FORT WORTH ACADEMY OF FINE ARTS

Campus Improvement Plan
2026/2027

Our mission is to inspire a lifelong passion for learning and empower students to achieve academic excellence through an arts-based education.

Kiera Wallace, Principal
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Date Reviewed:

Date Approved:

FORT WORTH ACADEMY OF FINE ARTS

Mission

TeSA's Mission- Our mission is to inspire a lifelong passion for learning and empower students to achieve academic excellence through an arts-based education.

Vision

TeSA's Vision- Our vision is to inspire artistically talented students with 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
Wallace, Kiera	Principal
Murray, Julie	Instructional Specialist
May, Amy	Counselor
Seabrooke, Jennifer	Fine Arts Lead Teacher
Gunn, Maddi	Grade-Level Lead Teacher
Bransford, Natalie	Grade-Level Teacher
Ogden, Robin	Grade-Level Lead Teacher
Meacham, Daphne	Grade-Level Lead Teacher
DeLuna, Laura	Grade-Level Lead Teacher
Barter, Mandy	Grade-Level Lead Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

1.TeSA serves a diverse student population with varying academic, cultural, and artistic backgrounds.

2.The campus provides an arts-integrated learning environment that supports students with a variety of interests and strengths.

Demographics Weaknesses

1.Changes in student enrollment and population from year to year create challenges in planning for instructional and student support needs.

2.Students enter TeSA with varying academic readiness levels and instructional support needs.

Demographics Needs

1. TeSA needs to continue recruiting and retaining a diverse, highly qualified staff that reflects and supports the needs of its student population.

2. TeSA needs to strengthen long-term staffing and resource planning to respond to changes in student enrollment and the increasing demand for specialized student support services.

Demographics Summary

TeSA Student Demographics 2020-2021
Black 137
White or Hispanic 99
Asian 33
American Indian 16
Hawaiian/South Pacific 4
SPED 16
504 10
At-Risk 75

Demographics Summary (Continued)

Dyslexia 7
LEP 42
RTI 29
Eco Disadvantaged 79
Military 14

TeSA Student Demographics 2021-2022
Black 99
White or Hispanic 191
Asian 27
American Indian 7
Hawaiian/South Pacific3
SPED 15
504 14
At-Risk 37
Dyslexia 8
LEP 32
RTI 30
Eco Disadvantaged 69
Military 15

TeSA Student Demographics 2022-2023
Black 63
White or Hispanic 190
Asian 19
American Indian 0
Hawaiian/South Pacific 1
SPED 28
504 14
Dyslexia 15
LEP 39
RTI 57
Eco Disadvantaged 32
Military 16

TeSA Student Demographics 2023-2024
Black 75
Hispanic/Latino 115
White 96
Asian 19

Comprehensive Needs Assessment

Demographics Summary (Continued)

American Indian 1
Hawaiian/South Pacific 0
SPED 49
504 25
Dyslexia 28
LEP/ELL 26
RTI 36
Eco Disadvantaged 28
Military 16

TeSA Student Demographics 2024-2025
Black 81
Hispanic/Latino 122
White 95
Asian 18
American Indian 0
Hawaiian/South Pacific 0
SPED 50
504 21
Dyslexia 22
LEP/ELL 42
Eco Disadvantaged 14
Military 8

2024-25 Texas Academic Performance Report (TAPR)

District Name: TEXAS SCHOOL OF THE ARTS

Campus Name: TEXAS SCHOOL OF THE ARTS

Campus Number: 220814101

2025 Campus Accountability Score: C

This school is a Charter School.

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	84%	**84%**	94%	79%	80%	-	*	-	*	50%	-	84%	83%	*	78%
	2024	74%	89%	**89%**	83%	94%	87%	-	*	-	*	80%	-	98%	75%	*	100%
At Meets Grade Level or Above	2025	52%	65%	**65%**	56%	63%	80%	-	*	-	*	30%	-	61%	71%	*	67%
	2024	48%	66%	**66%**	39%	67%	78%	-	*	-	*	30%	-	71%	58%	*	67%
At Masters Grade Level	2025	23%	22%	**22%**	6%	29%	30%	-	*	-	*	0%	-	23%	21%	*	33%
	2024	21%	34%	**34%**	17%	33%	43%	-	*	-	*	0%	-	39%	25%	*	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	56%	**56%**	44%	63%	50%	-	*	-	*	30%	-	61%	50%	*	67%
	2024	70%	74%	**74%**	56%	72%	83%	-	*	-	*	60%	-	76%	71%	*	83%
At Meets Grade Level or Above	2025	46%	25%	**25%**	19%	29%	10%	-	*	-	*	10%	-	26%	25%	*	33%
	2024	42%	31%	**31%**	17%	22%	43%	-	*	-	*	20%	-	34%	25%	*	17%
At Masters Grade Level	2025	19%	9%	**9%**	6%	8%	0%	-	*	-	*	0%	-	10%	8%	*	22%
	2024	15%	14%	**14%**	6%	6%	26%	-	*	-	*	10%	-	17%	8%	*	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	95%	**95%**	100%	93%	90%	-	*	-	*	83%	*	97%	91%	*	*
	2024	81%	94%	**94%**	100%	83%	100%	-	100%	-	*	*	-	86%	96%	60%	82%
At Meets Grade Level or Above	2025	54%	56%	**56%**	44%	60%	60%	-	*	-	*	25%	*	59%	52%	*	*
	2024	51%	74%	**74%**	86%	67%	80%	-	67%	-	*	*	-	71%	75%	40%	55%
At Masters Grade Level	2025	24%	25%	**25%**	17%	13%	30%	-	*	-	*	0%	*	21%	30%	*	*
	2024	23%	19%	**19%**	0%	8%	60%	-	33%	-	*	*	-	43%	13%	20%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	53%	**53%**	44%	47%	55%	-	*	-	*	33%	*	53%	52%	*	*
	2024	69%	65%	**65%**	29%	75%	80%	-	83%	-	*	*	-	71%	63%	60%	64%
At Meets Grade Level or Above	2025	47%	33%	**33%**	22%	20%	45%	-	*	-	*	25%	*	38%	26%	*	*
	2024	46%	32%	**32%**	0%	25%	60%	-	67%	-	*	*	-	43%	29%	20%	27%
At Masters Grade Level	2025	24%	12%	**12%**	6%	7%	20%	-	*	-	*	8%	*	15%	9%	*	*
	2024	21%	19%	**19%**	0%	8%	60%	-	33%	-	*	*	-	0%	25%	0%	18%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	91%	**91%**	90%	89%	100%	-	*	-	*	50%	-	82%	95%	*	90%
	2024	79%	100%	**100%**	100%	100%	100%	*	*	-	100%	*	-	100%	100%	*	*
At Meets Grade Level or Above	2025	58%	79%	**79%**	80%	67%	100%	-	*	-	*	33%	-	73%	82%	*	70%
	2024	55%	83%	**83%**	67%	100%	78%	*	*	-	80%	*	-	79%	88%	*	*
At Masters Grade Level	2025	30%	45%	**45%**	40%	56%	71%	-	*	-	*	0%	-	45%	45%	*	40%
	2024	29%	60%	**60%**	33%	63%	56%	*	*	-	80%	*	-	57%	63%	*	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	91%	**91%**	90%	89%	100%	-	*	-	*	50%	-	82%	95%	*	90%
	2024	77%	97%	**97%**	100%	88%	100%	*	*	-	100%	*	-	93%	100%	*	*
At Meets Grade Level or Above	2025	47%	67%	**67%**	50%	67%	71%	-	*	-	*	33%	-	55%	73%	*	80%
	2024	50%	94%	**94%**	83%	88%	100%	*	*	-	100%	*	-	93%	94%	*	*
At Masters Grade Level	2025	22%	15%	**15%**	0%	0%	29%	-	*	-	*	0%	-	0%	23%	*	20%
	2024	19%	19%	**19%**	17%	13%	20%	*	*	-	20%	*	-	20%	19%	*	*
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	79%	**79%**	70%	78%	100%	-	*	-	*	50%	-	64%	86%	*	60%
	2024	58%	87%	**87%**	83%	75%	89%	*	*	-	100%	*	-	86%	88%	*	*
At Meets Grade Level or Above	2025	31%	21%	**21%**	0%	11%	43%	-	*	-	*	0%	-	9%	27%	*	30%
	2024	28%	33%	**33%**	17%	25%	22%	*	*	-	80%	*	-	14%	50%	*	*
At Masters Grade Level	2025	12%	3%	**3%**	0%	0%	0%	-	*	-	*	0%	-	0%	5%	*	0%
	2024	11%	7%	**7%**	0%	0%	11%	*	*	-	20%	*	-	7%	6%	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	**76%**	74%	74%	78%	-	96%	-	67%	50%	*	74%	79%	80%	73%
	2024	75%	85%	**85%**	75%	83%	89%	*	95%	-	96%	70%	-	88%	83%	83%	78%
At Meets Grade Level or Above	2025	50%	48%	**48%**	38%	45%	56%	-	79%	-	53%	23%	*	46%	51%	44%	54%
	2024	48%	57%	**57%**	38%	52%	64%	*	67%	-	83%	30%	-	56%	57%	43%	43%
At Masters Grade Level	2025	21%	18%	**18%**	10%	16%	25%	-	29%	-	33%	2%	*	17%	20%	16%	21%
	2024	20%	24%	**24%**	10%	18%	36%	*	38%	-	35%	5%	-	27%	22%	17%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	90%	**90%**	95%	85%	89%	-	100%	-	67%	64%	*	89%	90%	91%	83%
	2024	76%	93%	**93%**	90%	92%	92%	*	100%	-	100%	78%	-	97%	89%	85%	89%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	65%	**65%**	57%	63%	73%	-	90%	-	50%	29%	*	62%	68%	64%	65%
	2024	54%	72%	**72%**	55%	74%	78%	*	80%	-	89%	33%	-	73%	72%	54%	61%
At Masters Grade Level	2025	23%	28%	**28%**	18%	29%	38%	-	30%	-	33%	0%	*	25%	32%	36%	35%
	2024	22%	37%	**37%**	16%	32%	49%	*	50%	-	56%	0%	-	44%	30%	31%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	63%	**63%**	55%	63%	62%	-	100%	-	67%	36%	*	61%	65%	73%	70%
	2024	72%	77%	**77%**	58%	76%	87%	*	90%	-	89%	56%	-	79%	75%	77%	72%
At Meets Grade Level or Above	2025	45%	38%	**38%**	27%	33%	41%	-	80%	-	67%	21%	*	36%	41%	36%	52%
	2024	43%	46%	**46%**	26%	37%	61%	*	60%	-	78%	28%	-	49%	44%	38%	28%
At Masters Grade Level	2025	20%	12%	**12%**	5%	6%	16%	-	40%	-	33%	4%	*	11%	13%	0%	17%
	2024	17%	17%	**17%**	6%	8%	29%	*	30%	-	22%	11%	-	16%	17%	8%	11%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	79%	**79%**	70%	78%	100%	-	*	-	*	50%	-	64%	86%	*	60%
	2024	75%	87%	**87%**	83%	75%	89%	*	*	-	100%	*	-	86%	88%	*	*
At Meets Grade Level or Above	2025	47%	21%	**21%**	0%	11%	43%	-	*	-	*	0%	-	9%	27%	*	30%
	2024	43%	33%	**33%**	17%	25%	22%	*	*	-	80%	*	-	14%	50%	*	*
At Masters Grade Level	2025	17%	3%	**3%**	0%	0%	0%	-	*	-	*	0%	-	0%	5%	*	0%
	2024	16%	7%	**7%**	0%	0%	11%	*	*	-	20%	*	-	7%	6%	*	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	25%	**25%**	19%	29%	10%	-	*	-	*	10%	-	26%	25%	*	33%
	2024	35%	31%	**31%**	17%	22%	43%	-	*	-	*	20%	-	34%	25%	*	17%
Reading and Mathematics Including EOC	2025	39%	25%	**25%**	19%	29%	10%	-	*	-	*	10%	-	26%	25%	*	33%
	2024	35%	31%	**31%**	17%	22%	43%	-	*	-	*	20%	-	34%	25%	*	17%
Reading Including EOC	2025	52%	65%	**65%**	56%	63%	80%	-	*	-	*	30%	-	61%	71%	*	67%
	2024	48%	66%	**66%**	39%	67%	78%	-	*	-	*	30%	-	71%	58%	*	67%
Math Including EOC	2025	46%	25%	**25%**	19%	29%	10%	-	*	-	*	10%	-	26%	25%	*	33%
	2024	42%	31%	**31%**	17%	22%	43%	-	*	-	*	20%	-	34%	25%	*	17%
4th Graders																	
Reading and Mathematics	2025	40%	30%	**30%**	22%	20%	40%	-	*	-	*	17%	*	32%	26%	*	*
	2024	38%	29%	**29%**	0%	25%	60%	-	50%	-	*	*	-	43%	25%	20%	18%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	40%	30%	**30%**	22%	20%	40%	-	*	-	*	17%	*	32%	26%	*	*
	2024	38%	29%	**29%**	0%	25%	60%	-	50%	-	*	*	-	43%	25%	20%	18%
Reading Including EOC	2025	54%	56%	**56%**	44%	60%	60%	-	*	-	*	25%	*	59%	52%	*	*
	2024	51%	74%	**74%**	86%	67%	80%	-	67%	-	*	*	-	71%	75%	40%	55%
Math Including EOC	2025	47%	33%	**33%**	22%	20%	45%	-	*	-	*	25%	*	38%	26%	*	*
	2024	46%	32%	**32%**	0%	25%	60%	-	67%	-	*	*	-	43%	29%	20%	27%
5th Graders																	
Reading and Mathematics	2025	42%	52%	**52%**	40%	44%	71%	-	*	-	*	0%	-	45%	55%	*	60%
	2024	42%	80%	**80%**	67%	88%	78%	*	*	-	80%	*	-	71%	88%	*	*
Reading and Mathematics Including EOC	2025	42%	52%	**52%**	40%	44%	71%	-	*	-	*	0%	-	45%	55%	*	60%
	2024	42%	80%	**80%**	67%	88%	78%	*	*	-	80%	*	-	71%	88%	*	*
Reading Including EOC	2025	58%	79%	**79%**	80%	67%	100%	-	*	-	*	33%	-	73%	82%	*	70%
	2024	55%	83%	**83%**	67%	100%	78%	*	*	-	80%	*	-	79%	88%	*	*
Math Including EOC	2025	48%	67%	**67%**	50%	67%	71%	-	*	-	*	33%	-	55%	73%	*	80%
	2024	51%	94%	**94%**	83%	88%	100%	*	*	-	100%	*	-	93%	94%	*	*
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	33%	**33%**	25%	29%	38%	-	70%	-	33%	11%	*	32%	35%	27%	43%
	2024	36%	42%	**42%**	23%	37%	54%	*	50%	-	67%	22%	-	44%	41%	38%	22%
Reading and Mathematics Including EOC	2025	40%	33%	**33%**	25%	29%	38%	-	70%	-	33%	11%	*	32%	35%	27%	43%
	2024	38%	42%	**42%**	23%	37%	54%	*	50%	-	67%	22%	-	44%	41%	38%	22%
Reading Including EOC	2025	55%	65%	**65%**	57%	63%	73%	-	90%	-	50%	29%	*	62%	68%	64%	65%
	2024	54%	72%	**72%**	55%	74%	78%	*	80%	-	89%	33%	-	73%	72%	54%	61%
Math Including EOC	2025	46%	38%	**38%**	27%	33%	41%	-	80%	-	67%	21%	*	36%	41%	36%	52%
	2024	45%	46%	**46%**	26%	37%	61%	*	60%	-	78%	28%	-	49%	44%	38%	28%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	66%	**66%**	67%	63%	65%	-	*	-	*	67%	*	62%	72%	*	*	66%
	2024	67%	71%	**71%**	86%	55%	*	-	100%	-	*	*	-	71%	71%	80%	64%	---
Grade 4 Mathematics	2025	65%	47%	**47%**	47%	37%	48%	-	*	-	*	46%	*	54%	37%	*	*	47%
	2024	60%	43%	**43%**	64%	18%	*	-	58%	-	*	*	-	43%	43%	10%	27%	---
Grade 5 ELA/Reading	2025	69%	89%	**89%**	80%	83%	100%	-	*	-	*	70%	-	86%	90%	*	95%	88%
	2024	70%	94%	**94%**	100%	100%	81%	*	*	-	100%	*	-	89%	100%	*	*	---
Grade 5 Mathematics	2025	67%	81%	**81%**	85%	89%	50%	-	*	-	*	70%	-	82%	80%	*	100%	82%
	2024	65%	84%	**84%**	70%	86%	100%	*	*	-	80%	*	-	87%	81%	*	*	---
All Grades Both Subjects	2025	65%	66%	**66%**	66%	64%	61%	-	96%	-	81%	60%	*	64%	69%	75%	86%	66%
	2024	64%	73%	**73%**	79%	58%	76%	*	82%	-	92%	78%	-	78%	70%	61%	50%	---
All Grades ELA/Reading	2025	67%	74%	**74%**	71%	71%	73%	-	100%	-	*	68%	*	68%	80%	64%	86%	74%
	2024	67%	83%	**83%**	92%	72%	68%	*	100%	-	100%	88%	-	83%	82%	89%	67%	---
All Grades Mathematics	2025	64%	59%	**59%**	61%	56%	48%	-	92%	-	*	53%	*	61%	57%	86%	86%	59%
	2024	60%	63%	**63%**	67%	44%	83%	*	64%	-	83%	69%	-	73%	57%	33%	33%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	67%	**67%**	*	-	*	-	-	-	-	*	-	*	60%	-	-	67%
	2024	38%	80%	**80%**	*	*	-	-	*	-	-	*	-	*	*	*	*	---
Grade 4 Mathematics	2025	27%	0%	**0%**	0%	*	*	-	-	-	-	0%	-	0%	0%	*	*	0%
	2024	26%	25%	**25%**	*	*	-	-	*	-	*	*	-	*	33%	*	*	---
Grade 5 ELA/Reading	2025	25%	*	*	-	*	-	-	*	-	-	*	-	*	*	*	*	*
	2024	35%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2025	35%	75%	**75%**	88%	*	*	-	-	-	*	*	-	60%	86%	*	*	82%
	2024	41%	*	*	-	-	-	-	-	-	*	-	-	-	*	-	-	---
All Grades Both Subjects	2025	33%	42%	**42%**	50%	29%	33%	-	*	-	*	33%	-	29%	53%	40%	57%	43%
	2024	32%	50%	**50%**	40%	*	-	-	80%	-	*	20%	-	*	55%	*	50%	---
All Grades ELA/Reading	2025	31%	67%	**67%**	*	*	*	-	*	-	-	67%	-	*	67%	*	*	67%
	2024	30%	80%	**80%**	*	*	-	-	*	-	-	*	-	*	*	*	*	---
All Grades Mathematics	2025	35%	33%	**33%**	44%	20%	20%	-	-	-	*	11%	-	21%	46%	*	*	35%
	2024	35%	33%	**33%**	*	*	-	-	*	-	*	*	-	*	43%	*	*	---

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	76%	**76%**	-	-	-	-	-	-	73%	-	73%	-	*	77%	72%	78%
	2024	75%	85%	**85%**	-	-	-	-	-	-	76%	-	76%	-	*	86%	79%	*
At Meets Grade Level or Above	2025	50%	48%	**48%**	-	-	-	-	-	-	51%	-	51%	-	*	47%	51%	67%
	2024	48%	57%	**57%**	-	-	-	-	-	-	42%	-	42%	-	*	59%	42%	*
At Masters Grade Level	2025	21%	18%	**18%**	-	-	-	-	-	-	22%	-	22%	-	*	18%	21%	22%
	2024	20%	24%	**24%**	-	-	-	-	-	-	12%	-	12%	-	*	26%	15%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	90%	**90%**	-	-	-	-	-	-	79%	-	79%	-	*	91%	80%	*
	2024	76%	93%	**93%**	-	-	-	-	-	-	88%	-	88%	-	*	94%	88%	*
At Meets Grade Level or Above	2025	54%	65%	**65%**	-	-	-	-	-	-	58%	-	58%	-	*	65%	60%	*
	2024	54%	72%	**72%**	-	-	-	-	-	-	56%	-	56%	-	*	74%	56%	*
At Masters Grade Level	2025	23%	28%	**28%**	-	-	-	-	-	-	32%	-	32%	-	*	27%	30%	*
	2024	22%	37%	**37%**	-	-	-	-	-	-	13%	-	13%	-	*	40%	19%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	63%	**63%**	-	-	-	-	-	-	68%	-	68%	-	*	61%	65%	*
	2024	72%	77%	**77%**	-	-	-	-	-	-	69%	-	69%	-	*	78%	75%	*
At Meets Grade Level or Above	2025	45%	38%	**38%**	-	-	-	-	-	-	53%	-	53%	-	*	35%	50%	*
	2024	43%	46%	**46%**	-	-	-	-	-	-	31%	-	31%	-	*	50%	31%	*

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	12%	**12%**	-	-	-	-	-	-	21%	-	21%	-	*	11%	20%	*
	2024	17%	17%	**17%**	-	-	-	-	-	-	13%	-	13%	-	*	17%	13%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	79%	**79%**	-	-	-	-	-	-	71%	-	71%	-	-	87%	71%	*
	2024	75%	87%	**87%**	-	-	-	-	-	-	*	-	*	-	-	90%	*	-
At Meets Grade Level or Above	2025	47%	21%	**21%**	-	-	-	-	-	-	29%	-	29%	-	-	17%	29%	*
	2024	43%	33%	**33%**	-	-	-	-	-	-	*	-	*	-	-	34%	*	-
At Masters Grade Level	2025	17%	3%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	*
	2024	16%	7%	**7%**	-	-	-	-	-	-	*	-	*	-	-	7%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	66%	**66%**	-	-	-	-	-	-	85%	-	85%	-	*	63%	82%	100%
	2024	64%	73%	**73%**	-	-	-	-	-	-	50%	-	50%	-	-	79%	53%	*
All Grades ELA/Reading	2025	67%	74%	**74%**	-	-	-	-	-	-	80%	-	80%	-	*	72%	82%	*
	2024	67%	83%	**83%**	-	-	-	-	-	-	67%	-	67%	-	-	87%	70%	*
All Grades Mathematics	2025	64%	59%	**59%**	-	-	-	-	-	-	90%	-	90%	-	*	54%	82%	*
	2024	60%	63%	**63%**	-	-	-	-	-	-	33%	-	33%	-	-	72%	35%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	42%	**42%**	-	-	-	-	-	-	50%	-	50%	-	-	38%	50%	*
	2024	32%	50%	**50%**	-	-	-	-	-	-	50%	-	50%	-	-	50%	57%	*
All Grades ELA/Reading	2025	31%	67%	**67%**	-	-	-	-	-	-	*	-	*	-	-	67%	*	-
	2024	30%	80%	**80%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades Mathematics	2025	35%	33%	**33%**	-	-	-	-	-	-	*	-	*	-	-	30%	*	*
	2024	35%	33%	**33%**	-	-	-	-	-	-	*	-	*	-	-	40%	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	100%	100%	94%	-	100%	-	88%	97%	*	99%	94%	93%	100%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	0%	6%	-	0%	-	12%	3%	*	1%	6%	7%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	91%	97%	**97%**	100%	100%	95%	-	100%	-	86%	97%	*	99%	95%	92%	100%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	0%	5%	-	0%	-	14%	3%	*	1%	5%	8%	0%
Not Included in Accountability: Other Exclusions	4%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	97%	**97%**	100%	100%	95%	-	100%	-	86%	97%	*	99%	95%	92%	100%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	0%	5%	-	0%	-	14%	3%	*	1%	5%	8%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	-	100%	100%	*	100%
Included in Accountability	94%	92%	**92%**	100%	100%	88%	-	*	-	*	100%	-	100%	88%	*	100%
Not Included in Accountability: Mobile	4%	8%	**8%**	0%	0%	13%	-	*	-	*	0%	-	0%	12%	*	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	*	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	*	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	*	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	*	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	92%	99%	**99%**	100%	100%	100%	*	100%	-	92%	100%	-	100%	99%	100%	100%
Not Included in Accountability: Mobile	4%	1%	**1%**	0%	0%	0%	*	0%	-	8%	0%	-	0%	1%	0%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	91%	99%	**99%**	100%	100%	100%	*	100%	-	90%	100%	-	100%	98%	100%	100%
Not Included in Accountability: Mobile	4%	1%	**1%**	0%	0%	0%	*	0%	-	10%	0%	-	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	4%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	99%	**99%**	100%	100%	100%	*	100%	-	90%	100%	-	100%	98%	100%	100%
Not Included in Accountability: Mobile	5%	1%	**1%**	0%	0%	0%	*	0%	-	10%	0%	-	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	*	-	100%	100%	*	*
Included in Accountability	93%	100%	**100%**	100%	100%	100%	*	*	-	100%	*	-	100%	100%	*	*
Not Included in Accountability: Mobile	4%	0%	**0%**	0%	0%	0%	*	*	-	0%	*	-	0%	0%	*	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	*	-	0%	0%	*	*
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	*	-	0%	0%	*	*
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	*	-	0%	0%	*	*
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	*	-	0%	0%	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2024-25	93.9%	95.1%	**95.1%**	96.4%	93.8%	95.3%	-	97.0%	-	95.4%	95.0%	92.8%	94.8%
2023-24	93.6%	95.9%	**95.9%**	96.6%	95.1%	96.2%	*	96.3%	-	95.1%	94.6%	95.4%	95.2%
Chronic Absenteeism													
2024-25	18.0%	6.5%	**6.5%**	3.9%	10.8%	2.5%	-	0.0%	-	15.0%	10.8%	23.5%	6.9%
2023-24	19.0%	5.6%	**5.6%**	4.0%	8.5%	3.3%	*	12.5%	-	0.0%	5.9%	8.0%	12.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First Graduates (Longitudinal Rate)													
Class of 2024	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First Graduates (Longitudinal Rate)													
Class of 2024	89.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First Graduates (Annual Rate)													
2023-24	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First Graduates (Annual Rate)													
2023-24	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	-	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	-	382,023
By Ethnicity:				
African American	-	-	-	48,064
Hispanic	-	-	-	200,942
White	-	-	-	101,714
American Indian	-	-	-	1,231
Asian	-	-	-	19,746
Pacific Islander	-	-	-	606
Two or More Races	-	-	-	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	-	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	101
Foundation H.S. Program (No Endorsement)	-	-	-	46,183
Foundation H.S. Program (Endorsement)	-	-	-	42,042
Foundation H.S. Program (DLA)	-	-	-	293,032
Texas First Early H.S. Completion Program (Texas First)	-	-	-	356
Special Education Graduates	-	-	-	35,935
Economically Disadvantaged Graduates	-	-	-	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	-	56,967
At-Risk Graduates	-	-	-	173,035
CTE Completers	-	-	-	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**337**	**100.0%**	**337**	**5,530,499**	**337**	**100.0%**	**337**	**5,544,255**
Students by Grade								
Kindergarten	54	16.0%	16.0%	6.5%	54	16.0%	16.0%	6.5%
Grade 1	67	19.9%	19.9%	6.8%	67	19.9%	19.9%	6.8%
Grade 2	70	20.8%	20.8%	7.0%	70	20.8%	20.8%	7.0%
Grade 3	56	16.6%	16.6%	7.3%	56	16.6%	16.6%	7.3%
Grade 4	57	16.9%	16.9%	7.3%	57	16.9%	16.9%	7.3%
Grade 5	33	9.8%	9.8%	7.3%	33	9.8%	9.8%	7.3%
Ethnic Distribution								
African American	81	24.0%	24.0%	12.8%	81	24.0%	24.0%	12.8%
Hispanic	122	36.2%	36.2%	53.5%	122	36.2%	36.2%	53.5%
White	95	28.2%	28.2%	24.4%	95	28.2%	28.2%	24.4%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	18	5.3%	5.3%	5.6%	18	5.3%	5.3%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	6.2%	6.2%	3.3%	21	6.2%	6.2%	3.3%
Sex								
Female	257	76.3%	76.3%	48.9%	257	76.3%	76.3%	48.8%
Male	80	23.7%	23.7%	51.1%	80	23.7%	23.7%	51.2%
Other Student Cohorts								
Economically Disadvantaged	14	4.2%	4.2%	60.5%	14	4.2%	4.2%	60.4%
Non-Educationally Disadvantaged	323	95.8%	95.8%	39.5%	323	95.8%	95.8%	39.6%
Section 504 Students	21	6.2%	6.2%	6.8%	21	6.2%	6.2%	6.8%
EB Students/EL	41	12.2%	12.2%	24.3%	41	12.2%	12.2%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.0%	2.1%				
Students w/ Dyslexia	22	6.5%	6.5%	6.4%	22	6.5%	6.5%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	4	1.2%	1.2%	3.5%	4	1.2%	1.2%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	0.0%	66.6%	0	0.0%	0.0%	66.5%
Military Connected	8	2.4%	2.4%	4.1%	8	2.4%	2.4%	4.1%
At-Risk	133	39.5%	39.5%	53.5%	133	39.5%	39.5%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	42	12.5%	12.5%	24.3%	42	12.5%	12.5%	24.3%
Career and Technical Education	0	0.0%	0.0%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	0.0%	74.0%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Gifted and Talented Education	337	100.0%	100.0%	8.7%	337	100.0%	100.0%	8.7%
Special Education	50	14.8%	14.8%	15.3%	50	14.8%	14.8%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**50**							
Students with Intellectual Disabilities	25	50.0%	50.0%	48.3%				
Students with Physical Disabilities	12	24.0%	24.0%	17.0%				
Students with Autism	**	**	**	16.8%				
Students with Behavioral Disabilities	*	*	*	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**11**	**5.1%**	**5.1%**	**16.4%**				
African American	3	1.4%	1.4%	3.3%				
Hispanic	3	1.4%	1.4%	8.9%				
White	3	1.4%	1.4%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.5%	0.5%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.5%	0.5%	0.6%				
Special Ed Students who are Mobile	1	2.9%	2.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	1	4.0%	4.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	2	8.3%	8.3%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**75**	**24.8%**	**24.8%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	2.1%	2.1%	1.3%	-	-	3.6%
Grade 1	2.9%	2.9%	1.9%	-	-	3.0%
Grade 2	0.0%	0.0%	1.1%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	4.0%	4.0%	0.3%	0.0%	0.0%	0.4%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.3	18.3	18.9
Grade 1	17.8	17.8	19.2
Grade 2	18.0	18.0	19.4
Grade 3	26.1	26.1	20.1
Grade 4	22.1	22.1	20.0
Grade 5	19.1	19.1	21.3

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**30.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	30.0	100.0%	85.1%	63.8%
Teachers	26.1	87.1%	67.2%	48.3%
Professional Support	2.9	9.5%	10.6%	10.8%
Campus Administration (School Leadership)	1.0	3.3%	2.6%	3.4%
Educational Aides	0.0	0.0%	0.0%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	1.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**3.9**	**12.9%**	**23.3%**	**55.3%**
Teachers by Ethnicity				
African American	1.0	3.8%	3.8%	12.8%
Hispanic	2.0	7.7%	7.7%	31.0%
White	23.1	88.5%	88.5%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	1.0	3.8%	3.8%	24.6%
Females	25.1	96.2%	96.2%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.4%
Bachelors	23.1	88.5%	88.5%	71.4%
Masters	3.0	11.5%	11.5%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	?	0.4%	0.4%	7.3%
1-5 Years Experience	12.0	46.0%	46.0%	28.3%
6-10 Years Experience	5.0	19.2%	19.2%	19.7%
11-20 Years Experience	9.0	34.5%	34.5%	27.6%
21-30 Years Experience	0.0	0.0%	0.0%	14.1%
Over 30 Years Experience	0.0	0.0%	0.0%	3.0%
Number of Students per Teacher	12.9	n/a	12.9	15.0

Staff Information	Campus	District	State
Average Years Experience of Campus Staff			
Principals	5.0	5.0	6.0
Principals with District	5.0	5.0	5.1
Assistant Principals	0.0	0.0	5.1
Assistant Principals with District	0.0	0.0	4.3
Teachers	8.2	8.2	11.2
Teachers with District	4.3	4.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	?	?	$55,689
1-5 Years Experience	$52,417	$52,417	$59,266
6-10 Years Experience	$56,250	$56,250	$62,607
11-20 Years Experience	$57,206	$57,206	$66,353
21-30 Years Experience	-	-	$70,976
Over 30 Years Experience	-	-	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$56,518	$56,518	$63,751
Professional Support	$54,816	$58,996	$75,909
Campus Administration (School Leadership)	$87,994	$87,994	$88,786
Staff Exclusions			
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7
Others			
Instructional Staff Percent	n/a	75.0%	64.8%

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	0.0	0.0%	0.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	23.1	88.5%	88.5%	69.0%
Special Education	3.0	11.5%	11.5%	11.4%
Other	0.0	0.0%	0.0%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

1. TeSA continues to demonstrate strong academic achievement in reading, with 2026 STAAR results showing 86% of students performing at Approaches Grade Level or above.

2. TeSA demonstrated improvement in overall academic performance, increasing its state accountability rating from a C (79) in 2025 to a B (81) in 2026.

Student Achievement Weaknesses

1. TeSA struggles with a changing population from year to year, with significant turnover noted in the 3rd-5th grade population.

2. TeSA 3rd-5th grade teachers are the only one teaching their grade and subject, so they are unable to lesson plan, collaborate, and troubleshoot curriculum with a peer.

3. During the 2025-2026 school year, 63% of TeSA students achieved Approaches Grade Level or above on the Math STAAR assessment.

Student Achievement Needs

1. Additional materials and supplies are needed for all students, and specifically designed instructional supports are needed for students considered at-risk or identified within a special population, such as 504, SPED, and/or EB.

2. Professional learning opportunities, and books, supplies, and materials are needed for teachers to learn and utilize best practices in the classroom.

Student Achievement Summary

TeSA Accountability 2024

Overall = 83%
Student Achievement = 83%
School Progress = 85%
Academic Growth = 85%
Relative Performance = 56%

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Closing the Gap = 78%

TeSA Accountability 2025
Overall = 79%
Student Achievement = 75%
School Progress = 78%
Academic Growth = 78%
Relative Performance = 51%
Closing the Gap = 81%

TeSA Accountability 2026

Overall = 81%
Student Achievement = 76%
School Progress = 83%
Academic Growth = 83%
Relative Performance = 54%
Closing the Gap = 77%

Texas Education Agency

2026 Accountability Rating Overall Summary

TEXAS SCHOOL OF THE ARTS (220814101) - TEXAS SCHOOL OF THE ARTS - TARRANT COUNTY

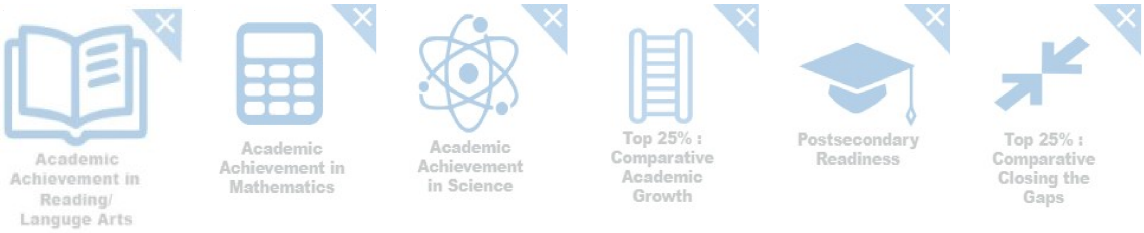
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**81**	**B**	
Student Achievement		**76**	**C**	**0%**
STAAR Performance	48	76		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**83**	**B**	**70%**
Academic Growth	74	83	B	✓
Relative Performance (Eco Dis: 12.5%)		54	F	
Closing the Gaps	**54**	**77**	**C**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Texas Education Agency

2026 STAAR Performance

TEXAS SCHOOL OF THE ARTS (220814101) - TEXAS SCHOOL OF THE ARTS - TARRANT COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	146	146	54	-	346	
Approaches GL or Above	126	92	39	-	257	74%
Meets GL or Above	84	54	21	-	159	46%
Masters GL	42	30	14	-	86	25%
Total Percentage Points						145%
Component Score						**48**

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	74%	56%	81%	85%	-	93%	-	83%	64%
At Meets GL Standard or Above	46%	27%	46%	68%	-	71%	-	50%	34%
At Masters GL Standard	25%	13%	23%	41%	-	36%	-	33%	18%
Number of Tests									
At Approaches GL Standard or Above	257	64	97	68	-	13	-	15	94
At Meets GL Standard or Above	159	31	55	54	-	10	-	9	50
At Masters GL Standard	86	15	27	33	-	5	-	6	27
Total Tests	346	114	120	80	-	14	-	18	148
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	86%	77%	92%	91%	-	83%	-	88%	73%
At Meets GL Standard or Above	58%	40%	60%	79%	-	67%	-	50%	44%
At Masters GL Standard	29%	13%	31%	45%	-	50%	-	25%	19%
Number of Tests									
At Approaches GL Standard or Above	126	36	48	30	-	5	-	7	46
At Meets GL Standard or Above	84	19	31	26	-	4	-	4	28
At Masters GL Standard	42	6	16	15	-	3	-	2	12
Total Tests	146	47	52	33	-	6	-	8	63
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	63%	40%	69%	76%	-	100%	-	75%	54%
At Meets GL Standard or Above	37%	19%	35%	58%	-	67%	-	50%	25%
At Masters GL Standard	21%	13%	17%	33%	-	17%	-	38%	16%
Number of Tests									
At Approaches GL Standard or Above	92	19	36	25	-	6	-	6	34
At Meets GL Standard or Above	54	9	18	19	-	4	-	4	16
At Masters GL Standard	30	6	9	11	-	1	-	3	10
Total Tests	146	47	52	33	-	6	-	8	63
Science									
Percent of Tests									
At Approaches GL Standard or Above	72%	45%	81%	93%	-	*	-	*	64%

Accountability Groups									
	All Students	**African American**	**Hispanic**	**White**	**American Indian**	**Asian**	**Pacific Islander**	**Two or More Races**	**High Focus^**
At Meets GL Standard or Above	39%	15%	38%	64%	-	*	-	*	27%
At Masters GL Standard	26%	15%	13%	50%	-	*	-	*	23%
Number of Tests									
At Approaches GL Standard or Above	39	9	13	13	-	*	-	*	14
At Meets GL Standard or Above	21	3	6	9	-	*	-	*	6
At Masters GL Standard	14	3	2	7	-	*	-	*	5
Total Tests	54	20	16	14	-	*	-	*	22

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)+	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	74%	65%	76%	74%	83%	83%	58%	-	77%	69%	-	-	-	-
At Meets GL Standard or Above	46%	43%	46%	46%	37%	37%	28%	-	48%	41%	-	-	-	-
At Masters GL Standard	25%	27%	24%	25%	14%	14%	13%	-	27%	22%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	257	33	224	254	29	29	52	-	177	80	-	-	-	-
At Meets GL Standard or Above	159	22	137	158	13	13	25	-	111	48	-	-	-	-
At Masters GL Standard	86	14	72	86	5	5	12	-	61	25	-	-	-	-
Total Tests	346	51	295	341	35	35	90	-	230	116	-	-	-	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	86%	80%	87%	86%	93%	93%	67%	-	91%	78%	-	-	-	-
At Meets GL Standard or Above	58%	55%	58%	58%	53%	53%	38%	-	59%	55%	-	-	-	-
At Masters GL Standard	29%	25%	29%	29%	20%	20%	13%	-	29%	29%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	126	16	110	124	14	14	26	-	88	38	-	-	-	-
At Meets GL Standard or Above	84	11	73	83	8	8	15	-	57	27	-	-	-	-
At Masters GL Standard	42	5	37	42	3	3	5	-	28	14	-	-	-	-
Total Tests	146	20	126	144	15	15	39	-	97	49	-	-	-	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	63%	60%	63%	64%	73%	73%	46%	-	65%	59%	-	-	-	-
At Meets GL Standard or Above	37%	40%	37%	38%	27%	27%	18%	-	40%	31%	-	-	-	-
At Masters GL Standard	21%	30%	19%	21%	7%	7%	13%	-	24%	14%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	92	12	80	92	11	11	18	-	63	29	-	-	-	-
At Meets GL Standard or Above	54	8	46	54	4	4	7	-	39	15	-	-	-	-
At Masters GL Standard	30	6	24	30	1	1	5	-	23	7	-	-	-	-
Total Tests	146	20	126	144	15	15	39	-	97	49	-	-	-	-
Science														
Percent of Tests														
At Approaches GL Standard or Above	72%	45%	79%	72%	80%	80%	67%	-	72%	72%	-	-	-	-

Texas Education Agency
2026 STAAR Performance
TEXAS SCHOOL OF THE ARTS (220814101) - TEXAS SCHOOL OF THE ARTS - TARRANT COUNTY

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)✦	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile ⋆	Foster	Homeless	Migrant
At Meets GL Standard or Above	39%	27%	42%	40%	20%	20%	25%	-	42%	33%	-	-	-	-
At Masters GL Standard	26%	27%	26%	26%	20%	20%	17%	-	28%	22%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	39	5	34	38	4	4	8	-	26	13	-	-	-	-
At Meets GL Standard or Above	21	3	18	21	1	1	3	-	15	6	-	-	-	-
At Masters GL Standard	14	3	11	14	1	1	2	-	10	4	-	-	-	-
Total Tests	54	11	43	53	5	5	12	-	36	18	-	-	-	-

- 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 (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.

✦ As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.

School Culture and Climate

School Culture and Climate Strengths

1. TeSA has established campus-wide behavioral expectations through Positive Behavioral Interventions and Supports (PBIS) to promote a positive and supportive learning environment.

2. TeSA provides students with access to counseling support, social-emotional learning opportunities, and resources that promote student well-being.

3. TeSA continues to prioritize campus safety through ongoing improvements to security procedures, facilities, and emergency preparedness.

School Culture and Climate Weaknesses

1. Some students demonstrate difficulty with self-regulation, conflict resolution, and appropriate peer interactions, resulting in behavioral challenges that impact the learning environment.

2. Classroom management practices and the implementation of campus-wide behavioral expectations are not always consistent across grade levels and instructional settings.

3. Increasing student behavioral and social-emotional needs create additional demands on campus staff and available support resources.

School Culture and Climate Needs

1. TeSA needs ongoing professional development and support for teachers in classroom management, behavior intervention strategies, and addressing students' social-emotional needs.

2. TeSA needs additional counseling resources, social-emotional learning opportunities, and targeted interventions to support students in developing self-regulation, conflict-resolution, and interpersonal skills.

3. TeSA needs continued investments in campus safety, security, and facility improvements to maintain a safe and supportive learning environment.

School Culture and Climate Summary

Overall, TeSA maintains a positive and supportive school culture that emphasizes student safety, positive relationships, and a sense of belonging. As student behavioral and

School Culture and Climate Summary (Continued)

social-emotional needs continue to evolve, ongoing support for staff, consistent implementation of campus-wide expectations, and additional resources will help maintain a safe, respectful, and positive learning environment for all students and staff.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

1. TeSA employs dedicated and highly qualified teachers and staff who are committed to student success and providing a positive learning environment.

2. TeSA provides opportunities for professional growth through instructional coaching, professional development, collaboration, and teacher leadership opportunities.

3. TeSA fosters a supportive and collaborative campus culture where staff members work together to meet the academic, behavioral, and social-emotional needs of students

Staff Quality, Recruitment and Retention Weaknesses

1. As a small campus, TeSA has limited opportunities for teachers to collaborate with colleagues who teach the same grade level or content area.

2. Recruiting qualified candidates for specialized instructional positions can be challenging, particularly when vacancies occur during the school year.

3. Increasing student academic and behavioral needs place additional demands on teachers and staff, which may impact workload and job satisfaction.

Staff Quality, Recruitment and Retention Needs

1. TeSA needs to strengthen recruitment and retention efforts to attract and maintain highly qualified teachers and staff who meet the academic and specialized instructional needs of students.

2. TeSA needs to provide ongoing, targeted professional development and instructional coaching to strengthen teacher effectiveness, classroom management, and differentiated instruction.

3. TeSA needs to expand opportunities for meaningful teacher collaboration, mentoring, and professional support to improve instructional practices and promote staff retention.

4. TeSA needs to continue providing resources and support systems that address staff workload, professional well-being, and overall job satisfaction.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

TeSA benefits from a dedicated and qualified staff committed to student achievement and maintaining a positive campus culture. Opportunities for instructional coaching, professional development, and collaboration support teacher growth and effectiveness. However, the challenges of recruiting qualified candidates, limited opportunities for same -content collaboration, and increasing student needs highlight the importance of continued investment in staff development, recruitment, and retention efforts.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

1. TEKS-Resource System Instructional Planning Calendars are utilized for all grades and available contents.

2. State-adopted textbooks and/or Open Education Resources (OER) and materials and accompanying professional development are used in every available subject.

Curriculum, Instruction and Assessment Weaknesses

1. Some teachers do not use TEKS-Resource System and/or the state-approved curriculum with fidelity.

2. Some teachers do not consistently use data to plan instruction.

Curriculum, Instruction and Assessment Needs

1. More training and support is needed for TEKS-Resource System & all curricular programs.

2. TeSA needs to provide ongoing professional development and instructional support to strengthen teachers' ability to analyze and interpret student performance data, identify learning gaps, and use data to inform instructional planning and differentiated instruction.

Curriculum, Instruction and Assessment Summary

Instructional Materials by Tier

Curriculum, Instruction and Assessment Summary (Continued)

Tier 3
ELAR: Progress Learning: Liftoff, Heggerty Interventions, Spire and Take Flight, Zaner-Bloser
Math: Zearn

Tier 2
ELAR: Countdown to STAAR, Project Learning: Liftoff, Heggerty Interventions, Forde-Ferrier Ultimate Mastery & RtI Interventions, Raz-Plus, Wonders
Math: Zearn, Forde-Ferrier Math Readiness, ThinkUp Math

Tier 1
ELAR: TEKS- Resource System, Wonders, Heggerty, Progress Learning, Raz Plus, Zaner Bloser
Math: Eureka Math, Zearn
Science: TEKS- Resource System, Savvas Texas Experience Science, Progress Learning, Science Spin
Social Studies: TEKS- Resource System, MyWorld Social Studies,
Technology: Tech Apps for Texas
Music: Quaver
Cross Curricular: Discovery Education, Scholastic News, TexQuest

Family and Community Involvement

Family and Community Involvement Strengths

1. TeSA has a very active PTO, frequent campus visitors, and a variety of events open to families. Families are highly engaged and invested in the school.

2. Communication to families is consistently sent weekly by the grade-level team and Principal.

Family and Community Involvement Weaknesses

1. Although the PTO is very active, the same small group of parents do the majority of the volunteer work.

2. As a charter school, our students come from various cities within about a 20 mile radius and do not identify with the geographical community of the school.

3. High levels of parent involvement can sometimes lead to differing expectations regarding communication, confidentiality, and the roles of families and campus administration

Family and Community Involvement Weaknesses (Continued)

in school-related decisions.

Family and Community Involvement Needs

1. More volunteers are needed in the classroom and in the workroom to help with teacher needs.

2. More community awareness of our campus is needed in our general geographical area.

3. TeSA needs to strengthen communication with families regarding campus procedures, appropriate channels for addressing concerns, and the roles and responsibilities of parents and school administration.

Family and Community Involvement Summary

There is a great working relationship between the PTO and campus with multiple combined efforts to create a community of our TeSA families. The City of Edgecliff Village's Mayor is also well-known by the campus administration, and a line of communication is open for concerns and future planning for the geographical community.

School Context and Organization

School Context and Organization Strengths

1. The master schedule allows for all K-5th students to engage in the fine arts and PE daily, correlating to rigorous and engaging curriculum and performances.

2. The master schedule allows for "TeSA Time" time for all K-5th grades, which includes time to meet HB 1416 requirements, as well as other targeted instruction.

School Context and Organization Weaknesses

School Context and Organization Weaknesses (Continued)

1. The use of the cafeteria as a gym limits the flow of lunches and PE classes.

2. The nature of being an audition-based school means the student population and demand for specific grade/subject teachers can change significantly from year to year.

School Context and Organization Needs

1. TeSA needs more paraprofessionals to help students and support teachers.

2. Increasing enrollment to be full in every grade with a wait list would allow for better future planning.

School Context and Organization Summary

https://www.artsacademics.org/academies/tesa/tesa-academics/

Technology

Technology Strengths

1. All 3rd-5th grade students have 1:1 access to a Chromebook and all K-2nd grade students have 1:1 access to an iPad.

2. All classrooms are equipped with a laptop, interactive board, and document camera.

Technology Weaknesses

1. Student technology devices and equipment require ongoing maintenance, repairs, and replacement to ensure consistent access to instructional resources and digital assessments.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

2. Teachers demonstrate varying levels of proficiency in utilizing instructional technology and digital platforms to enhance instruction, analyze student data, and support differentiated learning.

3. Additional training and technical support are needed to ensure consistent and effective implementation of instructional technology and digital learning programs across grade levels.

Technology Needs

1. Ongoing professional development and technical support are needed to strengthen teachers' ability to effectively utilize instructional technology, digital learning platforms, and assessment tools.

2. Continued maintenance, upgrades, and replacement of technology devices and infrastructure are needed to support instructional needs and maintain system security.

Technology Summary

Over the past several years, TeSA has made significant investments in upgrading student and teacher technology to support instruction. Technology is integrated into daily classroom instruction across content areas. The acquisition of Google licenses has expanded access to student devices, allowing donated Chromebooks to be utilized for instructional purposes. While improvements have been made, continued technology maintenance, infrastructure upgrades, and professional development are needed to ensure teachers and students can effectively utilize available resources.

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 1. TeSA teachers will utilize TEKS-aligned instructional planning documents, curriculum, and materials to create and implement rigorous instruction for all subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize TEKS Resource System (Texas Curriculum Management Program Cooperative-TCMPC) to create and implement aligned and rigorous instruction in Math, Reading, Science, and Social Studies. (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)	Core Subject Teachers	ongoing	(L)General Supplies - 6399	Criteria: lesson plans, instructional planning calendars
2. TeSA ELAR Teachers will also utilize Texas Wonders in addition to Texas Curriculum Management Program Cooperative (TCMPC) in Kindergarten-5th grade for class instruction. (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Core Subject Teachers	August-May		Criteria: lesson plans & classroom observations
3. TeSA ELAR Teachers will utilize Heggerty for direct phonics instruction. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	ongoing	(S)EMAT - $1,388.28	Criteria: lesson plans
4. TeSA ELAR Teachers will utilize Zaner-Blozer Handwriting materials for direct handwriting instruction for all students. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	ongoing	(S)EMAT - $739.26	Criteria: lesson plans
5. TeSA Science Teachers will utilize Savvas Science in Kindergarten-5th grade as a curricular resource for class instruction. (Title I TA: 1,3,5,6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)	Core Subject Teachers	August-May		Criteria: lesson plans & classroom observations
6. TeSA Science Teachers will utilize Scholastic Science Spin as a supplemental science resource for all students. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	ongoing	(S)EMAT - $612.98	Criteria: lesson plans
7. TeSA Math Teachers will utilize Bluebonnet Math in Kindergarten-5th grade as a curricular resource for class instruction. (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Core Subject Teachers	August-May	(S)EMAT - $11,589	Criteria: lesson plans & classroom observations
8. TeSA Social Studies Teachers will utilize	Core Subject Teachers	ongoing	(S)Local Funds - $0	Criteria: lesson plans

FORT WORTH ACADEMY OF FINE ARTS

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Objective 1. TeSA teachers will utilize TEKS-aligned instructional planning documents, curriculum, and materials to create and implement rigorous instruction for all subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Scholastic News as a supplementary Social Studies resource for all students. (Target Group: All) (Strategic Priorities: 2)				
9. Core Subject Teachers will implement the new Technology TEKS within their core curriculum and through Tech Apps for Texas during a designated time within the grade-level schedule. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	August-November		Criteria: finance records, usage reports
10. 4th-5th Grade Social Studies teachers will utilize My World Social Studies Extension consumables to supplement instruction in the classroom. (Target Group: 4th,5th) (Strategic Priorities: 2)	Core Subject Teachers	August-May	(S)EMAT - $800	Criteria: lesson plans, student work

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 2. TeSA teachers will conduct beginning, middle, and end of the year testing for all students and use the data to plan instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA teachers will give the Measure of Academic Progress (MAP) assessment at the beginning, middle, and end of the year for K-5th Grade Math, K-5th Grade Reading, and 5th Grade Science. (Title I TA: 1,3,5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Core Subject Teachers	BOY, MOY, EOY	(S)State Compensatory - $5,890	Criteria: MAP reporting data
2. TeSA teachers will use the CLI Engage platform (TX-KEA = K & TPRI = 1st-2nd) as a diagnostic assessment tool for Kindergarten Math and K-2nd Grade Reading. (Title I TA: 1,3) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Core Subject Teachers	BOY, MOY, EOY	(S)Local Funds - $0	Criteria: CLI Engage reporting data
3. TeSA teachers will use the Lift Off/Progress Learning diagnostic testing to identify areas of need for targeted online instructional strategies in Reading and Science, and Social Studies. (Title I TA: 1,3) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Core Subject Teachers	ongoing	(F)IDEA Special Education - $2,539	Criteria: Education Galaxy reporting data
4. TeSA will hire substitute teachers to continue instruction during early childhood testing dates while teachers focus on assessing students. (Title I TA: 1,2) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 2.1,4.1,5.3)	Principal	BOY, MOY, EOY	(S)Local Funds - $5,000	Criteria: Away From Duty Forms, Substitute Payroll
5. TeSA teachers will have training opportunities for all testing platforms and associated technology. (Title I TA: 1,4,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,4.1,5.3)	Instructional Specialist	ongoing		Criteria: faculty/staff survey results
6. TeSA will implement a school wide data analysis protocol utilizing student data trackers. Grade level teachers will meet regularly to disaggregate quantitative and qualitative data allowing teachers to identify and address	Instructional Specialist, Principal, Teacher(s)	Ongoing	(S)Strong Foundations Grant	

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 2. TeSA teachers will conduct beginning, middle, and end of the year testing for all students and use the data to plan instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
specific learning gaps for all subjects, with an emphasis on mathematics. (Target Group: All) (Strategic Priorities: 2)				
7. TeSA will establish a math intervention cycle. We will create a formal process for identifying struggling students based on assessment data. The process will include diagnosing specific areas of weakness, delivering targeted reteaching, and reassessing to measure the effectiveness of interventions. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers, Instructional Specialist	Ongoing		
8. Using MAP data, TeSA teachers will guide students to create and track personal growth academic goals. (Strategic Priorities: 2)	Core Subject Teachers, Instructional Specialist, Principal, Teacher(s)	Ongoing		

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 3. To support the mission of the school, fine arts classes will be adapted to better support students' artistic and developmental needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Music, scripts, costumes, props, and supplies will be purchased to support student TEKS exploration in the classroom and during performances. (Title I TA: 1) (Target Group: All) (ESF: 4.1,5.1)	Teacher(s)	ongoing	(S)Local Funds - $3,000	Criteria: lesson plans & performance videos/pictures
2. Arts-based field trips will be utilized to align with Fine Arts TEKS. (Title I TA: 1,2) (Target Group: All) (ESF: 3.4,5.1)	Teacher(s)	ongoing		Criteria: lesson plans
3. To align with the mission of the district and the Fine Arts TEKS, professional artists will be contracted to perform and/or offer master classes for our students. (Target Group: K,1st,2nd,3rd,4th,5th) (ESF: 3.4)	Principal	ongoing	(S)Local Funds - $600	Criteria: lesson plans, activity calendar
4. Fine Arts and PE Teachers will have the opportunity to attend content-specific training outside of the district. (Strategic Priorities: 1)	Teacher(s)	November-April	(S)Local Funds - $1,000	Criteria: training certificates

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 4. TeSA students' learning needs will be supported through tiered, targeted instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TEKS-based books with math and/or science themes will be purchased and used in small groups and independent reading time to support literacy in all core-subjects. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Core Subject Teachers	ongoing	(F)Title III Bilingual / ESL - $500	Criteria: lesson plans, campus inventories
2. Student iPads and accessories will be repaired or replaced as needed to ensure all online curricular resources and instructional platforms can be used in class with fidelity in whole and small groups. (Title I TA: 1,2) (Target Group: K,1st) (ESF: 4.1,5.1)	Principal	ongoing	(L)General Supplies - 6399 - $1,000	Criteria: lesson plans, technology reports
3. Student Chromebooks and accessories will be repaired or replaced as needed to ensure all online curricular resources and instructional platforms can be used in class with fidelity in whole and small groups. (Title I TA: 1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2) (ESF: 2.1,4.1)	Principal	ongoing		Criteria: lesson plans, technology records
4. The RtI Committee will review data with teachers every grading period and make specific plans for all Tier 2 and Tier 3 students. (Title I TA: 1,3,8) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5.4)	Counselor(s), Instructional Specialist, Principal, Teacher(s)	ongoing	(S)State Compensatory - $500	Criteria: RtI committee minutes, student logs
5. Teachers will utilize Learning A-Z/Raz+ ELL as a tiered ELAR resource for all students. (Target Group: ESL,SPED,AtRisk,504) (Strategic Priorities: 2)	Teacher(s)	ongoing	(F)Title III Bilingual / ESL - $825, (S)Early Education - PIC 36 - $4,784	Criteria: lesson plans, usage reports
6. The Dyslexia teacher will work with the Principal to attend required training and purchase mandatory and supplementary materials needed for dyslexia services utilizing the Take Flight curriculum. (Target Group: Dys) (Strategic Priorities: 2)	Dyslexia specialist, Principal	ongoing	(S)Dyslexia - PIC 37 - $4,000	Criteria: finance records, materials inventory
7. All teachers and administrators will utilize	Core Subject Teachers,	ongoing	(F)IDEA Special Education -	Criteria: usage reports, student

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 4. TeSA students' learning needs will be supported through tiered, targeted instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Project Education to track, meet, and report on students within GT, RtI, 504, SPED, Behavior, and/or LPAC. (Strategic Priorities: 2)	Dyslexia specialist, Instructional Specialist, Principal, Special Ed Teachers		$10,000	reports
8. Training specific to best practices for academic success for students with Autism, 504, ESL, Emotional Disabilities, and ADHD will be provided by a contracted presenter to all teachers. (Target Group: SPED,504) (Strategic Priorities: 1,2)	Principal	September	(S)Local Funds - $0	Criteria: Region 11 MOU

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 5. TeSA teachers will have the tools and training they need to deliver quality, rigorous instruction aligned to the TEKS and STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA certified teachers will be given the opportunity and learning support to obtain their ESL Supplemental Certificates. (Title I TA: 6) (Target Group: EB) (Strategic Priorities: 1) (ESF: 2.1)	Principal	ongoing	(F)Title III Bilingual / ESL - $1,600	Criteria: personnel records
2. TeSA teachers will have the opportunity to pursue professional learning opportunities through ESC Region 11. (Target Group: All) (Strategic Priorities: 1)	Instructional Specialist, Principal	ongoing	(F)Title IIA Principal and Teacher Improvement - $10,000	Criteria: personnel records, Region 11 reports
3. TeSA Teachers will have professional learning opportunities provided for each curricular resource available, as well as other instructional strategies. (Target Group: All) (Strategic Priorities: 1,2)	Instructional Specialist	ongoing	(S)State Compensatory - $1,200	Criteria: personnel records, Region 11 contracts
4. 3rd-5th grade teachers will participate in training to better understand STAAR content, format, and grading. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	October-March	(S)State Compensatory - $2,250	Criteria: training certificates
5. TeSA teachers will continue utilizing selected techniques from Teach Like a Champion in order to focus on academic excellence and positive culture campus-wide. (Target Group: All) (Strategic Priorities: 2)	Teacher(s)	ongoing		Criteria: faculty meeting slides, observations
6. Substitutes will be hired so that new teachers have the opportunity to observe and learn from veteran teachers selected by the Instructional Specialist. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers, Instructional Specialist	ongoing	(S)Local Funds - $1,000	Criteria: Away From Duty Forms
7. TeSA Science Teachers will attend training with a contracted professional to learn best practices for blended learning within the scope of the new Science TEKS. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	August	(S)Blended Learning Grant - $300	Criteria: Region 11 MOU

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 6. In following HB1416 guidelines, TeSA will offer individually focused accelerated instruction for students in both Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA will offer additional compensation for teachers to plan and implement data-based, individualized and small-group instruction outside of school hours in order to address identified learning gaps, provide targeted academic interventions, and accelerate student growth and achievement. (Title I TA: 1,6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5.3)	Core Subject Teachers, Principal	October-May	(S)State Compensatory - $14,000	Criteria: Accelerated Instruction plans, faculty & student surveys
2. TeSA will provide students enrolled in Accelerated Instruction through HB1416 additional reading and math supplies and materials. (Title I TA: 1,5) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5.3)	Instructional Specialist, Principal	October-May	(S)State Compensatory - $1,500	Criteria: Accelerated Instruction plans, attendance rosters
3. TeSA will provide Zearn training for all math teachers and a majority of non-math teachers to expand the number of staff eligible to deliver HB 1416 tutoring, increasing tutoring opportunities during after-school and focus-time sessions so that all students can meet their required hours. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Core Subject Teachers, Instructional Specialist, Principal	October-April	(S)State Compensatory - $375	

FORT WORTH ACADEMY OF FINE ARTS

Goal 1. (Student Growth) During the 2026-2027 school year, the percentage of students meeting or exceeding their individual MAP growth projections will increase by 10% from the previous school year (52% Reading and 49% Math) as set by NWEA Measure of Academic Progress (MAP).

Objective 7. To support academic growth beyond the classroom, TeSA will offer optional academic events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA will hold a local spelling bee and participate in the regional spelling bee. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	October-February	(F)Title III Bilingual / ESL - $200	Criteria: participation records
2. TeSA will hold a discovery fair, in which students can create an invention or participate in a living history museum. (Target Group: All) (Strategic Priorities: 3)	Instructional Specialist	November	(S)Local Funds - $100	Criteria: participation records
3. TeSA will hold a science fair, in which students must use the scientific process outside of school hours and then present their findings to their classmates and adjudicators. (Target Group: All) (Strategic Priorities: 2,3)	Instructional Specialist	April	(S)Local Funds - $100	Criteria: participation records
4. TeSA will provide students with the option to participate in the Noetic Math Competition, competing against students across the nation. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers	March	(S)Local Funds - $300	Criteria: participation records
5. TeSA will hold a Multilingual Poetry Slam during the school day for students. (Target Group: ESL) (Strategic Priorities: 2)	Principal	February	(S)Local Funds - $0	Criteria: activity calendar
6. TeSA will provide a stipend for a teacher to oversee all administrative duties for academic events. (Target Group: All) (Strategic Priorities: 2)	Teacher(s)	August-May	(F)Title II, Part A - Fund 255 - $500	Criteria: personnel records

FORT WORTH ACADEMY OF FINE ARTS

Goal 2. (Teacher Retention) TeSA will retain the majority of all hired teachers and staff from the 2026-2027 to the 2027-2028 academic year.

Objective 1. Teachers will have input in all grade-level decisions and most campus-wide decisions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and staff members will have the opportunity to provide feedback through membership in various self-selected campus committees. (Target Group: All) (Strategic Priorities: 1)	Teacher(s)	ongoing	(S)Local Funds - $0	Criteria: committee minutes, faculty meeting agendas, & faculty survey data
2. Smore will be used for effective communication through weekly principal's newsletters, keeping teachers and families informed of all expectations, events, and opportunities within the school. (Target Group: All) (ESF: 2.1)	Principal	ongoing	(S)State Compensatory - $99	Criteria: survey data, agendas, emails, & archived newsletters
3. One teacher will be identified as the Yearbook Coordinator and receive a stipend to oversee the creation of the annual yearbook publication. (Target Group: All) (Strategic Priorities: 1)	Teacher(s)	August-May	(S)Local Funds - $500	Criteria: personnel records
4. Parent Square will be used to streamline communication to all families. (Target Group: All)	Principal, Teacher(s)	year-round	(S)State Compensatory - $1,500	Criteria: Logs/Reports

FORT WORTH ACADEMY OF FINE ARTS

Goal 2. (Teacher Retention) TeSA will retain the majority of all hired teachers and staff from the 2026-2027 to the 2027-2028 academic year.

Objective 2. Pre-recorded webinars, online instruction, and face-to-face opportunities will be provided and encouraged for all teachers and staff through ESC Region 11, TEA, and other private organizations as applicable.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School-Specific nursing training will be provided for the Campus Nurse. (Title I TA: 6) (Target Group: All) (ESF: 2.1)	School Nurse	October-May	(S)Local Funds - $600	Criteria: personnel records
2. Training on how to utilize all available technological devices and equipment, as well as, online programs and platforms, will be provided for all teachers and staff. (Title I TA: 6) (Target Group: All) (ESF: 2.1)	Principal	ongoing		Criteria: PD agendas, faculty/staff survey data

FORT WORTH ACADEMY OF FINE ARTS

Goal 2. (Teacher Retention) TeSA will retain the majority of all hired teachers and staff from the 2026-2027 to the 2027-2028 academic year.

Objective 3. Selected teachers will have the opportunity to hold a leadership position.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade-Level Lead Teachers and the Fine Arts Lead Teacher will lead PLCs and serve as the communication liaison between their colleagues and the administrative team. (Title I TA: 2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Department Heads, Principal	ongoing	(S)Local Funds - $3,500	Criteria: PLC minutes, calendared events
2. Committee Chairs will lead all committee meetings and serve as the communication liaison between the committee members the administrative team. (Title I TA: 2) (Target Group: All) (ESF: 2.1)	Principal, Teacher(s)	ongoing	(S)Local Funds - $1,500	Criteria: Committee meeting minutes, calendared events
3. The Testing Assistant will work directly with the Campus Testing Coordinator and District Testing Coordinator to complete assigned tasks. (Target Group: All) (Strategic Priorities: 1,2)	Instructional Specialist, Teacher(s)	ongoing	(S)State Compensatory - $500	Criteria: calendared meetings, project completion

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Campus Culture & Safety) During the 2026-2027 school year, TeSA will provide a safe and nurturing environment for students, teachers, and staff.

Objective 1. The emotional and social needs of all students will be met while in the school building.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA will utilize Positive Behavior and Interventions Support (PBIS) to highlight desired behaviors and teach the character TEKS. (Title I TA: 4,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,2.1,3.1,3.2,3.3)	Principal	ongoing	(S)State Compensatory - $1,500	Criteria: Student referral rates
2. Selected teachers and administrators will be trained in CPI Nonviolent Crisis Intervention. (Target Group: SPED,AtRisk)	Counselor(s), Principal	September-January	(S)Special Ed - PIC 23 - $800	Criteria: certification records
3. The Counselor will teach grade-level specific guidance lessons, focused on school expectations and the Character TEKS. (Target Group: All) (Strategic Priorities: 1)	Counselor(s)	ongoing	(S)State Compensatory - $200	Criteria: calendared events, lesson plans
4. The Counselor will lead a trained therapy dog on campus two days per week in order to visit classrooms and common spaces and provide comfort to individual students. (Target Group: All) (Strategic Priorities: 1)	Counselor(s)	ongoing	(S)Local Funds - $0	Criteria: observation
5. TeSA will purchase four additional cafeteria tables to accommodate student enrollment and the campus master schedule, ensuring adequate seating and an efficient, organized lunch environment for all students. (Target Group: All)	Principal		(L)General Supplies - 6399 - $9,000	

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Campus Culture & Safety) During the 2026-2027 school year, TeSA will provide a safe and nurturing environment for students, teachers, and staff.

Objective 2. The health and safety needs of all students and staff will be met while in the school building.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Replacement air filters will be purchased for every filtration system on campus to filter the air for disease, dust, and allergens. (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Principal	ongoing	(S)Local Funds - $3,500	Criteria: COVID reporting, financial records
2. Offender check software will be updated to be used when checking in visitors to better protect the safety of all students and employees. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Principal	October	(F)Title IV Safe and Drug Free - $1,985	Criteria: Surveying parents and staff regarding level of safety and security.
3. The perimeter doors will be routinely maintained or repaired to ensure the ability to close and lock properly. (Target Group: All)	Principal	ongoing	(F)Title IV Safe and Drug Free - $1,500	Criteria: facility reports
4. Monthly extermination services will be utilized to mitigate ongoing pest issues inside and outside of the building. (Target Group: All)	Principal	ongoing	(S)Local Funds - $5,000	Criteria: finance records, visitor logs
5. Emergency first aid kits and stop the bleed kits need to be replenished/replaced in all classrooms and common spaces. (Target Group: All)	School Nurse	October	(F)Title IV Safe and Drug Free - $1,000	
6. Air conditioning units will be replaced due to evidence of mold and failure to heat/cool consistently. (Target Group: All)	Principal	Sept-May	(S)Local Funds - $100,000	Criteria: installation records
7. TeSA will upgrade designated campus entry and exit doors at the front entrance by replacing automatic motion-sensor exit mechanisms with code-compliant push-bar hardware to enhance campus security while maintaining safe emergency egress and compliance with applicable fire and life safety codes. (Target Group: All)	Principal, TCAA Administration		(F)Title IV, Part A - SSAEP - Fund 289 - $5,000	

FORT WORTH ACADEMY OF FINE ARTS

Goal 3. (Campus Culture & Safety) During the 2026-2027 school year, TeSA will provide a safe and nurturing environment for students, teachers, and staff.

Objective 3. The administrative team will support the well-being of all teachers and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The TeSA Sunshine Committee will provide celebration treats, small surprises, activities, and support for faculty and staff. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Teacher(s)	ongoing	(S)Local Funds - $0	Criteria: calendared events, staff surveys
2. The administrative team will provide opportunities to connect and socialize during every PD day. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $0	Criteria: PD agendas
3. The administrative team will provide holiday-themed activities, rewards, and treats. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $0	Criteria: calendared events

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (Finance) During the 2026-2027 academic year, TeSA will maintain financial efficiency and integrity.

Objective 1. TeSA will utilize specific procedures for all aspects of spending and tracking campus-allotted funds.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A TeSA-specific requisition request form will be utilized for teachers/staff to request needed items. (Target Group: All) (Strategic Priorities: 2)	Teacher(s)	ongoing	(S)Local Funds - $0	Criteria: faculty/staff survey data & finance records
2. The Principal and Instructional Specialist will utilize usage reports and faculty survey to determine the need to renew all current supplemental curricular programs. (Target Group: All) (Strategic Priorities: 2)	Instructional Specialist, Principal	June	(S)Local Funds - $0	Criteria: usage reports, survey data
3. The Principal and Special Populations Coordinator will meet at least twice per month to review student and contractor expenses related to SPED, 504, and the referral process. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $0	Criteria: calendared meetings

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (Finance) During the 2026-2027 academic year, TeSA will maintain financial efficiency and integrity.

Objective 2. TeSA will create accountability between all administrative staff and positions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal will meet weekly with the Instructional Specialist to review academic purchase requests and identify additional needs. (Title I TA: 1,4,8) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,1.2,4.1,5.1,5.3)	Principal	ongoing	(S)Local Funds - $0	Criteria: meeting agendas, notes & financial records
2. The Principal will meet monthly with the Business Manager to review all local, state, and federal budgets. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $0	Criteria: meeting agendas, notes, & financial records

FORT WORTH ACADEMY OF FINE ARTS

Goal 4. (Finance) During the 2026-2027 academic year, TeSA will maintain financial efficiency and integrity.

Objective 3. The Principal will create clear expectations and procedures for using, fixing, and replacing all technological devices in order to be fiscally responsible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An inventory will be maintained to track device purchases and their current working condition and place in the building. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $0	Criteria: physical evidence & faculty/staff survey data
2. A help-ticket system will be utilized to track all technology needs and repairs. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.1)	Principal	ongoing	(S)Blended Learning Grant - $2,000	Criteria: faculty/staff survey data, meeting agendas & physical evidence
3. A triplicate form will be utilized to track maintenance requests and completion of projects in the building. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $100	Criteria: review of forms & completed work

FORT WORTH ACADEMY OF FINE ARTS

Goal 5. (Parent & Community Engagement) During the 2026-2027 school year, TeSA will increase parent and community engagement.

Objective 1. The TeSA Principal and Teachers will maintain consistent communication with parents throughout the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal and all TeSA academic teachers will send grade-level newsletters or the link to an updated website weekly. (Target Group: All) (Strategic Priorities: 1)	Core Subject Teachers	ongoing	(S)Local Funds - $0	Criteria: parent survey data & archived newsletters
2. Translation services will be purchased to better communicate with families who prefer to speak in a language other than English. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	October	(F)Title III Bilingual / ESL - $500	Criteria: faculty/staff survey data & parent survey data
3. Teachers and the Principal will coordinate with the TCA+A Communications Manager to publish pictures, videos, and information on the website and Facebook page and print paper materials as needed. (Target Group: All) (Strategic Priorities: 1)	Principal, Teacher(s)	online	(S)Local Funds - $0	Criteria: meeting agendas, faculty/staff survey data, & parent survey data

FORT WORTH ACADEMY OF FINE ARTS

Goal 5. (Parent & Community Engagement) During the 2026-2027 school year, TeSA will increase parent and community engagement.

Objective 2. TeSA will increase opportunities for family involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal will attend monthly Parent Teacher Organization (PTO) meetings to represent the campus and work directly with the PTO President and/or committee members on PTO events. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $0	Criteria: Meeting agendas & parent survey data
2. TeSA will host performances and events in which parents and community members are invited to attend. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	ongoing	(S)Local Funds - $6,500	Criteria: lesson plans, playbills/flyers, & parent survey data
3. TeSA will invite volunteers to help in classrooms, the workroom, library, and at campus performances and events and maintain their notarized volunteer paperwork. (Target Group: All) (Strategic Priorities: 1)	Teacher(s)	ongoing	(S)Local Funds - $100	Criteria: visitor check-in log, faculty/staff survey data, & parent survey data
4. Parents will be invited to all extracurricular academic events during the school year. (Target Group: All) (Strategic Priorities: 1)	Principal	ongoing	(S)Local Funds - $0	Criteria: newsletter publications
5. TeSA families will be invited to represent TeSA by participating in the Fort Worth COWTOWN and CALF runs. (Target Group: All) (Strategic Priorities: 1)	Teacher(s)	October & February	(S)Local Funds - $0	Criteria: newsletter publications
6. The principal will host an in-person parent forum (e.g., TeSA Talks, Conversations with the Principal) at least twice per semester to provide families with opportunities to connect, ask questions, and engage in school initiatives.	Principal	October-April	(L)General Supplies - 6399 - $500	

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

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

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

Resources

Resource	Source
ESSER Funds	Federal
IDEA Special Education	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local Districts	Other
Local Funds	State
State Compensatory	State