

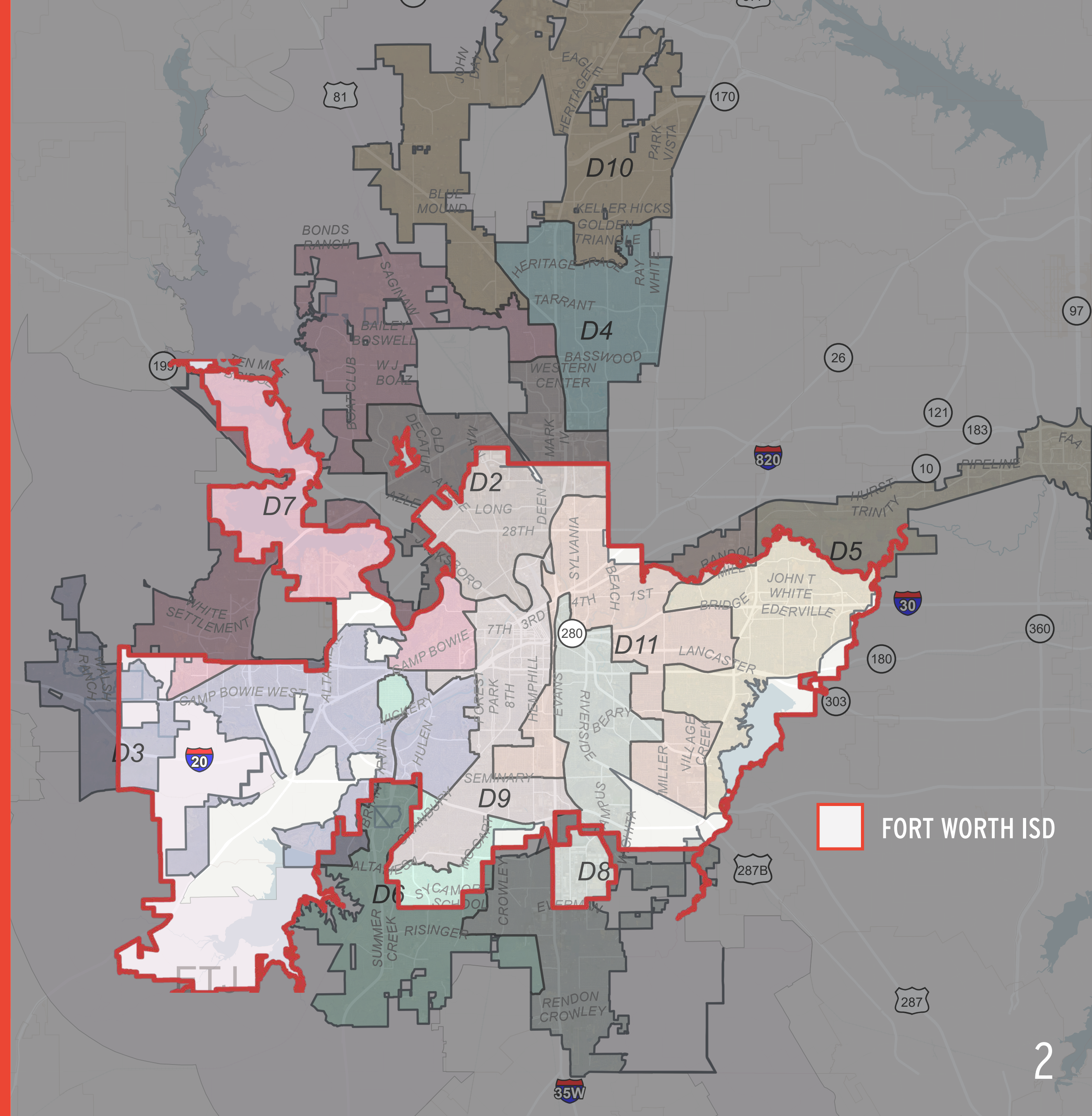


FORT WORTH ISD

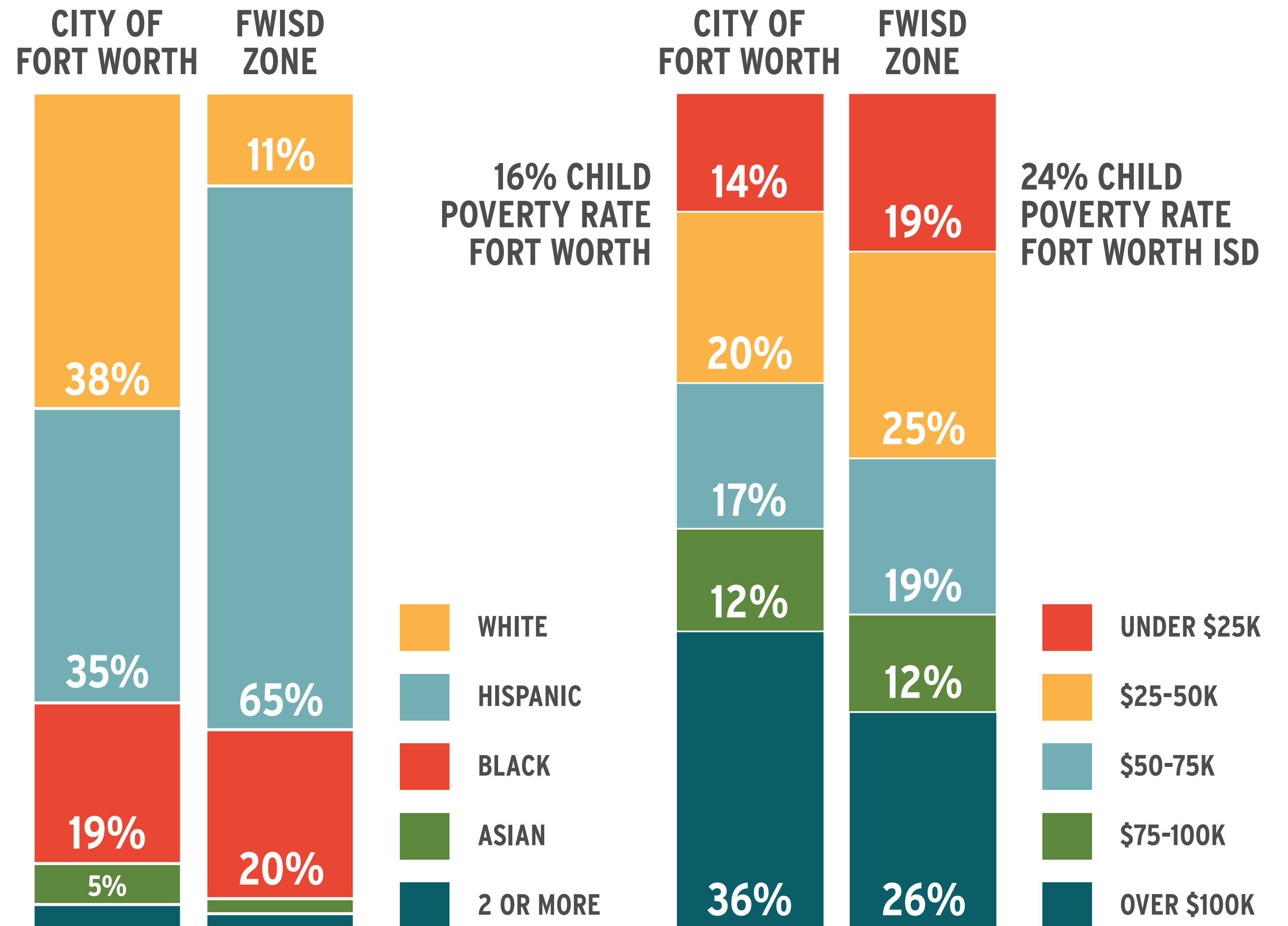
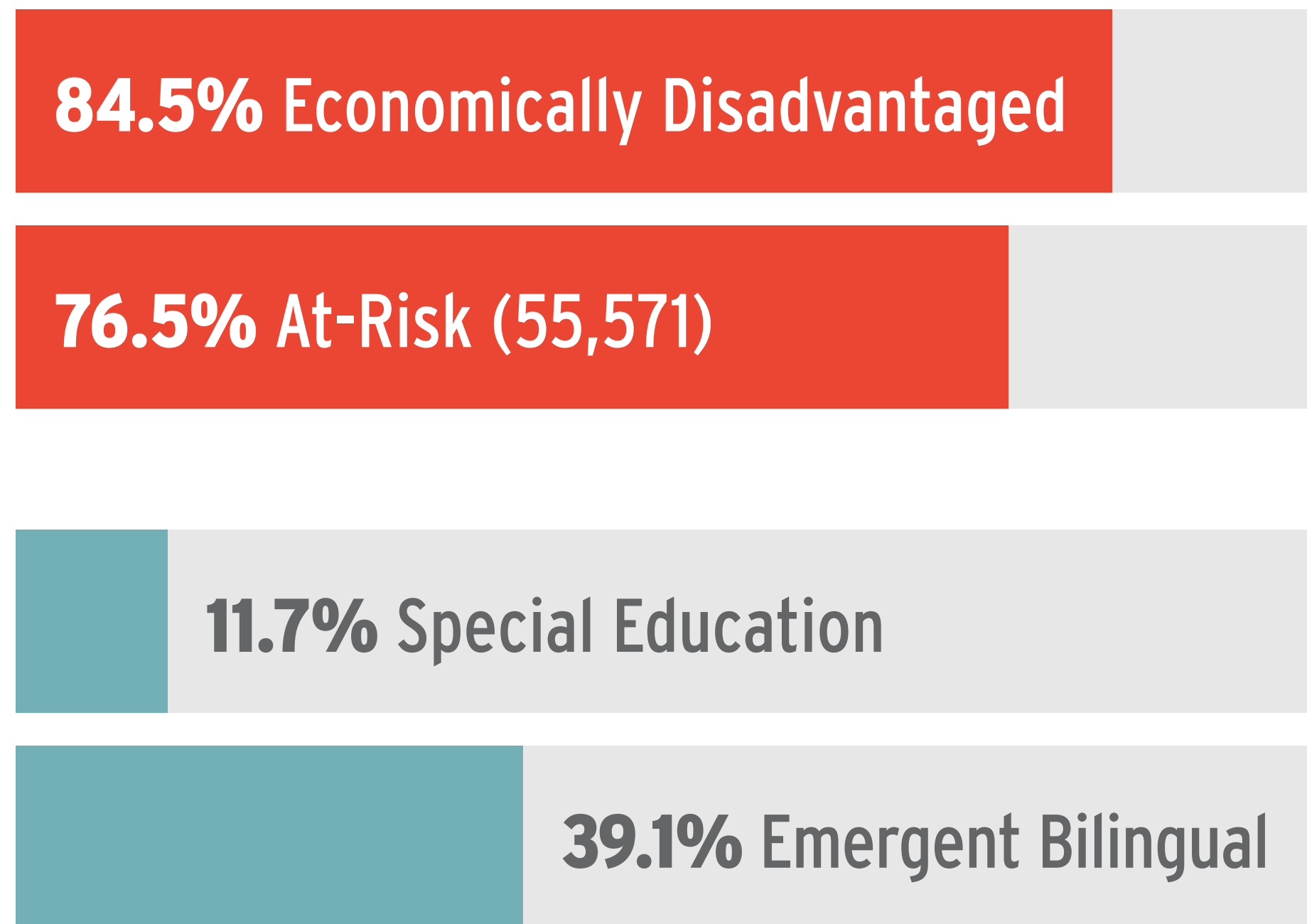
**CITY OF FORT WORTH
FEBRUARY 20, 2024**

Fort Worth
INDEPENDENT SCHOOL DISTRICT

FWISD BOUNDARIES COMPARED TO CITY OF FORT WORTH BOUNDARIES



DEMOGRAPHICS



SWOT ANALYSIS

FWISD LISTENING TOUR



**10,000
Employees**



**5 Listening
Sessions**



**2,000
Comments via
email/online**

STRENGTHS

- Opportunities for students
- Services for families

WEAKNESSES

- Tech systems
- Maintenance, facilities

OPPORTUNITIES

- Public communications
- More school choices

THREATS

- Declining enrollment

MAP GROWTH

WHY MAP GROWTH?

The Measures of Academic Progress (MAP) Growth test measures achievement and growth in math and reading.

MAP provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.

MAP GROWTH HELPS US TO:

- Measure and Track Student Growth
- Identify and Meet Student Needs
- Support Instructional Decision-Making

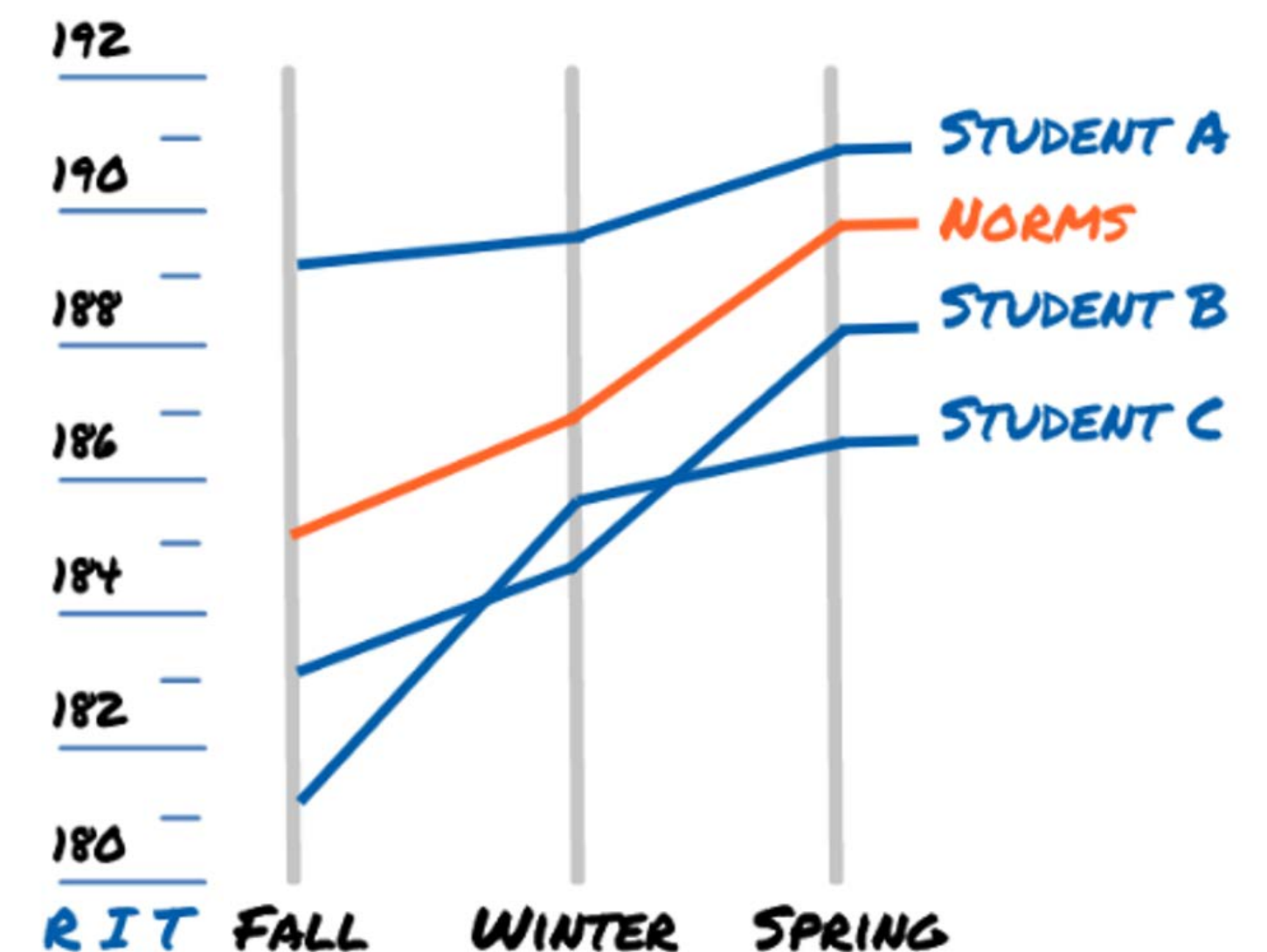
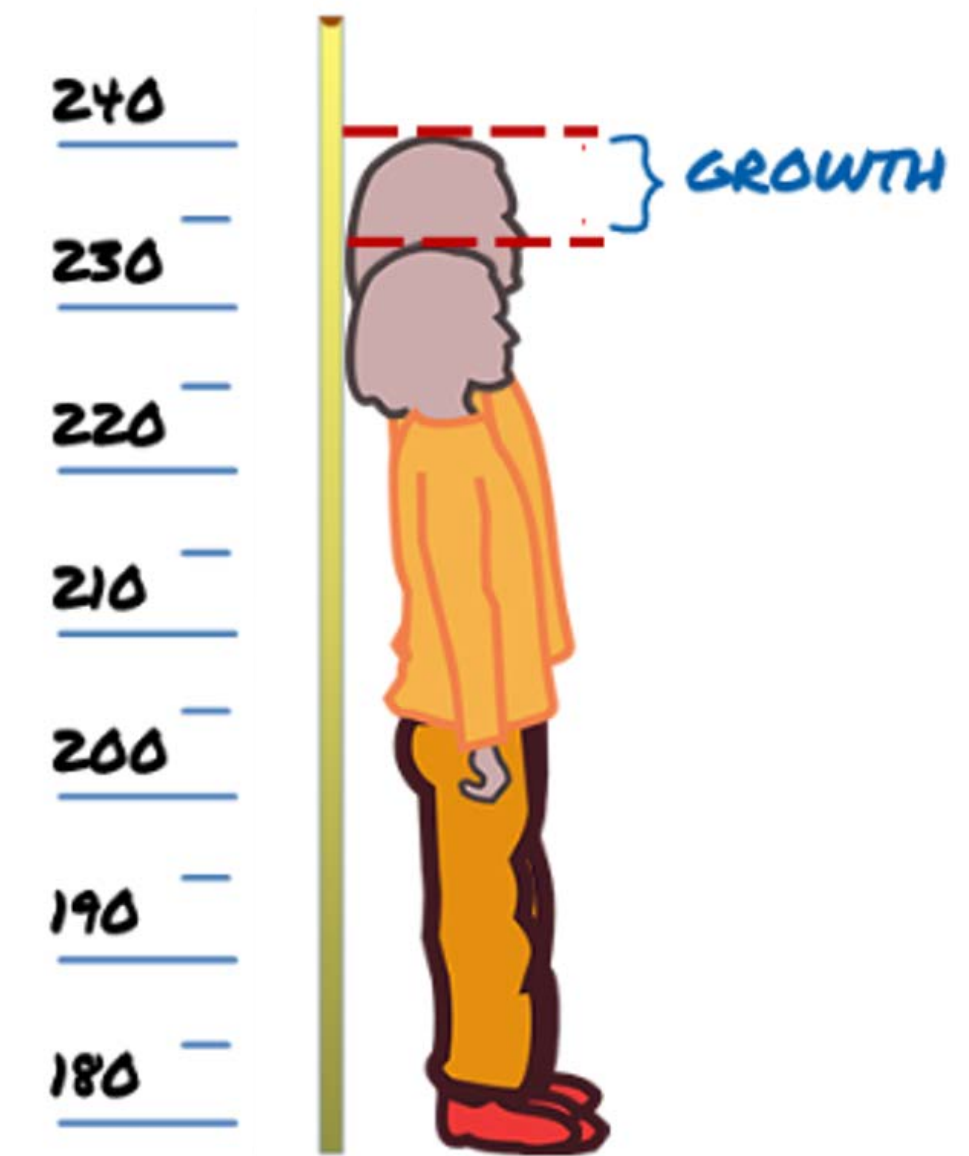
MAP Growth uses the RIT (Rasch Unit) scale to help measure and compare academic achievement and growth. Specifically, the scale measures levels in academic difficulty.

MAP GROWTH

RIT SCALE TO MEASURE AND TRACK STUDENT GROWTH

The RIT scale precisely measures student performance, regardless of whether they're performing on, above, or below grade level.

It also measures growth over time, allowing us to track student progress throughout the school year and across multiple years.



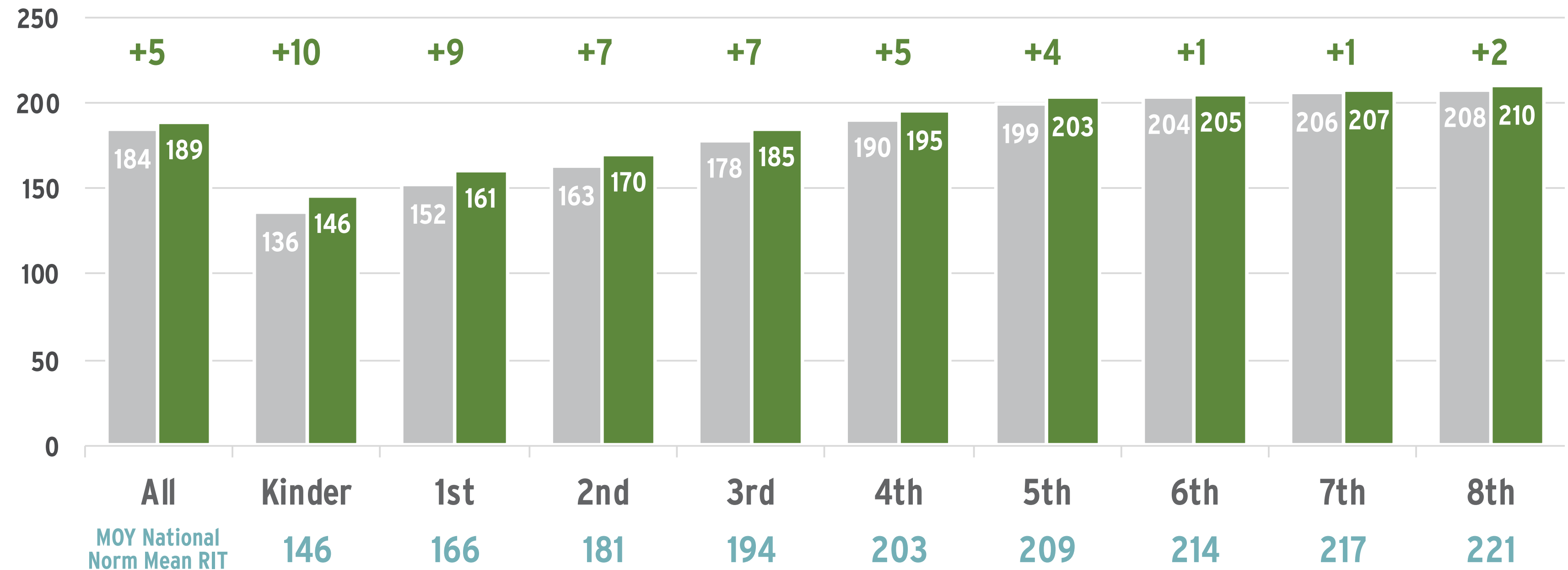
MAP GROWTH

READING,
ENGLISH

MIDDLE OF
YEAR (MOY)
WINTER

AVERAGE RIT SCORE BY GRADE LEVEL

BOY
MOY



This is a summary report only. For more detailed and instructionally relevant data, please access NWEA MAP reports via Class Link.

Results for groups with <10 testers not included.



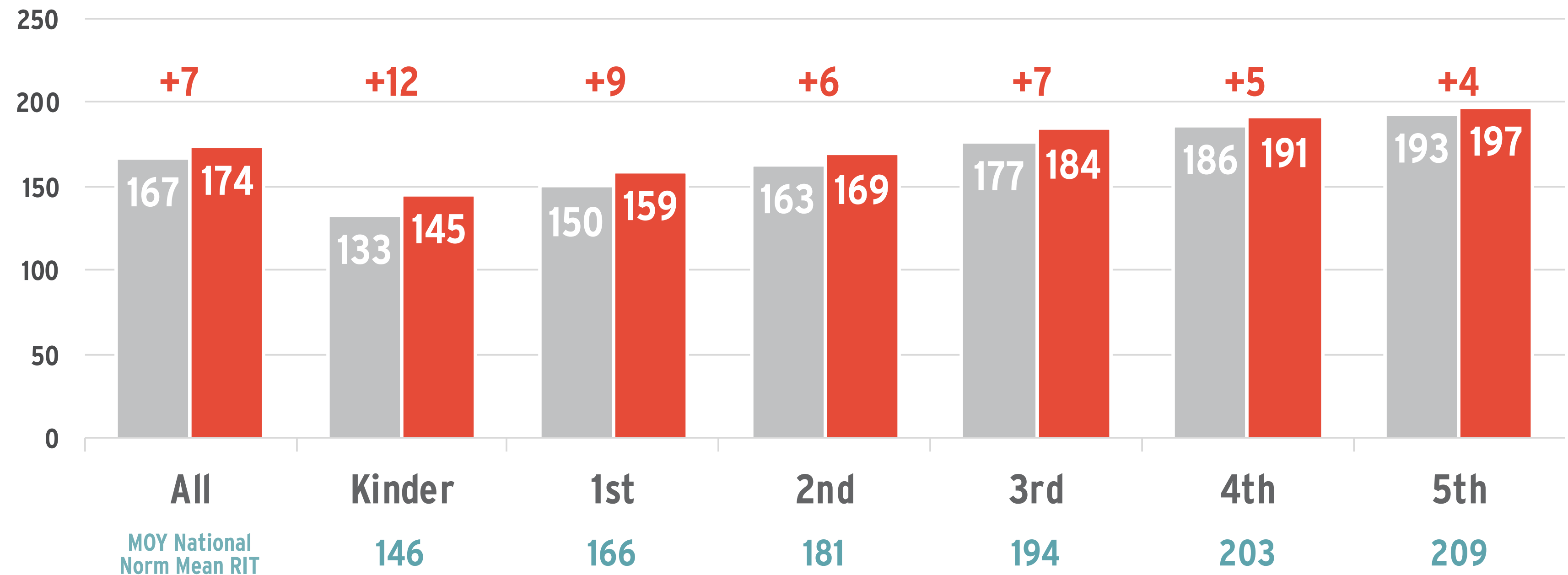
MAP GROWTH

READING,
SPANISH

MIDDLE OF
YEAR (MOY)
WINTER

AVERAGE RIT SCORE BY GRADE LEVEL

BOY
MOY



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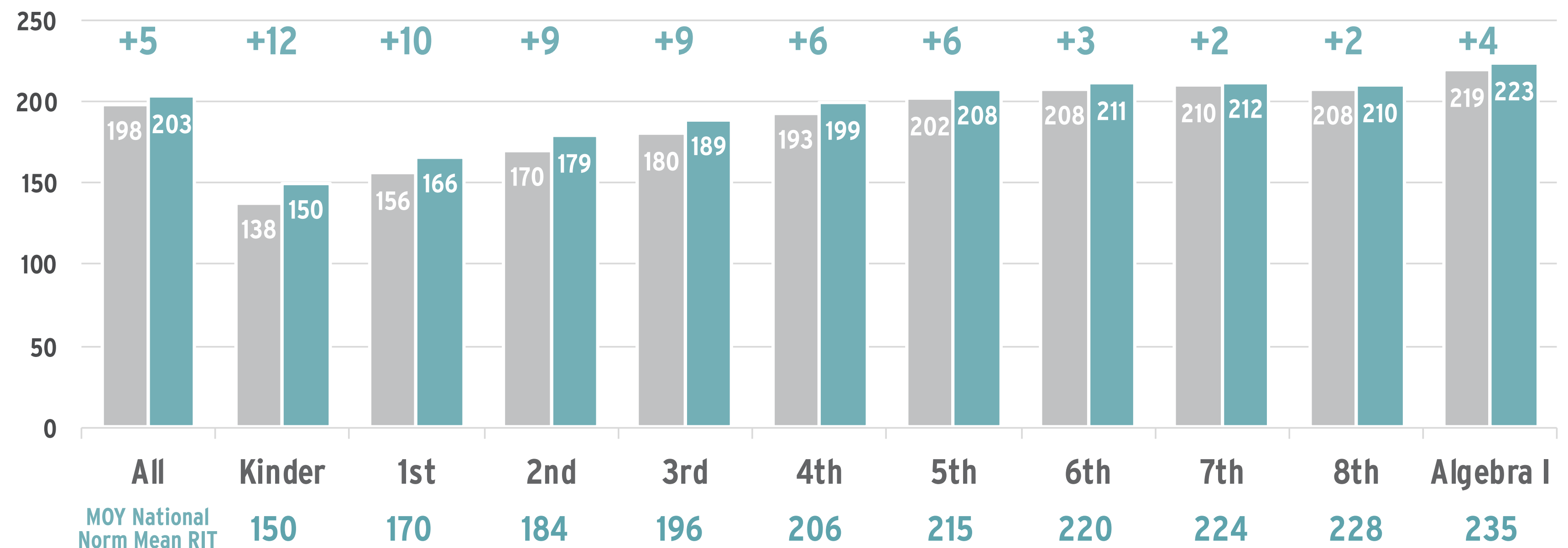
MAP GROWTH

MATH

MIDDLE OF YEAR (MOY) WINTER

AVERAGE RIT SCORE BY GRADE LEVEL

BOY
MOY



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FWISD STRATEGIC PLAN OBJECTIVES

PRIORITIZE

Establish strategic priorities aligned to the needs of our community.

IMPLEMENT

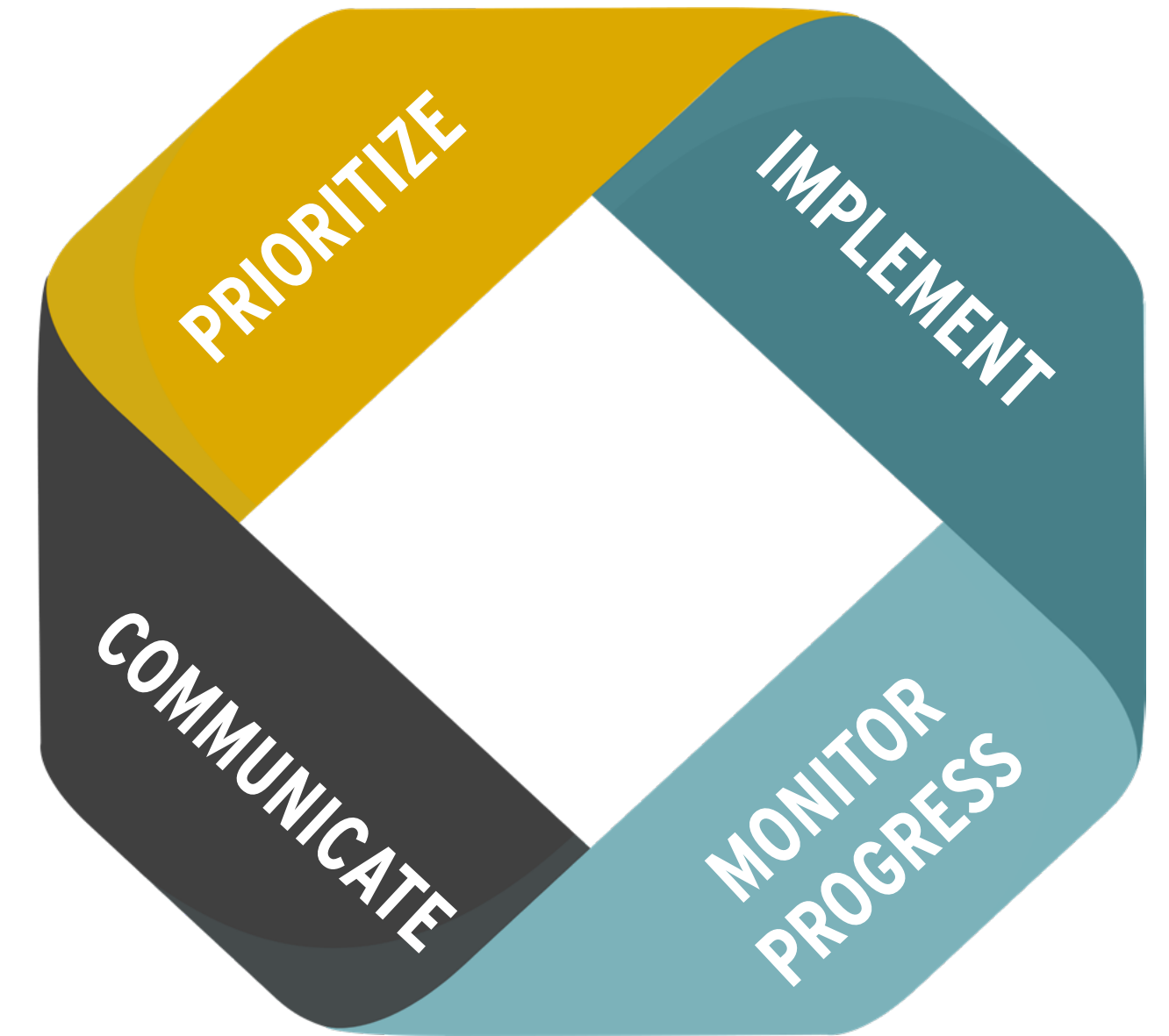
Provide a roadmap for implementing our priorities.

MONITOR PROGRESS

Establish a system for measuring and reporting district progress.

COMMUNICATE

Strengthen ongoing, two-way communication with students, families, staff, and community.





FACILITIES MASTER PLAN

EARLY ED REPORT CARD CHANGE

STANDARD BASED REPORT CARDS FOR ALL ELEMENTARY STUDENTS

Pre-Kindergarten Report Card
228-PK Satellite Centers
Fort Worth Independent School District
100 University Dr - Fort Worth, TX 76107

Student: [REDACTED] Teacher: [REDACTED]

School Year: 2022-2023 Marking Period: Sixth Six Weeks

ATTENDANCE: Irregular attendance and tardiness interferes with your child's progress. It is important, therefore, that your child be present and on time every day.

Attendance	Days Present	Excused Absences	Unexcused Absences	Excused Tardies	Unexcused Tardies
1st Six Wks	0	0	0	0	0
2nd Six Wks	0	0	0	0	0
3rd Six Wks	0	0	0	0	0
4th Six Wks	11	0	0	0	0
5th Six Wks	23	0	9	0	0
6th Six Wks	27	0	4	0	0

Capital Letter Recognition:
Lower Case Letter Recognition:
Letter Sounds:
Performance Key:
NI- Skill has not been introduced. (Indicates that the skill has not been introduced by the teacher. NI
E- Emerging (Indicates that the skill has been introduced, but your child still needs practice to understand.) E
D- Developed (Indicates that your child can do this skill most of the time, but will still benefit from additional practice.) D
C- Area of Concern (Indicates that the skill has not been mastered after multiple attempts and needs your help at home. Recommend conference.) C

Period 05 Teacher: [REDACTED] 2ND 3

PK
LANGUAGE AND EARLY LITERACY
PHONOLOGICAL AWARENESS
Licensing: I can identify words that use the same (e.g. dog, dog, toy... toy).
Rhyming: I can recognize words that rhyme.
Rhyming: I can produce words that rhyme.
Alliteration: I can identify words that start with the same sound. (e.g. kite, kite, cat).
Words in a Sentence: I can represent the number of words in a sentence using manipulatives.
Syllabication: I can identify and clap syllables.
Onset Rime: I can blend the beginning and ending sounds to make words (i.e., c, at, cat).
I can name 20 upper and 20 lower case letters.
I can produce at least 20 letter sounds.
CONCEPTS ABOUT PRINT
I understand print includes letters, words, and pictures.
I can recognize print in my environment. (Coca-Cola, Mc Donald's®, Walmart®)
I know the difference between letters and words.



Fort Worth
INDEPENDENT SCHOOL DISTRICT

Heather Hunter

Class / Grade: GMOD Class
Teacher: John Moffitt
Teacher: John Moffitt
School / Program: TS Demo Site

Knowledge, skills, and abilities

Checkpoint 1 (CP1): Fall 2023/2024
Checkpoint 2 (CP2): Winter 2023/2024
Checkpoint 3 (CP3): Spring 2023/2024
Checkpoint 4 (CP4): Summer 2023/2024

E = Exceeding Expectations
M = Meeting Expectations
P = Progressing Toward Expectations
N = Not Yet Demonstrating Expected Skill

Social-Emotional		CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	P				
1b	Follows limits and expectations	P				
1c	Takes care of own needs appropriately	P				
2a	Forms relationships with adults	M				
2b	Responds to emotional cues	P				
2c	Interacts with peers	P				
2d	Makes friends	P				
3a	Balances needs and rights of self and others	P				
3b	Solves social problems	M				

THE LINKED ECONOMIES OF FORT WORTH AND FWISD

**OPPORTUNITIES FOR
PARTNERSHIP WITH THE
CITY OF FORT WORTH**

SAFETY

HOUSING

HEALTH

POVERTY

Fort Worth

INDEPENDENT SCHOOL DISTRICT