Fort Worth
INDEPENDENT SCHOOL DISTRICT

DRAFT PRESENTATION: 2025–26 State Accountability Results

Three-Year Performance Trends, Key Findings, and Priorities for Continued Improvement

Board Presentation | Division of School Leadership

Review Of Accountability Rating Components With Board Discussion

Tonight, we will walk through each part of the A-F rating, with a pause for board questions following each section

Every section follows four beats

1 How Texas calculates it → 2 Outcomes & what they mean → 3 Root causes → **4 Solutions: conditions & tactics**

Section	Presentation	Board questions
Opening & how Texas grades schools	15 min	Within Q&A that follows
Overall rating	20 min	**10 min pause**
Domain 1: Student Achievement	25 min	**10 min pause**
Domain 2A: Academic Growth	15 min	**10 min pause**
Domain 2B: Relative Performance	10 min	**10 min pause**
Domain 3: Closing the Gaps	20 min	**10 min pause**
Bringing it together & next steps	10 min	**15 min pause**
Total	**115 min**	**65 min**

Three Consecutive Years Of Improvement, With Continued Gaps In Grade-Level Performance:

Three straight years of improvement, but most students are still not on grade level

MOMENTUM

77 (C), up from 65 (D) in 2023

Overall score improved three years in a row; every domain improved each year; A/B campuses grew from 15% to 44%.

THE REALITY

39% of tests met grade level

42% of students meet grade level in reading and 35% in math, vs. 56% and 47% statewide.

WHERE IT'S CONCENTRATED

15 of 26 D/F campuses are Elevate

Elementary literacy, middle grades, and a set of chronically low campuses drive most of the gap.

WHAT'S CHANGING

Conditions set under intervention

Instructional framework, leadership standards, tiered autonomy, and tighter data cycles. Leading indicators reported to the board.

So what: The overall score increased from 65 in 2023 to 77 in 2026, but 77 is a C. Getting to a B requires moving students from 'approaches' to 'meets' grade level.

Fort Worth ISD Served 67,315 Students During the 2025-2026 School Year

67,315
students enrolled in 2025-2026 SY*

134
schools (124 rated)

81.9%
economically disadvantaged

40.7%
emergent bilingual

15.6%
special education

25%
chronically absent (attendance rate 92.6%)

13.6
students per teacher; 4,938 teachers

33%
of 8th graders took Algebra I

So what: Our system has to be built for multilingual, high-poverty learners. Attendance is a direct lever on every domain.

SECTION 1

How Texas grades districts and schools

0–100 score, three domains, and four STAAR performance levels

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Texas Rates Every District And Campus A–F Using Three Domains Of Student Outcomes

DOMAIN 1

Student Achievement

How many students met the standard?

STAAR results; for high schools also College, Career & Military Readiness (CCMR) and graduation rate

DOMAIN 2A

Academic Growth

Did students grow at least a year?

Year-over-year STAAR progress in reading and math, including students who accelerated after failing

DOMAIN 2B

Relative Performance

How do we compare with similar schools?

Achievement compared with campuses statewide that serve similar demographics of students

DOMAIN 3

Closing the Gaps

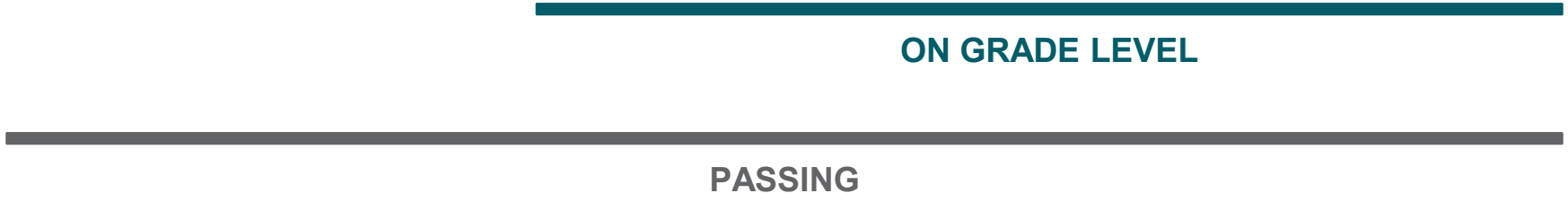
Is every student group on track?

Each racial/ethnic group and the High Focus group measured against state targets

So what: Domains 1 and 2 decide 70% of the grade; Domain 3 decides 30%. You cannot earn an A while any group is left behind.

"Meets Grade Level": A Key Indicator of Readiness for the Next Grade

Did Not Meet	Approaches	Meets Grade Level	Masters Grade Level
Unlikely to succeed in the next grade without significant, ongoing intervention	Likely to succeed next year only with targeted academic intervention	High likelihood of success in the next grade with little or no intervention	Expected to succeed in the next grade with little or no support



So what: **Throughout tonight, 'Meets' or 'Masters' means on grade level. 'Approaches' passes the test but signals a student who still needs support.**

A–F Ratings Carry Consequences: Five Straight Unacceptable Years Triggers State Action At a Campus

A	**90–100**	Exemplary
B	**80–89**	Recognized
C	**70–79**	Acceptable
D	**60–69**	Needs improvement
F	**0–59**	Unacceptable

How the “years unacceptable” clock works

- Each overall F rating adds one year to the "years unacceptable" count
- Three consecutive overall D ratings add one year to the count
- An A, B, or C rating resets the count to zero
- **Year 5 triggers state intervention at the campus**

So what: An A, B, or C resets a campus's clock to zero. That is why moving D campuses to C matters as much as moving C to B.

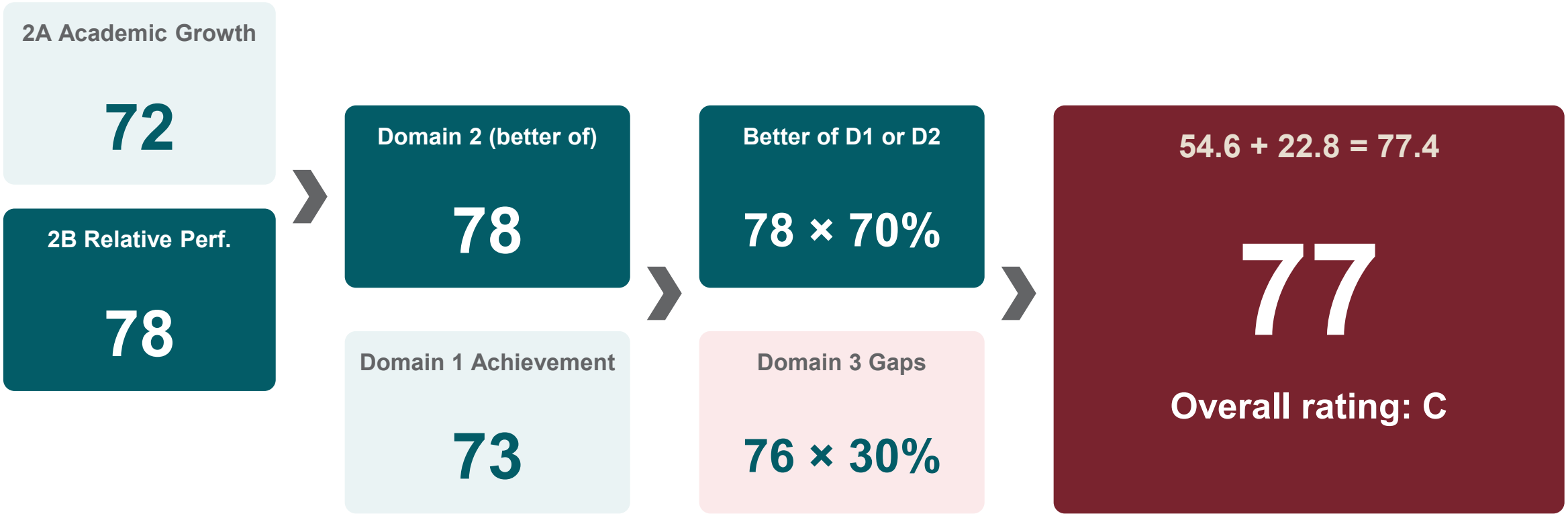
SECTION 2

Overall rating

FWISD earned a 77 (C) in 2026, up four points and the third straight year of improvement

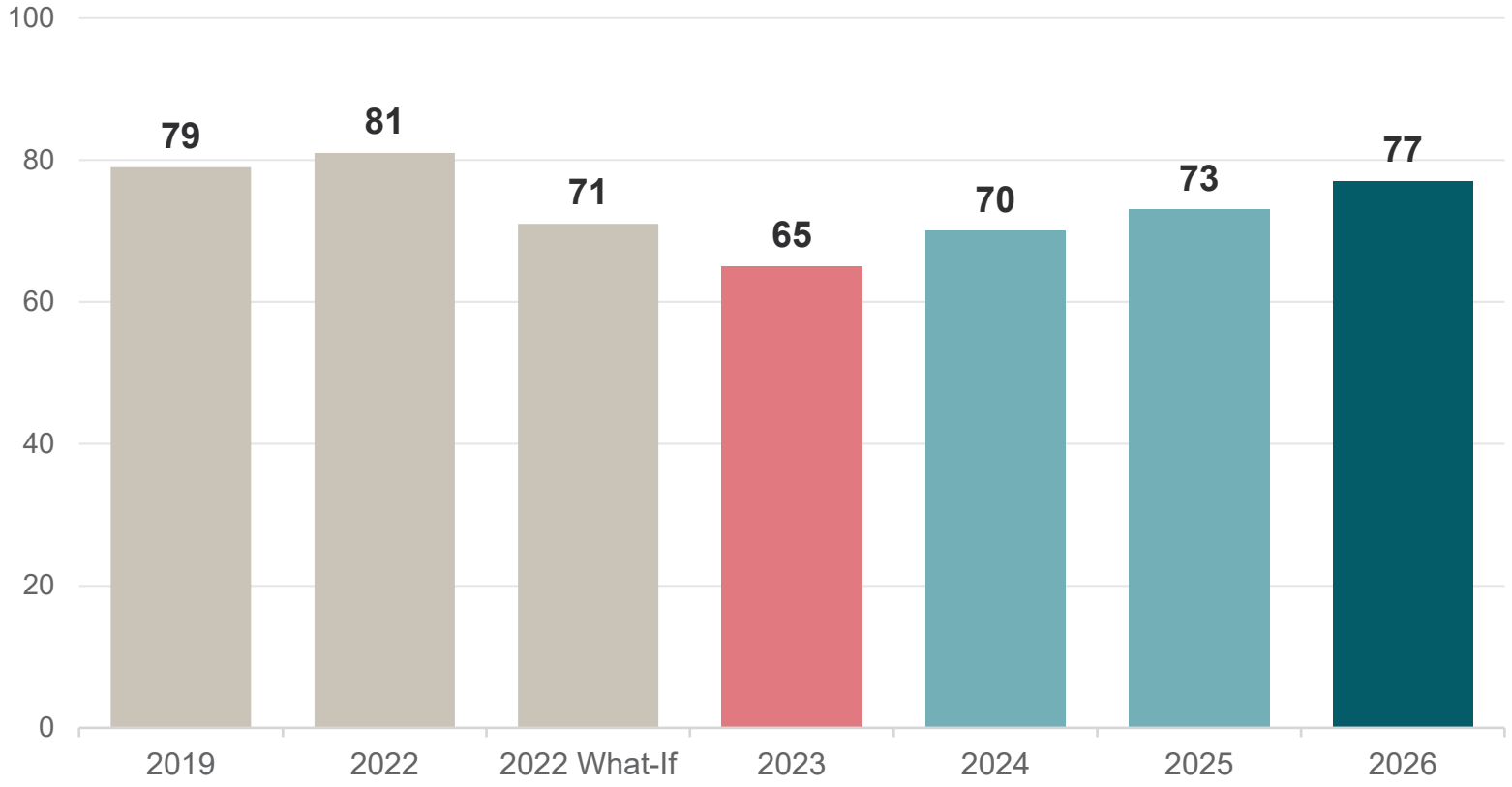
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How Texas Calculates Our Overall Score: The Better Of Domain 1 Or 2 Counts 70%, Domain 3 Counts 30%



So what: Academic Growth (72) and Student Achievement (73) are the district's lowest-scoring accountability areas and priorities for improvement. Relative Performance (78) currently determines the 70% component of the overall rating.

Fort Worth ISD Gained 12 Points Since 2023, Improving from a D to a C and Moving Within 3 Points of a B

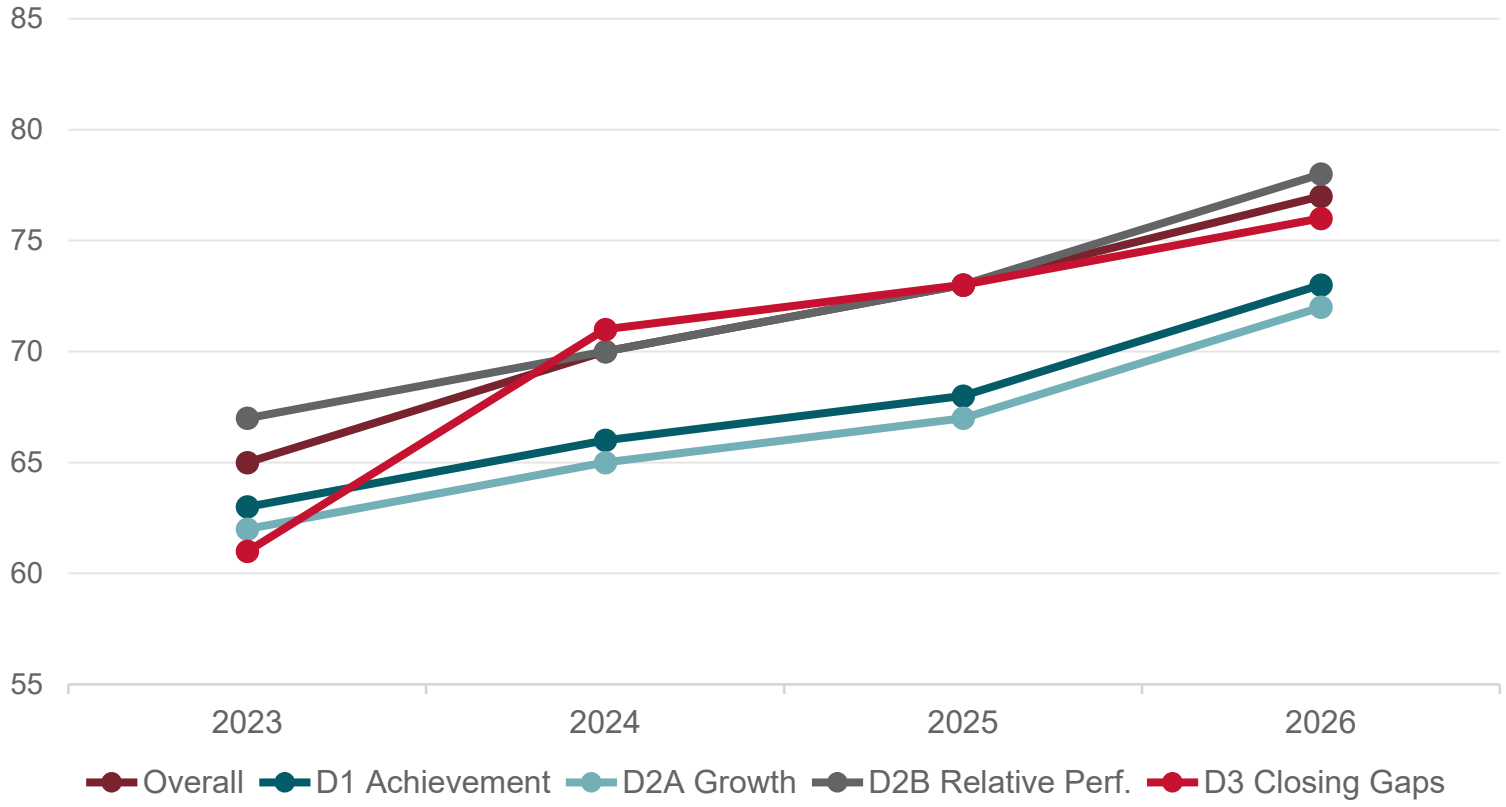


Letter grade by year

2019	**79 · C**
2022	**81 · B**
2023 (new rules)	**65 · D**
2024	**70 · C**
2025	**73 · C**
2026	**77 · C**

So what: **Three straight gains (+5, +3, +4). Sustaining a 4-point pace would put the district at a B (80+) next year.**

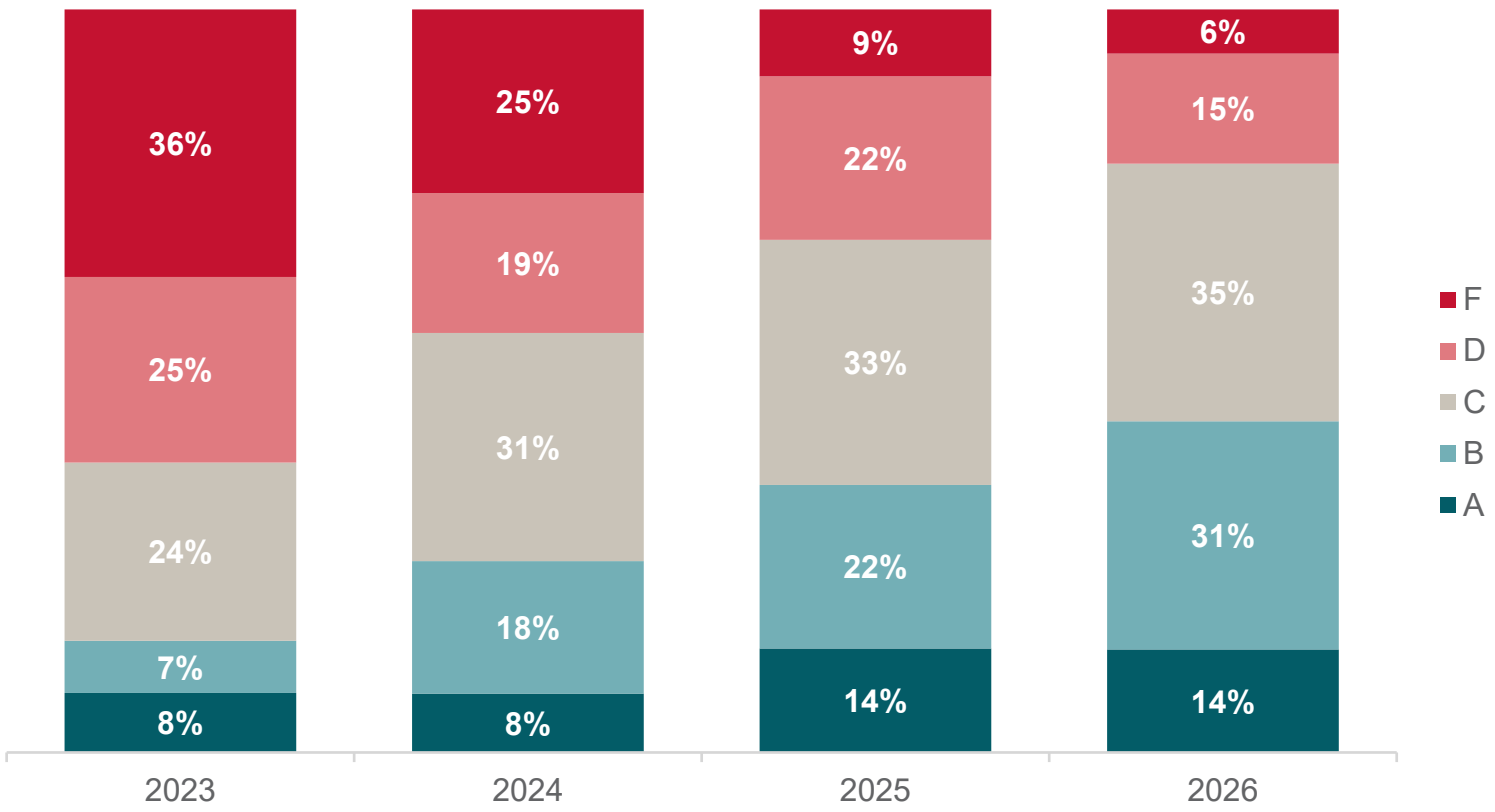
All Three Accountability Domains Have Improved for Three Consecutive Years, While Student Achievement Remains the Lowest-Scoring



	2023	2024	2025	2026
Overall	65	70	73	**77**
D1 Achievement	63	66	68	**73**
D2A Growth	62	65	67	**72**
D2B Relative	67	70	73	**78**
D3 Gaps	61	71	73	**76**

So what: Our rating rests on Relative Performance (78). Raw achievement (73) and academic growth (72) are the two lowest scoring areas.

Since 2023, A/B Campuses Nearly Tripled (15% → 44%) While D/F Campuses Fell from 61% to 21%



55 · 44%

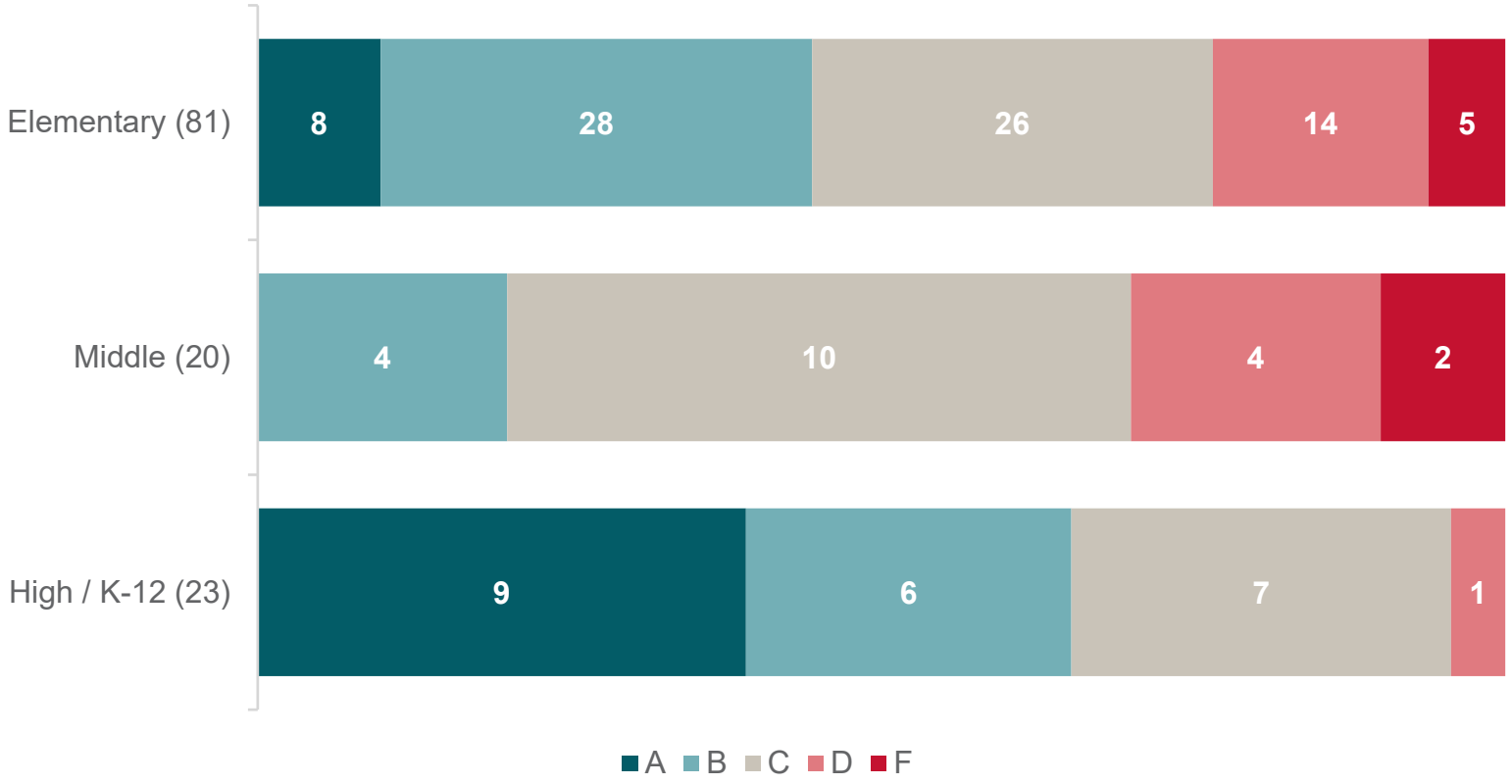
campuses rated A or B in 2026 (19 in 2023)

26 · 21%

campuses rated D or F in 2026 (77 in 2023)

So what: The middle of the distribution moved up. The percentage of campuses rated A, B, or C increased, while the percentage rated D or F decreased. The 26 campuses still rated D or F remain a priority for targeted support.

Middle Schools Need Targeted Support: No A Campuses and 6 of 20 Rated D or F



Elementary

19 D/F

23% of campuses

Middle

6 D/F

30% of campuses; 0 A's

High / K-12

1 D

4% of campuses; 15 A/B

So what: Elementary holds the most D/F campuses (19); middle schools have the highest percent of D/F campuses (30%). Both need a different level of support.

80% of Campuses Maintained or Improved Their Ratings, with 43 Advancing but 25 Declining by at Least One Letter Grade

2025 ↓ / 2026 →	A	B	C	D	F	Total
A	11	6	0	0	0	**17**
B	4	15	7	2	0	**28**
C	1	12	18	7	3	**41**
D	1	5	14	7	0	**27**
F	0	0	3	3	4	**10**
Total	**17**	**38**	**42**	**19**	**7**	**123**

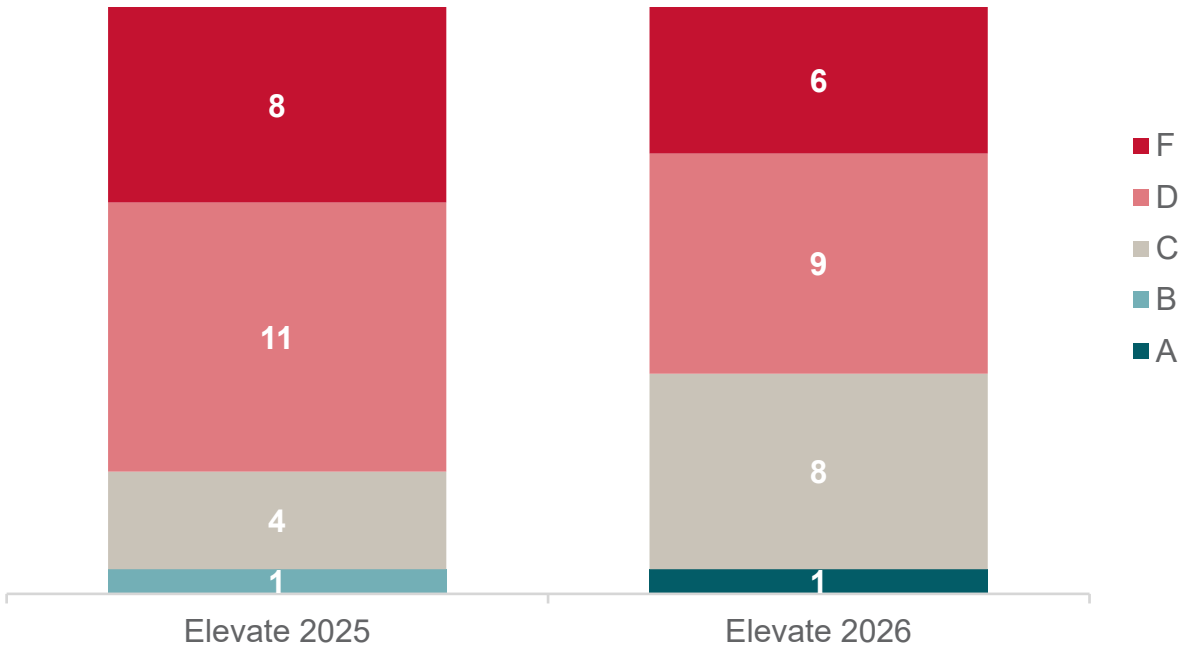
43 improved at least one letter (35%)

55 held steady (45%)

25 declined at least one letter (20%)

So what: Forty-three campuses improved, 55 maintained their rating, and 25 declined. Continued support should focus on sustaining improvements and addressing declines.

Low-Performing Campuses Are Concentrated in the Elevate Network, Which Accounts for 15 of 26 D- or F-Rated Campuses



15 of 26

D/F campuses districtwide are in Elevate

19 → 15

Elevate D/F campuses, 2025 to 2026

56

average Domain 1 score in Elevate (district: 73)

5 → 9

Elevate campuses rated C or better

So what: Concentration is an opportunity: intensive support for about two dozen campuses can move most of what remains below C.

Fourteen Campuses Exited the Unacceptable list, but William James Middle Reached Year 5, Triggering State Action

14

campuses exited by earning a B or C (Leonard MS cleared 4 years)

14

campuses carry an unacceptable count into 2026-27

Campus	2026	Years unacceptable
William James Middle	**57 F**	**5: triggers state action**
Morningside Middle	54 F	4
W.M. Green Elementary	58 F	4
Riverside Middle	64 D	3 (4th straight D)
Wedgwood Middle	69 D	3
Clifford Davis Elementary	69 D	3
Rufino Mendoza Sr. Elementary	66 D	3

Also on the list: Monnig MS, Meadowbrook MS, East Handley ES (Year 2); Carter Park, Maudrie Walton, Sunrise-McMillan, Woodway ES (Year 1). Edward Briscoe (Year 4) closed after 2025-26;
*Western Hills Primary and Western Hills Elementary consolidated.

So what: Morningside and W.M. Green are one year from the same trigger. Their 2026-27 plans need board-level monitoring now.

Root Causes Behind the Overall Rating: An Instructional System that Wasn't Yet Consistent Enough to Lift Every Campus

1 Inconsistent Tier 1 instruction across campuses

Achievement is one of the lowest domains (73). 59 campuses are D/F in Domain 1. Varied campus results points to the need to examine differences in instructional implementation and support.

2 Chronically low campuses without enough sustained support

15 of 26 D/F campuses are in Elevate; 14 carry unacceptable counts. Leadership and teacher turnover at these campuses has repeatedly reset improvement.

3 Middle grades without a coherent model

No A-rated middle schools. 16 of 20 middle schools are D/F in Domain 1, and middle schools hold 4 of 8 Domain 3 F's.

4 Lost instructional time

25% of students were chronically absent (missed 10%+ of school days). Gains in the classroom can't reach students who aren't there.

What has Changed: District Initiatives Intended to Increase Consistency and Support Across Campuses

Conditions changed under intervention

- Board governance focused on student outcomes and monitored goals
- Defined Autonomy Framework: Elevate / Emerge / Exemplar tiers match support and flexibility to performance
- FWISD Standards of Leadership with a 9-box talent review for principals
- Regional chief structure that puts direct support on every campus

Tactics on campuses and in classrooms

- Cowtown 12 instructional framework as one common definition of strong teaching
- Elevate campuses get structured supports, staffing priority, and closer oversight
- Weekly Spot classroom walkthroughs and coaching by campus and regional leaders
- Six-week Demonstration of Learning (DOL) data cycles to reteach before STAAR

What the board will see (leading indicators)

- Share of campuses on track on six-week assessments
- Spot observation results against the Cowtown 12 indicators
- Attendance and chronic absenteeism, monthly
- Status of Year 3–5 campuses against their turnaround plans

So what: We will report these leading indicators to the board each grading period, not just once a year when ratings come out.

PAUSE FOR BOARD QUESTIONS | 10 MINUTES

QUESTIONS?

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SECTION 3

Domain 1: Student Achievement

73 (C), up 5 points, and the first time since the 2023 refresh that achievement is out of the D range

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How Texas Calculates Domain 1: Average the Share of Tests at Each Passing Level, then Scale to 0–100

% Approaches+

66% of all STAAR tests (state 76%)

% Meets+

39% of all STAAR tests (state 52%)

% Masters

14% of all STAAR tests (state 24%)

Average = 40

(66 + 39 + 14) ÷ 3 = 40 raw STAAR component

Scaled score 73

Combined with CCMR and graduation at high schools; converted to the 0–100 scale

Elementary & middle schools

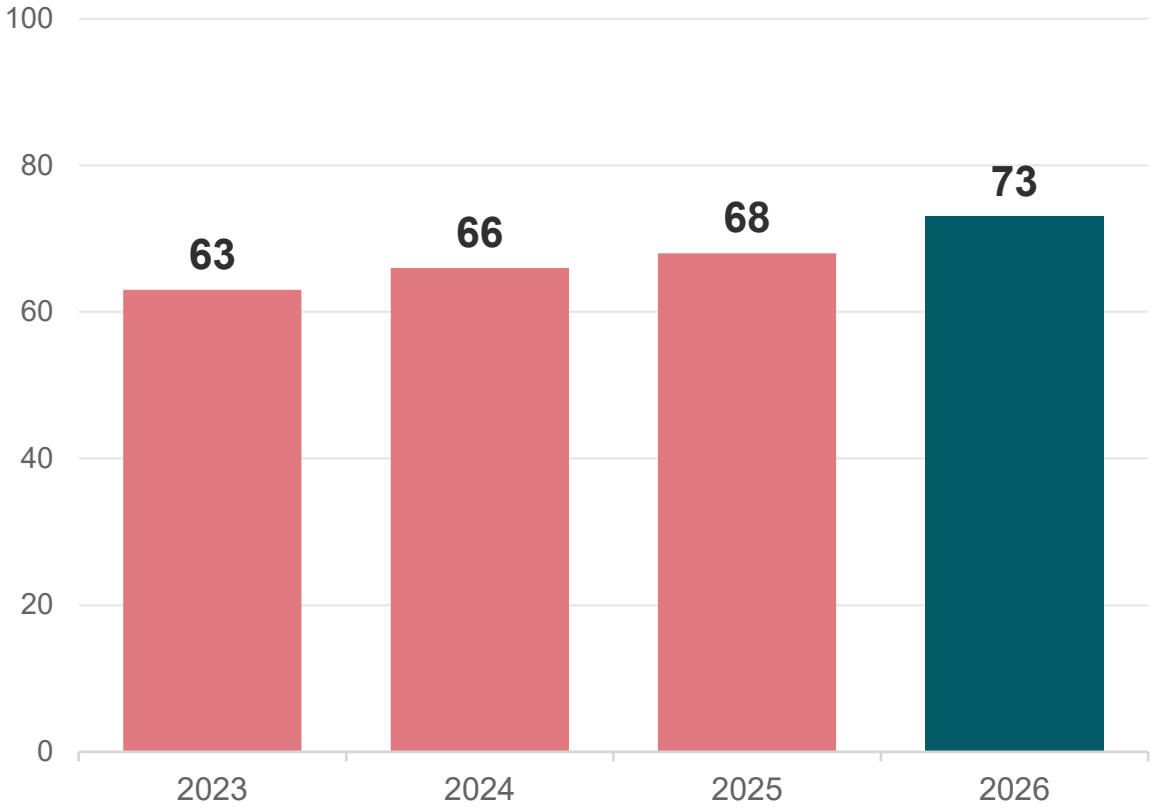
100% STAAR (reading, math, science, social studies)

High schools & K-12

40% STAAR EOC · 40% College, Career & Military Readiness · 20% graduation rate

So what: Every level counts: moving a student from Approaches to Meets raises the score as much as moving a student from failing to passing.

Domain 1 Rose 5 Points to 73, the Biggest One-Year Gain and the First C in Achievement Since the Refresh



51 → 29
campuses rated F in Domain 1

42
campuses up at least one letter (only 4 declined)

59
campuses still D or F in Domain 1 (49%)

25
campuses rated A or B (19 in 2025)

So what: Achievement is accelerating (+3, +2, +5), but at 73 the district is 4 points from falling back to a D.

Only 42% of Students Read on Grade Level, Meaning 58 of Every 100 Students are Not Reading on Grade Level

Reading

58

of every 100 students are NOT on grade level



FWISD meets grade level: 42%



State: 56% (gap: 14 pts)

Math

65

of every 100 students are NOT on grade level



FWISD meets grade level: 35%



State: 47% (gap: 12 pts)

Science

63

of every 100 students are NOT on grade level



FWISD meets grade level: 37%



State: 54% (gap: 17 pts)

Social Studies

60

of every 100 students are NOT on grade level



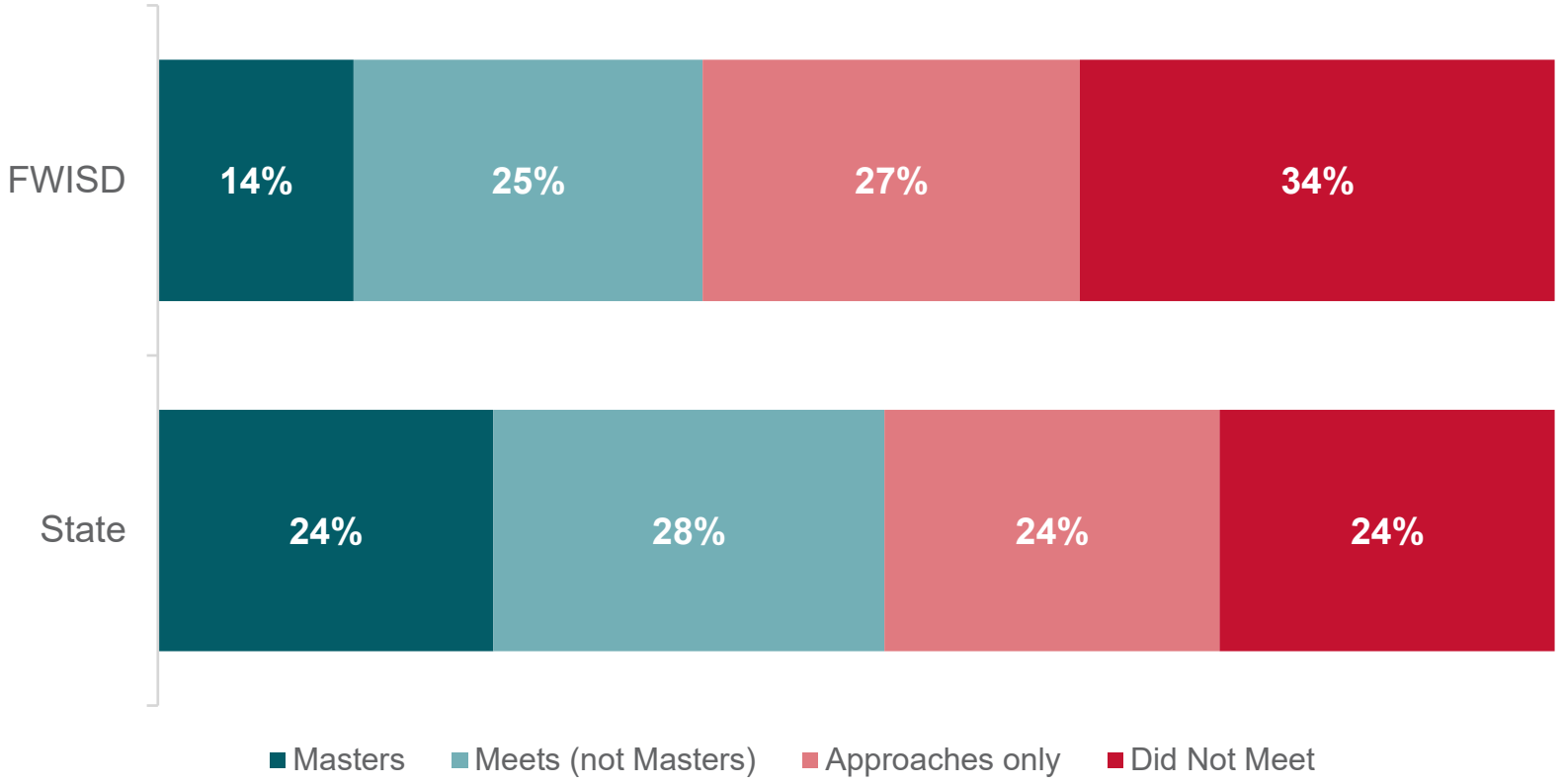
FWISD meets grade level: 40%



State: 52% (gap: 12 pts)

So what: Roughly 6 in 10 FWISD students are not yet on grade level in every tested subject. Math is the largest gap to grade level.

27% of STAAR Assessments Passed at Approaches but Were Below Meets Grade Level



27%

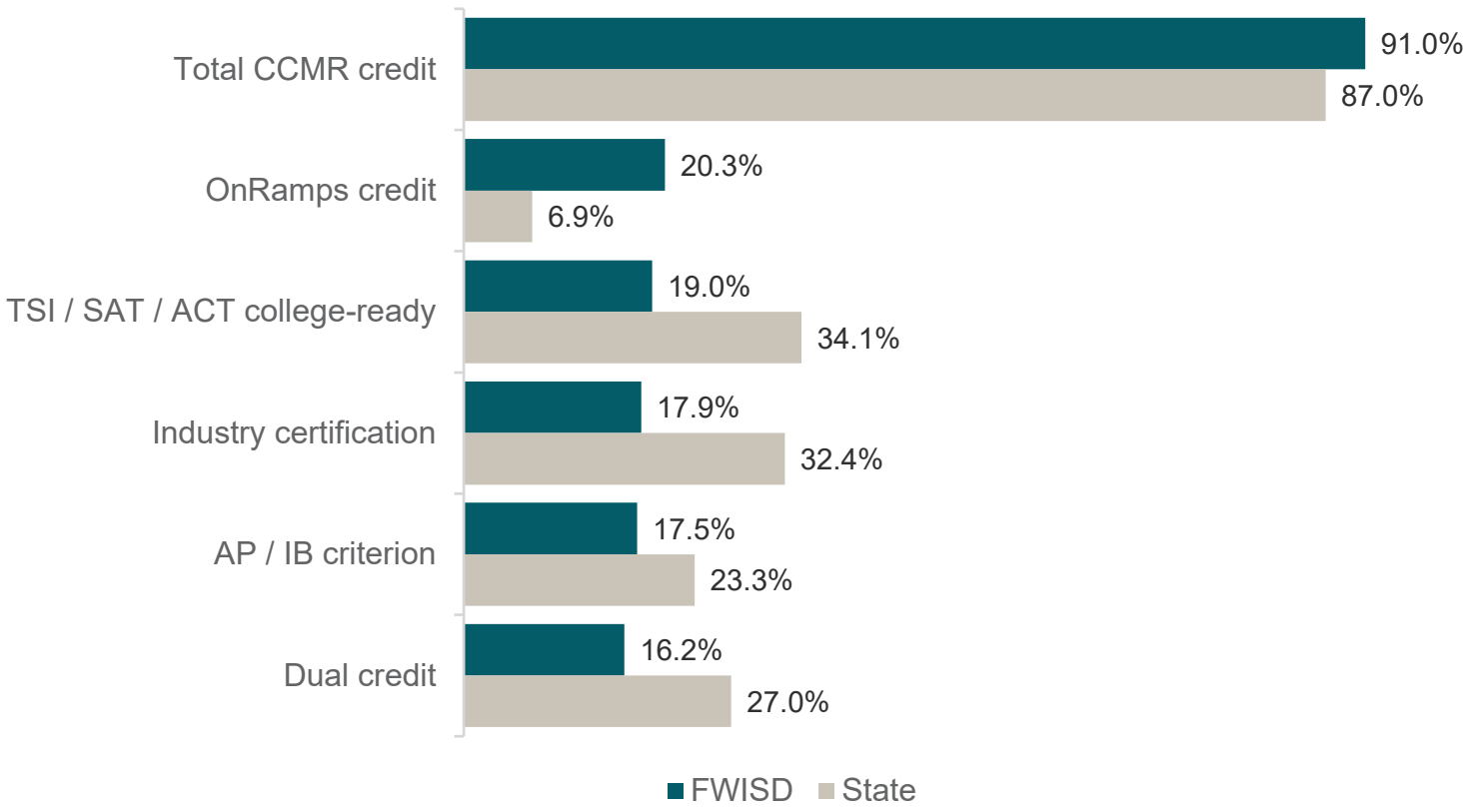
of tests passed at Approaches but missed grade level

14%

of tests reached Masters (state: 24%)

So what: Students in the Approaches band are within reach. Grade level instruction and support can help more students reach the Meets standard.

High Schools: 91% Earn Readiness Credit, but Only 19% Test College-Ready and 28% Reach Postsecondary Outcomes



28%

postsecondary outcomes (2023-24)

87.5%

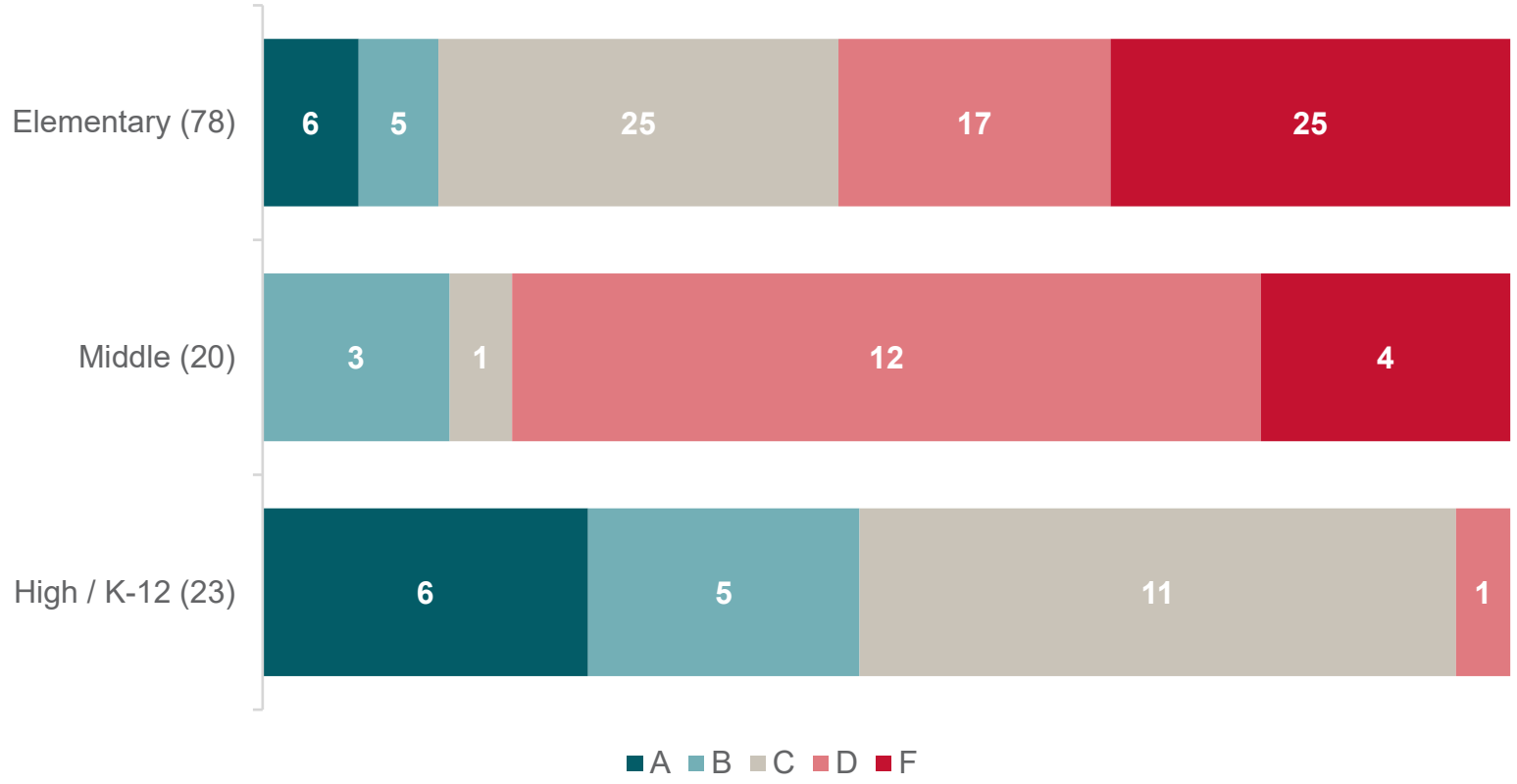
4-year graduation rate (state 91.2%)

3.0%

dropout rate (state 1.9%)

So what: Overall CCMR attainment is higher than attainment through TSI, industry certifications, and dual credit. Monitoring these indicators alongside the overall rate can provide a fuller picture of student readiness.

Domain 1 Weakness Sits in Elementary and Middle Schools: 80% of Middle and 54% of Elementary Campuses are D or F



Elementary

37 → 25

Domain 1 F campuses, 2025 to 2026

Middle

13 → 4

F's fell, but 12 of 20 are now D

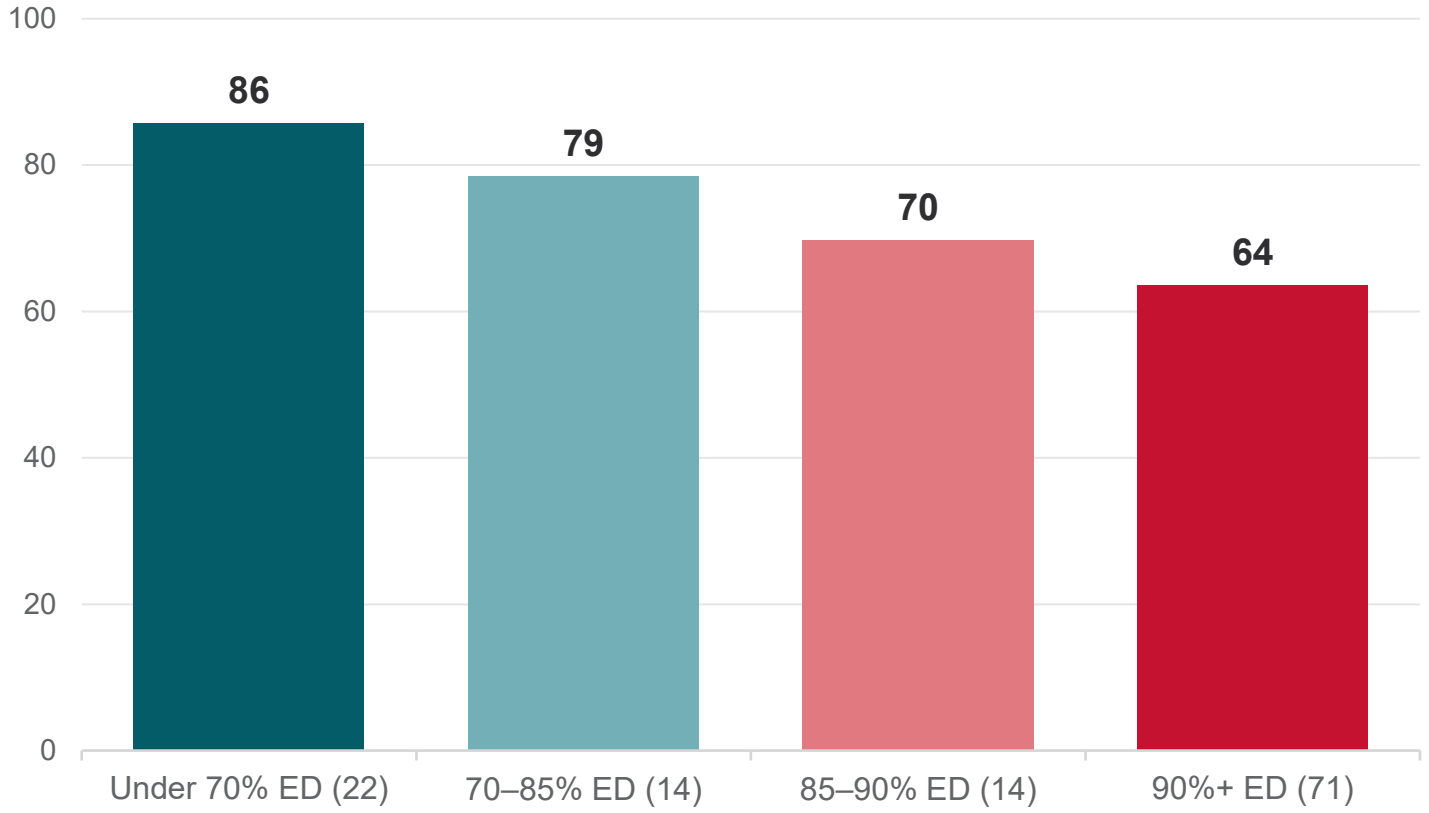
High / K-12

22 of 23

rated C or better

So what: High school readiness depends on elementary and middle school achievement. The K-8 foundation is the priority.

Achievement Tracks Poverty, but 20 Campuses Serving 90%+ Low-Income Students Still Earned an A or B Overall



20 high-poverty A/B campuses include

- Diamond Hill Elementary (A)
- Glen Park Elementary (A)
- Alice D. Contreras (A)
- Como Success Academy (A)
- North Side High School (B)
- Jean McClung & Meacham Middle (B)
- Manuel Jara, Kirkpatrick, Helbing ES (B)

So what: Twenty campuses serving at least 90% economically disadvantaged students earned A or B ratings. Examining their practices can help identify strategies to support improvement across the district.

Root Causes In Domain 1: Instruction Aimed At Passing, Early Literacy Gaps, And A Thin Math Pipeline

1 Tier 1 rigor pitched at 'passing,' not grade level

66% approach grade level but only 39% meet it; Masters is 14% vs. 24% statewide. Instructional tasks and assessments should align with grade-level expectations.

2 Foundational literacy gaps that compound from K–2

Reading meets grade level at 42% (state 56%); 42 of 78 elementary campuses are D/F in Domain 1. Students arrive in grade 3 already behind.

3 A math pipeline that narrows in the middle grades

Math Meets is 35%, our lowest subject. Only 33% of 8th graders took Algebra I. 16 of 20 middle schools are D/F in Domain 1.

4 CCMR credit earned without real readiness

91% CCMR credit, but only 19% college-ready on TSI/SAT/ACT and 18% with industry certifications.

Domain 1 Solutions: One Instructional Standard, Early Literacy And Math As Priorities, And Readiness That Counts

Conditions changed under intervention

- Common instructional framework (Cowtown 12) and grade-level-aligned materials in every core classroom
- Protected K–2 foundational literacy block with screening and progress monitoring
- Expanded access to Algebra I in grade 8 and advanced math pathways
- CCMR strategy focused on TSI, industry certifications, and dual credit

Tactics on campuses and in classrooms

- Lesson planning and checks for understanding aimed at Meets-level rigor
- Coaching and Delivery of High Quality 1st Instruction through Cowtown 12
- LEAD Time: Targeted small-group support for students in the Approaches band
- Demonstration of Learning data cycles with reteach plans
- Campus-level CCMR tracking for every senior by name

What the board will see (leading indicators)

- Share of students at Meets on six-week and benchmark assessments and on NWEA MAP
- K–2 literacy screener growth (BOY → MOY → EOY)
- Grade 8 Algebra I enrollment
- Seniors meeting TSI and earning IBCs by spring

So what: The measure of success is more students at Meets and Masters, not just fewer failing, and the board should see it in six-week data before STAAR.

PAUSE FOR BOARD QUESTIONS | 10 MINUTES

QUESTIONS?

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SECTION 4

Domain 2A: Academic Growth

72 (C), up 5 points, but about one in three students still did not grow a full year

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How Texas Calculates Academic Growth: Each Student Earns Credit For How Far They Moved From Last Year's Staar

Match students

Same student, reading and math STAAR, last year and this year (grades 4 and up, EOCs)

Compare levels

Did the student move down, hold, or move up a performance level?

Award points

0 for decline · ½ or 1 for holding or moving up · credit for accelerating after failing

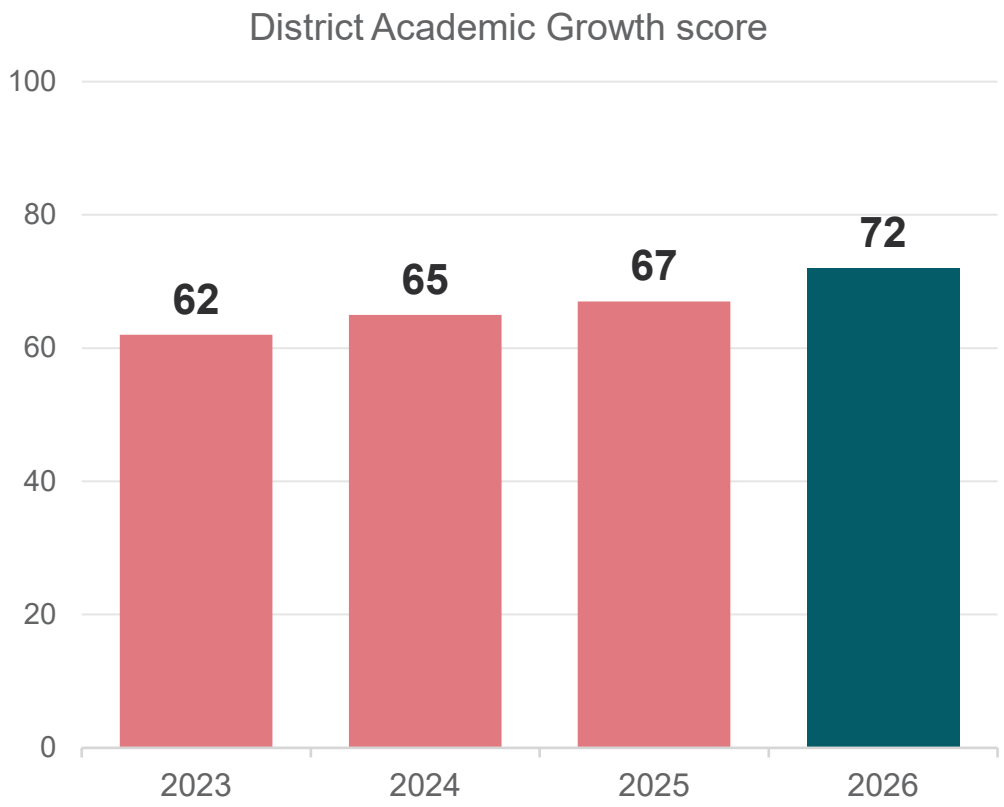
Scale the score

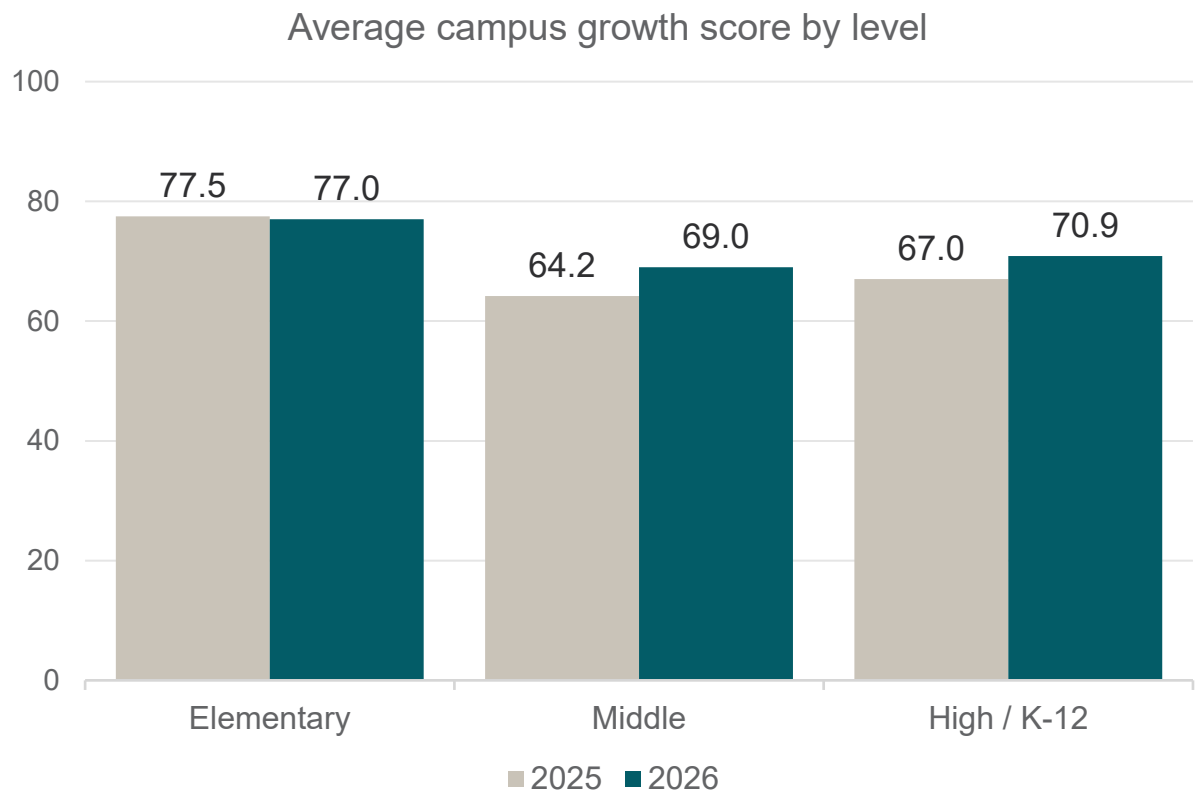
Points earned ÷ tests, converted to 0–100. FWISD: 72 (C)

In 2026, the district earned 63% of available academic growth points in reading and 66% in mathematics. These results reflect how student performance changed from the prior year based on the state's accountability measures. The district earned approximately two-thirds of available academic growth points, leaving room for improvement in both subjects.

So what: Unlike measures focused primarily on achievement levels, academic growth recognizes progress students make over time, including students who have not yet reached grade-level proficiency.

Growth Rose 5 Points To 72, But Elementary Growth Stalled While Middle And High Schools Improved





So what: **Elementary growth flattening is an early warning: it is where future achievement gains come from.**

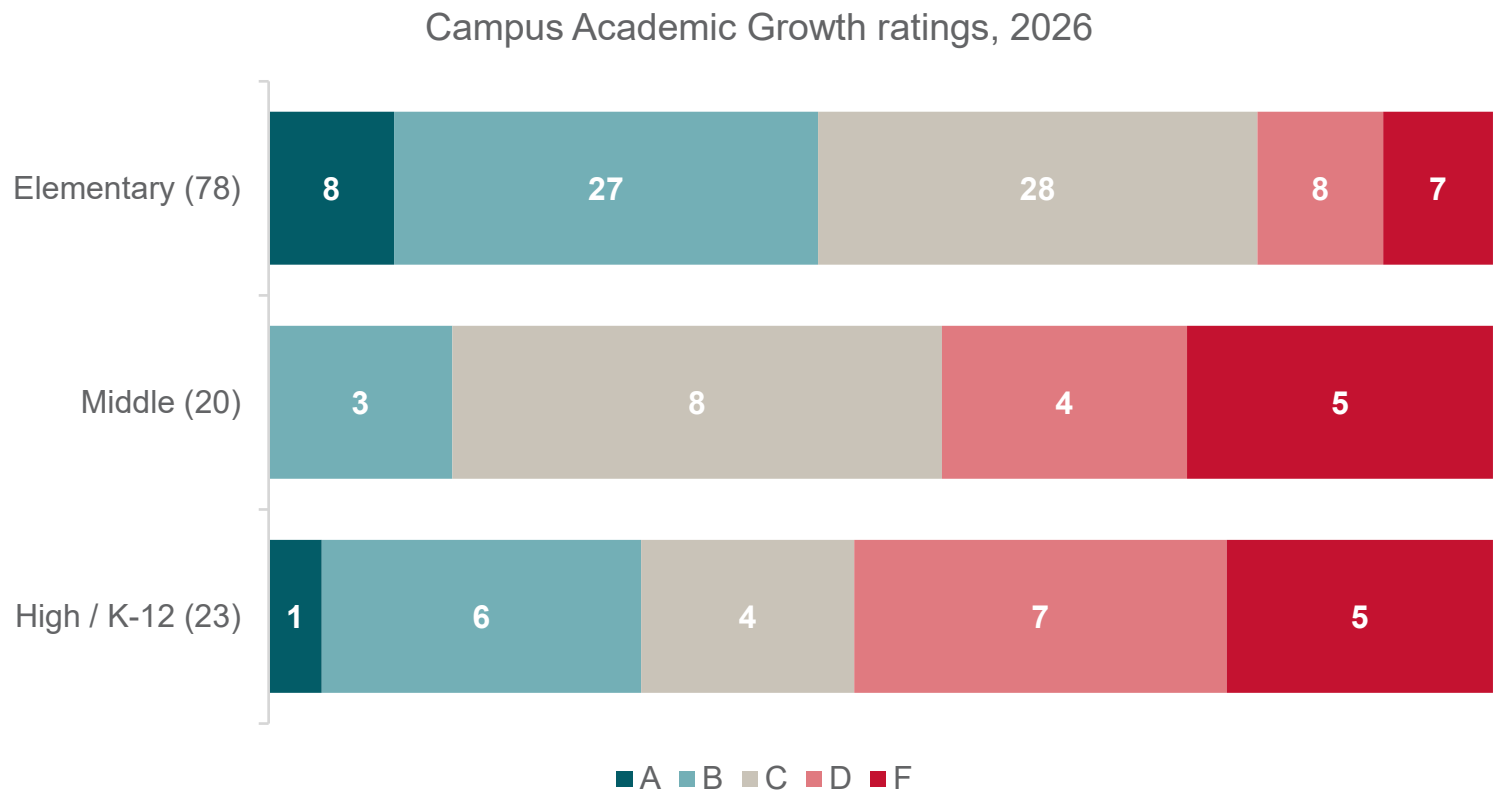
Growth Is How Students Catch Up; At Today's Rates, One In Three Students Falls Further Behind Each Year

63 of 100

growth points earned on Grade 4 - EOC reading STAAR tests

66 of 100

growth points earned on Grade 4 - EOC math STAAR tests



So what: **A year's growth keeps students where they are. Catching up requires more than a year, and that requires acceleration, not remediation.**

Root Causes In Growth: Acceleration Isn't Systematic, And Elementary Gains Stalled

1 Remediation instead of acceleration

About one in three students did not grow a year. Students who are behind often get below-grade-level work rather than grade-level instruction with support.

2 Data that doesn't change instruction fast enough

Assessment results are collected, but reteach and regrouping cycles have not been consistent from campus to campus.

3 Elementary growth plateau

Average elementary growth score was flat (77.5 → 77.0) while middle and high schools gained. Early momentum is not being sustained.

4 Secondary acceleration gaps

12 of 23 high schools and 9 of 20 middle schools are D/F in growth. Students who failed the prior year aren't systematically scheduled into acceleration.

Growth Solutions: Accelerate Students At Grade Level And Make Six-week Data Cycles Drive What Happens Next

Conditions changed under intervention

- Acceleration model: grade-level instruction plus targeted support through LEAD time, not pull-out remediation
- District six-week assessment calendar with protected data and reteach days
- Master schedules built with intervention for iReady and other intervention platforms
- Elementary growth protocol monitored by regional chiefs

Tactics on campuses and in classrooms

- Data meetings every six weeks that end in a reteach and regrouping plan
- LEAD Time: Small-group acceleration for students below Meets, tracked by name
- Coaching cycles tied to Cowtown 12 indicators

What the board will see (leading indicators)

- Share of students growing a year on MAP / benchmark (BOY → MOY)
- Accelerated-instruction completion for students who failed STAAR
- Reteach completion after each six-week assessment
- Middle and high school growth on interim assessments

So what: The board should expect a named plan for every student who did not pass last year, and evidence each six weeks that it is working.

PAUSE FOR BOARD QUESTIONS | 10 MINUTES

QUESTIONS?

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SECTION 5

Domain 2B: Relative Performance

78 (C), up 5 points, and the domain that currently carries the district's overall score

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How Texas Calculates Relative Performance: Our Achievement Compared With Districts Serving Similar Poverty Levels

Start with achievement

Domain 1 STAAR component (40) plus CCMR for high schools

Factor in poverty

Plot against % economically disadvantaged: FWISD 81.9%

Compare with peers

Score is set relative to similar-poverty schools statewide

Scale the score

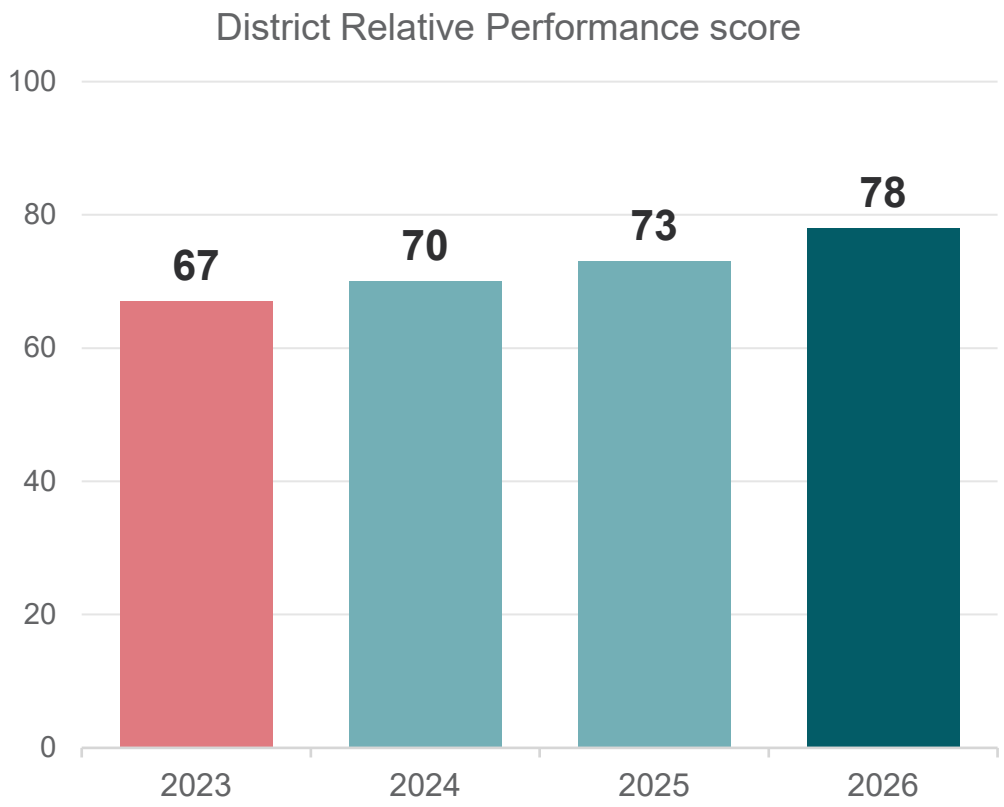
FWISD: 78 (C). This becomes Domain 2 and drives 70% of overall

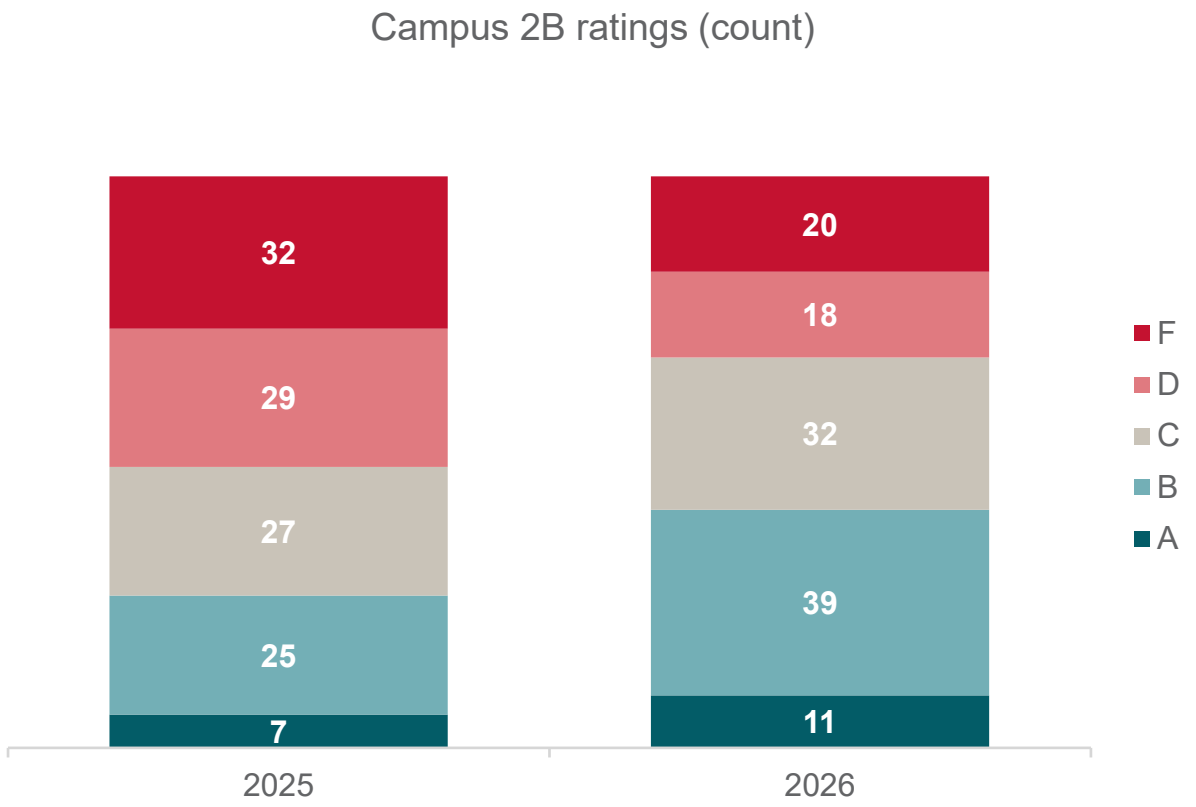
40 STAAR component score

81.9% economically disadvantaged

So what: Relative Performance tells us we beat expectations for our poverty level. It does not tell us students are on grade level.

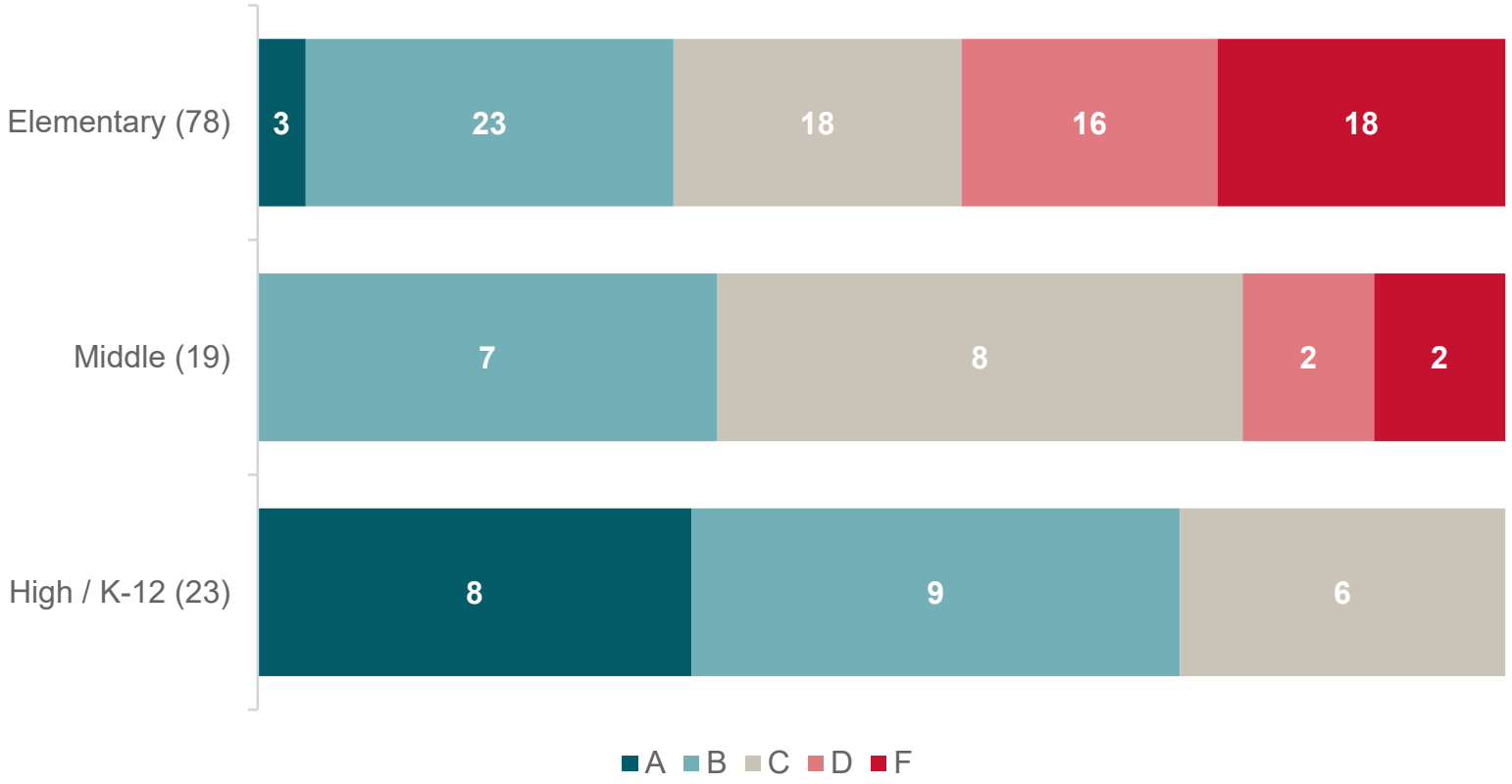
Relative Performance Climbed 11 Points In Three Years, And D/F Campuses In This Domain Fell From 61 To 38





So what: **Compared with similar-poverty schools, FWISD has moved from below average to above it. That progress is real.**

High Schools Outperform Similar-Poverty Peers; Elementary Schools Are Where We Still Trail Them



Elementary

34 D/F

down from 48 in 2025

Middle

4 D/F

down from 11 in 2025

High / K-12

0 D/F

17 of 23 rated A or B

So what: 44% of elementary campuses perform below similar-poverty schools statewide, highlighting a need to better understand the factors contributing to this gap.

Root Causes In Relative Performance: Wide Campus-to-campus Variation Among Schools Serving The Same Students

1 No common instructional floor across campuses

Among campuses at 90%+ economically disadvantaged, 20 earned A/B overall and 22 earned D/F. Same students, very different results.

2 Strong practices stay inside individual campuses

High-poverty A/B schools (Diamond Hill, Glen Park, Contreras) have not had a structured way to spread what works.

3 Elementary achievement below similar-poverty peers

34 of 78 elementary campuses rate D/F in 2B. The relative gap is largest in the grades that build reading and math foundations.

4 Leadership capacity uneven at the highest-need campuses

The campuses that most need an expert principal have historically had the most leadership turnover.

Relative Performance Solutions: Set A Common Floor, And Spread What Our Best High-poverty Schools Already Do

Conditions changed under intervention

- Defined Autonomy: autonomy earned by results (Exemplar), more structure where results lag (Elevate)
- Common instructional floor: framework, materials, and assessments in every campus
- Principal pipeline (Aspiring Academies) to place strong leaders in highest-need schools
- FWISD Standards of Leadership guide principal hiring, evaluation, and support

Tactics on campuses and in classrooms

- Campus improvement plans tied to the common framework around Cowtown 12
- LEAD Time to provide student who need support with a second re-teach
- Regional chiefs run walkthroughs that compare practice across similar campuses
- Principal coaching focused on instructional leadership behaviors

What the board will see (leading indicators)

- Number of 90%+ ED campuses rated A/B (20 today)
- Principal retention at Elevate and Year 3–5 campuses
- Spread of SPOT observation scores across campuses (narrowing)
- Elementary campuses rated D/F in 2B (34 today)

So what: Our own campuses are the evidence: if 20 high-poverty schools can earn an A or B, the board should expect that model to spread.

PAUSE FOR BOARD QUESTIONS | 10 MINUTES

QUESTIONS?

Fort Worth
INDEPENDENT SCHOOL DISTRICT

SECTION 6

Domain 3: Closing the Gaps

76 (C), up 3 points, but achievement gaps between student groups remain wide

Fort Worth
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How Texas Calculates Closing The Gaps: Every Student Group Is Scored Against State Targets On Several Indicators

Student groups evaluated

- All Students
- African American
- Hispanic
- White
- Asian
- American Indian
- Pacific Islander
- Two or More Races
- High Focus (EB & SpEd)

Academic achievement

% at Meets in reading and math

Growth

% of reading and math tests meeting growth

Graduation rate

Federal 4-year graduation rate

Student success

STAAR component (Approaches, Meets, Masters)

School quality

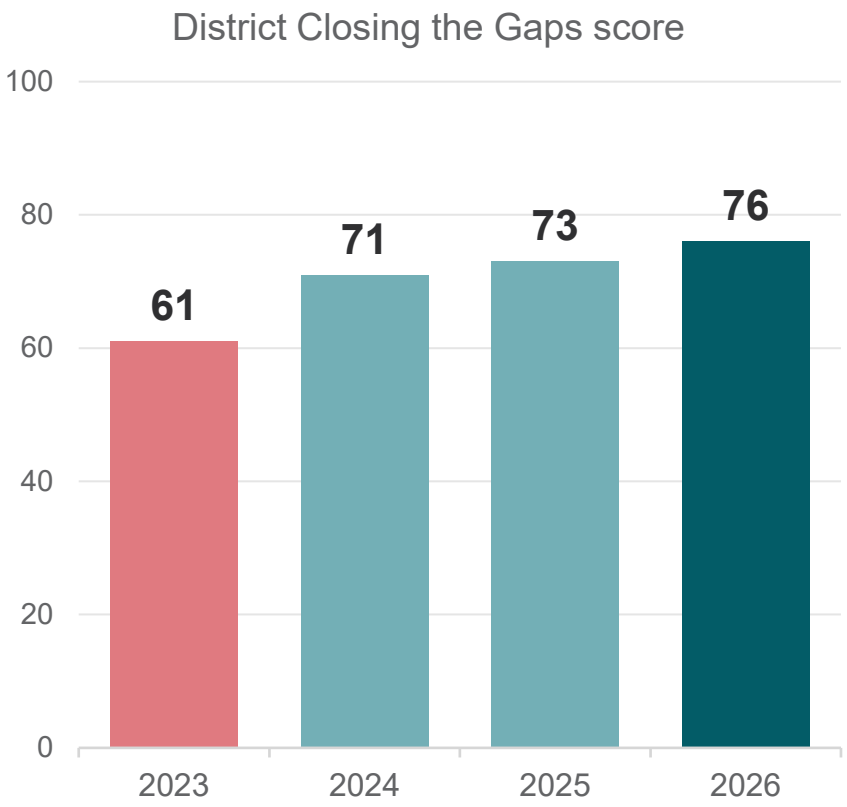
College, Career & Military Readiness

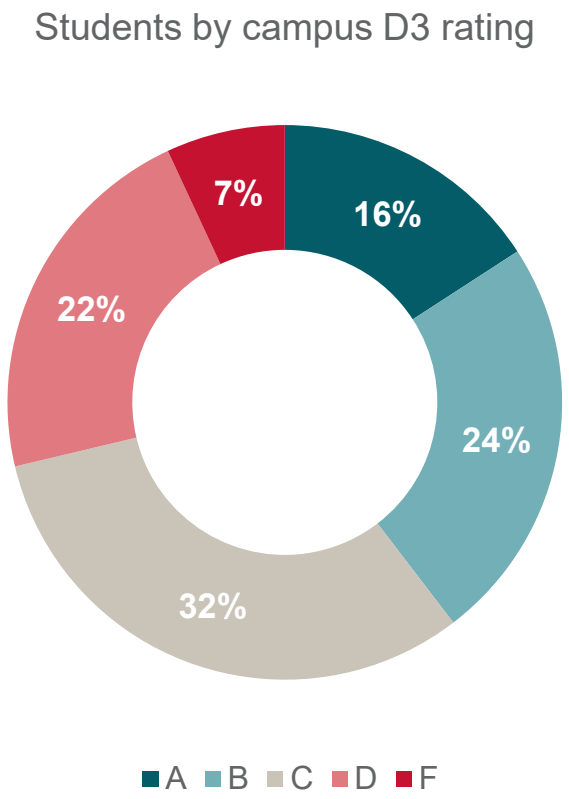
English language proficiency

TELPAS progress (emergent bilingual students)

So what: Domain 3 is 30% of the overall score. Our average can improve while a group falls behind, and this domain will show it.

Closing The Gaps Rose To 76, Yet Roughly 3 In 10 Students Attend A Campus Rated D Or F In This Domain





29%

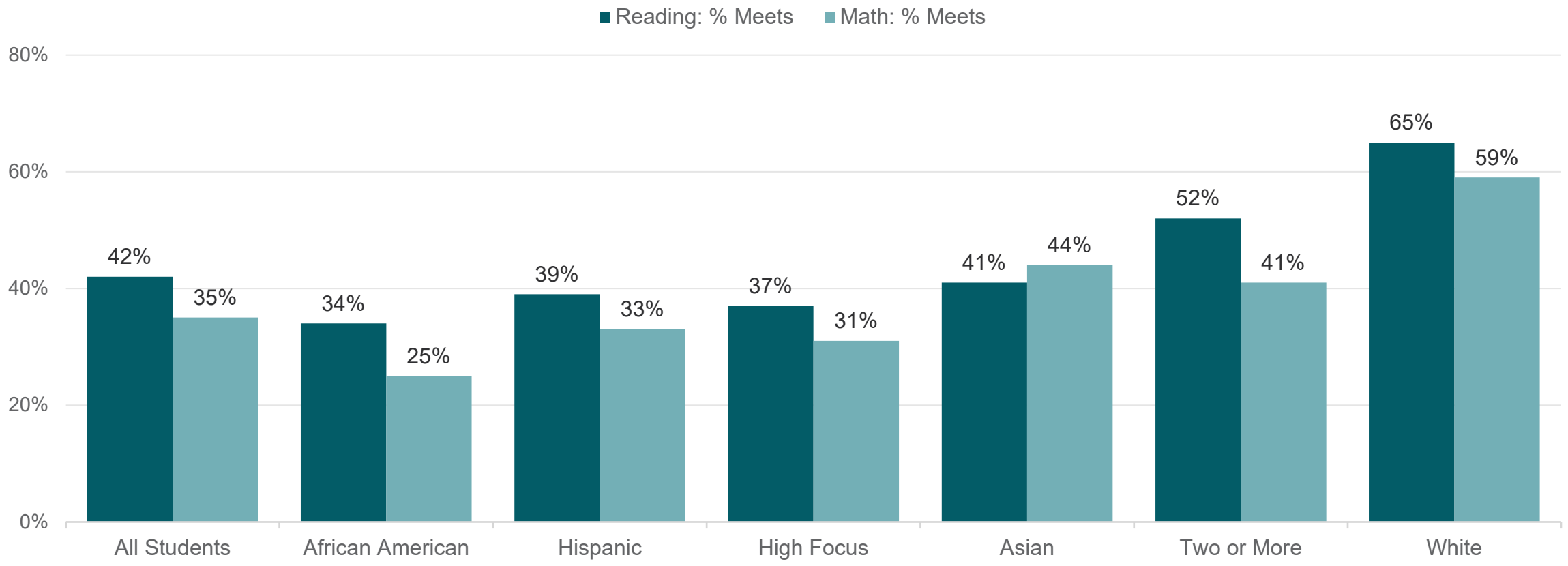
of students attend a D/F campus in Domain 3

4 of 8

Domain 3 F campuses are middle schools

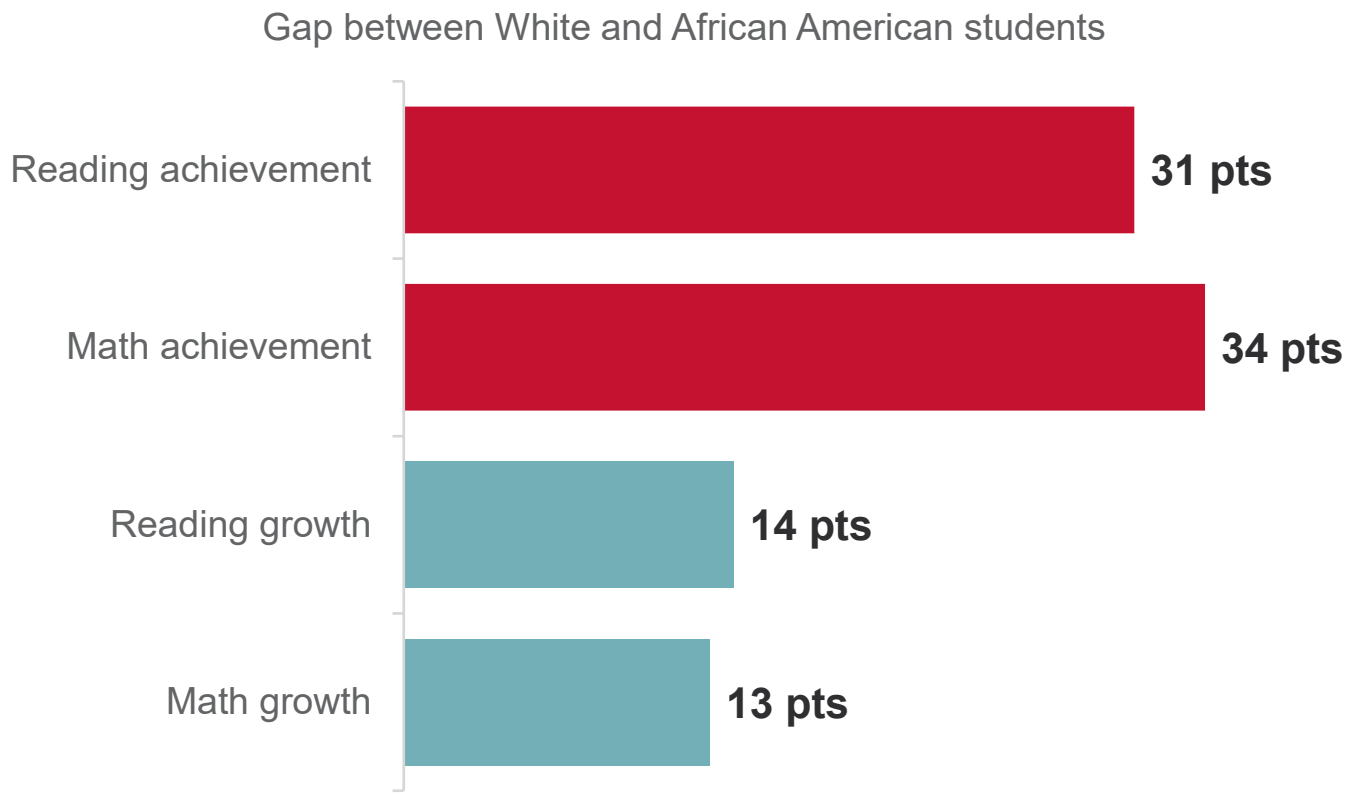
So what: District improvement in Domain 3 is masking a set of campuses, especially middle schools, where groups are falling further behind.

Gaps Are Widest For African American Students: 34% Read And 25% Do Math On Grade Level, Vs. 65% And 59% For White Peers



So what: Three in four African American students and two in three Hispanic students are not on grade level in math.

The Growth Gap Is Less Than Half The Achievement Gap: Students Are Growing But Starting Too Far Behind



Group	Reading growth	Math growth	Grad rate
All Students	63%	66%	85.0%
African American	59%	62%	79.1%
Hispanic	63%	65%	86.6%
White	73%	75%	85.3%
High Focus	61%	64%	84.5%

So what: **Equal growth preserves unequal outcomes. Closing gaps requires the furthest-behind groups to grow faster than a year.**

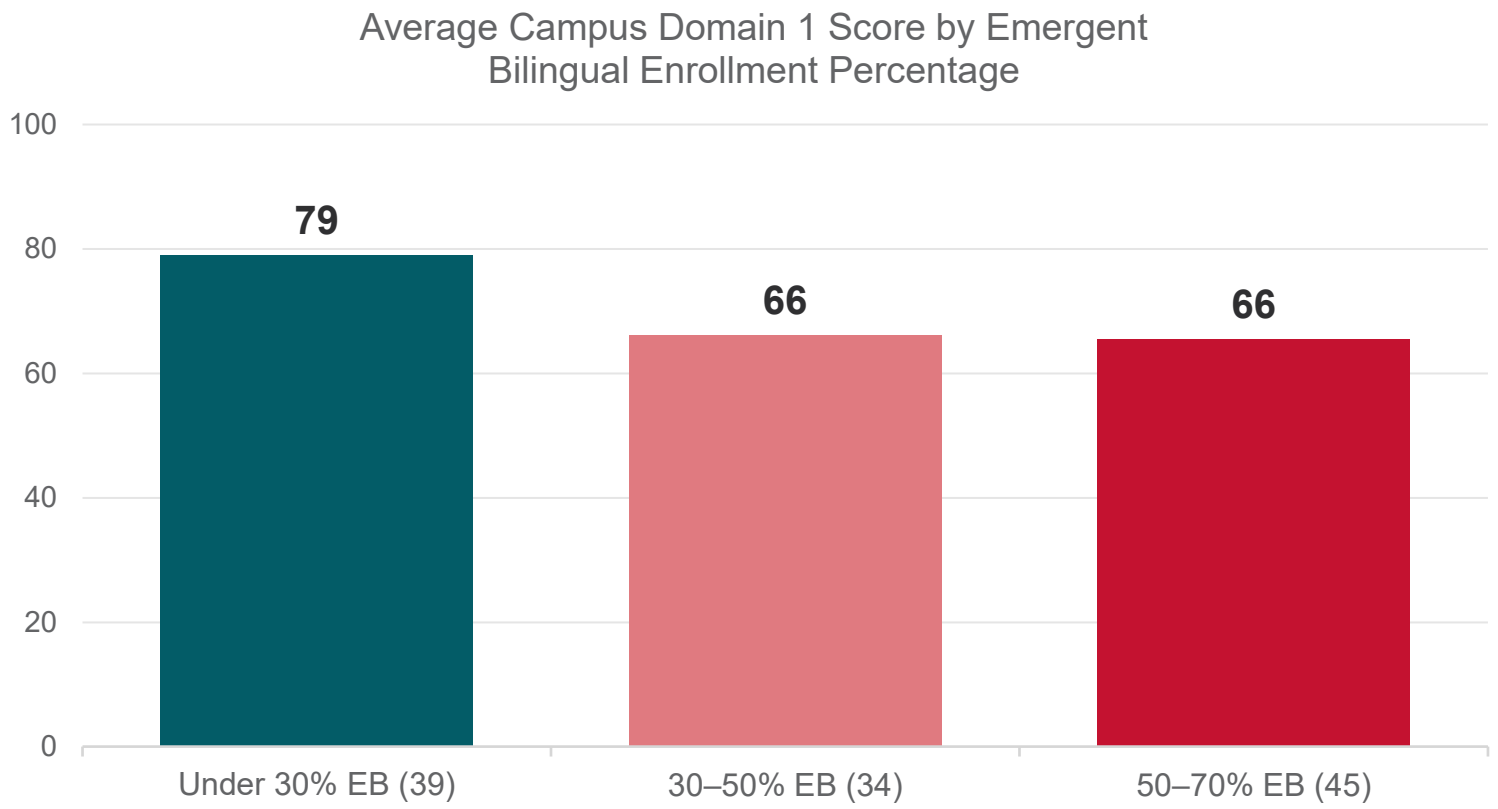
Language Is A District-wide Lever: 40.7% Of Students Are Emergent Bilingual, And Only 32% Made Expected English Progress

40.7%

of FWISD students are emergent bilingual

32%

of emergent bilingual students made expected English proficiency progress



So what: When 4 in 10 students are learning English, language development has to be built into every lesson, not delivered separately.

Root Causes In Closing The Gaps: Gaps Form Early, Language Support Sits Outside Core Instruction, And Middle Grades Widen Them

1 Gaps form before grade 3 and are never closed

African American students: 34% reading Meets vs. 65% for White students; math 25% vs. 59%.

2 Growth goals set at 'a year,' not acceleration

Growth gaps (13–14 pts) are less than half the achievement gaps (31–34 pts). Equal growth keeps gaps in place.

3 Language development separate from core instruction

41% of students are EB; only 32% of EB students made expected TELPAS progress.

4 Middle grades widen gaps

Meadowbrook, Monnig, Morningside, and Riverside: 4 of 8 Domain 3 F campuses.

5 Special education supports not tied to grade-level work

High Focus students (EB and SpEd) are at 37% reading and 31% math Meets.

6 Graduation gaps at the end of the pipeline

Graduation rates (2025–26 SY): 79.1% for African American students and 77.8% for American Indian students; 85.0% overall. Dropout rate (2024–25 SY): 3.0%; 1.9% statewide.

Closing The Gaps Solutions: Accelerate The Furthest-behind Groups And Build Language Into Every Core Lesson

Conditions changed under intervention

- Group-level goals in every campus plan: growth targets above a year for groups furthest behind
- Language development embedded in Cowtown 12 and core materials (sheltered instruction)
- Middle school redesign plan for the four Domain 3 F campuses
- Special education services aligned to grade-level instruction (inclusion, co-teaching)

Tactics on campuses and in classrooms

- Six-week data disaggregated by student group, with reteach for each group
- Structured academic conversation and writing in every content lesson
- Targeted acceleration for African American and High Focus students below Meets
- Graduation and on-track monitoring for every 9th–12th grader by name

What the board will see (leading indicators)

- Meets rate by student group on interim assessments
- TELPAS progress for emergent bilingual students
- Middle school Domain 3 indicators at the four F campuses
- On-track-to-graduate rate by group

So what: The board should see group-level data every six weeks, so gaps are visible while there is still time to act.

PAUSE FOR BOARD QUESTIONS | 10 MINUTES

QUESTIONS?

Fort Worth
INDEPENDENT SCHOOL DISTRICT

SECTION 7

College, Career, and Military Readiness

College, Career, and Military Readiness (CCMR) is a key measure of how effectively Fort Worth ISD prepares students for success after graduation. Strengthening CCMR outcomes ensures more students graduate with the knowledge, skills, credentials, and opportunities needed to succeed in college, a career, and the military.

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Current CCMR and Outcome Bonuses Framework

Texas Education Agency

	CCMR in Accountability	CCMR in Outcomes Bonuses
College Ready 	Meets Texas Success Initiative (TSI) criteria or Earns dual course credits or Meets criteria on AP/IB exams or Earns an associate degree or Qualifies for OnRamps course credits	Earns an associate degree **OR** Meets TSI criteria (college prep courses not applicable) **AND** Enrolls at a postsecondary educational institution immediately following high school
Career Ready 	Earns an industry-based certification (IBC) or Graduates with completed IEP and workforce readiness or Graduates with an advanced diploma plan and received special education services or Earns a level I or level II certificate	Meets TSI criteria (college prep courses not applicable) **AND** Earns an IBC or Earns a level I or level II certificate
Military Ready 		

Texas Education Agency | Governance and Accountability | Performance Reporting

Fort Worth INDEPENDENT SCHOOL DISTRICT

CCMR Redesign: Applies to the Class of 2030 (2026-27 9th Grade Cohort)

Foundational

- Met TSI using an approved College Prep Course ***OR***

Potential for college credit in any subject
  - 1 AP/IB passed exam, or
  - 3 hours On-Ramps, or
  - 3 hours Dual Credit ***OR***

- Completer in an aligned program of study and Tier 3 IBC ***OR***

- JROTC/NDCC completion and score of 31-49 on AFQT

Demonstrated

- Met TSI using SAT or ACT or TSIA ***OR***

- CTE Completer in an aligned program of study and Tier 2 IBC ***OR***

- Earned specific diploma plan and was Special Education at time of graduation ***OR***

- Earned Workforce Readiness and IEP completion ***OR***

- JROTC/NDCC completion and score of 50-64 on AFQT

Advanced

- Associate Degree ***OR***

- Met TSI using SAT or ACT or TSIA and potential for college credit in any subject
  - 1 AP/IB passed exam, or
  - 3 hours On-Ramps, or
  - 3 hours Dual Credit ***OR***

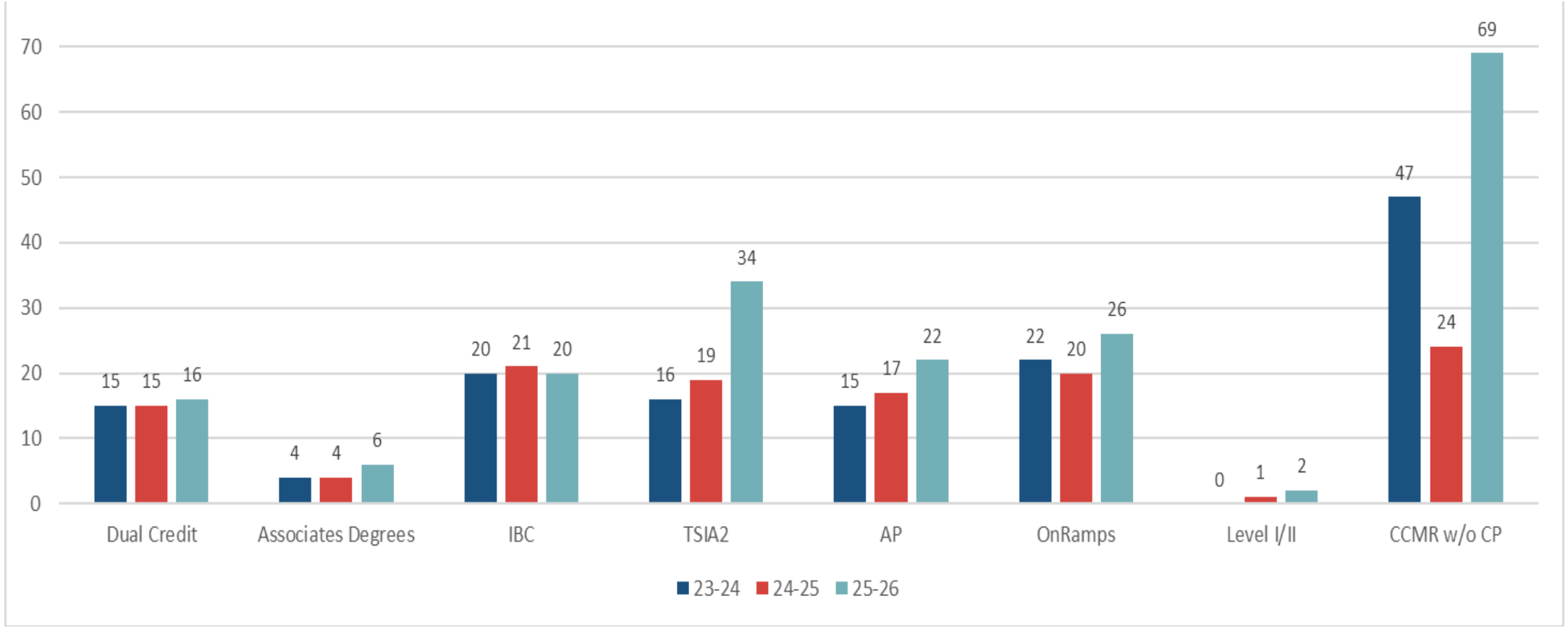
- Level I or II Certificate ***OR***

- Completer in an aligned program of study and Tier 1 IBC ***OR***

- Military Enlistment ***OR***

- JROTC/NDCC completion and score of 65 or higher on AFQT

Senior CCMR Readiness By Accountability Metric



Note. Values are displayed as percentages

Fort Worth
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College Prep

The Impact of College Prep on Accountability and CCMR Performance

Fort Worth
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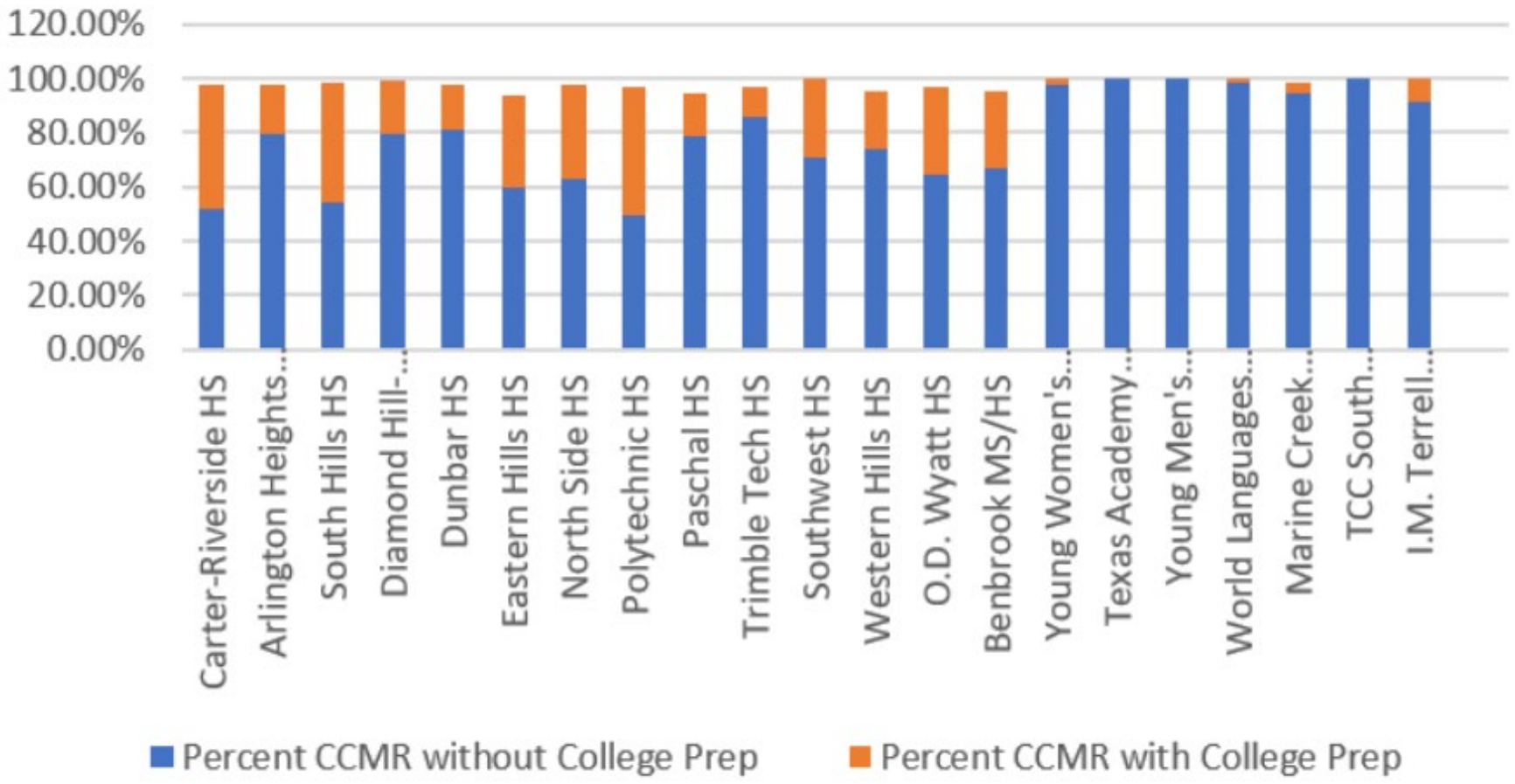
Fort Worth ISD - Class of 2026 - District CCMR Data

Percent CCMR Met	CCMR Scale Score	CCMR Letter Grade	Percent CCMR without College Prep	CCMR Scale Score without College Prep	CCMR Letter Grade without College Prep
93.20%	94	A	69.00%	73	C

College Prep Impact on CCMR

College Prep contributed substantially to Fort Worth ISD's CCMR performance, increasing the CCMR Met rate by more than 24 percentage points and raising the Student Achievement CCMR Component score from a C (73) to an A (94).

CCMR With and Without College Prep - Class of 2026



College Prep Reliance

Several campuses relied heavily on College Prep to achieve CCMR outcomes.

What is the Research Showing?

Key Findings

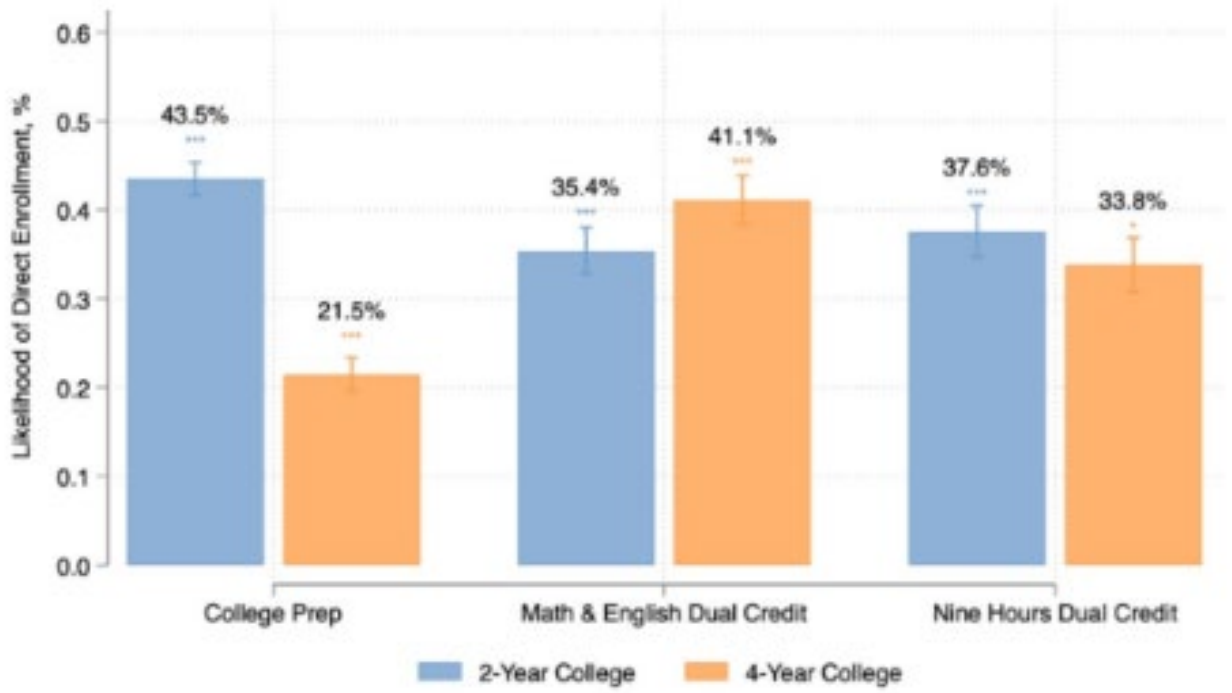
The data shows that students meeting CCMR through College Prep courses are far less likely to earn postsecondary credentials within six years of high school graduation and are significantly less likely to enroll in four-year colleges. They are also more than twice as likely to require remediation compared to their dual credit peers.

Implications for FWISD

To ensure that all FWISD students leave truly ready for post-secondary education, the district eliminated College Prep Courses in the 26-27 school year, instead focusing on curriculum that directly prepares students for the TSI.

Figure 2

Earning CCMR via College Prep Courses Links to Significantly Lower Likelihood of 4-Year College Enrollment



Fort Worth INDEPENDENT SCHOOL DISTRICT

Class of 2026 - Campus CCMR Data

Location Name	Percent CCMR Met	CCMR Scale Score	CCMR Letter Grade	Percent CCMR without College Prep	CCMR Scale Score w/o College Prep	CCMR Letter Grade w/o College Prep
Carter-Riverside HS	97.30%	98	A	51.60%	61	D
Arlington Heights HS	97.80%	98	A	79.60%	82	B
South Hills HS	98.30%	98	A	54.30%	62	D
Diamond Hill-Jarvis HS	98.90%	99	A	79.10%	81	B
Dunbar HS	98.00%	98	A	80.90%	83	B
Eastern Hills HS	93.90%	95	A	59.60%	67	D
North Side HS	97.30%	98	A	63.00%	69	D
Polytechnic HS	97.20%	98	A	49.60%	59	F
Paschal HS	94.80%	96	A	79.00%	81	B
Trimble Tech HS	97.00%	98	A	86.10%	88	B
Southwest HS	100.00%	100	A	70.70%	75	C
Western Hills HS	95.10%	96	A	73.60%	77	C
O.D. Wyatt HS	96.80%	98	A	64.60%	71	C
Benbrook MS/HS	95.30%	96	A	67.00%	72	C
Young Women's Leadership Ac.	100.00%	100	A	97.80%	98	A
Texas Academy Of Biomedical Sc.	100.00%	100	A	100.00%	100	A
Young Men's Leadership Academy	100.00%	100	A	100.00%	100	A
World Languages Institute	100.00%	100	A	98.20%	98	A
Marine Creek Collegiate HS	98.50%	99	A	94.10%	95	A
TCC South Collegiate HS	100.00%	100	A	100.00%	100	A
I.M. Terrell Academy	100.00%	100	A	91.00%	93	A

IBC Passing Rates

School Year	A-F Certifications Passing Count	A-F Taken Attempts	A-F Taken %	A-F Passing Rate %	Non-A-F Certifications Passing Count	Non-AF Taken Attempts	Non-AF Passing Rate %	Total IBCs (A-F and Non-A-F) Taken Rate %
2021-22	725	3,689	32.68%	19.65%	1,896	2,058	92.86%	54.83%
2022-23	959	2,190	36.32%	43.79%	1,553	3,490	44.5%	55.53%
2023-24	984	2,506	36.69%	39.27%	2,062	2,272	90.76%	48.0%
2024-25	2,023	4,771	96.60%	42.40%	2,671	2,907	91.88%	96.64%
2025-26	3,412	5,592	95.85%	61.02%	2,379	2,427	98.02%	96.41%

IBC passing percentages rose dramatically following two years of universal testing - demonstrating increased workforce readiness and student success in FWISD

What Does the Research Show?

Indicator	Initially proposed within-indicator weighting	Average 1st year GPA (No TSI Met)	2nd year persistence (No TSI Met)	Average 1st year GPA (+TSI Met)	2nd year persistence (+TSI Met)
On Ramps	On Ramps (3 college credit hours in any subject)	2.65	75%	3.17	91%
Dual Credit	Dual Credit (3 hours any subject)	2.41	73%	2.97	87%
	Dual Credit (3 college credit hours in ELAR or Math or 9 college credit hours in any subject)	2.48	76%	3.00	88%
	Dual Credit (a total of 15 college credit hours in any subject, **including** 3 college credit hours in ELAR and 3 college credit hours Math)	2.50	76%	3.00	88%
AP/IB	AP/IB (1 course exam in any subject)	2.41	75%	3.17	91%

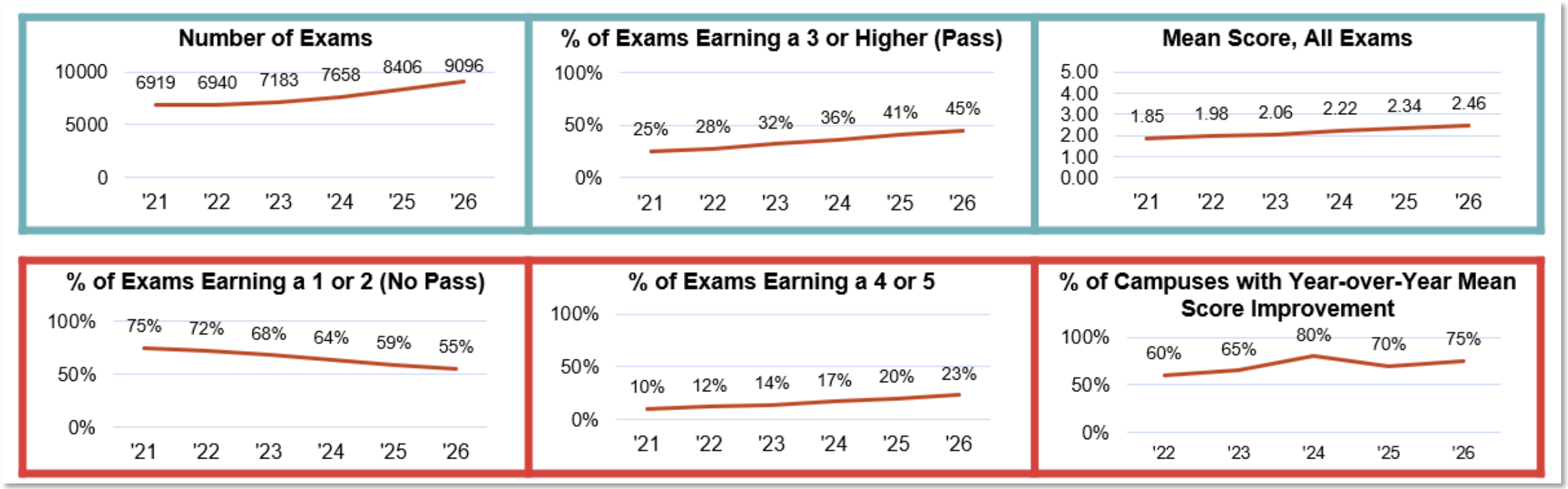
The research shows that students who participate in AP, OnRamps, and Dual Credit in high school have higher first year GPA's once in college and demonstrate a higher persistence rate to the second year of college. These effects are increased if students are also TSI met by assessment.

Advanced Placement Performance

2026 and Multi-Year Trends

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Districtwide AP Performance Trends, 2021-2026



31% AP Participation

AP participation increased 31%, reaching 9,096 exams in 2026.

Passing Rates Nearly Doubled

Pass rates improved from 25% to 45%, while scores of 4 or 5 more than doubled.

Widespread Growth

Districtwide performance gains were widespread, with 75% of campuses improving mean AP scores year over year

Fort Worth
INDEPENDENT SCHOOL DISTRICT

District AP Performance, 2026

Highest Exam Passing Rates (Score of 3 or Higher)

	FWISD	National
• Seminar	83.7%	84.3%
• Spanish Language	81.6%	82.4%
• Research	80.3%	89.5%
• Cybersecurity (pilot)	68.8%	-
• Spanish Literature	65.4%	70.3%
• Psychology	64.1%	73.9%

Lowest Exam Passing Rates (Score of 3 or Higher)

	FWISD	National
• Statistics	32.6%	62.7%
• Computer Sci A	31.7%	66.2%
• Macroeconomics	29.7%	65.7%
• Human Geography	28.4%	66.1%
• Computer Sci Princ.	24.3%	61.6%
• Physics	11.0%	67.8%

- Seminar and Spanish Language are the only subjects where FWISD performed within 1 point of the national passing rate.
- Each of the exams for which FWISD had the lowest passing rate were 30 points or more below the national passing rate.
- The passing rate for Physics for FWISD is less than one-sixth of the national rate.

OnRamps

2026 and Multi-Year Trends

Fort Worth
INDEPENDENT SCHOOL DISTRICT

OnRamps Enrollment

Courses Offered 2026-2027	Enrollment
OnRamps Physics	665
OnRamps Algebra II	662
OnRamps U.S. History Since 1877	642
OnRamps English 4: Rhetoric & Writing	497
OnRamps Chemistry	481
OnRamps English 3: Rhetoric & Writing	461
OnRamps Government	395
OnRamps Statistics	382
OnRamps Precalculus	352
OnRamps Earth Systems Science	220
OnRamps Economics	215
OnRamps Biology	135
OnRamps Art IV: Digital & Media III	73
OnRamps Chemistry 2	56
OnRamps Computer Science I	50
OnRamps Physics II	31

	Percent in OnRamps Dual Credit	Percent in TCC Dual Credit
26-27 SY	18.4%	9.46%
25-26 SY	15.7%	11.6%
24-25 SY	13.7%	11.6%

Expanding Access to College-Level Coursework

OnRamps participation continues to grow, with the percentage of high school students enrolled increasing from 13.7% in 2024 to 18.4% in 2026, reflecting expanded access to college-level coursework.

Dual Credit Pathways

TCC Dual Credit and UT OnRamps Concurrent (Dual) Credit are equally rigorous college-credit pathways that allow students to graduate with both high school and college credit for a given course.

Fort Worth INDEPENDENT SCHOOL DISTRICT

Texas Success Initiative (TSI)

2026 and Multi-Year Trends

Fort Worth
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TSI Met by Assessment

Graduating Class	2026	2025	2024	2023
Met in RLA and Math (excluding College Prep Courses)	34.1%	19%	20.3%	20.1%

Why this increased?

Intentional efforts by the district through universal testing opportunities and embedded TSIA2 lessons in core content classes, the district saw at 15% gain in TSAI2 met by assessment in the class of 2026.

What's next?

Efforts continue into the 26-27 school year, with universal testing added to the district testing calendar, embedded lessons in core classes and advisory, and an added TSIA2 prep course for students not yet met, College Transition.

SECTION 8

Bringing it together

The same few root causes show up in every domain, so the same few levers move every domain

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Five Root Causes Explain Most Of The Results Across All Four Domains

Root cause	D1 Achievement	D2A Growth	D2B Relative	D3 Gaps
Tier 1 rigor aimed at passing, not grade level	●	●	●	●
Early literacy and math foundation gaps	●	●	●	●
LEAD Time: Remediation instead of acceleration	●	●	●	●
Language development outside core instruction	●	●		●
Uneven leadership and practice across campuses (Elevate, middle grades)	●		●	●

So what: Fix the instructional core and every domain moves. That is why the plan is focused, not a long list of programs.

Our Theory Of Action: Set The Conditions, Execute A Few High-leverage Practices, And Students Reach Grade Level

Conditions

Strong leaders in every building · one instructional framework · protected time · tiered support (Elevate / Emerge / Exemplar)

›

Practices

Grade-level instruction (Cowtown 12) · six-week data and reteach cycles · acceleration · language in every lesson

›

Student results

More students at Meets · growth above a year for students behind · gaps narrowing by group

›

Ratings follow

Domain scores rise together; campuses exit D/F; district moves from C to B

So what: **Ratings are the lagging result. The board's monitoring should focus on the conditions and practices that lead them.**

PAUSE FOR BOARD QUESTIONS | 10 MINUTES

QUESTIONS?

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