Strategies to Support Transformation in Urban School Districts

Thursday November 14, 2024

CSG

Civic Solutions Group

We are former education and government leaders seeking to support practitioners and leaders in **improving the responsiveness and quality** of public services.

- Our team works with state education agencies and local school districts to improve student academic outcomes.
- Our team members have worked in state education agencies and in local school districts.

CSG Experience

Governors in GA, LA, MI and NV

State Education Agencies in TX, LA, MD, NV and MI

Local School Districts in LA, NY, NJ, TX

Non-profit philanthropy

CSG

Civic Solutions Group

Paul Pastorek, Co-Founder

Served on Louisiana State Board of Elementary and Secondary Education (1996-2004)

Served as Louisiana Superintendent of Education 2007-2011

Served as senior leader in two universities 2018-2023

Serving as Executive Advisor and Conservator for school districts appointed by the Texas Education Agency

CSG

Agenda

01	• **Urban School District Challenges**
02	• **Role of the State vs. Role of the District/Board**
03	• **How Similarly Situated School Districts Face Challenges**
04	• **Levers to Support High Performance in Urban School Districts**

CSG

Urban School District Challenges

01

CSG

Major Objectives for Urban School Districts

Achieving High Academic Outcomes for All Students

Creating a Calm and Safe Learning Environment for Students to Thrive

Preparing Children for Kindergarten

Graduating Students Ready for College, Career and/or the Workplace

CSG

Challenges to Achieving High Academic Outcomes for All Students

- System processes or regulations which do not support success, or the obverse, the lack of systems, processes or regulations that support success

- Awareness of best practices

- Capacity to implement best practices

- Political will to undertake best practices when it tests convention

- Adequate financial resources to invest in best practices

- Human capital strategies

CSG

Favorable Outliers

Generally, there are outliers that prove that poor students and students of color can be more successful than some expect.

- When I became Superintendent in Louisiana, one of the first things that I did was to look for them
- I found over 20 high poverty high performing schools. All were traditional schools. When I left the position, there were 60
- We examined how these schools did it and worked with successful principals to coach other school principals
- Success is achievable with high poverty schools
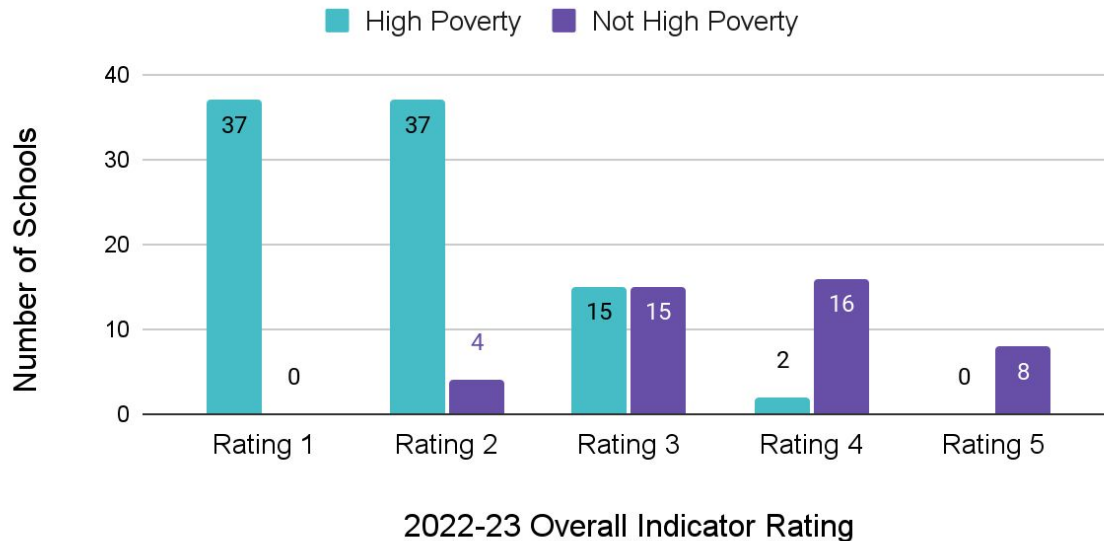
CSG
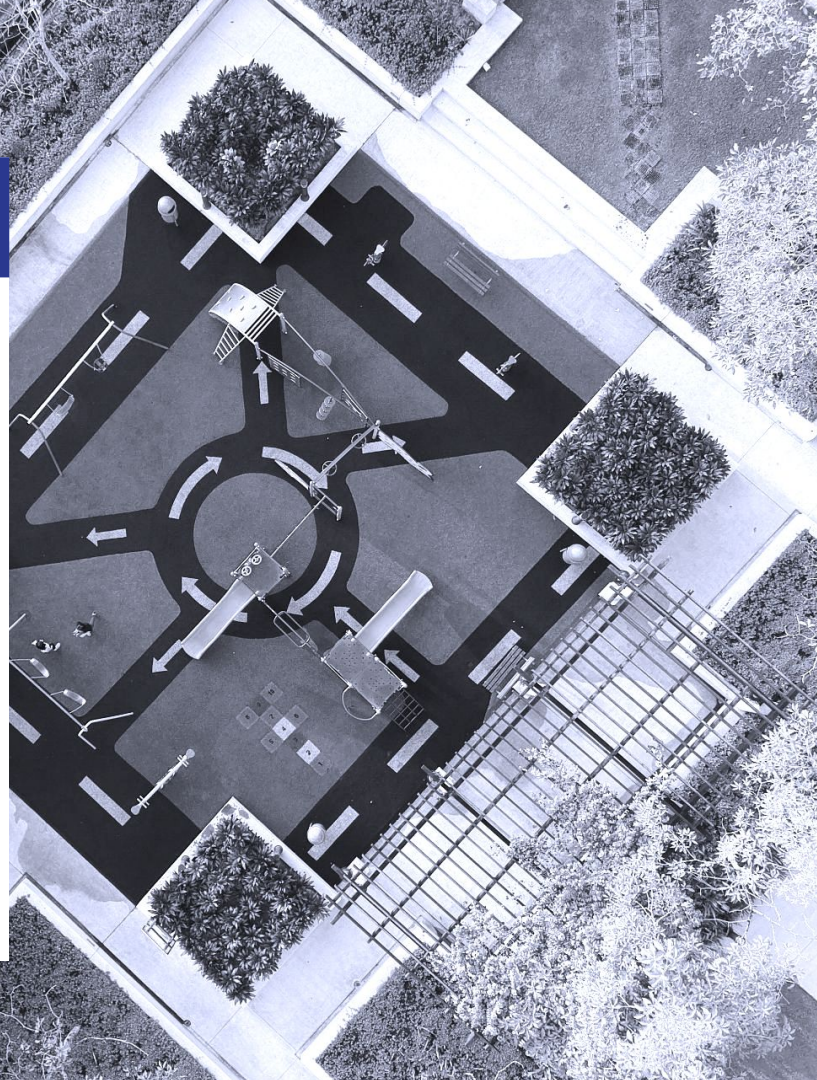
There are Favorable Outliers in Jefferson County

JCPS High Poverty Schools Performance
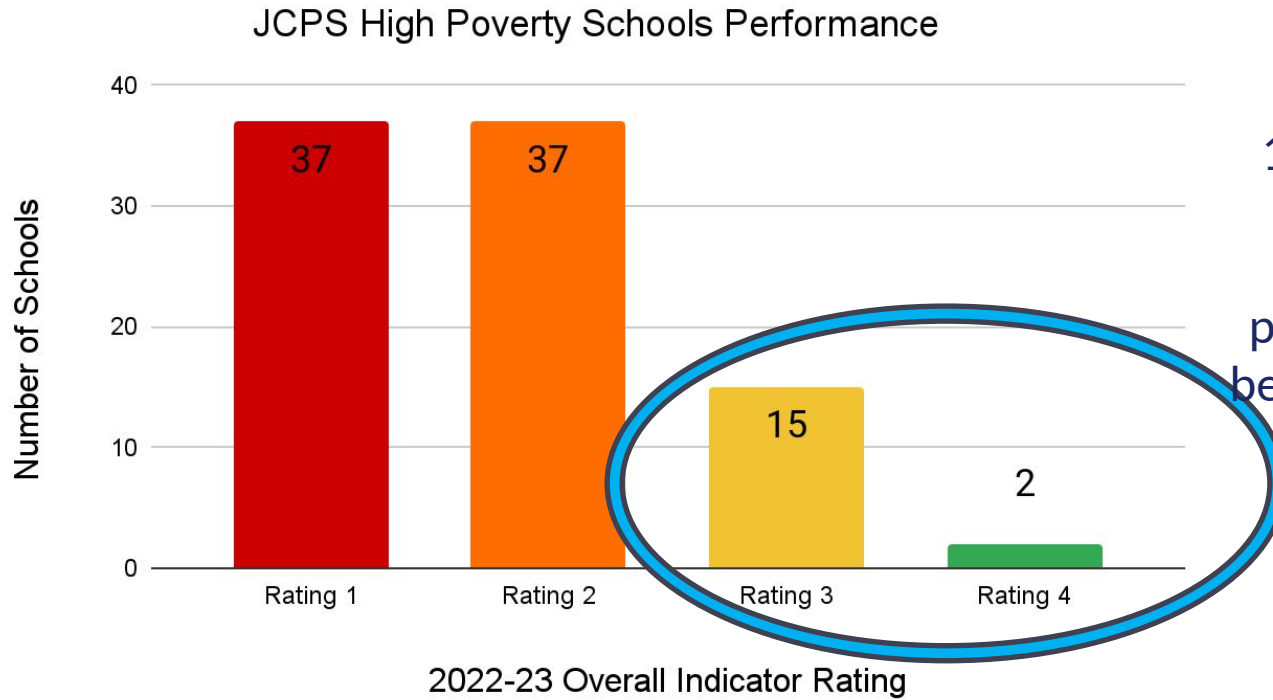
17 schools in JCPS that are already proving that high poverty schools can be average, even good

2022-23 Overall Indicator Rating

- High Poverty Schools = Economically Disadvantaged population above District average (64.8%)
- For schools with multiple accountability ratings (multiple school levels), each rating is included
- 2022-23 accountability and demographics data used (2023-24 demographics not yet publicly available)

Source: KDE

Other Opportunities in Jefferson County Public Schools

JCPS Performance of High Poverty Schools Versus Non-High Poverty Schools

Legend: ■ High Poverty ■ Not High Poverty

2022-23 Overall Indicator Rating	High Poverty	Not High Poverty
Rating 1	37	0
Rating 2	37	4
Rating 3	15	15
Rating 4	2	16
Rating 5	0	8

Y-axis: Number of Schools
X-axis: 2022-23 Overall Indicator Rating

- Some high poverty schools are performing relatively well

- Some not high poverty schools are underperforming

- High Poverty Schools = Economically Disadvantaged population above District average (64.8%)
- For schools with multiple accountability ratings (multiple school levels), each rating is included
- 2022-23 accountability and demographics data used (2023-24 demographics not yet publicly available)

Source: KDE

Role of the State vs.
Role of the District

02

CSG

Traditional Roles in Creating Change

State ➡ **Standards, accountability and incentives**
District ➡ **Local resources, strategy closest to schools**

District Owns

- School improvement strategies
- Human capital
- Curriculum and instruction
- Athletics and extracurricular activities
- Safety and security
- Promotion and retention policies
- Discipline, truancy and absenteeism

State Owns

- Funding formula
- State Accountability Plan
- State education programs and grants
- Title 1, Special Education and federal funding
- High quality content standards
- State level strategies and/or resources to drive districts to improve
- Adopting standards for teacher certification and evaluation

CSG

State Role When District is Challenged

When a large, urban school district is struggling with student achievement and achievement gaps, the role of the state can support the district or, in exigent circumstances, direct the district.

- **Legislature or State Ed Department:** Passing regulations to: strengthen expectations related to student performance; dismantle barriers that hinder school improvement

- **State Accountability:** States can direct districts to take certain actions towards improved outcomes and outline clear consequences for lack of action

- **Resources:** States can incentivize practices or behaviors through the strategic allocation of resources (human and fiscal) to address targeted areas of concern

- **Governance:** In exigent circumstances, the state can take actions to change the governance structure of a district and/or create a more competitive school environment (could include: stimulating the creation of district authorized charter schools; appointing monitors or conservators; appointing a board of managers; superintendent replacement)

How Urban School Districts Have Faced the Challenges

03

CSG

How Some Urban School Districts Address Major Challenges

Common Traits of Comparable Districts Showing Success

- **Vision for Success:** Bold leadership with deeply held beliefs and a laser focus that all students can and will succeed; setting an ambitious goals (including a North Star Goal) and pursuing it zealously.
- **High-Stakes Accountability:** Public, transparent accountability systems with rewards and consequences
- **Investments in Talent:** Incentivize high quality teaching practices, strong evaluation and support systems; strong talent pipeline initiatives
- **Actionable School Improvement Strategies:** Actionable and holistic framework of how best to allocate talent, resources, and support to struggling schools focused on teaching practices, curriculum, culture and safety, and data-informed decision-making

District Highlights

📊 Vision, Accountability, Struggling School Support & Talent

- **Denver: High Stakes Accountability & Bold Leadership**
  - Denver began authorizing charter schools years ago- Denver's charter schools generally outperform traditional schools ([Colorado Dept of Education](#))
  - The reform effort proven to be most effective in Denver: to close low-performing schools and transfer students to higher performing schools ([CU Denver School of Public Affairs](#) study)
- **Fort Worth: Bold Leadership & Struggling School Support**
  - A group of struggling schools (Leadership Academy Network, LAN) adopted the ACE Model and then became more autonomous with a university partner and more resources, more accountability, and more autonomy with great success and results
  - After 7 years in this model, schools have moved from being the lowest performing in the district to outperforming the district in nearly all subjects and grades ([Texas Wesleyan University](#))

District Highlights

Vision, Accountability, Struggling School Support & Talent

- **Springfield, MA Empowerment Zone Partnership**
  - Collaborative approach to turning around low performing schools between the state, Springfield Public Schools and teachers union- guaranteed autonomy and renewable contract with the district. Graduation rate increased from 67% in 2015 to 86% in 2022
- **Charlotte-Mecklenburg: Talent Investments & Bold Leadership**
  - Strategic Staffing Initiative: Principal and a team of ~7 staff receive an incentive package to move to a struggling school and design a turnaround plan
- **National Institute for Excellence in Teaching's TAP System for Teacher and Student Advancement**
  - Model focused on teacher and leader quality by building capacity through training, coaching, on-site support; and the development of structures and systems for continuous improvement that is showing results across 9 states

Two Case Studies

📊 Vision, Accountability, Struggling School Support, & Talent

#1 Texas' System of Great Schools (SGS)
- District volunteer strategy in urban and rural districts since 2017
- Districts are encouraged to participate and are rewarded monetarily for taking bold actions in dealing with low performing schools

#2 Houston Independent School District New Education System Schools (NES)
- The Texas Education Agency appointed a Board of Managers which appointed a new Superintendent beginning SY 2023-24
- The new Superintendent created a zone where aligned curriculum practices were used with robust teacher supports

CSG

Case Study: System of Great Schools (SGS)
Managing the Outcomes of Schools
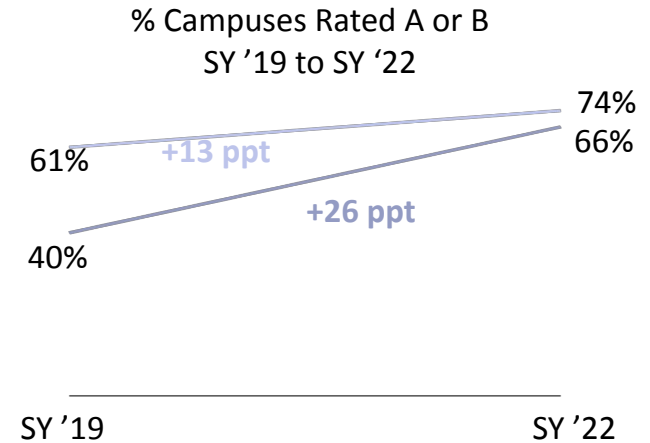### *Texas Education Agency*

- 25 Active SGS Districts
- Over 806,500 Students Served

- Outcomes (2019-2022):
  - Greater increase in A/B campuses than state
  - Nine districts doubled # of A/B campuses

Map labels: Lubbock, Texarkana, Garland, Fort Worth, Grand Prairie, Crowley, Midland, Abilene, Tyler, Longview, El Paso, Ector County, Manor, Beaumont, Spring, Aldine, San Antonio, Seguin, Houston, Judson, Galveston, Edgewood, East Central, Victoria, La Joya

Content courtesy of TEA

CSG

Texas System of Great Schools
More Students in High Quality, Best-Fit Campuses

94,869 MORE STUDENTS are in A/B schools in SGS districts (SY19 to SY22)

% Students in A or B Campuses
SY '19 to SY '22

65%
73%
+8ppt
40%
+21 ppt
61%

— Statewide
— SGS Districts

% Campuses Rated A or B
SY '19 to SY '22

61%
74%
+13 ppt
40%
+26 ppt
66%

SY '19   SY '22

SY '19   SY '22

Content courtesy of TEA

CSG
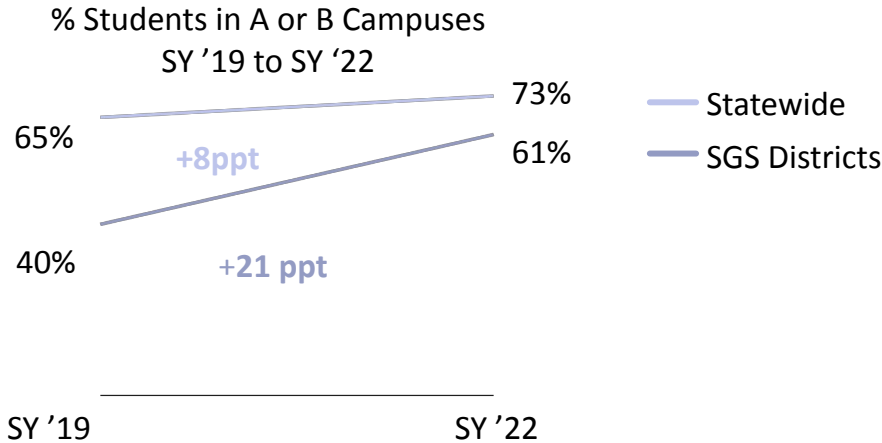
Texas System of Great Schools
Four Essential Actions

Set a North Star Goal and conduct an Annual School Planning process

Create, expand, and replicate high-quality, high-demand school models

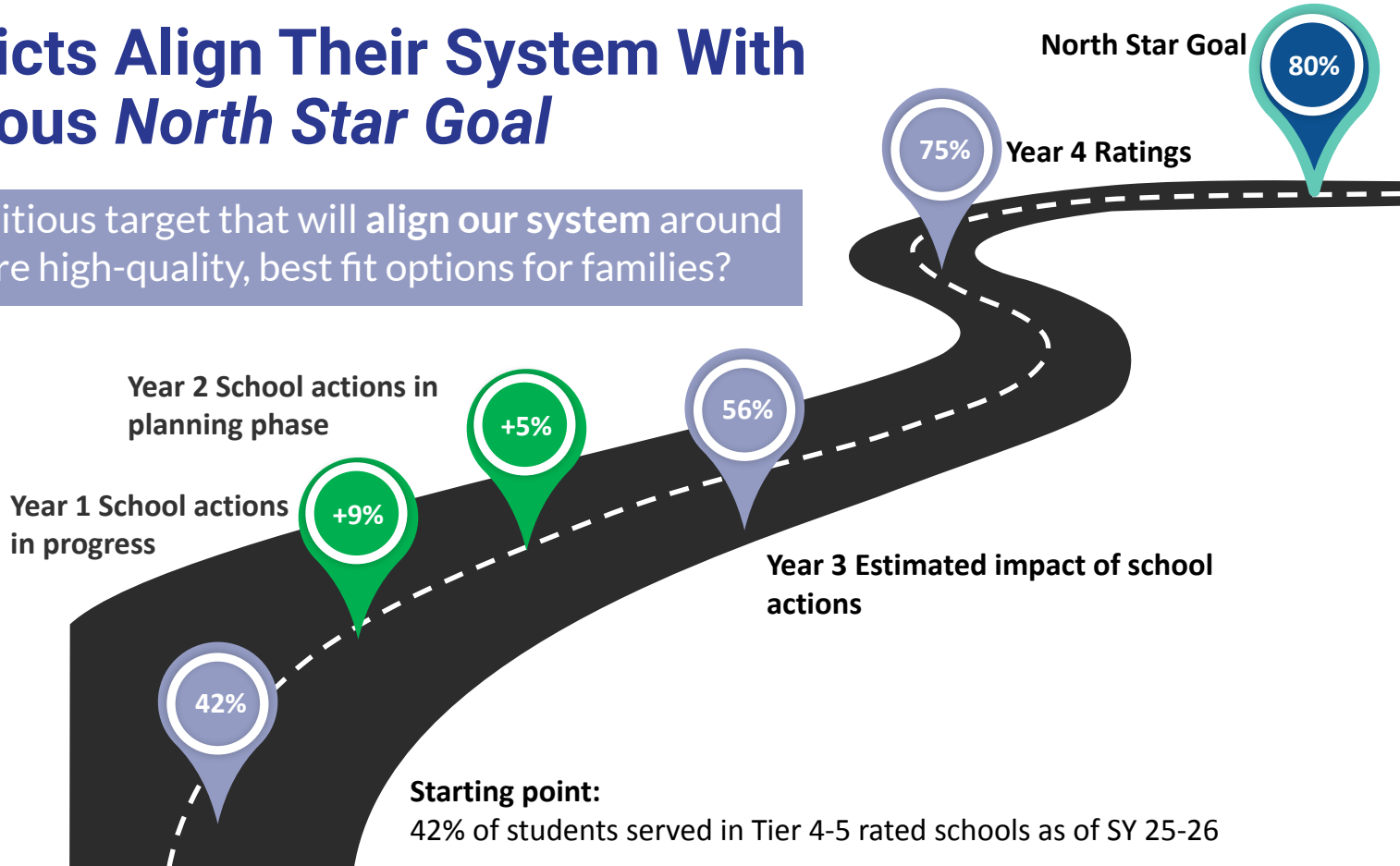Empower families through school choice and access supports

Resource: SGS Rubric

Develop collaborative and sustainable central office structures

Content courtesy of TEA

CSG

SGS Districts Align Their System With an Ambitious *North Star Goal*

What is an ambitious target that will **align our system** around creating more high-quality, best fit options for families?

North Star Goal 80%

75% **Year 4 Ratings**

Year 2 School actions in planning phase

+5%

56%

Year 1 School actions in progress

+9%

Year 3 Estimated impact of school actions

42%

Starting point:
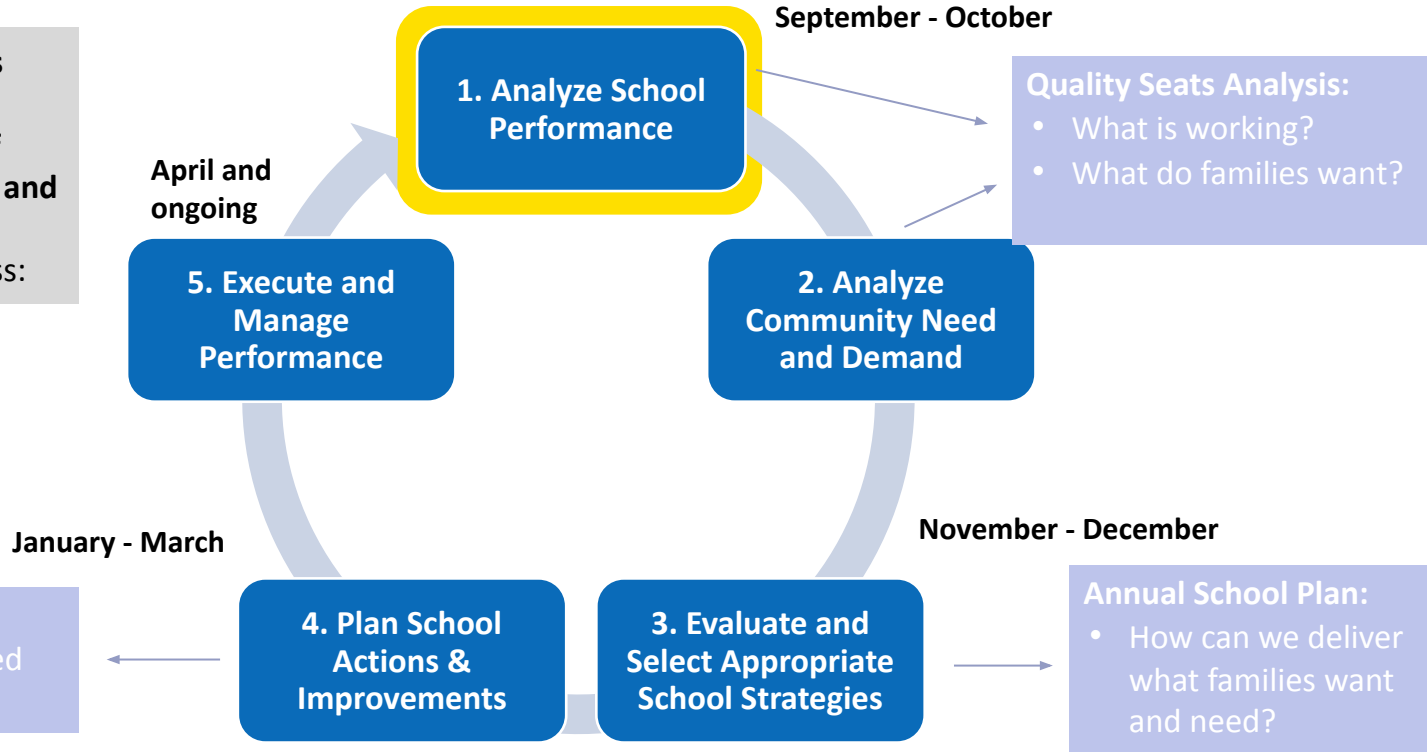42% of students served in Tier 4-5 rated schools as of SY 25-26

TEA

System of Great Schools Annual Planning Process

The **System of Great Schools** (SGS) supports districts in developing a strategic mix **of best-fit schools for students and families**. SGS supports this through the following process:
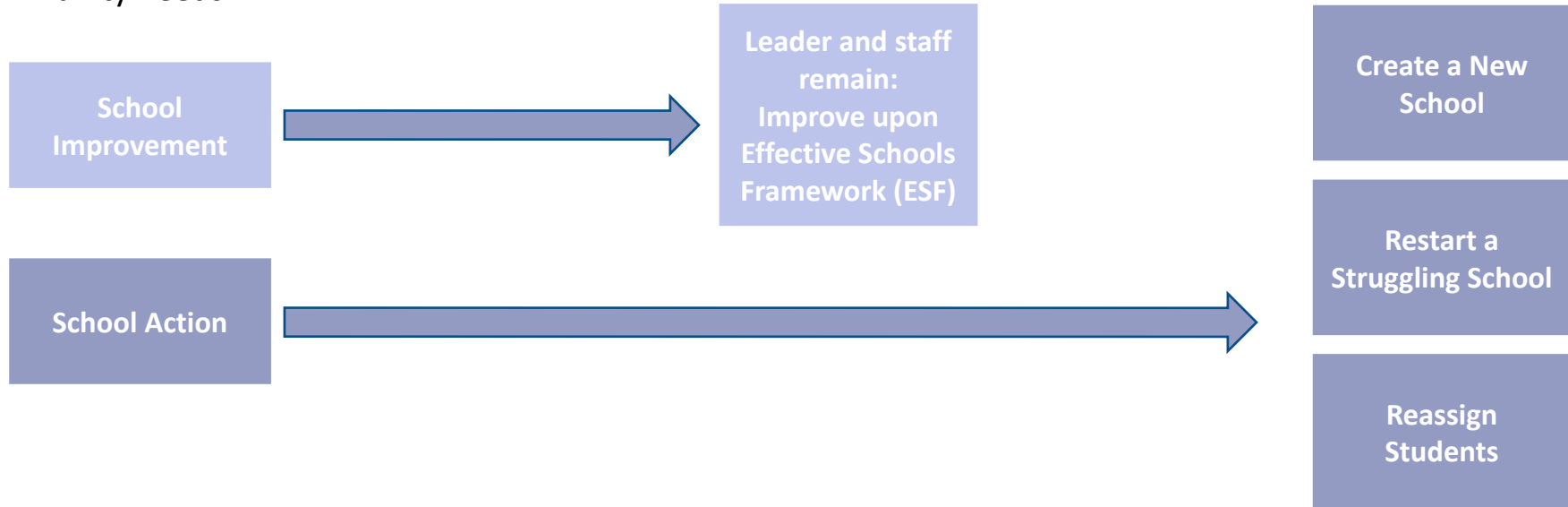
September - October

1. Analyze School Performance

Quality Seats Analysis:
- What is working?
- What do families want?

April and ongoing

5. Execute and Manage Performance

2. Analyze Community Need and Demand

November - December

January - March

4. Plan School Actions & Improvements

3. Evaluate and Select Appropriate School Strategies

Annual School Plan:
- How can we deliver what families want and need?

School Actions:
- Which evidence-supported actions will the LEA take?

TEA

System of Great Schools
Taking Actions Beyond School Improvement

Based on the Quality Seats Analysis and Annual School Plan, SGS districts weigh **all possible options** and take bold action to meet community needs.

School Improvement → Leader and staff remain: Improve upon Effective Schools Framework (ESF)

School Action →

- Redesign School
- Create a New School
- Restart a Struggling School
- Reassign Students

TEA

Case Study: Curriculum and Instruction Strategies (NES)

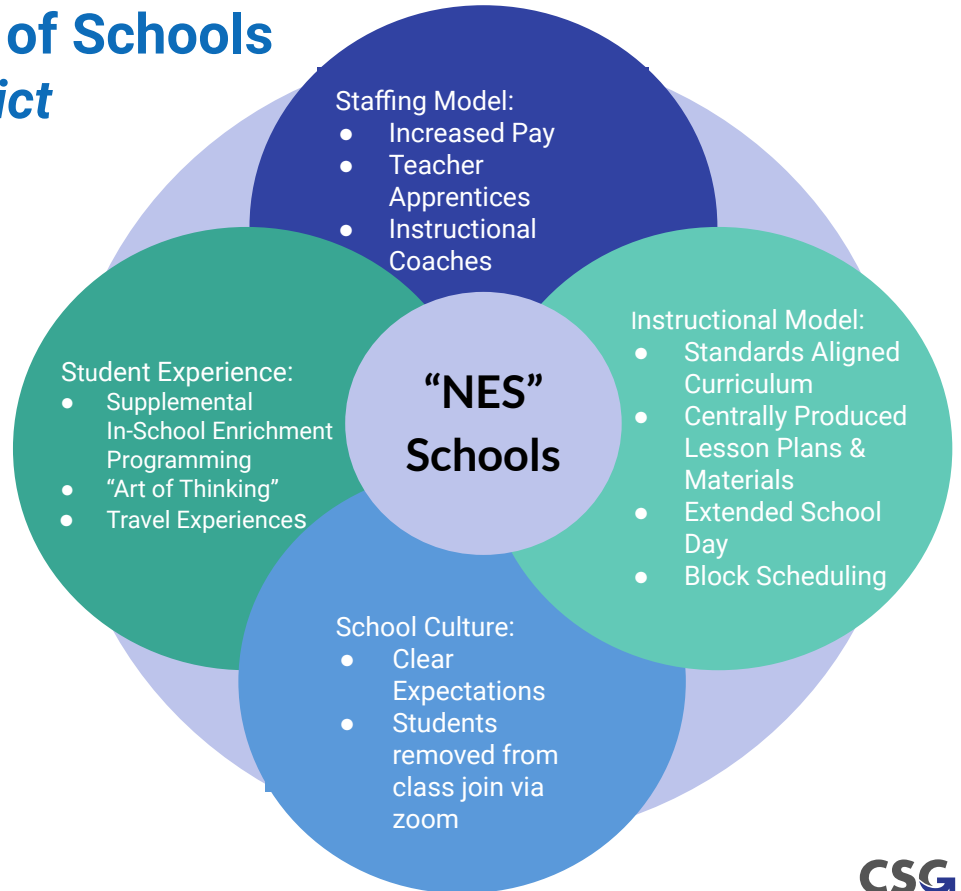## Managing the Internal Activities of Schools
Houston Independent School District

New Education System Schools ("NES")

Schools with low performance were designated by the district as a NES school and other schools opted in - to adopt a new way of operating focused on increasing achievement

Year 1 (2023-24): 84 Schools

Year 2 (2024-25): 129 Schools

"NES" Schools

Staffing Model:
- Increased Pay
- Teacher Apprentices
- Instructional Coaches

Instructional Model:
- Standards Aligned Curriculum
- Centrally Produced Lesson Plans & Materials
- Extended School Day
- Block Scheduling

Student Experience:
- Supplemental In-School Enrichment Programming
- "Art of Thinking"
- Travel Experiences

School Culture:
- Clear Expectations
- Students removed from class join via zoom

CSG

NES Instructional Model

📊 **Balancing Standards-Based Curriculum with Differentiation of Instruction**

- **Curriculum**
    - District-wide, standards-aligned curriculum
    - Dedicated support from district curriculum team providing expertise
- **Curricular and Instruction Supports for Teachers**
    - Centrally produced lesson plans for all teachers- time is dedicated to students and learning
    - Coherent teaching across classrooms and schools, ensuring standards alignment and best practices
- **Time as a Resource**
    - Maximizing learning time: supporting teachers with planning, extended school days, and block scheduling to enable differentiation

NES Early Results

📊 First Year Results on NES Schools Shows Significant Growth

Of the 84 NES schools, 80% showed an improvement in performance based upon state accountability while 7% decreased and 13% remained the same. Narrowing down to the lowest performing (63 schools with a D or F in 2023), 92% saw improvement, 6% saw the same outcomes, and 2% saw a decline in performance.

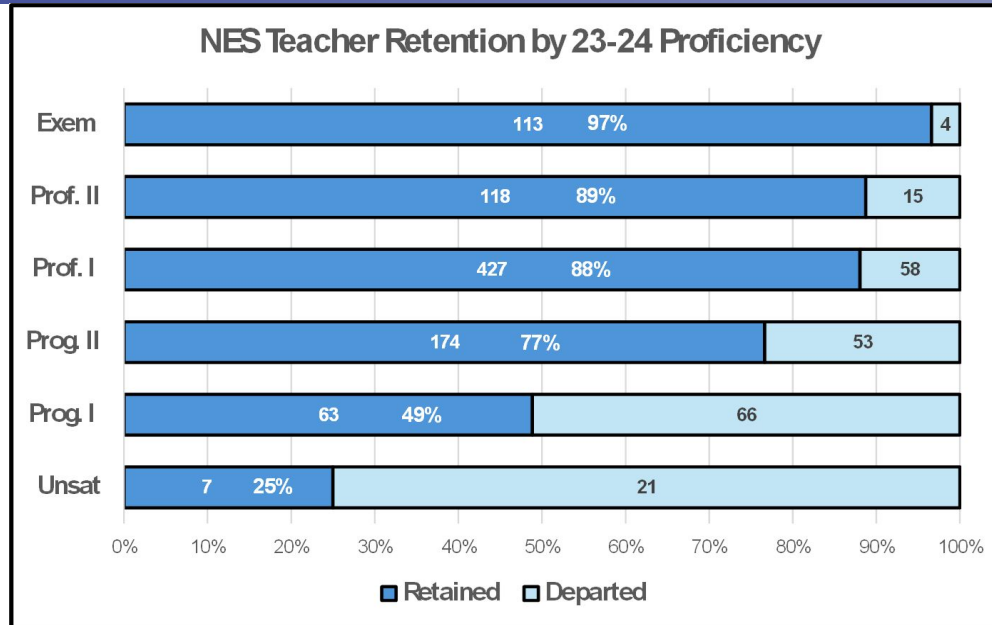### 2023-24 Performance of Schools That Entered NES as D or F Rated

	Up 4 Letter Grades	Up 3 Letter Grades	Up 2 Letter Grades	Up 1 Letter Grade	No Change	Decrease
# of Schools	3	23	19	13	4	1

Source: Houston ISD/Houston Landing

CSG

NES Early Results

First Year Results on Houston NES School Teacher Retention

Higher retention of higher performing teachers

NES Teacher Retention by 23-24 Proficiency

Proficiency	Retained	Departed
Exem	113 — 97%	4
Prof. II	118 — 89%	15
Prof. I	427 — 88%	58
Prog. II	174 — 77%	53
Prog. I	63 — 49%	66
Unsat	7 — 25%	21

Legend: ■ Retained ■ Departed

28

Source: Houston ISD/Houston Landing

CSG

Recommended Levers to Support High Performance in Urban School Districts

04

State Levers: Vision for Success

Actions Used by States to Influence Bold Leadership & Laser Focus on Student Success

Short-Term	**School-Based Decision-Making:** Assure that school based decision making does not impede leadership in making hard decisions focused on student achievement **Collective Bargaining and State Regulations:** Assure that both allow for transformational changes to occur **Annual Planning:** Assure rigorous evaluation of schools based on data based on annual planning and quality seats analysis (as seen in the SGS model) **Board Governance:** Have the Board adopt an ambitious, but achievable, five-year District and student achievement goals; the State to adopt clear consequences if targets are not met
Medium-Term	**Annual Planning:** Ensure District adopts a robust annual planning process aligned to school performance framework based largely on student academic outcomes **Portfolio Approach:** Assess if districts should be encouraged to adopt a school contract or charter school model in addition to direct run schools so as to provide a robust parent choice option **School Choice:** Encourage Districts to ensure parents and students shall have the right to choose any school in the district of their choice with transportation options **Board Governance:** Articulate expectation of at least 50% of District Board meetings dedicated to discussing student outcomes; require construction of advisory boards for content expertise; require frequent Board self-evaluations **Resources:** Design funding allocation method for state resources to be provided to the District if District is aligned to a north star goal and school actions
Long-Term	**Annual Planning:** Utilize annual planning process for reflection and actions to sustain improvements **Board Governance:** Evaluate improvements and ongoing performance of District Board and Districts to determine if exigent circumstances exist to require state intervention

State Levers: High Stakes Accountability

Actions Used by States to Make Accountability Systems More Transparent and Effective

Short-Term	● **Intervention:** For identified schools, ensure District takes immediate steps for the next school year with clear student achievement targets for the near term and consequences if those targets are not met ● **School Performance:** Require Districts to publicize state accountability results in transparent and meaningful ways, especially within processes (eg; enrollment applications) that inform parent decision making ● **High Quality Seats Analysis:** Require District to analyze the number of seats in high and low performing schools and use a performance framework to decide on school actions to increase high performing school seats
Medium-Term	● **School Actions:** Require District to develop a framework for school actions, such as implementing high quality operating models, school redesign, replace leadership, create new schools, restart struggling schools, reassigning students, and school closure to align with school performance framework ● **Resources**: Identify resources and allocation methodology to align with school actions ● **School Culture:** Monitor and analyze potential disproportionality related to student behavior/discipline and Special Education referrals; provide technical support to District
Long-Term	● **School Performance:** Develop a user-friendly accountability system that is transparent and easy to understand, with clear ties to potential school actions

State Levers: Investments in Talent

Actions used by States to Incentivize High Quality Teaching and the Development of Talent Pipelines

Short-Term	**District Leadership:** Ensure that Board hires a Superintendent ready to take bold school actions based on superior school models and should schools fail to make progress **Teacher Evaluation:** In all schools, particularly for state identified Comprehensive School Improvement/ Bottom 5% schools (CSI/5%), direct District and school leadership that all teachers should be evaluated on a frequency to support ongoing teacher development **New Curriculum Implementation:** Assure that teachers are well trained and supported in new curriculum implementation and that structures are in place to evaluate implementation
Medium-Term	**Teacher Evaluation:** Work with legislature to update state regulations to align with best practices associated with teacher quality **Pipeline Programs:** Expand pipeline programs for school leaders and teachers to improve overall retention and quality **Incentive Pay:** Evaluate incentive pay structures that lead to better outcomes for students and, if necessary, redesign pay structures to encourage high quality teachers to transfer to struggling schools and get better outcomes for students in those schools
Long-Term	**Teaching Models:** Evaluate existing models of teacher development to determine effectiveness in supporting better student outcomes and, if not, explore alternative teaching models and teacher certification. Develop ongoing pipeline of high-quality teachers and leaders trained in proven models

State Levers: School Improvement Strategies

Actions Used by States to Support Districts in Adopting Actionable Strategies for School Improvement

Short-Term	● **Targeted Support:** For state identified schools (CSI/5%), provide immediate guidance on school improvement models (eg; NES, ACE, TAP, etc.) to be adopted for the next school year with clear student achievement targets ● **Resources:** Review and determine whether Title 1 resources are leading to better outcomes for students and, if not, provide a mandated utilization of Title I resources aligned to support improved student outcomes consistent with the school improvement model(s)
Medium-Term	● **District Actions:** Assess school improvement strategies for District adoption (empowerment zones, earned school autonomy, etc.) and align policies to allow for implementation ● **Curriculum**: Have a qualified accreditation agency evaluate and determine whether District curricula meets state content standards ● **School-Based Decision-Making:** Assure that the school-based decision-making structures are consistent with the school improvement model(s)
Long-Term	● **School Actions:** For schools not showing improvement, ensure that school actions are being taken, aligned to school performance framework ● **Best Practices**: State should celebrate successes for struggling schools that show improvement, reward those schools, and document best practices for future implementation in other Districts and schools.

Questions?
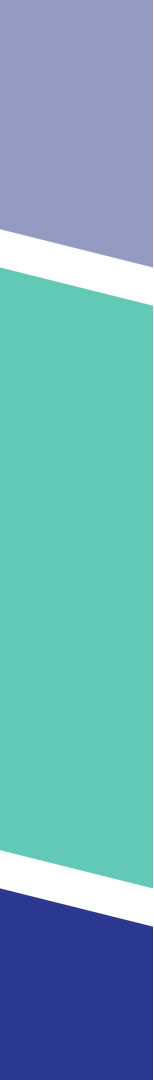
CSG

Thank you!

CSG

Appendix

Additional Data Analysis

Continuing Challenges in Jefferson County Public Schools

Achievement Gap: While there has been growth, the achievement gap persists

## JCPS CAREER AND TECHNICAL POSTSECONDARY READINESS

Demographic Category	Both Academic and Career Ready		
	21-22 %	22-23 %	23-24 %
All	16%	35%	44%
Black	8%	25%	31%
White	23%	43%	54%
Non-White	11%	30%	37%

Demographic Category	Overall Readiness		
	21-22 %	22-23 %	23-24 %
All	66%	73%	77%
Black	52%	61%	67%
White	77%	83%	85%
Non-White	57%	66%	71%

Source: July 15, 2024 JCPS Task Force Presentation

CSG

Continuing Challenges in Jefferson County Public Schools

Achievement Gap

Spring 2023 3rd Grade Proficiency in Reading For Fall 2019 Kindergarteners

Proficiency rates are the percentage of kindergarteners deemed proficient or distinguished on the Kentucky Summative Assessment (KSA) in Reading in Spring 2023 out of all 2019-20 kindergarteners enrolled in the 2022-23 academic year. Those not proficient were either novice on KSA, apprentice on KSA, or held back before 3rd grade.

Source: Efficient & Effective School District Governance Task Force meeting materials
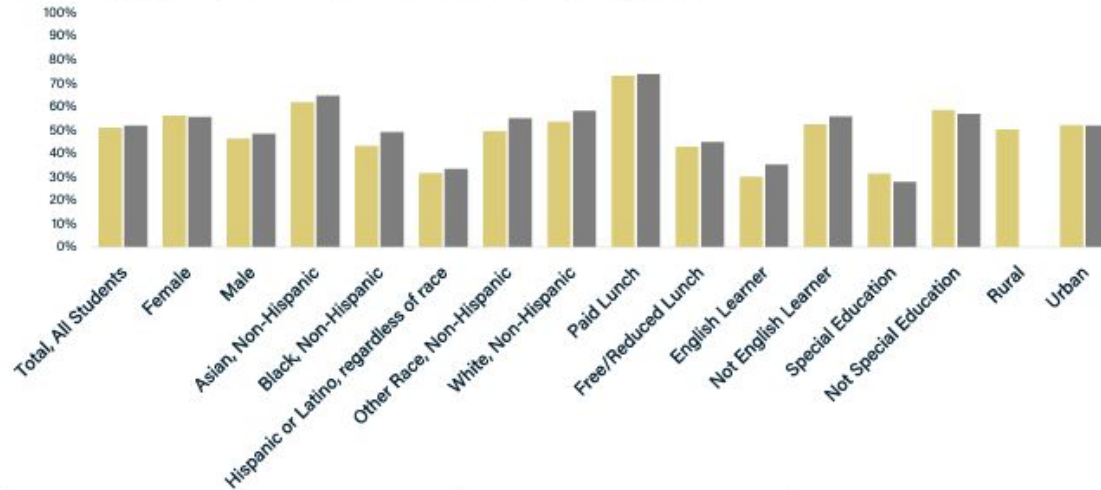
Continuing Challenges in Jefferson County Public Schools
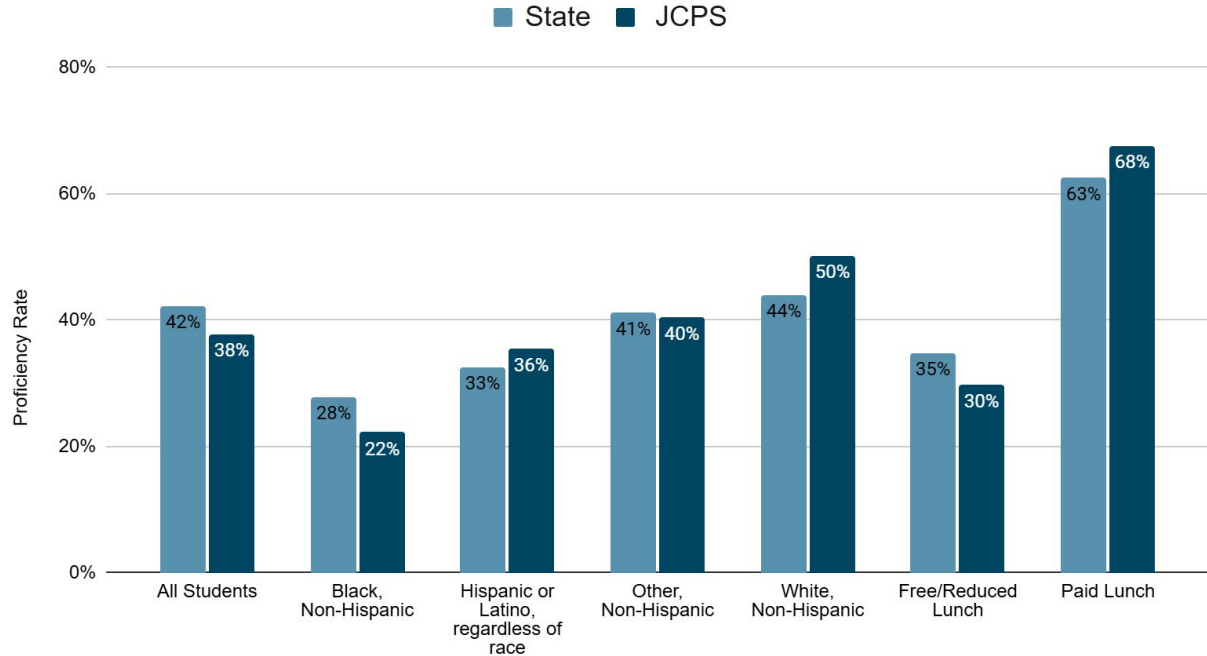
Achievement Gap

Difference in Proficiency

Difference between Free/Reduced Lunch and Paid Lunch student performance:
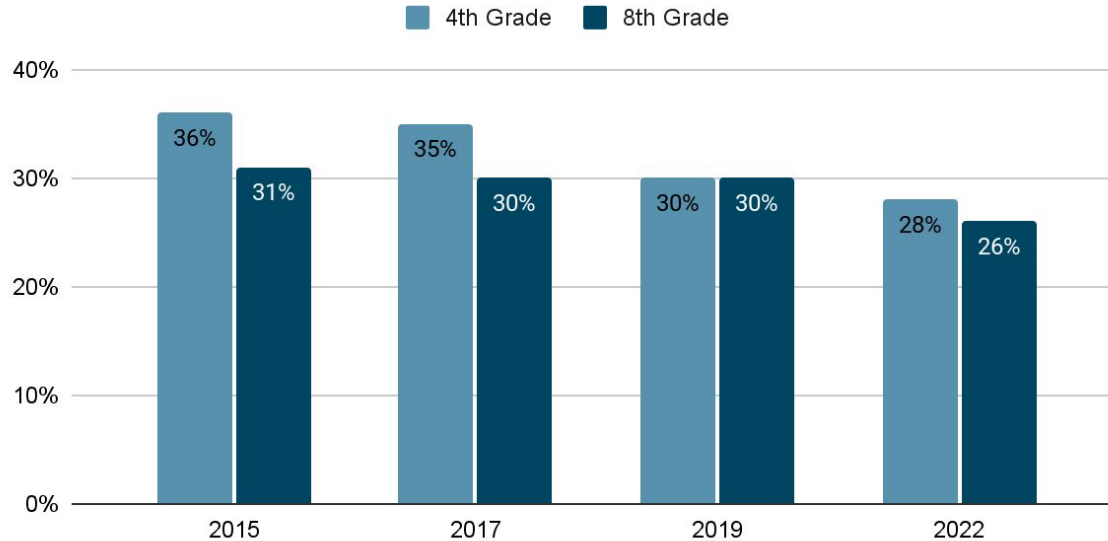
State = 28%
JCPS = 38%

Spring 2023 3rd Grade Proficiency in Reading For Fall 2019 Kindergarteners

Legend: ■ State ■ JCPS

Category	State	JCPS
All Students	42%	38%
Black, Non-Hispanic	28%	22%
Hispanic or Latino, regardless of race	33%	36%
Other, Non-Hispanic	41%	40%
White, Non-Hispanic	44%	50%
Free/Reduced Lunch	35%	30%
Paid Lunch	63%	68%

Proficiency Rate (y-axis: 0% – 80%)

Source: Supplementary Material for KYSTATS presentation to Effective and Efficient School District Governance Task Force

CSG

Continuing Challenges in Jefferson County Public Schools

Longitudinal Performance

Academic Trends: Trial Urban District Assessment (TUDA)
NAEP Scores: Reading - % At or Above Proficient

Legend: 4th Grade, 8th Grade

Year	4th Grade	8th Grade
2015	36%	31%
2017	35%	30%
2019	30%	30%
2022	28%	26%

Source: Jefferson County Public Schools Peer District Benchmark Data Report

CSG

Continuing Challenges in Jefferson County Public Schools

Longitudinal Performance

Academic Trends: Trial Urban District Assessment (TUDA)
NAEP Scores Mathematics - % At or Above Proficient

Legend: ■ 4th Grade ■ 8th Grade

Year	4th Grade	8th Grade
2015	34%	26%
2017	35%	25%
2019	33%	26%
2022	24%	17%

Source: Jefferson County Public Schools Peer District Benchmark Data Report

CSG
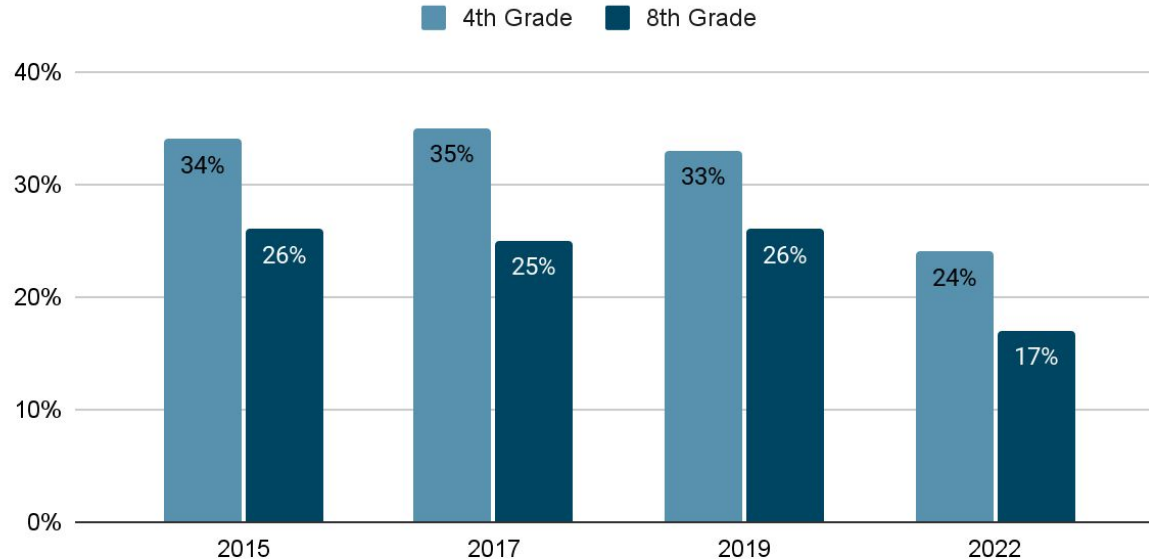
Additional NES Information

NES Staffing Model

📊 Quality Instruction & Teacher Supports

- **Teacher Incentives:** Teachers at NES schools are compensated > $10,000 more per year on average than teachers at non-NES schools
- **Teacher Quality:** Teachers must be deemed eligible to teach at an NES school through a district proficiency screening (bottom 15% ineligible)
- **Apprentice Teachers:** Apprentice teachers co-teach, substitute teach; eligible for a teaching position once certified
- **Learning Coaches:** Staff that support students in individual and group assignments; support teacher with administrative responsibilities
- **Coaches:** Teachers receive coaching from instructional experts

CSG

NES Student Experience

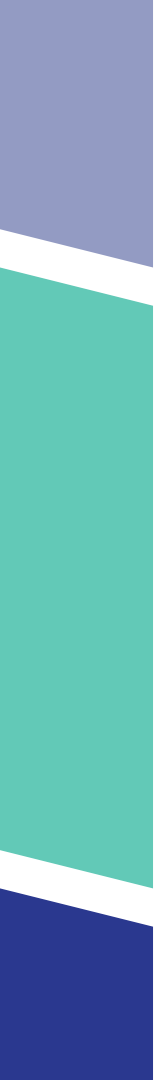**Learning through building knowledge, perspective & experience**

- **In-School Supplemental Student Enrichment:**
  - Supplemental Dyad classes taught by community consultants/experts focused on fitness, music, arts, media, technology, and hands-on science in addition to traditional electives and magnet programming. (Grades 3-8)
- **"Art of Thinking":**
  - 3 times a week class focused on critical thinking, problem-solving, and how to assess, evaluate, and effectively utilize information and how these skills can lead to better understanding & decision-making (Grades 3-10)
- **The World is the Classroom:**
  - Provide travel experiences chaperoned by teachers for eligible students

NES School Culture

Fostering a Safe & Supportive Environment

- **Clear Expectations**
  - Clear expectations for maintaining a positive and safe learning environment based upon three core principles: 1) Do not disrespect teachers or classmates; 2) Do not disrupt the learning environment; 3) No bullying.
- **Minimizing Disruption:**
  - In order to not detract from a teacher's focus on instruction, administrators manage behavioral issues and determine right next steps.
- **Minimizing Learning Loss Due to Behavior:**
  - If a student is removed from the classroom due to behavior, after initial management, students rejoin the classroom via zoom to receive instruction

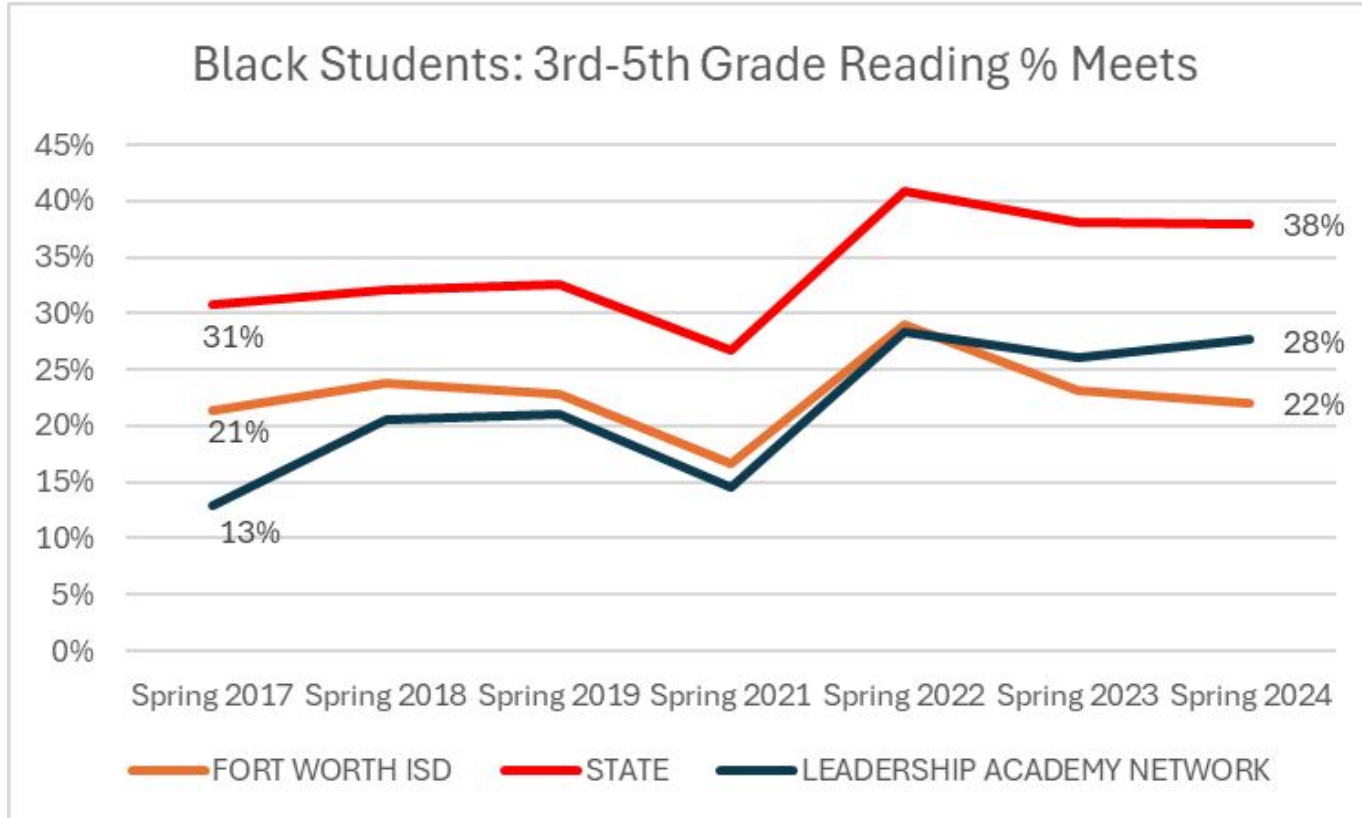# Fort Worth Leadership Academy Network Performance:STAAR PROFICIENCY

GRADES 3-5 % MEETS READING
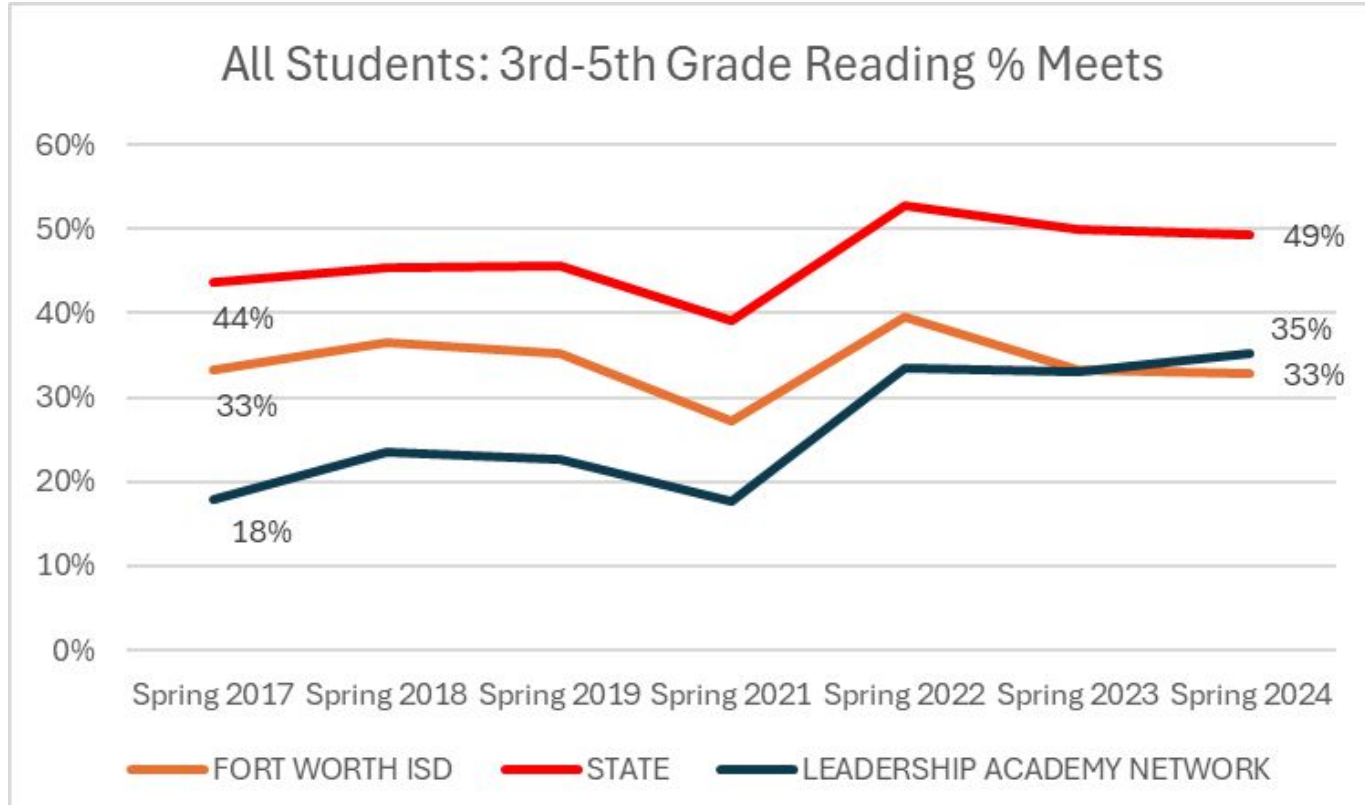
Note: PEIMS Subset not applied; for Grade 5, first admin only where applicable; first time testers only, In 22-23 and 23-24, test was redesigned to include both Reading and Writing

GRADES 3-5 % MEETS READING

Black Students: 3rd-5th Grade Reading % Meets

31%
21%
13%

38%
28%
22%

Spring 2017 Spring 2018 Spring 2019 Spring 2021 Spring 2022 Spring 2023 Spring 2024

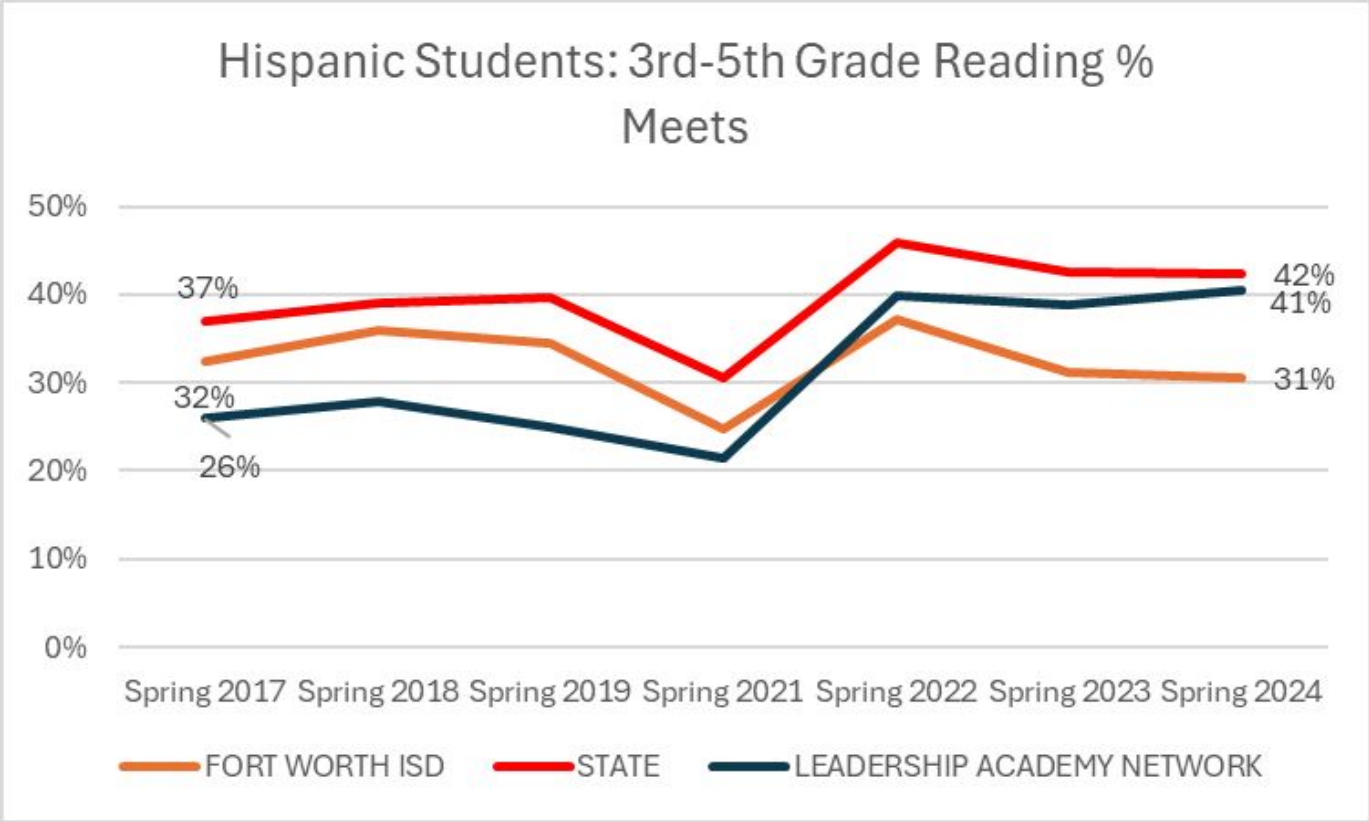FORT WORTH ISD   STATE   LEADERSHIP ACADEMY NETWORK
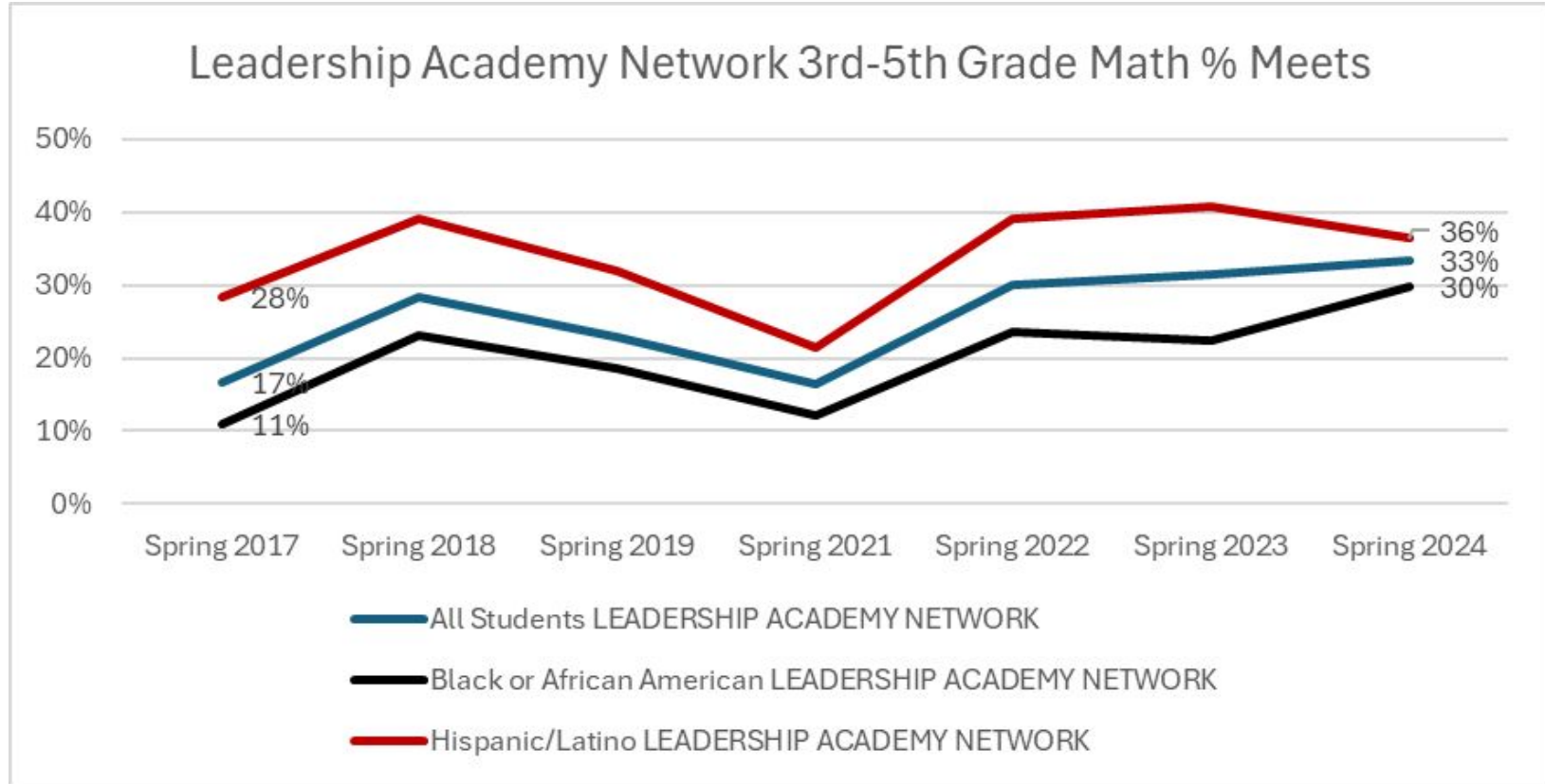
+7pp
+15pp
+1pp

Note: PEIMS Subset not applied; for Grade 5, first admin only where applicable; first time testers only, In 22-23 and 23-24, test was redesigned to include both Reading and Writing

GRADES 3-5 % MEETS READING

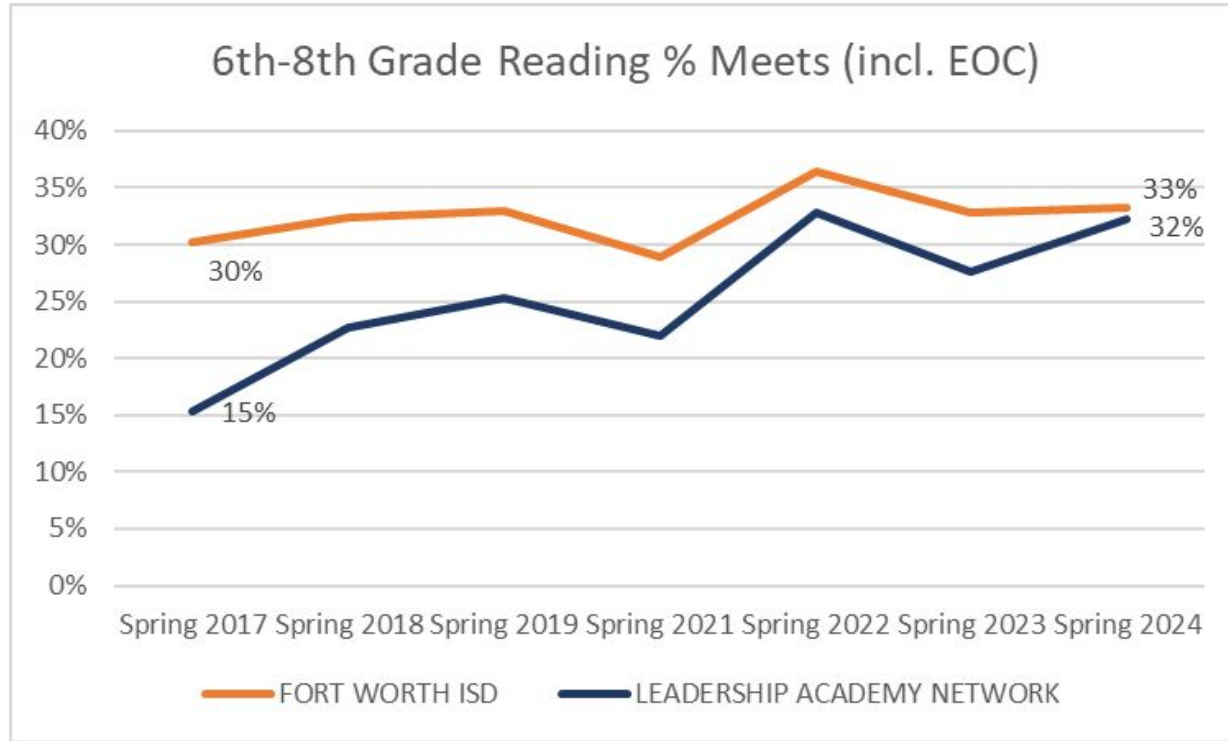Hispanic Students: 3rd-5th Grade Reading % Meets

+5pp

+15pp

-2pp

Note: PEIMS Subset not applied; for Grade 5, first admin only where applicable; first time testers only, In 22-23 and 23-24, test was redesigned to include both Reading and Writing

GRADES 3-5 % MEETS MATH

Leadership Academy Network 3rd-5th Grade Math % Meets

Note: PEIMS Subset not applied; for Grade 5, first admin only where applicable; first time testers only

GRADES 6-8 % MEETS Reading incl. EOC

Note: PEIMS Subset not applied; for Grade 8, first admin only where applicable; first time testers only, In 22-23 and 23-24, test was redesigned to include both Reading and Writing, middle school testers only for EOC results

GRADES 6-8 % MEETS Reading incl. EOC

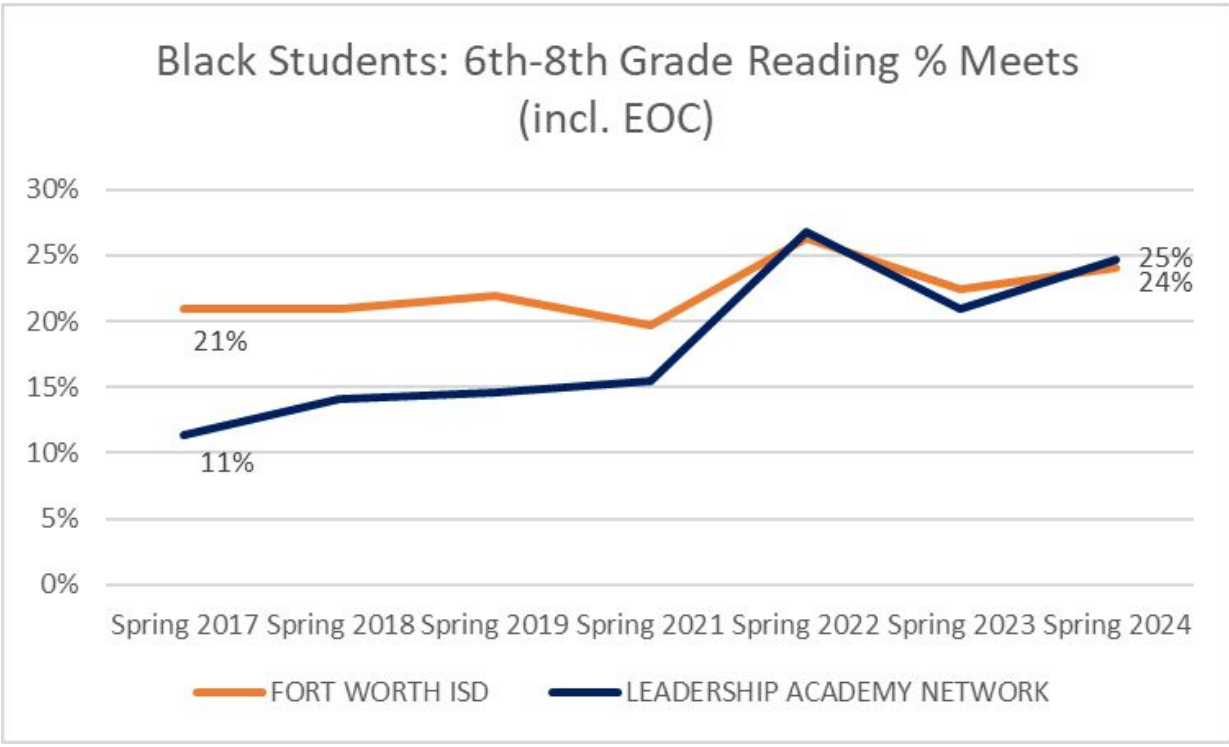Black Students: 6th-8th Grade Reading % Meets (incl. EOC)

+3pp

+13pp

Note: PEIMS Subset not applied; for Grade 8, first admin only where applicable; first time testers only, In 22-23 and 23-24, test was redesigned to include both Reading and Writing, middle school testers only for EOC results
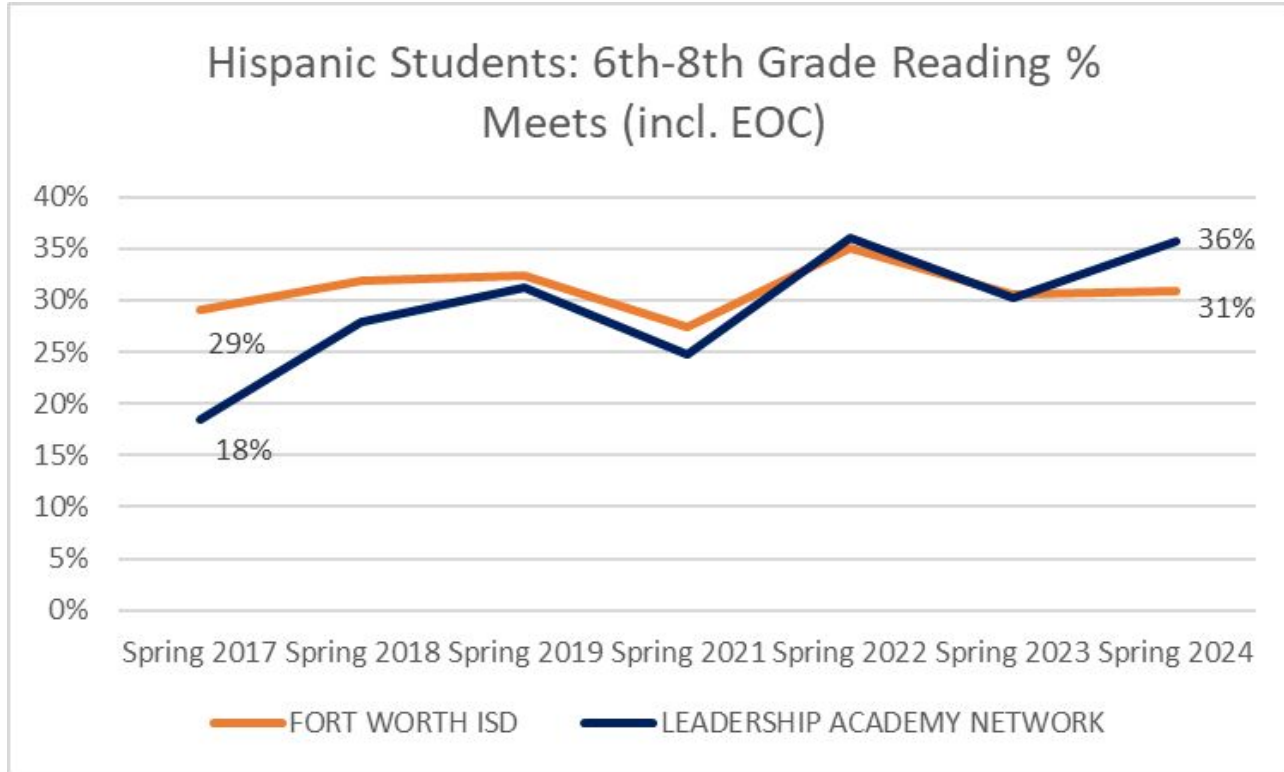
GRADES 6-8 % MEETS Reading incl. EOC

Hispanic Students: 6th-8th Grade Reading % Meets (incl. EOC)

+17pp

+2pp

FORT WORTH ISD — LEADERSHIP ACADEMY NETWORK

Note: PEIMS Subset not applied; for Grade 8, first admin only where applicable; first time testers only, In 22-23 and 23-24, test was redesigned to include both Reading and Writing, middle school testers only for EOC results
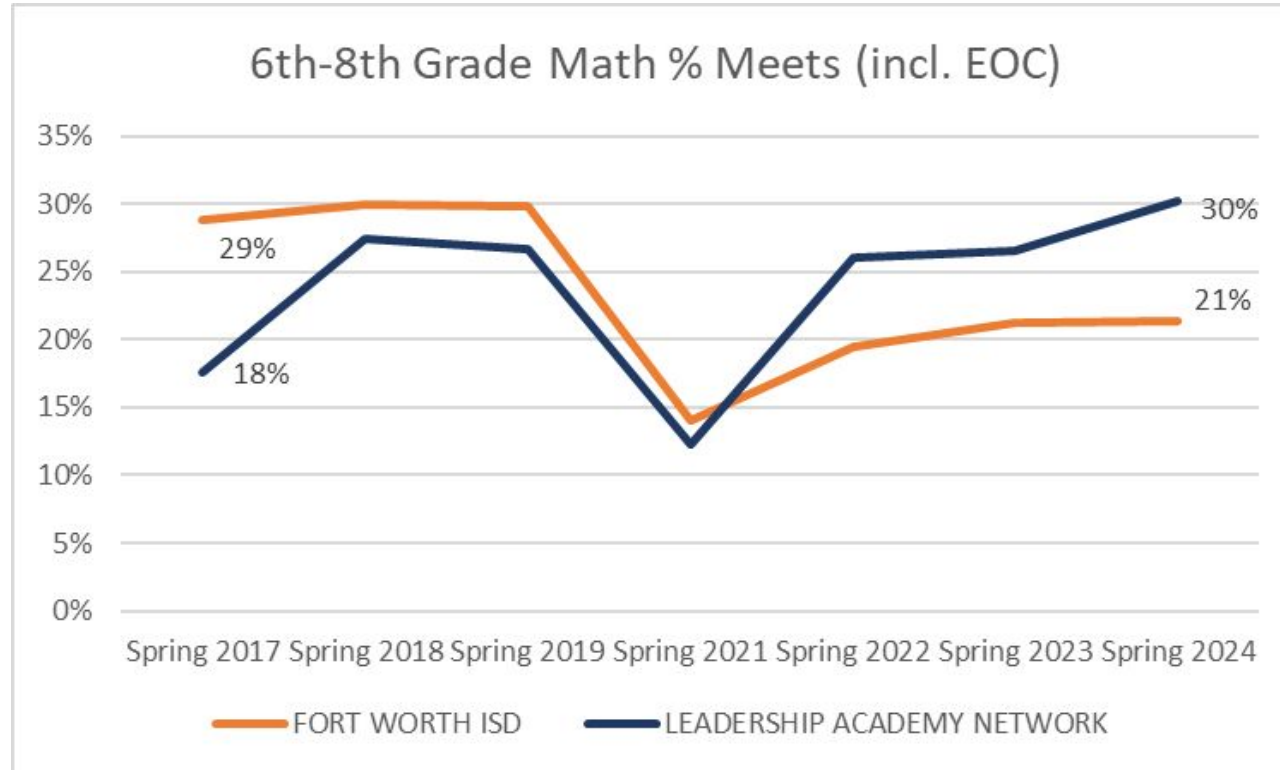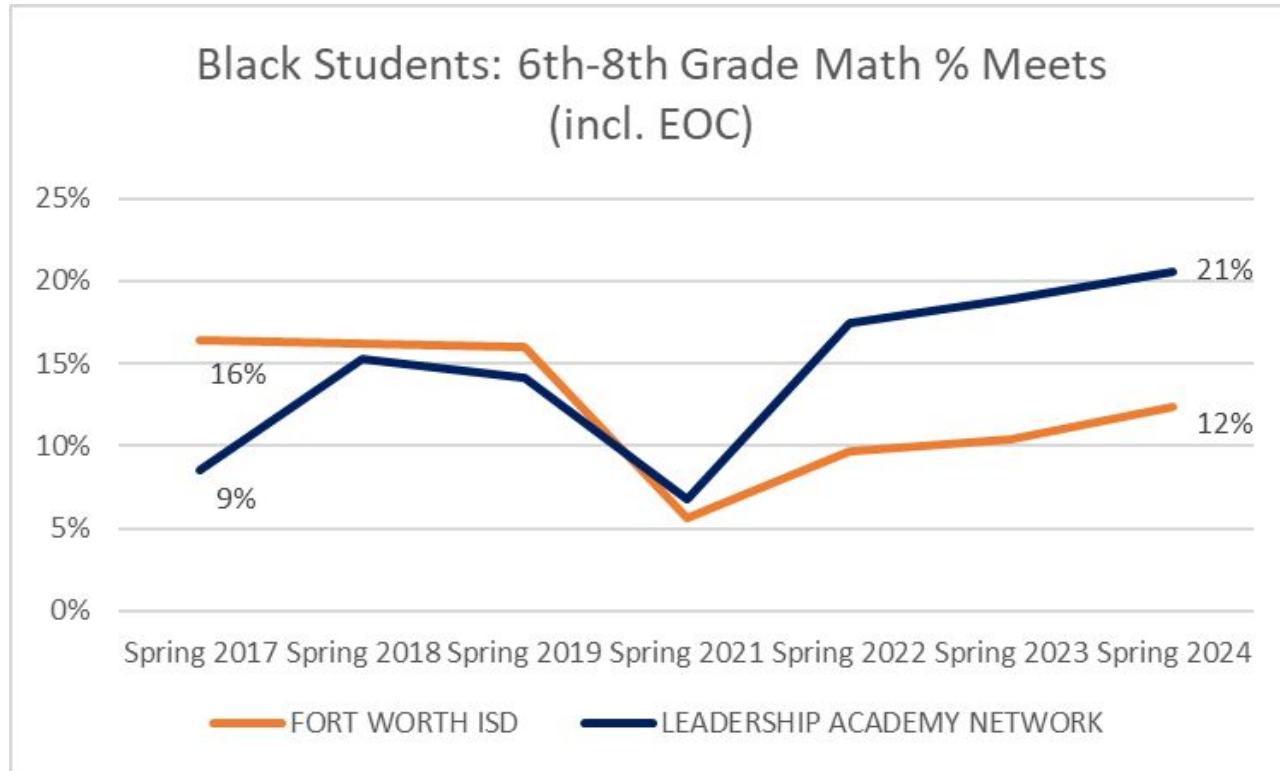
GRADES 6-8 % MEETS MATH incl. EOC

6th-8th Grade Math % Meets (incl. EOC)

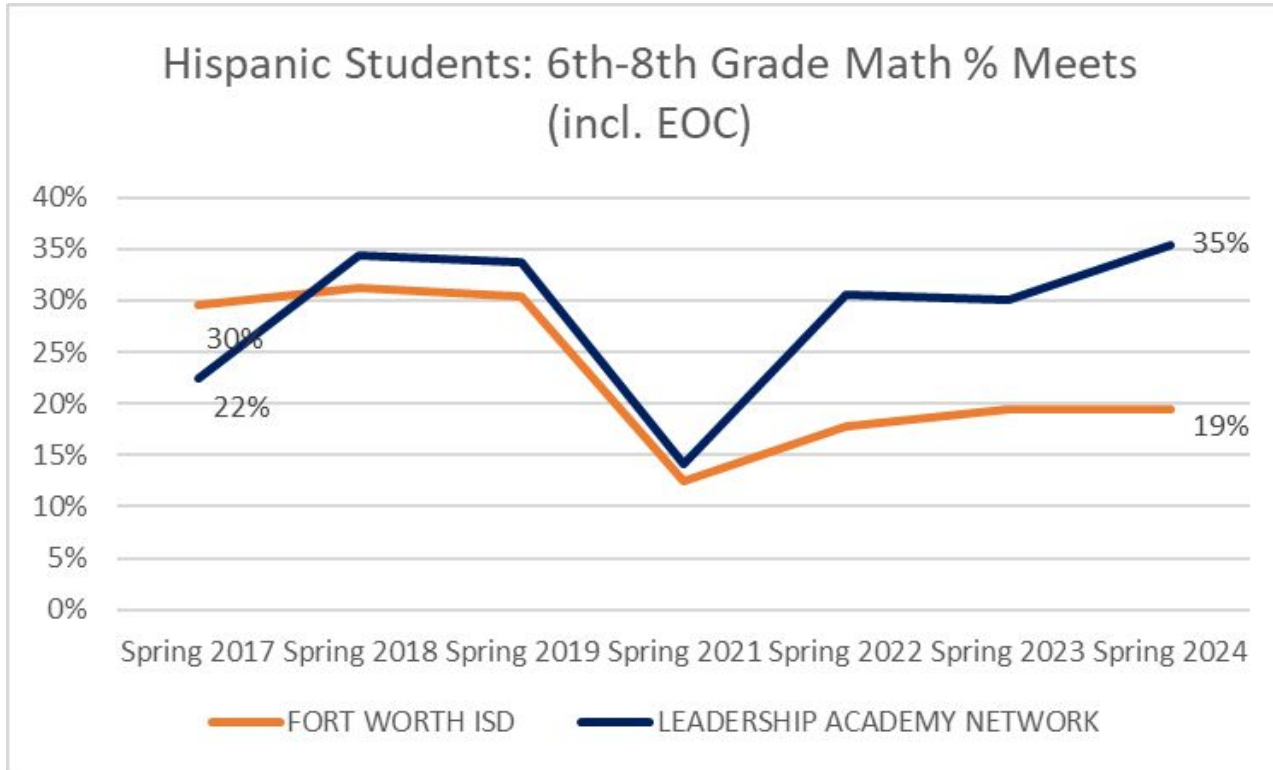+13pp

-8pp

Note: PEIMS Subset not applied; for Grade 8, first admin only where applicable; first time testers only, middle school testers only for EOC results

GRADES 6-8 % MEETS MATH incl. EOC

Black Students: 6th-8th Grade Math % Meets (incl. EOC)

+12pp

-4pp

FORT WORTH ISD — LEADERSHIP ACADEMY NETWORK

Note: PEIMS Subset not applied; for Grade 8, first admin only where applicable; first time testers only, middle school testers only for EOC results

GRADES 6-8 % MEETS MATH incl. EOC

Hispanic Students: 6th-8th Grade Math % Meets (incl. EOC)

+13pp

-10pp

Note: PEIMS Subset not applied; for Grade 8, first admin only where applicable; first time testers only, middle school testers only for EOC results