



# 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 Accountability

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# Where to start



## 2025 Accountability Reports

- Find Campus or District

[Home](#) > [Performance Reporting Division](#) > [Accountability Rating System](#) > [2025 Accountability Ratings](#) > Accountability Reports

## 2025 Accountability Reports

► Select a School Year

2024-25

► Select a Report Level

Campus

► Select a Search Method

Campus Name

► Enter a Campus Name ?

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# High Level Data

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## 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

EVERY CHILD. EVERY TEACHER.

Overview   Student Achievement   School Progress   Closing the Gaps   Distinction Summary   **TPRS**   Other Links

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.**

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# High Level Data



EVERY CH

## 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



	STAAR	Attendance and Graduation	Postsecondary	Profile	KG Reading			
STAAR Performance					U			
STAAR Performance					10			
STAAR Performance - Additional Student Groups					5			
STAAR Performance (All Students)					02			
STAAR Performance (All Students) - Additional Student Groups					10			
STAAR School Progress					5			
Bilingual Education/English as a Second Language (Current EB Students/EL)					02			
Advanced Math Pathways					10			
Accelerated Instruction					5			
STAAR Participation					02			
STAAR Participation					10			
STAAR Participation - Additional Student Groups					50			
At Masters Grade Level	2025 2024	23% 21%	25% 22%	31% 26%	13% 9%	51% 47%	79% ---	27 24

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# High Level Data



## STAAR Performance- Additional Student Groups

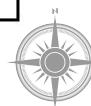
- Also review “SAT/ACT All Subjects”
- SAT/ACT performance of students that took high school EOC in 8th grade

**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



EVERY CH

## 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



	STAAR	Attendance and Graduation	Postsecondary	Profile	KG Readiness																					
<b>STAAR Performance</b>																										
<b>STAAR Performance</b>																										
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<table><thead><tr><th></th><th>2024</th><th>10%</th><th>12%</th><th>09%</th><th>03%</th><th>01%</th></tr></thead><tbody><tr><td>Grade 5 Mathematics</td><td>2025</td><td>67%</td><td>69%</td><td>70%</td><td>63%</td><td>64%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>							2024	10%	12%	09%	03%	01%	Grade 5 Mathematics	2025	67%	69%	70%	63%	64%							
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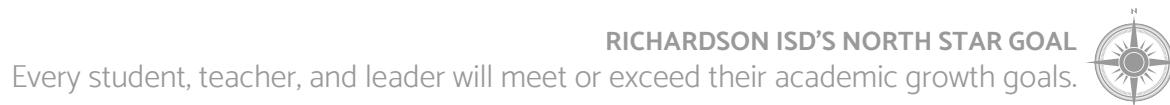


# How do we use this data?

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- 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](#)



# Questions