

**Fort Worth ISD
Goals and Guardrails Board Workshop
Saturday, September 26, 2026 at 9:00 AM**

Official Agenda and Meeting Notice

Notice is hereby given that on Saturday, September 26, 2026, the Board of Education of the Fort Worth Independent School District will hold a Board Workshop beginning at 9:00 AM at the [Fort Worth Independent School District Service Center 7060 Camp Bowie Boulevard](#). This meeting will be streamed and archived on the [Fort Worth ISD Live YouTube channel](#), and on the [FWISD Video on Demand site](#). The subjects to be discussed or considered or upon which any formal action may be taken are listed on the agenda which is made a part of this notice. Items do not have to be taken in the order shown on this notice.

Members of the public may make a public comment in-person or by written statement. At regular Board meetings, the School Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with the meeting notice. At all other Board meetings, including workshops and special called meetings, public comment shall be limited to items on the agenda posted with the meeting notice. The guidelines for public comment are posted on the [Board of Education webpage](#).

Following the posting of the Goals and Guardrails Board Workshop agenda, anyone desiring to make a public comment may sign-up by calling 817-814-1920 any time prior to **5:00 PM on the day before the meeting (Friday)**. After this time, individuals may sign-up in person from 8:15 AM until 8:30 AM at the workshop.

Signs are permitted in the Board room only if they comply with the District's posted meeting guidelines. Signs must be handheld, may not exceed 11 x 17 inches, may not be attached to poles, sticks, or other supports, and may not obstruct visibility, block aisles or exits, create a safety concern, or disrupt the orderly conduct of the meeting.

1. 9:00 AM - CALL BOARD WORKSHOP TO ORDER - BOARD ROOM

2. PLEDGE OF ALLEGIANCE AND PLEDGE TO THE TEXAS FLAG

3. PUBLIC COMMENT

Lone Star Governance, Board of Education

The Board will create draft Goals and Guardrails in accordance with Lone Star Governance.

The Board will use the Community Listening Summary and District Needs Assessment Summary to draft Goals and Guardrails.

4. GOALS

[Community Listening Summary](#) 

[District Needs Assessment Summary](#) 

5. GUARDRAILS

6. ADJOURN



What the community told us

Community survey and School Board listening sessions, June–September 2026
Community input to facilitate the Board's discernment of the community's vision and values.

For additional information, see the FWISD Community Listening Analysis posted here:
<https://www.fwisd.org/board/stakeholder-engagement-sessions>

FWISD Community Listening Deck v1.2 · 22 September 2026 · Fort Worth ISD School Board

Analysis and deck drafted by an AI language model (Claude, Anthropic) from the coded data; reviewed by board liaison Frost R Prioleau and board members.

Two methods: community survey and Board listening sessions

Community survey

3,027

respondents with at least one codable answer (4,822 forms opened; 1,795 with no codable answer, 1,776 of them blank)

17,916

coded entries — one idea each. Survey metric = % of the 3,027 who raised a theme (once each)

School Board listening sessions

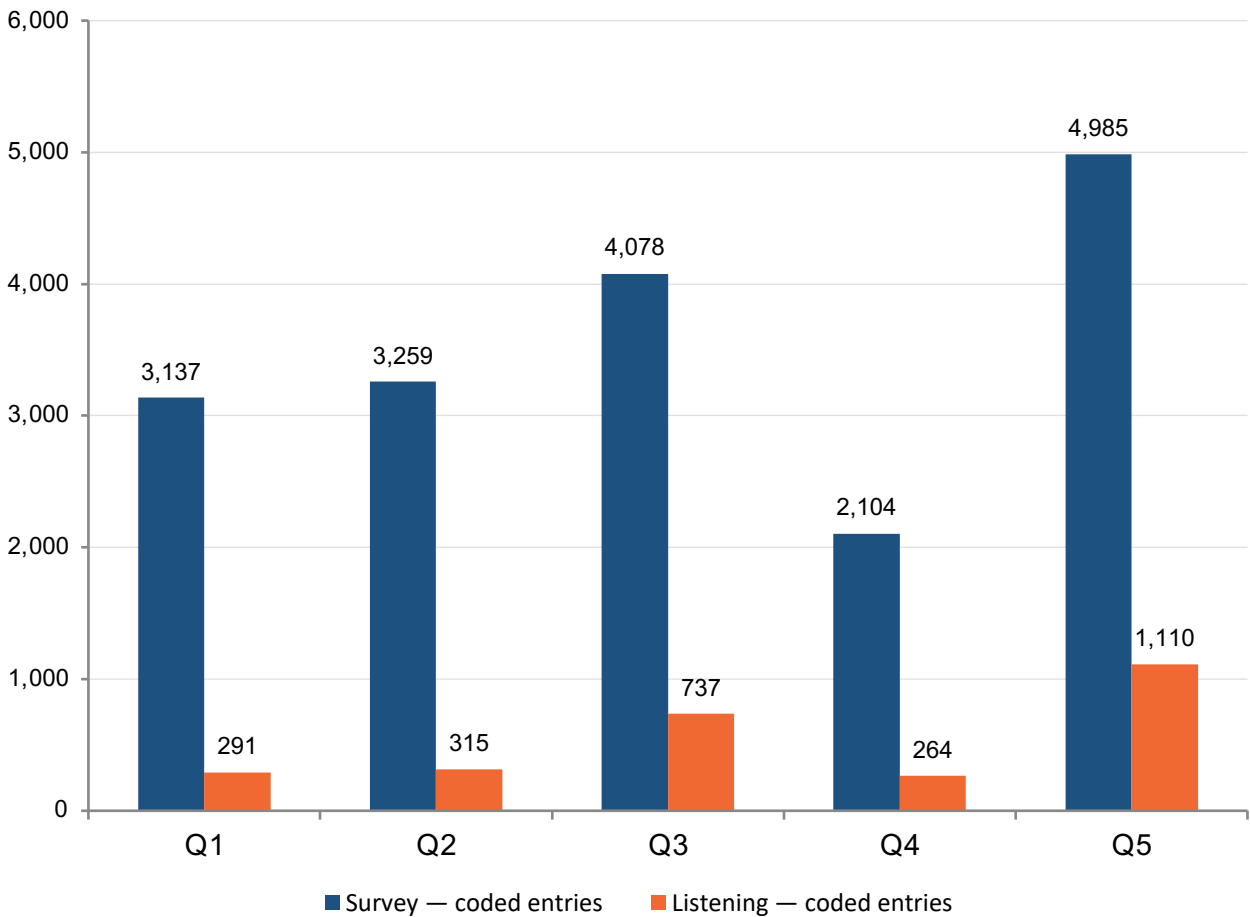
41

sessions coded of 43 held (2 without a record); 28 with citywide organizations

2,828

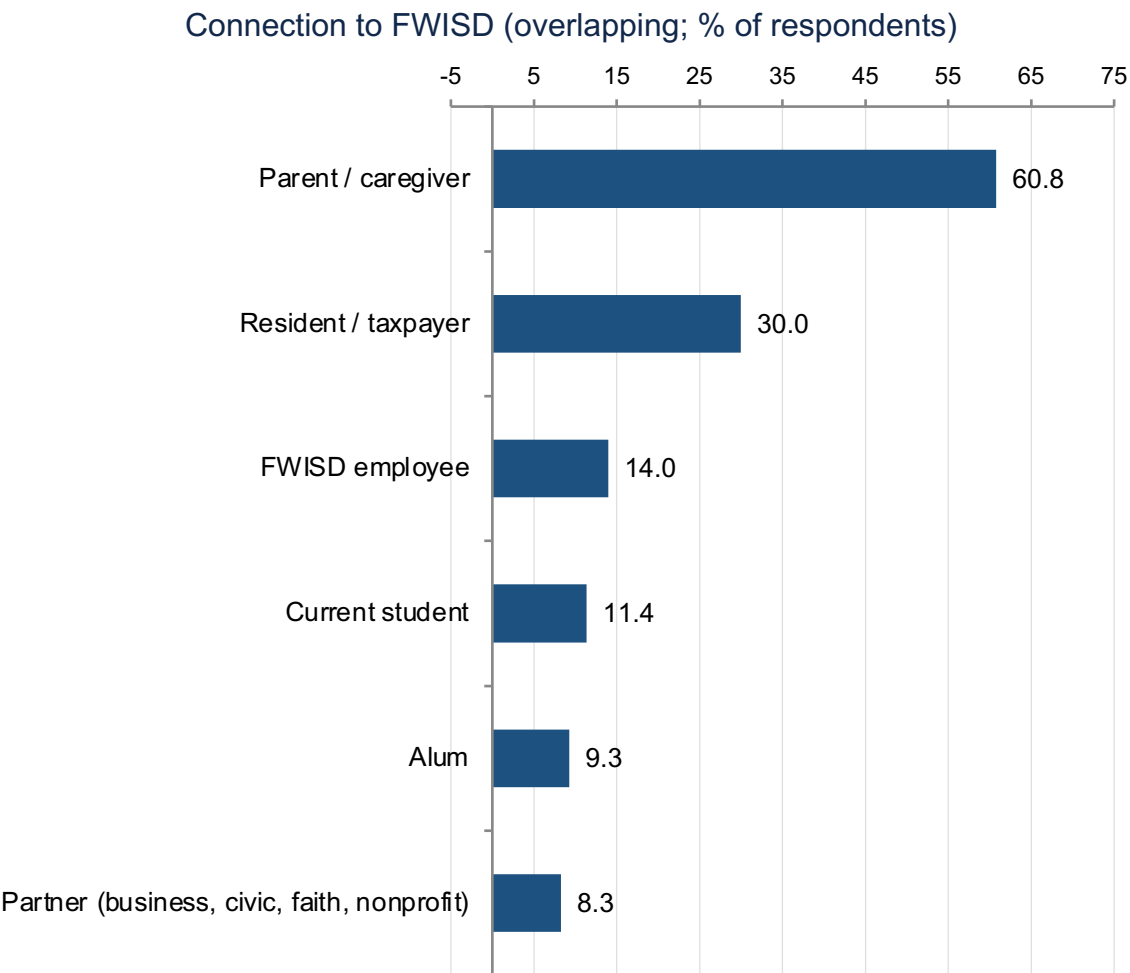
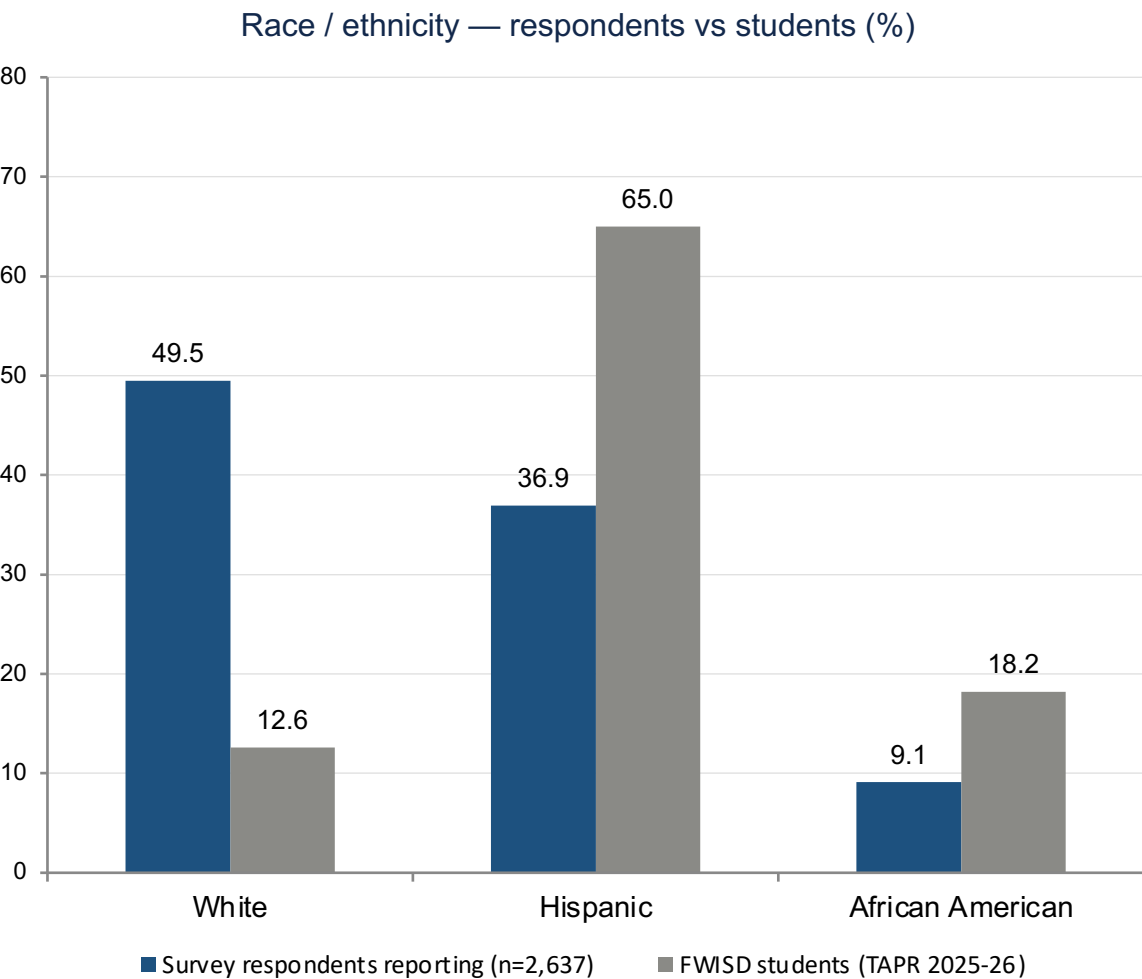
coded entries from participants. Listening metric = % of that question's session entries, plus sessions where it arose

Coded entries by question — survey vs listening (Q1–Q5; a further 353 survey / 111 listening entries answered none of the five and are in Part D)



Who responded to the survey — context for every survey figure

Self-selected on both sides: does not necessarily measure prevalence in the community

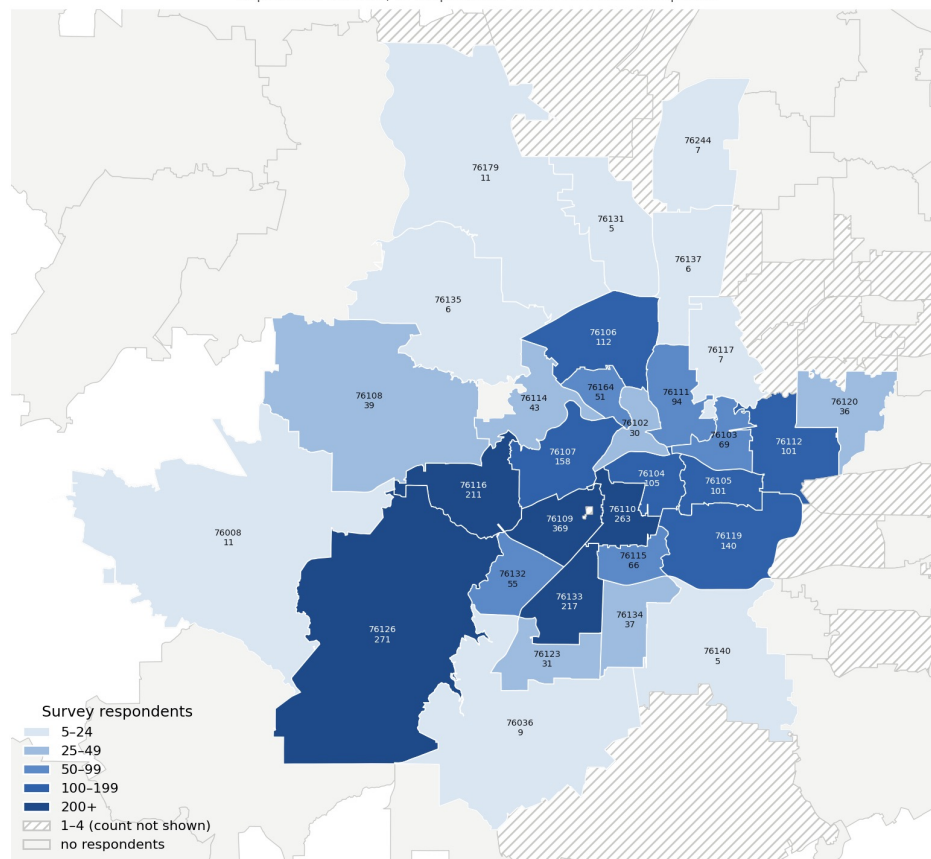


Where the survey respondents live, and where the sessions were held

Left: survey respondents by ZIP (fewer than five hatched). Right: 39 of 43 sessions at their venue's ZIP; 3 virtual and 1 unrecorded location not mapped

Survey respondents by ZIP code

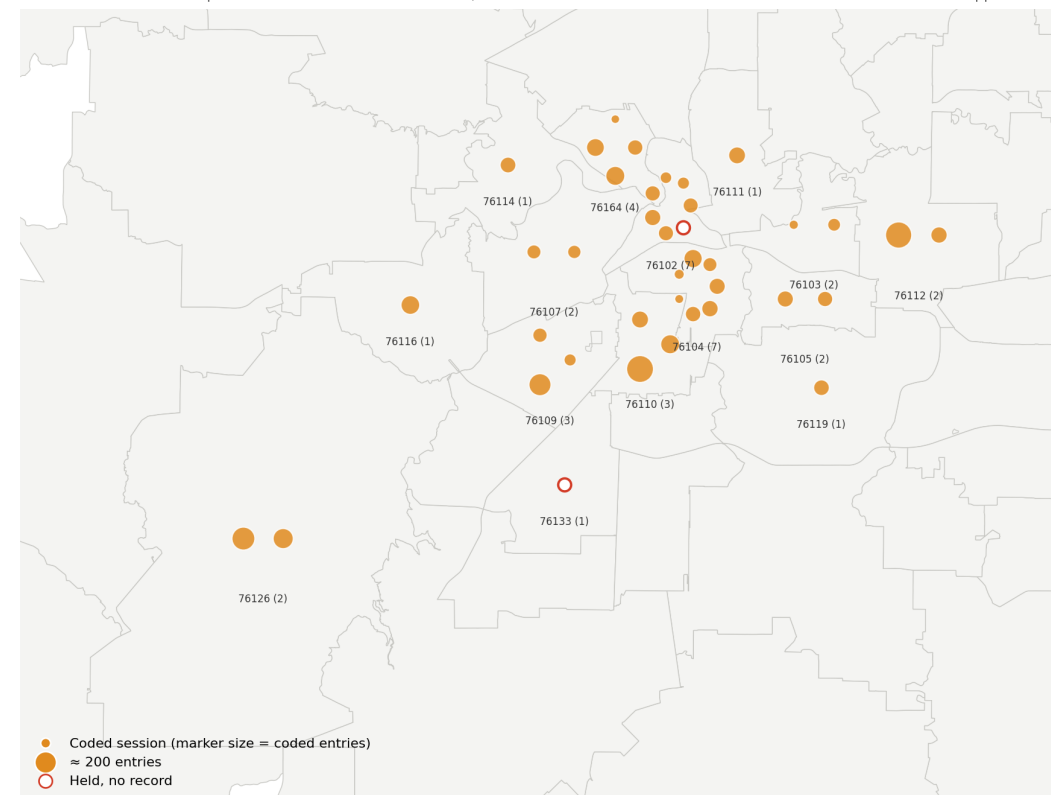
2,712 of 3,027 coded respondents gave a ZIP; 31 ZIPs shown with counts, 18 ZIPs with fewer than five respondents hatched; 17 respondents in ZIPs outside the map area



ZIP code is an optional survey field (315 respondents left it blank). Boundaries are Census ZCTA areas, which approximate USPS ZIP codes; ZIPs with fewer than five respondents are hatched and their counts withheld. Shading is the count of respondents, not a rate per resident.

Where the listening sessions were held

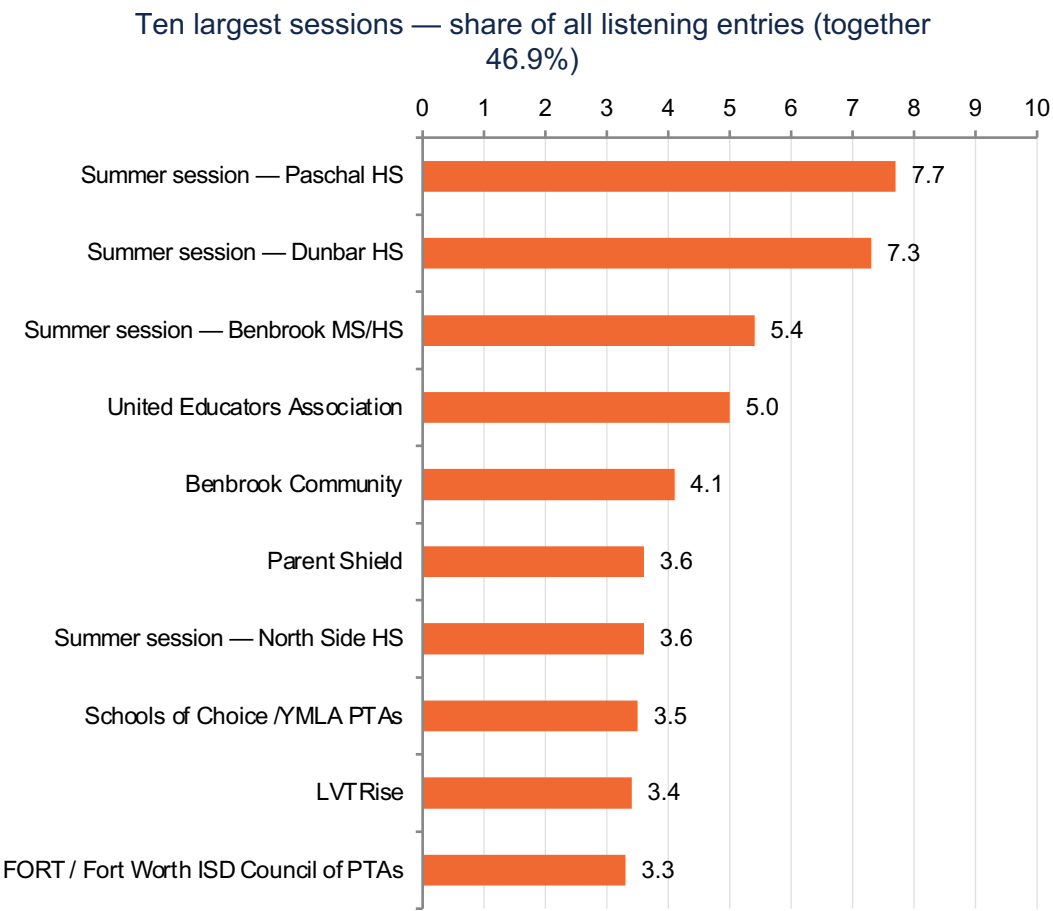
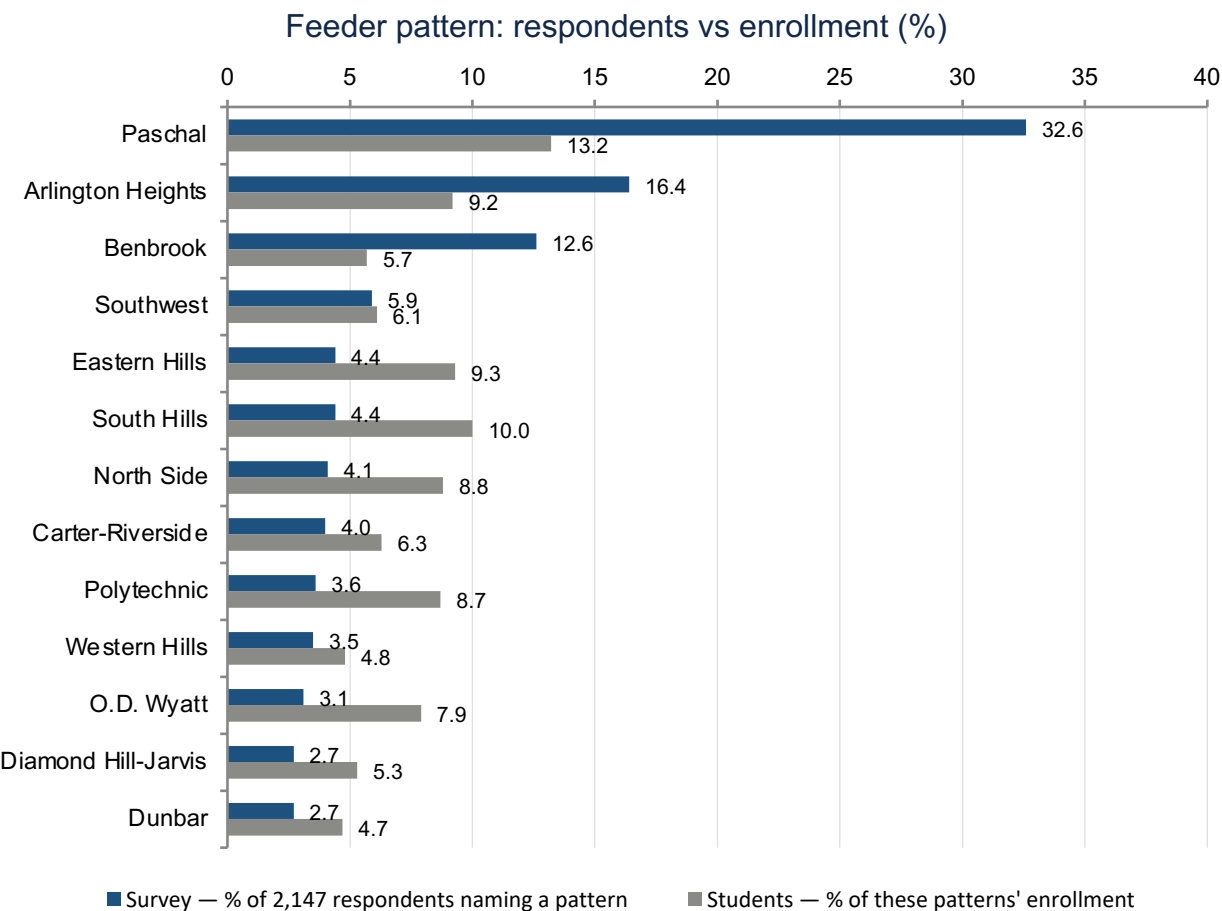
39 of 43 sessions placed at the ZIP code of their venue; 3 virtual sessions and 1 session with no recorded location are not mapped



Points sit at the center of the venue's ZIP code (spread slightly where several sessions shared a ZIP), not at the street address; the label gives the ZIP and the number of sessions held there. Virtual sessions (Fort Worth Forum; Schools of Choice / YMLA PTAs; Fort Worth Chamber session 2) and the State Reps/Senators session (location not recorded) are not mapped. Session list with feeder patterns: Appendix A-1.

Where respondents and sessions came from

Feeder-pattern share of respondents vs enrollment; and how concentrated the listening entries are



Paschal-pyramid respondents are 23.1% of all 3,027 (32.6% of the 2,147 naming one of the 13 patterns with an enrollment count) against 13.2% of enrollment; ten of thirteen pyramids sit below their enrollment share, five at less than half. Long sessions with more comments provided more entries.

Notes on the findings

Frequency ≠ depth of belief

- A theme raised briefly, or in just a few rooms, may be deeply held.
- Counts show what was said, not necessarily what matters most.

Tiers = agreement

- Strong = top five on both methods.
- Survey-only or listening-only = top five on one.
- Overall (on each question slide) = top five by combined survey and listening entries, excluding Other and, on Q4, Nothing working or too early — a volume view, not a tier.
- The tier measures agreement between the two feedback methods, not prevalence in the community. Ties share a rank.

Every category is published

- 1,622 subcategories → 120 sub-themes → 75 published rows.
- The full list, with counts and quotes, is in the analysis document.

How it was coded — and drafted

- Entries were split and coded by an AI language model (Claude, Anthropic) to a written specification. Frost R. Prioleau, Board liaison, ruled on every specification gap and category decision. He did not code entries. Counts were independently recomputed; quotes were reviewed twice.
- This deck and the analysis were drafted by the same model. Specifications and the named ruling register: slide 22 and analysis Appendices A-3 and A-4.

This deck contains community input, not recommendations

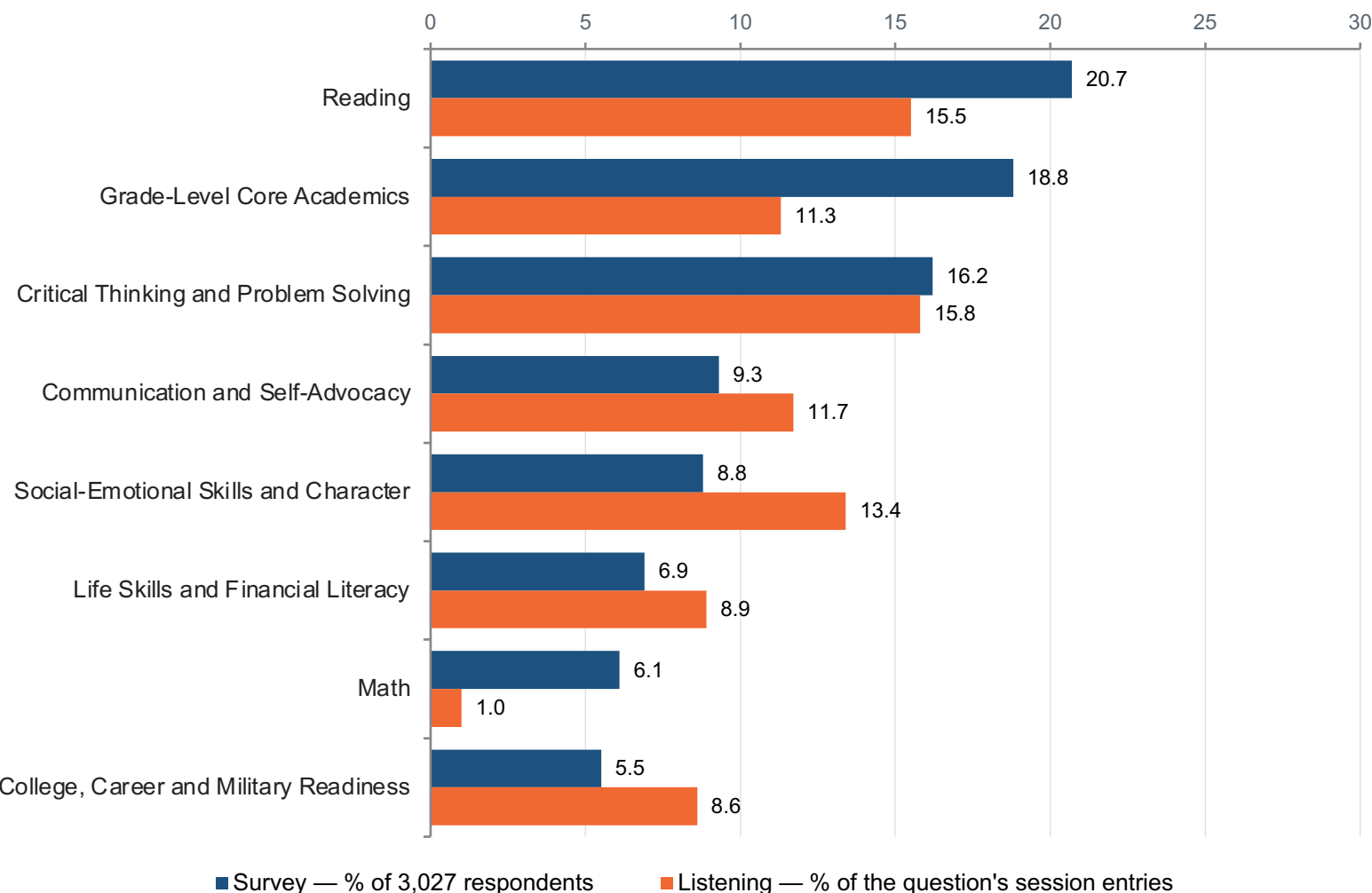
- Community input intended to facilitate the Board's discernment of the community's vision and values.
- No proposed language appears in the analysis.

What is missing

- Two sessions have no record (Thursday Morning Breakfast Association; Southwest HS summer session — notes not taken).
- Five pyramids have no coded session.
- Spanish entries were machine-translated.

Q1 (Goals) — What should students know and be able to do?

The same five categories lead on both methods



Overall — top five when all entries are combined

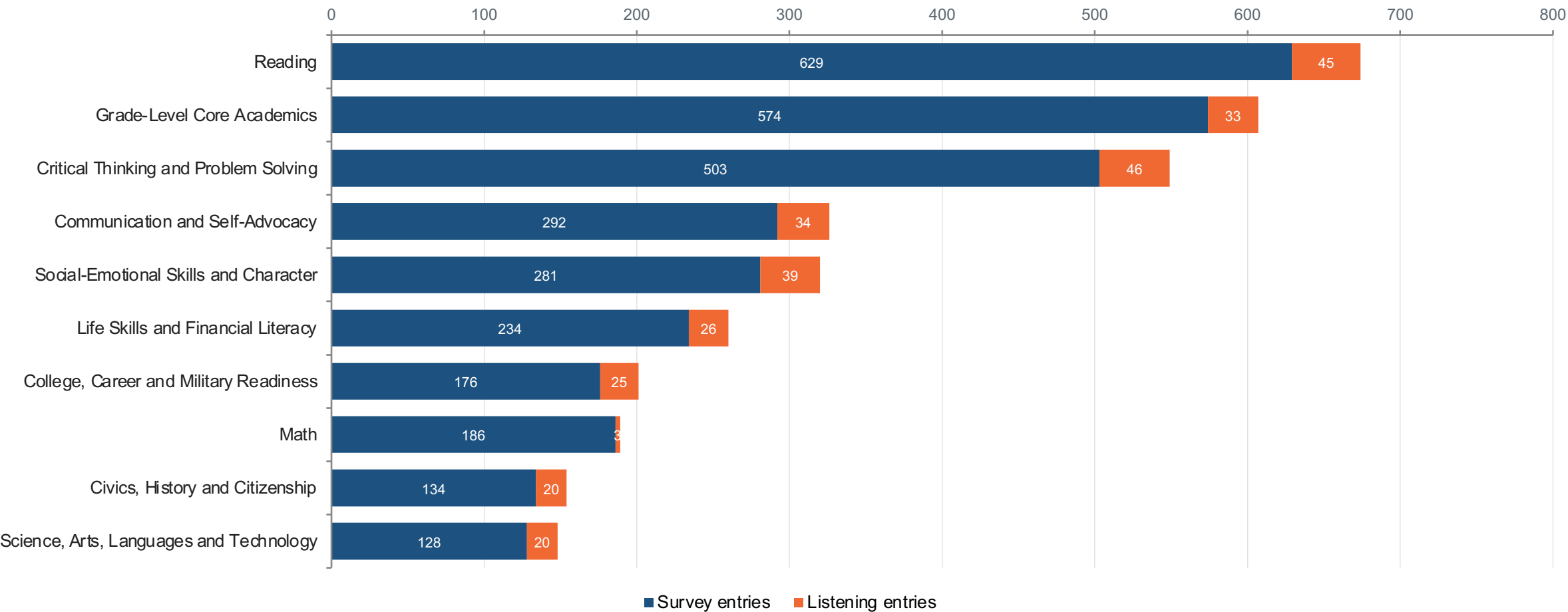
- Reading
- Grade-Level Core Academics
- Critical Thinking and Problem Solving
- Communication and Self-Advocacy
- Social-Emotional Skills and Character

Strong — top five on both survey and sessions

- Reading
- Grade-Level Core Academics
- Critical Thinking and Problem Solving
- Communication and Self-Advocacy
- Social-Emotional Skills and Character

Q1 — entries by category, survey and listening combined

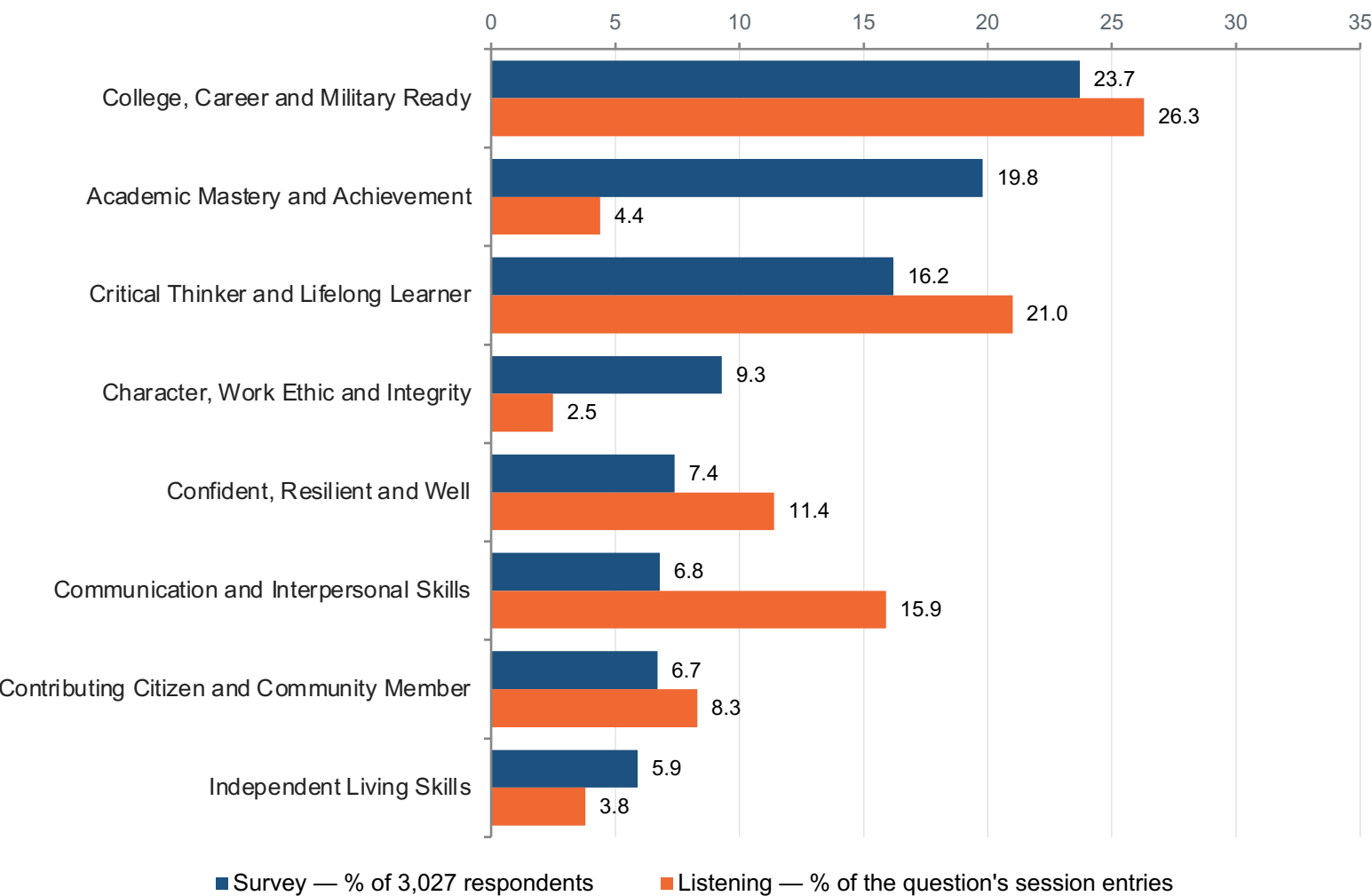
Survey 3,137 entries · Listening 291 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q2 (Goals) — What describes a successful graduate?

College, career and military readiness is #1 on both; the methods then differ



Overall — top five when all entries are combined

- College, Career and Military Ready
- Academic Mastery and Achievement
- Critical Thinker and Lifelong Learner
- Character, Work Ethic and Integrity
- Confident, Resilient and Well

Strong — top five on both survey and sessions

- College, Career and Military Ready
- Critical Thinker and Lifelong Learner
- Confident, Resilient and Well

Survey-only — top five in the survey

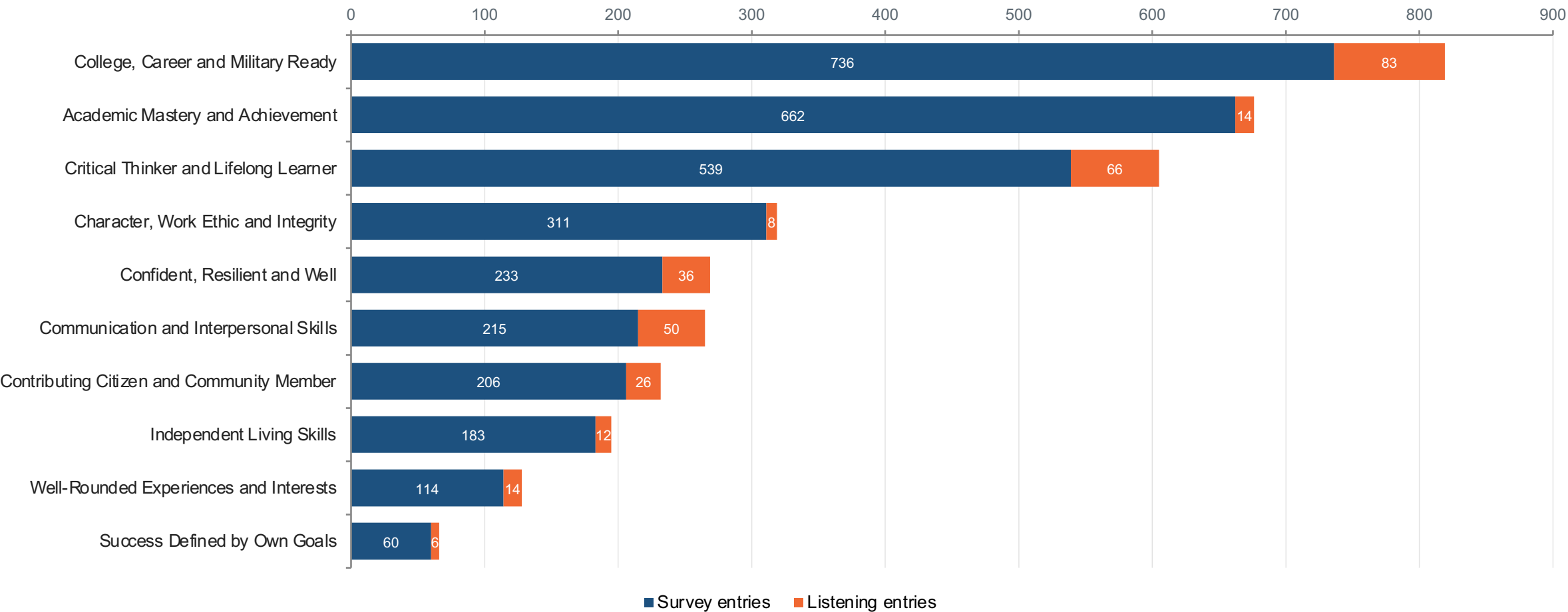
- Academic Mastery and Achievement
- Character, Work Ethic and Integrity

Listening-only — top five in the sessions

- Communication and Interpersonal Skills
- Contributing Citizen and Community Member

Q2 — entries by category, survey and listening combined

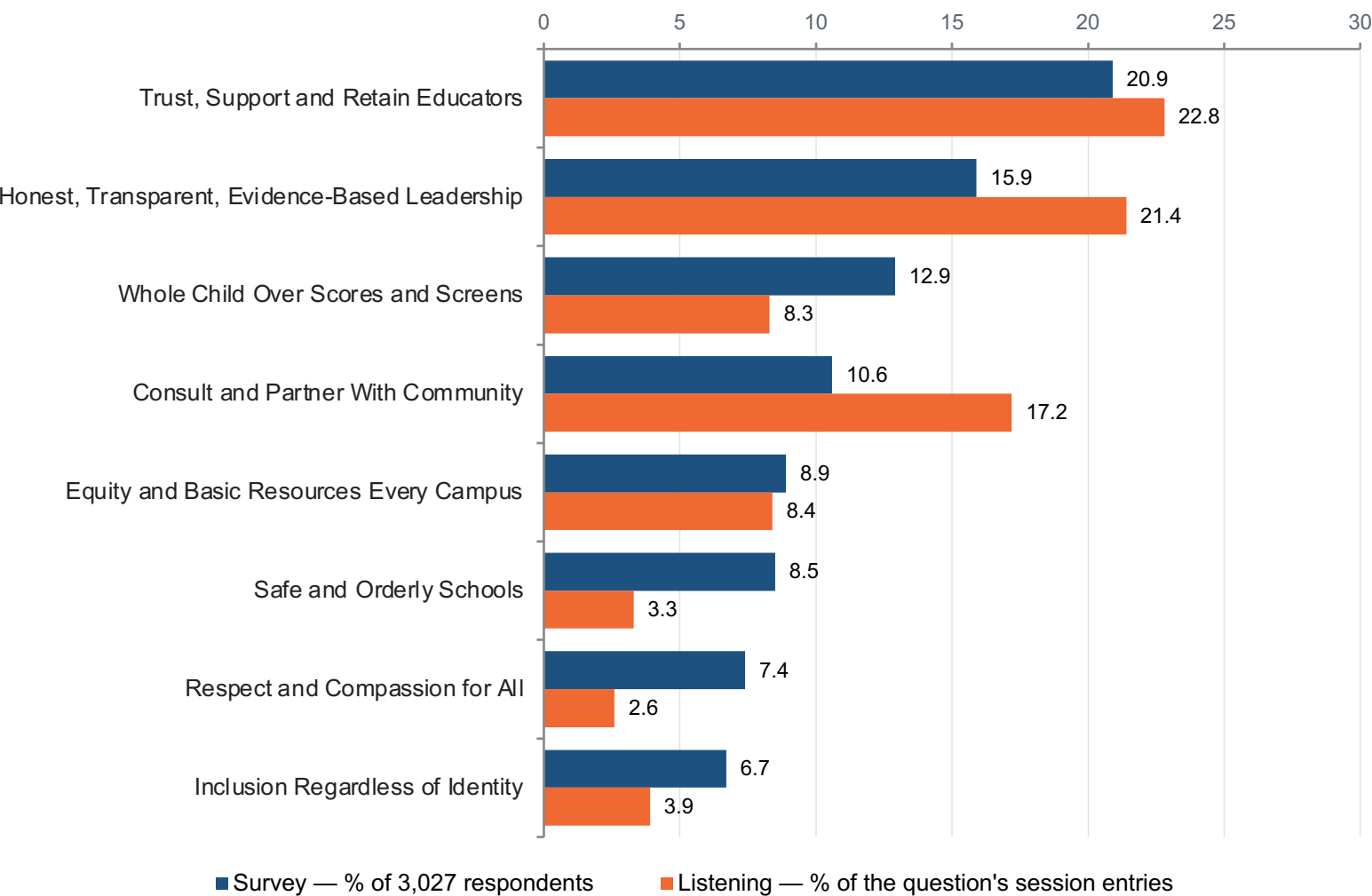
Survey 3,259 entries · Listening 315 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q3 (Guardrails) — Values and non-negotiables for the district

The same five categories lead on both methods



Overall — top five when all entries are combined

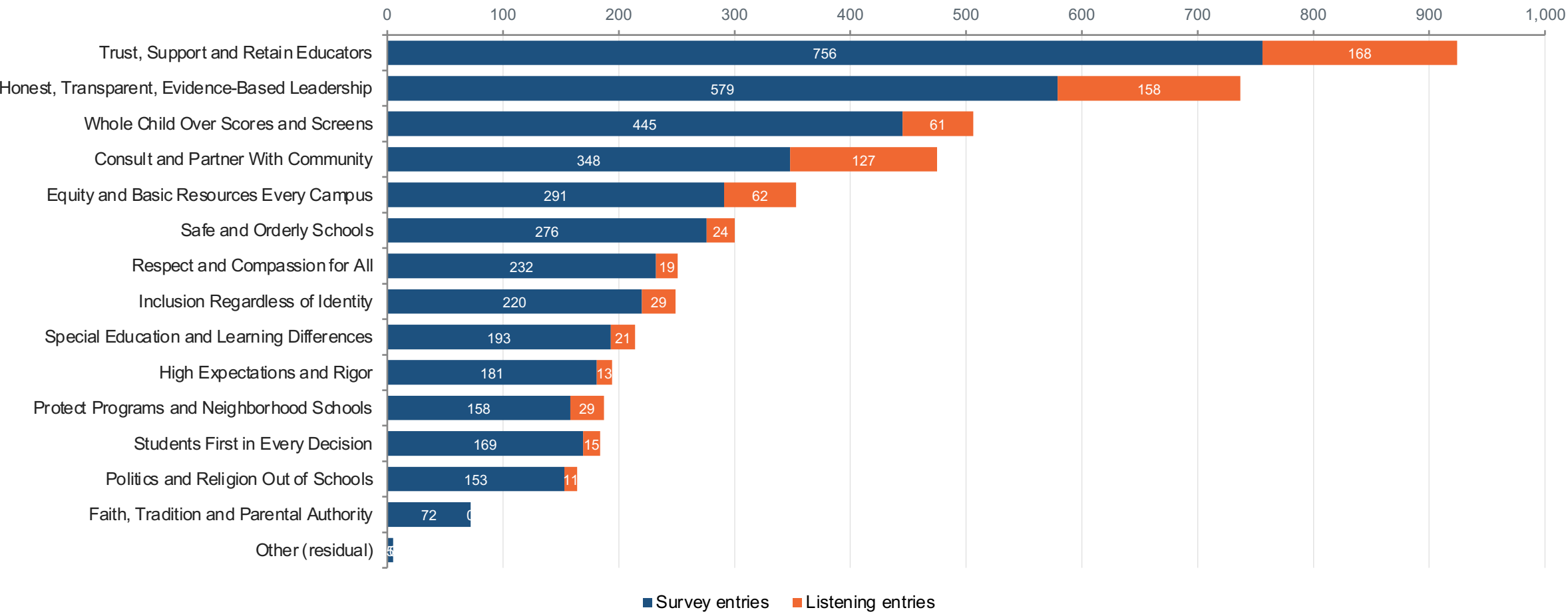
- Trust, Support and Retain Educators
- Honest, Transparent, Evidence-Based Leadership
- Whole Child Over Scores and Screens
- Consult and Partner With Community
- Equity and Basic Resources Every Campus

Strong — top five on both survey and sessions

- Trust, Support and Retain Educators
- Honest, Transparent, Evidence-Based Leadership
- Whole Child Over Scores and Screens
- Consult and Partner With Community
- Equity and Basic Resources Every Campus

Q3 — entries by category, survey and listening combined

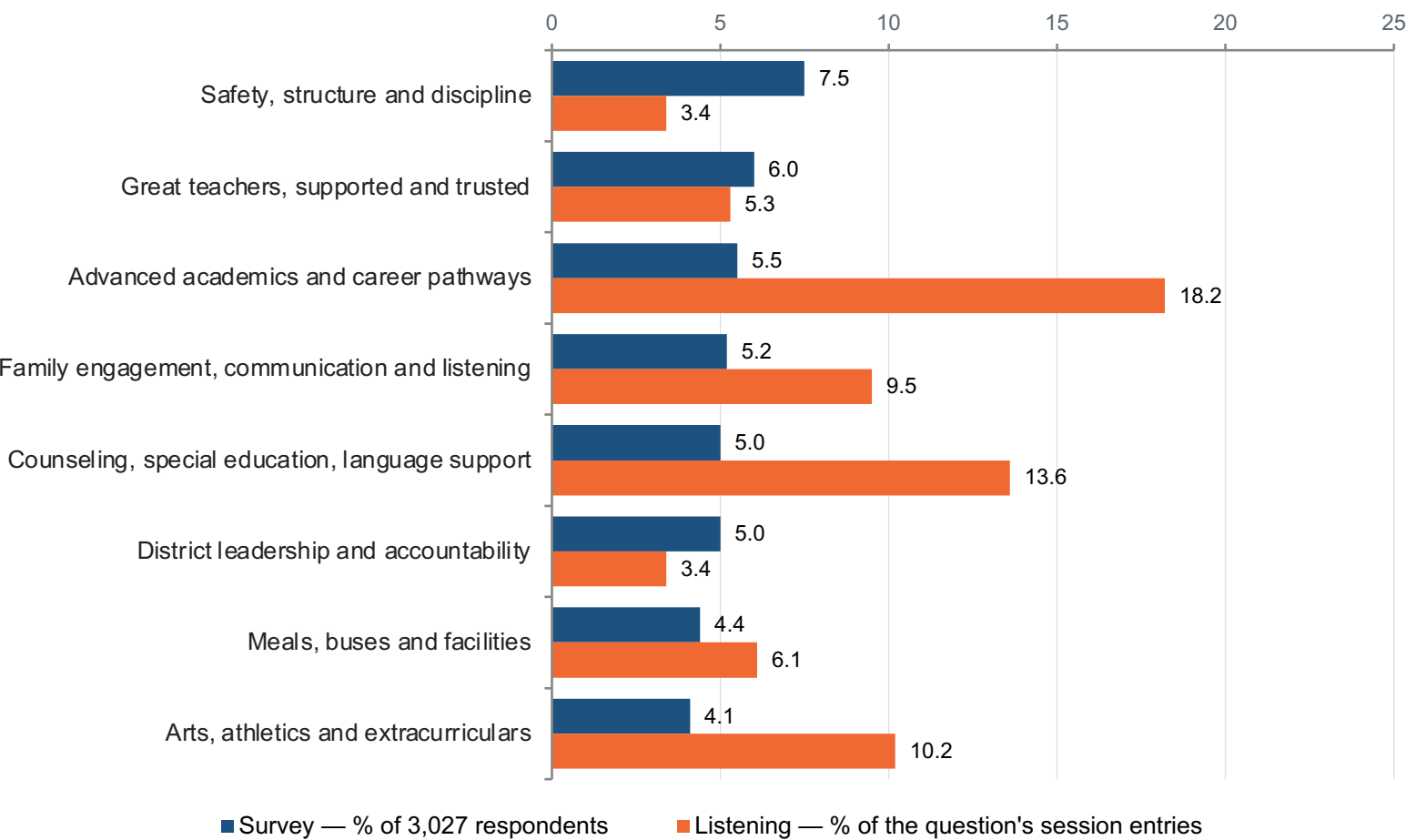
Survey 4,078 entries · Listening 737 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q4 (Protect list) — What is working that the district should keep doing?

The question with the fewest answers (54.8%) and the most divergence between methods



Overall — top five when all entries are combined

- Safety, structure and discipline
- Advanced academics and career pathways
- Counseling, special education, language support
- Great teachers, supported and trusted
- Family engagement, communication and listening

Strong — top five on both survey and sessions

- Advanced academics and career pathways
- Family engagement, communication and listening
- Counseling, special education, language support

Survey-only — top five in the survey

- Safety, structure and discipline
- Great teachers, supported and trusted
- District leadership and accountability

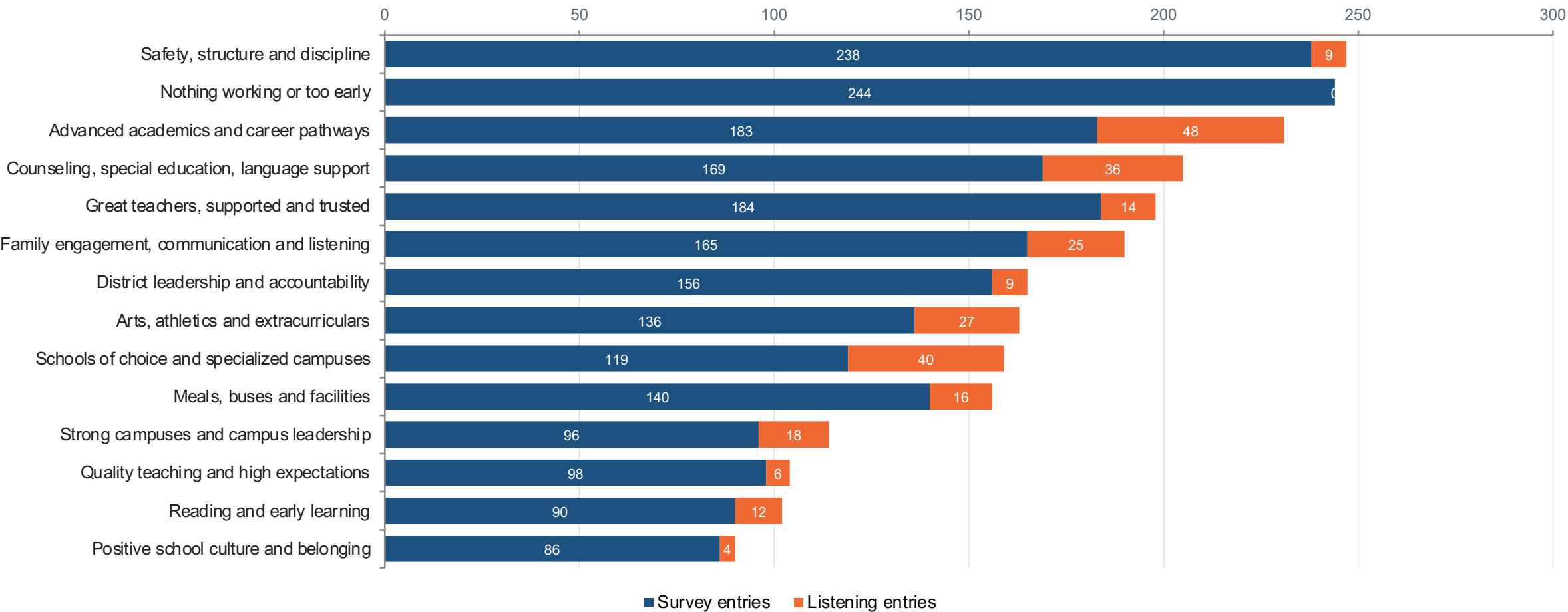
Listening-only — top five in the sessions

- Arts, athletics and extracurriculars
- Schools of choice and specialized campuses

"Nothing is working / too early to tell": 241 respondents (8.0% of all) — the survey's largest Q4 answer, larger than any protect-list category. Reported as a finding; it names nothing to protect.

Q4 — entries by category, survey and listening combined

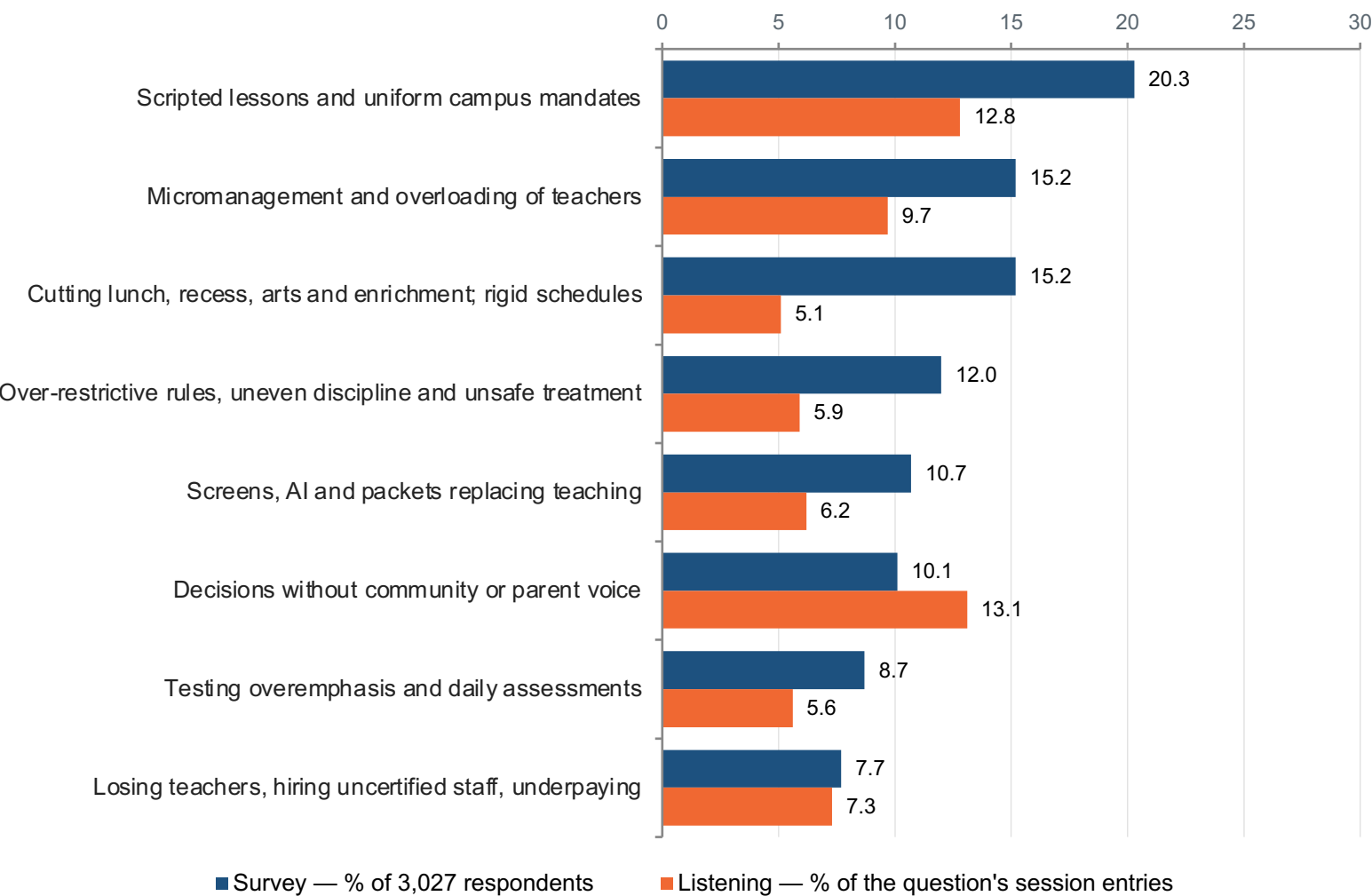
Survey 2,104 entries · Listening 264 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q5 (Guardrails) — What should the district stop doing?

Agreement on the top two; the survey then turns to schedule, rules and screens, the sessions to community voice and student supports



Overall — top five when all entries are combined

- Scripted lessons and uniform campus mandates
- Cutting lunch, recess, arts and enrichment; rigid schedules
- Micromanagement and overloading of teachers
- Over-restrictive rules, uneven discipline and unsafe treatment
- Decisions without community or parent voice

Strong — top five on both survey and sessions

- Scripted lessons and uniform campus mandates
- Micromanagement and overloading of teachers

Survey-only — top five in the survey

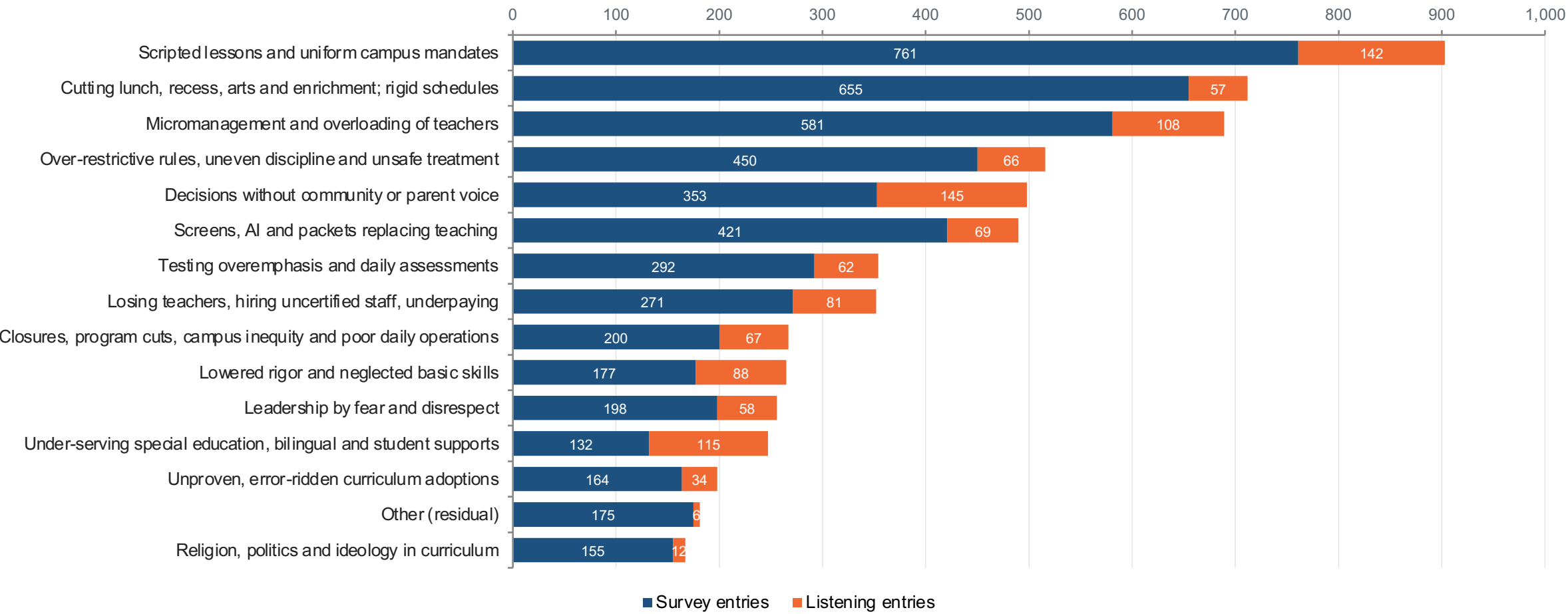
- Cutting lunch, recess, arts and enrichment; rigid schedules
- Over-restrictive rules, uneven discipline and unsafe treatment
- Screens, AI and packets replacing teaching

Listening-only — top five in the sessions

- Decisions without community or parent voice
- Lowered rigor and neglected basic skills
- Under-serving special education, bilingual and student supports

Q5 — entries by category, survey and listening combined

Survey 4,985 entries · Listening 1,110 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Where the survey and the sessions disagree

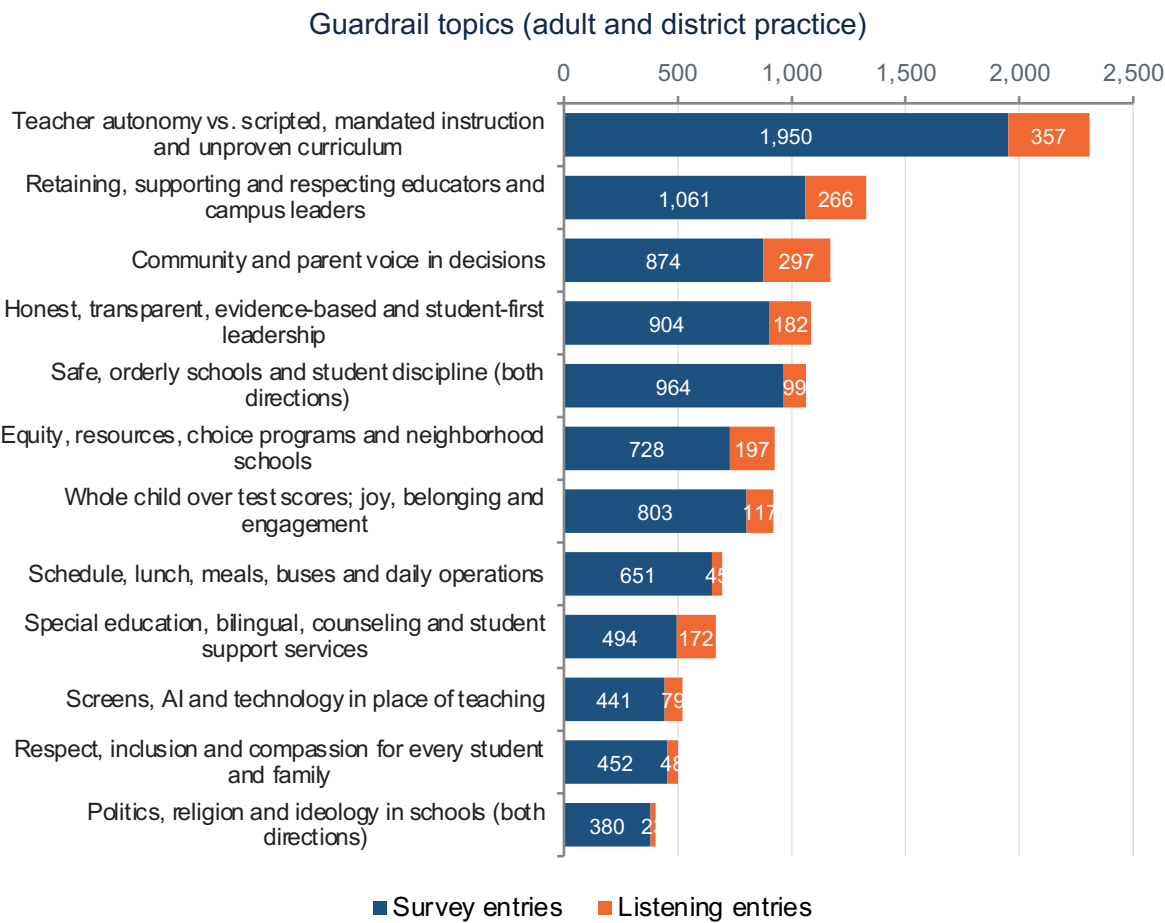
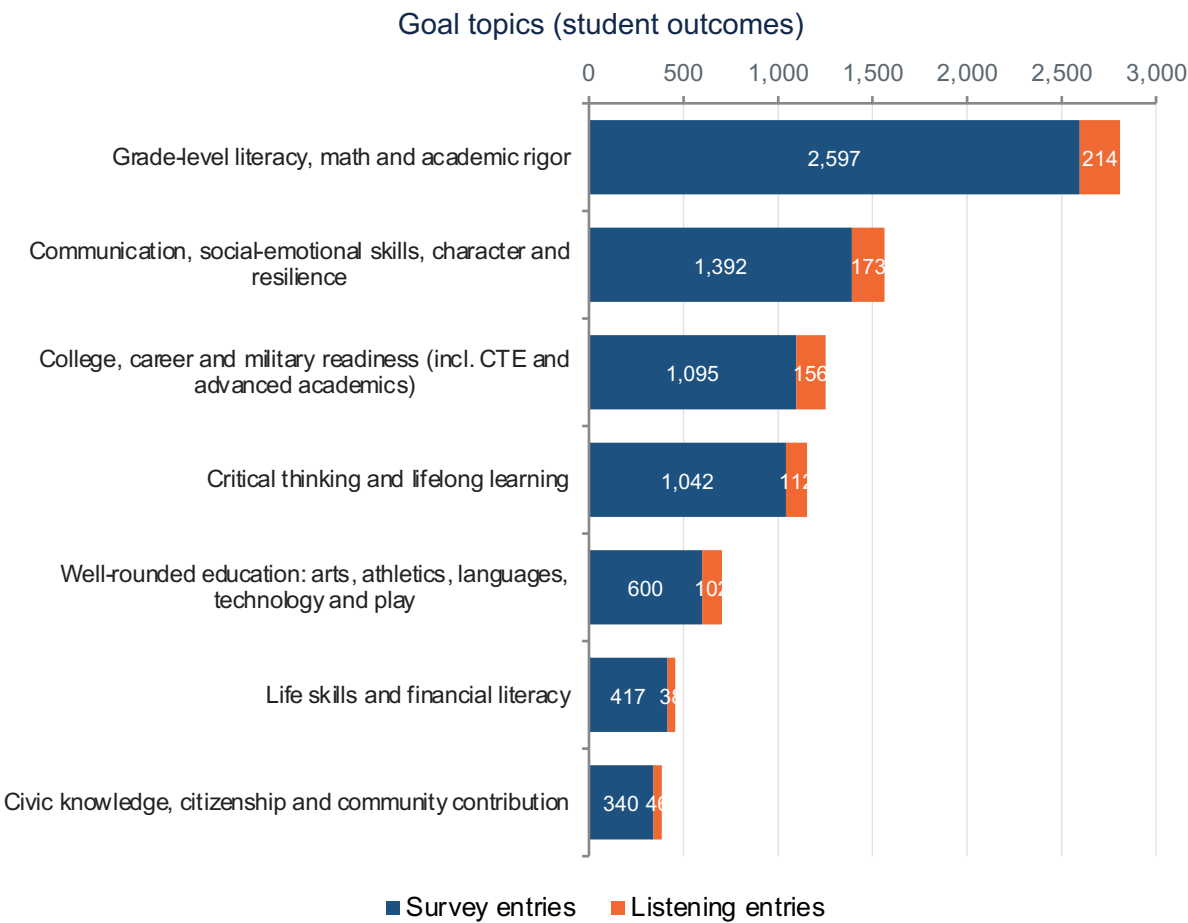
Survey = % of respondents (rank) · Sessions = % of the question's entries (rank). Disagreement is a finding, not an error.

Category	Survey	Sessions	Note
Q2 Academic Mastery and Achievement	19.8% (#2)	4.4% (#6)	Survey theme
Q2 Communication and Interpersonal Skills	6.8% (#6)	15.9% (#3)	Session theme
Q4 Safety, structure and discipline	7.5% (#1)	3.4% (#10)	Survey's top keep-doing item; near-absent in rooms
Q4 Advanced academics and career pathways	5.5% (#3)	18.2% (#1)	Rooms' top keep-doing item
Q4 Schools of choice and specialized campuses	3.8% (#9)	15.2% (#2)	Raised in 18 of 41 sessions
Q5 Cutting lunch, recess, arts and enrichment; rigid schedules	15.2% (#2)	5.1% (#12)	Largest Q5 gap in points
Q5 Decisions without community or parent voice	10.1% (#6)	13.1% (#1)	#1 in the rooms
Q5 Under-serving special education, bilingual and student supports	4.0% (#14)	10.4% (#3)	Raised in 28 of 41 sessions

Analysis: the survey responses focus more on daily routines (lunch, rules, screens, grades); a session responses focus more on district practice (who is consulted, which programs are protected, how educators are supported).

Pooling all five questions: entries coded to each topic

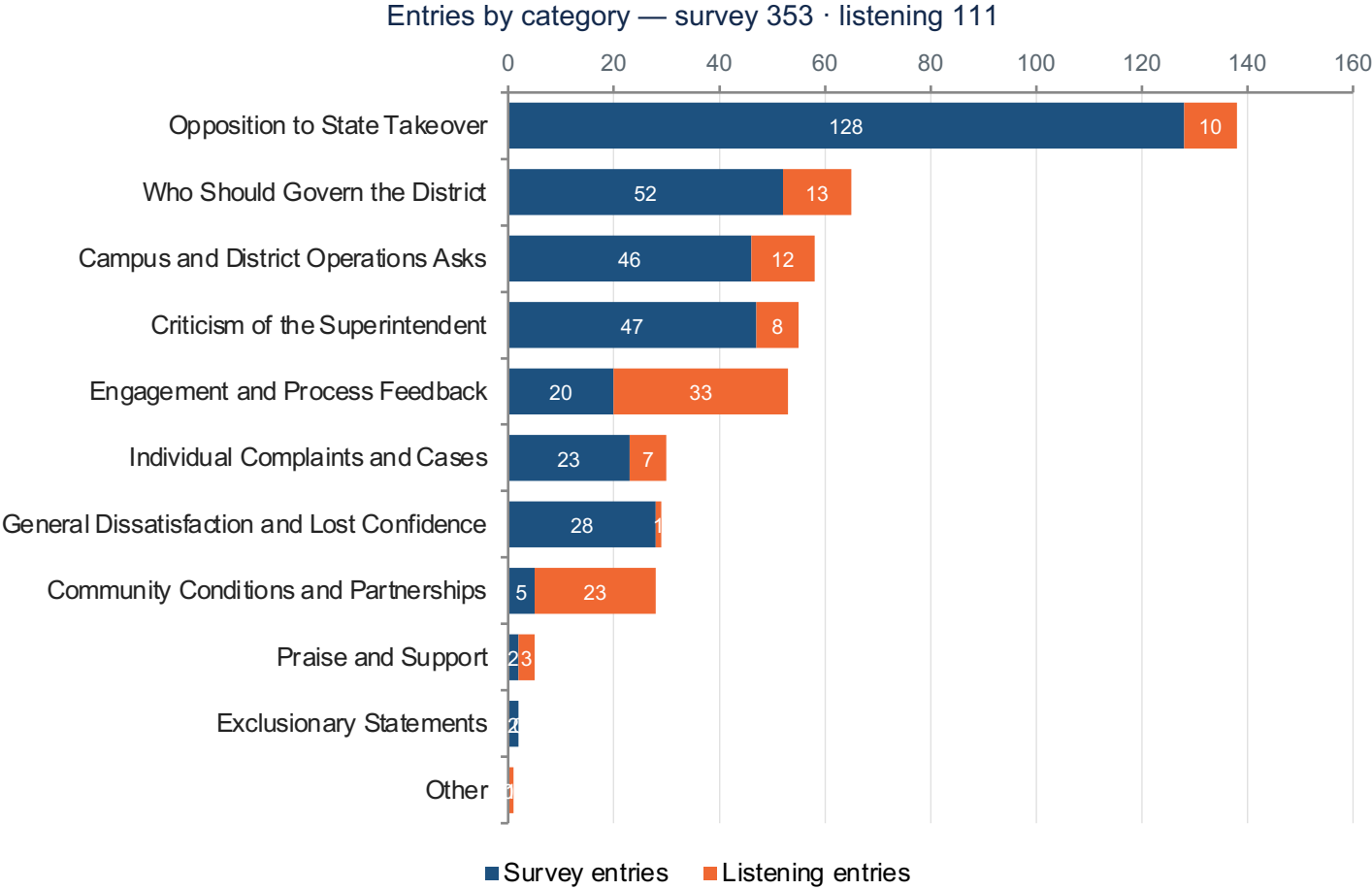
Topics group sub-themes across questions (Appendix C-1 of the analysis) · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

What we heard that we did not ask about

Entries answering none of the five questions were kept and counted, not discarded (Part D of the analysis)



105

survey respondents (3.5% of all) opposed the state intervention — the largest unasked-for theme by far; 128 entries

- Governance and legitimacy — opposition to the state intervention, who should govern, the superintendent — is 64.3% of the survey's out-of-scope entries.
- Session participants criticized outreach and format; concern that an AI analysis would introduce bias was raised in two sessions. Methodology is provided in Part A of the written analysis.
- These fall outside the five questions; they are reported in full because the community raised them without being asked.

Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Limitations/Issues of which to be aware

1

Composition

Respondents are far whiter and less Hispanic than students; Paschal, Arlington Heights and Benbrook over-represented. Adults answering about children, so parity is not expected; every figure is best read with this in mind.

2

Self-selection

Both methods reached people who chose to take part. No margin of error; tiers measure agreement between the two methods, not prevalence.

3

Missing records

Two sessions have no transcript or notes: the Thursday Morning Breakfast Association (a small-group conversation; attendees pointed to the survey) and the Southwest HS summer session — held, notes not taken, so Southwest shows no coded session.

4

Employees and educators

14.0% of respondents are FWISD employees; the largest citywide session was the United Educators Association. No breakdown by connection was run; these shares stand beside the teacher-facing findings.

5

Coding and translation

AI coding to a written spec with human rulings and sample checks on listening batches; 15.6% of survey entries carry a low-confidence flag; 830 survey entries and one listening entry were machine-translated and not human-reviewed.

6

Different denominators

Survey = share of people; listening = share of talk. Long sessions with more comments provided more entries.

Themes from the community input

Full sub-themes and subcategories behind each are in the analysis document.

Goals (Q1, Q2)

1) Top five if all entries are totaled (excluding Other)

- Q2: College, Career and Military Ready
- Q2: Academic Mastery and Achievement
- Q1: Reading
- Q1: Grade-Level Core Academics
- Q2: Critical Thinker and Lifelong Learner

2) Strong on both methods

- Q1: Reading
- Q1: Grade-Level Core Academics
- Q1: Critical Thinking and Problem Solving
- Q1: Communication and Self-Advocacy
- Q1: Social-Emotional Skills and Character
- Q2: College, Career and Military Ready
- Q2: Critical Thinker and Lifelong Learner
- Q2: Confident, Resilient and Well

3) Top five on one method

- Q2: Academic Mastery and Achievement (survey)
- Q2: Character, Work Ethic and Integrity (survey)
- Q2: Communication and Interpersonal Skills (sessions)
- Q2: Contributing Citizen and Community Member (sessions)

Guardrails (Q3, Q5)

1) Top five if all entries are totaled (excluding Other)

- Q3: Trust, Support and Retain Educators
- Q5: Scripted lessons and uniform campus mandates
- Q3: Honest, Transparent, Evidence-Based Leadership
- Q5: Cutting lunch, recess, arts and enrichment; rigid schedules
- Q5: Micromanagement and overloading of teachers

2) Strong on both methods

- Q3: Trust, Support and Retain Educators
- Q3: Honest, Transparent, Evidence-Based Leadership
- Q3: Whole Child Over Scores and Screens
- Q3: Consult and Partner With Community
- Q3: Equity and Basic Resources Every Campus
- Q5: Scripted lessons and uniform campus mandates
- Q5: Micromanagement and overloading of teachers

3) Top five on one method

- Q5: Cutting lunch, recess, arts and enrichment; rigid schedules (survey)
- Q5: Over-restrictive rules, uneven discipline and unsafe treatment (survey)
- Q5: Screens, AI and packets replacing teaching (survey)
- Q5: Decisions without community or parent voice (sessions)
- Q5: Lowered rigor and neglected basic skills (sessions)
- Q5: Under-serving special education, bilingual and student supports (sessions)

Protect (Q4)

1) Top five if all entries are totaled (excluding Other and Nothing working or too early)

- Safety, structure and discipline
- Advanced academics and career pathways
- Counseling, special education, language support
- Great teachers, supported and trusted
- Family engagement, communication and listening

2) Strong on both methods

- Advanced academics and career pathways
- Family engagement, communication and listening
- Counseling, special education, language support

3) Top five on one method

- Safety, structure and discipline (survey)
- Great teachers, supported and trusted (survey)
- District leadership and accountability (survey)
- Arts, athletics and extracurriculars (sessions)
- Schools of choice and specialized campuses (sessions)

Appendix — the written specifications and the Board liaison Frost R. Prioleau's rulings

Reproduced in full in the analysis document: Appendix A-3 (specifications) and Appendix A-4 (rulings register)

The written specifications (Appendix A-3)

- Extraction specification v1.1 — how every survey answer and session transcript was split into entries, attributed to a question, coded to a subcategory, translated, and redacted; the lettered rules, including rule S (note-taker records counted, never quoted), rule T (an answer coded to the question it answers), rule U (non-responses excluded) and rule W (exclusionary statements counted, never named); the governance rule R and its narrowing R' were adopted by ruling and are in A-4.
- Reporting specification — the public document, granularity, the two deliverables, redaction, structure and framing rules, including "two instruments, never blended" and "no recommendations".
- Note: Upon review of the initial drafts of the written analysis and this deck, the board liaison and board reviewers decided to also provide charts that combined the listening session and survey data as additional visualizations and insights.

The Board liaison's rulings (Appendix A-4)

- Board liaison: Frost R. Prioleau, member of the Board of Managers and client contact for the project. He approved the category structure on 17 September 2026 before any counts were produced, ruled on the 25 audit findings on 18 September, and reviewed the listening sample checks (A-4.4). He did not assign categories to individual entries.
- A-4.1 Specification changes and listening-session rulings, by date.
- A-4.2 The ten survey spec-gap rulings (e.g. stop-doing critiques typed into the keep-doing box → Q5; near-miss non-responses; templated responses counted once per respondent).
- A-4.3 Category-structure decisions: the 17 Sept category gate, the collapse to 10–14 published categories, the 25 audit findings ruled on 18 Sept, and the 22 Sept Q5 renames (names only).
- A-4.4 Human sample checks of the coded listening batches.
- Every ruling names its date and its effect on the counts; the structure was frozen on 18 Sept before any counting.

2026-2027 District Needs Assessment Executive Summary

The overall assessment reflects meaningful improvement in academic performance, college and career readiness, and accountability ratings. At the same time, achievement gaps, graduation rates below state and regional performance levels, and inconsistent progress across Fort Worth ISD schools remain significant concerns.

Student Learning

Progress and Strengths

The 2026 State of Texas Assessments of Academic Readiness (STAAR) results show that Fort Worth ISD improved performance at the Meets Grade Level or Above standard in 19 of the 20 tested grade-level and subject areas compared with 2025. In addition, the performance gap between Fort Worth ISD and the state narrowed in 19 of 20 assessed grade-level and subject areas. The number of D or F rated schools declined from 39 schools, or 31%, to 26 schools, or 21%. F-rated schools declined from 11 to 7 schools.

Priority Needs

Despite the year-over-year improvement, Fort Worth ISD performance remained below the state in all 20 assessment areas, indicating that accelerating progress toward state performance levels should remain a priority. Results at middle grades indicate the most urgent area of need. Grade 8 Reading had the district's largest difference from the state at 29 percentage points. The only area that did not narrow was Grade 6 Reading, which declined from 41% to 40% while the state remained at 56%, causing the gap to widen from 15 to 16 percentage points.

Largest Fort Worth ISD Performance Gaps at Meets Grade Level or Above

Assessment	FWISD 2026	State 2026	State Gap	FWISD Change from 2025
Grade 8 Reading	32%	61%	-29 points	+3 points
Grade 8 Science	32%	55%	-23 points	+7 points
Grade 7 Mathematics	11%	32%	-21 points	+3 points
Algebra I	31%	51%	-20 points	+8 points
Grade 6 Mathematics	23%	40%	-17 points	+3 points
English I	36%	53%	-17 points	+5 points
Biology	52%	69%	-17 points	+9 points
Grade 6 Reading	40%	56%	-16 points	-1 point
Grade 5 Science	23%	38%	-15 points	+7 points
English II	43%	58%	-15 points	+5 points

The most significant continuing needs affect students with disabilities, emergent bilingual students, and African American students. Reading and math results for grades 3 thru 5 also show persistent performance differences among student groups.

Grade and Subject	All Students	African American	Emergent Bilingual	Special Education
Grade 3 Reading	42%	30%	35%	27%
Grade 3 Mathematics	40%	25%	36%	28%
Grade 4 Reading	45%	34%	39%	23%
Grade 4 Mathematics	45%	31%	44%	26%
Grade 5 Reading	51%	37%	45%	28%
Grade 5 Mathematics	42%	27%	39%	25%

Additionally, 26 of 124 schools remained rated D or F in 2025–26 and 25 schools declined a letter grade or more.

College, Career, and Military Readiness (CCMR)

Progress and Strengths

College, Career, and Military Readiness increased from 86% for the Class of 2024 to 91% for the Class of 2025, exceeding the state rate of 87%.

Priority Needs

Although CCMR reached 91%, the Outcomes Bonus qualification rate was 19% for the Class of 2025, compared with a cited state rate of 32%. CCMR will not count in the same manner beginning with the Class of 2030, creating a need to examine the quality and long-term sustainability of current CCMR attainment (2028 A-F Accountability Framework CCMR methodology updates will begin in 2028 and 2031).

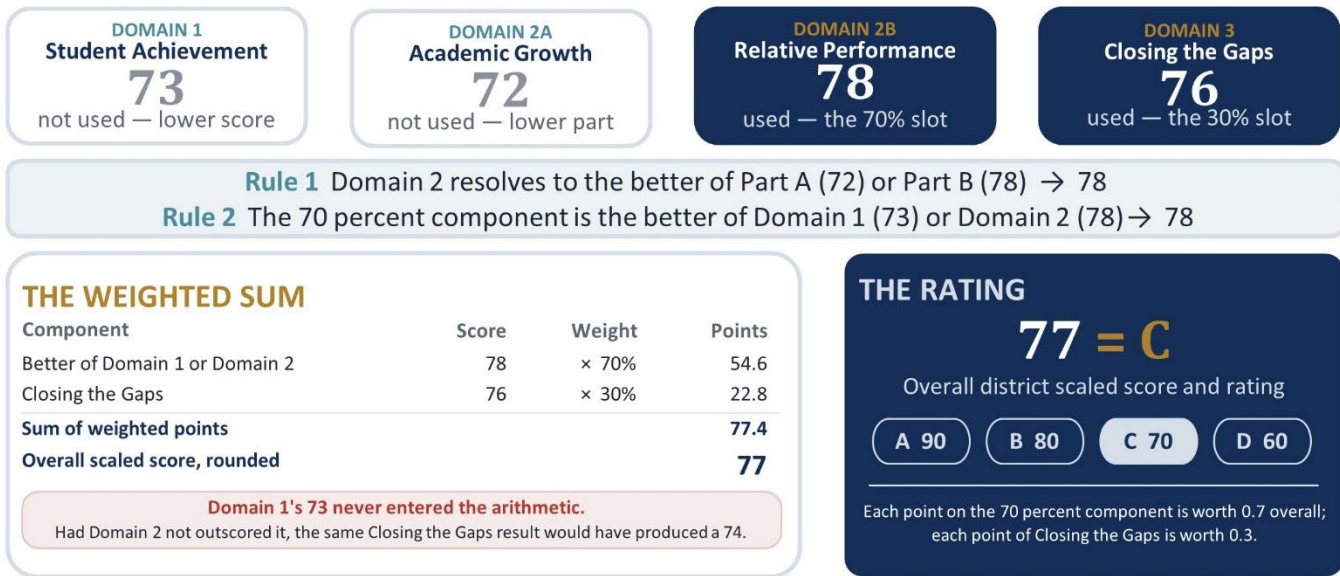
CCMR Outcomes Bonuses Readiness Criteria	
College Ready	Earn an associate degree OR Meet ACT, SAT, or Texas Success Initiative (TSI) criteria AND enroll at postsecondary institution immediately following high school
Career Ready	Meet ACT, SAT, or Texas Success Initiative (TSI) criteria AND Earn an industry-based certification (IBC), or earns level I or level II certificate by Aug 31st immediately following high school graduation
Military Ready	Enlist in the Armed Forces of the United States OR in the Texas National Guard by Dec 31st immediately following high school graduation

State Accountability: Focus on Improving Domain 1 (Student Achievement)

Progress and Strengths

Fort Worth ISD received an overall accountability score of 77 (C rating) based on the Texas Education Agency's accountability methodology. Since the 2023 A–F refresh reset the scale, the district has gained twelve points and moved from a D in 2023 to a C in 2026.

The district's Domain 1 (Student Achievement) score of 73 was not used in the final calculation because Domain 2B (Relative Performance) produced a higher score. Domain 2B measures how well students perform in comparison to schools with similar percentages of economically disadvantaged students.



Priority Needs

Although Domain 1 (Student Achievement) did not directly factor into the district's overall accountability score, Domain 1 remains the most comprehensive measure of how well students are performing academically. Domain 1 captures achievement across all performance levels and reflects the cumulative impact of instruction on student learning. The Domain 1 score of 73 indicates a significant opportunity to strengthen student outcomes and increase future accountability ratings. By focusing on instructional practices that move students from **Approaches Grade Level** to **Meets Grade Level**, the district can generate the highest-value gains in student achievement while building a stronger foundation for sustainable improvement across all accountability domains.

Approaches → Meets
2 points — highest value shift

Explicit Model · Questions & Tasks · Depth of Practice · Responding
Requires students to apply and explain, not just recognize.
This is the shift that moves Domain 1.

Graduation and Dropout Rates

Progress and Strengths

Fort Worth ISD must prioritize increasing graduation rates and reducing student dropouts, with targeted support for student groups experiencing the greatest disparities. The district's four-year graduation rate improved from 85.3% for the Class of 2024 to 87.5% for the Class of 2025, an increase of 2.2 percentage points. Despite this progress, the Class of 2025 rate remained 3.7 percentage points below the state rate of 91.2% and 3.2 percentage points below the Region 11 rate of 90.7%. In addition, 11.1% of the Class of 2025 cohort dropped out, compared with 5.9% statewide.

Priority Needs

Graduation outcomes also reveal significant differences among student groups. For the Class of 2025, the four-year graduation rate was 82.7% for African American students, 82.8% for students receiving special education services, and 85.2% for Emergent Bilingual / English Learner students. African American students had the highest dropout rate among the major reported student groups at 15.4%, while the dropout rates were 14.2% for students receiving special education services and 13.2% for Emergent Bilingual / English Learner students.

These results demonstrate a need for a coordinated districtwide approach that strengthens early identification of students at risk of not graduating, improves attendance and credit attainment, expands timely academic and social-emotional interventions, and provides individualized graduation plans and reengagement support. Progress should be monitored by campus and student group to ensure that overall improvement is accompanied by measurable reductions in graduation and dropout disparities.

State and Regional Graduation and Dropout Rates

Indicator	State	Region 11	FWISD	FWISD Comparison
Class of 2025 four-year graduation rate	91.2%	90.7%	87.5%	3.7 points below state
Class of 2024 four-year graduation rate	90.7%	90.5%	85.3%	5.4 points below state
Class of 2025 four-year cohort dropout rate	5.9%	5.5%	11.1%	5.2 points above state
2024-25 annual dropout rate, Grades 9–12	1.9%	2.2%	3.0%	1.1 points above state
Class of 2025 federal graduation rate without exclusions	91.2%	90.7%	85.0%	6.2 points below state

District Processes and Programs

Progress and Strengths

Fort Worth ISD enters the 2026-27 school year with a common instructional model and clearer systemwide expectations centered on high-quality instructional materials, lesson internalization, demonstrations of learning, re-teaching, and aligned progress monitoring.

Priority Need

The district is implementing new instructional and operating expectations while outcomes and implementation conditions remain uneven across schools. Twenty-one percent of campuses remain rated D or F, and the share of beginning teachers increased from 4.8% in 2024-25 to 8.7% in 2025-26 and is projected to increase for the 2026-27 school year. This means a larger group of first-year teachers will be implementing new district expectations during 2026-27.

Prior variation in districtwide expectations, monitoring, professional learning, and cross-departmental support may have limited consistent implementation across schools. Variability in daily instruction is a primary barrier to scale. The new instructional model and aligned systems provide a foundation for addressing this concern, but their effectiveness will need to be assessed through implementation evidence.

Overall Conclusion

Fort Worth ISD enters 2026-27 with clear evidence of improvement, including stronger STAAR results, narrower state performance gaps, CCMR performance above the state rate, and fewer D and F rated campuses. The district's central challenge is to sustain this progress while addressing continued performance gaps between district and state performance rates, subgroup achievement gaps, and inconsistent progress across schools.

District Data Reports

2025-26 Texas Performance Reporting System (TPRS)

Fort Worth ISD 2025-26 STAAR Performance

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2026&lev=D&id=220905&prgopt=reports/tapr/performance.sas

Fort Worth ISD 2026 A-F Accountability Campus Listing

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2026&lev=D&id=220905&prgopt=reports/acct/ca.sas

Fort Worth ISD 2025-26 Graduation and Dropout Rates

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2026&lev=D&id=220905&prgopt=reports/tapr/attendgrad.sas