Tracking GT Data

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RICHARDSON ISD'S NORTH STAR GOAL
Every student, teacher, and leader will meet or exceed their academic growth goals.

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GT Data in Accountabilty

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Where to start

2025 Accountability Reports

- Find Campus or District

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EVERY CHILD. EVERY TEACHER. EVERY LEADER. EVERY DAY.

High Level Data

Accountability Overview

- Student Achievement (Domain 1)
  - Overview of STAAR performance across all tests
- Closing the Gaps (Domain 3)
  - Overview of Meets%, Academic Growth%, and CCMR%
- See Additional Groups sections in both reports
- Can be quickly compared to the state and other districts

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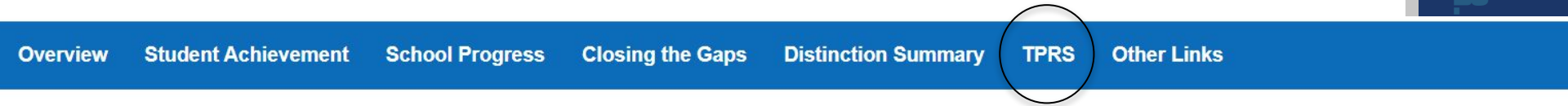
Deeper Dive

- TPRS Reports
  - Click on TPRS in the top ribbon
  - Click on STAAR Performance
  - Will open new page with additional options



Texas Education Agency

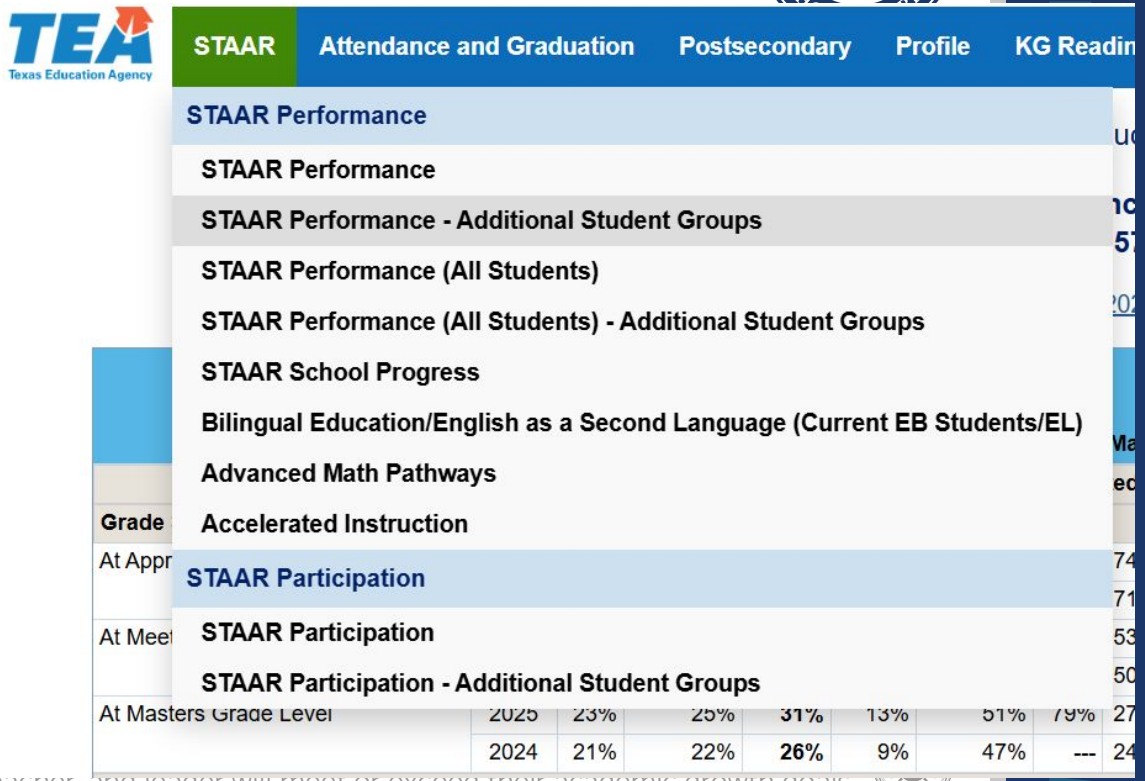
2025 Closing the Gaps
RICHARDSON ISD (057916) - DALLAS COUNTY

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

High Level Data

STAAR Performance-
Additional Student Groups

- Provides a test by test breakdown of each assessment
- Note difference between 23-24 and 24-25
- We set our goals based on Masters%
- Use to identify which tests need more work



High Level Data

STAAR Performance- Additional Student Groups

- Also review “SAT/ACT All Subjects”
- SAT/ACT performance of students that took high school EOC in 8th grade

SAT/ACT Inclusion—Assessment Score Range for Performance Level Standards

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

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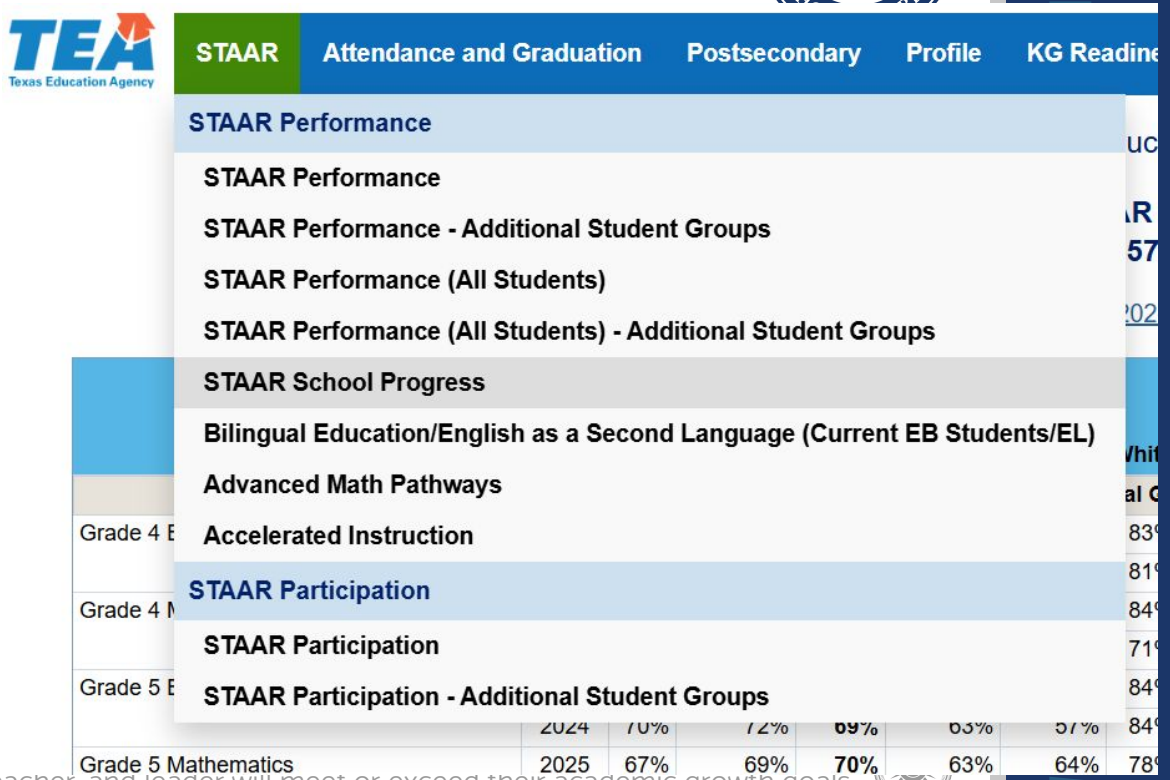
High Level Data

STAAR School Progress

- See “Percent of Students Maintaining or Improving Compared to Prior Year Performance Level”
- Can be used to show how GT programs helps students maintain performance.
  - Compare with grade masters% rate



How do we use this data?

- Setting internal goals for Masters%
- Comparing our GT performance to the GT performance of the state and other districts
  - know the purpose of your identification practices
- Examine campus by campus and test by test performance to identify gaps.
- Compare similar campuses within our district
  - High achieving versus high achieving
- Examine GT performance on SAT (kind of)
- Compare performance maintenance of other high achieving students versus GT cohort
- Example Review

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Questions