

FORT WORTH ACADEMY OF FINE ARTS

District/Campus Improvement Plan 2025/2026



Fort Worth Academy of Fine Arts
3901 S. Hulen, Fort Worth, TX 76109
817-924-1482

FORT WORTH ACADEMY OF FINE ARTS

Mission

Our mission is to inspire in artistically talented students a lifelong passion for learning, empowering them to achieve academic and artistic excellence.

Nondiscrimination Notice

FORT WORTH ACADEMY OF FINE ARTS does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

FORT WORTH ACADEMY OF FINE ARTS Site Base

Name	Position
Ledbetter, Amber	Principal
Dowden, Dr. Wendi	Assistant Principal
Barlow, Bethany	Elementary Instructional Specialist
Cook, Leslie	Secondary Instructional Specialist
Ward, Scott	Coordinator of Special Programs
Barker, Kaitlin	9-12 Counselor
Searway, Crisanta	3-8 Counselor
Polman, Kevin	Science Department Chair
Mueller, Karen	Social Studies Department Chair
Herrera, Debbi	English Department Chair
Jones, Carley	Math Department Chair
Jones, Darla	Theatre Department Chair
Kirby, Nancy	CTE/Visual Arts Department Chair
Wiggins, Ryan	Elementary Teacher
Reinhart, Abbey	Middle School Teacher

Resources

Resource	Source
ESSER SUPP - Fund 283	Federal
IDEA, B - Fund 224	Federal
Title 1, Part A - Fund 211	Federal
Title II, Part A - Fund 255	Federal
Title IV, Part A - SSAEP - Fund 289	Federal
General Supplies - 6399	Local
Bilingual - PIC 25	State
Career & Tech - PIC 22	State
CCMR - PIC 38	State
Compensatory - PIC 24	State
Dyslexia - PIC 37	State
EMAT	State
Special Ed - PIC 23	State

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.

Objective 1. (Math Achievement - STAAR) FWAFA will increase the number of students who meet grade level on the STAAR Math 3rd-8th and Algebra 1 EOC by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement targeted, data-driven math interventions for students below grade level (Title I TA: 1,3,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3,5.4)	Administration, Instructional Coach, Teacher(s)	Ongoing		Criteria: STAAR Math growth; Benchmark assessment progress; Intervention attendance, Lesson Plans
2. Provide enrichment opportunities for students in math to master higher-level content (Title I TA: 1,3,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(S)CCMR - PIC 38 - \$1,000	Criteria: Participation in Dual credit and Honors math programs; Mastery rates on benchmark assessments, SAT and TSI Tutoring, Lesson Plans
3. Math teachers will utilize IXL as a supplemental program to identify GAPS and increase student growth. (Title I TA: 1,3,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3,5.4)	Administration, Instructional Coach, Teacher(s)	Ongoing	(S)EMAT - \$9,000	Criteria: IXL usage reports; Pre/post assessment growth; Student progress monitoring
4. Implement the Bluebonnet state curriculum in all tested math areas to ensure alignment with TEKS and maximize student readiness for STAAR/EOC (Title I TA: 2,3,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)		(S)EMAT - \$10,000	Criteria: Lesson plan audits; Teacher implementation logs; STAAR/EOC performance trends

FORT WORTH ACADEMY OF FINE ARTS

- Goal 1.** (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.
- Objective 2.** (Reading Achievement - STAAR) FWAFA will increase the number of students who master grade level on the STAAR RLA 3rd-8th and English I and English II EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement targeted reading interventions for struggling readers (Title I TA: 1,3,9) (Target Group: ECD,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 5.3,5.4)	Administration, Instructional Coach, Teacher(s)	On-going	(S)Bilingual - PIC 25 - \$1,500	Criteria: Benchmark assessment growth; STAAR/EOC mastery rates; Intervention attendance, lesson plans
2. Utilize IXL as a supplemental program to identify gaps and increase student growth in reading (Title I TA: 1,3,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3,5.4)	Administration, Instructional Coach, Teacher(s)	On-going	(S)EMAT - \$9,000	Criteria: IXL usage reports; Pre/post assessment growth; Student progress monitoring
3. Provide enrichment for advanced readers to promote deeper comprehension and higher level thinking (Title I TA: 1,3,9) (Target Group: All,3rd,4th,5th,6th,7th ,8th,9th,10th) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s), Technology Services	On-going	(L)General Supplies - 6399 - \$1,000	Criteria: Participation in enrichment; Improvement in RLA assessments; Teacher observations, Increased numbers in dual credit and AP courses
4. Align reading curriculum across grade levels and monitor lesson rigor (Title I TA: 2,3,4,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4.1)	Administration, Instructional Coach, Teacher(s)			Criteria: Lesson plan audits; Teacher feedback; Student performance trends

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Goal 1. (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.

Objective 3. (Science Achievement - STAAR) FWAFA will increase the number of students who meet grade level on the 5th and 8th grade Science STAAR by 10% and the number of students who master on the EOC Biology by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide enrichment and lab-based learning opportunities for students in classrooms to increase higher order thinking and rigor. (Title I TA: 1,3,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$1,500	Criteria: Lesson plans, classroom walk-throughs and observation, classroom assessments, Participation in enrichment; Mastery on assessments; Lab/project completion
2. Teachers utilize TCMPC to align science curriculum with TEKS and EOC readiness standards. (Title I TA: 2,3,4,9) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(F)Title 1, Part A - Fund 211 - \$1,000	Criteria: Lesson plans, classroom walk-through and observation data, Curriculum alignment documents; Lesson plan audits; STAAR/EOC results

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- Goal 1.** (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.
- Objective 4.** (Social Studies Achievement - STAAR) FWAFA will increase the number of students who meet grade level on the 8th Grade US History Exam by 10% and the number of students who master on the EOC US History by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers utilize TCMPC to align social studies curriculum with TEKS and EOC readiness standards. (Title I TA: 2,3,4,9) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,4.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(F)Title 1, Part A - Fund 211 - \$1,000	Criteria: Lesson plans, classroom walk-throughs and observations
2. Social Studies teachers will provide explicit vocabulary instruction, use word walls to teach content area vocabulary, and teach strategies for responding to data-based questions (DBQs). (Title I TA: 3) (Target Group: All) (ESF: 4.1,5.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$500, (S)Bilingual - PIC 25 - \$500	Criteria: Lesson plans, Classroom observation and walk-throughs

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- Goal 1.** (Student Achievement) FWAFA will sustain and enhance high levels of student achievement across all core subjects through strategic planning and instructional excellence. Educators with clearly defined roles and responsibilities will develop, implement, and monitor rigorous instructional practices and enrichment opportunities that ensure all students graduate college- and career-ready.
- Objective 5.** (College and Career Military Readiness) FWAFA will increase the number of senior students who graduate as CCMR to 90% by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide targeted college and career readiness guidance. (Title I TA: 1,3,9) (Target Group: CTE,11th,12th) (Strategic Priorities: 3) (ESF: 3.3,5.4)	Administration, Counselors		(L)General Supplies - 6399 - \$250, (S)Compensatory - PIC 24 - \$250	Criteria: CCMR completion rates; Counseling logs; Student participation
2. Offer dual-credit, AP, and career certification opportunities aligned to student goals (Title I TA: 1,9) (Target Group: All,CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4.1,5.1)	Administration, Instructional Coach		(L)General Supplies - 6399 - \$1,500, (S)Career & Tech - PIC 22 - \$2,500, (S)CCMR - PIC 38 - \$1,000	Criteria: Enrollment in dual-credit/AP; Certification completions; Student outcome tracking
3. Monitor and track CCMR progress within leadership monthly meetings. (Title I TA: 2,6) (Target Group: All,CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.3)	Administration, Counselors			Criteria: Data tracking reports; Number of students meeting CCMR benchmarks; Intervention logs

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Goal 2. (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data-informed lessons that support academic excellence and prepare all students for college and career success.

Objective 1. (Strengthen Leadership and Roles) Define and communicate clear roles and responsibilities for all instructional and administrative staff to ensure accountability and consistent support for high-quality instruction. Leadership team members will monitor teaching practices, provide coaching, and support data-informed decision-making across all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clearly define and communicate leadership roles and instructional expectations (Title I TA: 2,5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2)	Administration			Criteria: Written role descriptions; Staff acknowledgment; Observation alignment, Goal Setting documents, Instructional Calendars
2. Implement regular instructional coaching and classroom walkthroughs (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.2)	Administration, Instructional Coach			Criteria: Number of observations; Teacher improvement documented; Coaching logs, Professional Development Agendas
3. Hold regular data meetings with teachers and model how to utilize data to make data-informed instructional decisions (Title I TA: 1,6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.3)	Administration, Instructional Coach			Criteria: Data meeting schedules; Meeting notes; Evidence of teacher application of data-informed strategies; Student outcome improvements, Data trackers

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Goal 2. (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data-informed lessons that support academic excellence and prepare all students for college and career success.

Objective 2. (Enhance Instructional Rigor and Alignment) Ensure all lessons across content areas are standards-aligned, engaging, and incorporate rigorous thinking skills. Provide structures and supports for teachers to implement best practices in instruction, with a focus on increasing student engagement and achievement, particularly in areas such as math where deeper rigor is needed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and align lesson plans using TCMPc to create engaging, standards-aligned lessons across all subjects (Title I TA: 2,3,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)		(F)Title 1, Part A - Fund 211 - \$8,000	Criteria: Lesson plan audits; TCMPc usage reports; Alignment to TEKS; Student mastery rates Curriculum alignment documents completed; Teacher feedback; Improvement in aligned assessment scores
2. Provide PD on instructional best practices, engagement strategies, and rigor, (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5.2)	Administration, Instructional Coach		(L)General Supplies - 6399	Criteria: PD attendance; Implementation in classroom; Student performance improvements
3. Conduct instructional walkthroughs and feedback cycles, partnering with Region 11 on best practices for conducting feedback cycles. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.2)	Administration, Instructional Coach			Criteria: Observation logs; Teacher improvement; Evidence of instructional rigor, Instructional Specialist attendance at Leadership Academy with Region 11.

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- Goal 2.** (Effective Instruction) FWAFA will ensure effective instruction in every classroom through aligned curriculum, high-quality teaching practices, and ongoing professional development. Instructional staff with clearly defined roles and responsibilities will design, deliver, and monitor engaging, data-informed lessons that support academic excellence and prepare all students for college and career success.
- Objective 3.** (Provide Targeted Professional Development) Design and deliver ongoing professional development that is data-informed and responsive to teacher needs. Focus on high-quality instructional strategies, effective classroom routines, student engagement, and rigorous lesson design to continually improve teaching and learning outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing, targeted professional development focused on best practices for supporting emergent bilingual learners, using student data to identify specific instructional needs and guide training. (Title I TA: 3,6) (Target Group: BI,ESL,EB) (Strategic Priorities: 1,2) (ESF: 5.2,5.3)	Assistant Principal(s), Instructional Coach, Principal		(S)Bilingual - PIC 25 - \$500	Criteria: PD schedules; Teacher feedback; Evidence of improved instructional practices
2. Provide ongoing, targeted professional development for all instructional staff focused on implementing Research-Based Instructional Strategies (RBIS), using student data to guide instruction and improve outcomes for every learner. (Title I TA: 3,6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5.2,5.3)	Administration, Instructional Coach		(L)General Supplies - 6399 - \$500	Criteria: PD attendance; Implementation in classroom; Improved student outcomes; Teacher feedback

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Goal 3. (Teacher and Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 1. (Teacher/Staff Retention) Recruit, select, and assign highly qualified teachers to meet student needs across all content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement a rigorous recruitment and hiring process to attract high-quality teachers (Title I TA: 2,5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Instructional Coach, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$200	Criteria: Number of highly qualified teachers hired; Vacancy rates filled; Teacher evaluation ratings
2. Establish and build upon partnerships with universities and teacher pipelines to expand recruitment (Title I TA: 2,5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Principal, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$200	Criteria: Number of candidates sourced; Recruitment event participation; Hires from partnerships

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Goal 3. (Teacher and Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 2. (Mentorship and Support) Provide ongoing support, professional development, and mentorship to increase teacher effectiveness and retention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a mentorship program for new and developing teachers, partnering with Region 11. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Instructional Coach		(F)Title 1, Part A - Fund 211	Criteria: Mentor-mentee logs; Teacher growth; Retention rates
2. Offer targeted professional development aligned to teacher needs and student achievement goals (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5.2)	Administration, Instructional Coach		(S)Compensatory - PIC 24 - \$200	Criteria: PD attendance; Teacher feedback; Improvement in classroom instructional ratings
3. Conduct regular observation and feedback cycles to support instructional growth. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Administration, Instructional Coach			Criteria: Observation reports; Teacher growth plans; Evidence of improved instruction, lesson plans

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Teacher and Retention) FWAFA will retain and support effective educators by strategically recruiting, selecting, developing, and assigning teachers to meet student needs. Campus leadership will build teacher capacity through targeted professional development, mentorship, and a collaborative culture to ensure that all students have equitable access to high-quality instruction.

Objective 3. (Collaborative and Positive Campus Culture) Foster a collaborative and positive culture to retain effective educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement teacher collaboration structures (PLCs, grade-level meetings, cross-curricular planning) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.3)	Administration, Instructional Coach			Criteria: Agendas; Teacher participation; Evidence of shared instructional practices
2. Recognize and celebrate teacher achievements to promote engagement and retention. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Administration		(L)General Supplies - 6399 - \$200	Criteria: Number of recognitions; Teacher survey feedback; Retention rates
3. Foster teacher satisfaction by actively gathering feedback through surveys and leadership conversations to support continuous improvement and a positive work environment. (Title I TA: 5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.3)	Administration			Criteria: Survey completion and results; Action plans implemented; Teacher retention data

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 1. FWAFA will promote a positive, safe, and supportive school climate where students feel valued, respected, and engaged.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement explicit behavioral expectations and management systems across all classrooms through FWAFA Proud. (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2)	Administration, Counselors, Teacher(s)	Ongoing	(L)General Supplies - 6399 - \$200	Criteria: Discipline data; Observation of consistent expectation implementation; Student feedback surveys, FWAFA Proud Artifacts.
2. Implement responsive classroom strategies such as overtly teaching desired behaviors and goal setting as well as implement restorative strategies such as restorative conversations at the administration level of discipline offenses. (Title I TA: 3,6) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 3.1,3.3)	Administration, Counselors, Teacher(s)	Ongoing	(S)Compensatory - PIC 24 - \$150	Criteria: PD attendance; Staff implementation fidelity; Reduction in behavioral incidents

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 2. FWAFA will strengthen family and community engagement to support student well-being and academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish regular family communication channels and engagement events such as the weekly newsletter and monthly Coffee and Conversations with the Principal. (Title I TA: 7,8) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Administration		(L)General Supplies - 6399 - \$100	Criteria: Number of events held; Family participation rates; Survey feedback, Newsletter Data
2. Partner with community organizations to provide enrichment, academic support, and mentorship opportunities (Title I TA: 8) (Target Group: All,CTE) (Strategic Priorities: 3) (ESF: 3.4)	Administration		(S)Career & Tech - PIC 22 - \$250	Criteria: Number of partnerships; Student participation; Impact reports on enrichment outcomes

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (Climate) FWAFA will foster a safe, nurturing, and positive school climate that reflects the FWAFA PROUD standards through aligned expectations, responsive support systems, and strong family and community partnerships, resulting in increased student well-being and engagement.

Objective 3. FWAFA will monitor and improve school climate through data-informed decision making

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct school climate surveys with students, staff, and families (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Administration			Criteria: Survey completion rates; Analysis of survey data; Action plans developed
2. Use behavior, attendance, and engagement data to implement targeted interventions (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3)	Administration, Instructional Coach			Criteria: Data reports; Intervention implementation; Changes in student outcomesv
3. Conduct annual reviews of programs using climate and engagement data to enhance effectiveness and better support the school community. (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,3.3)	Administration, Instructional Coach, Teacher(s)			Criteria: Program revision records; Meeting notes; Evidence of program adjustments and outcomes

FORT WORTH ACADEMY OF FINE ARTS

Goal 5. (Financial Integrity) FWFAFA will maintain strong financial integrity through responsible budgeting, transparent fiscal management, and strategic resource allocation that supports student achievement, staff effectiveness, and long-term organizational sustainability.

Objective 1. Ensure all campus expenditures are aligned to budgetary allocations and organizational priorities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct systematic reviews of planned expenditures to verify alignment with campus priorities and budget limits (Title I TA: 1,8) (Target Group: All) (ESF: 1.2)	Administration, Instructional Coach	End of Year		Criteria: Documentation of expenditure reviews; Records of approvals; Compliance with budget allocations
2. Implement monthly monitoring of budgetary expenditures to ensure financial accountability and timely adjustments (Title I TA: 8) (Target Group: All) (ESF: 1.2)	Principal, TCAA Administration			Criteria: Monthly budget reports; Evidence of adjustments; Confirmation of adherence to budget

FORT WORTH ACADEMY OF FINE ARTS

Goal 5. (Financial Integrity) FWFAFA will maintain strong financial integrity through responsible budgeting, transparent fiscal management, and strategic resource allocation that supports student achievement, staff effectiveness, and long-term organizational sustainability.

Objective 2. Allocate resources to optimize instructional effectiveness and student learning outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prioritize renewal of instructional resources that are actively utilized by teachers and demonstrate measurable impact on student learning (Title I TA: 1,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Administration, Instructional Coach			Criteria: Resource utilization records; Teacher feedback; Evidence of improved student outcomes
2. Ensure all purchases and resource allocations directly support campus goals for student achievement and instructional quality (Title I TA: 1,9) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2)	Administration, Instructional Coach			Criteria: Purchase approvals; Alignment with instructional plans; Teacher satisfaction and impact reports

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Student Population:

African American: 15.1%

Hispanic: 28.5%

White: 44.3%

American Indian: <1%

Asian: 3.3%

Pacific Islander: <1%

Two or More Races: 8.5%

Students receiving Special Education services: 6.9%

Economically Disadvantaged: 9.6%

Emergent Bilingual/ English Learners: 2.2%

Fort Worth Academy of Fine Arts serves a diverse student population, providing rich cultural and artistic experiences that foster creativity, inclusion, and engagement for all learners.

Demographics Weaknesses

Limited funding tied to economic need: Because the percentage of economically disadvantaged students is lower than many districts, FWAFA receives less state and federal funding targeted for these students.

Demographics Needs

Resource optimization: Maximize the impact of available funding to provide equitable opportunities for every student despite limited economic-need funding.

Demographics Summary

Fort Worth Academy of Fine Arts serves a diverse student body with a strong mix of racial and ethnic backgrounds. While the school has a lower percentage of economically

Comprehensive Needs Assessment

Demographics Summary (Continued)

disadvantaged students, which affects funding levels, it remains committed to equity, inclusion, and excellence. FWFA continues to focus on supporting all learners through targeted interventions and careful resource management.

Student Achievement

Student Achievement Strengths

Students demonstrate high proficiency in subjects such as English Language Arts on state assessments and are consistently out performing state at the approaches level in all subjects.

Arts integration supports engagement: The school's focus on fine arts contributes to student motivation, creativity, and overall academic engagement.

High graduation and promotion rates: Most students progress on grade level and graduate prepared for postsecondary opportunities.

Student Achievement Weaknesses

Variability across grade levels or subjects: Some grade levels or subjects may show gaps in performance, particularly for students needing additional support.

Limited data on subpopulations: Small populations such as English learners or students receiving special education services may have achievement gaps that need closer monitoring.

College readiness indicators: Standardized test scores (e.g., SAT/ACT) or advanced coursework enrollment may vary among students, requiring targeted support to ensure all students are prepared.

Mathematics at the meets and masters needs support. Students are also not passing the TSIA math at a high rate.

Student Achievement Needs

Targeted interventions: Provide additional academic support for students who are not meeting grade-level expectations or demonstrating gaps in achievement.

Monitor subpopulation performance: Focus on supporting English learners, special education students, and underrepresented groups to close achievement gaps.

Data-driven instruction: Use assessment data to inform instructional planning and ensure alignment with student needs and college/career readiness goals.

Student Achievement Summary

Comprehensive Needs Assessment

Fort Worth Academy of Fine Arts demonstrates strong academic achievement overall, supported by a rigorous curriculum and a focus on arts integration. To further enhance outcomes, the school will continue monitoring performance across all subjects (with a focus on math) and student groups, provide targeted support where needed, and use data-driven strategies to ensure every student reaches their full academic potential.

School Culture and Climate

School Culture and Climate Strengths

Positive teacher-student relationships: Students feel supported and respected, fostering a welcoming and inclusive learning environment.

Strong sense of community: Parents, staff, and students actively contribute to a collaborative school culture.

Recognition and appreciation: Teachers report feeling valued, and student achievements are celebrated across academic and arts programs.

Safe and orderly environment: School policies and procedures promote safety, respect, and professionalism.

School Culture and Climate Weaknesses

Opportunities for increased student voice: Some students may have limited avenues to provide feedback or participate in school decision-making.

Consistency across grade levels: While the overall culture is positive, climate perceptions may vary between elementary and secondary programs.

Staff wellness and support: Maintaining teacher morale and providing resources for professional and emotional well-being requires ongoing attention.

School Culture and Climate Needs

Enhanced student engagement: Create more structured opportunities for students to share input and take leadership roles in school activities.

Ongoing professional development: Support staff in strategies for maintaining positive classroom culture and addressing diverse student needs.

Strengthen communication: Ensure consistent messaging and feedback loops between teachers, students, and families to reinforce school-wide expectations and community values.

School Culture and Climate Summary

Fort Worth Academy of Fine Arts fosters a positive, safe, and collaborative school culture that values students, families, and staff. Continued focus on student voice, staff support, and consistent communication across grade levels will further strengthen engagement, well-being, and a sense of community throughout the school.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Experienced and knowledgeable staff: Teachers bring relevant degrees and practical experience in academics and fine arts, supporting high-quality instruction.

Positive retention of core staff: Many experienced teachers remain with the school, providing stability and continuity for students.

Staff Quality, Recruitment and Retention Weaknesses

Recruitment challenges for specialized positions: Certain fine arts or specialty instructional areas may be difficult to fill due to limited candidate pools.

Staff workload and burnout risk: Balancing academic and arts instruction can place high demands on teachers, affecting job satisfaction over time.

Staff Quality, Recruitment and Retention Needs

Targeted recruitment strategies: Focus on attracting experienced and qualified candidates, particularly in specialized arts and academic positions.

Retention initiatives: Implement mentorship programs, professional growth opportunities, and recognition strategies to maintain teacher satisfaction.

Support for work-life balance: Provide resources, planning time, and collaborative structures to reduce burnout and enhance staff well-being.

Staff Quality, Recruitment and Retention Summary

Fort Worth Academy of Fine Arts benefits from a highly experienced and knowledgeable teaching staff, which supports strong instructional outcomes and student engagement. By addressing recruitment challenges and supporting staff well-being, the school will continue to maintain and grow a high-quality team that meets the unique needs of its students.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Strengths:

Teachers have access to TCMPC for scope and sequence guidance.
Instructional specialists support both elementary and secondary teachers.
Rigorous and engaging curriculum integrating academics and fine arts.
Ongoing assessment practices inform instruction and monitor student progress.

Curriculum, Instruction and Assessment Weaknesses

Curriculum and standards alignment may not be consistently occurring across classrooms and grade levels.

Curriculum, Instruction and Assessment Needs

Align the newly implemented math curriculum across all grade levels.
Provide professional learning on research-based instructional strategies to strengthen consistency and effectiveness.

Curriculum, Instruction and Assessment Summary

FWAFA offers a strong curriculum supported by structured resources and instructional specialists. Focusing on curriculum alignment and professional learning will enhance teaching and learning to ensure all students achieve their full potential.

Family and Community Involvement

Family and Community Involvement Strengths

Strong parent groups supporting programs such as TBC, SFT, and Dancer's Guild, providing consistent support and volunteer efforts.
Active and organized PTSO, contributing to school events, fundraising, and overall community engagement.
Teachers report feeling appreciated and supported by engaged families.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

Limited opportunities for elementary families to get involved, which may restrict their engagement compared to secondary programs.
Some school-wide events may have inconsistent attendance, particularly for families seeking ways to engage beyond standard classroom activities.

Family and Community Involvement Needs

Expand involvement opportunities for elementary families through tailored events, volunteer roles, and program participation.
Broaden community outreach to ensure that all families feel connected and empowered to participate across grade levels.
Strengthen communication channels to keep families informed of upcoming opportunities for engagement.

Family and Community Involvement Summary

Fort Worth Academy of Fine Arts benefits from strong parent and community engagement, with active participation from both secondary and elementary families. Teachers feel supported and appreciated. By providing more structured opportunities for elementary families and enhancing school-wide communication, the school can further strengthen family and community involvement.

School Context and Organization

School Context and Organization Strengths

Focus on leadership development: Staff are actively building and clarifying leadership roles and responsibilities to support school-wide goals.
Structured campus systems: Processes and structures are in place to support instruction, operations, and student programs.
Arts-integrated scheduling: The organization allows students to fully participate in both academic and fine arts coursework.

School Context and Organization Weaknesses

Instructional alignment: Alignment across grade levels and programs is still a work in progress.
Integration of systems: Some systems for communication, planning, and monitoring campus goals are not fully streamlined or integrated.
Consistency in implementation: Variability exists across grade levels and departments in how organizational structures and processes are applied.

Comprehensive Needs Assessment

School Context and Organization Needs

Clarify and strengthen leadership roles: Continue developing leadership responsibilities at all levels to support campus priorities and staff accountability.

Align instruction across programs: Ensure consistent curriculum, instructional strategies, and assessment practices school-wide.

Integrate campus systems: Streamline processes for communication, planning, and monitoring to maximize efficiency and effectiveness.

School Context and Organization Summary

Fort Worth Academy of Fine Arts is actively working to strengthen leadership roles, align instruction, and integrate campus systems. These efforts will enhance organizational efficiency, ensure consistency across programs, and support student success in both academics and the arts.

Technology

Technology Strengths

Access to instructional technology: Students have access to Chromebooks, with a 1:1 device ratio, and Grades 7–12 take their devices home to support learning beyond the classroom.

Learning management system: Google Classroom is consistently used to manage instruction, assignments, and communication.

Integration in instruction: Technology enhances both academic and fine arts lessons, supporting engagement and creativity.

Teacher proficiency: Staff are capable of effectively using available technology to support instruction and student learning.

Technology Weaknesses

Inconsistent use across classrooms: Technology implementation varies by grade level or subject area, limiting school-wide consistency.

Limited professional learning opportunities: Some staff would benefit from additional training on research-based digital instructional strategies.

Resource and infrastructure planning: While devices are available, there is an ongoing need to ensure all systems and tools are fully integrated for instruction, communication, and assessment.

Technology Needs

Professional development on assessment tools: Provide training on DMAC to effectively use formative assessments and data to inform instruction.

Comprehensive Needs Assessment

Technology Needs (Continued)

Using technology for accommodations: Support teachers in leveraging technology to provide accommodations for students with diverse learning needs.

Consistency and integration: Ensure all classrooms consistently use technology to enhance instruction, support assessments, and streamline communication.

Technology Summary

Fort Worth Academy of Fine Arts provides robust technology resources, including Chromebooks for all students and Google Classroom as the learning management system. By focusing on professional learning, using DMAC for formative assessments, supporting accommodations through technology, and ensuring consistent integration, the school can maximize the impact of technology on student engagement, creativity, and academic success.

Texas Education Agency
2025 STAAR Performance
FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	537	487	213	133	1,370	
Approaches GL or Above	518	363	171	107	1,159	85%
Meets GL or Above	444	219	112	66	841	61%
Masters GL	248	91	34	32	405	30%
Total Percentage Points						176%
Component Score						59

Texas Education Agency
2025 STAAR Performance
 FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	85%	77%	77%	92%	*	88%	*	86%	71%
At Meets GL Standard or Above	61%	53%	52%	70%	*	78%	*	62%	45%
At Masters GL Standard	30%	19%	21%	38%	*	48%	*	28%	17%
Number of Tests									
At Approaches GL Standard or Above	1,159	167	318	543	*	35	*	93	186
At Meets GL Standard or Above	841	114	214	412	*	31	*	67	117
At Masters GL Standard	405	42	86	226	*	19	*	30	44
Total Tests	1,370	217	413	588	*	40	*	108	261
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	96%	94%	94%	99%	*	94%	*	98%	89%
At Meets GL Standard or Above	83%	77%	76%	88%	*	88%	*	86%	65%
At Masters GL Standard	46%	35%	37%	57%	*	71%	*	39%	29%
Number of Tests									
At Approaches GL Standard or Above	518	81	151	225	*	16	*	43	88
At Meets GL Standard or Above	444	66	123	200	*	15	*	38	64
At Masters GL Standard	248	30	59	129	*	12	*	17	29
Total Tests	537	86	161	227	*	17	*	44	99
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	75%	62%	64%	86%	*	86%	*	75%	57%
At Meets GL Standard or Above	45%	33%	34%	56%	*	71%	*	43%	27%
At Masters GL Standard	19%	11%	11%	26%	*	43%	*	18%	7%
Number of Tests									
At Approaches GL Standard or Above	363	47	96	177	*	12	*	30	52
At Meets GL Standard or Above	219	25	51	115	*	10	*	17	25
At Masters GL Standard	91	8	16	53	*	6	*	7	6
Total Tests	487	76	149	206	*	14	*	40	91
Science									

Texas Education Agency
2025 STAAR Performance
 FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Percent of Tests									
At Approaches GL Standard or Above	80%	74%	64%	94%	-	71%	-	88%	60%
At Meets GL Standard or Above	53%	45%	34%	68%	-	57%	-	56%	37%
At Masters GL Standard	16%	5%	6%	27%	-	14%	-	19%	9%
Number of Tests									
At Approaches GL Standard or Above	171	28	41	83	-	5	-	14	26
At Meets GL Standard or Above	112	17	22	60	-	4	-	9	16
At Masters GL Standard	34	2	4	24	-	1	-	3	4
Total Tests	213	38	64	88	-	7	-	16	43
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	80%	65%	77%	87%	-	*	-	75%	71%
At Meets GL Standard or Above	50%	35%	46%	55%	-	*	-	38%	43%
At Masters GL Standard	24%	12%	18%	30%	-	*	-	38%	18%
Number of Tests									
At Approaches GL Standard or Above	107	11	30	58	-	*	-	**	20
At Meets GL Standard or Above	66	6	18	37	-	*	-	**	12
At Masters GL Standard	32	2	7	20	-	*	-	**	5
Total Tests	133	17	39	67	-	*	-	**	28

Texas Education Agency
2025 STAAR Performance
 FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	85%	79%	85%	85%	69%	74%	57%	94%	89%	82%	60%	-	60%	-
At Meets GL Standard or Above	61%	52%	62%	62%	45%	50%	31%	69%	67%	58%	20%	-	20%	-
At Masters GL Standard	30%	23%	30%	30%	17%	16%	7%	31%	28%	30%	0%	-	0%	-
Number of Tests														
At Approaches GL Standard or Above	1,159	101	1,058	1,152	29	37	55	34	459	700	3	-	3	-
At Meets GL Standard or Above	841	67	774	838	19	25	30	25	348	493	1	-	1	-
At Masters GL Standard	405	29	376	405	7	8	7	11	146	259	0	-	0	-
Total Tests	1,370	128	1,242	1,359	42	50	96	36	517	853	5	-	5	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	96%	94%	97%	97%	88%	89%	78%	100%	100%	95%	*	-	*	-
At Meets GL Standard or Above	83%	79%	83%	83%	65%	68%	46%	79%	91%	78%	*	-	*	-
At Masters GL Standard	46%	40%	47%	47%	24%	26%	14%	57%	49%	44%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	518	44	474	514	15	17	29	14	190	328	*	-	*	-
At Meets GL Standard or Above	444	37	407	441	11	13	17	11	172	272	*	-	*	-
At Masters GL Standard	248	19	229	248	4	5	5	8	94	154	*	-	*	-
Total Tests	537	47	490	532	17	19	37	14	190	347	*	-	*	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	75%	67%	75%	75%	59%	63%	43%	87%	78%	73%	*	-	*	-
At Meets GL Standard or Above	45%	31%	46%	45%	41%	37%	19%	60%	45%	45%	*	-	*	-
At Masters GL Standard	19%	5%	20%	19%	18%	16%	3%	13%	11%	23%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	363	26	337	360	10	12	16	13	126	237	*	-	*	-
At Meets GL Standard or Above	219	12	207	219	7	7	7	9	73	146	*	-	*	-
At Masters GL Standard	91	2	89	91	3	3	1	2	17	74	*	-	*	-
Total Tests	487	39	448	482	17	19	37	15	161	326	*	-	*	-
Science														

Texas Education Agency
2025 STAAR Performance
 FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests														
At Approaches GL Standard or Above	80%	75%	81%	81%	33%	43%	44%	100%	91%	73%	*	-	*	-
At Meets GL Standard or Above	53%	46%	53%	53%	17%	29%	25%	60%	69%	41%	*	-	*	-
At Masters GL Standard	16%	13%	16%	16%	0%	0%	6%	0%	18%	14%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	171	18	153	171	2	3	7	5	80	91	*	-	*	-
At Meets GL Standard or Above	112	11	101	112	1	2	4	3	61	51	*	-	*	-
At Masters GL Standard	34	3	31	34	0	0	1	0	16	18	*	-	*	-
Total Tests	213	24	189	212	6	7	16	5	88	125	*	-	*	-
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	80%	72%	82%	80%	*	100%	50%	*	81%	80%	-	-	-	-
At Meets GL Standard or Above	50%	39%	51%	50%	*	60%	33%	*	54%	44%	-	-	-	-
At Masters GL Standard	24%	28%	23%	24%	*	0%	0%	*	24%	24%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	107	13	94	107	*	5	3	*	63	44	-	-	-	-
At Meets GL Standard or Above	66	7	59	66	*	3	2	*	42	24	-	-	-	-
At Masters GL Standard	32	5	27	32	*	0	0	*	19	13	-	-	-	-
Total Tests	133	18	115	133	*	5	6	*	78	55	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2025 College, Career, and Military Readiness
 FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Calculation Report

	2024 Annual Graduates	
	Count Credit	Component Score
Total		
Total graduates	65	
Total credit for CCMR criteria	45	69%

Data Table

	2024 Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	28	43.1%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	28	43.1%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	53	81.5%
Met TSI criteria in RLA, excluding college prep courses	53	81.5%
Met TSI assessment criteria	17	26.2%
Met ACT criteria	3	4.6%
Met SAT criteria	48	73.8%
Earned credit for a college prep course	0	0.0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	28	43.1%
Met TSI criteria in Mathematics, excluding college prep courses	28	43.1%
Met TSI assessment criteria	15	23.1%
Met ACT criteria	1	1.5%
Met SAT criteria	18	27.7%
Earned credit for a college prep course	0	0.0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	28	43.1%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	8	12.3%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	0	0.0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	4	6.2%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course	1	1.5%
Earned at least one sunseting IBC and did not meet any other CCMR criteria	0	0.0%
Earned only a sunseting IBC and are not included due to IBC cap*	0	0.0%

Texas Education Agency
2025 College, Career, and Military Readiness
 FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

	2024 Annual Graduates	
	Count Credit	Percentage
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0.0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0.0%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	0	0.0%

* Beginning with 2023 ratings, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunseting IBC.

Texas Education Agency
2024 A-F Accountability Listing
FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025

												School Progress						
								Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		
Campus #	District/Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label
	FORT WORTH ACADEMY OF FINE ARTS				654	No	12.5%	B	84	B	84	C	74	D	62	B	84	
220809101	FORT WORTH ACADEMY OF FINE ARTS EL	Elementary	03 - 06	No	238	No	10.1%	B	81	B	83	F	59	F	57	C	76	
220809001	FORT WORTH ACADEMY OF FINE ARTS	High School	07 - 12	No	416	No	13.9%	B	86	B	85	B	82	D	65	B	88	

Texas Education Agency
2025 A-F Accountability Listing
FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025

												School Progress						
								Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		
Campus #	District/Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label
	FORT WORTH ACADEMY OF FINE ARTS				670	No	9.6%	B	86	B	85	C	77	D	61	B	89	
220809101	FORT WORTH ACADEMY OF FINE ARTS EL	Elementary	03 - 06	No	255	No	4.3%	B	87	B	88	C	70	F	56	B	83	
220809001	FORT WORTH ACADEMY OF FINE ARTS	High School	07 - 12	No	415	No	12.8%	B	86	B	83	B	81	D	64	A	92	

Texas Education Agency

2024 Accountability Rating Overall Summary

FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	84	B	
Student Achievement	84	B	70%
School Progress	74	C	0%
Academic Growth	74	C	
Relative Performance (Eco Dis: 12.5%)	62	D	
Closing the Gaps	84	B	30%

Distinction Designations

Texas Education Agency

2025 Accountability Rating Overall Summary

FORT WORTH ACADEMY OF FINE ARTS (220809) - TARRANT COUNTY

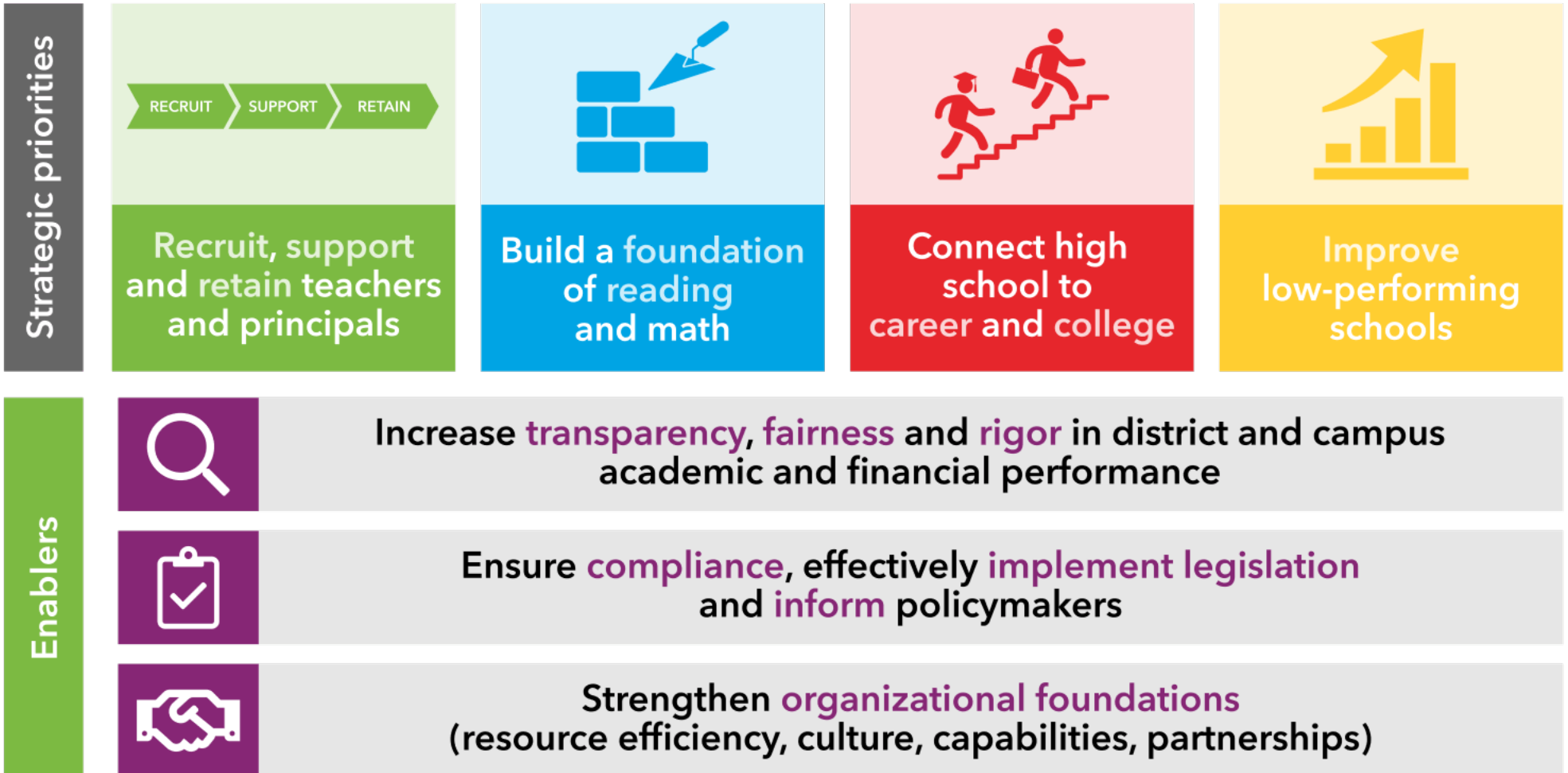
2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	86	B	
Student Achievement	85	B	70%
School Progress	77	C	0%
Academic Growth	77	C	
Relative Performance (Eco Dis: 9.6%)	61	D	
Closing the Gaps	89	B	30%

Distinction Designations

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Resources

Resource	Source
No rows defined.	