)

1	2%
2	3%
3	5%
4	22%
5	68%

8. Can you tell us about how the after school program at your school has helped you?

Behave Better	7%
Better Grades	10%
Confidence	1%
Creativity	4%
Enjoyable	7%
Fun Activities	5%
Get More Active	2%
Helps Me	30%
Homework Help	5%
Learn	2%
Not sure/Nothing/I don't know	5%
Other	11%
Personal Growth	1%
Social	9%
Time Management	1%

Parent Survey Results

(n=785, 61 schools)

1. Please select the level of the school where you child attends FWAS. (n=781).

Elementary School	81%
Middle School	18%
High School	1%

2. Overall, as a parent, how do you feel about the FWAS program? (n= 785)

I really like the program – It's great	91%
I sort of like the program – It's okay	9%
I don't like the program at all	0%

3. As a result of attending the after school program, my child...

Statement	Strongly Agree + Agree	Neutral or N/A	Disagree/Strongly Disagree
Is getting better grades at school (n=767)	78%	17%	5%
Is doing better on their homework (n=768)	84%	12%	4%
Is getting into less trouble at school (n=766)	72%	24%	4%
looks forward to going to school (n=768)	84%	13%	3%
Is learning new activities they can do at home besides watching TV or playing video games (n=768)	86%	10%	4%
Is getting into less trouble at home (n=767)	67%	28%	5%
Talks about finishing high school (n=767)	78%	18%	4%
Talks about going to college (n=768)	80%	15%	5%
Is trying to do their best at school (n=768)	92%	6%	2%

Parent Survey Results

4. Please answer how much you AGREE or DISAGREE with each of the following statements regarding your child's participation in the FWAS program. (n=380)

Statement	Strongly Agree + Agree	Neutral or N/A	Disagree/Strongly Disagree
My child feels safe during the FWAS program	97%	2%	1%
My child likes the FWAS program	95%	4%	1%
My child has made friends in the FWAS program	96%	3%	1%
The FWAS program keeps my child from getting into trouble	77%	19%	4%
My child likes the FWAS leaders	95%	4%	1%
When my child is not at the FWAS program they have little to do	63%	19%	18%
The FWAS program staff supply me with good information about the program	87%	9%	4%
My child likes the FWAS activities (n=377)	96%	3%	1%
My child feels bored during the FWAS program (n=377)	12%	8%	80%
My child gets into trouble during the FWAS program (n=377)	8%	8%	84%
It is unsafe for my child to hang out in our neighborhood (n=377)	23%	24%	53%
My child gets homework help in the FWAS program (n=377)	83%	11%	6%
My child usually finishes homework in the FWAS program (n=377)	79%	13%	8%
Since my child has participated in the FWAS program I talk to their teachers more often (n=377)	56%	29%	15%

5. Which statement best represents how your child would spend their time if they were NOT in the FWAS program? (n=754)

Alone without adult supervision.	15%
With other children, but without adult supervision.	12%
With adult supervision some of the time.	21%
With adult supervision almost all of the time.	51%

6. Overall, how does your child feel about the FWAS program? (n=785)

Likes it a lot.	64%
Likes it a little	3%
Likes it	28%
It could be better.	3%
Doesn't like it.	1%

Parent Survey Results

7. Before attending the FWAS program, what best describes your child's feelings about school? (n=748)

Likes it a lot.	31%
Likes it a little.	19%
Neutral	38%
Doesn't like school very much.	10%
Doesn't like school at all.	2%

8. Since attending the FWAS program, what best describes your child's feelings about school? (n=748)

Likes school a lot more.	36%
Likes school more.	38%
No change.	24%
Likes school less.	1%
Likes school a lot less.	1%

9. Would you recommend the FWAS program to other families? (n=748)

Yes	95%
Maybe	4%
No	~1%

10. Do you think your child will continue to participate in the FWAS program? (n=748)

Yes	93%
Maybe	7%
No	~0%

11. If you completed the survey in a language other than English, please rate the quality of the translation. (n=216)

Extremely good.	78%
Somewhat good.	14%
Neither good nor bad.	6%
Somewhat bad.	~0%
Extremely bad.	1%

12. Do you have afterschool programming options for your child other than FWAS? (n=754)

Yes	22%
No	78%

13. Did you attend a FWAS family or parent event at your child's campus this year? (n=785)

Yes	70%
No	30%

Principal Survey Results

(n=32)

1. How many years have you been the principal at your current campus?

0 to 3 years	34%
4 to 6 years	47%
7 to 9	13%
10+ years	6%

2. How many years have you been a principal at a school with a Fort Worth After School Program?

0 to 3 years	31%
4 to 6 years	34%
7 to 9	16%
10+ years	19%

3. Does a representative of the Fort Worth After School Program participate in any school-wide governing, coordinating, or advisory bodies (e.g. the site based management team or advisory committee)?

Yes	52%
No	42%
I Don't Know	6%

4. Is there a school-wide mechanism or strategy in place for communication between school-day teachers and afterschool staff about homework assignments?

Yes	61%
No	32%
I Don't Know	6%

5. About how much time do you spend on tasks related to the Fort Worth After School Program?

Less than one hour per month	55%
A few hours per month	42%
About one hour a week	3%

6. How often do you visit the Fort Worth After School program at your campus?

Less than once a semester	3%
1-2 times per semester	13%
About once a month	19%
A few times a month	13%
At least once a week	52%

Principal Survey Results

7. The Fort Worth After School Coordinators make frequent visits to your campus for observation and to visit with you regarding the program at your campus. Please rate the following items about the observation reports and the support you receive from the Fort Worth After School office.

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I receive regular Site Observation Reports from the FWAS Coordinator.	83%	17%
The Site Observation Reports provide information useful for the ongoing improvement of our program.	90%	10%
The FWAS Coordinator provides timely information that supports the program at my campus.	90%	10%
Overall, the FWAS Coordinator is supportive of me and the program at my campus.	90%	10%

8. Communication between the program and campus is important. For each of the following statements, select the answer that best represents the schools communication/relationship with the Fort Worth After School Program.

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
There is a strong partnership between the after school program and my campus.	93%	7%
The after school program keeps me informed of important decisions and issues	87%	13%
Teachers collaborate with the after school program staff to provide information regarding student homework.	70%	30%
After school program staff are responsive to my ideas and suggestions.	93%	7%
After school staff reach out to teachers in the school to identify the needs of students and incorporate this information into planning after school activities.	80%	20%
The school day staff and after school staff work together to address student behavior.	87%	13%

Principal Survey Results

9. Please describe your overall satisfaction with the Fort Worth After School

- Better communication and expectations regarding funding would be appreciated.
- District coordinators need to have realistic expectations for the FWAS site supervisors. Site supervisors have other roles and responsibilities during school hours and cannot always immediately respond to calls and emails from the coordinator. This has been an ongoing issue.
- FWAS has been a great asset to Moss and students. The students who do attend are excited, however, there is a gap with the enrollment as we have few in attendance. Also to include more outside vendors to the expose the students.
- FWAS is run well at my campus. No major issues have arisen and communication with site coordinator is good.
- I am extremely satisfied with the Fort Worth Afterschool Program at my school! My site based supervisor does an excellent job of keeping me informed and involved with the workings of the program. The students enrolled in the program are making gains both academically and socially/emotionally. However, our assigned FWAS coordinator is not helpful. She is rude and dismissive when she visits the campus. She harps on what she thinks is wrong with the program without acknowledgement of all the good that is happening. I have several FWAS employees that do not want to return if she is assigned as our coordinator again.
- I am extremely satisfied with the Fort Worth After-School program. The program excels in several key areas: Communication: The staff are amazing communicators. They ensure that both students and parents are well-informed about activities, schedules, and any changes. This open line of communication fosters a strong sense of community and trust. Initiative: The team consistently takes great initiative. They are proactive in identifying and addressing the needs of students and teachers, ensuring that the program runs smoothly and effectively. Investment in Students and Teachers: The program demonstrates a deep investment in the well-being and development of both students and teachers. The staff are dedicated to creating a supportive and enriching environment that promotes learning and growth. Outstanding Areas: Student Engagement: The variety of activities and the enthusiasm of the staff keep students engaged and excited to participate. Support for Teachers: The program provides excellent support for teachers, offering resources and assistance that enhance the overall educational experience.
- I am pleased with the Fort Worth After School Program
- I am satisfied with the Fort Worth After School Program. I love that the program at WM Green Elementary is well rounded and incorporates homework as well as extracurriculars such as dance, guitar, fitness, keyboarding, and art. I would love to see a stronger connection between Fort Worth After School and the overall campus improvement plan goals in the academic areas.
- I am satisfied with the after school program. They engage in various activities throughout the year such as sports: Pickleball, basketball as well as dance. I would suggest adding a few more clubs such as: STEM, typing.
- I am thankful for the opportunity to be able to use George C. Clarke staff to run our FWAS
- I truly appreciate and I am very grateful for the FWAS program at De Zavala Elementary School. Our parents truly enjoy the staff as well as the administration team. The FWAS staff is always so willing to support and participate in school wide events.
- We love our school based program. Our staff do a fantastic job providing this program for our students. We are thankful to be part of FWAS.

Principal Survey Results

- Our campus based FWAS program runs smoothly. We have great activities throughout the year and students love to attend. As long as the district continues to provide funding for the staff, we will be able to maintain our campus based program.
- Our FWAS Program at T.A. Sims ES is excellent. The structured routines for homework help, extra-curricular involvement in Art, PE, and Technology are outstanding. Our site based team are all employees at T.A. Sims ES which makes the timeliness of programming including meal service very efficient and having our employees as our FWAS team has helped ensure student behavior is not a problem because they work diligently to make genuine connections with students throughout the day. I look forward to having FWAS Site Based Program at T. A. Sims ES again for the 2025-2026 school year.
- Overall, I am satisfied with the program. We will work together next year to strengthen our partnership, especially since this was my first year at the campus.
- Overall, I am very satisfied with the Fort Worth After School program. It has been a valuable resource for our students and families at Oaklawn, providing a safe, engaging, and enriching environment after school hours. The staff is dedicated, the activities are well-structured, and the program consistently supports both academic and social development. One outstanding strength of the program is its ability to foster a sense of community and belonging among students. Families have expressed appreciation for the consistency and quality of care their children receive. One area for potential improvement would be to consider expanding eligibility to include younger students. Many of our families have multiple children attending Oaklawn, and being able to enroll all of their children—regardless of age—would greatly enhance accessibility and convenience for them. This adjustment could further strengthen family engagement and support within our school community.
- Overall, the after-school program was a success. However, I would appreciate the opportunity to collaborate on strategies to increase and sustain student participation. While initial engagement was strong, attendance declined over time, and I believe a joint effort could help us better understand and address this trend.
- The Fort Worth After School program is an asset for our families and students. Our students get opportunities to excel in extracurricular and academic avenues because they participate in the After School program.
- The Fort Worth After School program is going well at M.H. Moore ES and I would like to continue our partnership with the YMCA.
- The FWAS program has been beneficial to my students, but the challenges we encountered this year was finding the staff to run the program. I have 2-3 teachers that worked the FWAS program the entire year so that was a challenge at times.
- The program has not been successful for the past 4 years. It is ran by the City and has had several Coordinators. The current coordinator has been at the campus since last year, working in different capacities, but there is no programming and planning with the campus.
- The YMCA program at my campus lacks structure and protocols for student safety.
- This year I would like to see more structure as students arrive to the program. We also had two incidents of a students reported missing and the program did not have any record of the students being present that day. I would like to see more accountability with monitoring, attendance and student choice.
- This year, there is a lack of structure and supervision with the FWAS staff which has made it more of a detriment to the campus than an asset. Ms. Leslie is great and is trying to improvements, but her staff are both young and shy and have trouble managing student behaviors. However, Ms. Leslie is an asset to our campus because she is very involved in building relationships with our staff and being a part of our campus.

Staff Survey Results

(n=133)

1. This survey is for staff working in the Fort Worth After School or Clayton YES Cycle 9 after school program. Do you currently work in the program?

Yes	100%
No	0%

2. Do you work for Fort Worth ISD as a:

Teacher	47%
Aide or Assistant	14%
Other Non-Teaching Staff	21%
Do Not Work for FWISD	18%

3. What is your highest level of education?

High School Diploma	22%
Earned College Credit	9%
Associate's Degree	7%
Bachelor's Degree	41%
Master's Degree	20%
Doctorate Degree	2%

4. How do you receive your pay for working in after school?

From FWISD or Extra Duty Pay through FWISD	62%
I am paid by a community-based agency (such as Clayton, YMCA, Camp Fire, City of Fort Worth)	38%

Staff Survey Results

5. In your judgement, to what extent does the after school program:

Statement	Very Much + Somewhat	A Little + Not at All
Provide adequate supplies and program materials for you to do your job?	87%	13%
Provide adequate training for you to do your job?	90%	10%
Provide adequate access to facilities needed to conduct scheduled activities?	94%	6%
Provide adequate homework help?	87%	13%
Provide adequate academic enrichment activities?	96%	4%
Provide adequate recreation and sports activities?	91%	9%
Provide adequate fine arts or cultural activities?	96%	4%
Provide adequate social or character development activities?	91%	9%
Provide adequate community service activities?	86%	14%
Provide adequate technology activities?	83%	17%
Utilize de-escalation strategies in dealing with youth behavior?	91%	9%

6. Do you agree or disagree with the following statements about the relationships or integration of the program at your school?

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
There is a strong partnership between our program staff and the school staff.	91%	9%
There is effective communication between our program staff and the campus staff regarding student needs.	94%	6%
At our campus, the custodial staff supports the program.	97%	3%
The principal is involved in our program on a consistent basis.	78%	22%
I have adequate workspace at the school.	94%	6%
There is enough storage space for program supplies.	91%	9%
There is a good working relationship between the academic liaison and myself (21st Century only).	95%	5%
The school day staff and after school staff work together to address student behavior.	95%	5%

Staff Survey Results

7. How many years have you worked as the Site Supervisor or Academic Liaison at this school? (n=20)

0 to 3 years	57%
4 to 6 years	20%
7 to 9	3%
10+ years	20%

8. Do you agree or disagree with the following statements about program supervision?

Statement	Strongly Agree + Agree	Strongly Disagree + Disagree
I visit all activities on a regular basis. (n=29)	97%	3%
Staff are offered assistance and/or suggestions for continuous program improvement. (n=29)	100%	0%
Teachers are recruited to specifically meet identified student needs. (n=29)	97%	3%
I have regular contact with my supervisor. (n=29)	100%	0%
I feel that the pay scale is adequate for the position. (n=29)	59%	41%
I would work for the program again in the future. (n=29)	93%	7%
I feel supported by the FWAS Coordinator (n=27)	100%	0%
The FWAS Coordinator visits our program regularly (n=28)	100%	0%
There is open communication between the FWAS office staff and our program staff (n=28)	100%	0%
I have been adequately trained to complete the required paperwork (n=26)	96%	4%
I have been adequately trained to submit time cards (21st Century and Site Based Staff only) (n=14)	100%	0%

9. Does your program incorporate academic content into the after school program? (n=29)

Yes	93%
No	7%

Staff Survey Results

10. Was academic content identified as a need and how often is it incorporated into after school activities? (n=26)

Identified Need	Yes/No	1x per month	1x-2x per semester	Daily	Never	Weekly
Math	Yes: 92%	8%	4%	23%	8%	58%
	No: 8%					
Reading/ELA	Yes: 100%	12%	4%	38%	4%	42%
	No: 0%					
Writing	Yes: 96%	15%	0%	27%	8%	50%
	No: 4%					
Science	Yes: 88%	23%	8%	12%	4%	54%
	No: 12%					
Social Studies/History	Yes: 85%	27%	4%	8%	12%	50%
	No: 15%					

11. On a scale of 1 to 10, with 10 being the BEST, how would you rate your after school program alignment with school day curriculum? (n=28)

Mean	7.1	1 - 3	11%
Mode	7	4 - 6	18%
Min	1	7 - 9	54%
Max	10	10	18%

12. What do you think are the strengths of the after school program at your school and how does it contribute to student academic/social emotional growth? (n=102)

Enrichment Opportunities	14%
Improves Social Skills/Social-Emotional Learning	18%
Improves Academic Achievement	16%
Caring Staff Committed to Students	12%
Safe/Supportive Environment	9%
Build Relationships	11%
Communication	7%
Homework Help	8%
Teamwork	3%
Students are fed	2%
Exercise	2%

Staff Survey Results

**13. What are the critical issues for the program at our campus or programs in your city?
What do you recommend to improve the program at your campus or all afterschool programs? (n=86)**

New Activities	7%
Additional Funding	14%
Outreach/marketing	3%
More Resources	12%
Communication	5%
Behavior Supports and Training	6%
Continue to provide services/resources	2%
Parent Engagement	3%
Staff Support and Training	7%
Additional Space	6%
Attendance	2%
Enforcing Homework Time	1%
Higher teacher pay	2%
Implementing student support programs	3%
Improved curriculum	2%
Additional Tutoring	2%
Continue having volunteers	1%
Food for Students	2%
Organization	3%
Rule enforcement	5%
Seeking additional grants	2%
Student Engagement	6%
Other	1%

14. Can you tell us why you choose to work in the after school program? (n=116)

Enjoy Working with Students	31%
Support Student Achievement	10%
Build Student Relationships	12%
Needed Extra Funds	5%
Like Colleagues	3%
To help students/community	9%
Improve Teaching Skills	4%
Like to work at Site/School	5%
Make a difference	11%
Site staff needed	2%
Provide a safe space for students	7%

Staff Survey Results

15. Do you have any additional comments or other information that you think our elected officials need to hear about afterschool programming?

- *After school is important for our youth. The program keeps them safe and engaged until parents come pick them.*
- *Continue after-school programming. It keeps students safe, gives them extra food, homework help, and creates a strong school community.*
- *Due to very scripted curriculums. We are more constricted about what are allowed to do with our students during the school day. The afterschool program allows the teachers to be more creative and gives the students more opportunities than they might have.*
- *Every individual that works in a school district needs a raise. Appreciate the teachers and raise the pay for the TA's.*
- *FWAS is a great need in our schools. Homework help is essential. Academic enrichment is important, but sometimes students need a break from academics. Social emotional well-being is a problem that is getting in the way of academics. Students need to PLAY and learn social skills. FWAS provides a great deal of these critical skills.*
- *FWAS is a great opportunity for students to find new interests/hobbies that may not have considered before!*
- *Great program*
- *I absolutely believe that after school programs are essential for children especially for those that need extra care after school. I also feel that children are more open to things once school is over. After school programs provide a safe place for children and more opportunities to learn and grow in many ways.*
- *I appreciate the donation of mats for our yoga classes. Students are more motivated to participate in yoga after receiving the beautiful new mats. However, the space that we were using in our school to have the yoga classes was occupied for high school students approved by my principal without further notice. For the remainder of the year we have to find another space. Also, I have to store the mats in my small classroom.*
- *I believe there should be an increased in pay \$13 dollars isn't enough in todays economy that's why staff don't stay for longer periods of w*
- *I have heard from past supervisors that this job was once full-time. I think it would be a great idea to implement that full-time position again, as part-time doesn't really give enough set-up time for the school day, but also (I feel) doesn't pay enough for what we have to deal with and isn't enough to support one's self.*
- *I have no comments*
- *If it was not for the afterschool program many parents would not have a safe place for the child to go.*
- *It does make a difference.*
- *It takes a village to raise children. Part of that village is school and specifically, teachers. An after school program provides valuable time with some of the most at-risk children. This helps these students academically, but also emotionally. It provides time for the teachers and students to bond and build relationships outside of the classroom. This helps the students to grow and succeed inside the classroom, and therefor, for life.*
- *It's important to build on momentum and excitement. If an event is cancelled please make all efforts to reschedule.*

Staff Survey Results

- *Its the best!!!*
- *Just questioning some of these required clubs that we have to HAVE in order to keep the after school club alive.*
- *Keep the after school program working.*
- *Maybe accommodate more bus routes close to student participation.*
- *Our After-School Program is a success in our school. We would love to continue offering it to our students.*
- *So far all is well.*
- *Stop defunding programs that help and support students grow and develop*
- *Support kids by supporting more than buying computers, today's textbook. Support kids by exposing them to ideas and opportunities they may not see in their neighborhoods. Support kids so they see that they are more than their zip code.*
- *Teacher would like to have 4 days to work on activities with students to build a rapport.*
- *Thank you for the opportunity.*
- *The after-school programs for students in FWISD, offer a variety of opportunities for young people to engage in activities outside of regular school hours. The programs can provide academic support, extracurricular activities, and social and personal development. The scholars will learn and be knowledgeable of community awareness.*
- *The students needs it. Their leadership skills have been impacted positively through out the program. The students love the program.*
- *This program can be a life line for students with social emotional and mental health issues. I have been doing the program for the past three years and have multiple students reach out to help as they otherwise would not have.*
- *This program helps those students who would go home with no adult supervision.*
- *Also working in groups with different grade levels contribute to social growth.*
- *Receiving positive comments or rewards is beneficial to students' own moral.*
- *This program is greatly needed! It is definitely an asset to our students, our campus and community!*
- *We make a difference through action One success story or positive impact is a win for society and the chance to developed positive sustainability and capacity in all communities.*
- *We need more trained staff and trainings and over see on site leads to plan more classes and approvals for materials.*

Day Teacher Survey Results

(n=569, 57 schools)

1. How well did FWAS students perform in your class at the End of the School Year or Semester in the following areas:

Area	Terrible	Poor	Average	Good
Attending class regularly	1%	6%	32%	60%
Being attentive in class	4%	14%	39%	42%
Coming to school prepared/ready to learn	3%	12%	40%	45%
Completing homework to your satisfaction	4%	16%	40%	39%
Getting along well with other students	2%	10%	41%	47%
Getting along well with you as the teacher	2%	6%	33%	60%
Having a good attitude toward school	3%	10%	38%	49%
Having satisfactory classroom academic performance	4%	19%	37%	40%
Participating in class	3%	14%	38%	45%
Turning homework in on time	6%	16%	37%	41%
Volunteering	4%	15%	38%	43%

Day Teacher Survey Results

2. How well did FWAS students perform compared to other students in your class at the End of the School Year or Semester in the following areas:

Area	Terrible	Poor	Average	Good
Attending class regularly	2%	7%	36%	54%
Being attentive in class	5%	14%	40%	41%
Coming to school prepared/ready to learn	3%	12%	39%	45%
Completing homework to your satisfaction	6%	15%	40%	39%
Getting along well with other students	2%	11%	40%	47%
Getting along well with you as the teacher	2%	6%	35%	57%
Having a good attitude toward school	2%	11%	38%	48%
Having satisfactory classroom academic performance	5%	17%	37%	40%
Participating in class	3%	16%	37%	44%
Turning homework in on time	5%	17%	37%	41%
Volunteering	5%	14%	40%	42%

Summer Program 2024-2025

Overall Findings

Out of 1,978 matched students, 1,590 had complete score data for both years analyzed. The dataset includes 1,590 students who attended summer school after qualifying as bubble kids (30th–50th percentile in MOY 2024–2025). We compared their scores and percentiles from 2024–2025 EOY to 2025–2026 BOY. 1,332 students improved scores; 781 gained 10+ points, 62 had declines of 10+ points.

Score Changes

Average Score Change: +0.56 points
Median: 0 points (meaning half of the students stayed the same or improved slightly)
Range:
Largest Gain: +33 points
Largest Decline: -39 points
Distribution: Most students had minor changes, clustered between -5 and +6 points.

Percentile Changes

Average Percentile Change: +5.81 points
Median: +5 points
Range:
Largest Gain: +73 percentile points
Largest Decline: -62 percentile points
Interpretation: Even if raw scores didn't change much, many students improved their national ranking.

Key Insights

Positive Trend: On average, students improved in percentile, suggesting they performed better relative to peers nationwide.
Variability: Some students made significant gains, while others experienced sharp declines, indicating an uneven impact.
Summer School Effectiveness: The overall upward movement in percentile points suggests the program helped many students maintain or improve their standing.

Key Takeaways

Impact is uneven: While the program helped many students improve dramatically, others declined, highlighting the need for individualized follow-up.
Success stories: The top improvers show that targeted intervention can lead to major gains.
Areas for improvement: The top decliners may need additional support during the school year to prevent regression.
Grade-Level Summary

Current Grade	# of students	Avg Score 24-25	Avg Score 25-26	Score Growth	Avg %Percentile 24-25	Avg % Percentile	%Percentile Growth
---------------	---------------	-----------------	-----------------	--------------	-----------------------	------------------	--------------------

						25-26	
2	149	165.00	173.11	+8.11	35.10	56.80	+21.70
3	225	177.64	176.33	-1.32	34.27	36.54	+2.28
4	288	188.03	188.67	+0.65	33.96	37.50	+3.54
5	302	196.84	196.81	-0.04	36.56	39.42	+2.86
6	282	203.50	202.61	-0.90	37.40	39.35	+1.95
7	180	208.30	206.15	-2.15	35.92	38.71	+2.79
8	191	212.89	213.26	+0.38	39.63	45.60	+5.97
9	126	216.33	213.97	-2.37	39.25	46.50	+7.26

All Students including Summer Learning

Current Grade	# of Students	Score Growth	%Percentile Growth
2	2511	+7.98	+16.87
3	2599	+2.63	+6.19
4	2184	+0.53	+1.96
5	1111	+0.71	+1.26
6	883	+1.84	+1.23
7	736	+3.41	+4.33
8	710	+3.87	+3.49
9	623	+3.85	+7.41
Total	29232	+0.73	+4.15

All students no summer school

Grade	# of Students	Reading (Overall) Score 2024-25	Reading (Overall)_ Percentile 2024-25	Reading (Overall)Score 2025-26	Reading (Overall) Percentile 2025-26	Score Growth	% Percentile Growth
2	2370	167.70	43.22	174.99	58.64	7.30	15.42
3	2566	179.44	40.74	179.05	42.24	-0.39	1.49
4	4109	190.87	41.99	191.24	44.19	0.37	2.20
5	4065	198.81	43.09	198.32	44.08	-0.48	0.99
6	3552	204.21	42.56	202.90	42.28	-1.32	-0.29
7	3672	206.48	38.20	206.46	41.63	-0.02	3.43
8	3615	210.22	39.44	210.33	42.34	0.11	2.89
9	3646	212.76	38.14	211.48	43.64	-1.28	5.50
		198.15	197.95	40.89	44.32	-0.20	3.43

Intervention Services:**Girls Inc:**

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Executive Summary

2024-2025 Preliminary Outcomes for Wraparound Services- Girls Inc.

The FWISD student wellbeing department oversees the programmatic implementation of Girls Inc personnel. This program's services are in alignment with strategic goal 1.7 which reduces the disproportionality in identification of African American students in disciplinary reports and strategic goal 2.2 which increases student participation rates for after school and community partnership programs.

The Girls Inc. of Tarrant County program is charged with supporting the district's strategic goal to increase student achievement through attendance, grades, behavior, and rates of promotion and graduation among participants. They do this through their mentoring, utilizing social-emotional research-based curriculum and collaboration with FWISD staff, parents, students and community resources.

PROGRAM DELIVERY for 10 Wraparound Campuses- 4 FTEs

Location	Staff	Timeline – Days/Wk	Program Delivery Method
048 William James MS	1 FTE	2	Pull-out/Lunch group
052 Meadowbrook MS	1 FTE	1	Pull-out/Lunch group
105 West Handley ES	1 FTE	1	Pull-out/Lunch group
110 Carroll Peak ES	1 FTE	1	Pull-out/Lunch group
123 SS Dillow ES	1 FTE	2	Pull-out/Lunch group
125 Eastern Hills ES	1 FTE	2	Pull-out/Lunch group
162 Sagamore ES	1 FTE	2	Pull-out/Lunch group
188 Atwood McDonald ES	1 FTE	2	Pull-out/Lunch group

PROGRAM DELIVERY for 14 L & L Campuses - 5 FTEs

Location	Staff	Timeline – Days/Wk	Program Delivery Method
002 Arlington Heights HS	1 FTE	1 day 3 class periods	Pull-out/Lunch group
004 Diamond Hill Jarvis HS	1 FTE	1 day 2 class periods	Lunch group
006 Eastern Hills HS	1 FTE	1	Pull-out/Lunch group
008 North Side HS	1 FTE	1	Pull-out/Lunch group
009 Polytechnic HS	1 FTE	1	Pull-out/Lunch group
010 Paschal HS			Event/Assembly

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051 Meacham MS	1 FTE	1	Pull-out/Lunch group
053 Monnig MS	1 FTE	1	Pull-out/Lunch group
071 Benbrook MS/HS			Event/Assembly
114 Manuel Jara ES	1 FTE	1	After-school
120 Rufino Mendoza ES	1 FTE	1	Pull-out/Lunch group
122 Diamond Hill ES			Event/Assembly
146 MH Moore ES	1 FTE	1	Pull-out/Lunch group

Outcome Data—Final Data Report Provided by Girls Inc (6/24/25)

2024-2025 EOY Totals	
Total Students Participated	2,051
Students in Evidence Based Programming	1,350
Students in Short-Term Programming	701

PROGRAM ACTIVITIES *(from Girls Take the Lead, Girls Inc.)*

All Girls Inc. activities and instruction are tailored to the unique needs of each campus. Programming may include:

1. Mentoring is a key program component and informs all aspects of our service provision and programming. Girls Inc. mentoring, both one-on-one and in small groups, helps girls address life challenges and personal struggles to stay on track academically. Our program staff, who have a background in social work, youth development and sociology and are trained in youth mental health, also assess for more critical needs, and make appropriate referrals.
2. Social-Emotional, Research-Based Curricula that is hands-on and minds-on, includes:
 - Project Bold is an intensive program to help the most at-risk girls avoid, address, and cope with violence and trauma so that they can experience successful futures. Many of these girls have experienced some form of trauma and need special support to overcome their unique challenges.

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- **Girl Power!** focuses on personal health including self-esteem, boundaries, healthy relationships, health and hygiene, and pregnancy prevention.
- **Friendly PEERsuasion** develops skills and motivation to resist using harmful substances such as alcohol, tobacco, and other drugs and to be inspired to help friends and family do the same.
- **Girls Beyond Bullying** equips girls with the tools to recognize and respond to peer abuse in appropriate and effective ways.
- **Media Literacy** increases awareness of the scope, power, and effects of the media on girls and women. Girls Inc. girls learn to analyze media messages, advocate for change in entertainment and advertising, and create images that are more realistic and reflective of their lives.

PROGRAM GOALS- 2025-2026

- For SY 25-26, establish a baseline of the number of GIRC girls served in our holistic evidence-based programs.
- For SY 25-26, establish a baseline number of girls served through workshops, assemblies, and short-term programs that future ready skills and confidence.
- For SY 25-26, establish a baseline metric of program satisfaction for all girls served.

Goal: Improve On-Time Grade Promotion

- For SY 25-26, increase the promotion rate of GIRC girls served from 90.1% to 92%, or maintain higher than the districtwide promotion rate. (89.45% districtwide)

Goal: Improve School Attendance

- For SY 25-26, of 3rd thru 5th GIRC girls will maintain 3 or less unexcused absences or maintain and/or lower than the district average.
- For SY 25-26, 80% of GIRC girls will be in attendance for school benchmarking and critical state testing days.

Goal: Decrease Behavior & Discipline Referrals

- For SY 25-26, maintain mid-year disciplinary events to 2 or less occurrences and for year-end maintain 3 or less; or decrease behavior & discipline referrals from the previous school year.

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Goal: Support District's Literacy Initiative

- For SY 25-26, maintain or increase GFTC girls' attitude towards reading.
- For SY 25-26, establish a baseline of the number of literacy opportunities (i.e. vocabulary building, comprehension, writing prompts) and measure their confidence in literacy opportunities.

MBK:

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Executive Summary- MBK and MSK

2024-2025 Summary of Action

The FWISD Restorative and Responsive Settings department oversaw the implementation of the MBK and MSK programs within FWISD for the 2024-2025 SY.

The program leaders and district leadership met at the beginning of the 2024-2025 SY to develop and implement goals related to student academics, attendance, and behavior, as well as program participation. Meetings are also held monthly to review data and troubleshoot areas that may need additional support or guidance. Goals and data are listed below and linked [here](#).

Academic Goal:

By the end of the 25-26 course registration season, at least 25% of MBK/MSK members will be registered for an AP, On Ramps, or Dual Credit course. This represents a 3.3% increase from the 2023-2024 school year (21.7%).

Results: 44.1% of current active MBK members in grades 9-11 are registered to take at least 1 AP, On Ramps, or Dual Credit course in the 25-26 SY. This represents a 8% increase and **meets the goal**.

School Year	% Students enrolled in AP/OR/DC	% Students registered for following year in AP/OR/DC
22-23	25.5%	Data Not available
23-24	19.7%	21.7%
24-25	36.1%	44.1%

Academic Goal 25-26 SY:

By the end of the 26-27 course registration season (March 2026), an additional 5% of students in MBK/MSK program will register for an AP, OnRamps, or Dual Credit course, compared to the % of students enrolled in an AP, OnRamps, or Dual Credit course during the 25-26 SY.

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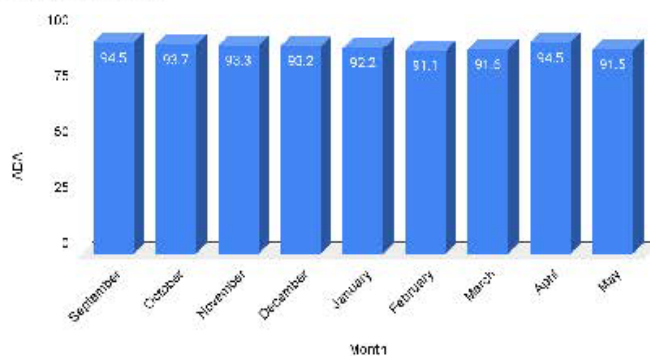
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Attendance Goal 2024-2025:

By the end of the 24-25 school year, MBK/MSK members will have maintained an average daily attendance of at least 93%. This represents a 1.5% increase over 23-24.

Results: ADA for MBK members was an average of 92.8% for the year which is an increase over 23-24 by 1.3% but fell shy of the 1.5% increase goal.

ADA vs. Month



Attendance 25-26 SY Goal: By the end of the 25-26 school year, MBK/MSK members will have maintained an average daily attendance of at least 94%. The baseline from 24-25 SY was 92.8%

Behavior Goal 2024-2025:

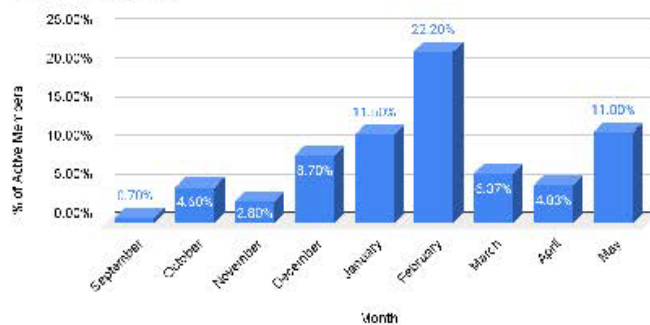
By the end of the year, no more than 9% of MBK students will receive OSS, OCI or DAEP as a disciplinary consequence. This represents a 1.5% reduction compared to 23-24 SY

Results: An average of 8.17% of MBK/MSK students received referrals that resulted in OSS, OCI, or DAEP

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% of Active Members with Referrals Resulting in OCI, OSS or DAEP vs. Month



25-26 SY Behavior Goal: By the end of the 25-26SY, no more than 8% of MBK students will receive OSS, OCI or DAEP as a disciplinary consequence. The baseline from 24-25 SY was 9%.

Participation Goal 2024-2025

90% of rostered MBK students will actively participate in meetings and/or community events each month

Results: An average of 249 students participated each month. Compared to the initial September participation of 388, participation rate averaged 64%. Official membership in 23-24 was 258 students

25-26 SY Participation Goal: By the end of the 25-26 SY 65% or more registered students will attend 80% of MBK / MSK sessions.

Based on an internal audit conducted by FWISD at the conclusion of the 2023-2024 SY, monthly data reported for the 2024-2025 SY was based on students who participated in the programming during the given month. Additionally, the payment structure was adjusted from a per chapter billing structure to a per student meeting billing structure.

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MBK & MSK Program Highlights

- Total scholarships for MBK/MSK students (\$8,034,776.00) (N=112 students)
- Class of 2025 MBK/MSK students have been accepted to attend Baylor University, Howard University, Fisk University, Cornell University, Texas Christian University, and Dallas Baptist University. These are in addition to UTA, Texas Tech, UNT, TCC, and Texas Wesleyan University.
- Mia Alcala MBK/MSK president at Trimble Tech received the TCU Community Scholarship (Value of \$319,160).
- Sebastian Razo, MBK President at North Side HS received a full ride to TCU (value of \$319,160).
- Josiane Twizere at Dunbar HS received a full ride to TCU (value of \$319,160).
- Cesar Olivares, MBK at Trimble Tech was the Salutatorian for school year 24-25.
- 42 Suits were provided to senior students who met the following criteria:
 - Must have passing grades
 - Complete Apply Texas
 - Proof that student is joining the service

*Academic Support Services:
Edgenuity*



Fort Worth Independent School District

End-Of-Year Review
2024-2025



Agenda

- Introductions and District Celebrations
- Implementation Review and Feedback
- Review Student Data
- Early BTS Planning



Your Imagine Learning Team



Account Executive
Zach Henningsen

Zach.henningsen@imaginelearning.com

Account Purchases/Renewals
Expansions and Product Offerings
Sponsorship – events, lunches, opportunities



Senior Customer Success Manager
Janet Strahan

Janet.strahan@imaginelearning.com

Implementation Partner
District Data
Account Management



Professional Development Specialist
Elizabeth Harkins

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In-person and online Professional Development
Sessions for Administrators and Educators
Customizable content to meet district needs

Imagine Learning Support

<https://www.imaginelearning.com/support/#technical-support>
support@imaginelearning.com

Imagine Learning Operational Status

[Self-Service Help Center Links](#)
[Digital Teachers' Lounge](#)



District Celebrations

- 89% completion rate
- 84% average overall grade

Schools with highest completion rates:

087-I.M. TERRELL ACADEMY HIGH SCHOOL – 100 %
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL- 97%
016-O.D.WYATT HIGH SCHOOL – 95%

DISTRICT's 2024-2025 Success Plan

Partnership Objectives and Outcomes

Objectives	Outcomes
Goal 1: District Goal – Increase completion percentages from 90 to 92% by EOY.	
Goal 2: Campus Goal – Weekly usage to average a minimum of 3 hours	
Goal 3: District Goal – Summer completion goal 60%.	

Reflection on the 24-25 school year?

- What has gone well? What were your highlights?
- What could be improved? What are your current pain points?





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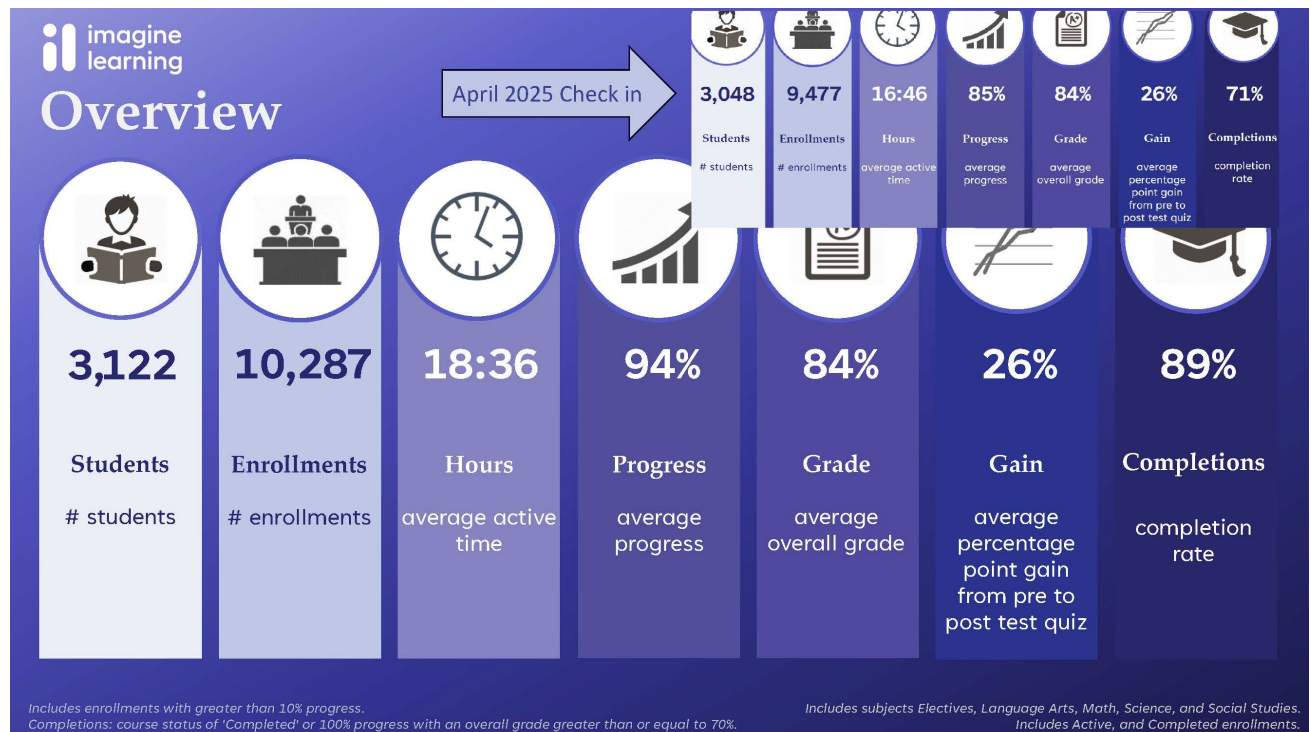
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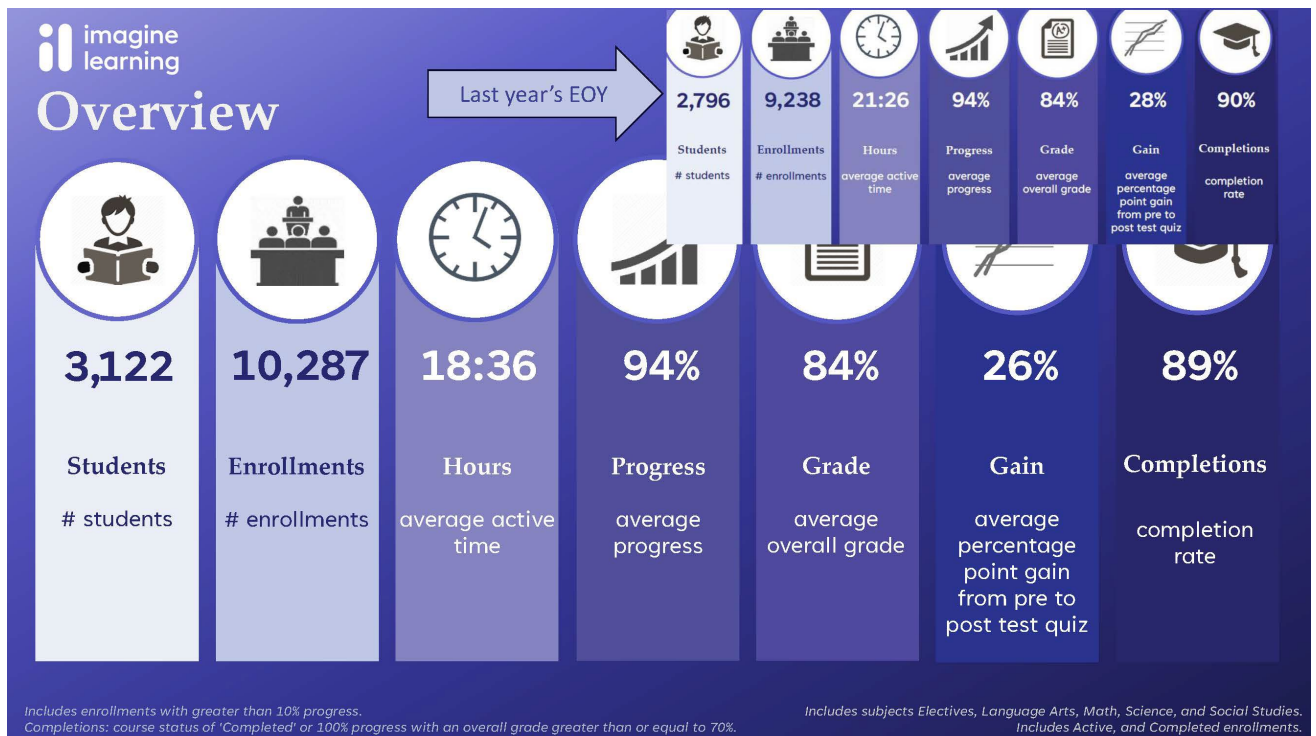
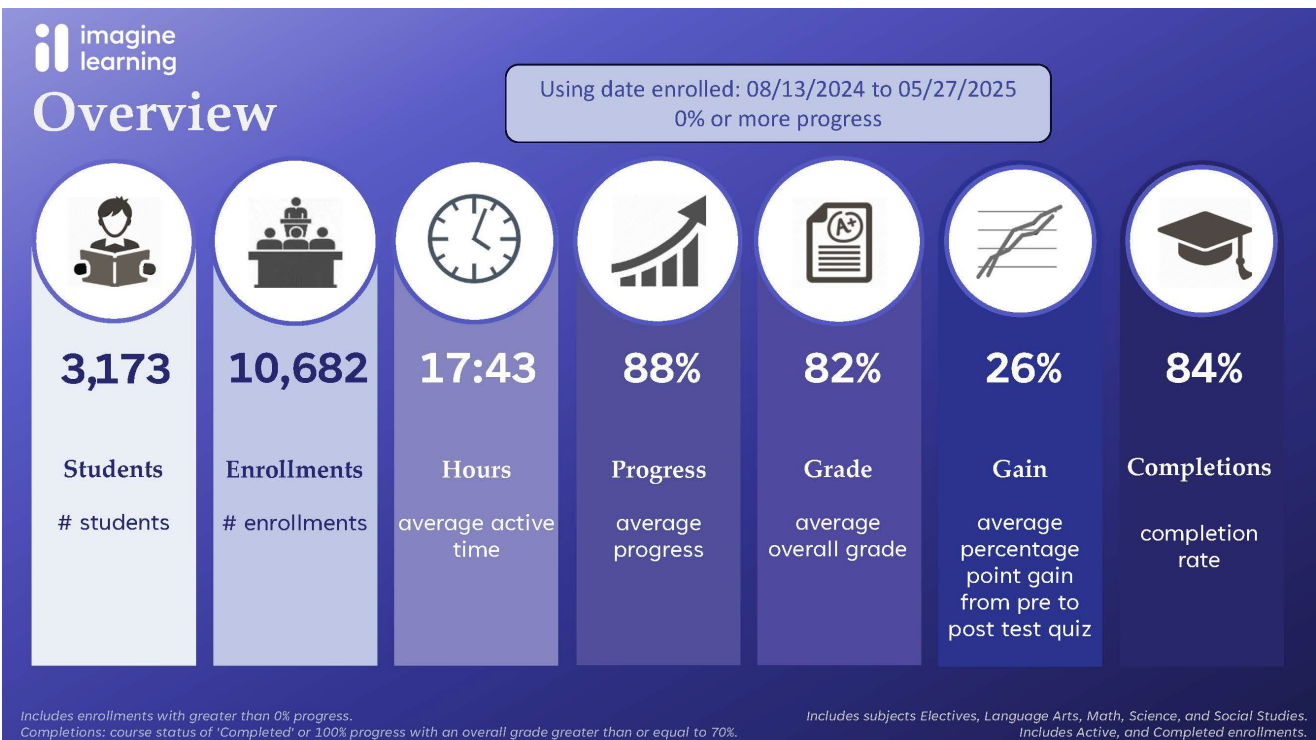
Fort Worth ISD - Traditional Campuses

Aug 13, 2024 - May 27, 2025

End-of-Year Review

May 29, 2025





Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
001-AMON CARTER-RIVERSIDE HIGH SCHOOL	180	480	20:20:04	88%	-6.0	84%	382	80%
Credit Recovery	151	385	16:47:17	86%	-7.1	85%	300	78%
Electives	30	35	14:27:18	83%	-12.4	87%	26	74%
Language Arts	76	112	17:28:51	90%	-0.9	83%	94	84%
Math	56	66	16:13:46	81%	-13.3	85%	49	74%
Science	61	77	16:57:57	84%	-9.4	83%	56	73%
Social Studies	65	95	17:04:31	88%	-6.2	87%	75	79%
Initial Credit	61	95	34:42:23	92%	-1.4	81%	82	86%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
001-AMON CARTER-RIVERSIDE HIGH SCHOOL, continued	180	480	20:20:04	88%	-6.0	84%	382	80%
Electives	6	8	30:25:33	100%	5.4	87%	8	100%
Language Arts	23	26	26:23:38	92%	-0.8	78%	22	85%
Math	18	28	34:29:24	93%	1.4	85%	25	89%
Science	9	11	39:48:36	85%	-15.0	80%	8	73%
Social Studies	18	22	43:48:37	93%	-1.0	80%	19	86%
002-ARLINGTON HEIGHTS HIGH SCHOOL	162	487	21:34:09	92%	1.3	83%	420	86%
Credit Recovery	119	303	14:42:18	91%	0.8	84%	255	84%
Electives	44	74	14:25:44	92%	6.7	87%	66	89%

Includes enrollments with greater than 10% progress.

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School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	162	487	21:34:09	92%	1.3	83%	420	86%
Language Arts	46	55	17:01:43	91%	-1.3	80%	46	84%
Math	47	56	14:55:53	89%	1.4	85%	46	82%
Science	45	61	16:24:18	91%	-4.4	83%	49	80%
Social Studies	46	57	10:46:45	90%	0.3	87%	48	84%
Initial Credit	82	184	32:52:23	94%	2.1	81%	165	90%
Electives	24	43	23:24:34	95%	2.5	81%	40	93%
Language Arts	19	21	25:05:37	96%	5.7	81%	19	90%
Math	37	47	36:31:29	97%	5.6	83%	44	94%

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002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	162	487	21:34:09	92%	1.3	83%	420	86%
Science	15	24	35:20:54	89%	-6.7	78%	20	83%
Social Studies	30	49	39:47:50	92%	1.3	81%	42	86%
003-SOUTH HILLS HIGH SCHOOL	289	736	18:23:57	90%	3.9	83%	614	83%
Credit Recovery	231	515	13:11:16	89%	3.2	84%	423	82%
Electives	43	53	12:38:26	83%	-4.1	86%	40	75%
Language Arts	124	165	14:23:12	91%	6.0	80%	142	86%
Math	77	95	10:10:38	90%	2.9	85%	77	81%
Science	76	88	14:31:02	89%	5.4	83%	70	80%

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 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
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School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
003-SOUTH HILLS HIGH SCHOOL, continued	289	736	18:23:57	90%	3.9	83%	614	83%
Social Studies	85	114	13:11:20	90%	1.4	87%	94	82%
Initial Credit	118	221	30:32:36	92%	5.4	80%	191	86%
Electives	10	15	38:53:04	100%	19.3	83%	15	100%
Language Arts	35	43	24:26:49	90%	6.7	78%	36	84%
Math	16	23	23:44:46	93%	1.3	82%	20	87%
Science	69	96	28:06:26	92%	6.2	81%	83	86%
Social Studies	33	44	42:31:31	88%	-0.5	79%	37	84%

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 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

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School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
004-DIAMOND HILL-JARVIS HIGH SCHOOL	154	611	16:55:47	94%	4.3	83%	538	88%
Credit Recovery	141	496	14:06:35	94%	3.9	84%	436	88%
Electives	37	53	12:01:59	93%	0.3	87%	46	87%
Language Arts	80	118	14:21:49	90%	1.2	80%	100	85%
Math	76	132	15:10:38	95%	7.1	84%	119	90%
Science	68	84	14:39:36	95%	4.8	82%	74	88%
Social Studies	72	109	13:07:40	94%	4.1	87%	97	89%
Initial Credit	54	115	29:05:30	94%	6.1	81%	102	89%
Electives	17	31	25:35:17	95%	9.6	81%	27	87%

Includes enrollments with greater than 10% progress.
 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

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Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
004-DIAMOND HILL-JARVIS HIGH SCHOOL, continued	154	611	16:55:47	94%	4.3	83%	538	88%
Language Arts	13	13	21:24:03	82%	-10.8	80%	9	69%
Math	13	23	27:03:44	100%	10.4	81%	23	100%
Science	22	33	31:18:23	91%	5.3	82%	29	88%
Social Studies	13	15	41:14:14	97%	9.1	78%	14	93%
005-PAUL LAURENCE DUNBAR HIGH SCHOOL	193	793	18:41:00	96%	3.3	84%	740	93%
Credit Recovery	161	578	13:53:32	97%	3.3	85%	543	94%
Electives	48	68	14:31:10	94%	-1.1	86%	62	91%
Language Arts	83	144	12:36:50	96%	1.3	83%	134	93%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	193	793	18:41:00	96%	3.3	84%	740	93%
Math	83	110	14:31:54	97%	4.4	85%	104	95%
Science	89	115	14:13:37	99%	5.9	84%	108	94%
Social Studies	98	141	14:07:23	98%	4.5	87%	135	96%
Initial Credit	102	215	31:33:50	95%	3.1	80%	197	92%
Electives	34	67	25:13:54	95%	3.7	82%	63	94%
Language Arts	27	34	27:41:13	98%	2.6	78%	32	94%
Math	9	10	36:37:08	92%	-2.2	81%	9	90%
Science	30	43	35:31:20	100%	7.5	76%	41	95%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	193	793	18:41:00	96%	3.3	84%	740	93%
Social Studies	45	61	37:03:39	90%	0.7	82%	52	85%
006-EASTERN HILLS HIGH SCHOOL	117	333	19:04:18	96%	5.7	83%	311	93%
Credit Recovery	102	252	15:26:18	97%	7.4	85%	239	95%
Electives	25	38	13:55:51	99%	6.9	87%	37	97%
Language Arts	42	54	17:16:55	96%	4.4	81%	50	93%
Math	39	49	13:22:18	95%	13.9	85%	46	94%
Science	37	43	16:08:24	97%	8.7	84%	41	95%
Social Studies	52	68	15:51:45	98%	4.5	86%	65	96%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
006-EASTERN HILLS HIGH SCHOOL, continued	117	333	19:04:18	96%	5.7	83%	311	93%
Initial Credit	42	81	30:22:31	94%	0.5	79%	72	89%
Electives	18	24	24:12:23	91%	0.3	82%	20	83%
Language Arts	8	8	29:18:05	100%	2.0	79%	8	100%
Math	5	5	34:05:07	83%	-10.4	77%	4	80%
Science	6	7	33:58:18	96%	6.7	79%	5	71%
Social Studies	23	37	33:25:38	95%	0.6	78%	35	95%
008-NORTH SIDE HIGH SCHOOL	241	733	14:45:18	96%	6.2	85%	682	93%
Credit Recovery	216	564	11:07:54	96%	5.4	86%	523	93%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
008-NORTH SIDE HIGH SCHOOL, continued	241	733	14:45:18	96%	6.2	85%	682	93%
Electives	61	81	09:35:01	94%	4.0	87%	72	89%
Language Arts	93	113	11:08:44	95%	5.8	83%	104	92%
Math	74	93	09:03:59	96%	5.2	87%	88	95%
Science	72	83	12:37:02	98%	4.3	84%	77	93%
Social Studies	137	194	12:07:29	96%	6.4	87%	182	94%
Initial Credit	84	169	26:50:48	97%	8.7	82%	159	94%
Electives	28	46	16:54:27	98%	15.0	83%	43	93%
Language Arts	11	13	24:14:39	100%	11.2	79%	13	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
008-NORTH SIDE HIGH SCHOOL, continued	241	733	14:45:18	96%	6.2	85%	682	93%
Math	21	27	27:50:20	98%	6.2	84%	26	96%
Science	31	41	33:39:22	99%	9.2	81%	40	98%
Social Studies	24	42	31:15:09	93%	2.3	83%	37	88%
009-POLYTECHNIC HIGH SCHOOL	274	1,115	12:39:57	91%	0.5	84%	939	84%
Credit Recovery	257	971	10:14:38	91%	0.8	85%	818	84%
Electives	114	198	10:14:29	94%	5.9	86%	172	87%
Language Arts	103	149	10:31:55	91%	-0.4	81%	124	83%
Math	124	190	09:58:35	90%	-1.1	85%	160	84%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
009-POLYTECHNIC HIGH SCHOOL, continued	274	1,115	12:39:57	91%	0.5	84%	939	84%
Science	129	188	10:50:17	91%	1.1	84%	157	84%
Social Studies	155	246	09:49:27	90%	-1.3	87%	205	83%
Initial Credit	71	144	28:59:49	90%	-1.2	80%	121	84%
Electives	29	52	23:15:48	92%	-2.8	83%	44	85%
Language Arts	12	14	27:19:16	88%	-2.5	78%	12	86%
Math	9	12	30:49:53	77%	-17.4	80%	8	67%
Science	17	27	26:19:30	89%	2.8	77%	23	85%
Social Studies	32	39	38:31:42	91%	3.2	79%	34	87%

Includes enrollments with greater than 10% progress.

Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
010-PASCHAL HIGH SCHOOL	261	1,058	15:17:06	93%	2.7	83%	935	88%
Credit Recovery	201	732	10:22:36	92%	1.7	84%	638	87%
Electives	75	139	08:32:04	93%	5.7	88%	124	89%
Language Arts	106	158	13:25:51	94%	2.1	80%	141	89%
Math	84	114	10:08:19	90%	-0.2	83%	96	84%
Science	92	138	10:12:49	94%	3.0	83%	123	89%
Social Studies	114	183	09:24:38	88%	-1.8	86%	154	84%
Initial Credit	128	326	26:18:21	95%	4.7	82%	297	91%

Includes enrollments with greater than 10% progress.

Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
010-PASCHAL HIGH SCHOOL, continued	261	1,058	15:17:06	93%	2.7	83%	935	88%
Electives	46	82	20:05:49	94%	4.0	83%	73	89%
Language Arts	52	61	24:12:48	98%	10.3	78%	58	95%
Math	20	31	26:37:29	93%	-0.1	83%	28	90%
Science	50	83	26:25:14	97%	7.5	82%	78	94%
Social Studies	47	69	35:15:09	92%	-0.2	82%	60	87%
011-TRIMBLE TECH HIGH SCHOOL	241	663	17:10:46	93%	1.5	84%	577	87%
Credit Recovery	224	566	13:36:17	95%	3.2	84%	506	89%
Electives	61	97	13:05:17	95%	1.3	86%	82	85%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
011-TRIMBLE TECH HIGH SCHOOL, continued	241	663	17:10:46	93%	1.5	84%	577	87%
Language Arts	89	115	13:40:41	96%	3.4	80%	108	94%
Math	90	111	14:13:09	92%	-0.9	85%	96	86%
Science	106	130	13:56:38	95%	3.6	85%	114	88%
Social Studies	91	113	12:58:46	97%	8.3	86%	106	94%
Initial Credit	59	97	38:02:22	83%	-8.5	80%	71	73%
Electives	6	9	24:20:54	92%	-6.2	88%	8	89%
Language Arts	9	9	27:13:29	85%	-6.2	78%	6	67%
Math	4	4	25:40:50	63%	-28.6	84%	3	75%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
011-TRIMBLE TECH HIGH SCHOOL, continued	241	663	17:10:46	93%	1.5	84%	577	87%
Science	6	6	23:48:59	89%	5.4	80%	5	83%
Social Studies	48	69	43:11:20	83%	-9.0	79%	49	71%
014-SOUTHWEST HIGH SCHOOL	190	403	31:13:55	92%	2.7	86%	350	87%
Credit Recovery	73	157	14:12:01	91%	1.6	87%	129	82%
Electives	33	53	14:46:13	96%	6.6	90%	48	91%
Language Arts	22	26	14:43:40	85%	-1.4	83%	19	73%
Math	13	13	12:03:59	83%	0.1	85%	10	77%
Science	22	24	11:31:58	85%	-9.3	83%	18	75%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

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Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
014-SOUTHWEST HIGH SCHOOL, continued	190	403	31:13:55	92%	2.7	86%	350	87%
Social Studies	31	41	15:22:01	93%	4.0	88%	34	83%
Initial Credit	152	246	42:06:06	93%	3.4	85%	221	90%
Electives	31	61	25:00:06	88%	-1.6	83%	49	80%
Language Arts	17	23	29:21:14	90%	-0.4	84%	20	87%
Math	9	13	23:42:29	76%	-24.3	81%	9	69%
Science	13	19	32:24:10	96%	7.2	87%	18	95%
Social Studies	120	130	55:38:17	98%	7.8	85%	125	96%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
015-WESTERN HILLS HIGH SCHOOL	109	314	17:33:53	93%	11.7	85%	274	87%
Credit Recovery	90	224	12:44:55	93%	9.5	85%	197	88%
Electives	20	31	10:39:21	93%	0.6	88%	27	87%
Language Arts	39	52	11:57:59	98%	25.3	83%	50	96%
Math	25	35	08:58:28	90%	15.1	84%	30	86%
Science	35	45	21:37:11	90%	-5.3	84%	38	84%
Social Studies	44	61	10:06:02	92%	4.7	87%	52	85%
Initial Credit	42	90	29:33:05	93%	21.8	86%	77	86%
Electives	17	32	24:20:04	93%	11.3	86%	29	91%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

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Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
015-WESTERN HILLS HIGH SCHOOL, continued	109	314	17:33:53	93%	11.7	85%	274	87%
Language Arts	11	15	31:25:01	92%	0.0	82%	11	73%
Math	3	5	25:16:03	89%	16.3	86%	4	80%
Science	16	23	28:40:48	97%	48.6	89%	22	96%
Social Studies	11	15	41:34:45	86%	-2.1	88%	11	73%
016-O.D.WYATT HIGH SCHOOL	275	1,085	16:41:28	97%	10.8	84%	1,036	95%
Credit Recovery	248	832	12:16:20	97%	10.7	85%	793	95%
Electives	49	65	10:28:08	93%	0.7	89%	58	89%
Language Arts	133	198	12:31:16	97%	11.5	82%	187	94%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
016-O.D.WYATT HIGH SCHOOL, continued	275	1,085	16:41:28	97%	10.8	84%	1,036	95%
Math	62	118	10:56:24	98%	6.3	87%	114	97%
Science	148	248	14:07:14	97%	13.9	84%	239	96%
Social Studies	116	203	11:07:23	97%	11.6	88%	195	96%
Initial Credit	111	253	31:13:23	97%	11.2	81%	243	96%
Electives	32	64	16:16:01	99%	14.5	82%	63	98%
Language Arts	21	25	27:15:34	95%	9.7	77%	23	92%
Math	29	40	36:25:08	94%	1.8	84%	37	93%
Science	46	72	32:19:24	99%	15.1	82%	71	99%

Includes enrollments with greater than 10% progress.
Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
016-O.D.WYATT HIGH SCHOOL, continued	275	1,085	16:41:28	97%	10.8	84%	1,036	95%
Social Studies	35	52	46:00:57	96%	9.9	81%	49	94%
021-SUCCESS HIGH SCHOOL	172	852	29:26:41	94%	4.6	81%	769	90%
Credit Recovery	81	257	15:57:27	96%	7.4	84%	236	92%
Electives	34	67	15:42:10	94%	4.2	85%	61	91%
Language Arts	19	20	18:43:12	99%	11.2	80%	19	95%
Math	32	45	12:56:37	92%	7.4	84%	40	89%
Science	36	55	17:00:42	100%	16.3	81%	53	96%
Social Studies	40	70	16:31:18	95%	3.4	85%	63	90%

Includes enrollments with greater than 10% progress.
Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

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Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
021-SUCCESS HIGH SCHOOL, continued	172	852	29:26:41	94%	4.6	81%	769	90%
Initial Credit	155	595	35:16:12	94%	3.4	80%	533	90%
Electives	117	283	30:51:09	93%	1.3	81%	251	89%
Language Arts	33	36	28:36:46	89%	3.3	76%	29	81%
Math	24	41	31:19:09	96%	2.8	82%	39	95%
Science	61	92	33:13:57	96%	6.2	79%	85	92%
Social Studies	83	143	48:07:56	94%	5.7	77%	129	90%
071-BENBROOK MIDDLE-HIGH	122	272	14:56:05	95%	12.8	83%	243	89%
Credit Recovery	65	146	13:37:14	95%	5.2	84%	131	90%

Includes enrollments with greater than 10% progress.
Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
071-BENBROOK MIDDLE-HIGH, continued	122	272	14:56:05	95%	12.8	83%	243	89%
Electives	11	15	10:05:08	99%	15.6	86%	14	93%
Language Arts	30	36	13:43:35	99%	11.4	81%	35	97%
Math	24	31	12:55:07	92%	2.2	85%	28	90%
Science	19	20	13:44:48	99%	3.7	81%	19	95%
Social Studies	39	44	15:10:35	90%	-0.6	86%	35	80%
Initial Credit	31	47	32:30:13	90%	5.0	84%	39	83%
Electives	6	9	15:44:27	92%	23.2	85%	8	89%
Language Arts	4	4	31:54:38	100%	5.8	84%	4	100%

Includes enrollments with greater than 10% progress.
Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
071-BENBROOK MIDDLE-HIGH, continued	122	272	14:56:05	95%	12.8	83%	243	89%
Math	8	9	38:42:54	91%	3.1	85%	7	78%
Science	8	9	23:03:20	73%	-10.0	82%	6	67%
Social Studies	13	16	43:54:06	95%	4.1	84%	14	88%
eDynamic Learning Electives	42	79	06:54:38	98%	31.4	82%	73	92%
Electives	42	79	06:54:38	98%	31.4	82%	73	92%
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	2	4	55:15:32	100%	0.0	90%	4	100%
Initial Credit	2	4	55:15:32	100%	0.0	90%	4	100%
Math	1	2	64:54:32	100%	0.0	89%	2	100%

Includes enrollments with greater than 10% progress.
Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

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Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	2	4	55:15:32	100%	0.0	90%	4	100%
Social Studies	1	2	45:36:30	100%	0.0	91%	2	100%
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL	32	71	29:54:39	99%	5.4	84%	69	97%
Credit Recovery	11	16	11:48:11	98%	-0.1	86%	15	94%
Language Arts	5	5	12:02:14	93%	-5.0	84%	4	80%
Math	1	2	13:55:23	100%	0.0	83%	2	100%
Science	2	3	11:50:25	100%	0.0	88%	3	100%
Social Studies	6	6	10:52:57	100%	4.0	88%	6	100%
Initial Credit	29	55	35:10:43	99%	7.0	84%	54	98%

Includes enrollments with greater than 10% progress.
Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

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Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL, continued	32	71	29:54:39	99%	5.4	84%	69	97%
Language Arts	7	7	28:41:40	95%	1.7	84%	6	86%
Math	12	24	25:56:11	100%	7.3	84%	24	100%
Social Studies	19	24	46:18:44	100%	8.2	84%	24	100%
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	6	6	33:05:39	90%	-9.8	86%	4	67%
Credit Recovery	3	3	29:59:41	96%	-3.9	84%	2	67%
Language Arts	1	1	41:04:21	100%	0.0	78%	1	100%
Social Studies	2	2	24:27:21	94%	-5.9	87%	1	50%
Initial Credit	3	3	36:11:37	84%	-15.7	89%	2	67%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	6	6	33:05:39	90%	-9.8	86%	4	67%
Language Arts	1	1	13:34:56	53%	-47.2	85%	0	0%
Social Studies	2	2	47:29:58	100%	0.0	91%	2	100%
084-WORLD LANGUAGES INSTITUTE MIDDLE-HIGH SCHOOL	6	6	39:42:24	100%	0.3	85%	6	100%
Credit Recovery	3	3	32:19:01	100%	0.0	83%	3	100%
Science	2	2	23:57:00	100%	0.0	83%	2	100%
Social Studies	1	1	49:03:03	100%	0.0	83%	1	100%
Initial Credit	3	3	47:05:47	100%	0.5	87%	3	100%
Math	1	1	52:07:51	100%	0.8	88%	1	100%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
084-WORLD LANGUAGES INSTITUTE MIDDLE-HIGH SCHOOL, continued	6	6	39:42:24	100%	0.3	85%	6	100%
Science	2	2	44:34:46	100%	0.4	86%	2	100%
085-MARINE CREEK COLLEGIATE HIGH SCHOOL	40	90	25:38:08	97%	19.8	87%	85	94%
Credit Recovery	17	28	16:31:25	100%	20.5	87%	28	100%
Electives	5	8	23:34:31	100%	15.1	88%	8	100%
Language Arts	7	7	15:31:11	100%	32.5	85%	7	100%
Math	3	5	14:31:52	100%	27.3	89%	5	100%
Science	4	7	11:31:17	100%	12.6	86%	7	100%
Social Studies	1	1	12:07:19	100%	0.0	85%	1	100%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
085-MARINE CREEK COLLEGIATE HIGH SCHOOL, continued	40	90	25:38:08	97%	19.8	87%	85	94%
Initial Credit	32	62	29:45:02	96%	19.6	87%	57	92%
Electives	15	30	22:58:56	96%	21.4	88%	28	93%
Language Arts	12	12	28:32:38	87%	7.4	85%	9	75%
Science	8	14	34:16:50	100%	26.0	87%	14	100%
Social Studies	6	6	55:26:03	100%	19.7	86%	6	100%
086-TCC SOUTH HIGH SCHOOL	51	121	13:33:12	95%	33.6	84%	110	91%
Credit Recovery	45	104	11:44:27	94%	33.9	84%	93	89%
Electives	3	3	04:16:32	78%	-66.6	88%	2	67%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
086-TCC SOUTH HIGH SCHOOL, continued	51	121	13:33:12	95%	33.6	84%	110	91%
Language Arts	23	32	11:53:38	92%	39.4	82%	28	88%
Math	26	34	12:19:03	98%	48.4	86%	33	97%
Science	12	15	11:21:23	97%	28.5	84%	13	87%
Social Studies	15	20	11:55:26	91%	14.8	84%	17	85%
Initial Credit	11	17	24:38:30	100%	31.7	85%	17	100%
Electives	3	9	15:22:12	100%	10.9	87%	9	100%
Language Arts	4	4	22:13:40	100%	47.9	79%	4	100%
Math	4	4	47:55:01	100%	20.7	84%	4	100%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
087-I.M. TERRELL ACADEMY HIGH SCHOOL ★	32	54	27:07:19	100%	10.6	85%	54	100%
Credit Recovery	21	31	15:32:57	100%	12.3	84%	31	100%
Electives	1	1	18:08:47	100%	0.0	91%	1	100%
Language Arts	6	9	14:55:15	100%	24.9	82%	9	100%
Math	7	8	14:13:54	100%	2.6	85%	8	100%
Science	2	2	11:36:10	100%	14.4	89%	2	100%
Social Studies	8	11	17:30:11	100%	9.7	82%	11	100%
Initial Credit	14	23	42:43:13	100%	7.9	86%	23	100%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time	Avg Progress	Avg Pacing	Avg Overall Grade	# Completions	Completion %
087-I.M. TERRELL ACADEMY HIGH SCHOOL, continued	32	54	27:07:19	100%	10.6	85%	54	100%
Electives	3	5	27:14:51	100%	4.2	94%	5	100%
Language Arts	4	4	41:14:09	100%	3.2	80%	4	100%
Science	1	2	23:42:53	100%	0.0	92%	2	100%
Social Studies	10	12	52:49:46	100%	12.7	83%	12	100%
GRAND TOTAL	3,122	10,287	18:36:11	94%	4.4	84%	9,142	89%

GRAND TOTAL	3,048	9,477	16:46:45	85%	84%	6,751	71%
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April 2025

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
001-AMON CARTER-RIVERSIDE HIGH SCHOOL	180	480	02:10:49	11%	84%	382	80%
Credit Recovery	151	385	01:36:39	11%	85%	300	78%
Electives	30	35	01:10:33	8%	87%	26	74%
Language Arts	76	112	01:48:21	12%	83%	94	84%
Math	56	66	01:34:22	9%	85%	49	74%
Science	61	77	01:15:24	7%	83%	56	73%
Social Studies	65	95	01:51:15	13%	87%	75	79%
Initial Credit	61	95	04:29:17	13%	81%	82	86%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
001-AMON CARTER-RIVERSIDE HIGH SCHOOL, continued	180	480	02:10:49	11%	84%	382	80%
Electives	6	8	02:24:37	8%	87%	8	100%
Language Arts	23	26	04:48:55	18%	78%	22	85%
Math	18	28	03:29:09	10%	85%	25	89%
Science	9	11	04:23:47	10%	80%	8	73%
Social Studies	18	22	06:10:41	14%	80%	19	86%
002-ARLINGTON HEIGHTS HIGH SCHOOL	162	487	03:01:41	17%	83%	420	86%
Credit Recovery	119	303	01:55:33	17%	84%	255	84%
Electives	44	74	02:04:26	18%	87%	66	89%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	162	487	03:01:41	17%	83%	420	86%
Language Arts	46	55	01:57:45	17%	80%	46	84%
Math	47	56	01:38:43	16%	85%	46	82%
Science	45	61	01:50:50	13%	83%	49	80%
Social Studies	46	57	02:03:31	22%	87%	48	84%
Initial Credit	82	184	04:50:34	15%	81%	165	90%
Electives	24	43	02:39:58	12%	81%	40	93%
Language Arts	19	21	04:57:01	21%	81%	19	90%
Math	37	47	06:16:42	17%	83%	44	94%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	162	487	03:01:41	17%	83%	420	86%
Science	15	24	03:19:29	11%	78%	20	83%
Social Studies	30	49	06:04:24	16%	81%	42	86%
003-SOUTH HILLS HIGH SCHOOL	289	736	02:13:55	14%	83%	614	83%
Credit Recovery	231	515	01:41:12	15%	84%	423	82%
Electives	43	53	01:55:29	20%	86%	40	75%
Language Arts	124	165	01:39:00	14%	80%	142	86%
Math	77	95	01:35:26	17%	85%	77	81%
Science	76	88	01:39:13	13%	83%	70	80%

Includes enrollments with greater than 10% progress.
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Progress Monitoring

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School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
003-SOUTH HILLS HIGH SCHOOL, continued	289	736	02:13:55	14%	83%	614	83%
Social Studies	85	114	01:44:04	16%	87%	94	82%
Initial Credit	118	221	03:30:10	12%	80%	191	86%
Electives	10	15	02:25:13	7%	83%	15	100%
Language Arts	35	43	03:33:37	14%	78%	36	84%
Math	16	23	04:32:25	20%	82%	20	87%
Science	69	96	03:20:24	13%	81%	83	86%
Social Studies	33	44	03:37:42	8%	79%	37	84%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
004-DIAMOND HILL-JARVIS HIGH SCHOOL	154	611	02:22:38	18%	83%	538	88%
Credit Recovery	141	496	01:56:30	18%	84%	436	88%
Electives	37	53	01:38:40	20%	87%	46	87%
Language Arts	80	118	01:48:41	18%	80%	100	85%
Math	76	132	01:42:58	15%	84%	119	90%
Science	68	84	02:06:57	17%	82%	74	88%
Social Studies	72	109	02:21:58	22%	87%	97	89%
Initial Credit	54	115	04:15:21	15%	81%	102	89%
Electives	17	31	03:04:56	12%	81%	27	87%

Includes enrollments with greater than 10% progress.
 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
004-DIAMOND HILL-JARVIS HIGH SCHOOL, continued	154	611	02:22:38	18%	83%	538	88%
Language Arts	13	13	05:22:23	23%	80%	9	69%
Math	13	23	04:16:28	17%	81%	23	100%
Science	22	33	03:59:34	12%	82%	29	88%
Social Studies	13	15	06:15:50	15%	78%	14	93%
005-PAUL LAURENCE DUNBAR HIGH SCHOOL	193	793	02:59:41	21%	84%	740	93%
Credit Recovery	161	578	02:27:24	23%	85%	543	94%
Electives	48	68	02:24:32	22%	86%	62	91%
Language Arts	83	144	02:12:33	25%	83%	134	93%

Includes enrollments with greater than 10% progress.
 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
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Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	193	793	02:59:41	21%	84%	740	93%
Math	83	110	02:11:00	19%	85%	104	95%
Science	89	115	02:39:40	22%	84%	108	94%
Social Studies	98	141	02:46:45	26%	87%	135	96%
Initial Credit	102	215	04:26:26	16%	80%	197	92%
Electives	34	67	03:44:51	18%	82%	63	94%
Language Arts	27	34	03:40:49	15%	78%	32	94%
Math	9	10	04:16:01	12%	81%	9	90%
Science	30	43	04:46:22	15%	76%	41	95%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	193	793	02:59:41	21%	84%	740	93%
Social Studies	45	61	05:25:12	14%	82%	52	85%
006-EASTERN HILLS HIGH SCHOOL	117	333	02:52:41	21%	83%	311	93%
Credit Recovery	102	252	02:40:24	23%	85%	239	95%
Electives	25	38	02:45:14	32%	87%	37	97%
Language Arts	42	54	02:10:08	17%	81%	50	93%
Math	39	49	03:02:35	28%	85%	46	94%
Science	37	43	02:41:39	19%	84%	41	95%
Social Studies	52	68	02:44:58	22%	86%	65	96%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

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 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
006-EASTERN HILLS HIGH SCHOOL, continued	117	333	02:52:41	21%	83%	311	93%
Initial Credit	42	81	03:30:54	13%	79%	72	89%
Electives	18	24	02:51:09	17%	82%	20	83%
Language Arts	8	8	06:50:52	26%	79%	8	100%
Math	5	5	02:50:41	7%	77%	4	80%
Science	6	7	04:07:38	11%	79%	5	71%
Social Studies	23	37	03:11:56	9%	78%	35	95%
008-NORTH SIDE HIGH SCHOOL	241	733	02:49:24	23%	85%	682	93%
Credit Recovery	216	564	01:58:31	22%	86%	523	93%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
008-NORTH SIDE HIGH SCHOOL, continued	241	733	02:49:24	23%	85%	682	93%
Electives	61	81	01:59:27	28%	87%	72	89%
Language Arts	93	113	01:45:42	20%	83%	104	92%
Math	74	93	01:56:25	25%	87%	88	95%
Science	72	83	02:16:27	22%	84%	77	93%
Social Studies	137	194	01:58:55	19%	87%	182	94%
Initial Credit	84	169	05:39:12	25%	82%	159	94%
Electives	28	46	03:56:45	28%	83%	43	93%
Language Arts	11	13	06:54:39	33%	79%	13	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

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Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
008-NORTH SIDE HIGH SCHOOL, continued	241	733	02:49:24	23%	85%	682	93%
Math	21	27	07:26:21	34%	84%	26	96%
Science	31	41	06:01:50	20%	81%	40	98%
Social Studies	24	42	05:37:06	20%	83%	37	88%
009-POLYTECHNIC HIGH SCHOOL	274	1,115	02:18:23	24%	84%	939	84%
Credit Recovery	257	971	01:59:41	25%	85%	818	84%
Electives	114	198	02:10:40	32%	86%	172	87%
Language Arts	103	149	01:48:12	22%	81%	124	83%
Math	124	190	01:54:14	24%	85%	160	84%

Includes enrollments with greater than 10% progress.
 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
009-POLYTECHNIC HIGH SCHOOL, continued	274	1,115	02:18:23	24%	84%	939	84%
Science	129	188	02:03:31	22%	84%	157	84%
Social Studies	155	246	01:59:03	24%	87%	205	83%
Initial Credit	71	144	04:24:30	17%	80%	121	84%
Electives	29	52	03:42:36	19%	83%	44	85%
Language Arts	12	14	03:52:18	14%	78%	12	86%
Math	9	12	04:58:40	14%	80%	8	67%
Science	17	27	04:22:09	20%	77%	23	85%
Social Studies	32	39	05:23:03	14%	79%	34	87%

Includes enrollments with greater than 10% progress.
 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
010-PASCHAL HIGH SCHOOL	261	1,058	02:17:36	19%	83%	935	88%
Credit Recovery	201	732	01:44:58	22%	84%	638	87%
Electives	75	139	01:47:31	25%	88%	124	89%
Language Arts	106	158	01:34:48	15%	80%	141	89%
Math	84	114	01:22:08	19%	83%	96	84%
Science	92	138	02:10:21	26%	83%	123	89%
Social Studies	114	183	01:46:55	23%	86%	154	84%
Initial Credit	128	326	03:30:53	15%	82%	297	91%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
010-PASCHAL HIGH SCHOOL, continued	261	1,058	02:17:36	19%	83%	935	88%
Electives	46	82	02:25:40	14%	83%	73	89%
Language Arts	52	61	03:51:43	18%	78%	58	95%
Math	20	31	03:48:22	16%	83%	28	90%
Science	50	83	03:21:05	13%	82%	78	94%
Social Studies	47	69	04:33:53	14%	82%	60	87%
011-TRIMBLE TECH HIGH SCHOOL	241	663	02:01:56	15%	84%	577	87%
Credit Recovery	224	566	01:49:17	16%	84%	506	89%
Electives	61	97	01:14:42	12%	86%	82	85%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
011-TRIMBLE TECH HIGH SCHOOL, continued	241	663	02:01:56	15%	84%	577	87%
Language Arts	89	115	02:17:19	20%	80%	108	94%
Math	90	111	01:38:16	14%	85%	96	86%
Science	106	130	01:47:40	16%	85%	114	88%
Social Studies	91	113	02:03:10	19%	86%	106	94%
Initial Credit	59	97	03:15:41	9%	80%	71	73%
Electives	6	9	03:05:13	18%	88%	8	89%
Language Arts	9	9	03:50:19	13%	78%	6	67%
Math	4	4	03:28:02	8%	84%	3	75%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
011-TRIMBLE TECH HIGH SCHOOL, continued	241	663	02:01:56	15%	84%	577	87%
Science	6	6	03:42:39	15%	80%	5	83%
Social Studies	48	69	03:09:29	6%	79%	49	71%
014-SOUTHWEST HIGH SCHOOL	190	403	03:34:29	14%	86%	350	87%
Credit Recovery	73	157	01:41:13	15%	87%	129	82%
Electives	33	53	01:59:22	20%	90%	48	91%
Language Arts	22	26	01:26:27	11%	83%	19	73%
Math	13	13	01:50:11	15%	85%	10	77%
Science	22	24	01:28:09	13%	83%	18	75%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
014-SOUTHWEST HIGH SCHOOL, continued	190	403	03:34:29	14%	86%	350	87%
Social Studies	31	41	01:31:54	12%	88%	34	83%
Initial Credit	152	246	04:46:47	13%	85%	221	90%
Electives	31	61	04:31:18	20%	83%	49	80%
Language Arts	17	23	03:23:50	11%	84%	20	87%
Math	9	13	02:41:06	10%	81%	9	69%
Science	13	19	05:19:55	16%	87%	18	95%
Social Studies	120	130	05:16:26	11%	85%	125	96%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
015-WESTERN HILLS HIGH SCHOOL	109	314	02:43:01	21%	85%	274	87%
Credit Recovery	90	224	02:14:20	24%	85%	197	88%
Electives	20	31	01:59:00	31%	88%	27	87%
Language Arts	39	52	02:16:23	22%	83%	50	96%
Math	25	35	01:32:22	20%	84%	30	86%
Science	35	45	03:04:13	23%	84%	38	84%
Social Studies	44	61	02:07:39	24%	87%	52	85%
Initial Credit	42	90	03:54:26	16%	86%	77	86%
Electives	17	32	03:39:34	24%	86%	29	91%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
015-WESTERN HILLS HIGH SCHOOL, continued	109	314	02:43:01	21%	85%	274	87%
Language Arts	11	15	04:34:59	13%	82%	11	73%
Math	3	5	03:52:45	17%	86%	4	80%
Science	16	23	03:06:41	12%	89%	22	96%
Social Studies	11	15	04:59:24	10%	88%	11	73%
016-O.D.WYATT HIGH SCHOOL	275	1,085	03:28:46	30%	84%	1,036	95%
Credit Recovery	248	832	02:54:38	32%	85%	793	95%
Electives	49	65	02:27:34	34%	89%	58	89%
Language Arts	133	198	02:54:02	31%	82%	187	94%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
016-O.D.WYATT HIGH SCHOOL, continued	275	1,085	03:28:46	30%	84%	1,036	95%
Math	62	118	03:01:07	44%	87%	114	97%
Science	148	248	02:58:32	27%	84%	239	96%
Social Studies	116	203	02:55:19	34%	88%	195	96%
Initial Credit	111	253	05:21:00	22%	81%	243	96%
Electives	32	64	03:38:33	30%	82%	63	98%
Language Arts	21	25	05:06:07	18%	77%	23	92%
Math	29	40	06:18:01	20%	84%	37	93%
Science	46	72	06:06:00	21%	82%	71	99%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
016-O.D.WYATT HIGH SCHOOL, continued	275	1,085	03:28:46	30%	84%	1,036	95%
Social Studies	35	52	05:48:06	14%	81%	49	94%
021-SUCCESS HIGH SCHOOL	172	852	04:57:06	20%	81%	769	90%
Credit Recovery	81	257	03:26:37	27%	84%	236	92%
Electives	34	67	02:58:23	24%	85%	61	91%
Language Arts	19	20	03:16:50	26%	80%	19	95%
Math	32	45	03:37:40	30%	84%	40	89%
Science	36	55	04:02:25	35%	81%	53	96%
Social Studies	40	70	03:21:11	23%	85%	63	90%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
021-SUCCESS HIGH SCHOOL, continued	172	852	04:57:06	20%	81%	769	90%
Initial Credit	155	595	05:36:11	17%	80%	533	90%
Electives	117	283	05:06:30	18%	81%	251	89%
Language Arts	33	36	03:49:10	13%	76%	29	81%
Math	24	41	06:08:11	19%	82%	39	95%
Science	61	92	05:32:29	18%	79%	85	92%
Social Studies	83	143	06:55:04	15%	77%	129	90%
071-BENBROOK MIDDLE-HIGH	122	272	01:52:02	16%	83%	243	89%
Credit Recovery	65	146	01:36:35	13%	84%	131	90%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
071-BENBROOK MIDDLE-HIGH, continued	122	272	01:52:02	16%	83%	243	89%
Electives	11	15	01:11:30	14%	86%	14	93%
Language Arts	30	36	01:43:01	13%	81%	35	97%
Math	24	31	01:10:21	11%	85%	28	90%
Science	19	20	01:49:52	15%	81%	19	95%
Social Studies	39	44	01:52:20	14%	86%	35	80%
Initial Credit	31	47	03:52:55	12%	84%	39	83%
Electives	6	9	02:30:07	20%	85%	8	89%
Language Arts	4	4	02:52:59	10%	84%	4	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
071-BENBROOK MIDDLE-HIGH, continued	122	272	01:52:02	16%	83%	243	89%
Math	8	9	04:47:04	12%	85%	7	78%
Science	8	9	02:54:04	9%	82%	6	67%
Social Studies	13	16	04:57:08	10%	84%	14	88%
eDynamic Learning	42	79	01:08:40	22%	82%	73	92%
Electives	42	79	01:08:40	22%	82%	73	92%
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	2	4	03:08:35	6%	90%	4	100%
Initial Credit	2	4	03:08:35	6%	90%	4	100%
Math	1	2	03:05:28	5%	89%	2	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	2	4	03:08:35	6%	90%	4	100%
Social Studies	1	2	03:11:41	7%	91%	2	100%
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL	32	71	04:46:20	19%	84%	69	97%
Credit Recovery	11	16	01:38:18	18%	86%	15	94%
Language Arts	5	5	01:15:56	10%	84%	4	80%
Math	1	2	00:46:02	5%	83%	2	100%
Science	2	3	01:16:38	12%	88%	3	100%
Social Studies	6	6	02:25:12	32%	88%	6	100%
Initial Credit	29	55	05:41:02	19%	84%	54	98%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL, continued	32	71	04:46:20	19%	84%	69	97%
Language Arts	7	7	04:34:50	22%	84%	6	86%
Math	12	24	04:38:41	22%	84%	24	100%
Social Studies	19	24	07:02:42	16%	84%	24	100%
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	6	6	03:39:52	10%	86%	4	67%
Credit Recovery	3	3	01:55:34	8%	84%	2	67%
Language Arts	1	1	02:34:01	6%	78%	1	100%
Social Studies	2	2	01:36:21	8%	87%	1	50%
Initial Credit	3	3	05:24:09	12%	89%	2	67%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	6	6	03:39:52	10%	86%	4	67%
Language Arts	1	1	01:21:29	5%	85%	0	0%
Social Studies	2	2	07:25:29	15%	91%	2	100%
084-WORLD LANGUAGES INSTITUTE MIDDLE-HIGH SCHOOL	6	6	02:58:43	9%	85%	6	100%
Credit Recovery	3	3	02:58:27	11%	83%	3	100%
Science	2	2	02:49:35	13%	83%	2	100%
Social Studies	1	1	03:16:12	7%	83%	1	100%
Initial Credit	3	3	02:58:58	7%	87%	3	100%
Math	1	1	02:53:46	6%	88%	1	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
084-WORLD LANGUAGES INSTITUTE MIDDLE-HIGH SCHOOL, continued	6	6	02:58:43	9%	85%	6	100%
Science	2	2	03:01:34	7%	86%	2	100%
085-MARINE CREEK COLLEGIATE HIGH SCHOOL	40	90	03:01:42	14%	87%	85	94%
Credit Recovery	17	28	02:32:00	21%	87%	28	100%
Electives	5	8	02:51:31	13%	88%	8	100%
Language Arts	7	7	02:30:12	25%	85%	7	100%
Math	3	5	02:49:14	30%	89%	5	100%
Science	4	7	02:03:33	18%	86%	7	100%
Social Studies	1	1	02:01:13	17%	85%	1	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
085-MARINE CREEK COLLEGIATE HIGH SCHOOL, continued	40	90	03:01:42	14%	87%	85	94%
Initial Credit	32	62	03:15:07	11%	87%	57	92%
Electives	15	30	02:25:19	11%	88%	28	93%
Language Arts	12	12	03:29:02	11%	85%	9	75%
Science	8	14	03:37:35	11%	87%	14	100%
Social Studies	6	6	06:03:47	11%	86%	6	100%
086-TCC SOUTH HIGH SCHOOL	51	121	03:30:42	27%	84%	110	91%
Credit Recovery	45	104	02:43:12	24%	84%	93	89%
Electives	3	3	01:14:42	29%	88%	2	67%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
086-TCC SOUTH HIGH SCHOOL, continued	51	121	03:30:42	27%	84%	110	91%
Language Arts	23	32	02:35:33	21%	82%	28	88%
Math	26	34	03:02:34	27%	86%	33	97%
Science	12	15	02:16:45	19%	84%	13	87%
Social Studies	15	20	02:55:40	25%	84%	17	85%
Initial Credit	11	17	08:21:14	45%	85%	17	100%
Electives	3	9	03:29:13	39%	87%	9	100%
Language Arts	4	4	19:06:13	88%	79%	4	100%
Math	4	4	08:33:17	16%	84%	4	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
087-I.M. TERRELL ACADEMY HIGH SCHOOL	32	54	02:24:28	9%	85%	54	100%
Credit Recovery	21	31	01:23:33	10%	84%	31	100%
Electives	1	1	00:28:39	3%	91%	1	100%
Language Arts	6	9	02:06:59	15%	82%	9	100%
Math	7	8	00:57:36	7%	85%	8	100%
Science	2	2	00:47:00	6%	89%	2	100%
Social Studies	8	11	01:18:30	8%	82%	11	100%
Initial Credit	14	23	03:46:35	8%	86%	23	100%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Weekly Usage by School, by Program, by Subject

School / Program / Subject	# Students	# Enrollments	Avg Active Time per Week	Avg Progress per Week	Avg Overall Grade	# Completions	Completion %
087-I.M. TERRELL ACADEMY HIGH SCHOOL, continued	32	54	02:24:28	9%	85%	54	100%
Electives	3	5	01:33:29	6%	94%	5	100%
Language Arts	4	4	04:51:04	11%	80%	4	100%
Science	1	2	00:45:35	3%	92%	2	100%
Social Studies	10	12	04:50:43	9%	83%	12	100%
GRAND TOTAL	3,122	10,287	02:51:21	20%	84%	9,142	89%

GRAND TOTAL	3,048	9,477	02:29:55	18%	84%	6,751	71%
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April 2025

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.
 Excludes enrollments with no First Gradebook Entry.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
001-AMON CARTER-RIVERSIDE HIGH SCHOOL	17	53	29	18	12	8	8	7	7	4	6	381
Credit Recovery	14	49	27	14	12	7	6	6	4	4	5	300
Electives	1	11	3	2	1	1	0	1	0	0	1	26
Language Arts	2	13	4	1	6	2	1	2	1	1	0	94
Math	5	11	9	3	1	1	2	0	0	1	0	49
Science	4	6	7	4	1	2	2	0	1	1	3	56
Social Studies	2	8	4	4	3	1	1	3	2	1	1	75
Initial Credit	3	4	2	4	0	1	2	1	3	0	1	81

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
001-AMON CARTER-RIVERSIDE HIGH SCHOOL, continued	17	53	29	18	12	8	8	7	7	4	6	381
Electives	0	1	0	0	0	0	0	0	0	0	0	8
Language Arts	0	0	1	0	0	0	2	0	1	0	0	22
Math	1	3	0	2	0	1	0	0	0	0	0	25
Science	1	0	0	2	0	0	0	0	1	0	0	8
Social Studies	1	0	1	0	0	0	0	1	1	0	1	18
002-ARLINGTON HEIGHTS HIGH SCHOOL	15	24	11	10	14	8	10	6	4	3	1	420
Credit Recovery	8	17	9	7	11	6	3	5	4	2	1	255
Electives	3	3	3	2	3	0	0	0	0	0	0	66

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	15	24	11	10	14	8	10	6	4	3	1	420
Language Arts	2	8	2	1	1	1	0	1	3	0	0	46
Math	0	3	1	0	4	4	0	1	0	0	0	46
Science	2	0	1	2	2	0	1	2	1	2	1	49
Social Studies	1	3	2	2	1	1	2	1	0	0	0	48
Initial Credit	7	7	2	3	3	2	7	1	0	1	0	165
Electives	2	4	1	1	1	0	0	0	0	0	0	40
Language Arts	0	1	0	0	0	0	1	1	0	0	0	19
Math	0	1	0	0	0	1	1	0	0	1	0	44

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	15	24	11	10	14	8	10	6	4	3	1	420
Science	3	0	1	0	1	1	1	0	0	0	0	20
Social Studies	2	1	0	2	1	0	4	0	0	0	0	42
003-SOUTH HILLS HIGH SCHOOL	15	51	33	18	20	14	10	5	8	7	7	614
Credit Recovery	13	37	21	18	13	11	7	4	8	6	4	423
Electives	3	9	3	6	1	1	0	0	2	0	0	40
Language Arts	3	11	5	5	5	3	1	1	3	0	0	142
Math	4	4	6	0	4	0	2	1	1	2	2	77
Science	3	9	2	5	2	4	0	1	1	2	1	70

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
003-SOUTH HILLS HIGH SCHOOL, continued	15	51	33	18	20	14	10	5	8	7	7	614
Social Studies	0	4	5	2	1	3	4	1	1	2	1	94
Initial Credit	2	14	12	0	7	3	3	1	0	1	3	191
Electives	1	1	0	0	0	0	0	0	0	0	0	15
Language Arts	0	2	2	0	2	1	1	0	0	0	1	36
Math	1	5	1	0	0	1	0	0	0	1	0	20
Science	0	3	5	0	2	1	2	1	0	0	2	83
Social Studies	0	3	4	0	3	0	0	0	0	0	0	37

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
004-DIAMOND HILL-JARVIS HIGH SCHOOL	13	27	12	16	8	8	3	12	3	4	8	537
Credit Recovery	11	23	11	12	6	7	3	8	3	4	7	435
Electives	1	4	0	3	0	1	1	1	0	1	0	46
Language Arts	3	6	6	4	1	3	1	1	0	1	2	99
Math	5	9	4	1	1	1	0	2	1	2	1	119
Science	0	3	0	0	2	1	1	4	1	0	1	74
Social Studies	2	1	1	4	2	1	0	0	1	0	3	97
Initial Credit	2	4	1	4	2	1	0	4	0	0	1	102
Electives	1	2	0	1	0	0	0	2	0	0	1	27

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
004-DIAMOND HILL-JARVIS HIGH SCHOOL, continued	13	27	12	16	8	8	3	12	3	4	8	537
Language Arts	1	1	0	2	0	1	0	1	0	0	0	9
Math	0	1	0	0	0	0	0	0	0	0	0	23
Science	0	0	1	1	2	0	0	0	0	0	0	29
Social Studies	0	0	0	0	0	0	0	1	0	0	0	14
005-PAUL LAURENCE DUNBAR HIGH SCHOOL	5	26	12	6	9	3	7	4	2	6	3	741
Credit Recovery	2	14	6	4	5	1	7	3	2	4	3	543
Electives	0	5	2	1	0	0	3	0	0	0	0	62
Language Arts	0	6	3	1	3	0	2	0	0	0	1	134

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	5	26	12	6	9	3	7	4	2	6	3	741
Math	0	1	1	1	0	0	1	1	1	1	0	104
Science	2	1	0	0	0	0	1	1	1	2	2	108
Social Studies	0	1	0	1	2	1	0	1	0	1	0	135
Initial Credit	3	12	6	2	4	2	0	1	0	2	0	198
Electives	1	3	3	0	0	1	0	0	0	0	0	63
Language Arts	0	3	0	0	1	0	0	0	0	1	0	32
Math	1	0	1	0	0	0	0	0	0	0	0	9
Science	0	1	0	0	0	0	0	0	0	1	0	42

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	5	26	12	6	9	3	7	4	2	6	3	741
Social Studies	1	5	2	2	3	1	0	1	0	0	0	52
006-EASTERN HILLS HIGH SCHOOL	0	10	8	0	5	2	0	1	2	4	0	311
Credit Recovery	0	7	4	0	3	2	0	1	2	1	0	239
Electives	0	0	0	0	0	0	0	0	1	0	0	37
Language Arts	0	3	1	0	1	0	0	1	1	0	0	50
Math	0	1	2	0	1	0	0	0	0	0	0	46
Science	0	1	1	0	0	1	0	0	0	0	0	41
Social Studies	0	2	0	0	1	1	0	0	0	1	0	65

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
006-EASTERN HILLS HIGH SCHOOL, continued	0	10	8	0	5	2	0	1	2	4	0	311
Initial Credit	0	3	4	0	2	0	0	0	0	3	0	72
Electives	0	0	1	0	2	0	0	0	0	1	0	20
Language Arts	0	0	0	0	0	0	0	0	0	0	0	8
Math	0	1	1	0	0	0	0	0	0	0	0	4
Science	0	2	0	0	0	0	0	0	0	2	0	5
Social Studies	0	0	2	0	0	0	0	0	0	0	0	35
008-NORTH SIDE HIGH SCHOOL	7	21	11	11	8	2	2	5	3	2	7	682
Credit Recovery	4	14	9	10	7	1	1	3	3	2	5	523

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
008-NORTH SIDE HIGH SCHOOL, continued	7	21	11	11	8	2	2	5	3	2	7	682
Electives	1	3	3	1	2	0	0	0	1	2	0	72
Language Arts	0	4	2	2	3	0	0	1	1	0	0	104
Math	0	1	2	2	1	0	0	0	0	0	0	88
Science	1	3	0	1	0	0	0	1	1	0	3	77
Social Studies	2	3	2	4	1	1	1	1	0	0	2	182
Initial Credit	3	7	2	1	1	1	1	2	0	0	2	159
Electives	0	1	0	0	0	1	0	1	0	0	1	43
Language Arts	0	0	0	0	0	0	0	0	0	0	0	13

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
008-NORTH SIDE HIGH SCHOOL, continued	7	21	11	11	8	2	2	5	3	2	7	682
Math	1	0	0	0	1	0	0	0	0	0	0	26
Science	1	4	0	0	0	0	1	0	0	0	0	40
Social Studies	1	2	2	1	0	0	0	1	0	0	1	37
009-POLYTECHNIC HIGH SCHOOL	48	83	36	31	26	20	14	8	20	11	9	940
Credit Recovery	39	69	29	24	25	18	12	7	17	11	9	819
Electives	8	15	5	1	4	3	1	1	4	3	3	173
Language Arts	3	9	2	4	5	4	2	2	3	1	2	124
Math	10	13	8	5	5	3	2	3	3	1	0	160

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
009-POLYTECHNIC HIGH SCHOOL, continued	48	83	36	31	26	20	14	8	20	11	9	940
Science	7	12	4	6	4	4	3	1	4	4	1	157
Social Studies	11	20	10	8	7	4	4	0	3	2	3	205
Initial Credit	9	14	7	7	1	2	2	1	3	0	0	121
Electives	5	5	2	0	1	1	2	0	2	0	0	44
Language Arts	0	0	1	1	0	0	0	0	0	0	0	12
Math	1	3	2	1	0	0	0	0	1	0	0	8
Science	2	3	1	3	0	0	0	0	0	0	0	23
Social Studies	1	3	1	2	0	1	0	1	0	0	0	34

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
010-PASCHAL HIGH SCHOOL	24	51	43	25	11	10	8	4	8	8	8	933
Credit Recovery	18	32	34	20	9	8	5	1	8	7	4	636
Electives	2	3	7	0	2	2	2	0	0	2	1	123
Language Arts	4	14	3	4	4	0	0	0	3	1	2	141
Math	7	2	5	6	1	1	1	0	2	2	0	96
Science	1	5	3	4	0	4	0	0	3	1	0	123
Social Studies	4	8	16	6	2	1	2	1	0	1	1	153
Initial Credit	6	19	9	5	2	2	3	3	0	1	4	297

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
010-PASCHAL HIGH SCHOOL, continued	24	51	43	25	11	10	8	4	8	8	8	933
Electives	2	7	1	1	2	1	1	3	0	0	0	73
Language Arts	1	1	1	0	0	0	0	0	0	0	2	58
Math	1	2	1	1	0	1	0	0	0	0	0	28
Science	1	4	2	1	0	0	1	0	0	0	1	78
Social Studies	1	5	4	2	0	0	1	0	0	1	1	60
011-TRIMBLE TECH HIGH SCHOOL	11	27	18	13	8	10	7	7	6	6	12	576
Credit Recovery	7	18	12	7	5	6	4	5	6	5	10	506
Electives	2	9	1	0	0	3	1	1	4	3	2	82

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
011-TRIMBLE TECH HIGH SCHOOL, continued	11	27	18	13	8	10	7	7	6	6	12	576
Language Arts	2	3	1	2	1	1	1	0	0	0	1	108
Math	1	3	5	2	3	2	0	1	0	0	2	96
Science	0	1	2	2	1	0	1	3	2	1	4	114
Social Studies	2	2	3	1	0	0	1	0	0	1	1	106
Initial Credit	4	9	6	6	3	4	3	2	0	1	2	70
Electives	0	0	0	1	0	0	0	0	0	0	0	8
Language Arts	0	0	1	0	0	1	0	0	0	0	1	6
Math	1	2	1	0	0	1	0	0	0	0	0	2

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
011-TRIMBLE TECH HIGH SCHOOL, continued	11	27	18	13	8	10	7	7	6	6	12	576
Science	0	0	0	0	1	0	0	0	0	0	0	5
Social Studies	3	7	4	5	2	2	3	2	0	1	1	49
014-SOUTHWEST HIGH SCHOOL	9	22	19	10	3	3	2	5	2	2	7	350
Credit Recovery	3	10	8	3	3	2	1	3	2	1	5	129
Electives	1	4	2	0	0	0	0	1	0	1	1	48
Language Arts	2	1	2	1	1	1	0	0	0	0	2	19
Math	0	1	1	1	1	0	0	0	0	0	0	10
Science	0	0	2	1	0	1	0	1	1	0	0	18

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
014-SOUTHWEST HIGH SCHOOL, continued	9	22	19	10	3	3	2	5	2	2	7	350
Social Studies	0	4	1	0	1	0	1	1	1	0	2	34
Initial Credit	6	12	11	7	0	1	1	2	0	1	2	221
Electives	4	4	5	3	0	0	1	1	0	0	2	49
Language Arts	0	2	1	2	0	0	0	0	0	0	0	20
Math	0	2	3	0	0	1	0	0	0	0	0	9
Science	1	3	0	1	0	0	0	0	0	0	0	18
Social Studies	1	1	2	1	0	0	0	1	0	1	0	125

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
015-WESTERN HILLS HIGH SCHOOL	3	14	10	5	7	5	2	4	0	1	6	274
Credit Recovery	1	9	9	3	5	2	0	3	0	0	5	197
Electives	0	2	1	0	2	0	0	0	0	0	1	27
Language Arts	1	5	1	0	0	0	0	0	0	0	1	50
Math	0	1	2	1	0	1	0	1	0	0	0	30
Science	0	0	4	0	1	0	0	1	0	0	1	38
Social Studies	0	1	1	2	2	1	0	1	0	0	2	52
Initial Credit	2	5	1	2	2	3	2	1	0	1	1	77
Electives	1	2	1	1	1	0	0	0	0	0	0	29

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
015-WESTERN HILLS HIGH SCHOOL, continued	3	14	10	5	7	5	2	4	0	1	6	274
Language Arts	0	0	0	0	0	1	1	0	0	1	1	11
Math	0	2	0	0	0	1	0	0	0	0	0	4
Science	1	1	0	0	1	0	0	0	0	0	0	22
Social Studies	0	0	0	1	0	1	1	1	0	0	0	11
016-O.D.WYATT HIGH SCHOOL	16	28	13	14	5	5	7	1	4	0	0	1,036
Credit Recovery	9	21	8	12	4	4	6	1	4	0	0	793
Electives	0	6	2	2	0	1	0	1	1	0	0	58
Language Arts	4	7	2	2	2	1	2	0	2	0	0	187

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
016-O.D.WYATT HIGH SCHOOL, continued	16	28	13	14	5	5	7	1	4	0	0	1,036
Math	1	0	0	1	0	0	3	0	0	0	0	114
Science	1	5	2	5	1	0	0	0	1	0	0	239
Social Studies	3	3	2	2	1	2	1	0	0	0	0	195
Initial Credit	7	7	5	2	1	1	1	0	0	0	0	243
Electives	2	3	0	0	1	0	0	0	0	0	0	63
Language Arts	0	0	1	0	0	0	1	0	0	0	0	23
Math	1	3	3	0	0	0	0	0	0	0	0	37
Science	3	1	1	0	0	0	0	0	0	0	0	71

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
016-O.D.WYATT HIGH SCHOOL, continued	16	28	13	14	5	5	7	1	4	0	0	1,036
Social Studies	1	0	0	2	0	1	0	0	0	0	0	49
021-SUCCESS HIGH SCHOOL	15	56	27	15	7	8	5	6	4	5	7	768
Credit Recovery	2	12	8	3	0	1	2	1	1	1	4	236
Electives	1	3	3	1	0	0	1	0	0	0	1	61
Language Arts	0	1	0	0	0	0	0	0	0	1	0	19
Math	0	1	3	0	0	1	0	1	0	0	0	40
Science	0	4	0	0	0	0	0	0	1	0	1	53
Social Studies	1	3	2	2	0	0	1	0	0	0	2	63

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
021-SUCCESS HIGH SCHOOL, continued	15	56	27	15	7	8	5	6	4	5	7	768
Initial Credit	13	44	19	12	7	7	3	5	3	4	3	532
Electives	3	24	11	7	3	4	2	0	1	3	2	250
Language Arts	1	3	2	1	1	1	0	1	0	1	0	29
Math	3	4	2	0	0	0	0	0	0	0	0	39
Science	0	6	1	2	1	0	1	1	0	0	1	85
Social Studies	6	7	3	2	2	2	0	3	2	0	0	129
071-BENBROOK MIDDLE-HIGH	3	9	6	5	3	1	2	2	1	4	5	243
Credit Recovery	3	5	4	2	2	0	1	2	0	2	2	131

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
071-BENBROOK MIDDLE-HIGH, continued	3	9	6	5	3	1	2	2	1	4	5	243
Electives	0	0	0	0	0	0	0	0	0	1	0	14
Language Arts	1	0	0	0	0	0	0	1	0	0	0	35
Math	2	0	3	0	0	0	0	0	0	0	0	28
Science	0	0	0	0	0	0	0	0	0	1	0	19
Social Studies	0	5	1	2	2	0	1	1	0	0	2	35
Initial Credit	0	3	2	3	1	0	0	0	0	2	0	39
Electives	0	0	0	1	0	0	0	0	0	0	0	8
Language Arts	0	0	0	0	0	0	0	0	0	0	0	4

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
071-BENBROOK MIDDLE-HIGH, continued	3	9	6	5	3	1	2	2	1	4	5	243
Math	0	1	0	0	1	0	0	0	0	1	0	7
Science	0	1	2	1	0	0	0	0	0	0	0	6
Social Studies	0	1	0	1	0	0	0	0	0	1	0	14
eDynamic Learning Electives	0	1	0	0	0	1	1	0	1	0	3	73
Electives	0	1	0	0	0	1	1	0	1	0	3	73
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	0	0	0	0	0	0	0	0	0	0	0	4
Initial Credit	0	0	0	0	0	0	0	0	0	0	0	4
Math	0	0	0	0	0	0	0	0	0	0	0	2

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	0	0	0	0	0	0	0	0	0	0	0	4
Social Studies	0	0	0	0	0	0	0	0	0	0	0	2
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL	0	1	0	0	0	0	0	2	0	0	0	69
Credit Recovery	0	0	0	0	0	0	0	1	0	0	0	15
Language Arts	0	0	0	0	0	0	0	1	0	0	0	4
Math	0	0	0	0	0	0	0	0	0	0	0	2
Science	0	0	0	0	0	0	0	0	0	0	0	3
Social Studies	0	0	0	0	0	0	0	0	0	0	0	6
Initial Credit	0	1	0	0	0	0	0	1	0	0	0	54

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL, continued	0	1	0	0	0	0	0	2	0	0	0	69
Language Arts	0	0	0	0	0	0	0	1	0	0	0	6
Math	0	1	0	0	0	0	0	0	0	0	0	24
Social Studies	0	0	0	0	0	0	0	0	0	0	0	24
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	0	1	0	0	0	0	1	0	0	1	0	4
Credit Recovery	0	0	0	0	0	0	0	0	0	1	0	2
Language Arts	0	0	0	0	0	0	0	0	0	0	0	1
Social Studies	0	0	0	0	0	0	0	0	0	1	0	1
Initial Credit	0	1	0	0	0	0	1	0	0	0	0	2

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	0	1	0	0	0	0	1	0	0	1	0	4
Language Arts	0	0	0	0	0	0	1	0	0	0	0	0
Social Studies	0	1	0	0	0	0	0	0	0	0	0	2
084-WORLD LANGUAGES INSTITUTE MIDDLE-HIGH SCHOOL	0	0	0	0	0	0	0	0	0	0	0	6
Credit Recovery	0	0	0	0	0	0	0	0	0	0	0	3
Science	0	0	0	0	0	0	0	0	0	0	0	2
Social Studies	0	0	0	0	0	0	0	0	0	0	0	1
Initial Credit	0	0	0	0	0	0	0	0	0	0	0	3
Math	0	0	0	0	0	0	0	0	0	0	0	1

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
084-WORLD LANGUAGES INSTITUTE MIDDLE-HIGH SCHOOL, continued	0	0	0	0	0	0	0	0	0	0	0	6
Science	0	0	0	0	0	0	0	0	0	0	0	2
085-MARINE CREEK COLLEGIATE HIGH SCHOOL	2	3	0	1	0	1	2	1	0	0	0	85
Credit Recovery	1	1	0	0	0	0	0	0	0	0	0	28
Electives	0	0	0	0	0	0	0	0	0	0	0	8
Language Arts	0	1	0	0	0	0	0	0	0	0	0	7
Math	0	0	0	0	0	0	0	0	0	0	0	5
Science	1	0	0	0	0	0	0	0	0	0	0	7
Social Studies	0	0	0	0	0	0	0	0	0	0	0	1

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
085-MARINE CREEK COLLEGIATE HIGH SCHOOL, continued	2	3	0	1	0	1	2	1	0	0	0	85
Initial Credit	1	2	0	1	0	1	2	1	0	0	0	57
Electives	0	2	0	1	0	0	0	1	0	0	0	28
Language Arts	1	0	0	0	0	1	2	0	0	0	0	9
Science	0	0	0	0	0	0	0	0	0	0	0	14
Social Studies	0	0	0	0	0	0	0	0	0	0	0	6
086-TCC SOUTH HIGH SCHOOL	0	0	4	0	3	0	0	1	1	2	0	110
Credit Recovery	0	0	4	0	3	0	0	1	1	2	0	93
Electives	0	0	0	0	1	0	0	0	0	0	0	2

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
086-TCC SOUTH HIGH SCHOOL, continued	0	0	4	0	3	0	0	1	1	2	0	110
Language Arts	0	0	2	0	1	0	0	1	0	0	0	28
Math	0	0	0	0	1	0	0	0	0	0	0	33
Science	0	0	0	0	0	0	0	0	1	1	0	13
Social Studies	0	0	2	0	0	0	0	0	0	1	0	17
Initial Credit	0	0	0	0	0	0	0	0	0	0	0	17
Electives	0	0	0	0	0	0	0	0	0	0	0	9
Language Arts	0	0	0	0	0	0	0	0	0	0	0	4
Math	0	0	0	0	0	0	0	0	0	0	0	4

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
087-I.M. TERRELL ACADEMY HIGH SCHOOL	0	3	0	0	0	0	0	0	0	0	0	54
Credit Recovery	0	0	0	0	0	0	0	0	0	0	0	31
Electives	0	0	0	0	0	0	0	0	0	0	0	1
Language Arts	0	0	0	0	0	0	0	0	0	0	0	9
Math	0	0	0	0	0	0	0	0	0	0	0	8
Science	0	0	0	0	0	0	0	0	0	0	0	2
Social Studies	0	0	0	0	0	0	0	0	0	0	0	11
Initial Credit	0	3	0	0	0	0	0	0	0	0	0	23

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Progress Buckets by School, by Program, by Subject

School / Program / Subject	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-99%	100%
087-I.M. TERRELL ACADEMY HIGH SCHOOL, continued	0	3	0	0	0	0	0	0	0	0	0	54
Electives	0	3	0	0	0	0	0	0	0	0	0	5
Language Arts	0	0	0	0	0	0	0	0	0	0	0	4
Science	0	0	0	0	0	0	0	0	0	0	0	2
Social Studies	0	0	0	0	0	0	0	0	0	0	0	12
GRAND TOTAL	203	510	292	198	149	108	90	81	75	70	86	9,138

GRAND TOTAL	300	840	544	355	340	263	254	201	233	239	280	6,768
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April 2025

Includes all enrollments regardless of progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Overall Grade Buckets by Subject

Subject	≤59%	60% – 69%	≥70%
Electives	15	30	1,983
Language Arts	3	44	1,895
Math	4	23	1,629
Science	5	18	2,009
Social Studies	6	26	2,597
GRAND TOTAL	33	141	10,113

Includes enrollments with greater than 10% progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
001-AMON CARTER-RIVERSIDE HIGH SCHOOL	144	382	22:15:14	84%
Credit Recovery	119	300	18:19:42	85%
Electives	21	26	15:15:46	90%
Language Arts	64	94	18:50:10	83%
Math	42	49	18:40:33	85%
Science	45	56	18:50:03	83%
Social Studies	48	75	18:09:01	87%
Initial Credit	51	82	36:36:57	81%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
001-AMON CARTER-RIVERSIDE HIGH SCHOOL, continued	144	382	22:15:14	84%
Electives	6	8	30:25:33	87%
Language Arts	20	22	28:04:21	77%
Math	16	25	35:46:34	85%
Science	6	8	45:38:46	77%
Social Studies	16	19	46:25:00	79%
002-ARLINGTON HEIGHTS HIGH SCHOOL	142	420	22:42:22	83%
Credit Recovery	102	255	15:14:59	84%
Electives	36	66	15:15:06	87%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	142	420	22:42:22	83%
Language Arts	39	46	16:53:19	80%
Math	40	46	14:59:37	84%
Science	37	49	17:46:58	82%
Social Studies	39	48	11:20:07	87%
Initial Credit	75	165	34:13:46	81%
Electives	22	40	24:32:11	81%
Language Arts	18	19	25:28:36	81%
Math	35	44	37:16:34	83%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
002-ARLINGTON HEIGHTS HIGH SCHOOL, continued	142	420	22:42:22	83%
Science	14	20	39:26:14	78%
Social Studies	24	42	41:44:57	82%
003-SOUTH HILLS HIGH SCHOOL	245	614	20:01:51	83%
Credit Recovery	192	423	14:15:04	84%
Electives	31	40	14:34:48	86%
Language Arts	106	142	15:11:29	81%
Math	62	77	11:03:35	86%
Science	59	70	15:58:58	83%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
003-SOUTH HILLS HIGH SCHOOL, continued	245	614	20:01:51	83%
Social Studies	71	94	14:00:59	87%
Initial Credit	99	191	32:49:51	80%
Electives	10	15	38:53:04	83%
Language Arts	28	36	26:24:58	78%
Math	14	20	24:09:05	83%
Science	56	83	29:56:31	81%
Social Studies	28	37	47:47:26	80%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
004-DIAMOND HILL-JARVIS HIGH SCHOOL	137	538	17:30:21	84%
Credit Recovery	126	436	14:24:21	84%
Electives	33	46	12:26:10	87%
Language Arts	65	100	14:18:00	81%
Math	67	119	15:31:23	85%
Science	61	74	14:58:40	82%
Social Studies	65	97	13:38:30	87%
Initial Credit	44	102	30:45:27	81%
Electives	14	27	26:43:58	83%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
004-DIAMOND HILL-JARVIS HIGH SCHOOL, continued	137	538	17:30:21	84%
Language Arts	9	9	24:48:49	77%
Math	13	23	27:03:44	81%
Science	18	29	33:34:11	81%
Social Studies	12	14	42:35:12	78%
005-PAUL LAURENCE DUNBAR HIGH SCHOOL	181	740	18:52:01	84%
Credit Recovery	154	543	13:58:27	85%
Electives	42	62	15:05:34	88%
Language Arts	76	134	12:48:07	83%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	181	740	18:52:01	84%
Math	78	104	14:29:13	85%
Science	83	108	14:05:05	84%
Social Studies	94	135	14:08:28	87%
Initial Credit	90	197	32:21:10	80%
Electives	31	63	26:02:17	82%
Language Arts	25	32	27:31:36	78%
Math	8	9	39:46:07	81%
Science	29	41	36:04:11	76%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
005-PAUL LAURENCE DUNBAR HIGH SCHOOL, continued	181	740	18:52:01	84%
Social Studies	37	52	38:45:33	81%
006-EASTERN HILLS HIGH SCHOOL	108	311	19:20:51	83%
Credit Recovery	94	239	15:28:34	85%
Electives	24	37	13:37:03	88%
Language Arts	39	50	17:32:57	81%
Math	36	46	13:28:29	85%
Science	35	41	16:09:18	84%
Social Studies	49	65	15:55:37	86%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
006-EASTERN HILLS HIGH SCHOOL, continued	108	311	19:20:51	83%
Initial Credit	36	72	32:11:56	79%
Electives	15	20	25:58:55	82%
Language Arts	8	8	29:18:05	79%
Math	4	4	41:13:22	75%
Science	4	5	34:57:25	77%
Social Studies	21	35	34:59:18	77%
008-NORTH SIDE HIGH SCHOOL	232	682	15:06:43	85%
Credit Recovery	207	523	11:20:10	86%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
008-NORTH SIDE HIGH SCHOOL, continued	232	682	15:06:43	85%
Electives	55	72	09:54:12	87%
Language Arts	86	104	11:29:32	83%
Math	72	88	09:18:54	87%
Science	66	77	12:22:07	83%
Social Studies	130	182	12:21:15	87%
Initial Credit	78	159	27:31:54	82%
Electives	26	43	17:11:44	83%
Language Arts	11	13	24:14:39	79%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
008-NORTH SIDE HIGH SCHOOL, continued	232	682	15:06:43	85%
Math	20	26	28:23:18	84%
Science	31	40	33:51:50	81%
Social Studies	21	37	33:15:02	83%
009-POLYTECHNIC HIGH SCHOOL	226	939	13:29:41	84%
Credit Recovery	213	818	10:41:21	85%
Electives	96	172	10:32:12	86%
Language Arts	85	124	10:46:50	81%
Math	102	160	10:21:46	85%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
009-POLYTECHNIC HIGH SCHOOL, continued	226	939	13:29:41	84%
Science	109	157	11:31:07	83%
Social Studies	129	205	10:22:51	87%
Initial Credit	56	121	32:27:42	80%
Electives	23	44	25:31:25	84%
Language Arts	10	12	30:11:27	78%
Math	5	8	40:45:07	79%
Science	15	23	29:43:37	77%
Social Studies	27	34	42:08:28	79%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
010-PASCHAL HIGH SCHOOL	228	935	15:58:26	84%
Credit Recovery	174	638	10:44:46	85%
Electives	66	124	08:54:45	89%
Language Arts	93	141	13:24:57	80%
Math	68	96	10:29:39	84%
Science	81	123	10:36:45	83%
Social Studies	95	154	10:02:28	87%
Initial Credit	117	297	27:12:15	82%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
010-PASCHAL HIGH SCHOOL, continued	228	935	15:58:26	84%
Electives	43	73	21:25:46	84%
Language Arts	49	58	24:08:01	78%
Math	18	28	27:47:51	84%
Science	48	78	26:41:14	82%
Social Studies	41	60	37:35:37	82%
011-TRIMBLE TECH HIGH SCHOOL	221	577	17:38:45	84%
Credit Recovery	208	506	14:04:47	85%
Electives	52	82	13:39:47	87%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
011-TRIMBLE TECH HIGH SCHOOL, continued	221	577	17:38:45	84%
Language Arts	85	108	14:06:44	80%
Math	78	96	15:22:16	85%
Science	94	114	14:05:39	86%
Social Studies	84	106	13:11:03	86%
Initial Credit	46	71	43:03:34	79%
Electives	6	8	26:23:17	88%
Language Arts	6	6	28:07:47	76%
Math	3	3	27:33:30	85%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
011-TRIMBLE TECH HIGH SCHOOL, continued	221	577	17:38:45	84%
Science	5	5	27:06:31	79%
Social Studies	37	49	50:11:10	78%
014-SOUTHWEST HIGH SCHOOL	170	350	34:10:26	86%
Credit Recovery	62	129	14:58:45	87%
Electives	28	48	15:22:05	90%
Language Arts	16	19	15:35:09	82%
Math	10	10	13:22:26	86%
Science	16	18	12:24:23	83%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
014-SOUTHWEST HIGH SCHOOL, continued	170	350	34:10:26	86%
Social Studies	27	34	15:55:31	89%
Initial Credit	139	221	45:22:41	85%
Electives	24	49	29:00:45	84%
Language Arts	14	20	32:02:51	84%
Math	6	9	28:01:55	84%
Science	12	18	33:26:25	87%
Social Studies	115	125	56:53:39	85%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
015-WESTERN HILLS HIGH SCHOOL	96	274	18:21:29	86%
Credit Recovery	80	197	13:24:40	85%
Electives	16	27	11:03:07	88%
Language Arts	37	50	12:09:04	83%
Math	21	30	09:41:26	85%
Science	29	38	23:38:14	84%
Social Studies	38	52	10:31:15	87%
Initial Credit	37	77	31:00:54	87%
Electives	15	29	26:04:55	87%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
015-WESTERN HILLS HIGH SCHOOL, continued	96	274	18:21:29	86%
Language Arts	9	11	34:56:12	81%
Math	3	4	26:36:56	87%
Science	15	22	29:17:25	89%
Social Studies	8	11	45:08:51	87%
016-O.D.WYATT HIGH SCHOOL	256	1,036	17:02:13	84%
Credit Recovery	232	793	12:27:52	85%
Electives	42	58	10:26:29	89%
Language Arts	124	187	12:38:31	82%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
016-O.D.WYATT HIGH SCHOOL, continued	256	1,036	17:02:13	84%
Math	59	114	10:58:56	87%
Science	140	239	14:27:54	84%
Social Studies	110	195	11:18:39	88%
Initial Credit	106	243	31:57:31	81%
Electives	31	63	16:18:06	82%
Language Arts	20	23	27:49:55	77%
Math	27	37	38:28:29	84%
Science	45	71	32:37:13	82%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
016-O.D.WYATT HIGH SCHOOL, continued	256	1,036	17:02:13	84%
Social Studies	33	49	48:08:47	81%
021-SUCCESS HIGH SCHOOL	153	769	30:33:44	81%
Credit Recovery	77	236	16:04:46	84%
Electives	32	61	16:43:06	84%
Language Arts	18	19	16:41:01	81%
Math	29	40	13:39:55	84%
Science	35	53	17:03:26	81%
Social Studies	36	63	15:59:21	85%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
021-SUCCESS HIGH SCHOOL, continued	153	769	30:33:44	81%
Initial Credit	131	533	36:58:29	80%
Electives	99	251	32:17:31	81%
Language Arts	27	29	31:14:16	76%
Math	22	39	32:41:15	82%
Science	56	85	34:06:43	79%
Social Studies	74	129	50:33:28	77%
071-BENBROOK MIDDLE-HIGH	105	243	15:05:11	84%
Credit Recovery	55	131	13:40:02	84%

Includes enrollments with greater than 10% progress.

Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
071-BENBROOK MIDDLE-HIGH, continued	105	243	15:05:11	84%
Electives	10	14	10:19:46	85%
Language Arts	29	35	13:52:45	81%
Math	22	28	13:56:18	86%
Science	18	19	13:45:32	81%
Social Studies	31	35	14:31:26	88%
Initial Credit	26	39	35:27:10	84%
Electives	6	8	16:37:47	87%
Language Arts	4	4	31:54:38	84%

Includes enrollments with greater than 10% progress.

Completions: course status of "Completed" or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
071-BENBROOK MIDDLE-HIGH, continued	105	243	15:05:11	84%
Math	6	7	42:24:44	83%
Science	5	6	30:46:42	81%
Social Studies	11	14	45:44:39	83%
eDynamic Learning Electives	38	73	06:45:10	83%
Electives	38	73	06:45:10	83%
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	2	4	55:15:32	90%
Initial Credit	2	4	55:15:32	90%
Math	1	2	64:54:32	89%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies. Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
081-YOUNG WOMENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	2	4	55:15:32	90%
Social Studies	1	2	45:36:30	91%
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL	30	69	30:05:17	84%
Credit Recovery	10	15	12:03:17	86%
Language Arts	4	4	13:02:22	83%
Math	1	2	13:55:23	83%
Science	2	3	11:50:25	88%
Social Studies	6	6	10:52:57	88%
Initial Credit	28	54	35:05:50	84%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies. Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
082-TEXAS ACADEMY OF BIOMEDICAL SCIENCES HIGH SCHOOL, continued	30	69	30:05:17	84%
Language Arts	6	6	26:52:53	83%
Math	12	24	25:56:11	84%
Social Studies	19	24	46:18:44	84%
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL	4	4	44:27:57	85%
Credit Recovery	2	2	41:25:56	80%
Language Arts	1	1	41:04:21	78%
Social Studies	1	1	41:47:31	81%
Initial Credit	2	2	47:29:58	91%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
083-YOUNG MENS LEADERSHIP ACADEMY MIDDLE-HIGH SCHOOL, continued	4	4	44:27:57	85%
Social Studies	2	2	47:29:58	91%
084-WORLD LANGUAGES INSTITUTE MIDDLE-HIGH SCHOOL	6	6	39:42:24	85%
Credit Recovery	3	3	32:19:01	83%
Science	2	2	23:57:00	83%
Social Studies	1	1	49:03:03	83%
Initial Credit	3	3	47:05:47	87%
Math	1	1	52:07:51	88%
Science	2	2	44:34:46	86%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
085-MARINE CREEK COLLEGIATE HIGH SCHOOL	37	85	26:00:58	87%
Credit Recovery	17	28	16:31:25	87%
Electives	5	8	23:34:31	88%
Language Arts	7	7	15:31:11	85%
Math	3	5	14:31:52	89%
Science	4	7	11:31:17	86%
Social Studies	1	1	12:07:19	85%
Initial Credit	29	57	30:40:45	87%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
085-MARINE CREEK COLLEGIATE HIGH SCHOOL, continued	37	85	26:00:58	87%
Electives	14	28	23:05:45	88%
Language Arts	9	9	32:09:55	84%
Science	8	14	34:16:50	87%
Social Studies	6	6	55:26:03	86%
086-TCC SOUTH HIGH SCHOOL	48	110	14:23:12	85%
Credit Recovery	42	93	12:30:44	85%
Electives	2	2	04:01:35	92%
Language Arts	20	28	12:46:18	82%

Includes enrollments with greater than 10% progress.
 Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
 Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
086-TCC SOUTH HIGH SCHOOL, continued	48	110	14:23:12	85%
Math	25	33	12:24:09	86%
Science	11	13	12:13:51	86%
Social Studies	14	17	13:30:41	87%
Initial Credit	11	17	24:38:30	85%
Electives	3	9	15:22:12	87%
Language Arts	4	4	22:13:40	79%
Math	4	4	47:55:01	84%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
087-I.M. TERRELL ACADEMY HIGH SCHOOL	32	54	27:07:19	85%
Credit Recovery	21	31	15:32:57	84%
Electives	1	1	18:08:47	91%
Language Arts	6	9	14:55:15	82%
Math	7	8	14:13:54	85%
Science	2	2	11:36:10	89%
Social Studies	8	11	17:30:11	82%
Initial Credit	14	23	42:43:13	86%
Electives	3	5	27:14:51	94%

Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Includes Active, and Completed enrollments.

Progress Monitoring

Total Course Usage for Completions by School, by Program, by Subject

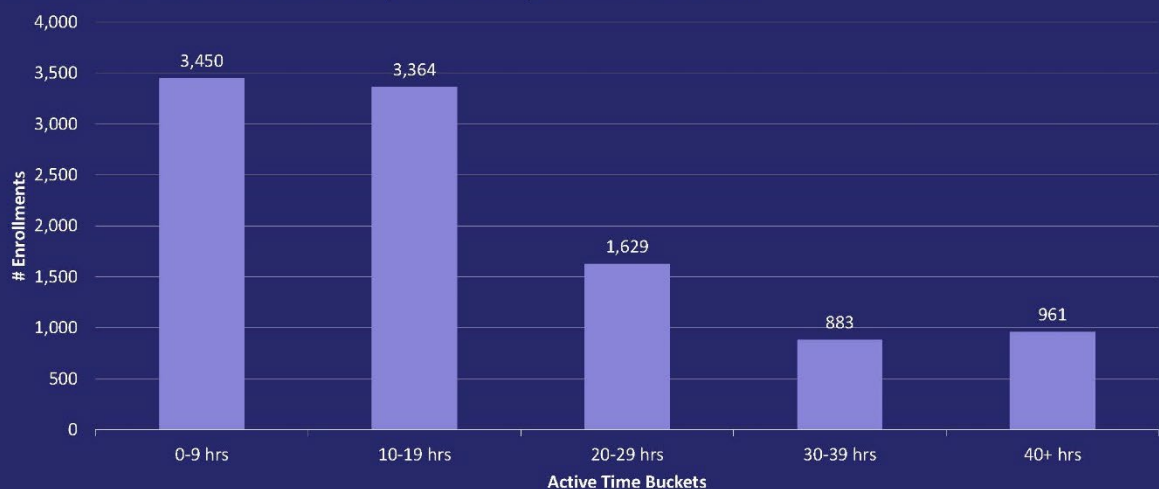
School / Program / Subject	# Students	# Completions	Avg Active Time	Avg Overall Grade
087-I.M. TERRELL ACADEMY HIGH SCHOOL, continued	32	54	27:07:19	85%
Language Arts	4	4	41:14:09	80%
Science	1	2	23:42:53	92%
Social Studies	10	12	52:49:46	83%
GRAND TOTAL	2,780	9,142	19:25:40	84%

Includes enrollments with greater than 10% progress.
Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Implementation: Enrollments by Time Spent

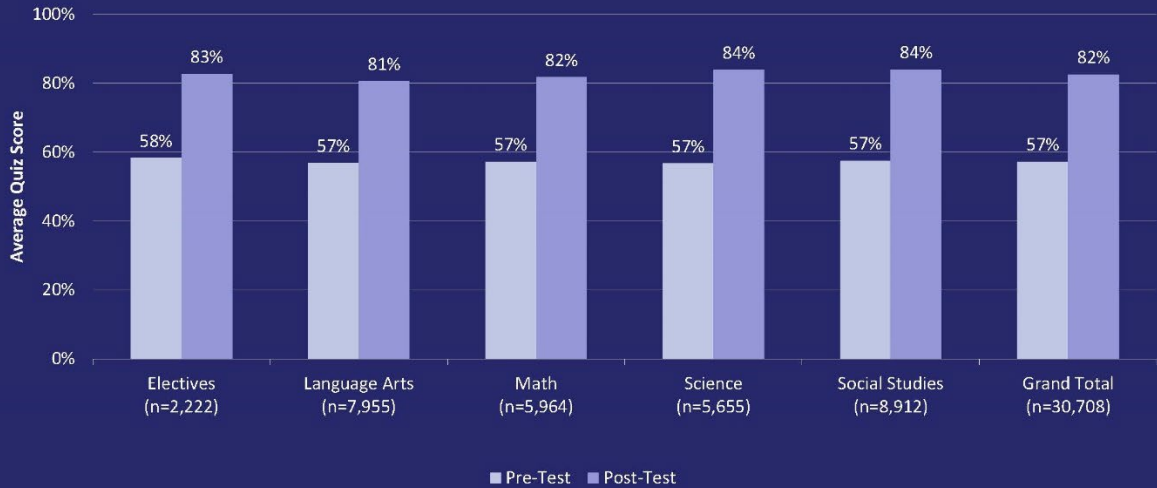
Number of Enrollments by Time Spent in Course



Includes enrollments with greater than 10% progress.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.
Includes Active, and Completed enrollments.

Return on Investment Pre-Test to Post-Test Quiz Gains



N represents the number of quizzes.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies.

Implementation Counts

How many enrollments under each status (active, completed, or disabled) meet or do not meet the completion criteria?

Enrollment Status/Completion Status	# Enrollments
Active	1,157
Does Not Meet Completion Criteria	1,145
Meets Completion Criteria	12
Completed	9,130
Meets Completion Criteria	9,130
GRAND TOTAL	10,287

How many enrollments have the target date set?

Target Date Status by Enrollment Status	# Enrollments
Target Date Not Set	780
Active	73
Completed	707
Target Date Set	9,507
Active	1,084
Completed	8,423
GRAND TOTAL	10,287

How many active enrollments (with target date set) are past their target date?

Within Target Date Status	# Enrollments
Past Target Date	1,062
Within Target Date	22
GRAND TOTAL	1,084

How many active enrollments (with target date set) are on or behind pace?

Pacing Status	# Enrollments
Behind Pace	1,069
On or Ahead of Pace	15
GRAND TOTAL	1,084

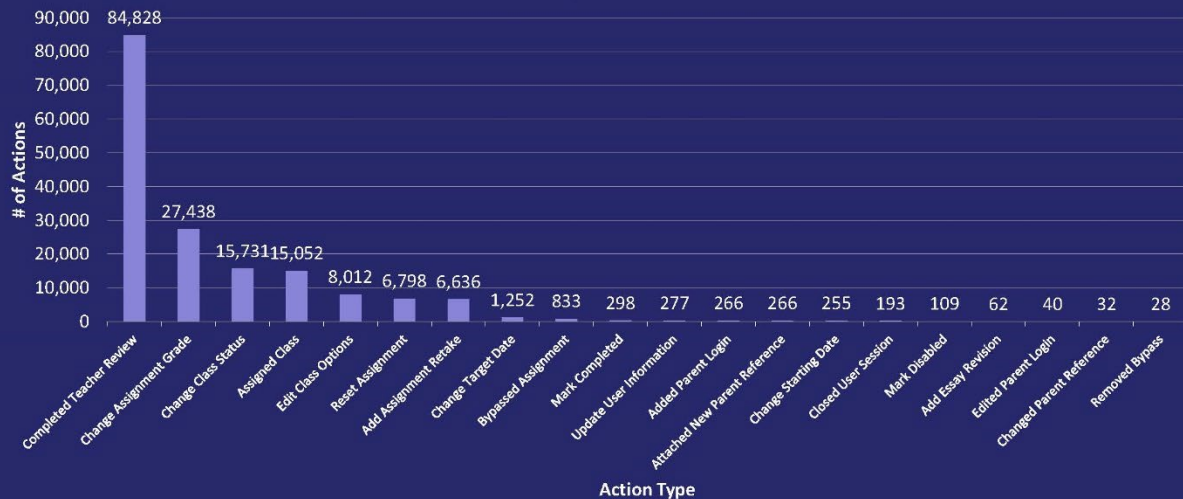
Includes enrollments with greater than 10% progress.

Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.

Includes subjects Electives, Language Arts, Math, Science, and Social Studies. Includes Active, and Completed enrollments.

Teacher Actions

Top 20 Teacher Actions by Action Type



Includes the 20 teacher actions that occurred most often.

Definitions

Term	Definition
# Students	The number of unique students
# Enrollments	The number of enrollments that have at least 10% progress
Avg Active Time	The amount of time students spend in making forward progress in actual activities in our system, averaged across all enrollments
Avg Active Time per Week	The amount of time students have actively worked in an enrollment, divided by the number of weeks between the First Grade and Last Grade, averaged across all enrollments
Avg Progress	How far along in the enrollment the student has progressed (# of activities completed divided by # of total activities), averaged across all enrollments
Avg Progress per Week	How far along in the enrollment the student has progressed (# of activities completed divided by # of total activities), divided by the number of weeks between the First Grade and Last Grade, averaged across all enrollments
Avg Pacing	When the Target Date is set, average of the difference between the enrollment progress and expected progress (how far the student should be through the course based on Start Date and Target Date)
# Completions	The number of enrollments that meet the Completion Criteria (Completions: course status of 'Completed' or 100% progress with an overall grade greater than or equal to 70%.)
Completion %	The percent of enrollments that meet the Completion Criteria (# Completions divided by # Enrollments)
Meets Guidelines	The enrollment met the recommended weekly active time (average time spent in the enrollment per week)
Does Not Meet Guidelines	The enrollment did not meet the recommended weekly active time (average time spent in the enrollment per week)
On or Ahead of Pace	The current progress for the enrollment is greater than or equal to the expected progress, meaning the enrollment is on schedule to reach 100% progress by the Target Date; useful for Active enrollments with a Target Date set
Behind Pace	The current progress for the enrollment is less than the expected progress, meaning the enrollment is not on schedule to reach 100% progress by the Target Date; useful for Active enrollments with a Target Date set
Within Target Date	The enrollment Target Date is less than the report run date (the Target Date has not been passed); useful for Active enrollments with a Target Date set
Past Target Date	The enrollment Target Date is greater than the report run date (the Target Date has passed); useful for Active enrollments with a Target Date set



End-Of-Year Data Management

- Course Management
- Student Accounts
- Educator Accounts

[End-Of-Year Data Management](#)

