

RICHARDSON INDEPENDENT SCHOOL DISTRICT

2022-2023 Texas Academic Performance Report (TAPR)

Executive Summary

The Texas Academic Performance Report (TAPR) is produced by the Texas Education Agency (TEA) for each district and campus in the state. The TAPR has several sections of data types: performance, participation, attendance and graduation, postsecondary readiness, and profile information. When available, each section includes two years of data reported by student group and/or subtest. Financial reports from TEA are referenced by links in the TAPR.

Under the 2023 state accountability rating system, the district and campuses have not received a rating because the Texas Education Agency (TEA) is prohibited from issuing A-F accountability ratings or distinction designations due to ongoing litigation.

The performance and participation reports address STAAR performance, school progress, progress of prior year non-proficient students and the Student Success Initiative (SSI), and Bilingual Education/English as a Second Language (BE/ESL) student performance, and overall STAAR participation. The attendance and graduation reports address attendance, graduation, and dropout rates, as well as providing a graduation profile for the campus. The postsecondary readiness reports address college, career, and military readiness (CCMR) and a compilation of other postsecondary indicators. The profile reports include student information, staff information, and program information.

STAAR 3-8 and STAAR *End-of-Course* (EOC) (referred to as STAAR assessments collectively) assessment scores show the RISD districtwide performance rates at the Approaches Grade Level, Meets Grade Level, and the Masters Grade Level standards are above state levels when combining all grades and subjects (RISD 77%, State 76%). In ELA/Reading, 76% of RISD students performed at the Approaches Level compared to 77% statewide for all grades. In mathematics, both RISD and the state had the same percentage of students performing at the Approaches level (75%). In science, 78% of RISD performed at the Approaches level compared to 77% for the state. In social studies, 81% of RISD performed at the Approaches level compared to 78% at the state level.

Student growth in performance on the STAAR assessments was determined by an academic growth score by grade and subject. The percent of students who received an academic growth score in reading was 64% and in mathematics was 67%, while 66% of students received a growth score for both subjects. Student growth for RISD was above the statewide growth scores for reading (63%), mathematics (66%), and both subjects combined (64%). In 2023, STAAR also included an accelerated learning school progress measure. In reading, 31% of RISD students met the acceleration metric compared to 35% statewide. In math, 39% of RISD students met the acceleration metric, just shy of the statewide 40%. In both subjects, 38% of students statewide met the acceleration criteria, while 35% of RISD students met the acceleration criteria.

The Bilingual Education/English as a Second Language report for current English Language Learners, Bilingual Education Students, and students learning English as a second language (collectively referred to as EB/EL) indicates RISD EB/EL student performance is below the state in all subject areas. Social Studies performance is not considered for EB/EL students because the district does not offer EB/EL as an option to secondary EB/EL students. In terms of EB/EL student growth performance, RISD EB/EL student growth performance is below the state's

overall growth performance percentage in each subject individually and both subjects combined for both the school progress and accelerated learning measures.

The four-year graduation rate in 2023 was 91.4% and the five-year extended graduation rate was 93.9%, both of which were above the state graduation rates. In 2022, 7.6% of high school students dropped out. In 2022, RISD graduated 75.9% of students under an advanced diploma plan*, which was below the state percentage (86.0%) of students graduating with this type of diploma.

In Texas, 70.0% of students met the overall CCMR indicator, which includes “college, career, *or* military ready,” which was higher than that in RISD (56.6%). The state outperformed RISD in “only college ready” (52.9% and 46.7% respectively). In terms of “only career/military ready”, the state percentage was 33.5%, while RISD had 18.9%.

The annual report also includes other college readiness indicators. These indicators include college readiness based on the Texas Success Initiative (TSI) performance (in English Language Arts, Mathematics, and both) and Advanced Placement and International Baccalaureate exam performance (ELA, Math, Science, Social Studies, and all subjects). RISD outperformed the state in the percent of AP/IB examination passing scores, except for AP/IB mathematics. While the state average ACT score was higher, RISD students had higher average scores on the SAT.

***Advanced diploma plans include the Recommended High School Plan (RHSP)/Distinguished Achievement Plan (DAP), Foundation HSP with Endorsements (FHSP-E), or FHSP-Distinguished Level of Achievement (FHSP-DLA).**