



# **Agenda of Regular Meeting**

## **Tuesday, February 15, 2022**

### **The Board of Trustees**

### **Richardson ISD**

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A Regular Meeting of the Board of Trustees of Richardson ISD will be held Tuesday, February 15, 2022, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

Prior to or during consideration of agenda subjects, the board will hear public comments from any member of the public who has complied with District procedures for signing up to speak. The notice for this meeting was posted on February 11, 2022.

Public Comments: Public comments must address agenda items posted for the open meeting. Any person who signs up to speak acknowledges and accepts the Board's procedures for public comment that may be viewed at: <https://bit.ly/pcprocedures122021>. Public Comment cards will be accepted until 15 minutes before the scheduled time for the meeting to begin and must be completed in their entirety with accurate and truthful information and must designate the specific agenda item the speaker wishes to address. Speakers are limited to three minutes unless the time has been adjusted to maintain effective meeting management. (If 20 or more persons submit a speaker card, the time will be reduced to 2 minutes; if 30 or more persons submit a speaker card, the time will be reduced to 1 minute.) A speaker's attempt to address a non-agenda topic during the public comment period or failing to yield the podium when a speaker's time has elapsed is considered a disruption.

Disruptions. Disruptive behavior will not be tolerated during a meeting. After providing at least one warning to a disruptive visitor, the presiding officer may request assistance from law enforcement officials to remove from the meeting any person who continues to disrupt the meeting by utterances or actions. A visitor who exhibits disruptive behavior in a subsequent meeting may be issued a trespass warrant. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

#### **I. CALL TO ORDER**

- A. Pledge of Allegiance / Moment of Silence
- B. Announcements / Communications  
Recognition of Schools, Students and Staff

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II.	<b>PUBLIC HEARING</b>	
	A. Annual Performance Report	7
	Action Item	
	B. Public Comment on Annual Performance Report	
III.	<b>PUBLIC COMMENT SECTION</b>	165
	Comments from visitors who complete a card requesting to address Board Members.	
	A. Agenda Related Topic	
	B. Non-Agenda Related Topic	
IV.	<b>CONSENT / CONFIRMATION AGENDA ITEMS</b>	
	Submitted for Action and/or Information	
	A. Minutes of January 10, January 24, and February 9, 2022 Meetings	168
	Action Item	
	B. Human Resources Report	179
	Action/Information Item	
	C. Recommended Specified Best Value/Low Bids, Contracts and Cumulative Purchases	187
	Action/Information Item	
	<b>Part A: New Bids - For Approval</b>	
	Miscellaneous Consultant Services	
	Parts and Supplies for Kitchen Equipment	
	E-Rate Category Two Products & Service	
	Roof Replacements - Arzell Ball Annex, Bowie, Lake Highlands HS, Prairie Creek, Skyview, Spring Creek, Pro. Dev. Center, Prestonwood	
	HVAC Replacements - Arzell Ball Annex, Big Springs, Christa McAuliffe, Forest Lane, Hamilton Park, Jess Harben, MST, Richardson Terrace, Wallace	
	Big Springs Elementary Renovations	
	<b>Part B: Bid Renewals - For Approval</b>	
	None	
	<b>Part C: Contract Information (Greater than \$100,000) - For Approval</b>	
	Incident IQ, LLC - District Inventory and Ticket System - 5 yr quote to replace current Remedy System (EPCNT Lewisville ISD # 2677-20)	
	Apple Computer - Yearly order to support new hires and next school year. MacBook Air's (DIR-TSO-3789)	
	Plano ISD - Regional Day School for the Deaf	
	SAS Security Alarm Service Co., Inc. - Security system survey for upgrading all floor plans throughout the District (EPCNT - McKinney 2019-554)	
	Raptor - Annual Access Fee (5 years)	
	Follett Higher Education Group - Dual Credit Text Books (EPCNT Grand Prairie 18-08)	
	Metroplex Elevator Co. - LHHS Elevator Upgrades (RISD # 21-123)	
	Dallas County Elections - Election Services (estimated)	
	<b>Part D: Interlocal Agreements, Memorandums of Understanding, and Other - For Approval</b>	
	<b>Interlocal Agreements:</b>	
	Between Dallas ISD and RISD - Bus Radio Equipment	
	<b>Memorandums of Understanding:</b>	
	None	
	<b>Other:</b>	
	None	



**Part E: Contracts, Contract Modifications & Change Orders: Less than \$100,000 (Information Only)**

Soliant Health on behalf of JorDasha Atchison - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022.

Soliant Health on behalf of JorDasha Atchison - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022.

Soliant Health on behalf of Danise Spiva - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022.

Soliant Health on behalf of Catherine Mathews - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022.

Soliant Health on behalf of Jessica Reyes - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022.

Supplemental Health Care on behalf of T Chong - Support RISD's Speech Language Pathology Team to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022.

Soliant Health on behalf of Monica A. Salinas - To provide SPED counseling services to RISD students, including direct and consultant, evaluation and report writing, ARD attendance and record keeping per state, federal, and district guidelines through June 3, 2022.

Program Evaluation & Educational Resource Solutions - Provide bilingual LSSP support for the evaluation staff through June 9, 2022.

Summit Speech Therapy, PLLC on behalf of Carlena M. Boike - To provide support to Richardson ISDs Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in MTSS meetings, comprehensive speech language therapy, writing IEPs, completing evaluations, updating progress and attendance in ARD meeting through May 27, 2022.

Supplemental Health Care on behalf of Felicia Vernetta Walls - Fulfill all teacher responsibilities for the position assigned to, including: planning and delivering instruction, preparing for and attending ARD committee meetings, and participating in campus team meetings and staff development, through May 27, 2022.

Supplemental Health Care on behalf of A. Marden - Support RISD's Speech Language Pathology Team to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022.

Soliant Health on behalf of Tammy Williams - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022.

Supplemental Health Care on behalf of Sharon Thibodeau - Support RISD's Speech Language Pathology Team to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022.

Kollar Educational Consulting LLC on behalf of Tina Kollar - To provide support to Richardson ISDs Evaluation staff to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022.

Pinstack - Berkner HS - Senior class event. (May 17, 2022)

**Part F: Cumulative Purchases - Information Only**

**Cumulative Purchases from Qualified Vendors:**

Buy Board - Texas Association of School Boards

CCGPF - Collin County Governmental Purchasing Forum

CPGPC - Choice Partners

DIR - State of Texas Department of Information Resources

EPCNT - Education Purchasing Cooperative of North Texas

SOURCEWELL - Sourcewell (previously NJPA)

OMNIA Partners - TCPN/IPA/US Communities

PPPCP - Prospering Pals

TCCPP - Tarrant County Cooperative Purchasing Program

TIPS - The Interlocal Purchasing System

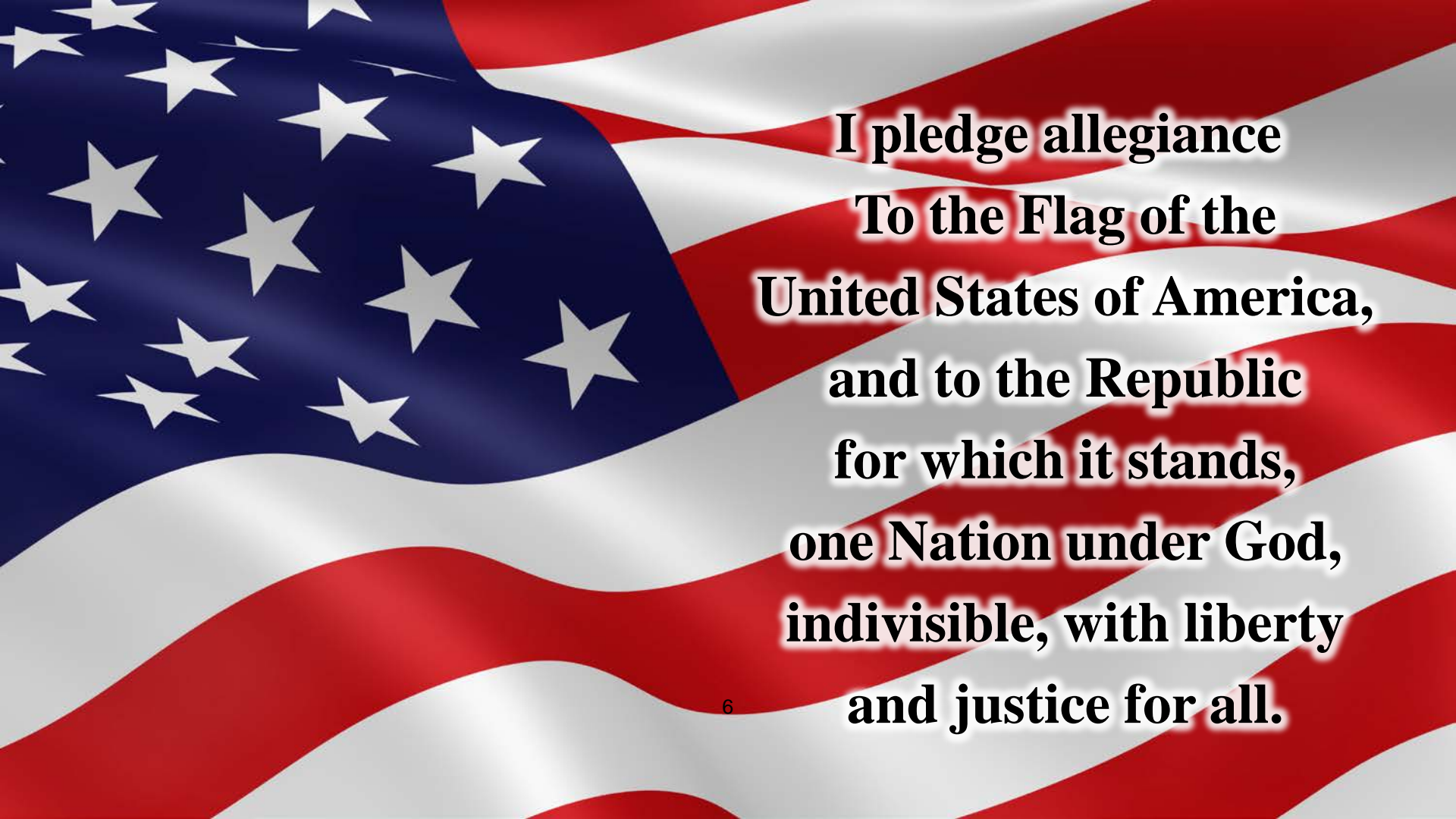
TPASS - Texas Procurement and Support Services



D.	Schedule of Upcoming Bids	195
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E.	Bond Expenditure Reports (2016 & 2021)	197
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F.	Budget Status Report	201
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G.	Quarterly Investment Report	208
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V.	<b>ACTION / INFORMATION ITEMS</b>	
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B.	Consider May 2022 Board Election	225
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C.	K-12 Reading / Language Arts Update	254
	Information Item	
D.	2022 - 2023 Academic Calendar Update	279
	Information Item	
E.	2022 - 2023 Budget Discussion	284
	Information Item	
F.	Discussion of Legislative Issues	
	Information Item	
G.	Discussion of Student / District Activities	
	Information Item	
H.	Discussion of Upcoming Events	
	Information Item	
I.	Discussion of Recently Attended or Upcoming Conferences and Meetings	
	Information Item	
J.	Proposal of Future Agenda Items	
	Information Item	
VI.	<b>ENTER CLOSED MEETING in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071 - Consultation with Attorney and Section 551.074 - Personnel Matters.</b>	
	A. Interim Superintendent's Evaluation	
	B. Consultation with Attorney	
VII.	<b>RECONVENE OPEN MEETING to vote on matters considered in Closed Meeting, if applicable.</b>	
VIII.	<b>ADJOURNMENT</b>	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]



The background of the image is a close-up, slightly angled view of the American flag. The blue field with white stars is on the left, and the red and white stripes are on the right. The flag appears to be waving, with soft folds and highlights. The text is overlaid on the right side of the flag.

**I pledge allegiance  
To the Flag of the  
United States of America,  
and to the Republic  
for which it stands,  
one Nation under God,  
indivisible, with liberty  
and justice for all.**





**Honor the Texas flag;  
I pledge allegiance  
to thee, Texas,  
one state under God,  
one and indivisible.**



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 15, 2022

**Department:** Accountability and Continuous Improvement

**Submitted by:** Tabitha Branum, Interim Superintendent  
Jacob Cortez, Executive Director of Assessment and Accountability

## **PUBLIC HEARING / ACTION ITEM**

**PUBLIC HEARING: 2020-2021 RISD Annual Performance Report**

**BACKGROUND INFORMATION:** In accordance with § 39.306 of the Texas Education Code, the Board of Trustees of the Richardson Independent School District shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as described in the statute and additional rules issued by the Commissioner of Education. The 2020-2021 Richardson Independent School District Annual Performance Report (RISD Annual Performance Report) is comprised of a compilation of information provided directly by the Texas Education Agency as well as some customized RISD reports. Contained in the annual report documents are the Texas Academic Performance Reports (TAPR) for the district and for each campus, the improvement plans for the district and each campus, and other district-developed reports which communicate information pertinent to district goals and expectations.

The RISD Annual Performance Report is produced by the Department of Accountability and Continuous Improvement.

The Board of Trustees shall hold a hearing for public discussion of this report. The district provided notice of the public hearing to property owners, parents/guardians of district students, and to local media outlets. After the hearing, the report shall be widely disseminated within the district. A copy of these reports will be distributed via the RISD website. Principals and organizational managers will make the RISD Annual Performance Report available for preview at any time during school/office hours. Additional copies of the report may be reviewed and/or purchased at the Office of Records Management.



**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board of Trustees of the Richardson Independent School District approve the 2020 – 2021 Annual Performance Report.

**RESOLUTION**

**WHEREAS**, each local educational agency (LEA) shall publish an annual report describing the educational performance of the district and of each campus in the district; and

**WHEREAS**, the annual report must also include the performance rating for the district and campuses as provided under Section 39.306 of the Texas Education Code; and

**WHEREAS**, the Board of Trustees shall hold a hearing for public discussion of the report; and

**WHEREAS**, after the hearing, the report shall be widely disseminated within the district; and

**WHEREAS**, the Board of Trustees' goals clearly articulate high academic expectations and opportunities for student engagement, delivery of a profound curriculum designed to extend the learning of all students, high performing, student-focused teachers, and effective District operations with information about these goals included in this report;

**THEREFORE, BE IT RESOLVED** that the Board of Trustees of the Richardson Independent School District approves the 2020-2021 Richardson Independent School District Annual Performance Report.





# 2020-2021 RISD Annual Performance Report

**Public Hearing: February 15, 2022**

**RICHARDSON INDEPENDENT SCHOOL DISTRICT**

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*Where all students connect, learn, grow and succeed.*



## Texas Education Code 39.306

Texas Education Code 39.306 requires each district's board of trustees to publish an annual report and to hold a public hearing to discuss that report within 90 days of receiving the **Texas Academic Performance Report (TAPR)** from the state.



# Report Requirements

- Each District's Annual Performance Report must include:
  - The TAPR as provided by the Texas Education Agency (TEA)
  - Public Education Information Management System (PEIMS) Financial Standard Reports
  - District accreditation status
  - Campus performance objectives
  - A report of violent or criminal incidents
  - Student performance in postsecondary institutions as received from the Texas Higher Education Coordinating Board (THECB)



# Additional Contents

- Additional district reports are included in the APR as a means of communicating information pertinent to district goals and expectations that are not included in the reports provided by TEA. These include the following:
  - Executive Summary of the TEA TAPR
  - District performance on the National Merit Scholarship Program, Advanced Placement Exams, PSAT, SAT and ACT results reports
  - A list of colleges accepting recent RISD graduates
  - A copy of the TAPR Glossary as provided by the TEA



## Special Notes

- Under the 2021 state accountability rating system, TEA did not issue A-F accountability ratings or distinction designations due to the COVID-19 pandemic and cancellation of STAAR. Instead, RISD and all campuses received the rating **Not Rated: Declared State of Disaster**
- Attendance, graduation, and postsecondary readiness indicators data were updated based on the 2020 graduating class, since these are lagging indicators and are reported a year in arrears
- The 2020-2021 APR documents will be posted at <https://web.risd.org/aci/accountability/#state>



# ANNUAL PERFORMANCE REPORT

## 2020-2021 REPORT

*Produced by the Texas Education Agency and the  
Department of Accountability and Continuous Improvement*



RICHARDSON INDEPENDENT SCHOOL DISTRICT  
*Where all students connect, learn, grow and succeed.*



# **RICHARDSON INDEPENDENT SCHOOL DISTRICT**

## **District Goals**

1. We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.
2. We will guarantee that all students will perform at or above grade level.
3. We will recruit, retain, and reward quality personnel.
4. We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.
5. We will actively pursue creative funding sources and responsibly manage current resources to support our mission.
6. We will ensure that our facilities and infrastructure adapt to support our mission.





## OFFICE OF THE INTERIM SUPERINTENDENT

Richardson Independent School District  
*Where all students connect, learn, grow and succeed.*

January 2022

Dear RISD Community Member:

Thank you for your interest in the Richardson Independent School District (RISD). We are proud of RISD students and their numerous accomplishments. The 2020-2021 school year was unlike any other school year.

Under the 2021 state accountability rating system, the Texas Education Agency (TEA) did not issue A-F accountability ratings or distinction designations. Instead, all campuses and districts received the rating Not Rated: Declared State of Disaster.

The *Annual Performance Report* is an excellent indicator of district and campus performance. The report includes state, regional, and district information and depicts *State of Texas Assessment of Academic Readiness* (STAAR™) for each of the campuses. In addition, the District's Scholastic Aptitude Test (SAT), American College Testing (ACT), Advanced Placement (AP) exam scores, and other post-secondary readiness of RISD's students in terms of college, career, and military readiness (CCMR) are included.

The results contained in these documents support the District's dedication to providing an excellent education for all students. We realize, however, that future success depends on the continued focus on District goals. We believe these goals will provide the vision for excellence in all of our educational programs. Progress toward these goals is accomplished by continuous improvement for every student in the RISD. We are fortunate to have dedicated teachers and staff members and a very supportive community working together to achieve these goals.

If you have specific questions about information contained in this report, please contact the RISD Department of Accountability & Continuous Improvement at 469-593-0507. For additional information about the RISD, please call 469-593-0400 or visit our web site at [www.risd.org](http://www.risd.org).

Sincerely,

Tabitha Branum  
Interim Superintendent



# **RICHARDSON INDEPENDENT SCHOOL DISTRICT**

## **2021 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 is comprised of 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.

The performance and participation reports address State of Texas Assessment of Academic Readiness (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. Please note that due to the cancellation of spring 2020 STAAR, caused by the COVID-19 pandemic, the performance and participation sections of the TAPR show comparisons between the 2019 and 2021 school years.

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, the Meets Grade Level, and the Masters Grade Level standards are at or above state levels for all content areas. The rate of all RISD students who met the Approaches Grade Level standard was 68% for all subjects combined, 68% in reading, 66% in mathematics, 58% in writing, 72% in science, and 76% in social studies. Statewide, the passing rate for each subject was 67% for all subjects combined, 68% in reading, 66% in math, 58% in writing, 71% in science, and 73% in social studies.

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 ELL) indicates RISD ELL student performance is below the state in all subject areas. Social Studies performance is not considered for BE students because the district does not offer BE as an option to secondary ELL students.

The four-year graduation rate in 2020 was 91.3% and the five-year extended graduation rate was 93.1%. The 2020 graduation rate was above the state rate (90.3%), as was the five-year extended rate above the state rate (92.0%). In 2020, 6.8% of RISD high school students dropped out, compared to 5.4% statewide. In 2020, RISD graduated 82.3% of

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



students under an advanced diploma plan\*, which was below the state percentage (85.9%) of students graduating with this type of diploma.

Texas state percentage (62.8%) for the overall CCMR indicator, which includes “college, career, *or* military ready, for students are slightly higher than those in RISD (57.4). RISD outperformed the state in the area of “only college ready” (47.5% and 44.4% respectively). In terms of “only career/military ready”, the state percentage was 9.6%, while RISD had 6.1%. Furthermore, RISD had 3.8% of its graduates rated as college, career, *and* military ready, while the state had 9.1%. The following table includes the various CCMR indicators for annual graduates included within the CCMR calculation with the percentages for both the state and RISD.

Indicator	RISD %	State %
College Ready	51.2%	53.4%
TSI Criteria Graduates in English Language Arts	55.4%	59.7%
TSI Criteria Graduates in Mathematics	43.8%	47.6%
TSI Criteria Graduates in Both Subjects	41.3%	43.2%
AP / IB Met Criteria in Any Subject*	30.2%	21.1%
Associate Degree	0.0%	2.1%
Associate Degree but not Career / Military Ready	0.0%	1.8%
Associate Degree and Career / Military Ready	0.0%	0.4%
Dual Course Credits in Any Subject*	25.6%	24.6%
Onramps Course Credits*	23.3%	4.0%
Dual Course Credits or Onramps Course Credits*	30.3%	25.8%
Career or Military Ready	9.9%	18.7%
Approved Industry-Based Certification	4.2%	13.2%
Graduates with Level I or Level II Certificate	0.0%	0.7%
Graduates with Industry-Based Certification or Level I or Level II	4.2%	13.6%
Graduates with Completed IEP and Workforce Readiness*	3.5%	2.4%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student	2.5%	3.7%

\* Indicates RISD performed better than the state

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 students meeting the TSIA criteria and AP/IB examination passing scores. While the state average ACT score was higher, RISD students had higher average scores on the SAT. The district also outperformed the state in the percentage of graduates enrolled in a Texas Institution of Higher Education (IHE) and the percentage of graduates in a Texas IHE completing one year without enrollment in a developmental education course.

In a typical year, the accountability system includes A-F letter ratings for school districts based on performance in three key areas or domains: student achievement, school



progress, and closing the gaps. For campuses, the system also includes five basic rating labels in the form of letter grades A-F and campus distinctions that are available to campuses rated “C” and above. Campus distinctions are awarded based on campus performance compared to a set of 40 campuses in Texas most like the campus being rated. Distinction Designations are available for Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, being in the Top 25% on Student Progress, being in the Top 25% on Closing Performance Gaps, and Postsecondary Readiness. Elementary schools are not eligible to earn a Distinction for Academic Achievement in Social Studies, as it is first assessed in 8<sup>th</sup> grade. One Distinction Designation for Postsecondary Readiness is available at the district level.

Under the 2021 state accountability rating system, although RISD participated in STAAR, TEA did not issue A-F accountability ratings or distinction designations due to the COVID-19 pandemic. Instead, RISD and all campuses received the rating *Not Rated: Declared State of Disaster*. In 2020, TEA had one exception to not rating school districts—Special Education. TEA rated RISD as “Meets Requirements” under its “2020 Special Education Determination Status”.



## **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: RICHARDSON ISD**

**District Number: 057916**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

***2021 Special Education Determination Status:***

***Needs Assistance***



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Texas Education Agency  
2020-21 STAAR Performance (TAPR)  
RICHARDSON ISD (057916) - DALLAS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	68%	<b>68%</b>	59%	51%	91%	60%	67%	*	83%	41%	73%	71%	55%	55%	50%
	2019	76%	78%	<b>77%</b>	69%	68%	90%	*	83%	-	76%	48%	74%	79%	69%	66%	68%
At Meets Grade Level or Above	2021	39%	40%	<b>43%</b>	30%	24%	71%	40%	38%	*	53%	23%	41%	46%	31%	26%	22%
	2019	45%	48%	<b>48%</b>	34%	35%	69%	*	56%	-	56%	26%	40%	51%	37%	31%	32%
At Masters Grade Level	2021	19%	21%	<b>25%</b>	12%	12%	47%	40%	22%	*	32%	10%	22%	27%	16%	11%	10%
	2019	27%	30%	<b>31%</b>	18%	18%	50%	*	35%	-	41%	13%	18%	33%	21%	16%	17%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	64%	<b>66%</b>	50%	51%	89%	100%	74%	*	73%	39%	69%	70%	50%	54%	52%
	2019	79%	81%	<b>80%</b>	69%	75%	93%	60%	84%	-	77%	51%	74%	83%	71%	72%	76%
At Meets Grade Level or Above	2021	31%	33%	<b>37%</b>	21%	21%	61%	40%	40%	*	47%	19%	39%	39%	25%	22%	20%
	2019	49%	52%	<b>55%</b>	39%	44%	75%	40%	67%	-	54%	31%	51%	58%	42%	40%	45%
At Masters Grade Level	2021	14%	17%	<b>20%</b>	8%	8%	39%	20%	18%	*	22%	8%	22%	22%	12%	9%	8%
	2019	25%	28%	<b>31%</b>	15%	20%	51%	0%	37%	-	32%	13%	28%	33%	20%	16%	18%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	64%	<b>62%</b>	50%	47%	85%	*	69%	*	73%	35%	60%	66%	50%	49%	46%
	2019	75%	75%	<b>73%</b>	65%	64%	91%	67%	75%	*	77%	43%	73%	76%	66%	62%	62%
At Meets Grade Level or Above	2021	36%	39%	<b>39%</b>	26%	23%	63%	*	43%	*	56%	22%	25%	42%	28%	25%	22%
	2019	44%	46%	<b>46%</b>	35%	32%	71%	33%	47%	*	54%	22%	41%	50%	35%	30%	30%
At Masters Grade Level	2021	17%	19%	<b>21%</b>	12%	9%	42%	*	19%	*	29%	10%	9%	23%	14%	9%	8%
	2019	22%	24%	<b>25%</b>	15%	13%	46%	0%	27%	*	33%	9%	20%	29%	15%	12%	13%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	62%	<b>64%</b>	48%	53%	84%	*	74%	*	68%	38%	72%	68%	51%	53%	53%
	2019	75%	77%	<b>75%</b>	62%	68%	90%	83%	85%	*	77%	42%	76%	77%	67%	65%	70%
At Meets Grade Level or Above	2021	36%	39%	<b>43%</b>	27%	29%	67%	*	52%	*	58%	26%	30%	47%	31%	30%	28%
	2019	48%	51%	<b>50%</b>	35%	38%	74%	42%	61%	*	55%	27%	51%	55%	38%	36%	40%
At Masters Grade Level	2021	21%	24%	<b>27%</b>	14%	14%	50%	*	33%	*	42%	10%	11%	30%	19%	14%	15%
	2019	28%	32%	<b>31%</b>	16%	19%	54%	17%	39%	*	38%	13%	33%	35%	19%	18%	21%
<b>Grade 4 Writing</b>																	



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	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	55%	<b>53%</b>	41%	36%	79%	*	59%	*	71%	29%	42%	57%	42%	39%	35%
	2019	67%	68%	<b>64%</b>	54%	55%	84%	55%	67%	*	69%	30%	58%	68%	55%	52%	54%
At Meets Grade Level or Above	2021	27%	29%	<b>28%</b>	17%	13%	51%	*	26%	*	46%	16%	13%	31%	17%	14%	12%
	2019	35%	38%	<b>33%</b>	20%	21%	56%	18%	40%	*	42%	18%	21%	36%	24%	19%	20%
At Masters Grade Level	2021	8%	9%	<b>9%</b>	3%	4%	18%	*	11%	*	13%	3%	9%	10%	5%	3%	3%
	2019	11%	13%	<b>10%</b>	6%	4%	21%	0%	12%	*	17%	5%	6%	12%	6%	4%	4%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	75%	<b>71%</b>	61%	59%	91%	33%	77%	*	75%	37%	83%	74%	61%	60%	59%
	2019	86%	87%	<b>85%</b>	80%	79%	95%	67%	90%	*	93%	55%	85%	86%	81%	78%	76%
At Meets Grade Level or Above	2021	46%	49%	<b>46%</b>	34%	30%	74%	33%	51%	*	53%	22%	56%	50%	34%	31%	30%
	2019	54%	57%	<b>56%</b>	47%	40%	79%	44%	68%	*	62%	27%	64%	58%	49%	41%	38%
At Masters Grade Level	2021	30%	32%	<b>33%</b>	22%	17%	58%	17%	37%	*	41%	12%	39%	36%	21%	19%	17%
	2019	29%	33%	<b>34%</b>	22%	18%	57%	33%	49%	*	48%	12%	45%	36%	25%	19%	18%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	72%	<b>71%</b>	57%	63%	91%	67%	80%	*	71%	42%	84%	75%	59%	62%	63%
	2019	90%	91%	<b>90%</b>	84%	88%	96%	78%	97%	*	89%	70%	93%	92%	86%	86%	87%
At Meets Grade Level or Above	2021	44%	47%	<b>50%</b>	35%	35%	76%	33%	64%	*	61%	24%	66%	55%	34%	37%	37%
	2019	58%	61%	<b>61%</b>	50%	50%	80%	78%	79%	*	64%	34%	69%	64%	53%	49%	51%
At Masters Grade Level	2021	25%	28%	<b>31%</b>	16%	18%	56%	33%	38%	*	34%	10%	41%	35%	17%	18%	19%
	2019	36%	40%	<b>40%</b>	27%	28%	61%	44%	59%	*	47%	17%	49%	44%	30%	28%	29%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	63%	<b>64%</b>	56%	48%	88%	33%	70%	*	73%	36%	78%	67%	54%	52%	49%
	2019	75%	75%	<b>78%</b>	70%	69%	91%	67%	90%	*	86%	51%	82%	80%	71%	68%	69%
At Meets Grade Level or Above	2021	31%	33%	<b>36%</b>	23%	22%	62%	33%	39%	*	37%	20%	48%	40%	24%	22%	20%
	2019	49%	50%	<b>54%</b>	41%	40%	77%	44%	66%	*	66%	28%	64%	57%	45%	40%	39%
At Masters Grade Level	2021	13%	14%	<b>16%</b>	7%	7%	32%	17%	16%	*	17%	5%	23%	18%	7%	7%	6%
	2019	24%	25%	<b>30%</b>	18%	16%	52%	33%	42%	*	49%	14%	36%	33%	22%	17%	17%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2021	62%	64%	<b>65%</b>	57%	51%	88%	40%	71%	*	86%	31%	67%	69%	51%	53%	49%
	2019	68%	70%	<b>74%</b>	69%	62%	91%	71%	81%	67%	88%	40%	65%	77%	64%	63%	60%



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At Meets Grade Level or Above	2021	32%	35%	<b>38%</b>	28%	22%	66%	40%	40%	*	54%	16%	35%	42%	26%	23%	20%
	2019	37%	41%	<b>45%</b>	35%	30%	69%	71%	54%	50%	58%	19%	47%	49%	35%	30%	30%
At Masters Grade Level	2021	15%	17%	<b>20%</b>	9%	9%	40%	0%	21%	*	33%	7%	15%	22%	10%	9%	8%
	2019	18%	20%	<b>24%</b>	16%	11%	43%	57%	32%	33%	31%	4%	27%	26%	17%	12%	12%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2021	68%	70%	<b>74%</b>	62%	65%	93%	60%	81%	*	88%	40%	80%	79%	60%	66%	64%
	2019	81%	83%	<b>87%</b>	83%	81%	96%	86%	93%	83%	92%	56%	81%	89%	81%	81%	80%
At Meets Grade Level or Above	2021	36%	40%	<b>50%</b>	35%	35%	77%	20%	57%	*	66%	21%	53%	55%	33%	35%	35%
	2019	47%	51%	<b>62%</b>	49%	49%	83%	71%	76%	67%	70%	25%	64%	66%	49%	49%	49%
At Masters Grade Level	2021	15%	18%	<b>28%</b>	16%	15%	53%	20%	29%	*	41%	10%	29%	32%	16%	14%	14%
	2019	21%	25%	<b>34%</b>	24%	20%	55%	43%	57%	50%	46%	10%	38%	38%	25%	21%	22%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2021	69%	70%	<b>69%</b>	59%	56%	88%	83%	79%	*	79%	29%	79%	71%	59%	59%	53%
	2019	76%	77%	<b>78%</b>	69%	71%	93%	80%	86%	*	85%	44%	73%	81%	70%	68%	68%
At Meets Grade Level or Above	2021	45%	47%	<b>46%</b>	34%	30%	72%	83%	60%	*	57%	20%	63%	49%	36%	34%	26%
	2019	49%	52%	<b>54%</b>	40%	40%	81%	60%	62%	*	66%	26%	50%	57%	44%	39%	33%
At Masters Grade Level	2021	25%	27%	<b>27%</b>	18%	14%	48%	33%	37%	*	42%	7%	39%	30%	17%	16%	11%
	2019	29%	32%	<b>35%</b>	22%	20%	62%	40%	47%	*	47%	11%	31%	39%	25%	20%	16%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2021	55%	59%	<b>34%</b>	25%	27%	62%	*	46%	*	55%	28%	42%	35%	30%	29%	27%
	2019	75%	77%	<b>66%</b>	58%	66%	80%	*	63%	*	72%	46%	62%	67%	63%	64%	63%
At Meets Grade Level or Above	2021	27%	32%	<b>9%</b>	6%	5%	21%	*	18%	*	15%	13%	23%	10%	5%	7%	4%
	2019	43%	46%	<b>26%</b>	22%	25%	41%	*	27%	*	40%	18%	24%	28%	23%	24%	21%
At Masters Grade Level	2021	12%	16%	<b>2%</b>	1%	1%	6%	*	7%	*	0%	4%	8%	2%	1%	1%	1%
	2019	17%	20%	<b>5%</b>	4%	4%	11%	*	11%	*	16%	5%	5%	6%	4%	5%	4%
<b>Grade 7 Writing</b>																	
At Approaches Grade Level or Above	2021	63%	64%	<b>63%</b>	53%	48%	87%	67%	77%	*	67%	26%	69%	66%	52%	51%	43%
	2019	70%	72%	<b>70%</b>	58%	60%	91%	60%	80%	*	84%	34%	60%	73%	61%	57%	55%
At Meets Grade Level or Above	2021	33%	36%	<b>37%</b>	25%	21%	64%	50%	47%	*	47%	14%	42%	41%	24%	22%	16%
	2019	42%	45%	<b>44%</b>	33%	29%	69%	40%	59%	*	61%	18%	39%	47%	36%	29%	24%



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At Masters Grade Level	2021	10%	12%	13%	8%	5%	25%	0%	18%	*	24%	4%	15%	15%	8%	6%	4%
	2019	18%	21%	21%	13%	10%	40%	20%	31%	*	21%	7%	20%	23%	14%	10%	7%
<b>Grade 8 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	75%	74%	66%	63%	91%	86%	79%	*	88%	37%	70%	78%	58%	64%	51%
	2019	86%	87%	87%	82%	82%	96%	100%	91%	*	93%	48%	89%	90%	79%	81%	77%
At Meets Grade Level or Above	2021	46%	48%	48%	36%	34%	74%	57%	58%	*	55%	19%	51%	54%	31%	34%	22%
	2019	55%	58%	60%	45%	48%	85%	29%	70%	*	64%	20%	56%	65%	46%	45%	38%
At Masters Grade Level	2021	21%	23%	26%	13%	14%	48%	43%	35%	*	33%	6%	28%	29%	13%	13%	6%
	2019	28%	31%	37%	26%	21%	63%	14%	43%	*	41%	8%	38%	40%	26%	22%	14%
<b>Grade 8 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	62%	62%	58%	46%	45%	82%	50%	74%	*	63%	24%	61%	62%	46%	45%	40%
	2019	88%	90%	90%	83%	88%	97%	63%	96%	*	95%	63%	91%	92%	84%	86%	85%
At Meets Grade Level or Above	2021	36%	36%	35%	22%	22%	60%	25%	44%	*	43%	11%	44%	38%	23%	22%	18%
	2019	57%	60%	62%	47%	52%	83%	38%	77%	*	67%	27%	66%	66%	51%	51%	48%
At Masters Grade Level	2021	11%	11%	10%	4%	4%	23%	0%	17%	*	13%	2%	13%	13%	4%	4%	3%
	2019	17%	19%	23%	10%	14%	43%	13%	31%	*	25%	8%	23%	26%	14%	12%	11%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2021	68%	70%	69%	60%	55%	91%	57%	79%	*	85%	31%	73%	74%	54%	56%	44%
	2019	81%	83%	86%	79%	80%	97%	71%	92%	*	88%	51%	85%	88%	77%	79%	74%
At Meets Grade Level or Above	2021	43%	45%	47%	32%	29%	77%	43%	64%	*	58%	18%	57%	52%	31%	31%	19%
	2019	51%	55%	61%	48%	47%	86%	43%	71%	*	66%	26%	59%	65%	49%	47%	37%
At Masters Grade Level	2021	24%	26%	28%	13%	15%	52%	29%	40%	*	37%	8%	37%	32%	15%	15%	8%
	2019	25%	29%	35%	20%	20%	64%	14%	41%	*	40%	11%	41%	39%	21%	19%	14%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2021	57%	60%	64%	56%	49%	87%	57%	71%	*	82%	36%	71%	68%	51%	52%	37%
	2019	69%	72%	79%	71%	71%	94%	57%	88%	*	84%	42%	77%	81%	72%	70%	63%
At Meets Grade Level or Above	2021	28%	31%	36%	24%	20%	62%	43%	54%	*	43%	18%	49%	40%	25%	23%	13%
	2019	37%	41%	51%	42%	38%	73%	29%	67%	*	55%	23%	51%	55%	40%	39%	30%



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At Masters Grade Level	2021	14%	15%	<b>19%</b>	9%	8%	38%	14%	33%	*	19%	5%	33%	22%	11%	9%	5%
	2019	21%	25%	<b>32%</b>	22%	18%	54%	14%	41%	*	40%	9%	34%	35%	21%	19%	13%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2021	67%	67%	<b>68%</b>	55%	58%	90%	100%	78%	*	86%	32%	63%	72%	55%	57%	41%
	2019	68%	69%	<b>73%</b>	64%	66%	90%	75%	79%	100%	83%	32%	70%	76%	63%	63%	52%
At Meets Grade Level or Above	2021	50%	51%	<b>53%</b>	40%	39%	81%	100%	63%	*	78%	20%	45%	57%	39%	38%	21%
	2019	50%	52%	<b>56%</b>	43%	45%	83%	58%	61%	20%	74%	18%	49%	60%	46%	43%	27%
At Masters Grade Level	2021	12%	14%	<b>14%</b>	6%	6%	31%	17%	19%	*	23%	3%	8%	16%	8%	5%	1%
	2019	11%	14%	<b>16%</b>	6%	8%	35%	17%	21%	0%	30%	2%	8%	17%	11%	6%	2%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2021	71%	71%	<b>69%</b>	58%	59%	91%	*	70%	*	79%	30%	63%	75%	53%	57%	37%
	2019	68%	70%	<b>71%</b>	65%	65%	88%	67%	67%	*	80%	35%	69%	77%	58%	62%	43%
At Meets Grade Level or Above	2021	57%	58%	<b>57%</b>	44%	44%	84%	*	58%	*	68%	19%	53%	62%	39%	43%	19%
	2019	49%	52%	<b>54%</b>	42%	44%	79%	56%	54%	*	65%	23%	43%	60%	38%	41%	23%
At Masters Grade Level	2021	11%	13%	<b>10%</b>	4%	4%	23%	*	11%	*	23%	3%	5%	12%	5%	5%	1%
	2019	8%	10%	<b>10%</b>	3%	5%	21%	0%	15%	*	12%	4%	7%	11%	6%	4%	1%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2021	73%	74%	<b>68%</b>	57%	60%	87%	*	75%	*	80%	38%	75%	72%	57%	60%	54%
	2019	85%	87%	<b>88%</b>	86%	83%	94%	70%	92%	80%	89%	55%	93%	91%	80%	84%	79%
At Meets Grade Level or Above	2021	41%	44%	<b>37%</b>	24%	26%	63%	*	48%	*	44%	16%	46%	42%	24%	26%	19%
	2019	61%	64%	<b>65%</b>	56%	56%	83%	60%	76%	60%	69%	26%	68%	71%	50%	56%	49%
At Masters Grade Level	2021	23%	27%	<b>21%</b>	11%	13%	39%	*	30%	*	29%	4%	25%	24%	11%	12%	8%
	2019	37%	42%	<b>44%</b>	32%	33%	66%	30%	63%	20%	46%	11%	51%	50%	30%	32%	27%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2021	82%	82%	<b>82%</b>	74%	76%	96%	100%	82%	*	92%	54%	85%	85%	72%	74%	64%
	2019	88%	89%	<b>90%</b>	85%	87%	97%	100%	90%	*	97%	64%	89%	92%	83%	85%	78%
At Meets Grade Level or Above	2021	55%	56%	<b>58%</b>	44%	45%	85%	100%	64%	*	80%	29%	59%	63%	42%	44%	29%
	2019	62%	64%	<b>65%</b>	54%	56%	87%	63%	63%	*	83%	26%	63%	71%	51%	53%	39%



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At Masters Grade Level	2021	22%	24%	26%	15%	13%	50%	67%	38%	*	41%	7%	28%	29%	16%	13%	6%
	2019	25%	28%	30%	16%	18%	53%	25%	39%	*	50%	9%	27%	33%	21%	17%	9%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2021	88%	88%	89%	83%	85%	97%	100%	87%	-	97%	61%	100%	91%	81%	84%	68%
	2019	93%	93%	92%	89%	89%	98%	*	93%	100%	87%	66%	100%	94%	85%	88%	76%
At Meets Grade Level or Above	2021	69%	69%	74%	63%	65%	93%	88%	73%	-	89%	37%	92%	78%	60%	63%	43%
	2019	73%	74%	76%	66%	70%	91%	*	75%	80%	77%	39%	68%	80%	61%	66%	41%
At Masters Grade Level	2021	43%	44%	51%	33%	40%	77%	63%	53%	-	59%	18%	67%	55%	38%	36%	20%
	2019	45%	48%	52%	38%	42%	75%	*	59%	60%	54%	18%	35%	56%	38%	40%	18%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2021	95%	96%	98%	94%	99%	99%	*	100%	-	95%	88%	100%	98%	100%	97%	100%
At Meets Grade Level or Above	2021	69%	73%	78%	49%	66%	88%	*	85%	-	64%	75%	83%	78%	64%	61%	20%
At Masters Grade Level	2021	14%	20%	17%	6%	7%	20%	*	34%	-	18%	0%	17%	17%	5%	10%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	69%	68%	57%	56%	89%	70%	75%	36%	79%	36%	71%	72%	55%	57%	49%
	2019	78%	79%	80%	72%	73%	93%	72%	85%	72%	85%	48%	78%	82%	72%	72%	69%
At Meets Grade Level or Above	2021	41%	44%	44%	31%	30%	70%	48%	52%	16%	55%	20%	47%	49%	31%	31%	23%
	2019	50%	53%	54%	42%	42%	77%	48%	64%	46%	63%	25%	52%	58%	43%	41%	36%
At Masters Grade Level	2021	18%	21%	22%	12%	11%	41%	23%	27%	9%	30%	7%	24%	25%	13%	11%	8%
	2019	24%	26%	29%	17%	17%	50%	22%	38%	30%	37%	10%	29%	32%	19%	16%	14%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	69%	68%	58%	56%	89%	70%	73%	36%	81%	34%	70%	72%	55%	57%	49%
	2019	75%	76%	77%	70%	69%	92%	74%	80%	73%	84%	43%	75%	80%	68%	68%	63%
At Meets Grade Level or Above	2021	45%	46%	47%	34%	31%	73%	56%	51%	23%	59%	20%	47%	50%	33%	32%	23%
	2019	48%	51%	52%	40%	40%	77%	49%	59%	36%	62%	23%	49%	56%	41%	38%	32%
At Masters Grade Level	2021	18%	20%	22%	12%	10%	42%	21%	24%	9%	32%	7%	21%	24%	13%	11%	8%
	2019	21%	23%	26%	15%	14%	47%	20%	32%	23%	35%	8%	25%	28%	17%	14%	12%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	68%	66%	53%	55%	88%	73%	77%	40%	74%	36%	72%	71%	53%	56%	53%
	2019	82%	84%	83%	76%	79%	94%	74%	90%	74%	85%	55%	83%	86%	77%	77%	78%



Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	41%	<b>41%</b>	27%	27%	67%	32%	51%	10%	51%	19%	46%	46%	27%	28%	25%
	2019	52%	55%	<b>57%</b>	44%	46%	78%	53%	71%	42%	62%	27%	58%	61%	45%	44%	44%
At Masters Grade Level	2021	18%	20%	<b>21%</b>	11%	11%	40%	16%	27%	10%	28%	7%	23%	24%	12%	11%	10%
	2019	26%	30%	<b>32%</b>	19%	20%	53%	25%	46%	26%	38%	11%	33%	35%	22%	20%	20%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	60%	<b>58%</b>	47%	42%	83%	60%	67%	*	69%	28%	57%	62%	47%	45%	39%
	2019	68%	70%	<b>67%</b>	56%	57%	87%	56%	73%	50%	75%	32%	59%	70%	58%	54%	55%
At Meets Grade Level or Above	2021	30%	33%	<b>32%</b>	21%	17%	57%	30%	35%	*	46%	15%	30%	36%	20%	18%	14%
	2019	38%	42%	<b>38%</b>	26%	25%	62%	25%	49%	50%	50%	18%	32%	41%	29%	24%	22%
At Masters Grade Level	2021	9%	11%	<b>11%</b>	6%	5%	22%	0%	14%	*	18%	4%	13%	13%	6%	4%	3%
	2019	14%	17%	<b>15%</b>	9%	7%	30%	6%	21%	17%	19%	6%	15%	18%	10%	7%	5%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	72%	<b>72%</b>	63%	61%	92%	63%	77%	30%	84%	41%	79%	76%	61%	62%	52%
	2019	81%	83%	<b>84%</b>	78%	79%	95%	79%	91%	71%	90%	55%	85%	87%	78%	77%	73%
At Meets Grade Level or Above	2021	44%	45%	<b>48%</b>	33%	33%	75%	58%	56%	10%	59%	22%	56%	52%	33%	33%	23%
	2019	54%	56%	<b>60%</b>	48%	48%	83%	50%	66%	57%	71%	27%	61%	64%	49%	46%	38%
At Masters Grade Level	2021	20%	22%	<b>23%</b>	12%	12%	45%	37%	32%	10%	32%	6%	30%	27%	13%	12%	7%
	2019	25%	27%	<b>31%</b>	18%	18%	56%	25%	40%	43%	46%	11%	36%	35%	21%	18%	13%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2021	73%	74%	<b>76%</b>	69%	66%	92%	80%	79%	*	89%	48%	78%	79%	65%	66%	48%
	2019	81%	82%	<b>85%</b>	80%	80%	96%	67%	90%	86%	85%	53%	83%	88%	78%	79%	68%
At Meets Grade Level or Above	2021	49%	50%	<b>54%</b>	43%	42%	76%	67%	63%	*	64%	27%	59%	58%	41%	41%	24%
	2019	55%	58%	<b>63%</b>	54%	54%	82%	44%	71%	71%	66%	30%	55%	67%	50%	51%	34%
At Masters Grade Level	2021	29%	30%	<b>34%</b>	21%	23%	56%	40%	43%	*	38%	11%	40%	37%	23%	21%	10%
	2019	33%	36%	<b>42%</b>	29%	30%	64%	33%	50%	57%	47%	13%	34%	46%	29%	28%	15%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.



Texas Education Agency  
2018-19 Progress (TAPR)  
RICHARDSON ISD (057916) - DALLAS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	61	55	58	67	83	65	*	62	52	54	62	58	56	59
	2018	63	64	63	60	57	70	50	75	*	62	63	62	64	60	59	59
Grade 4 Mathematics	2019	65	67	61	53	57	71	67	67	*	68	54	59	62	58	56	61
	2018	65	67	65	61	56	77	79	76	*	68	58	75	66	64	58	59
Grade 5 ELA/Reading	2019	81	83	82	82	79	85	81	88	*	83	73	84	82	80	80	80
	2018	80	82	83	84	81	84	75	89	*	80	79	83	83	83	82	82
Grade 5 Mathematics	2019	83	85	85	84	84	86	100	91	*	83	82	88	85	85	85	85
	2018	81	82	85	86	85	85	67	93	*	91	89	91	86	85	86	86
Grade 6 ELA/Reading	2019	42	46	49	47	41	57	64	59	42	54	38	40	49	48	44	43
	2018	47	50	59	52	52	70	86	63	*	68	46	62	59	57	53	53
Grade 6 Mathematics	2019	54	58	66	64	57	74	86	78	58	71	49	63	66	65	60	59
	2018	56	60	66	63	59	76	67	77	*	72	60	73	66	67	60	60
Grade 7 ELA/Reading	2019	77	78	76	73	70	85	100	84	*	71	63	72	76	75	71	70
	2018	76	77	79	72	76	85	*	87	*	84	62	83	79	77	76	78
Grade 7 Mathematics	2019	62	64	51	50	51	54	*	50	*	48	43	46	51	53	51	51
	2018	67	69	62	60	62	61	*	69	*	61	62	59	63	60	61	63
Grade 8 ELA/Reading	2019	77	78	78	77	75	82	100	81	*	80	66	83	79	75	76	76
	2018	79	80	81	80	82	81	93	84	*	76	79	75	82	79	82	82
Grade 8 Mathematics	2019	82	81	72	73	73	72	69	68	*	69	72	67	72	75	71	72
	2018	81	80	70	72	72	67	*	69	*	58	70	69	68	75	72	72
End of Course English II	2019	69	71	72	71	72	73	86	75	*	77	72	61	73	69	71	68
	2018	67	67	64	62	63	66	*	65	75	61	45	52	65	59	62	55
End of Course Algebra I	2019	75	78	80	75	73	88	79	89	70	85	44	79	82	71	74	72
	2018	72	75	78	69	72	89	57	87	*	87	47	78	81	67	71	66
All Grades Both Subjects	2019	69	71	70	67	66	76	81	76	70	72	59	66	71	68	66	66
	2018	69	71	72	68	68	77	73	78	74	73	64	73	72	70	68	68
All Grades ELA/Reading	2019	68	70	69	67	65	75	85	76	73	71	60	66	70	67	66	65
	2018	69	70	71	68	68	76	78	77	75	71	62	73	72	69	69	69
All Grades Mathematics	2019	70	72	71	67	67	77	77	77	67	74	59	67	71	68	67	67
	2018	70	72	72	69	68	78	70	80	73	75	65	74	72	70	68	68

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- Indicates there are no students in the group.



Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	69%	<b>68%</b>	41%	40%	-	-	-	45%	40%	-	41%	34%	66%	77%	41%	84%
	2019	78%	79%	<b>80%</b>	63%	63%	-	-	-		57%	11%	57%		82%		59%	
At Meets Grade Level or Above	2021	41%	44%	<b>44%</b>	15%	13%	-	-	-	19%	15%	-	15%	13%	37%	55%	15%	56%
	2019	50%	53%	<b>54%</b>	27%	27%	-	-	-		23%	4%	23%		42%		24%	
At Masters Grade Level	2021	18%	21%	<b>22%</b>	6%	5%	-	-	-	8%	5%	-	5%	2%	14%	29%	5%	23%
	2019	24%	26%	<b>29%</b>	10%	10%	-	-	-		7%	0%	7%		18%		8%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	69%	<b>68%</b>	42%	41%	-	-	-	45%	37%	-	37%	34%	68%	78%	38%	88%
	2019	75%	76%	<b>77%</b>	57%	57%	-	-	-		49%	8%	49%		88%		52%	
At Meets Grade Level or Above	2021	45%	46%	<b>47%</b>	15%	14%	-	-	-	17%	14%	-	14%	15%	41%	58%	14%	62%
	2019	48%	51%	<b>52%</b>	22%	22%	-	-	-		18%	8%	18%		31%		19%	
At Masters Grade Level	2021	18%	20%	<b>22%</b>	7%	6%	-	-	-	8%	4%	-	4%	2%	15%	30%	5%	21%
	2019	21%	23%	<b>26%</b>	9%	9%	-	-	-		5%	0%	5%		12%		6%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	68%	<b>66%</b>	49%	47%	-	-	-	57%	44%	-	45%	37%	66%	74%	46%	79%
	2019	82%	84%	<b>83%</b>	73%	73%	-	-	-		70%	*	70%		79%		71%	
At Meets Grade Level or Above	2021	37%	41%	<b>41%</b>	21%	17%	-	-	-	29%	17%	-	17%	17%	38%	51%	18%	49%
	2019	52%	55%	<b>57%</b>	36%	36%	-	-	-		33%	*	33%		58%		34%	
At Masters Grade Level	2021	18%	20%	<b>21%</b>	9%	7%	-	-	-	12%	6%	-	6%	4%	21%	28%	7%	23%
	2019	26%	30%	<b>32%</b>	14%	14%	-	-	-		11%	*	11%		26%		12%	
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	60%	<b>58%</b>	25%	25%	-	-	-	-	30%	-	30%	28%	78%	69%	29%	83%
	2019	68%	70%	<b>67%</b>	54%	54%	-	-	-		39%	-	39%		100%		43%	
At Meets Grade Level or Above	2021	30%	33%	<b>32%</b>	4%	4%	-	-	-	-	7%	-	7%	5%	33%	43%	7%	47%
	2019	38%	42%	<b>38%</b>	16%	16%	-	-	-		10%	-	10%		40%		12%	
At Masters Grade Level	2021	9%	11%	<b>11%</b>	0%	0%	-	-	-	-	1%	-	1%	0%	0%	16%	1%	15%
	2019	14%	17%	<b>15%</b>	2%	2%	-	-	-		2%	-	2%		0%		2%	
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	72%	<b>72%</b>	31%	25%	-	-	-	32%	45%	-	45%	39%	67%	81%	42%	87%
	2019	81%	83%	<b>84%</b>	52%	52%	-	-	-		65%	29%	65%		67%		62%	
At Meets Grade Level or Above	2021	44%	45%	<b>48%</b>	11%	9%	-	-	-	11%	15%	-	15%	14%	33%	59%	15%	57%
	2019	54%	56%	<b>60%</b>	21%	21%	-	-	-		25%	0%	25%		50%		24%	
At Masters Grade Level	2021	20%	22%	<b>23%</b>	2%	2%	-	-	-	2%	3%	-	3%	3%	7%	32%	3%	24%
	2019	25%	27%	<b>31%</b>	6%	6%	-	-	-		6%	0%	6%		33%		6%	
<b>All Grades Social Studies</b>																		



Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	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 Approaches Grade Level or Above	2021	73%	74%	<b>76%</b>	-	-	-	-	-	-	42%	-	44%	26%	*	84%	42%	82%
	2019	81%	82%	<b>85%</b>	-	-	-	-	-	-	55%	*	56%		67%		55%	
At Meets Grade Level or Above	2021	49%	50%	<b>54%</b>	-	-	-	-	-	-	20%	-	22%	4%	*	64%	20%	56%
	2019	55%	58%	<b>63%</b>	-	-	-	-	-	-	21%	*	21%		33%		21%	
At Masters Grade Level	2021	29%	30%	<b>34%</b>	-	-	-	-	-	-	8%	-	9%	0%	*	43%	8%	34%
	2019	33%	36%	<b>42%</b>	-	-	-	-	-	-	8%	*	8%		17%		8%	

\* 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.



Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	<b>93%</b>	89%	94%	95%	92%	94%	87%	89%	90%	93%	94%	90%	93%	95%
Included in Accountability	83%	87%	<b>89%</b>	84%	89%	93%	86%	89%	87%	84%	87%	91%	93%	78%	90%	89%
Not Included in Accountability: Mobile	3%	3%	<b>3%</b>	4%	3%	2%	5%	3%	0%	4%	2%	2%	1%	9%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	1%	2%	0%	1%	3%	0%	1%	2%	0%	1%	3%	1%	3%
Not Tested	12%	8%	<b>7%</b>	11%	6%	5%	8%	6%	13%	11%	10%	7%	6%	10%	7%	5%
Absent	2%	1%	<b>1%</b>	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Other	10%	7%	<b>6%</b>	10%	5%	4%	8%	5%	13%	10%	8%	6%	5%	8%	6%	4%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	99%	99%	99%	99%	99%	100%	99%	99%	100%	100%	99%	99%	99%
Included in Accountability	94%	94%	<b>93%</b>	89%	93%	97%	97%	89%	97%	94%	96%	95%	98%	81%	91%	90%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	8%	4%	2%	2%	3%	3%	3%	2%	5%	1%	12%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	2%	3%	1%	0%	7%	0%	1%	1%	0%	0%	7%	3%	6%
Not Tested	1%	1%	<b>1%</b>	1%	1%	1%	1%	1%	0%	1%	1%	0%	0%	1%	1%	1%
Absent	1%	0%	<b>1%</b>	1%	1%	1%	1%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.



Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	98.5%	98.0%	98.3%	99.1%	98.2%	99.3%	98.1%	98.4%	98.0%	98.2%	98.6%
2018-19	95.4%	95.7%	95.5%	95.2%	95.0%	96.2%	95.6%	96.9%	94.6%	95.2%	94.5%	95.2%	95.8%
Chronic Absenteeism													
2019-20	6.7%	6.4%	6.4%	9.9%	7.4%	2.9%	9.1%	2.9%	8.3%	7.8%	9.8%	8.0%	5.6%
2018-19	11.4%	10.3%	10.5%	14.5%	12.3%	6.1%	8.1%	5.8%	12.2%	11.3%	14.9%	12.4%	9.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	1.1%	1.7%	0.9%	1.1%	0.0%	0.6%	0.0%	1.1%	0.9%	1.3%	1.4%
2018-19	0.4%	0.4%	0.9%	1.2%	0.7%	0.7%	0.0%	1.0%	0.0%	2.1%	1.2%	1.0%	0.9%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.2%	1.4%	1.2%	2.1%	0.8%	3.6%	0.9%	0.0%	0.7%	1.3%	1.6%	3.3%
2018-19	1.9%	2.4%	2.2%	2.6%	2.7%	1.2%	4.3%	2.1%	13.3%	1.4%	2.6%	2.5%	6.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	87.7%	91.3%	90.3%	88.9%	95.4%	60.0%	92.2%	75.0%	95.6%	85.7%	89.0%	74.9%
Received TxCHSE	0.4%	0.3%	0.3%	0.2%	0.1%	0.7%	0.0%	0.0%	0.0%	1.5%	1.1%	0.1%	0.0%
Continued HS	3.9%	5.4%	1.5%	1.6%	2.3%	0.3%	0.0%	1.0%	12.5%	1.5%	2.7%	1.9%	2.5%
Dropped Out	5.4%	6.6%	6.8%	7.9%	8.7%	3.6%	40.0%	6.8%	12.5%	1.5%	10.4%	9.1%	22.6%
Graduates and TxCHSE	90.7%	88.0%	91.7%	90.5%	89.0%	96.1%	60.0%	92.2%	75.0%	97.1%	86.8%	89.0%	74.9%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	93.2%	92.1%	91.3%	96.4%	60.0%	93.2%	87.5%	98.5%	89.6%	90.9%	77.4%
Class of 2019													
Graduated	90.0%	88.4%	91.0%	88.5%	89.0%	95.0%	* 93.5%	* 93.5%	* 93.8%	93.8%	88.5%	88.9%	60.2%
Received TxCHSE	0.5%	0.3%	0.3%	0.6%	0.1%	0.3%	* 0.0%	* 0.0%	* 0.0%	0.0%	0.0%	0.2%	0.0%
Continued HS	3.7%	4.6%	1.8%	2.1%	2.5%	1.0%	* 1.3%	* 1.3%	* 0.0%	0.0%	1.8%	2.3%	5.5%
Dropped Out	5.9%	6.6%	6.9%	8.8%	8.5%	3.7%	* 5.2%	* 5.2%	* 6.2%	6.2%	9.7%	8.6%	34.3%
Graduates and TxCHSE	90.4%	88.7%	91.3%	89.1%	89.1%	95.3%	* 93.5%	* 93.5%	* 93.8%	93.8%	88.5%	89.0%	60.2%
Graduates, TxCHSE, and Continuers	94.1%	93.4%	93.1%	91.2%	91.5%	96.3%	* 94.8%	* 94.8%	* 93.8%	93.8%	90.3%	91.4%	65.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	90.6%	93.1%	90.8%	91.9%	96.3%	* 94.8%	* 94.8%	* 92.5%	92.5%	90.9%	91.6%	67.0%
Received TxCHSE	0.5%	0.4%	0.3%	0.6%	0.1%	0.3%	* 0.0%	* 0.0%	* 0.0%	0.0%	0.0%	0.2%	0.0%
Continued HS	1.3%	1.8%	0.1%	0.2%	0.2%	0.0%	* 0.0%	* 0.0%	* 0.0%	0.0%	0.6%	0.3%	0.0%
Dropped Out	6.1%	7.2%	6.5%	8.4%	7.8%	3.4%	* 5.2%	* 5.2%	* 7.5%	7.5%	8.5%	7.9%	33.0%
Graduates and TxCHSE	92.6%	91.0%	93.4%	91.4%	92.0%	96.6%	* 94.8%	* 94.8%	* 92.5%	92.5%	90.9%	91.8%	67.0%



Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	92.8%	<b>93.5%</b>	91.6%	92.2%	96.6%		* 94.8%		* 92.5%	91.5%	92.1%	67.0%
<b>Class of 2018</b>													
Graduated	92.2%	91.3%	<b>92.2%</b>	91.3%	89.5%	95.9%	83.3%	93.4%	*	93.2%	86.9%	89.6%	70.3%
Received TxCHSE	0.6%	0.4%	<b>0.4%</b>	0.2%	0.2%	0.6%	0.0%	0.5%	*	1.4%	0.0%	0.6%	0.0%
Continued HS	1.1%	1.4%	<b>0.1%</b>	0.0%	0.1%	0.1%	0.0%	0.5%	*	0.0%	0.0%	0.2%	0.6%
Dropped Out	6.1%	6.9%	<b>7.3%</b>	8.5%	10.2%	3.4%	16.7%	5.6%	*	5.4%	13.1%	9.6%	29.1%
Graduates and TxCHSE	92.8%	91.7%	<b>92.6%</b>	91.5%	89.7%	96.5%	83.3%	93.9%	*	94.6%	86.9%	90.2%	70.3%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>92.7%</b>	91.5%	89.8%	96.6%	83.3%	94.4%	*	94.6%	86.9%	90.4%	70.9%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	91.9%	<b>92.4%</b>	91.5%	89.8%	96.1%	83.3%	93.9%	*	93.2%	87.1%	90.0%	72.1%
Received TxCHSE	0.7%	0.5%	<b>0.4%</b>	0.2%	0.2%	0.6%	0.0%	0.5%	*	1.4%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	<b>7.2%</b>	8.3%	10.0%	3.4%	16.7%	5.6%	*	5.4%	12.9%	9.4%	27.9%
Graduates and TxCHSE	93.3%	92.4%	<b>92.8%</b>	91.7%	90.0%	96.6%	83.3%	94.4%	*	94.6%	87.1%	90.6%	72.1%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>92.8%</b>	91.7%	90.0%	96.6%	83.3%	94.4%	*	94.6%	87.1%	90.6%	72.1%
<b>Class of 2017</b>													
Graduated	92.4%	92.3%	<b>92.9%</b>	89.6%	91.0%	96.7%	100.0%	93.9%	*	94.5%	85.8%	90.8%	70.6%
Received TxCHSE	0.7%	0.6%	<b>0.5%</b>	0.4%	0.5%	0.6%	0.0%	0.0%	*	1.4%	0.6%	0.4%	0.7%
Continued HS	0.6%	0.6%	<b>0.0%</b>	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.5%	<b>6.6%</b>	10.0%	8.4%	2.8%	0.0%	6.1%	*	4.1%	13.6%	8.8%	28.7%
Graduates and TxCHSE	93.2%	92.9%	<b>93.3%</b>	90.0%	91.5%	97.2%	100.0%	93.9%	*	95.9%	86.4%	91.2%	71.3%
Graduates, TxCHSE, and Continuers	93.7%	93.5%	<b>93.4%</b>	90.0%	91.6%	97.2%	100.0%	93.9%	*	95.9%	86.4%	91.2%	71.3%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	87.7%	<b>89.1%</b>	87.8%	86.6%	93.3%	60.0%	90.9%	75.0%	92.9%	68.5%	87.1%	72.0%
Class of 2019	90.0%	88.4%	<b>89.3%</b>	86.3%	87.1%	94.1%		* 91.8%		* 91.2%	75.3%	87.4%	58.4%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	91.3%	*	*	-	-	-	-	-	-	-	*	*
Class of 2019	73.3%	76.1%	<b>80.0%</b>	*	*	-	-	-	-	-	*	*	*
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	5.2%	<b>0.8%</b>	1.1%	1.2%	0.3%		* 0.0%	0.0%	0.0%	5.8%	0.7%	1.9%
Class of 2019	4.2%	5.1%	<b>1.0%</b>	2.7%	0.8%	0.5%		* 0.0%	-	0.0%	0.8%	1.8%	2.5%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													



Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	80.4%	<b>84.4%</b>	79.3%	78.1%	94.1%	*	93.8%	83.3%	80.0%	31.4%	78.9%	58.7%
Class of 2019	83.5%	82.7%	<b>80.8%</b>	74.6%	73.1%	91.1%	*	95.1%	-	84.5%	33.8%	75.0%	59.2%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	87.8%	85.6%	<b>85.1%</b>	80.3%	79.3%	94.4%	*	93.8%	83.3%	80.0%	37.2%	79.5%	60.4%
Class of 2019	87.6%	87.8%	<b>81.8%</b>	77.3%	73.9%	91.6%	*	95.1%	-	84.5%	34.4%	76.7%	62.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	50.7%	<b>0.0%</b>	*	*	0.0%	-	*	-	-	0.0%	*	*
2018-19	32.7%	22.3%	<b>8.7%</b>	20.0%	12.5%	0.0%	-	*	-	-	0.0%	*	*
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	5.3%	<b>0.8%</b>	1.0%	1.2%	0.3%	*	0.0%	0.0%	0.0%	5.0%	0.7%	1.7%
2018-19	4.4%	6.0%	<b>1.0%</b>	2.6%	0.9%	0.4%	*	0.7%	-	0.0%	0.7%	1.9%	2.2%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	78.7%	<b>82.0%</b>	76.4%	76.1%	91.8%	*	91.0%	85.7%	78.5%	27.6%	76.6%	57.1%
2018-19	82.1%	80.9%	<b>79.0%</b>	72.6%	71.3%	90.3%	*	91.8%	-	77.4%	29.9%	73.0%	55.4%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	83.7%	<b>82.3%</b>	77.3%	76.9%	91.3%	*	90.1%	85.7%	78.5%	30.9%	77.1%	58.6%
2018-19	85.9%	86.3%	<b>79.3%</b>	74.5%	71.7%	89.6%	*	91.9%	-	77.4%	27.3%	74.7%	57.1%



Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	2,379	100.0%	360,220	100.0%
<b>By Ethnicity:</b>				
African American	488	20.5%	44,729	12.4%
Hispanic	936	39.3%	184,060	51.1%
White	689	29.0%	105,215	29.2%
American Indian	3	0.1%	1,226	0.3%
Asian	191	8.0%	17,126	4.8%
Pacific Islander	7	0.3%	557	0.2%
Two or More Races	65	2.7%	7,307	2.0%
<b>By Graduation Type:</b>				
Minimum H.S. Program	13	0.5%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	408	17.2%	49,535	13.8%
Foundation H.S. Program (Endorsement)	18	0.8%	15,689	4.4%
Foundation H.S. Program (DLA)	1,940	81.5%	292,532	81.2%
Special Education Graduates	191	8.0%	29,018	8.1%
Economically Disadvantaged Graduates	1,164	48.9%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	290	12.2%	29,639	8.2%
At-Risk Graduates	940	39.5%	148,836	41.3%



Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2019-20	63.0%	62.8%	<b>57.4%</b>	45.5%	46.4%	78.4%	*	64.4%	71.4%	61.5%	71.7%	44.2%	21.7%
2018-19	72.9%	71.2%	<b>76.0%</b>	66.6%	67.4%	90.5%	*	86.9%	-	80.0%	76.0%	69.2%	45.0%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2019-20	53.4%	55.1%	<b>51.2%</b>	36.5%	39.3%	74.6%	*	60.7%	71.4%	56.9%	4.7%	37.7%	13.8%
2018-19	53.0%	53.0%	<b>56.2%</b>	41.7%	40.6%	81.7%	*	73.2%	-	61.5%	10.5%	43.2%	17.7%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2019-20	59.7%	60.0%	<b>55.4%</b>	43.6%	40.0%	81.9%	*	62.3%	71.4%	63.1%	7.9%	40.0%	6.6%
2018-19	60.7%	61.0%	<b>63.8%</b>	51.3%	48.8%	87.5%	*	78.5%	-	69.2%	16.0%	51.3%	14.9%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2019-20	47.9%	47.6%	<b>43.8%</b>	28.9%	28.1%	70.8%	*	58.6%	57.1%	50.8%	3.1%	29.0%	9.7%
2018-19	48.6%	46.9%	<b>53.6%</b>	38.0%	37.6%	78.3%	*	77.9%	-	63.1%	11.0%	40.4%	20.6%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2019-20	43.2%	43.8%	<b>41.3%</b>	26.2%	25.6%	69.1%	*	52.9%	57.1%	49.2%	2.1%	25.7%	3.8%
2018-19	44.2%	43.7%	<b>50.2%</b>	33.5%	34.3%	77.0%	*	68.5%	-	58.5%	8.8%	35.7%	8.5%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2019-20	21.1%	27.0%	<b>30.2%</b>	11.5%	21.2%	52.1%	*	41.9%	28.6%	35.4%	2.6%	18.6%	7.2%
2018-19	21.1%	26.6%	<b>30.9%</b>	12.3%	19.0%	55.3%	*	44.3%	-	32.3%	6.1%	18.5%	9.2%
<b>Associate Degree (Annual Graduates)</b>													
2019-20	2.1%	2.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	1.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2019-20	24.6%	23.1%	<b>25.6%</b>	20.1%	17.2%	36.1%	*	40.8%	42.9%	30.8%	1.6%	19.4%	5.2%
2018-19	23.1%	20.2%	<b>15.8%</b>	14.6%	11.7%	20.2%	*	25.5%	-	9.2%	1.7%	13.7%	5.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2019-20	4.0%	3.7%	<b>23.3%</b>	17.4%	18.2%	29.8%	*	37.2%	42.9%	32.3%	1.6%	18.6%	3.4%
2018-19	2.3%	1.8%	<b>14.2%</b>	11.8%	11.1%	19.5%	*	18.1%	-	7.7%	1.7%	11.8%	2.1%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2019-20	18.7%	14.9%	<b>9.9%</b>	10.2%	11.0%	9.4%	*	7.9%	0.0%	4.6%	71.2%	9.4%	8.6%
2018-19	40.4%	36.6%	<b>43.9%</b>	44.5%	45.4%	41.3%	*	46.6%	-	41.5%	75.1%	46.0%	29.8%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2019-20	13.2%	8.9%	<b>4.2%</b>	2.0%	4.3%	5.7%	*	5.2%	0.0%	1.5%	0.5%	3.7%	1.4%

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Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.2%	<b>7.1%</b>	6.2%	6.0%	8.7%	*	8.7%	-	7.7%	2.8%	5.8%	4.3%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2019-20	0.7%	0.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2019-20	2.4%	2.6%	<b>3.5%</b>	6.1%	3.7%	1.6%	*	2.6%	0.0%	3.1%	42.9%	3.6%	5.2%
2018-19	2.3%	2.3%	<b>3.2%</b>	3.6%	3.9%	2.1%	*	2.0%	-	6.2%	39.8%	3.7%	2.1%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2019-20	3.7%	3.8%	<b>2.5%</b>	3.1%	3.1%	2.2%	*	0.0%	0.0%	0.0%	30.9%	2.2%	2.1%
2018-19	2.7%	2.9%	<b>2.0%</b>	0.9%	2.6%	2.2%	*	2.0%	-	0.0%	24.9%	2.4%	0.7%



Texas Education Agency  
2020-21 CCMR-Related Indicators (TAPR)  
RICHARDSON ISD (057916) - DALLAS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2019-20	30.1%	25.3%	<b>45.5%</b>	32.2%	32.5%	69.4%	*	53.4%	71.4%	53.8%	7.3%	30.8%	2.1%
	2018-19	33.4%	27.5%	<b>50.9%</b>	36.0%	39.4%	73.3%	*	59.1%	-	55.4%	13.8%	39.7%	11.3%
Mathematics	2019-20	21.2%	16.6%	<b>31.5%</b>	18.4%	17.8%	53.8%	*	48.7%	57.1%	36.9%	1.0%	18.6%	5.5%
	2018-19	24.7%	18.3%	<b>37.4%</b>	26.2%	26.9%	54.1%	*	53.7%	-	46.2%	7.7%	28.4%	16.3%
Both Subjects	2019-20	16.4%	12.8%	<b>27.0%</b>	13.9%	14.6%	48.8%	*	39.3%	57.1%	33.8%	0.5%	14.1%	0.0%
	2018-19	18.8%	13.6%	<b>30.8%</b>	17.8%	21.9%	49.0%	*	38.9%	-	35.4%	5.5%	20.9%	4.3%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2019-20	7.3%	5.1%	<b>0.0%</b>	0.0%	0.1%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	2018-19	5.1%	3.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	6.8%	<b>0.0%</b>	0.0%	0.1%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
	2018-19	7.3%	4.2%	<b>0.0%</b>	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
Both Subjects	2019-20	4.2%	3.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	2018-19	2.6%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2020	22.0%	27.5%	<b>30.8%</b>	15.6%	18.7%	52.0%	50.0%	45.5%	25.0%	33.6%	3.3%	17.1%	5.1%
	2019	25.2%	31.3%	<b>34.3%</b>	19.3%	23.5%	53.8%	83.3%	50.6%	50.0%	39.5%	3.0%	23.1%	5.8%
English Language Arts	2020	12.7%	16.7%	<b>18.4%</b>	9.7%	10.3%	32.6%	40.0%	24.5%	8.3%	21.4%	1.9%	9.4%	0.9%
	2019	14.5%	19.0%	<b>19.9%</b>	11.5%	11.8%	34.2%	0.0%	26.2%	33.3%	22.5%	2.2%	10.7%	0.7%
Mathematics	2020	6.4%	9.2%	<b>11.0%</b>	3.8%	5.0%	19.9%	0.0%	23.4%	16.7%	13.0%	0.4%	4.7%	0.5%
	2019	7.4%	10.2%	<b>12.6%</b>	4.8%	6.3%	22.7%	16.7%	25.3%	0.0%	14.0%	1.1%	6.8%	0.2%
Science	2020	9.4%	12.1%	<b>15.4%</b>	6.8%	7.7%	26.7%	0.0%	29.5%	16.7%	20.6%	1.0%	7.9%	0.5%
	2019	10.4%	13.4%	<b>17.4%</b>	7.6%	10.1%	30.6%	50.0%	28.5%	0.0%	17.1%	1.1%	9.7%	1.6%
Social Studies	2020	12.4%	15.5%	<b>14.2%</b>	7.0%	6.3%	26.4%	30.0%	22.6%	8.3%	20.6%	1.6%	6.6%	1.6%
	2019	13.9%	17.4%	<b>17.0%</b>	9.2%	9.2%	29.8%	50.0%	24.4%	33.3%	24.0%	1.1%	9.9%	1.3%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2020	59.0%	62.6%	<b>65.4%</b>	45.3%	54.0%	72.2%	60.0%	75.7%	*	68.2%	50.0%	54.6%	65.5%
	2019	51.0%	54.4%	<b>60.9%</b>	36.6%	52.2%	70.7%	100.0%	63.2%	*	66.7%	50.0%	49.0%	61.5%
English Language Arts	2020	50.1%	53.8%	<b>52.7%</b>	38.0%	43.1%	58.7%	*	60.2%	*	42.9%	33.3%	40.7%	60.0%
	2019	41.2%	44.3%	<b>49.9%</b>	25.7%	37.6%	60.7%	-	46.7%	*	65.5%	40.0%	30.7%	*
Mathematics	2020	56.5%	62.7%	<b>57.1%</b>	44.4%	45.1%	61.5%	-	60.7%	*	64.7%	*	50.0%	*
	2019	52.2%	58.1%	<b>56.7%</b>	32.6%	52.1%	63.0%	*	55.2%	-	38.9%	40.0%	43.9%	*
Science	2020	47.6%	51.0%	<b>57.5%</b>	35.4%	45.7%	64.6%	-	59.8%	*	63.0%	20.0%	45.9%	*
	2019	40.6%	44.2%	<b>50.9%</b>	31.9%	39.6%	56.6%	*	59.2%	-	59.1%	80.0%	40.5%	14.3%



Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	57.4%	<b>58.1%</b>	39.4%	47.4%	62.5%	*	67.4%	*	59.3%	25.0%	43.0%	22.2%
	2019	46.3%	51.2%	<b>54.9%</b>	33.3%	46.2%	62.6%	*	56.0%	*	58.1%	60.0%	42.2%	33.3%
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2019-20	76.7%	81.5%	<b>87.7%</b>	90.0%	80.7%	94.9%	*	86.9%	85.7%	98.5%	70.2%	83.8%	49.0%
	2018-19	75.0%	80.5%	<b>93.9%</b>	96.1%	88.3%	96.6%	*	100.0%	?	89.2%	63.5%	92.0%	97.9%
At/Above Criterion for All Examinees	2019-20	35.7%	40.2%	<b>41.6%</b>	23.9%	25.8%	67.9%	*	55.4%	33.3%	43.8%	3.0%	25.0%	6.2%
	2018-19	36.1%	40.1%	<b>40.8%</b>	21.3%	23.0%	71.3%	60.0%	51.9%	*	46.6%	11.3%	22.8%	3.6%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2019-20	1019	1035	<b>1132</b>	1054	1065	1201	*	1191	*	1162	867	1063	905
	2018-19	1027	1039	<b>1135</b>	1041	1066	1222	*	1158	*	1142	985	1050	899
English Language Arts and Writing	2019-20	513	520	<b>565</b>	527	530	602	*	580	*	584	429	527	437
	2018-19	517	521	<b>566</b>	521	530	615	*	561	*	566	498	518	430
Mathematics	2019-20	506	515	<b>567</b>	527	535	598	*	610	*	578	438	536	468
	2018-19	510	518	<b>569</b>	520	535	608	*	597	*	576	487	532	470
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2019-20	20.2	20.5	<b>19.8</b>	16.8	17.6	23.9	*	21.4	19.3	21.3	13.6	17.2	14.1
	2018-19	20.6	20.6	<b>19.7</b>	16.8	17.4	24.1	23.6	20.3	-	21.1	14.5	17.2	13.4
English Language Arts	2019-20	19.9	20.1	<b>19.3</b>	16.0	16.7	23.9	*	20.3	19.3	21.3	12.4	16.3	12.3
	2018-19	20.3	20.2	<b>19.2</b>	16.0	16.5	24.3	23.3	19.2	-	20.8	13.2	16.2	11.5
Mathematics	2019-20	20.1	20.5	<b>20.0</b>	17.3	18.0	23.3	*	22.3	18.3	20.8	14.5	17.8	15.7
	2018-19	20.4	20.7	<b>20.0</b>	17.6	18.1	23.5	22.8	21.3	-	20.8	15.7	18.0	15.1
Science	2019-20	20.5	20.7	<b>20.3</b>	17.4	18.3	24.0	*	21.8	20.0	21.3	14.8	18.0	15.3
	2018-19	20.8	20.8	<b>20.0</b>	17.1	18.1	23.9	23.4	20.7	-	21.7	15.5	17.8	14.8



Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2019-20	46.3%	49.4%	<b>47.4%</b>	38.1%	36.2%	65.7%	51.9%	62.0%	55.6%	53.4%	17.2%	36.6%	18.0%
	2018-19	44.6%	47.2%	<b>44.3%</b>	32.8%	34.3%	62.8%	40.9%	56.5%	21.4%	56.6%	15.4%	32.9%	12.0%
English Language Arts	2019-20	18.2%	18.6%	<b>15.8%</b>	10.8%	9.5%	26.2%	14.8%	21.6%	17.6%	21.3%	2.2%	9.2%	1.0%
	2018-19	17.8%	18.5%	<b>15.2%</b>	10.3%	9.9%	25.0%	13.6%	17.7%	27.3%	17.3%	2.2%	9.1%	0.9%
Mathematics	2019-20	20.7%	22.2%	<b>25.2%</b>	18.6%	17.4%	37.8%	25.9%	35.4%	37.5%	31.0%	6.5%	17.7%	7.4%
	2018-19	20.4%	22.0%	<b>24.8%</b>	18.5%	19.2%	35.2%	23.8%	31.0%	9.1%	28.5%	6.9%	18.3%	4.4%
Science	2019-20	22.4%	23.9%	<b>23.4%</b>	17.4%	17.6%	32.8%	33.3%	31.9%	31.3%	29.3%	7.1%	17.2%	5.4%
	2018-19	21.7%	22.7%	<b>21.0%</b>	15.3%	16.2%	29.9%	14.3%	26.8%	9.1%	26.1%	4.6%	15.4%	3.2%
Social Studies	2019-20	24.6%	27.7%	<b>23.2%</b>	15.5%	12.1%	39.7%	29.6%	37.9%	16.7%	30.4%	3.6%	13.6%	2.9%
	2018-19	23.6%	27.0%	<b>24.4%</b>	15.2%	13.8%	41.3%	28.6%	39.1%	7.7%	32.7%	3.8%	14.1%	1.5%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2019-20	58.5%	52.0%	<b>33.1%</b>	32.0%	32.2%	33.2%	*	39.3%	28.6%	36.9%	29.8%	33.3%	23.4%
	2018-19	59.0%	60.0%	<b>89.4%</b>	92.0%	91.3%	85.2%	*	90.6%	-	87.7%	81.2%	92.7%	67.4%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2018-19	52.6%	53.9%	<b>59.4%</b>	57.4%	51.8%	65.5%	*	81.2%	-	63.1%	33.7%	56.3%	36.6%
	2017-18	53.4%	53.9%	<b>57.0%</b>	60.4%	46.1%	62.1%	40.0%	74.0%	*	65.7%	35.4%	53.2%	35.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2018-19	42.2%	41.5%	<b>54.5%</b>	44.8%	50.0%	64.8%	-	47.4%	-	33.3%	44.4%	39.3%	*
	2017-18	60.7%	57.3%	<b>62.3%</b>	46.3%	46.8%	81.0%	*	79.4%	-	74.4%	7.1%	49.6%	24.0%



Texas Education Agency  
2020-21 Student Information (TAPR)  
RICHARDSON ISD (057916) - DALLAS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	37,700	100.0%	5,359,040	100.0%	37,787	100.0%	5,371,586	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	142	0.4%	13,855	0.3%	208	0.6%	20,991	0.4%
Pre-Kindergarten	1,284	3.4%	196,560	3.7%	1,284	3.4%	197,093	3.7%
Kindergarten	2,828	7.5%	360,865	6.7%	2,835	7.5%	361,349	6.7%
Grade 1	2,957	7.8%	380,973	7.1%	2,961	7.8%	381,403	7.1%
Grade 2	2,922	7.8%	379,725	7.1%	2,924	7.7%	380,122	7.1%
Grade 3	2,860	7.6%	380,802	7.1%	2,864	7.6%	381,135	7.1%
Grade 4	2,778	7.4%	385,090	7.2%	2,779	7.4%	385,364	7.2%
Grade 5	2,876	7.6%	395,436	7.4%	2,876	7.6%	395,649	7.4%
Grade 6	2,970	7.9%	414,197	7.7%	2,970	7.9%	414,357	7.7%
Grade 7	2,801	7.4%	421,222	7.9%	2,801	7.4%	421,347	7.8%
Grade 8	2,871	7.6%	422,386	7.9%	2,871	7.6%	422,505	7.9%
Grade 9	2,937	7.8%	436,396	8.1%	2,937	7.8%	436,523	8.1%
Grade 10	2,722	7.2%	420,502	7.8%	2,722	7.2%	420,705	7.8%
Grade 11	2,436	6.5%	388,143	7.2%	2,436	6.4%	388,443	7.2%
Grade 12	2,316	6.1%	362,888	6.8%	2,319	6.1%	364,600	6.8%
<b>Ethnic Distribution:</b>								
African American	8,390	22.3%	680,285	12.7%	8,394	22.2%	681,401	12.7%
Hispanic	14,369	38.1%	2,835,771	52.9%	14,377	38.0%	2,840,982	52.9%
White	11,056	29.3%	1,418,789	26.5%	11,129	29.5%	1,424,251	26.5%
American Indian	98	0.3%	18,712	0.3%	98	0.3%	18,755	0.3%
Asian	2,652	7.0%	253,856	4.7%	2,652	7.0%	254,163	4.7%
Pacific Islander	36	0.1%	8,259	0.2%	36	0.1%	8,271	0.2%
Two or More Races	1,099	2.9%	143,368	2.7%	1,101	2.9%	143,763	2.7%
<b>Sex:</b>								
Female	18,461	49.0%	2,620,239	48.9%	18,489	48.9%	2,624,722	48.9%
Male	19,239	51.0%	2,738,801	51.1%	19,298	51.1%	2,746,864	51.1%
Economically Disadvantaged	20,974	55.6%	3,229,178	60.3%	20,980	55.5%	3,233,417	60.2%
Non-Educationally Disadvantaged	16,726	44.4%	2,129,862	39.7%	16,807	44.5%	2,138,169	39.8%
Section 504 Students	3,472	9.2%	387,490	7.2%	3,473	9.2%	387,622	7.2%
EB Students/EL	10,360	27.5%	1,108,207	20.7%	10,361	27.4%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	415	1.0%	66,833	1.2%				
Students w/ Dyslexia	2,983	7.9%	241,070	4.5%	2,983	7.9%	241,197	4.5%
Foster Care	171	0.5%	17,033	0.3%	171	0.5%	17,090	0.3%



Texas Education Agency  
2020-21 Student Information (TAPR)  
RICHARDSON ISD (057916) - DALLAS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	254	0.7%	57,709	1.1%	254	0.7%	57,811	1.1%
Immigrant	3,523	9.3%	108,025	2.0%	3,524	9.3%	108,092	2.0%
Migrant	3	0.0%	16,657	0.3%	3	0.0%	16,733	0.3%
Title I	19,350	51.3%	3,457,855	64.5%	19,372	51.3%	3,464,887	64.5%
Military Connected	412	1.1%	144,596	2.7%	412	1.1%	144,683	2.7%
At-Risk	19,561	51.9%	2,634,284	49.2%	19,565	51.8%	2,636,849	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	10,319	27.4%	1,123,936	21.0%	10,320	27.3%	1,124,413	20.9%
Gifted and Talented Education	3,858	10.2%	443,781	8.3%	3,858	10.2%	443,849	8.3%
Special Education	4,865	12.9%	595,885	11.1%	4,951	13.1%	605,043	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	4,865		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,655	34.0%	253,352	42.5%				
Students with Physical Disabilities	1,169	24.0%	127,106	21.3%				
Students with Autism	1,140	23.4%	83,737	14.1%				
Students with Behavioral Disabilities	827	17.0%	122,624	20.6%				
Students with Non-Categorical Early Childhood	74	1.5%	9,066	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	5,839	15.4%	726,083	13.8%				
By Ethnicity:								
African American	2,311	6.1%	148,832	2.8%				
Hispanic	2,209	5.8%	372,491	7.1%				
White	731	1.9%	160,748	3.1%				
American Indian	18	0.0%	2,944	0.1%				
Asian	386	1.0%	18,370	0.4%				
Pacific Islander	11	0.0%	1,484	0.0%				
Two or More Races	173	0.5%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	911	17.3%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	1,759	17.2%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	4,568	20.2%	508,900	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	6,441	20.7%	700,130	16.6%				



Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	1.2%	1.4%	3.2%	4.8%
Grade 1	0.8%	1.9%	1.2%	3.2%
Grade 2	0.4%	1.0%	0.6%	1.4%
Grade 3	0.2%	0.5%	0.7%	0.6%
Grade 4	0.1%	0.3%	0.6%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.1%	0.2%	0.4%	0.3%
Grade 7	0.0%	0.3%	0.3%	0.3%
Grade 8	0.2%	0.2%	0.3%	0.4%
Grade 9	2.7%	4.7%	6.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	3	0.0%	6,039	0.2%

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

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	16.8	17.7
Grade 1	17.3	18.0
Grade 2	17.3	18.0
Grade 3	16.8	18.2
Grade 4	16.6	18.3
Grade 5	19.4	19.8
Grade 6	20.2	19.4
<b>Secondary:</b>		
English/Language Arts	10.9	15.7
Foreign Languages	7.9	17.8
Mathematics	11.4	16.9
Science	11.9	17.9
Social Studies	12.9	18.3



Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	5,571.9	100.0%	745,316.3	100.0%
Professional Staff:	3,798.4	68.2%	479,219.1	64.3%
Teachers	2,841.1	51.0%	369,395.4	49.6%
Professional Support	710.4	12.7%	78,787.8	10.6%
Campus Administration (School Leadership)	153.6	2.8%	22,378.5	3.0%
Central Administration	93.4	1.7%	8,657.4	1.2%
Educational Aides:	462.7	8.3%	79,348.7	10.6%
Auxiliary Staff:	1,310.8	23.5%	186,748.5	25.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	47.0	n/a	4,290.0	n/a
Part-time Librarians	4.0	n/a	582.0	n/a
Full-time Counselors	117.0	n/a	13,211.0	n/a
Part-time Counselors	7.0	n/a	1,126.0	n/a
Total Minority Staff:	2,520.3	45.2%	384,122.4	51.5%
<b>Teachers by Ethnicity:</b>				
African American	328.1	11.6%	41,186.3	11.1%
Hispanic	450.7	15.9%	104,985.0	28.4%
White	1,913.0	67.3%	210,367.3	56.9%
American Indian	10.0	0.4%	1,261.0	0.3%
Asian	92.8	3.3%	6,656.1	1.8%
Pacific Islander	3.0	0.1%	618.8	0.2%
Two or More Races	43.5	1.5%	4,320.9	1.2%
<b>Teachers by Sex:</b>				
Males	581.0	20.5%	88,006.1	23.8%
Females	2,260.0	79.5%	281,389.3	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	2,210.1	77.8%	269,818.0	73.0%
Masters	616.9	21.7%	92,432.5	25.0%
Doctorate	14.0	0.5%	2,722.3	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	256.6	9.0%	24,880.4	6.7%
1-5 Years Experience	928.0	32.7%	102,753.7	27.8%
6-10 Years Experience	45 600.6	21.1%	74,854.8	20.3%
11-20 Years Experience	726.7	25.6%	107,653.1	29.1%



Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	274.4	9.7%	47,975.4	13.0%
Over 30 Years Experience	54.6	1.9%	11,278.0	3.1%
Number of Students per Teacher	13.3	n/a	14.5	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	6.6	6.4
Average Years Experience of Principals with District	5.9	5.5
Average Years Experience of Assistant Principals	5.0	5.5
Average Years Experience of Assistant Principals with District	4.6	4.8
Average Years Experience of Teachers:	9.8	11.2
Average Years Experience of Teachers with District:	6.4	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$54,038	\$50,849
1-5 Years Experience	\$55,321	\$53,288
6-10 Years Experience	\$57,449	\$56,282
11-20 Years Experience	\$60,695	\$59,900
21-30 Years Experience	\$64,297	\$64,637
Over 30 Years Experience	\$69,446	\$69,974
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$58,168	\$57,641
Professional Support	\$67,814	\$68,030
Campus Administration (School Leadership)	\$88,022	\$83,424
Central Administration	\$109,302	\$109,662
Instructional Staff Percent:	66.6%	64.6%
Turnover Rate for Teachers:	15.8%	14.3%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	46	5,731.4



Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**RICHARDSON ISD (057916) - DALLAS COUNTY**

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	252.2	8.9%	22,870.6	6.2%
Career and Technical Education	117.9	4.1%	18,987.7	5.1%
Compensatory Education	164.0	5.8%	10,226.9	2.8%
Gifted and Talented Education	58.7	2.1%	6,558.4	1.8%
Regular Education	1,910.0	67.2%	262,447.1	71.0%
Special Education	338.2	11.9%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* 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 2019-20 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)



# Safe and Drug-Free Schools and Communities Act (SDFSCA)

## Violence Prevention 2020-2021

### Violence Prevention

The District offers a number of programs, training opportunities, and personnel through Student Assistance Programs, Student Services, and Safety and Security to support violence prevention on each campus.

The objective is to ensure student safety, acquainting students with non-violent strategies to manage their behavior.

- Hug Zone (Elementary)
- Peer Mediation (K-12)
- Bullying Prevention Presentations
- Social and Emotional Learning (K-12)
- Live Wise Live Healthy (K-12)
- Anti-Bullying Training
- TOPS Groups (Teens Offering Peer Support) (Secondary)
- Peer Helpers (High School)
- Student and Parent Guidebook, Code of Conduct
- Conflict Resolution
- Intervention Counselors (Secondary and CMLC)
- School Resource Officers and Part-Time Security Officers
- Crime Stoppers (Predominantly Secondary)
- Report It Line
- Safety and Security Director
- District Safety Coordinator
- Electronic buzz in system all campuses
- Cisco Phone Alert System
- Lock Down drills (1 per semester)
- Portable Metal Detectors w/Random checks
- Drug Dog
- Security Cameras/Monitors
- Raptor System
- Anonymous Alerts (High School Reporting App)
- Drug and Violence Prevention Committee

### Violence Intervention

The District's violence intervention policies and procedures are aligned with Senate Bill 133, Chapter 37 and the Texas Penal Code.

- Local ISS/DAEP (In-School-Suspension/Disciplinary Alternative Educational Program)
- Christa McAuliffe Learning Center (DAEP)



## **Safe and Drug-Free Schools and Communities Act (SDFSCA)**

- Peer Meditation
- Conflict Resolution Resources
- Intervention Counselors (Secondary and CMLC)
- School Resource Officers and Part-Time Security Officers
- Anonymous Alerts (High School Reporting App)



# Student Services Highlights 2020-2021

Prevention Programming and the entire Student Service Department are committed to providing districtwide comprehensive, evidence-based, drug and violence prevention programming (K-12) and interventions in order to increase protective factors and reduce risk factors in children and youth.

- High school students enrolled in the **PAL (Peer Assistance and Leadership)** course (Peer Helpers) were trained in skills to help themselves, support their peers, and mentor elementary students throughout their learning community. Because of the pandemic elementary students were served virtually. The PAL students provided support and skill building in the areas of decision making, communication, problem solving, conflict resolution, goal setting, grades, behavior, and attendance.
- High School enrolled students in the **PeaceKeepers** course (Peer Mediation) learned the process of mediation; the mediators were available to conduct Peer Mediations both virtually and in person. These students learned a more peaceful way to resolve conflicts, learned better communication skills, and a more positive way to handle their own anger because of being a peer mediator and or participating in a mediation. High School Peer Mediators received additional training in the helping skill, limits, self-care, communication, etc.
- The **Teens Offering Peer Support (TOPS)** program continued both virtually and in person on secondary campuses. Students expressed feeling supported by their TOPS sponsor and the other students in TOPS. Students also stated that TOPS provided a safe place to discuss important issues: stressors caused by the pandemic, bullying, peer pressure, substance use, depression, suicide and other mental health issues, eating disorders, communication, and anger management.
- The **LIFT Teams** received 81 referrals. These referrals resulted in interventions including mentoring, counselor check-ins, silent mentors, TOPS referrals, and Intervention Counselor support. Lift Referral sources: 83% central or campus staff members, 6% counselors/intervention counselors, 10% peers/concerned friends, and 1% parents.
- **Drug Prevention and Intervention** - During Red Ribbon Week campuses Prevention Programming provided resources and lessons addressing vaping and substance abuse prevention. High school peer helpers and mediators delivered virtual lessons for elementary campuses focusing on decision making and refusal skills. The Right Step provided a drug prevention and education webinar for parents and the community. A Student and Parent THC Intervention class was held for students assigned to CMLC for a THC drug violation.
- **Dating Violence Prevention** - Students were provided opportunities to learn about healthy relationships through counselor guidance lessons, Health class curriculum and SEL lessons focusing on establishing and maintaining healthy relationships. High School Mediators produced PSA on healthy relationships for the HS and JH campuses. Hope's Door New Beginning Center provided a webinar for parents and secondary students on the awareness and prevention of teen sexting. RISD and RPD hosted a webinar panel discussion on legal, physical and emotional next steps after a relationship has become



# Student Services Highlights 2020-2021

unhealthy or dangerous for HS Students, Staff and Community. (See additional highlights under Title IX)

- **Child Abuse Prevention** training in recognizing and reporting signs of abuse was required for all RISD staff as part of the Region 10 compliance package. Child Abuse Prevention and Reporting Posters were provided for all campuses and district buildings.
- **Bullying Prevention** training was required for all RISD staff as part of the Region 10 compliance package. Staff and students received additional training by campus administrators and counselors. Students were encouraged to report all bullying behavior to a trusted adult and were also provided methods for reporting anonymously. Consultation and support was provided to campuses responding to allegations of bullying. A parent education webinar focusing on prevention of bullying and cyberbullying was provided by Prevention Programming and RISD SRO's.
- **Crisis Information and Crisis Hotlines** were provided to Campus Counselors, Intervention Counselors, Peer Helpers, and Peer Mediators Students. These groups were encouraged to share these resources as needed.
- **Crisis Response** - The RISD Crisis Support Flight Teams provided campus support for 5 different crisis situations involving the death of a student or staff member.
- **Social and Emotional Learning** - Student Services - SEL Division facilitated the direct instruction of Social & Emotional Learning at all elementary schools (Harmony SEL (PK-5), Second Step (EL-5), Second Step Middle School (6)) and junior highs (Second Step Middle School). The SEL division also developed original lessons for high schools to teach during advisory or another protected time for SEL.
- **Intervention Counselors** - RISD combined the junior high level Responsive Services Counselors and the high school level Student Assistance Counselors into a cohesive group to create the Intervention Counselors. These secondary level counselors work with students at the Tier 2 and Tier 3 levels for social-emotional issues along with working with our At-Risk population. Intervention Counselors also work closely with CMLC to ensure students returning have a person to connect with at their home campus and create Transition to Learn plans for students returning from CLMC. Overall, Intervention Counselors help students with additional time, resources, and services when they need a higher level of support.
- **Community Resource List** - Counseling Services and other school personnel routinely use the district's community resource list to connect students, staff, and families with outside resources. This year, we took the lengthy list and created an [internal Google site for community resources](#) that can be updated as needed with new information. This included information on Covid rent relief and assistance with resources as a result of the winter storm during February 2021. This website is utilized by many staff members daily and has added clarity and made our already amazing resources easier to use, which in turn provides faster services to our families.



# Student Services Highlights 2020-2021

- **McKinney-Vento** support services served and supported 500 plus families in the 20-21 school year. RISD was awarded a competitive grant of \$85,000 annually for 3 years. We will be supporting our MKVO students with necessary support that they will need to be successful in school.
- **After-hours Counseling Program** - Many families/students have benefited from the After-hours counseling program. We have served over 100 students/families the past 2 years in the after hours counseling program. We offer 6 free counseling sessions to students who might benefit from counseling outside of the school day. We were able to help support families and students with social and emotional assistance outside of the regular school day.
- RISD implemented a new **Title IX investigations division** to support the new **2020 Title IX federal amendments** which added specifically, legally binding steps that schools must take in response to notice of sexual harassment. A primary goal of this division is to take appropriate steps to prevent issues of sex discrimination and to provide on-going training for campus administration and central staff. The new regulations require that “Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process” must receive training. All RISD administrators received training regarding the new regulations. In addition, a 1-hour virtual follow-up training was conducted with all 55 RISD campus administrative teams, as well as several central office departments including human resources, student services and after-school program staff. RISD partnered with the Dallas Area Rape Crisis Center to provide this professional learning. Partnership with law enforcement from the Richardson and Dallas police departments help to ensure the safety of all RISD students and staff when conducting investigations. Campus administrators have voiced a sense of relief knowing they have support from the central office to help them navigate through tough situations. In an effort to bring Title IX awareness to the student level, the Title IX division is partnering with Prevention Programming to utilize secondary peer mediators to help other students understand the importance of reporting and how to report issues that fall under Title IX.
- **Student Services Administrators** completed over 1000 residency check/wellness checks to re-engage families with the school environment.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916002 - LAKE HIGHLANDS H S

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	14
09	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC 37.006(c), TEC 37.007(b)(4), and TEC 37.0081	2
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	140
22	Criminal Mischief - TEC 37.007(f)	1
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	6
Total		164



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916003 - RICHARDSON H S

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	8
05	Possessed, Sold, Used, Or Was Under The Influence Of An Alcoholic Beverage - TEC 37.006(a)(2)(D) and 37.007(b)	1
07	Public Lewdness Or Indecent Exposure - TEC 37.006(a)(2)(F)	2
09	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC 37.006(c), TEC 37.007(b)(4), and TEC 37.0081	3
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 - TEC 37.007(a)(1)	1
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	154
36	Felony Controlled Substance Violation - TEC 37.007(a)(3)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	7
Total		177

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916004 - PEARCE H S

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	10
05	Possessed, Sold, Used, Or Was Under The Influence Of An Alcoholic Beverage - TEC 37.006(a)(2)(D) and 37.007(b)	1
07	Public Lewdness Or Indecent Exposure - TEC 37.006(a)(2)(F)	1
09	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC 37.006(c), TEC 37.007(b)(4), and TEC 37.0081	2
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	125
26	Terroristic Threat - TEC 37.006(a)(1) or 37.007(b)	1
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	2
36	Felony Controlled Substance Violation - TEC 37.007(a)(3)	3
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	4
Total		150

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916005 - BERKNER H S

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	10
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	244
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
36	Felony Controlled Substance Violation - TEC 37.007(a)(3)	4
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	4
Total		263



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916006 - CHRISTA MCAULIFFE LEARNING CENTER

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	4
07	Public Lewdness Or Indecent Exposure - TEC 37.006(a)(2)(F)	1
09	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC 37.006(c), TEC 37.007(b)(4), and TEC 37.0081	5
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	1
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
36	Felony Controlled Substance Violation - TEC 37.007(a)(3)	7
Total		19



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916042 - LAKE HIGHLANDS J H

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	3
09	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC 37.006(c), TEC 37.007(b)(4), and TEC 37.0081	1
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	154
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	13
Total		172



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916044 - RICHARDSON WEST J H

Action Reason Code		Incident Total*
02	Conduct Punishable As A Felony - TEC 37.006(a)(2)(A)	1
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	5
07	Public Lewdness Or Indecent Exposure - TEC 37.006(a)(2)(F)	1
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	63
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	10
Total		81

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916045 - RICHARDSON NORTH J H

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	1
09	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code - TEC 37.006(c), TEC 37.007(b)(4), and TEC 37.0081	1
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	62
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
36	Felony Controlled Substance Violation - TEC 37.007(a)(3)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	6
Total		72

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916047 - FOREST MEADOW J H

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	4
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	105
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	5
Total		115



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916048 - WESTWOOD MATH SCIENCE LEADERSHIP MAGNET

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	1
05	Possessed, Sold, Used, Or Was Under The Influence Of An Alcoholic Beverage - TEC 37.006(a)(2)(D) and 37.007(b)	3
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	73
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	3
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	7
Total		87

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916049 - LIBERTY J H

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	4
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	207
26	Terroristic Threat - TEC 37.006(a)(1) or 37.007(b)	2
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	3
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	2
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	39
Total		257



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916050 - APOLLO J H

Action Reason Code		Incident Total*
02	Conduct Punishable As A Felony - TEC 37.006(a)(2)(A)	1
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	96
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	10
Total		107



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916051 - PARKHILL J H

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	110
26	Terroristic Threat - TEC 37.006(a)(1) or 37.007(b)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	5
Total		116



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916101 - ARAPAHO CLASSICAL MAGNET

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	6
Total		6

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916102 - CANYON CREEK EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	4
Total		4

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916103 - DOVER EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	20
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	3
29	Aggravated Assault Under Penal Code 22.02 Against a school district employee or volunteer - TEC 37.007(d)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	2
Total		27

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916104 - GREENWOOD HILLS EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	22
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	4
Total		27



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916105 - HAMILTON PARK PACESETTER MAGNET

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	54
22	Criminal Mischief - TEC 37.007(f)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	1
Total		56



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916106 - O HENRY EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	4
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
Total		5



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916107 - LAKE HIGHLANDS EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	8
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	2
Total		10



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916108 - MOHAWK EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	6
Total		6

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916109 - NORTHRICH EL

Action Reason Code		Incident Total*
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	3
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	1
Total		4



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916110 - NORTHWOOD HILLS EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	3
Total		3

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916111 - RICHARDSON HEIGHTS EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	3
Total		3

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916112 - RICHARDSON TERRACE EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	3
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	1
Total		4



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916113 - SPRING VALLEY EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	4
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
Total		5



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916114 - STULTS ROAD EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	10
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	2
Total		12



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916115 - MARK TWAIN EL

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)	1
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	13
Total		14



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916116 - WALLACE EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	7
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	2
Total		9



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916117 - WHITE ROCK EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	5
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	3
Total		9



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916118 - SPRING CREEK EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	2
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
Total		3



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916119 - DOBIE PRE-KINDERGARTEN SCHOOL

Action Reason Code	Incident Total*
* * * No Data To Report * * *	

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916120 - FORESTRIDGE EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	5
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	3
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
Total		9



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916121 - NORTHLAKE EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	4
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	5
Total		10



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916122 - BOWIE EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	21
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	4
Total		25



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916123 - PRAIRIE CREEK EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	3
Total		3

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916124 - SPRINGRIDGE EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	1
Total		1

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916125 - PRESTONWOOD EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	6
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	2
Total		10

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916126 - SKYVIEW EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	1
Total		1



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916127 - DARTMOUTH EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	3
Total		3

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916128 - BRENTFIELD EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	6
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	2
Total		8



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916129 - JESS HARBEN EL

Action Reason Code	Incident Total*
* * * No Data To Report * * *	

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD

Campus: 057916130 - RICHLAND EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	21
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
Total		22



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916131 - YALE EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	2
Total		2

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916132 - MOSS HAVEN EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	3
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	1
Total		4



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916133 - BIG SPRINGS EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	18
Total		18



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916134 - MERRIMAN PARK EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	26
Total		26

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916135 - AIKIN EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	21
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	9
Total		30



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916137 - RISD ACAD

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	12
Total		12



TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data  
Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916142 - MATH/SCIENCE/TECH MAGNET

Action Reason Code	Incident Total*
* * * No Data To Report * * *	

\*NOTE: A distinct disciplinary incident will only be counted once at the campus level.



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916143 - FOREST LANE ACADEMY

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	8
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	2
Total		10



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916144 - AUDELIA CREEK EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	9
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer - TEC 37.007(b)(2)(C)	8
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	5
Total		23



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916145 - CAROLYN G BUKHAIR EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	17
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer - TEC 37.006(a)(2)(B)	1
Total		18



# TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

Campus-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 057916 - RICHARDSON ISD  
Campus: 057916146 - THURGOOD MARSHALL EL

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	15
Total		15



## **Unencumbered Surplus Fund Balance**

The Annual Performance Report must include a statement of the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents.

As of June 30, 2021, the unassigned operating fund balance was \$94,350,389, which represents 25% of the operating expenditures as of the same date.



# NATIONAL MERIT SCHOLARSHIP PROGRAM

## *The Process*

Winning a National Merit Scholarship involves a long process. The following explains how the system works:

### *Program Entry*

In October, more than one million U.S. high school eleventh grade students who take the PSAT/NMSQT and meet other eligibility requirements enter the Merit Scholarships.

### *Commended Students*

In late September of the senior year, approximately 35,000 of the high scoring participants receive Letters of Commendation, but these students will not continue in the Merit Scholarships.

### *Semifinalists*

In mid-September of the senior year, approximately 15,000 eligible participants with the highest scores in each of the 50 states are notified that they are Semifinalists. The National Merit Scholarship Corporation (NMSC) provides scholarship applications and materials explaining what must be done for Semifinalists to advance in the competition for Merit Scholarships.

### *Finalists*

In February of the senior year, NMSC notifies Semifinalists who have been named Finalists, by meeting academic and other requirements.

### *High School Achievements Four Year History*

Class of:		2018	2019	2020	2021
BHS	Finalists	1	0	1	0
	Semifinalists	0	0	1	0
	Commended Students	4	2	3	0
LHHS	Finalists	2	0	0	0
	Semifinalists	0	0	0	0
	Commended Students	6	3	4	4
PHS	Finalists	8	5	0	2
	Semifinalists	1	5	0	2
	Commended Students	16	6	11	11
RHS	Finalists	1	3	3	2
	Semifinalists	0	3	3	2
	Commended Students	12	5	13	9



# ADVANCED PLACEMENT PROGRAM EXAMS

## RISD HIGH SCHOOL STATISTICS

### Spring 2021

In May of each year, these examinations are given to students who have completed an AP course offered at one of the Richardson ISD high schools. Other RISD students are eligible to take these exams upon request. If the student makes a certain score (normally "3" or above) on the exam, college credit or advanced placement in college courses is possible.

	Number of Total Exams Taken*	Percentage of Grades "3 or Higher"*
<b>Berkner</b>	633	34%
<b>Lake Highlands</b>	891	59%
<b>Pearce</b>	1138	57%
<b>Richardson</b>	1045	58%
<b>District</b>	3707	54%

\* Number does not reflect any sub-scores.

\* A grade of "3" or higher is required for course credit in many colleges

### AP Exams Taken in 2021

Art History	Computer Science A	Japanese Language and Culture
Art: Studio Art – Drawing	Computer Science Principles	Music Theory
Art: Studio Art – 2-D Design	Economics: Macroeconomics	Physics C – Electricity & Magnetism
Art: Studio Art – 3-D Design	English Language & Composition	Physics C – Mechanics
Biology	English Literature & Composition	Physics 1
Calculus AB	Environmental Science	Psychology
Calculus BC	European History	Spanish Language
Capstone: Research	French Language	Spanish Literature and Culture
Capstone: Seminar	Government & Politics: United States	Statistics
Chemistry	Human Geography	United States History
Computer Science A	Latin: Vergil	World United States History

### School Profiles

		17-18	18-19	19-20	20-21
<b>BHS</b>	Total Students Taking Exam	677	666	520	431
	Total Exams Taken	1114	1071	855	633
	Total Exam Grades Scored 3 or Higher	397	396	348	215
	% of Exam Grades Scored 3 or Higher	36%	37%	41%	34%
<b>LHHS</b>	Total Students Taking Exam	584	625	544	466
	Total Exams Taken	1113	1130	1020	891
	Total Exam Grades Scored 3 or Higher	615	622	577	529
	% of Exam Grades Scored 3 or Higher	55%	55%	57%	59%
<b>PHS</b>	Total Students Taking Exam	866	786	717	606
	Total Exams Taken	1901	1687	1399	1138
	Total Exam Grades Scored 3 or Higher	1136	1027	877	646
	% of Exam Grades Scored 3 or Higher	60%	61%	63%	57%
<b>RHS</b>	Total Students Taking Exam	861	801	674	589
	Total Exams Taken	1633	1505	1295	1045
	Total Exam Grades Scored 3 or Higher	962	961	858	603
	% of Exam Grades Scored 3 or Higher	59%	64%	66%	58%
<b>RISD</b>	Total Students Taking Exam	3060	2966	2455	2092
	Total Exams Taken	5833	5481	4569	3707
	Total Exam Grades Scored 3 or Higher	3168	3071	2772	1993
	% of Exam Grades Scored 3 or Higher	109	54%	56%	58%



## Summary by AP Exam Spring 2021

EXAMS	BHS		LHHS		PHS		RHS	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
All Tests Taken	633	34%	891	59%	1138	57%	1045	58%
Art History	*	*	5	60%	20	50%	11	45%
Art: Studio Art – 2D Design	*	*	*	*	11	91%	28	96%
Art: Studio Art – 3D Design							*	*
Art: Studio Art – Drawing	*	*	*	*	7	100%	11	100%
Biology	9	67%	8	75%	14	71%	16	81%
Calculus AB	28	18%	39	38%	25	16%	25	12%
Calculus BC	24	29%	29	28%	59	42%	60	33%
Capstone Research					9	100%		
Capstone Seminar					23	100%		
Chemistry	29	41%	23	43%	27	67%	26	62%
Computer Science A	8	38%	17	65%	6	83%	21	52%
Computer Science Principles	9	56%			*	*	41	71%
Economics: Macroeconomics	30	40%	52	37%	23	35%	33	39%
English Language & Composition	134	25%	103	63%	194	55%	111	62%
English Literature & Composition	20	15%	78	50%	59	61%	87	64%
Environmental Science	23	48%	47	62%	102	59%	116	70%
European History							34	35%
French Language	*	*	5	40%	8	75%	*	*
Government & Politics: US	29	52%	55	71%	31	45%	33	61%
Human Geography	74	35%	82	79%	127	67%	115	63%
Japanese Language & Culture							*	*
Latin: Vergil			*	*	*	*	5	40%
Music Theory	12	33%	7	86%	31	71%	14	71%
Physics 1	15	13%	38	29%	63	30%	50	34%
Physics C: Electricity & Magnetism			6	17%	15	80%	5	60%
Physics C: Mechanics			6	67%	15	87%	7	71%
Psychology	10	30%	67	72%	28	54%	12	58%
Spanish Language	11	91%	14	50%	15	67%	15	100%
Spanish Literature & Culture	*	*						
Statistics	5	20%	48	60%	55	51%	52	58%
United States History	51	33%	53	77%	84	48%	49	47%
World History	95	34%	102	64%	79	59%	63	49%

**Note:** Percentage (%) = the number of students scoring a 3, 4, or 5 divided by the total number of exams taken.  
 \* = Not reported for groups smaller than 5. A blank indicates the campus did not participate in that exam.

### AP Exams Not Taken in RISD in 2021

Chinese Language & Culture  
 Italian Language & Culture

German Language & Culture  
 Economics: Microeconomics

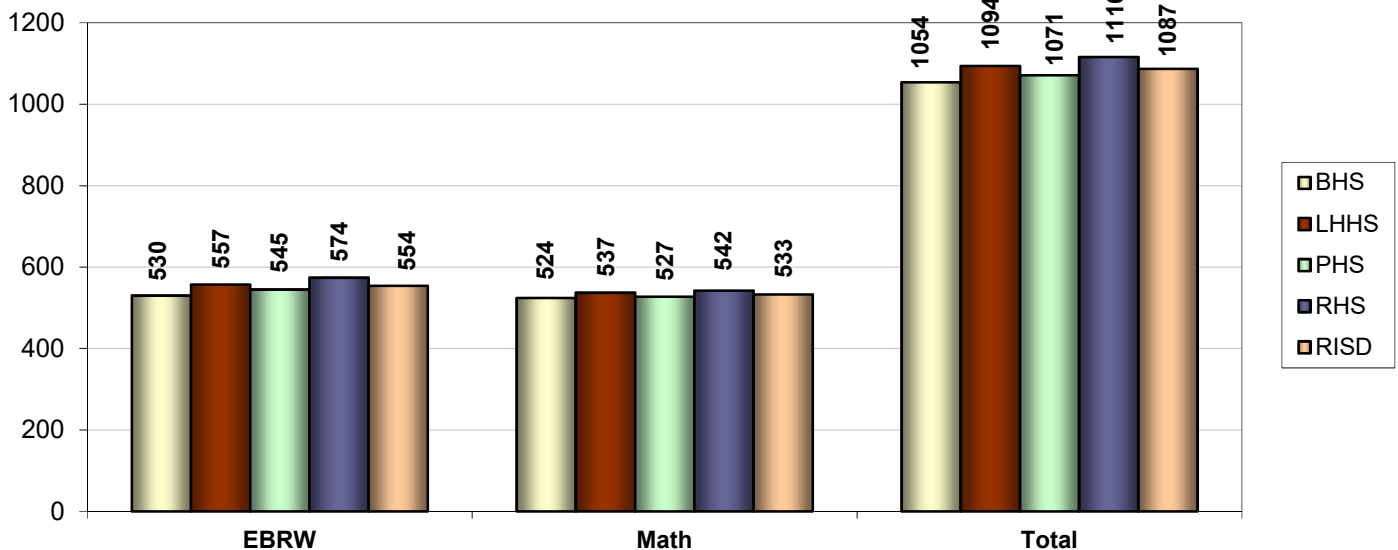
Government & Politics: Comparative  
 Physics 2



## 2020-2021 PSAT/NMSQT Scores College-Bound High School Juniors

School	2019-2020				2020-2021			
	Number Tested	EBRW	Math	Total	Number Tested*	EBRW	Math	Total
Berkner HS	174	515	509	1024	104	530	524	1054
Lake Highlands HS	536	477	480	957	170	557	537	1094
Pearce HS	261	559	534	1093	268	545	527	1071
Richardson HS	262	572	542	1114	226	574	542	1116
<b>Richardson ISD</b>	<b>1,234</b>	<b>520</b>	<b>508</b>	<b>1028</b>	<b>768</b>	<b>554</b>	<b>533</b>	<b>1087</b>

### 2020-2021 PSAT Mean Scores



### GENDER BREAKDOWN OF RISD AVERAGE SCORES

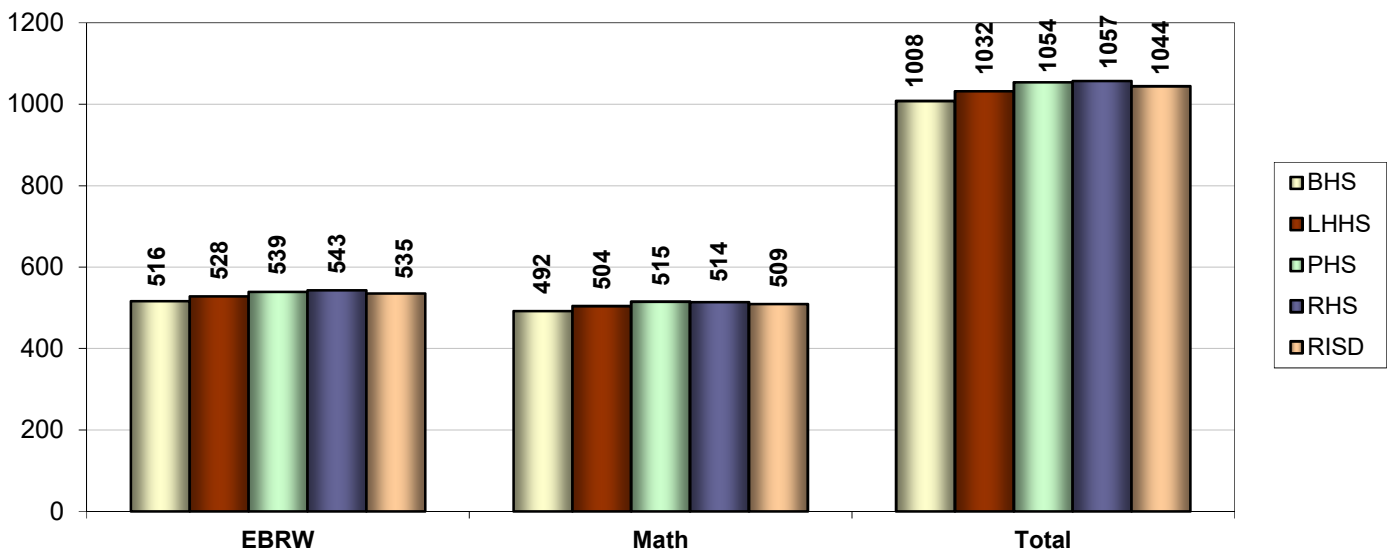
	Number Tested		EBRW		Math		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Berkner HS	44	60	523	535	527	522	1050	1057
Lake Highlands HS	87	82	551	563	547	547	1098	1089
Pearce HS	115	153	534	553	542	542	1076	1068
Richardson HS	95	130	579	570	565	565	1143	1096
<b>Richardson ISD</b>	<b>425</b>	<b>341</b>	<b>549</b>	<b>558</b>	<b>548</b>	<b>548</b>	<b>1097</b>	<b>1079</b>



## 2020-2021 PSAT/NMSQT Scores College-Bound High School Sophomores

School	2019-2020				2020-2021			
	Number Tested	EBRW	Math	Total	Number Tested	EBRW	Math	Total
Berkner HS	164	502	493	996	64	516	492	1008
Lake Highlands HS	142	554	525	1079	141	528	504	1032
Pearce HS	244	529	514	1043	205	539	515	1054
Richardson HS	191	546	517	1062	160	543	514	1057
<b>Richardson ISD</b>	<b>741</b>	<b>532</b>	<b>512</b>	<b>1044</b>	<b>570</b>	<b>535</b>	<b>509</b>	<b>1044</b>

### 2020-2021 PSAT Mean Scores



### GENDER BREAKDOWN OF RISD AVERAGE SCORES

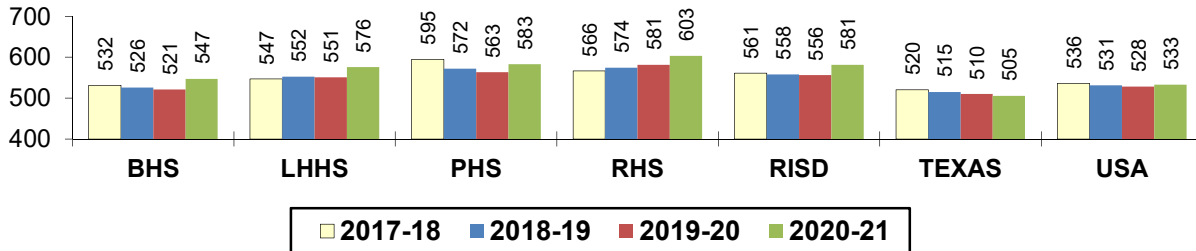
	Number Tested		EBRW		Math		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Berkner HS	28	36	513	518	498	487	1011	1005
Lake Highlands HS	76	65	524	533	508	499	1032	1031
Pearce HS	106	98	531	548	519	511	1049	1060
Richardson HS	64	94	536	549	526	506	1062	1056
<b>Richardson ISD</b>	<b>274</b>	<b>293</b>	<b>528</b>	<b>542</b>	<b>515</b>	<b>504</b>	<b>1043</b>	<b>1045</b>



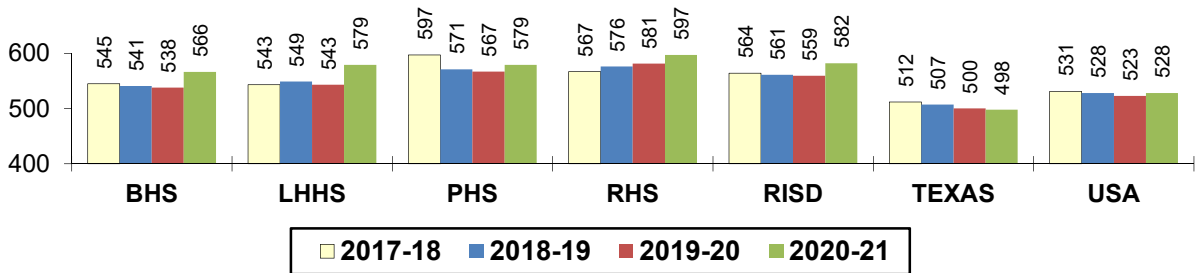
## SAT I: Reasoning Test

The SAT I: Reasoning Test is a two-part test measuring evidence-based reading and writing and mathematical skills related to successful performance in college. Scores are reported for RISD seniors who took the SAT I during their high school years through June of the given year. If a student took the test more than one time, only their most recent scores are used. In March 2016, the SAT format changed. Results for prior years have been concorded to provide a historical comparison.

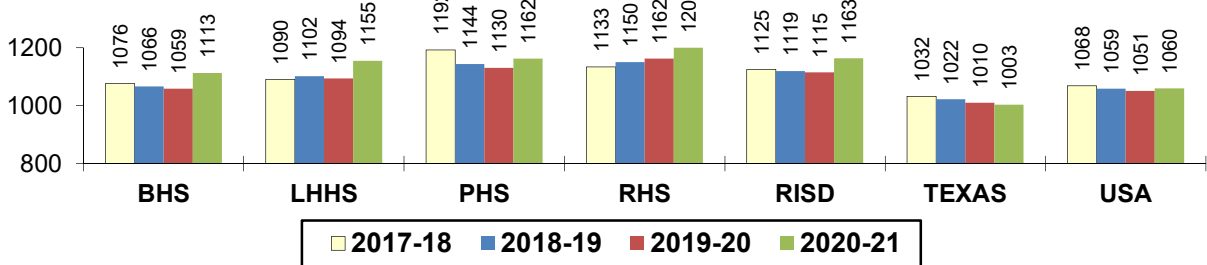
### Evidence-Based Reading & Writing Scores



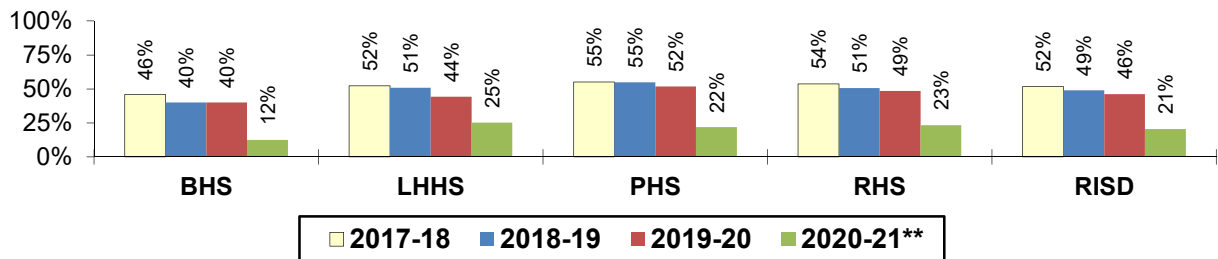
### Math Scores



### Combined Score



### Percent of Students Tested\*



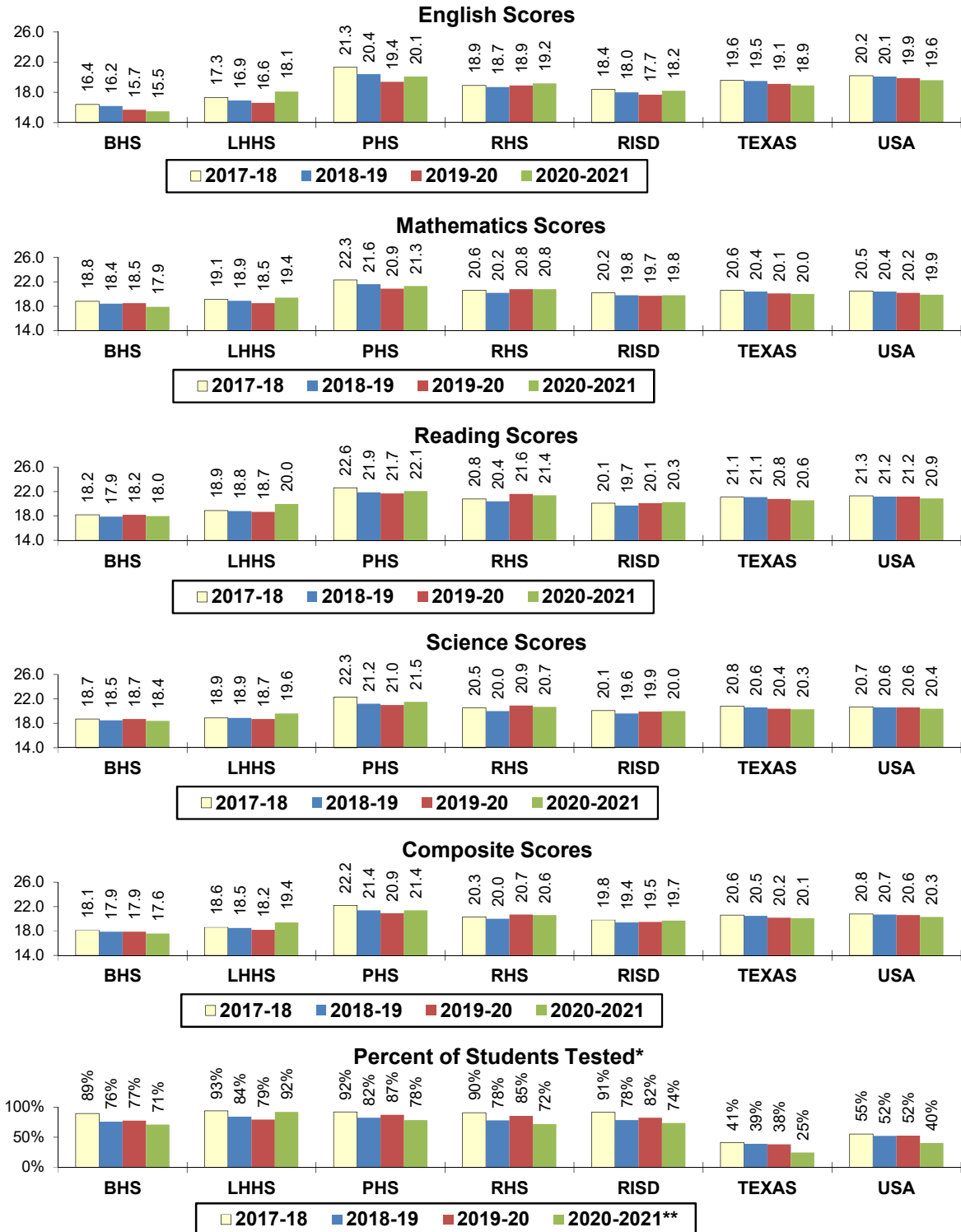


## ACT

The ACT Program is comprised of four curriculum-based tests in English usage, mathematics usage, reading, and science reasoning that measure student's educational development and potential for successful performance in college. These four tests make up the composite score, which is illustrated in the chart below.

Composite scores are reported for students who graduated from high school in the spring of the given school year, and who took the ACT assessment during their junior or senior year. If a student took the test more than one time, only their most recent scores are used.

Each spring from 2013 to 2020 ACT was given to all RISD juniors at no cost to students. The participation rate on the ACT went from less than 50% of graduates assessed to 98%. ACT research has shown that test participation beyond traditional self-selected college-bound students is associated with lower overall average ACT performance.



\*% based on # tested / # graduates for the given year.

\*\*Graduate #'s are unofficial as of 12/16/2021

Data Source: ACT - The High School Profile Report 2021

Produced by ACI: 12/16/2021



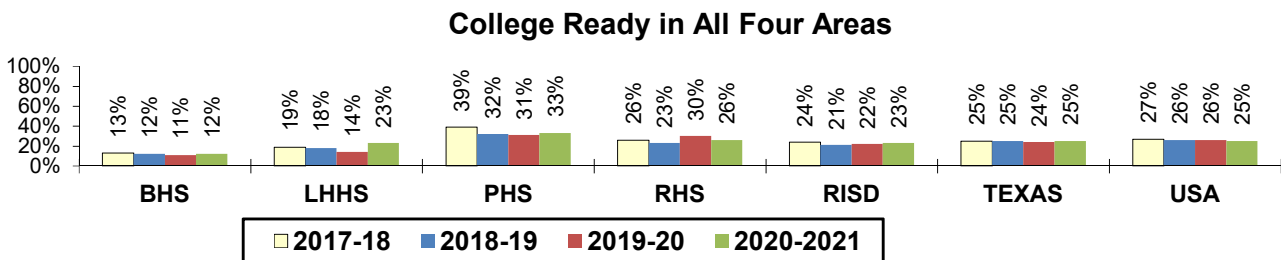
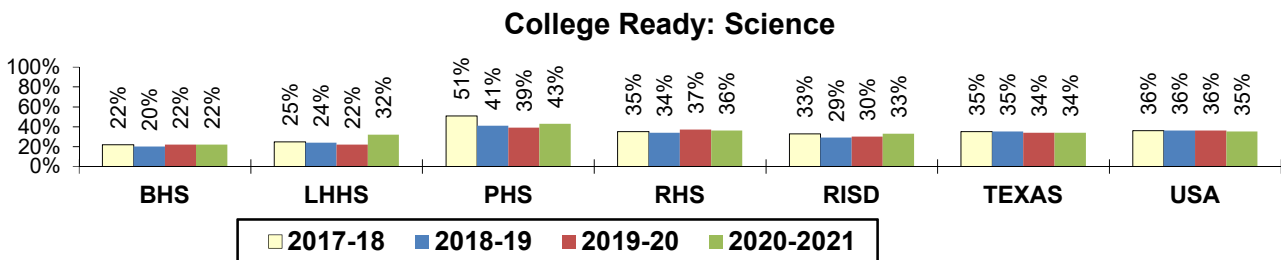
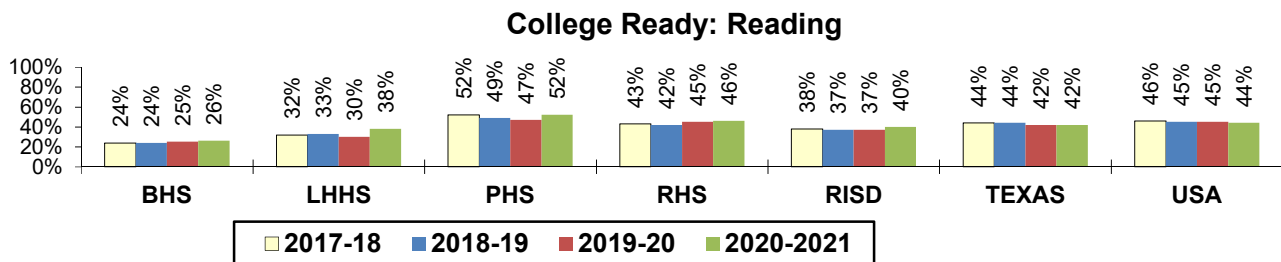
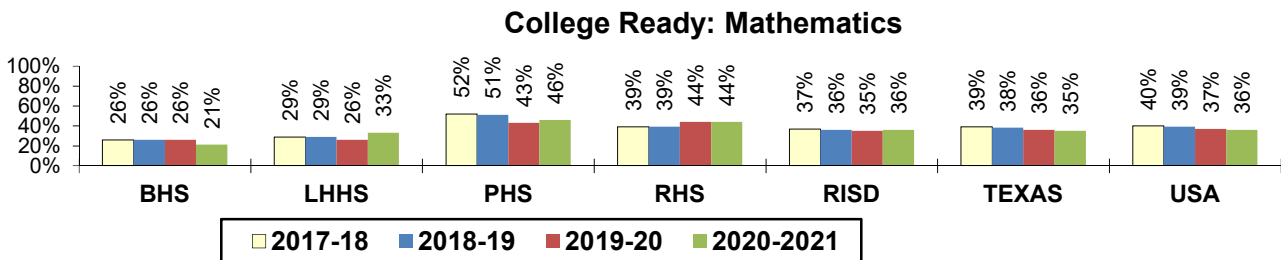
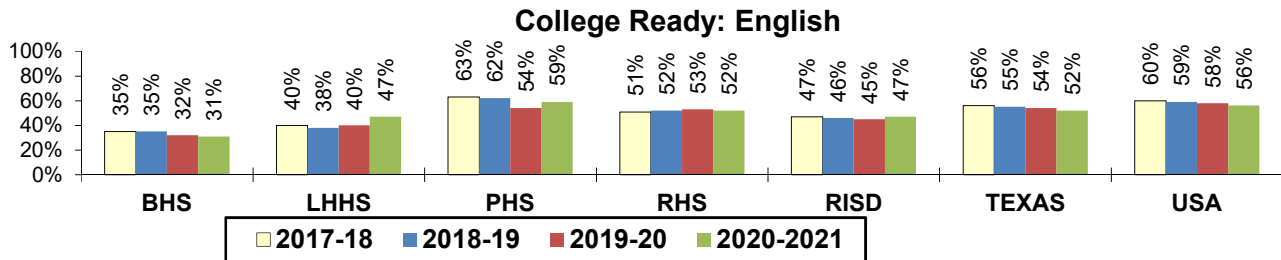
## ACT: College Ready

ACT encourages educators to measure student performance in the context of college readiness measures. College ready indicates ACT performance at or above the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

College Ready Benchmarks as defined by ACT:

English = 18 Mathematics = 22 Reading = 22 Science Reasoning = 23

Each spring from 2013 to 2019 ACT was given to all RISD juniors at no cost to students. The participation rate on the ACT went from less than 50% of graduates assessed to 98%. ACT research has shown that test participation beyond traditional self-selected college-bound students is associated with lower overall average ACT performance.



\*% based on # tested / # graduates for the given year.

\*\*Graduate #'s are unofficial as of 12/16/2021

Data Source: ACT - The High School Profile Report 2021

Produced by ACI: 12/16/2021



## **Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.



**Texas High School Graduates from FY2019**  
**Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
RICHARDSON ISD								
	057916005 BERKNER H S							
	Four-Year Public University	109	16	16	20	23	33	1
	Two-Year Public Colleges	259	110	29	29	41	37	13
	Independent Colleges & Universities	5						
	Not Trackable	23						
	Not Found	163						
	Total High School Graduates	559						
	057916002 LAKE HIGHLANDS H S							
	Four-Year Public University	124	17	13	17	35	39	3
	Two-Year Public Colleges	138	46	21	16	16	25	14
	Independent Colleges & Universities	19						
	Not Trackable	50						
	Not Found	216						
	Total High School Graduates	547						
	057916004 PEARCE H S							
	Four-Year Public University	115	17	10	8	32	47	1
	Two-Year Public Colleges	143	32	18	20	28	38	7
	Independent Colleges & Universities	21						
	Not Trackable	36						
	Not Found	198						
	Total High School Graduates	513						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



**Texas High School Graduates from FY2019**  
**Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057916003 RICHARDSON H S							
	Four-Year Public University	118	15	7	20	21	55	0
	Two-Year Public Colleges	276	85	42	39	38	53	19
	Independent Colleges & Universities	9						
	Not Trackable	44						
	Not Found	165						
	Total High School Graduates	612						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



2021 Graduates - College Choices  
The most common colleges and universities to which  
2021 graduates from RISD High Schools  
were accepted

Abilene Christian University	Texas Tech University, Lubbock
Austin Community College District	Texas Woman's University
Baylor University	Trinity University
Blinn College	Tyler Junior College
Brookhaven College-Dallas Cc District	University of Arkansas At Fayetteville
Collin County Community College	University of Houston
Dallas Baptist University	University of North Texas
Dallas College	University of Oklahoma
Eastfield College-Dallas Cc District	University of Texas Arlington
Midwestern State University	University of Texas At Austin
Oklahoma State University - Stillwater/Tulsa	University of Texas At Dallas
Prairie View A&M University	
Richland College-Dallas Cc District	
Sam Houston State University	
San Diego State	
Southern Methodist University	
Stephen F. Austin State University	
Tarleton State University	
Texas A&M University	
Texas A&M University - Commerce	
Texas Christian University	
Texas Southern University	
Texas State University - San Marcos	



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2021 Accountability Rating:** Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

**Distinction Designations:** Distinction designations were not awarded for 2021.

**2021 Special Education Determination Status (*district TAPR only*):** This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2021 RDA Manual: [https://tea.texas.gov/sites/default/files/19\\_0097\\_1005-1.pdf](https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf)

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>



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**2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

## Performance

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

### Other Important Information:

*STAAR (with and without accommodations) and STAAR Alternate 2.* The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html>.

## STAAR Performance (2020–21)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

### STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

*End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

*Accelerated Testers:*

SAT/ACT

*Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

## Progress (Academic Growth and STAAR Progress Measure) (2018–19)

*Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.*

*School Progress Domain—Academic Growth Score.* Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

## Bilingual Education/ESL (2020–21)

**Bilingual Education (BE):** Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.



# 2020–21 Texas Academic Performance Report

## (TAPR) Glossary

- **BE Dual Two-Way.** Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- **BE Dual One-Way.** Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

**English as a Second Language (ESL):** An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- **ESL Content-Based.** An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- **ESL Pull-Out.** An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- **ALP Bilingual (Exception).** An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- **ALP ESL (Waiver).** An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual (EB) Students/English Learners (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),



# 2020–21 Texas Academic Performance Report

## (TAPR) Glossary

the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

## STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

*Assessment Participant:* 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1-5 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers’ EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- *Absent*: answer documents with score code A
- *Other*: answer documents with score code O
- The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.  
(Data source: STAAR and TELPAS File)

*Accelerated Testers*: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

## Attendance and Graduation

### Attendance, Graduation, and Dropout Rates (2020–21)

**Attendance Rate:** The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

**total number of days that students in grades 1–12 were present during the 2019–20 school year**

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**total number of days that students in grades 1–12 were in membership during the 2019–20 school year**

(Data source: PEIMS 42400)

**Chronic Absenteeism:** The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2019–20 school year**

(Data source: PEIMS 42400)

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)



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- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

*Annual Dropout Rate (Gr 7–8).* This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

*Annual Dropout Rate (Gr 9–12).* This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2021 Accountability Manual](#) (Data source: PEIMS 40203, 40110, 42400, and 42500)

**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.



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For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

### *Additional Information on Cohorts:*

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

### ***4-Year Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$



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- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2020 cohort}^*}$$

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2019 cohort\***

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2019 cohort\***

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 school year**

---

**number of students in the 2019 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**  
**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2019 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**  
**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

**plus**

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2019 cohort\***



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

## ***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

---

**number of students in the 2018 cohort\***

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2020**

---

**number of students in the 2018 cohort\***

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2020–21 school year**

---

**number of students in the 2018 cohort\***

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2020–21 school year**

---

**number of students in the 2018 cohort\***

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2020**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2020**

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**number of students in the 2018 cohort\***



# 2020–21 Texas Academic Performance Report

## (TAPR) Glossary

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

### *Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort}^{**}}$$

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

**Graduation Program:** The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP**

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**number of graduates in the Class of 2020 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in the Class of 2020 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2020 with reported FHSP graduation plans**

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2020 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2020 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with  
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2019-20 who earn an FHSP-E**

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**number of graduates in SY 2019-20 with reported FHSP graduation plans**



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**FHSP-DLA Graduates (Annual Rate) (2019-20)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

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**number of graduates in SY 2019-20 who earn an FHSP-DLA**

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**number of graduates in SY 2019-20 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

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**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP  
or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2019-20 with reported graduation plans**

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

## Graduation Profile (2020–21)

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

*(Data source: PEIMS 40203)*

**Special Education:** The population of students served by special education programs. *(Data source: PEIMS 41163)*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

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total number of students

**EB (Emergent Bilingual) Students/EL (English Learners):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: PEIMS 40100)*

number of students in the 2019-20 school year considered as at risk

---

total number of students

## Postsecondary Readiness

### College, Career, and Military\* Readiness (CCMR) (2020–21)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

#### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

#### Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*



# 2020–21 Texas Academic Performance Report

## (TAPR) Glossary

- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) **\*Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.*

### College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

### College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*



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## (TAPR) Glossary

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

*English Language Arts.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2019-20 annual graduates

*Mathematics.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2019-20 annual graduates

*Both Subjects.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

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number of 2019-20 annual graduates

*Either Subject.*

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2019-20 annual graduates



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## (TAPR) Glossary

**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

**Associate Degree:** The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

**Associate Degree but not Career/Military Ready:** The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**Associate Degree and Career/Military Ready:** The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

### Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 annual graduates who earned an approved industry-based certification

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number of 2019-20 annual graduates

**Graduate with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2019-20 annual graduates

**Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (Data source: PEIMS 40203 and 42401)

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

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number of 2019-20 annual graduates

**Graduate with Level I or Level II Certificate:** The percentage of annual graduates who earned a level I or level II certificate (Data source: THECB)

number of 2019-20 annual graduates who earned a level I or level II certificate

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number of 2019-20 annual graduates

## CCMR-related Indicators (2020–21)

**TSIA Results (Graduates >= Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

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number of 2019-20 annual graduates

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: PEIMS 43415)

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2019-20 annual graduates



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

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number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2019-20 annual graduates

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (Data source: College Board and IB)

All Subjects

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics*

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science*

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

*Social Studies*

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in social studies

---

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

**AP/IB Results (Examinees >= Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced



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## (TAPR) Glossary

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

### *All Subjects*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

---

number of 11th and 12th graders with at least one AP or IB examination

### *English Language Arts*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA

---

number of 11th and 12th graders with at least one AP or IB examination in ELA

### *Mathematics*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics

---

number of 11th and 12th graders with at least one AP or IB examination in mathematics

### *Science*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science

---

number of 11th and 12th graders with at least one AP or IB examination in science

### *Social Studies*

---

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies

---

number of 11th and 12th graders with at least one AP or IB examination in social studies

(*Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110*)

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

---

number of 2019-20 graduates who took either the SAT or the ACT

---

number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:



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number of 2019-20 graduating examinees who scored at or above the criterion  
score on either the SAT or the ACT

---

number of 2019-20 graduating examinees taking either the SAT or the ACT

**Average SAT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

---

number of 2019-20 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

**Average ACT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2019-20 graduates who took the ACT

---

number of 2019-20 graduates who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

---

number of 2019-20 graduates who took the ACT



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- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

## Other Postsecondary Indicators (2020–21)

**Advanced/Dual-Credit Course Completion (Grades 9–12)**: The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:  
(Data source: PEIMS 43415)

*Any Subject*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

*English Language Arts*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

*Mathematics*

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$



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## Science

number of students in grades 9–12 in 2019-20 who received credit for at least  
one science advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one science course in 2019-20

## Social Studies

number of students in grades 9–12 in 2019-20 who received credit for at least  
one social studies advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan  
of study to take two or more CTE courses for three or more credits

---

number of in 2019-20 annual graduates

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2018-19 school year who attended a public or independent  
college or university in Texas in the following academic year

---

number of graduates during the 2018-19 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

**Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year  
following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

---

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year  
following the year they graduated



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Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

## Profile

### Student Information (2020–21)

*Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.*

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 30, 2020).

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

**Students by Grade:** The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

**Male/Female:** The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

**number of students eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

(*Data source: PEIMS 40100*)



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

**Emergent Bilingual Students (EB)/English Learners (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

---

**number of students with one or more disciplinary placements**

---

**number of students who were in attendance at any time during the school year**

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

**Students with Dyslexia:** The count and percentage of students identified with dyslexia. *(Data source: PEIMS 40100)*

**Foster Care:** The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];



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(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

**Migrant:** The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

**Title I:** The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

**Military Connected:** The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

**number of students in the 2020–21 school year considered as at risk**

**total number of students**

*(Data source: PEIMS 40110)*

**Student by Instructional Program:** The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students



# 2020–21 Texas Academic Performance Report (TAPR) Glossary

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

**Mobility:** The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

**number of mobile students in 2019–20**

---

**number of students who were in membership at any time during the  
2019–20 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*



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## (TAPR) Glossary

**Attrition Rates:** The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. (*Data source: PEIMS 40110*)

**Data Quality (not on campus profile):** The percentage of errors made by the district in the PEIMS Student Leaver Data.

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500*)



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**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

*(Data source: PEIMS 30090)*

## Staff Information (2020–21)

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*



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## (TAPR) Glossary

**Auxiliary Staff** (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: PEIMS 30060 and 30090*)

**Librarians and Counselors (Headcount)**: The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). (*Data source: PEIMS 30040, 30050, and 30090*)

**Total Minority Staff**: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: PEIMS 30040, 30050, and 30090*)

**Teachers by Ethnicity and Sex**: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

**Teachers by Highest Degree Held**: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

**Teachers by Years of Experience**: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (*Data source: PEIMS 30040, 30050, and 30090*)

**Number of Students per Teacher**: The total number of students divided by the total teacher FTE count. (*Data source: PEIMS 30040, 30050, and 30090*)

**Experience of Campus Leadership**: The average years of experience for principals and assistant principals.

*Average Years as Principal*: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.



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## (TAPR) Glossary

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

*(Data source: PEIMS 30050)*

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.



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*Central Administration (not on campus profile).* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

*Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

*Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)



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**Teachers by Program** (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)



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## Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE



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03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

### Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

### Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III



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03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

## Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE



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A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

### Social Studies/History

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TIME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL



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I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

## Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN



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03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM



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03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE



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I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)



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## Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV



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## Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

### CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

### PROFESSIONAL SUPPORT STAFF

002 .....	Art Therapist
005 .....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011 .....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019 .....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant



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065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

## TEACHERS

087.....	Teacher
047.....	Substitute Teacher

## EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

## AUXILIARY STAFF

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.





## **BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT**

### **Procedures for Public Comments During Board Meetings**

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. The purpose of meetings is to allow trustees to conduct the business of the District. Although Board meetings are held in public, they are not public meetings and the public does not have a right to participate except as provided by the Board. The Board offers a limited open forum at meetings through its Public Comment Sections to provide opportunities for members of the public to convey information to the Board.

The Board adopted the following procedures concerning public comments to facilitate the efficient operation of meetings:

- Public Comment Section.
  - The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Monday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Monday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled.

The Public Comment Section for agenda-related topics ordinarily will be placed on the Agenda just prior to the first business item on the Agenda. Where appropriate for efficient meeting management, the section for comments related to non-agenda topics may be placed on the Agenda after other action and information items. A speaker who attempts to address a nonagenda-related topic during any period reserved for agenda-related topics is engaging in disruptive behavior. The speaker must stop his or her comments when directed.

- When necessary for effective meeting management, to accommodate large numbers of individuals wishing to address the Board at a meeting, or when otherwise advisable to accommodate specific circumstances, the Board delegates to the presiding officer the authority to make adjustments to these public comment procedures. Such adjustments may include, without limitation, adjusting when public comment will occur during a meeting, reordering agenda items, deferring public comment on non-agenda items, continuing an agenda item to a later meeting, temporarily revising public comment procedures as necessary if a meeting is conducted via videoconference, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.
- Speaker Topics.
  - Regular Business Meetings. Speakers may comment on specific Agenda items as well as matters not on the posted Agenda during the Public Comment Section at regular business meetings.



- Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.
- Public Hearings. When RISD gives notice of a public hearing, speakers may complete a separate comment card for the public hearing. Speakers may only comment on the specific topic noticed for the public hearing. All other rules noted herein apply to comments during a public hearing.
- Public Comment Cards.
  - Persons wishing to address the Board must complete a Public Comment card. Public Comment cards are located in the foyer of the Auditorium in the Administration Building before scheduled meetings. (If the Board schedules a meeting at another location, Public Comment cards will be available in a conspicuous location at the meeting site.) A staff member typically will be present to receive Public Comment cards.
  - Completed cards must be placed in the designated box no later than fifteen (15) minutes prior to the posted time for the meeting to begin. Most meetings are scheduled to begin at 6:00 p.m. RISD will not accept Public Comment cards later than fifteen minutes prior to the posted meeting time.
  - In addition to identifying information, each speaker must indicate the specific Agenda item about which he or she wishes to comment and/or identify the non-Agenda topic of the comments.
  - If RISD gives notice of a public hearing, it will provide a separate public hearing comment card that persons who wish to speak must complete.
- Written Materials. A speaker who wishes to provide written materials to the Board of Trustees must attach at least nine (9) copies of the materials to the completed Public Comment card. Staff will provide a copy of the materials to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.
- Time.
  - Each speaker is limited to a total of three\* minutes and a speaker may not use time of another speaker to extend his or her comment period. *Note:* A speaker who addresses the Board through a translator will have six\* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.
  - Staff will set a three\*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.  
(\*Unless the comment period has been limited as provided herein.)
- Single comment. A speaker may complete one Public Comment Card for each meeting. A speaker who comments during a public hearing is not ineligible to speak during the regular public comment period.
- Protocol for Speakers.
  - The Board Secretary will call the name of each speaker who has submitted a public comment card and state the topic(s) on which the individual has registered to speak.



- Each speaker should approach the podium when his or her name is called. An adjustable microphone is affixed to the podium in the Auditorium. The speaker should clearly state his or her name and the school or school(s) the speaker's children attend or have attended before beginning to comment.
  - The Board will not engage in dialogue with a speaker. Specific factual information or reference to an existing policy may be furnished in response to inquiries or statements. The Board cannot deliberate or make a decision on any subject that is not on the Agenda.
  - The public comment period is not the appropriate forum for presentation of formal complaints. RISD maintains a formal grievance policy to address complaints. The Board will only consider formal complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda. Attacks of a personal nature against Board members, RISD staff, students, or other citizens by name or unique title will not be allowed or tolerated. Speakers who wish to make a complaint regarding an employee should comply with the appropriate complaint policy. (DGBA – Employee Complaints; FNG – Student/Parent Complaints; GF – Public Complaints). Complaint policies are available on the RISD website.
  - Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed. Visitors and staff must listen quietly and respectfully during the public comment section whether they agree or disagree with a speaker's message. It is not appropriate for staff or visitors to clap, cheer, boo, display banners, or otherwise engage in disruptive conduct. Persons who disrupt the meeting will be cautioned to observe meeting rules. Persons who persist in disrupting the meeting may be removed from the meeting.
- Consent for Online Publication. RISD may audio and video record its meetings. A person who chooses to speak during the Public Comment Section is consenting to the online audio/video publication of his or her comments.
  - Reasonable Accommodation and Translation. Persons desiring to make a public comment who need reasonable accommodations of a disability or who require a language translator should contact the Board office at 469-593-0403 in advance of the meeting to request assistance.

Approved: December 13, 2021



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 15, 2022

**Department:** Board of Trustees Office

**Submitted by:** Libby Oliver, Administrative Manager - Board Relations

## **ACTION ITEM**

**TOPIC:** Minutes of January 10, January 24, and February 9, 2022 Meetings

### **BACKGROUND INFORMATION**

Minutes recorded on above date(s).

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends that the Board of Trustees approve the minutes of the 2022 meeting(s) listed above.



**RICHARDSON INDEPENDENT SCHOOL DISTRICT**  
**Board of Trustees**  
**January 10, 2022**

The Board of Trustees of the Richardson Independent School District met in a Regular Meeting at 6:03 P.M., in the Administration Building, 400 South Greenville Avenue, Richardson, Texas with the following present: Ms. Regina Harris, President; Mrs. Debbie Rentería, Secretary; Mr. Eric Eager, Mr. Eron Linn, Mr. Chris Poteet and Mrs. Megan Timme as well as Mrs. Tabitha Branum, Interim Superintendent; Dr. Matthew Gibbins, Assistant Superintendent Administrative Services; Dr. Christopher Goodson, Assistant Superintendent of Human Resources; Dr. Kristin Byno, Assistant Superintendent of Teaching and Learning; Mrs. Sandra Hayes, Assistant Superintendent of Operations; Mr. David Pate, Chief Financial Officer; Ms. Melissa Heller, Chief of Strategy and Engagement; Mr. Henry Hall, Chief Technology Officer; and Ms. Leticia McGowan, General Counsel.	Present
None	Absent
Ms. Harris welcomed Carolina Armstrong, RISD Bilingual Director, who recently became a U.S. Citizen, to lead the pledges of allegiance. Ms. Harris led a moment of silence in memory of Officer Chris Gibson, RISD SRO who recently passed away from COVID-19 complications.	Pledges of Allegiance
Dr. Melissa Heller presented the recognitions listed below. The Board recognized the following: New Staff to RISD Recognition <ul style="list-style-type: none"><li>• Leticia McGowan – General Counsel</li><li>• Cameka Crawford – Executive Director of The Richardson ISD Foundation</li></ul> Partner Recognition <ul style="list-style-type: none"><li>• Shoes That Fit and GEICO – Donated more than 300 pairs of new sneakers to students at RISD Academy.</li></ul> Staff Recognitions <ul style="list-style-type: none"><li>• Monica Simonds – Baldwin Award Winner</li></ul> Student Recognition <ul style="list-style-type: none"><li>• National Merit Commended – Berkner High School<ul style="list-style-type: none"><li>○ Lance D. Davis</li><li>○ Elena L. Elkazzaz</li><li>○ Sebastian K. Girton</li><li>○ Nathan P. Keonine</li><li>○ Nicolas A. Lawrence</li><li>○ Ryan Q. MacNeil</li></ul></li><li>• National Merit Commended – Lake Highlands High School<ul style="list-style-type: none"><li>○ Laurel Dorminy</li><li>○ Davis Klemchuk</li><li>○ Ava McClung</li><li>○ Anna Moore</li><li>○ Jackson Reed</li><li>○ Sara Shelton</li><li>○ Charles Silva</li></ul></li><li>• National Merit Commended – JJ Pearce High School<ul style="list-style-type: none"><li>○ Zachary Alsup</li><li>○ Kaitlin Gardner</li><li>○ Revienne Hodgson</li><li>○ Ian Linenberger</li><li>○ Samuel Mandell</li><li>○ Meghan Parada</li><li>○ Zachary Sierra</li><li>○ Ava Slobin</li></ul></li><li>• National Merit Commended – Richardson High School<ul style="list-style-type: none"><li>○ Lara Y. Barzenji</li><li>○ Julia B. Bidan</li><li>○ Matthew K. Cadena</li><li>○ Benjamin O. Dalton</li><li>○ Ryan Hanks</li><li>○ Thomas Hogan</li><li>○ Ahmed Z. Khan</li><li>○ Braddock M. Parks</li><li>○ Arissa A. Rahman</li><li>○ Luke W. Stout</li><li>○ Raisha Taoiya</li></ul></li><li>• LOOP Outreach Organization – Berkner High School (Student led STEM Organization)</li></ul> Say Something Award – Staff <ul style="list-style-type: none"><li>• Tiffany Barkman – Administrative Specialist – Facility Services</li></ul>	Recognitions



- Claudia Calderon Ramirez – Para Aide – Moss Haven
- Saundra Foster – Para Aide - Mohawk

Say Something Award - Students

- Garrick Headley – 8<sup>th</sup> Grader at Westwood Junior High
- Chaney Crabbe – 2<sup>nd</sup> Grader at Prestonwood Elementary
- Kenneth Chapman – 12<sup>th</sup> Grader at Richardson High School

Dr. Heller asked that we also share our appreciation to the officers that assist us in honor of Law Enforcement Appreciation Day.

Dr. Heller introduced the members of Leadership Richardson in attendance as well as the family members of our students who were recognized this evening.

The following persons addressed the board during the public comment section:

- Randy Blankenship – Policy Making
- Amy Phipps – COVID-19 & Staffing Shortages
- Stuart Rampy – JJ Pearce Robotics, CTE, STEM, FIRST Robotics
- Joey Kaner – Hiring a new superintendent
- Stephen Fierbaugh – COVID-19 Protocols
- Jeffrey Levine – COVID-19 / Analysis of Data from the State of Texas on the Delta Wave
- Mercedi Hale – COVID-19 Protocols
- Sam Jarvis – Connecting Cultures Curriculum
- Jana Reist – COVID-19 Protocols
- Grant Simmons – COVID-19 Protocols / Mask mandate
- Andrea Guamen– JJ Pearce Robotics Program
- Rach Potter – COVID-19 Protocols
- Julia Rogers – COVID-19 Protocols
- Bryan Stone – Board Leadership
- Alisa Woods – COVID-19 Protocols
- Adam Sidelsky – JJ Pearce Robotics
- Jason Schmidt – COVID-19 Protocols / Mask mandate
- Kusha Gharahi- JJ Pearce Robotics
- Sherry Clemens – COVID-19 Protocols
- Dhruu Goel – JJ Pearce Robotics
- Amy Dawson – JJ Pearce Robotics
- Dr. Brandy Simmons – COVID-19 Protocols / Mask mandate
- Eden Brown (Student) – JJ Pearce Robotics
- Melanie Jennings – COVID-19 Protocols / Mask mandate
- Holly Mitchell – JJ Pearce Robotics / STEM program support
- Dr. Sasha Webb – COVID-19 Safety
- Joe Varnell – STEM & FIRST Robotics
- Mario Aguilar (Student) – JJ Pearce Robotics
- Heather KuyKendall – JJ Pearce Robotics
- Alexa Hoang (Student) – JJ Pearce Robotics
- Ricky Marcus – JJ Pearce Robotics
- Harshal S. Chhaya – STEM & Robotics in RISD / TI Support

Public  
Comment –  
Agenda &  
Non-Agenda  
Items

At 7:32, Ms. Harris announced the board would take a brief break. The meeting resumed at 7:46 PM.

Break

A motion was made by Eron Linn and seconded by Megan Timme to approve the consent agenda as follows:

- Minutes of the December 13, 2021 Meeting
- Human Resources Report as presented
- Recommended Specified Bids, Contracts, and Cumulative Purchases:

**Part A: New Bids - For Approval**

*Miscellaneous Consultant Services*

*Coolers and Freezers*

**Part B: Bid Renewals - For Approval**

*None*

**Part C: Contract Information (Greater than \$100,000) - For Approval**

*Netsync Network Solutions - Cisco Enterprise Agreement (DIR-TSO-4167 and DIR-CPO-4430)*

*Interface Services - replace all flooring with LVT flooring at MHE (Sourcewell # 080819-IFA)*

*Interface Services - replace all flooring with LVT flooring at Dobie (Sourcewell # 080819-IFA)*

*Interface Services - replace all flooring with LVT flooring at Dover (Sourcewell # 080819-IFA)*

No. 8777  
Consent  
Agenda



Interface Services - replace all flooring with LVT flooring at DME (Sourcewell # 080819-IFA)  
Interface Services - replace all flooring with LVT flooring at CCE (Sourcewell # 080819-IFA)

**Part D: Interlocal Agreements, Memorandums of Understanding, and Other - For Approval**

**Interlocal Agreements**

None

**Memorandums of Understanding**

Between RISD and RISD Foundation - to support the District’s educational programs and activities

**Other:**

None

**Part E: Contracts, Contract Modifications & Change Orders: Less than \$100,000 (Information Only)**

The Stepping Stones Group on behalf of Elizabeth Teferi - Fulfill all teacher responsibilities for the position assigned to, including: planning and delivering instruction, preparing for and attending ARD committee meetings, and participating in campus team meetings and staff development, through May 27, 2022.

Supplemental Health Care on behalf of Sharon Echols - Fulfill all teacher responsibilities for the position assigned to, including: planning and delivering instruction, preparing for and attending ARD committee meetings, and participating in campus team meetings and staff development, through May 27, 2022.

Support Staff on Demand - Provide substitute teachers, through December 17, 2022.

Heather Fletes (HF Education) - Education Consulting, literacy and biliteracy best practices. Professional Development, Classroom Modeling and Observation and Coaching cycles.

**Part F: Cumulative Purchases - Information Only**

**Cumulative Purchases from Qualified Vendors**

Buy Board - Texas Association of School Boards

CPGPC - Choice Partners

DIR - State of Texas Department of Information Resources

EPCNT - Education Purchasing Cooperative of North Texas

ESC - Educational Service Center

NCPA - National Cooperative Purchasing Alliance

SOURCEWELL - Sourcewell (previously NJPA)

OMNIA Partners - TCPN/IPA/US Communities

PPPCP - Prospering Pals

TCCPP - Tarrant County Cooperative Purchasing Program

TIPS - The Interlocal Purchasing System

TPASS - Texas Procurement and Support Services

- Schedule of Upcoming Bids
- Bond Expenditure Reports – 2016 & 2021
- Budget Status Report
- Cost sharing agreement with the City of Dallas for infrastructure improvements related to the Lake Highlands Middle School project.

The motion passed 6 - 0.

Regina Harris, Eric Eager, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme  
None

Yeas  
Nays

Mr. Pate presented the following gifts of \$5000 or more:

- The Lake Highlands High School Education Foundation donated \$34,915.00 to Lake Highlands High School for the following: Glowforge Plus 3D Laser Printer, Hologram Fan Projector, HP Spectre Laptop, Books and Graduation Cords

A motion was made by Chris Poteet and seconded by Eric Eager to approve the resolution whereas, the Board of Trustees has considered the gifts of \$5,000 or more as listed above; and whereas, ensuring timely and accurate financial record keeping supports the Board’s Strategic Objectives and Strategies; therefore be it resolved, that the Board of Trustees of the Richardson Independent School District accepts the gifts of \$5,000 or more as presented and approves amending the District’s overall budget to reflect receipt of the monetary gifts.

The motion passed 6 – 0.

Regina Harris, Eric Eager, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme  
None

Yeas  
Nays



<p>Sandra Hayes introduced Rocky Gardiner from Zonda Education (formerly Templeton Demographics) who presented information to the Board regarding the demography report for the 2021-2022 school year including the following topics:</p> <ul style="list-style-type: none"><li>• Annual Enrollment Change</li><li>• District Demographic Snapshot</li><li>• Local Economic Conditions</li><li>• Housing Market Trends</li><li>• Multi-Family Housing Trends</li><li>• Richardson/Skillman/635 Multi-Family Submarket</li><li>• RISD Home Sale Activity</li><li>• RISD Price Point Analysis</li><li>• District Housing Overview</li><li>• Multi Family Yield Analysis</li><li>• Student Yield by Housing Type</li><li>• TEA Transfer Report</li><li>• New Students / Leavers</li><li>• Birth Rate Analysis – Moderate Growth</li><li>• Ten Year Forecasts by Grade Level, Elementary Campus and Secondary Campus</li><li>• Key Takeaways:<ul style="list-style-type: none"><li>○ Large price increases in single family and multi-family housing is having an impact on student regeneration</li><li>○ DFW has seen record home price appreciation and rent increases between 2020 and 2021</li><li>○ Richardson ISD enrollment continues to be impacted by the pandemic and rising home and rent prices</li><li>○ RISD is expected to enroll 37,980 students next fall, and 37,480 students in 2026/27</li><li>○ KG capture rate and regeneration will play a large role in future enrollment</li></ul></li></ul> <p>The board asked clarifying questions and discussed the report.</p>	Demography Report
<p>At 8:35 pm, Ms. Harris announced that the board would take a brief break. The meeting resumed at 8:45 pm.</p>	Break
<p>Mrs. Branum introduced Jacob Cortez, Executive Director of ACI, who provided information to the Board on the Beginning of Year MAP Data including:</p> <ul style="list-style-type: none"><li>• Overview of MAP testing</li><li>• MAP Growth – Fall Term</li><li>• Using MAP Data Measures</li><li>• MAP Average RIT Score by Grade Level (Reading &amp; Math)</li><li>• MAP Median Percentiles (Reading &amp; Math)</li><li>• STAAR Projections at Passing Levels (Reading &amp; Math)</li></ul> <p>Shawna Ballast, Chief of Literacy &amp; Intervention, shared key information on how the MAP data is impacting instruction at our campuses.</p> <p>Joe Miniscalco, Executive Director of School Improvement, provided an update on parent communication and Jennie Bates, Executive Director of the Lake Highlands Learning Community shared information on student goal setting.</p> <p>Dr. Denise Beutel, Executive Director of Teaching and Learning provided information to the board on Tier 1 Instruction. Shawna Ballast continued the presentation with information regarding the MTSS (Multi-tiered systems of support) learning community meetings, the role of Interventionists, and reading academy coaches as well as an update on HB 4545 requirements.</p> <p>Mrs. Branum summarized the overall presentation for the board and trustees asked questions and commented on the presentation.</p>	BOY MAP Update
<p>Mrs. Branum introduced Dr. Gibbins, Assistant Superintendent of Administrative Services and Ashley Jones, Executive Director of Health Services to provide an update to the Board regarding COVID-19. Mrs. Jones reviewed the COVID-19 portal on the RISD website and information regarding the number of positive cases. She also provided information regarding current guidance from the CDC, Texas Department of State Health Services, TEA, and Dallas County Health and Human Services. Mrs. Jones concluded the presentation with information regarding RISD thresholds and decision points. Mrs. Branum provided additional information about the reasons behind the decision to implement a mask requirement. Mrs. Jones answered questions from the trustees.</p>	COVID-19 Update
<p>Ms. Harris provided an opportunity for trustees to share a brief report about recent district activities. Mr. Eager provided an update on the recent visit to Thurgood Marshall, Carolyn Bukhair, and Dobie Preschool. Ms. Harris shared reflections on her recent visit to the Health Science classes. Mr. Poteet shared an update on attending the Council of PTAs meeting and Reflections Presentation.</p>	Student / District Activities



In accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.074 – Personnel Matters to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee for the purpose of the Interim Superintendent’s evaluation, the Board entered into Closed Meeting 10:58 PM on January 10, 2022.	Closed Meeting –
The Board reconvened into Open Meeting at 12:17 am on January 11, 2022 having taken no action during closed session.	Open Meeting
Ms. Harris adjourned the meeting at 12:17 am on January 11, 2022.	Adjourned
Approved as submitted on February 15, 2022.	

\_\_\_\_\_  
Debbie Rentería, Secretary

\_\_\_\_\_  
Regina Harris, President



**RICHARDSON INDEPENDENT SCHOOL DISTRICT**  
**Board of Trustees**  
**January 24, 2022**

The Board of Trustees of the Richardson Independent School District met in a Called Meeting at 3:04 p.m., at 400 S. Greenville Avenue, Richardson, Texas, with the following present: Ms. Regina Harris, President; Mrs. Debbie Rentería, Secretary, Mr. Chris Poteet, and Mrs. Megan Timme, as well as Mrs. Tabitha Branum, Interim Superintendent and Ms. Leticia McGowan, General Counsel.	Present
Mr. Eric Eager, Mr. Eron Linn	Absent
Ms. Harris announced that the Board would convene into closed session under the authority of Sections 551.074 of the Texas Open Meetings Act, and, if necessary, under section 551.071 for the purpose of the DGBA(Local) Level III Grievance Hearing: Natasha Lockhart. Those present for the hearing are as follows: <ul style="list-style-type: none"><li>• Board Members: Regina Harris, Debbie Rentería, Chris Poteet, Megan Timme</li><li>• Natasha Lockhart, Grievant – appearing on Zoom</li><li>• Katie Long, RISD external counsel</li><li>• Dr. Terry Harris, RISD HR Executive Director</li><li>• Leticia McGowan, General Counsel</li><li>• Tabitha Branum, Interim Superintendent</li><li>• Scott Sellers, Director of Transportation</li><li>• Dr. Matthew Gibbins, Assistant Superintendent of Administrative Services</li></ul>	Closed Session DGBA (Local) Level III Grievance Hearing – Natasha Lockhart
At 3:53 pm, the Board returned to open session having taken no action in closed session. A motion was made by Megan Timme and seconded by Debbie Renteria to dismiss the Level 1 grievance regarding matters other than Ms. Lockhart’s discharge under DBGA Local as untimely and recommend that the board deny and dismiss her appeal on that basis. The motion passed 4 – 0.	No. 8779 Natasha Lockhart Grievance
Regina Harris, Chris Poteet, Debbie Rentería, Megan Timme None	Yeas Nays
A motion was made by Megan Timme and seconded by Chris Poteet that the Board find that even if Ms. Lockhart had timely appealed the Level 1 decision, other than her non-termination grievances under DGBA local were not timely filed and the Board deny and dismiss all other grievances other than her termination. The motion passed 4 – 0.	No. 8780 Natasha Lockhart Grievance
Regina Harris, Chris Poteet, Debbie Rentería, Megan Timme None	Yeas Nays
A motion was made by Chris Poteet and seconded by Debbie Renteria to without waiving the timeliness issue, to deny Ms. Lockhart’s appeal on its merit. The motion passed 4 – 0.	No. 8781 Natasha Lockhart Grievance
Regina Harris, Chris Poteet, Debbie Rentería, Megan Timme None	Yeas Nays
Ms. Harris stated that the action taken will serve as a grievance notice of the Board’s decision and the grievance is concluded.	N. Lockhart Grievance Concluded
Eric Eager joined the meeting at 4:02 pm.	Present
At 4:05 pm, Ms. Harris opened the FNG(Local) Level III Grievance Hearing: Amy Phipps. Those present for the hearing are as follows: <ul style="list-style-type: none"><li>• Board Members: Regina Harris, Debbie Rentería, Chris Poteet, Megan Timme, Eric Eager</li><li>• Amy Phipps, Grievant</li><li>• Kelly Phipps, Husband to Grievant</li><li>• Katie Long, RISD external counsel</li><li>• Leticia McGowan, General Counsel</li></ul>	FNG(Local) Level III Grievance Hearing: Amy Phipps



<ul style="list-style-type: none"> <li>• Tabitha Branum, Interim Superintendent</li> </ul>	
<p>Mrs. Phipps requested the hearing take place in open session. Ms. Harris stated that the Board would convene into closed session under section 551.071 for consultation with attorney prior to the continuation of the hearing.</p>	
<p>At 4:17 pm, the meeting resumed in open session. Ms. Harris presided over the meeting. Mrs. Phipps proceeded with her Level III grievance presentation followed by Ms. Long’s presentation on behalf of the RISD Administration. Ms. Harris announced that the Level III grievance presentations are concluded and instructed the Board on the proper processes for reaching a decision in the case.</p>	
<p>The Board convened to closed session under sections 551.071, 552.082, and 551.0821 to deliberate.</p>	
<p>The board reconvened into open session at 5:04 pm having taken no action in closed session. A motion was made by Eric Eager and seconded by Chris Poteet that the Board dismiss the grievance on the basis that the requested relief from the August mask mandate is moot and the grievance request for the medical exemption for her children has been granted. The motion passed 5 – 0.</p>	<p>No. 8782 Amy Phipps Grievance</p>
<p>Regina Harris, Chris Poteet, Debbie Rentería, Megan Timme, Eric Eager None</p>	<p>Yeas Nays</p>
<p>Ms. Harris stated that the action taken will serve as a grievance notice of the Board’s decision and the grievance is concluded.</p>	<p>Phipps Grievance Concluded</p>
<p>The Board took a break for dinner until 6:00 pm.</p>	<p>Break</p>
<p>Ms. Harris resumed the Called Meeting at 6:03 p.m., at 400 S. Greenville Avenue, Richardson, Texas, with the following present: Ms. Regina Harris, President; Mrs. Debbie Rentería, Secretary, Mr. Eric Eager, Mr. Eron Linn, Mr. Chris Poteet, and Mrs. Megan Timme, as well as Mrs. Tabitha Branum, Interim Superintendent; Ms. Leticia McGowan, General Counsel; Dr. Matthew Gibbins, Assistant Superintendent Administrative Services; Dr. Christopher Goodson, Assistant Superintendent of Human Resources; Dr. Kristin Byno, Assistant Superintendent of Teaching and Learning; Mrs. Sandra Hayes, Assistant Superintendent Operations; Mr. David Pate, Chief Financial Officer; Ms. Melissa Heller, Chief of Strategy and Engagement and Mr. Henry Hall, Chief Technology Officer.</p>	<p>Meeting Resumed</p>
<p>None</p>	<p>Absent</p>
<p>The following persons addressed the board during the public comment section of the meeting:</p> <ul style="list-style-type: none"> <li>• None</li> </ul>	<p>Public Comment</p>
<p>A motion was made by Megan Timme and seconded by Debbie Rentería to approve the resolution whereas, RISD is committed to ensuring that all students maximize their intellect and skills to create their own futures; and whereas, RISD is committed to ensuring that all students perform at or above grade level; and whereas, RISD is committed to recruiting, retaining, and rewarding quality personnel; and whereas, the Board recognizes that the District’s ability to achieve its goals and objectives is enhanced through employee retention and strong staff morale; and whereas, the COVID-19 pandemic crisis has required a reengineering of the educational environment to meet the needs of all students and has placed extra and unanticipated demands on staff who have risen to every occasion to support and serve students; and whereas, the Board of Trustees finds that providing a retention stipend to support staff and recognize their hard work and commitment to students serves an important public purpose of supporting the Board’s commitments, strategic objectives, and strategies for students and personnel by implementing strategies to address critical staffing needs that encourage employee retention and boost staff moral; therefore be it resolved, that the Board of Trustees approves the Superintendent’s recommendation to provide a one-time retention stipend in the amount of \$1000.00 to eligible full-time employees and \$500.00 to eligible part-time employees and authorizes the Superintendent to establish eligibility criteria and to take such actions as necessary to implement the Board’s directive.</p> <p>The motion passes 6 – 0.</p>	<p>No. 8783 Spring 2022 Retention Stipend</p>



Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme None	Yeas Nays
<p>A motion was made by Eron Linn and seconded by Chris Poteet to approve the resolution whereas, the District’s Board of Trustees (“Board”) recognizes that the State of Texas and the United States Government have declared a disaster and emergency regarding Coronavirus/COVID-19 (hereafter “COVID-19”) and its potential spread, and continue to extend these declarations; whereas, the territory included in the District is within the areas declared a disaster and an emergency area; whereas, on or about March 13, 2020, the President of the United States first declared a national emergency and the Governor of the State of Texas declared a statewide disaster regarding COVID-19, both of which have been continually extended; whereas, the Board and Administration are following advice and directives from federal, state and local authorities in responding to COVID-19; whereas, the Board has a substantial public interest in protecting the health and safety of its students, staff, and school community, and therefore desires to protect, to the fullest extent possible, the health and safety of students, staff, and the school community in light of COVID-19; whereas, in accordance with current public health guidance for COVID-19 Prevention in K-12 schools, the Center for Disease Control (“CDC”) recommends that, “schools should... allow flexible, non-punitive, and supportive paid sick leave policies and practices that encourage sick workers to stay home without fear of retaliation, loss of pay, or loss of employment level...”; whereas, employee benefits that help ensure employees can recuperate from COVID-19, isolate to avoid the spread of COVID-19, follow health officials instructions, and generally help to protect the school community are essential in creating a school environment in which students can be successfully educated; whereas, the District benefits from employees not being at District facilities when at possible risk of spreading, ill from, or recuperating from COVID-19, in accordance with health department instructions, to prevent the spread of COVID-19 in the school community, because learning is negatively impacted when staff and students are ill with COVID-19; it is therefore resolved that the Board finds a substantial public purpose exists in protecting the health and safety of its students, staff, and the school community, and in taking action to help ensure that the District and its community are prepared, to the fullest extent possible, to protect the health and safety of students, staff, and school community in light of COVID-19.</p> <p>In furtherance of these public purposes, the Board of Trustees amends the original resolution regarding additional leave for the 2021-22 school year as outlined below:</p> <ul style="list-style-type: none"> <li>• COVID Extended Leave is additional paid leave available to contract and non-contract employees when: (1) the employee is test confirmed to have COVID-19; (2) if the employee is required to quarantine, pursuant to the District’s COVID plan/RISD Blueprint, for “close contact” with an individual positively identified as having COVID-19; or (3) the employee is the sole caretaker of a minor who is subject to qualification (1) or (2) above.</li> <li>• Up to a total of five additional days of COVID Extended Leave is available to employees in allocated positions who meet specified criteria as established by District protocols and who have exhausted COVID-19 Sick Leave Bank days if applicable, subject to applicable exceptions as required in accordance with federal, state, and local laws and regulations.</li> <li>• The total number of COVID Extended Leave days used by an eligible employee shall not exceed ten (10). The Interim Superintendent or designee shall develop administrative regulations surrounding the implementation of the leave in accordance with current state and federal law.</li> </ul> <p>The authority granted by this Resolution is effective starting on January 3, 2022 and ends at the conclusion of the 2021-2022 school year, unless the Board acts to discontinue this authority, or to authorize continuation for a longer duration.</p> <p>The motion passed 6 – 0.</p>	No. 8784 Amendment to COVID-19 Employee Leave
Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme None	Yeas Nays
<p>A motion was made by Eron Linn and seconded by Eric Eager to approve the resolution whereas, the Government Code, through the Interlocal Cooperation Act (“Act”), authorizes a local government to contract or agree with another local government to perform governmental functions and services under the terms of the Act; and whereas, this designated area is currently being used by the neighborhood as a dog park; and whereas, the City of Dallas has proposed to address this usage by providing improvements to the property at no cost to the district; and whereas, the City and the District have collaborated to develop an Agreement that establishes a process for the improvements to the property; whereas, collaborating with other governmental partners to provide and expand services that benefit the RISD community</p>	No.8785 Agreement with City of Dallas for Parkhill Dog Park Installation



supports all of the Board’s strategic objectives; therefore be it resolved that the Board of Trustees of the Richardson Independent School District approves the attached Interlocal Agreement with the City of Dallas for a dog park installation at Parkhill Junior High School. The motion passed 6 – 0.

Eric Eager, Regina Harris, Eron Linn, Chris Poteet, Debbie Rentería, Megan Timme None	Yeas Nays
Mrs. Hayes provided the Board with an update on the Sherman Street properties including a background on the purchase of the properties and possible options for renovations.	Sherman Street Properties Update
Mr. Pate presented the general fund budget update to the board including the following topics: <ul style="list-style-type: none"><li>• State Funding</li><li>• Fiscal Year 2021-2022 Outlook</li><li>• Enrollment</li><li>• Budget Considerations</li><li>• Next Steps</li></ul>	2022-2023 Budget Forecast Discussion
Mrs. Branum provided an update to the Board on the 2022-2023 Calendar Options including the following: <ul style="list-style-type: none"><li>• Appreciation for the Calendar Committee</li><li>• Calendar Requirements</li><li>• Calendar Considerations</li><li>• Options A, B, C</li><li>• Next Steps</li></ul>	2022-2023 Academic Calendar Options
In accordance with the Texas Open Meetings Act, Texas Government Code, Section 551.071 – Consultation with Attorney, and 551.074 – Personnel Matters, the Board entered into Closed Meeting at pm to discuss the Interim Superintendent Evaluation and Superintendent Search Timeline.	Closed Meeting – Interim Supt. Evaluation & Supt. Search Timeline
The Board reconvened into Open Meeting at 11:25 pm having taken no action during closed session.	Open Session
Ms. Harris adjourned the meeting at 11:25 pm on January 24, 2022.	Adjourned
Approved as submitted on February 15, 2022.	

\_\_\_\_\_  
Debbie Rentería, Secretary

\_\_\_\_\_  
Regina Harris, President



**RICHARDSON INDEPENDENT SCHOOL DISTRICT**  
**Board of Trustees – Candidate Training**  
**February 9, 2022**

The Board of Trustees of the Richardson Independent School District met in a Called Meeting for the purpose of Candidate Training at 6:05 P.M., in the Administration Building, 400 South Greenville Avenue, Richardson, Texas with the following present: Ms. Regina Harris, President; Mrs. Debbie Rentería, Secretary; Mr. Eric Eager, Mr. Eron Linn, Mr. Chris Poteet and Mrs. Megan Timme.	Present
None	Absent
Regina Harris welcomed the candidates in attendance. Ms. Harris and Kris Oliver, former RISD Trustee presented the Board Candidate Training.	Board Candidate Training
Ms. Harris adjourned the meeting at 7:05 pm on February 9, 2022.	Adjourned
Approved as submitted on February 15, 2022.	

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Debbie Rentería, Secretary

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Regina Harris, President



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** Christopher B. Goodson, Ed.D.  
Assistant Superintendent, Human Resources

## **ACTION ITEM**

**TOPIC:** Human Resources Report

### **BACKGROUND INFORMATION**

Listed on the following pages is the Human Resources Report. Part A of this report includes the appointments of professional personnel. The Assistant Superintendent of Human Resources has reviewed this report and recommends that the Board employ the individuals listed to work in the Richardson Schools during the 2021-2022 school year under the salary schedule adopted by the Board, subject to assignment and reassignment as determined by the Superintendent.

Also submitted for your information in Part B of the Human Resources Report, are appointments of paraprofessionals and classified employees, and separations of professional, paraprofessional, and classified personnel.

### **INTERIM SUPERINTENDENT'S RECOMMENDATION**

The Interim Superintendent recommends that the Board of Trustees approve Part A of the Human Resources Report, dated February 15, 2022.

### **RESOLUTION**

**WHEREAS**, the Board of Trustees has approved the appropriate budgets and staffing allocations for the Richardson Independent School District and the following recommendations fall within those guidelines; and

**WHEREAS**, the appointment of highly qualified, student-focused staff supports the Board's vision, values, goals, and mission;

**THEREFORE, BE IT RESOLVED** that the Board of Trustees of the Richardson Independent School District approves Part A of the Human Resources Report for February 15, 2022.



**PART A: PROPOSED PERSONNEL ACTIONS SUBMITTED FOR BOARD OF TRUSTEES' APPROVAL**

**APPOINTMENTS OF PROFESSIONAL PERSONNEL:**

**ELEMENTARY**

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>ASSIGNMENT</b>	<b>START DATE</b>	<b>ORGANIZATION</b>
AGUILAR ACOSTA	STEPHANIE	TEACHER	01/03/2022	MOSS HAVEN ELEMENTARY
BRACKEN	RILEY	TEACHER	01/06/2022	MOSS HAVEN ELEMENTARY
BROWN	ROSLYN	INSTRUCTIONAL COACH	01/03/2022	THURGOOD MARSHALL ELEM
BROWN	BRITTANY	TEACHER	01/03/2022	C MCAULIFFE LEARNING CTR
COKER	CAROLINE	TEACHER	01/03/2022	MERRIMAN PARK ELEMENTARY
DE LIRA	MARIA	TEACHER	01/03/2022	FOREST LANE ACADEMY
DEGRACIA	MILDRED	TEACHER	01/13/2022	CAROLYN G.BUKHAIR ELEM
DIAZ	ILEANA	TEACHER	01/11/2022	AIKIN ELEMENTARY
DICKERSON	KELLY	TEACHER	01/03/2022	WALLACE ELEMENTARY
DOAN	XUANTRANG	TEACHER	01/03/2022	NORTHLAKE ELEMENTARY
ELLIOTT	SHELBY	TEACHER	01/03/2022	O. HENRY ELEMENTARY
FIESZEL	CAITLIN	TEACHER	01/03/2022	NORTHRICH ELEMENTARY
FULBRIGHT	JANA	TEACHER	01/03/2022	SPRING CREEK ELEMENTARY
GARCIA	BELINDA	TEACHER	01/03/2022	WALLACE ELEMENTARY
GLADNEY	ALEXIA	TEACHER	01/03/2022	SKYVIEW ELEMENTARY
GRAVES	CHRYSTAL	TEACHER	01/14/2022	RICHLAND ELEMENTARY
HOCKENSMITH	BROOKE	TEACHER	01/03/2022	WALLACE ELEMENTARY
HOHNSTEIN	EMILY	TEACHER	01/03/2022	NORTHLAKE ELEMENTARY
JONES	KASON	TEACHER	01/26/2022	LAKE HIGHLANDS JUNIOR HIGH
KRAFT	ALEXANDRIA	TEACHER	01/06/2022	NORTHRICH ELEMENTARY
LEE	ELIZABETH	MATH INTERVENTIONIST	01/12/2022	PRE K-12 INTERVENTION
LU	HAN	TEACHER	01/10/2022	BIG SPRINGS ELEMENTARY
LUERA	KATELYNN	TEACHER	01/03/2022	O. HENRY ELEMENTARY
MARSHALL	JEREMY	TEACHER	01/03/2022	RISD ACADEMY
MARTINEZ	MIDORI	TEACHER	01/07/2022	AIKIN ELEMENTARY
MATTOX	ALEXANDRIA	TEACHER	01/07/2022	SPRING CREEK ELEMENTARY
MAYHEW	FAITH	TEACHER	01/03/2022	NORTHRICH ELEMENTARY
MONTGOMERY	ROBIN	TEACHER	12/06/2021	RICHARDSON HEIGHTS ELEM
MOOREHEAD	LOUISE	TEACHER	01/12/2022	THURGOOD MARSHALL ELEM



PARKES	MACKENZIE	TEACHER	01/03/2022	FOREST LANE ACADEMY
PETERSON	VEEISHA	TEACHER	01/03/2022	RICHLAND ELEMENTARY
RANGIRA	LEOPOLD	TEACHER	01/03/2022	LAKE HIGHLANDS ELEMENTARY
STALTER	JULIANA	COUNSELOR	01/06/2022	MOHAWK ELEMENTARY
WATSON	ALYSSA	TEACHER	01/03/2022	MERRIMAN PARK ELEMENTARY
WATTS	TAMMY	MATH INTERVENTIONIST	01/31/2022	PRE K-12 INTERVENTION
WEIDENHEFT	AMANDA	STUDENT ASSISTANCE SPEC	01/10/2022	JJ PEARCE HIGH SCHOOL

## SECONDARY

LAST NAME	FIRST NAME	ASSIGNMENT	START DATE	ORGANIZATION
AFSHAR	MOEIN	TEACHER	01/03/2022	R WEST TECH MAGNET
AHMED	AMIRA	TEACHER	01/03/2022	RICHARDSON HIGH SCHOOL
ALLEN	ANDREW	TEACHER	01/03/2022	C MCAULIFFE LEARNING CTR
CRUZ	AMY	TEACHER	01/03/2022	APOLLO JUNIOR HIGH
GUZMAN TAPIA	ANDRES	TEACHER	01/03/2022	JJ PEARCE HIGH SCHOOL
HEMPHILL	SARA ANNE	COUNSELOR	01/14/2022	PARKHILL JUNIOR HIGH
IHIM	IFEOMA	TEACHER	01/14/2022	BERKNER HIGH SCHOOL
JEON	HWAYOUNG	TEACHER	01/03/2022	LAKE HIGHLANDS HIGH SCHOOL
KANIGA	NIFA	TEACHER	01/03/2022	LAKE HIGHLANDS HIGH SCHOOL
KENT	ROBERT	TEACHER	01/03/2022	LIBERTY JUNIOR HIGH
KIES	AILEEN	TEACHER	01/03/2022	C MCAULIFFE LEARNING CTR
LAM	ANTHONY	TEACHER	01/03/2022	R NORTH JUNIOR HIGH
MARTINI	KATHRYN	TEACHER	01/06/2022	LAKE HIGHLANDS HIGH SCHOOL
MASOTTI	ALINA	TEACHER	01/28/2022	LIBERTY JUNIOR HIGH
PARK	MEGHAN	TEACHER	01/03/2022	LAKE HIGHLANDS JUNIOR HIGH
PATEL	SHRADDHA	TEACHER	01/05/2022	RICHARDSON HIGH SCHOOL
PFUNDHELLER	SAMANTHA	TEACHER	12/07/2021	LAKE HIGHLANDS HIGH SCHOOL
STEELMAN	SAMANTHA	TEACHER	01/03/2022	R WEST TECH MAGNET
SUTTON	KEVIN	TEACHER	01/18/2022	RICHARDSON HIGH SCHOOL
TABB	SHANNON	TEACHER	12/06/2021	RICHARDSON HIGH SCHOOL
TAYBORE	DEANDRE	TEACHER	01/18/2022	JJ PEARCE HIGH SCHOOL
TRAN	JOANNA	TEACHER	01/03/2022	BERKNER HIGH SCHOOL
WILLIAMS	CALEB	TEACHER	01/03/2022	BERKNER HIGH SCHOOL
WINANA	CASEY	TEACHER	01/05/2022	RICHARDSON HIGH SCHOOL



**CENTRAL PROFESSIONAL**

LAST NAME	FIRST NAME	ASSIGNMENT	START DATE	ORGANIZATION
None				

**ADMINISTRATIVE PROFESSIONAL**

LAST NAME	FIRST NAME	ASSIGNMENT	START DATE	ORGANIZATION
CRAWFORD	CAMEKA	EXECUTIVE DIRECTOR	01/05/2022	STRATEGY/COMMUNITY ENGAGE
GONZALES	BRITTANY	OCCUPATIONAL THERAPIST	01/03/2022	SPECIAL STUDENT SERVICES
GONZALEZ	ADRIANA	NURSE	01/03/2022	LAKE HIGHLANDS HIGH SCHOOL



**PART B: Personnel Actions Submitted for Board of Trustees' Information**

**SEPARATIONS of Personnel:**

<b>PROFESSIONAL/ CLASSIFIED/PARA- PROFESSIONAL</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>ASSIGNMENT/ SUBJECT/GRADE</b>	<b>LOCATION</b>	<b>LOCAL YEARS EXPERIENCE</b>	<b>DATE EFFECTIVE</b>
Classified	REVOLORIO	BELSI	CHILD NUTRITIONIST	BIG SPRINGS ELEMENTARY	3	12/14/2021
Professional Elementary	BELCHER	LAUREN	TEACHER	SPRING CREEK ELEMENTARY	3	01/14/2022
Classified	BROWN	SHAWNA	BUS DRIVER	TRANSPORTATION	0	01/18/2022
Paraprofessional	CAMPOS	JORDAN	TECHNICAL ASSISTANT	AIKIN ELEMENTARY	0	01/31/2022
Classified	CHOUDHURY	SHIRIN	BUS MONITOR	TRANSPORTATION	0	12/17/2021
Paraprofessional	COLEMAN	CRESTON	SPECIAL EDUCATION AIDE	PARKHILL JUNIOR HIGH	0	01/03/2022
Classified	DIAZ-SARAVIA	BLANCA	CHILD NUTRITIONIST	BERKNER HIGH SCHOOL	6	12/17/2021
Classified	EDWARDS	A'LECIA	CHILD NUTRITIONIST	AUDELIA CREEK ELEMENTARY	0	12/14/2021
Professional Elementary	ELLISTON	ASHLEY	INSTRUCTIONAL COACH	STULTS ROAD ELEMENTARY	11	01/14/2022
Paraprofessional	FORTE	PENNY	CLERK	LAKE HIGHLANDS ELEMENTARY	4	01/13/2022
Classified	FULLER	DIAMON	CHILD NUTRITIONIST	MERRIMAN PARK ELEMENTARY	0	12/01/2021
Paraprofessional	GALVAN	JANETT	CLERK	DOBIE PRE-KINDERGARTEN SCH	2	01/21/2022
Professional Secondary	GEARHART	JOHN	TEACHER	LAKE HIGHLANDS HIGH SCHOOL	4	01/18/2022
Paraprofessional	GHATTAS	CHRISTINA	SPECIAL EDUCATION AIDE	BOWIE ELEMENTARY	2	01/24/2022
Classified	GODINEZ	FELIPE	GROUND S II	GROUND S	17	01/10/2022
Paraprofessional	MENDEZ	ANA	AIDE I	SKYVIEW ELEMENTARY	2	12/16/2021
Classified	VASQUEZ	NORMA	CUSTODIAL I	WHITE ROCK ELEMENTARY	0	12/03/2021
Paraprofessional	JACKSON	DANIELLE	SPECIAL EDUCATION AIDE	YALE ELEMENTARY	1	01/07/2022
Classified	JOHNSON	DEBBIE	CHILD NUTRITION MGR	SPRING VALLEY ELEMENTARY	24	12/17/2021
Classified	JOHNSON	TYESHA	CHILD NUTRITIONIST	CAROLYN G.BUKHAIR ELEM	0	12/03/2021
Paraprofessional	JUNAID	JANINE	ADMIN SPECIALIST III	HUMAN RESOURCES	5	01/03/2022
Professional Elementary	KENNEDY	MALARIE	COUNSELOR	RICHARDSON HIGH SCHOOL	6	01/28/2022
Paraprofessional	LESTER	DAVID	EXECUTIVE ASSISTANT	SKYVIEW ELEMENTARY	0	01/26/2022
Classified	LEWIS	ROSA	CHILD NUTRITIONIST	GREENWOOD HILLS ELEMENTARY	1	12/08/2021
Professional Admin	LINDLEY	CAROLINE	LSSP	SPECIAL STUDENT SERVICES	4	01/05/2022
Classified	MARLER	STEVEN	MAINTENANCE AREA SUP	FACILITIES MAINTENANCE	40	12/31/2021
Classified	MASSEY	DONNIE	MAINTENANCE I	FACILITIES MAINTENANCE	36	12/31/2021
Professional Secondary	MILANO	ANTHONY	TEACHER	RICHARDSON HIGH SCHOOL	3	01/27/2022



**SEPARATIONS of Personnel Continued:**

PROFESSIONAL/ CLASSIFIED/PARA- PROFESSIONAL	LAST NAME	FIRST NAME	ASSIGNMENT/ SUBJECT/GRADE	LOCATION	LOCAL YEARS EXPERIENCE	DATE EFFECTIVE
Paraprofessional	MOORE	COURTLYNN	CLERK	BOWIE ELEMENTARY	3	01/07/2022
Professional Elementary	MULLER	JOSE	TEACHER	RISD ACADEMY	1	12/17/2021
Classified	MURRAY	ERIC	BUS MONITOR	TRANSPORTATION	0	01/04/2022
Classified	NGUYEN	DUC CHI	CUSTODIAL	CUSTODIAL SERVICES	0	01/14/2022
Paraprofessional	ODUNEYE	JOSEPHINE	SPECIAL ED AIDE	LAKE HIGHLANDS HIGH SCHOOL	1	01/03/2022
Paraprofessional	OLVERA	MAYRA	SECRETARY II	SPECIAL STUDENT SERVICES	1	01/04/2022
Paraprofessional	RODRIGUEZ	VANESSA	SITE COORDINATOR I	EXTENDED LEARNING	13	12/17/2021
Paraprofessional	ROSALES	NAYELI	AIDE I	AIKIN ELEMENTARY	0	12/17/2021
Classified	SALINAS	JOSEPH	GROUNDSS II	GROUNDSS	0	12/27/2021
Classified	SANCHEZ	SANDRA	CUSTODIAL I	RICHARDSON TERRACE ELEM	10	01/21/2022
Classified	SAVALIA	ANSOOYA	CHILD NUTRITIONIST	MOHAWK ELEMENTARY	6	12/17/2021
Professional Secondary	SIKES	SONYA	TEACHER	R WEST TECH MAGNET	4	01/14/2022
Classified	SPANGLE	ZHENGHUA	CHILD NUTRITIONIST	BRENTFIELD ELEMENTARY-128	0	12/17/2021
Classified	STEWART	KELVER	CHILD NUTRITIONIST	CHILD NUTRITION	3	12/14/2021
Professional Elementary	THARIAN	CHRISTINE	TEACHER	FORESTRIDGE ELEMENTARY	1	12/17/2021
Paraprofessional	THORNTON	BRITNEY	SPECIAL ED AIDE	NORTHWOOD HILLS ELEMENTARY	2	12/17/2021
Paraprofessional	TIRFE	SARA	SPECIAL ED AIDE	SKYVIEW ELEMENTARY	3	01/12/2022
Paraprofessional	TOVAR	MARIO	AIDE I	NORTHWOOD HILLS ELEMENTARY	0	01/14/2022
Paraprofessional	VASQUEZ	ANGELICA	SPECIAL ED AIDE	DOBIE PRE-KINDERGARTEN	0	01/14/2022
Paraprofessional	VAZQUEZ	JUANA	SECRETARY I	BIG SPRINGS ELEMENTARY	0	01/03/2022
Classified	VU	THOI	CHILD NUTRITIONIST	MATH/SCIENCE/TECH MAGNET	15	12/10/2021
Classified	WALKER	BRITTANEY	BUS DRIVER	TRANSPORTATION	0	12/10/2021
Classified	WARREN	MICHAEL	LICENSED ELECTRICIAN	FACILITIES MAINTENANCE	18	12/31/2021
Classified	WEBB	DELONICA	BUS DRIVER	TRANSPORTATION	2	01/25/2022
Professional Secondary	WEBER	KATHRYN	TEACHER	LAKE HIGHLANDS JUNIOR HIGH	0	01/05/2022
Classified	WHITE	ALENE	CUSTODIAL I	BERKNER HIGH SCHOOL	28	12/31/2021
Classified	WHITLEY	KATHLEEN	CHILD NUTRITIONIST	RISD ACADEMY	6	12/17/2021
Classified	WILHITE	CAROLYN	CHILD NUTRITION MGR	DOVER ELEMENTARY	19	12/17/2021



**PART B: PERSONNEL ACTIONS SUBMITTED FOR BOARD OF TRUSTEES' INFORMATION**

**APPOINTMENTS OF PARAPROFESSIONAL AND CLASSIFIED PERSONNEL:**

**PARAPROFESSIONAL**

LAST NAME	FIRST NAME	DATE	POSITION	LOCATION
ARROYO	ESKARLET	01/25/2022	SECRETARY I	FOREST LANE ACADEMY
CERNY	KIMBERLY	01/11/2022	SPECIAL EDUCATION AIDE	YALE ELEMENTARY
DAVIS	ANNABELLE	01/03/2022	SPECIAL EDUCATION AIDE	PRAIRIE CREEK ELEMENTARY
DOMINGUEZ	DAISY	01/20/2022	STUDENT DATA SPEC	PRESTONWOOD ELEMENTARY
GARCIA-SANTIAGO	CLAUDIA	01/20/2022	AIDE I	DOBIE PRE-KINDERGARTEN
HARRISON	REBEKAH	01/03/2022	FLEET SAFETY SPECIALIST	RISK MANAGEMENT
HOGG TERRELL	GEORGETTA	01/25/2022	SITE COORDINATOR	EXTENDED LEARNING
HOOPER BURGER	CHERYL	12/16/2021	SPECIAL EDUCATION AIDE	SPECIAL STUDENT SERVICES
MARTINEZ	LESLIE	01/05/2022	CLERK	MARK TWAIN ELEMENTARY
MCGIRT	TYMARA	01/10/2022	SECRETARY II	SPECIAL STUDENT SERVICES
OROZCO	ELSA	01/07/2022	CLERK	GREENWOOD HILLS ELEMENTARY
RODRIGUEZ	JESUS	01/20/2022	SPECIAL EDUCATION AIDE	SPRING VALLEY ELEMENTARY
SALAHUDEEN	SAJEETHA	01/13/2022	CLERK	NORTHRICH ELEMENTARY
SILGUERO LOZANO	MARIA	12/16/2021	AIDE I	CAROLYN G. BUKHAIR ELEM
TIRICO	KRYSTAL	01/18/2022	SPECIAL EDUCATION AIDE	YALE ELEMENTARY
VAZQUEZ GARCIA	DENEZ	01/28/2022	SPECIAL EDUCATION AIDE	AUDELIA CREEK ELEMENTARY
VELDWYK	ANASTACIA	01/03/2022	SPECIAL EDUCATION AIDE	FOREST MEADOW JUNIOR HIGH
VIANNA	BIANCA	12/16/2021	CLERK	RICHARDSON HIGH SCHOOL
WILSON	CRYSTAL	01/20/2022	SPECIAL EDUCATION AIDE	R WEST TECH MAGNET

**CLASSIFIED**

LAST NAME	FIRST NAME	DATE	POSITION	LOCATION
ADEM	SAEED	01/27/2022	CUSTODIAL I	JJ PEARCE HIGH SCHOOL
AVALOS	LUIS	01/20/2022	LICENSED ELECTRICIAN	FACILITIES MAINTENANCE
BAYOH	ZAINAB	01/27/2022	CUSTODIAL I	HAMILTON PARK PACESETTER
CHAVEZ	MAURICIO	01/28/2022	CUSTODIAL I	AUDELIA CREEK ELEMENTARY
DANG	THI	01/27/2022	CUSTODIAL I	CUSTODIAL SERVICES
DO	THU	01/27/2022	CUSTODIAL I	R NORTH JUNIOR HIGH



DUKES	LASABRA	01/24/2022	BUS MONITOR	FACILITY SERVICES
EKAM	CHRISTIANA	01/04/2022	BUS DRIVER	TRANSPORTATION
HALL	NINA	01/04/2022	BUS MONITOR	TRANSPORTATION
HASSELL	CATHRYN	12/02/2021	CHILD NUTRITIONIST	CANYON CREEK ELEMENTARY
HOUSTON	GERALD	01/04/2022	BUS DRIVER	TRANSPORTATION
JENNINGS	MARY	01/11/2022	BUS MONITOR	TRANSPORTATION
KAMARA	BANGALY	01/04/2022	BUS DRIVER	TRANSPORTATION
LOPEZ	JAZMYNE	01/31/2022	CUSTODIAL I	WHITE ROCK ELEMENTARY
MUHAMED	AIDA	01/20/2022	CHILD NUTRITIONIST	MATH/SCIENCE/TECH MAGNET
RANDLE	PATSY	01/31/2022	BUS MONITOR	TRANSPORTATION
REYES	IVAN	01/03/2022	MAINTENANCE	FACILITIES MAINTENANCE
SCOTT	ROMONA	01/27/2022	BUS DRIVER	TRANSPORTATION
SCOTT	FAITH	01/10/2022	BUS MONITOR	TRANSPORTATION
SLAUGHTER	ASHLEY	01/24/2022	BUS MONITOR	TRANSPORTATION
SMITH	DAMYZEA	01/27/2022	BUS MONITOR	TRANSPORTATION
TALTON	ADOLPHUS	01/04/2022	BUS MONITOR	TRANSPORTATION
TRAN	HA	01/27/2022	CUSTODIAL	LAKE HIGHLANDS HIGH SCHOOL



**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** David Pate, CFO, Financial & Support Services

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**INFORMATION AND ACTION ITEM**

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**TOPIC:** Specified Best Value/Low Bids, Contracts, and Cumulative Purchases

**BACKGROUND INFORMATION:**

Bids for the items listed in Part A on the attached sheets were advertised and received for opening in the RISD Purchasing Department. The bid(s) listed under Part A are recommended for acceptance as the lowest responsive bid(s) or other qualifying bid that meets specifications and provides the best value to the District. If the lowest responsive bid does not fall within the budgeted amount for the item, supportive justification and information has been requested and may be made available.

Bids listed in Part B reflect vendors recommended for renewal of an existing bid that was originally approved as providing the best value/lowest responsive bid for the district.

Part C sets out purchases, contracts, contract modifications, and any contract change orders recommended for approval. The amount of items listed in Part C exceeds \$100,000. Purchases and contract(s) for the goods and services reflected under Part C have been reviewed and negotiated, where appropriate. Each contract is within the budgeted amount for the item, category, or service. As indicated, certain purchases and contracts have been renegotiated, modified, or otherwise changed. Any such changes recommended are within budgeted amounts.

Part D reflects Interlocal Agreements or other Memorandums of Understanding that address agreements and understandings between other local governmental entities or certain nonprofit organizations. These items are recommended for the Board's approval.

Part E is provided for the Board's information. The items reflected in this section involve contract amounts of less than \$100,000. Board policy CH (Local) delegates purchasing authority to the Superintendent for expenditure of budgeted amounts for goods and services under \$100,000.

Part F is provided for the Board's information. This section provides information about cumulative purchases from state-approved vendors under contracts or buying



cooperative agreements that the Board already has approved. All such purchases have been made through established District procedures to ensure that the purchase provided the best buy at the lowest available price.

#### **SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board approve the items recommended under Parts A, B, C, and D. The items in Parts E and F are provided for the Board's information.

#### **PROPOSED RESOLUTION**

**Whereas**, in compliance with state purchasing and procurement requirements and other applicable law, the RISD Purchasing Department, in collaboration with the end-user departments, has solicited, received, opened, and considered responsive bids for contracts to procure various goods and services required for District operations and has made recommendations for the acceptance and approval of bids and contracts that provide the best value to the District; and

**WHEREAS**, the district has collaborated with other local government entities to develop Interlocal Agreements and Memoranda of Understanding to obtain goods or share services; and

**WHEREAS**, the District has made cumulative purchases from previously qualified vendors in accordance with applicable procedures for services and has entered into contracts for goods and services within the Superintendent's delegated purchasing authority; and

**WHEREAS**, effective management of the District's purchasing and acquisition processes supports the Board's strategic objectives and strategies; now

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the Richardson Independent School District accepts, and/or approves the recommended bids, contracts, and Interlocal Agreements and Memoranda of Understanding set out in Parts A, B, C, and D on the attached pages.



**Board Agenda February 15, 2022**

<b>PART A - New Bids -- For Approval</b>							
<b>Bid Number</b>	<b>Description</b>	<b>Recommended Vendor</b>	<b>Amount</b>	<b>Budgeted Amount</b>	<b>Number of Responses</b>	<b>Number Of No Bid Responses</b>	<b>Bids Sought</b>
21-129	Miscellaneous Consultant Services	Rainbow Days, Inc. Levi Chavis Kristopher Galbreath OEJ Educational Consulting LLC Inside the Mind Consultancy dba Denise M. Zimmermann Corey William Parks dba Will P Visual Design Top Talent Learning LLC dba New Horizons Dallas Wrightson, Johnson, Haddon & Williams, Inc. The Booking Biz dba Carmen Oliver Visual Aid Volunteers, Inc.			10		
21-154	Parts and Supplies for Kitchen Equipment	Parts Town LCC	Compliance	\$ 66,400.00	1	0	42
21-155	E-Rate Category Two Products & Service	Netsync Network Solutions	\$ 7,411,623.88		2	0	62
21-157	Roof Replacements - Arzell Ball Annex, Bowie, Lake Highlands HS, Prairie Creek, Skyview, Spring Creek, Pro. Dev. Center, Prestonwood	Kpost Company Texas Roof Management Paragon Roofing, Inc. Roof Management Services, Inc.	\$ 7,133,031.00 \$ 1,961,575.00 \$ 1,719,000.00 \$ 1,110,209.00	\$ 14,714,000.00	6	0	8
22-159	HVAC Replacements - Arzell Ball Annex, Big Springs, Christa McAuliffe, Forest Lane, Hamilton Park, Jess Harben, MST, Richardson Terrace, Wallace	United Mechanical Berger Engineering NTD Mechanical	\$ 6,132,415.00 \$ 2,385,500.00 \$ 2,082,400.00	\$ 7,586,000.00	5	0	5
22-161	Big Springs Elementary Renovations	Pogue Construction Co., LP	\$ 80,000.00		4	0	4



**PART B - Bid Renewals -- For Approval**

Bid Number	Description	Recommended Vendor	Amount	Budgeted Amount	Number of Responses	Number Of No Bid Responses	Bids Sought
	None						

**PART C - Purchase and Contract Information (Greater than \$100,000) -- For Approval****Purchases, Contracts, Contract Modifications & Change****Amount****Orders:**

<b>Incident IQ, LLC</b> - District Inventory and Ticket System - 5 yr quote to replace current Remedy System (EPCNT Lewisville ISD # 2677-20)	\$	426,000.00
<b>Apple Computer</b> - Yearly order to support new hires and next school year. MacBook Air's (DIR-TSO-3789)	\$	256,959.75
<b>Plano ISD</b> - Regional Day School for the Deaf	\$	234,774.00
<b>SAS Security Alarm Service Co., Inc.</b> - Security system survey for upgrading all floor plans throughout the District (EPCNT - McKinney 2019-554)	\$	222,464.00
<b>Raptor</b> - Annual Access Fee (5 years)	\$	169,575.00
<b>Follett Higher Education Group</b> - Dual Credit Text Books (EPCNT Grand Prairie 18-08)	\$	149,285.50
<b>Metroplex Elevator Co.</b> - LHHS Elevator Upgrades (RISD # 21-123)	\$	105,043.40
<b>Dallas County Elections</b> - Election Services (estimated)	\$	103,850.48



**PART D - Interlocals, MOU's, and Other -- For Approval****Interlocals**

Between Dallas ISD and RISD - Bus Radio Equipment \$ 12,911.10

**Memorandum of Understanding**

None

**Other**

None

**PART E - Contracts, Contract Modifications & Change Orders:  
Less than \$100,000 (Information Only)****Amount**

**Soliant Health on behalf of JorDasha Atchison** - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022. \$ 78,200.00

**Crossley Psychological Services, PLLC on behalf of Tia Crossley** - To provide support to Richardson ISDs Evaluation staff to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 10, 2022. \$ 74,000.00

**Soliant Health on behalf of Danise Spiva** - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022. \$ 71,649.60

**Soliant Health on behalf of Catherine Mathews** - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022. \$ 71,585.20

**Soliant Health on behalf of Jessica Reyes** - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022. \$ 71,585.20

**Supplemental Health Care on behalf of T Chong** - Support RISD's Speech Language Pathology Team to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022. \$ 66,240.00



<b>Soliant Health on behalf of Monica A. Salinas</b> - To provide SPED counseling services to RISD students, including direct and consultant, evaluation and report writing, ARD attendance and record keeping per state, federal, and district guidelines. through June 3, 2022.	\$	61,456.00
<b>Program Evaluation &amp; Educational Resource Solutions</b> - Provide bilingual LSSP support for the evaluation staff through June 9, 2022.	\$	55,000.00
<b>Summit Speech Therapy, PLLC on behalf of Carlena M. Boike</b> - To provide support to Richardson ISDs Speech Language Pathology Team to include but not limited to collaboration with campus teams, attendance in MTSS meetings, comprehensive speech language therapy, writing IEPs, completing evaluations, updating progress and attendance in ARD meeting through May 27, 2022.	\$	53,000.00
<b>Supplemental Health Care on behalf of Felicia Vernetta Walls</b> - Fulfill all teacher responsibilities for the position assigned to, including: planning and delivering instruction, preparing for and attending ARD committee meetings, and participating in campus team meetings and staff development, through May 27, 2022.	\$	52,000.00
<b>Supplemental Health Care on behalf of A. Marden</b> - Support RISD's Speech Language Pathology Team to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022.	\$	33,120.00
<b>Soliant Health on behalf of Tammy Williams</b> - Support RISD's Evaluation staff to include, but not limited to, educational assessment, report writing, and attendance of ARD meetings, through June 9, 2022.	\$	32,680.20
<b>Supplemental Health Care on behalf of Sharon Thibodeau</b> - Support RISD's Speech Language Pathology Team to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022.	\$	31,200.00
<b>Kollar Educational Consulting LLC on behalf of Tina Kollar</b> - To provide support to Richardson ISDs Evaluation staff to include but not limited to educational assessment, report writing, and attendance of ARD meetings through June 9, 2022.	\$	29,000.00
<b>Pinstack</b> - Berkner HS - Senior class event. (May 17, 2022)	\$	6,247.50



**PART F - Cumulative Purchases -- Information Only**

<b>Cumulative Purchases from Qualified Vendors:</b>	<b>Amount</b>
BUY BOARD - Texas Association of School Boards	\$ 378,827.04
CCGPF - Collin County Governmental Purchasing Forum	\$ 92,787.00
CPGPC - Choice Partners	\$ 548.62
DIR - State of Texas Department of Information Resources	\$ 3,274,715.08
EPCNT - Education Purchasing Cooperative of North Texas	\$ 858,546.35
SOURCEWELL - Sourcewell (previously NJPA)	\$ 23,887.45
OMNIA Partners - TCPN/IPA/US Communities	\$ 405,564.85
PPPCP - Propspering Pals	\$ 7,880.51
TCCPP - Tarrant County Cooperative Purchasing Program	\$ 144,000.00
TIPS - The Interlocal Purchasing System	\$ 82,457.10
TPASS - Texas Procurement and Support Services	\$ 46,190.00
<b>TOTAL:</b>	<b>\$ 5,315,404.00</b>



**BOARD AGENDA - FEBRUARY 15, 2022**  
**RECOMMENDED SPECIFIED BID COMMENTS**

<b>Bid #</b>	<b>Description</b>	<b>Comments</b>
21-129	Miscellaneous Consultant Services	This RFP (unsealed) establishes a roster of vendors to be used for consulting contracts. Vendors will be added as responses are submitted to the district and approved for district use. Contracts will be reported as needed per the BOT reporting guidelines. The term for this roster of vendors ends 8/31/2026.
21-154	Parts and Supplies for Kitchen Equipment	RISD facilitated bid whose purpose is to provide kitchen parts and supplies for Child Nutrition. This bid is a one (1) year bid with options for three (3) annual renewals.
21-155	E-Rate Category Two Products & Service	This RFP establishes a vendor for Category Two Network Products and Services. This will be a one-time purchase.
21-157	Roof Replacements, Eight Sites	Proposal responses were received from six roofing contractors for the summer 2022 projects. Awards are being recommended for those contractors offering the best value to the District along with a confirmation that the manpower is available to complete the projects within the specified summer term.
22-159	HVAC Replacements, Nine Sites	Proposals were solicited for the replacement of HVAC systems at nine District locations. Eight projects are scheduled for completion by the start of the fall classes and one is scheduled to be completed during the winter break. The recommended approvals are for contractors offering the best value to the District along with the capability of securing the necessary equipment and finishing the projects on schedule.
22-161	Big Springs Elementary Renovations	Proposals were sought from a group of board-approved contractors and this award recommendation is judged to be the best value to the District based on the review of all offers by the evaluation team. The \$80,000 approval request represents the preconstruction and construction fees that precede the beginning of work for this project estimated at \$3,000,000.00. The guaranteed maximum price will be submitted for board approval once determined.

**Bid Renewals:**

<b>Bid #</b>	<b>Description</b>	<b>Comments</b>
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None



**BOARD OF TRUSTEES**  
Richardson Independent School District  
Richardson, Texas

**Date:** February 15, 2022

**Submitted by:** David Pate, CFO, Finance & Support Services

## **INFORMATION ITEM**

**TOPIC:** Upcoming Bids

### **BACKGROUND INFORMATION**

Attached is a schedule of anticipated bids for the next 12 months.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent presents this schedule for the Board's information.



## RISD Purchasing Department- Upcoming Bids

<b>BOT Meeting</b>
--------------------

### **March**

### **April**

Commercial Real Estate Broker Services  
Stage and Event Rentals  
Employee Compensation & Classification Study  
Staffing Study

### **May**

Custodial Equipment and Related Items  
Landscape Equipment and Parts

### **June**

Promotional Products (Non-Uniform)  
Hardwood Flooring Products and Services  
Catering Services  
Miscellaneous Consultant Services

### **July**

### **August**

Uniforms (District Employees)

### **September**



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** David Pate, CFO, Finance and Support Services

## **INFORMATION ITEM**

**TOPIC:** Bond Expenditure Reports

### **BACKGROUND INFORMATION**

The Bond Program Management Department prepares a report of the 2016 bond authorization expenditures each month. These reports are presented as part of a process to ensure community understanding and provide a degree of oversight of financial decisions regarding these monies.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent presents these reports for the Board's information.



**RICHARDSON INDEPENDENT SCHOOL DISTRICT**  
**Bond Expenditures By Project Through January 26, 2022**  
**Bond Series 2016**

									Changes from Prior Report 9-Dec-22		
	Original Budget	Amended Budget	Spent and Committed	% Spent To Date	Balance	Estimate To Complete	Available or (Shortage)	Amounts Issued 2016 Bond	Spent and Committed	Estimate to Complete	Available or (Shortage)
<b>Instruction &amp; Technology</b>											
Athletics	9,205,140	8,656,850	7,795,178	90.0%	861,671	861,671	-	9,205,140	49,343	(49,343)	-
Career & Technical Education	16,332,244	16,544,746	16,135,023	97.5%	409,723	409,723	-	16,332,244	-	-	-
Fine Arts	7,405,580	7,196,797	6,865,470	95.4%	331,328	331,328	-	7,405,580	348	(348)	-
Health Services	266,780	358,445	358,445	100.0%	-	-	-	266,780	-	-	-
Innovative Instructional Space/Library Media	19,188,412	16,534,298	16,154,147	97.7%	380,151	380,151	-	19,188,412	966	(966)	-
Instructional Technology	59,216,049	63,704,945	59,242,710	93.0%	4,462,234	4,462,234	-	59,216,049	(6,745)	6,745	-
Junior Reserve Officer Training Corp (JROTC)	623,500	660,610	565,923	85.7%	94,687	94,687	-	623,500	-	-	-
Language Arts	1,914,445	1,916,255	1,848,094	96.4%	68,161	68,161	-	1,914,445	-	-	-
Languages Other Than English	1,185,800	1,196,600	1,151,680	96.2%	44,920	44,920	-	1,185,800	-	0	-
Mathematics	1,151,550	1,151,550	1,137,421	98.8%	14,129	14,129	-	1,151,550	-	-	-
Multipurpose Activity Centers	59,981,665	50,749,416	49,892,912	98.3%	856,504	856,504	-	59,981,665	-	-	-
PACE After School Program	216,000	223,204	193,232	86.6%	29,972	29,972	-	216,000	-	-	-
Physical Education & Health	489,400	462,878	439,560	95.0%	23,318	23,318	-	489,400	(70)	70	-
Science	2,656,702	2,657,328	2,613,286	98.3%	44,042	44,042	-	2,656,702	-	-	-
Social Studies	311,523	340,900	311,708	91.4%	29,192	29,192	-	311,523	-	-	-
Special Education	1,438,000	2,973,431	1,425,441	47.9%	1,547,990	1,547,990	-	1,438,000	187	(187)	-
Student Assistance Programs	55,875	55,875	49,292	88.2%	6,583	6,583	-	55,875	-	0	-
Student Performance and Evaluation	410,000	437,026	350,755	80.3%	86,270	86,270	-	410,000	-	-	-
Visual Arts	547,697	469,294	465,795	99.3%	3,499	3,499	-	547,697	-	-	-
	182,596,362	176,290,446	166,996,072	94.7%	9,294,374	9,294,374	-	182,596,362	44,028	(44,028)	-
<b>Infrastructure and Support</b>											
Enterprise Technology	35,565,000	32,819,152	26,649,212	81.2%	6,169,939	6,169,939	-	35,565,000	68,096	(68,096)	-
Facilities	97,507,693	86,782,451	81,674,235	94.1%	5,108,217	5,108,217	-	97,507,693	(1,081,530)	1,081,530	-
Furniture, Office Equipment, Copiers	7,534,426	10,189,436	9,205,262	90.3%	984,174	984,174	-	7,534,426	1,227	(1,227)	-
Maintenance & Operations	1,978,281	1,961,585	1,960,429	99.9%	1,156	1,156	-	1,978,281	-	-	-
Program and Project Management	1,282,044	1,329,012	1,225,422	92.2%	103,589	103,589	-	1,282,044	860	(860)	-
Transportation	3,349,835	1,136,957	1,087,893	95.7%	49,063	49,063	-	3,349,835	2,809	(2,809)	-
	147,217,279	134,218,592	121,802,454	91%	12,416,138	12,416,138	-	147,217,279	(1,008,537)	1,008,537	-
<b>Construction</b>											
Construction	107,271,359	133,993,837	131,845,804	98.4%	2,148,033	2,148,033	-	107,271,359	(96,635)	96,635	-
	107,271,359	133,993,837	131,845,804	98.4%	2,148,033	2,148,033	-	107,271,359	(96,635)	96,635	-
<b>TOTAL 2016 BOND</b>	437,085,000	444,502,875	420,644,331	94.6%	23,858,544	23,858,544	-	437,085,000	(1,061,144)	1,061,144	-

(1) "Estimate To Complete" includes 100% of the original project estimate for projects not yet bid and estimated cost of projects in progress.

(2) From the total bond amount, \$84M was issued on 7/21/16, \$225M was issued on 5/31/17, and \$128M was issued on 6/13/19



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** David Pate, CFO, Finance and Support Services

## **INFORMATION ITEM**

**TOPIC:** Bond Expenditure Reports

### **BACKGROUND INFORMATION**

The Bond Program Management Department prepares a report of the 2021 bond authorization expenditures each month. These reports are presented as part of a process to ensure community understanding and provide a degree of oversight of financial decisions regarding these monies.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent presents these reports for the Board's information.



**RICHARDSON INDEPENDENT SCHOOL DISTRICT**  
**Bond Expenditures By Project Through January 26, 2022**  
**Bond Series 2021**

									Changes from Prior Report 9-Dec-21		
	Original Budget	Amended Budget	Spent and Committed	% Spent To Date	Balance	Estimate To Complete	Available or (Shortage)	Amounts Issued 2021 Bond	Spent and Committed	Estimate to Complete	Available or (Shortage)
<b>Instruction &amp; Technology</b>											
Accountability Continuous Imp	2,165,000	2,165,000	1,177,621	54.4%	987,379	987,379	-	2,165,000	-	-	-
Advance Learning Services	1,159,000	1,159,000	425,756	36.7%	733,244	733,244	-	1,159,000	-	-	-
Athletics	3,875,360	3,875,360	544,747	14.1%	3,330,613	3,330,613	-	3,875,360	148,146	(148,146)	-
Bilingual	575,000	575,000	394,763	68.7%	180,237	180,237	-	575,000	-	-	-
Career & Technical Education	4,050,000	4,050,000	883,640	21.8%	3,166,360	3,166,360	-	4,050,000	105,650	(105,650)	-
English as Second Language	2,903,130	2,903,130	1,091,250	37.6%	1,811,880	1,811,880	-	2,903,130	-	-	-
Fine Arts Music and Theatre	3,696,000	3,696,000	1,325,783	35.9%	2,370,217	2,370,217	-	3,696,000	723,937	(723,937)	-
Health Services	213,000	213,000	11,450	5.4%	201,550	201,550	-	213,000	-	-	-
Innovative Instructional Space/Library Media	855,500	855,500	157,723	18.4%	697,777	697,777	-	855,500	151,583	(151,583)	-
Instructional Technology	47,710,639	47,710,639	14,452,626	30.3%	33,258,013	33,258,013	-	47,710,639	83,364	(83,364)	-
JROTC	112,194	112,194	-	0.0%	112,194	112,194	-	112,194	-	-	-
Language Arts	2,050,050	2,050,050	-	0.0%	2,050,050	2,050,050	-	2,050,050	-	-	-
Language Other Than English	13,000	13,000	762	5.9%	12,238	12,238	-	13,000	762	(762)	-
Literacy & Intervention	3,154,015	3,154,015	3,154,015	100.0%	-	-	-	3,154,015	-	-	-
Mathematics	2,824,500	2,824,500	2,725,050	96.5%	99,450	99,450	-	2,824,500	-	-	-
Physical Education & Health	120,000	120,000	31,838	26.5%	88,162	88,162	-	120,000	3,476	(3,476)	-
PreKindergarten	251,744	251,744	42,080	16.7%	209,664	209,664	-	251,744	1,387	(1,387)	-
Prevention Programming	49,500	49,500	22,182	44.8%	27,318	27,318	-	49,500	-	-	-
Print Services	1,590,000	1,590,000	1,511,648	95.1%	78,352	78,352	-	1,590,000	-	-	-
Science	784,000	784,000	88,164	11.2%	695,836	695,836	-	784,000	579	(579)	-
Social Studies	92,000	92,000	-	0.0%	92,000	92,000	-	92,000	-	-	-
Special Student Services	609,356	609,356	504,688	82.8%	104,668	104,668	-	609,356	8,419	(8,419)	-
Teaching and Learning Svcs	1,124,000	1,124,000	970,740	86.4%	153,260	153,260	-	1,124,000	-	-	-
Visual Arts	344,616	344,616	330,547	95.9%	14,069	14,069	-	344,616	2,189	(2,189)	-
	80,321,604	80,321,604	29,847,073	37.2%	50,474,532	50,474,532	-	80,321,604	1,229,492	(1,229,492)	-
<b>Infrastructure and Support</b>											
Enterprise Technology	19,065,000	19,065,000	12,873,657	67.5%	6,191,343	6,191,343	-	19,065,000	2,998,142	(2,998,142)	-
Facilities	28,158,919	28,159,519	16,956,297	60.2%	11,203,222	11,203,222	-	28,158,919	5,022,835	(5,022,835)	-
Furniture, Office Equipment, Copiers	4,511,468	4,511,468	3,390,704	75.2%	1,120,764	1,120,764	-	4,511,468	-	-	-
Maintenance & Operations	1,056,111	1,056,111	225,058	21.3%	831,053	831,053	-	1,056,111	102,010	(102,010)	-
Program and Project Management	361,200	361,200	61,036	16.9%	300,164	300,164	-	361,200	41,320	(41,320)	-
Safety and Security	3,380,763	3,380,763	345,676	10.2%	3,035,087	3,035,087	-	3,380,763	59,962	(59,962)	-
Transportation	5,070,031	5,070,031	3,224,370	63.6%	1,845,661	1,845,661	-	5,070,031	94,953	(94,953)	-
	61,603,492	61,604,092	37,076,799	60.2%	24,527,293	24,527,293	-	61,603,492	8,319,222	(8,319,222)	-
<b>Construction</b>											
Construction	103,799,087	103,799,087	81,058,914	78.1%	22,740,172	22,740,172	-	103,799,087	964,605	(964,605)	-
	103,799,087	103,799,087	81,058,914	78.1%	22,740,172	22,740,172	-	103,799,087	964,605	(964,605)	-
<b>TOTAL 2021 BOND</b>											
	245,724,183	245,724,783	147,982,786	60.2%	97,741,997	97,741,997	-	245,724,183	10,513,319	(10,513,319)	-

(1) "Estimate To Complete" includes 100% of the original project estimate for projects not yet bid and estimated cost of projects in progress.

(2) From the total bond amount, \$200M was issued on 07/19/21



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 10, 2022

**Submitted by:** David Pate, CFO, Finance & Support Services

## **ACTION ITEM**

**TOPIC:** Budget Status Report – 2021-2022 Annual Budget

### **BACKGROUND INFORMATION**

In compliance with the Texas Education Code and also with TEA Financial Accounting and Reporting Budgeting Module, the expenditure budget for the District must be approved by the Board of Trustees. The annual budget includes Funds 199 (Operating), 240 (Child Nutrition), and 599 (Debt Service) and is adopted by function and object series as prescribed by the Budgeting Module.

Many changes in function expenditures occur within each month. To keep the Board informed of these changes, the Budget Status Report for expenditures is presented for approval on a monthly basis. Changes in function expenditures or appropriations in amounts greater than \$5,000 are not made until the Board of Trustees gives its approval.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends that the Board of Trustees of the Richardson Independent School District approve the Budget Status Report as listed on the following pages.

### **RESOLUTION**

**WHEREAS**, the Board of Trustees adopted the budget for the fiscal year in June; and

**WHEREAS**, changes occur in expenditures during the year; and

**WHEREAS**, these changes are necessary for the successful education of the students in the district and

**WHEREAS**, ensuring timely and accurate financial record keeping supports the Board's Strategic Objectives and Strategies;

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the Richardson Independent School District approve the Budget Status Report on the following pages.



## Summary of Budget - Proposed Amendments - All Official Funds

Summary as of Date February 15, 2022

Description	Original Budget	Previously Adopted Budget Amendments			Revised Budget	Proposed Budget Amendments			Potential Revised Budget
		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers	
Beginning Fund Balance	\$ 123,634,151	\$ -	\$ -	\$ -	\$ 123,634,151	\$ -	\$ -	\$ -	\$ 123,634,151
<u>Revenues</u>									
Local	368,913,621	-	7,320,821	-	376,234,442	-	-	-	376,234,442
State	95,421,156	-	(2,436,082)	-	92,985,074	-	-	-	92,985,074
Federal	20,975,891	-	-	-	20,975,891	-	-	-	20,975,891
Total Revenues	485,310,668	-	4,884,739	-	490,195,407	-	-	-	490,195,407
<u>Expenditures</u>									
Function 11 - Instruction	234,487,229	446,421	250,000	(26,044)	235,157,606	-	-	384,102	235,541,708
Function 12 - Library/Media Services	6,264,140	72,498	-	57,046	6,393,684	-	-	31,430	6,425,114
Function 13 - Curriculum/Instructional Staff Development	8,424,563	88,023	-	151,567	8,664,153	-	-	4,868	8,669,021
Function 21 - Instruction Leadership	6,487,288	63,277	-	168,851	6,719,416	-	-	(7,154)	6,712,262
Function 23 - School Leadership	26,602,595	13,676	-	14,427	26,630,698	-	-	(5,900)	26,624,798
Function 31 - Guidance / Counseling	19,715,211	192,708	-	(90,295)	19,817,624	-	-	(88,537)	19,729,087
Function 32 - Social Work Services	1,343,710	344	-	-	1,344,054	-	-	-	1,344,054
Function 33 - Health Services	5,819,946	260	-	(95)	5,820,111	-	400,000	100	6,220,211
Function 34 - Student Transportation	10,233,463	5,414	-	(138,840)	10,100,037	-	-	(60,000)	10,040,037
Function 35 - Child Nutrition	18,885,168	-	-	-	18,885,168	-	-	-	18,885,168
Function 36 - Co-curricular / Extracurricular Activities	6,455,942	14,386	-	(67,565)	6,402,763	-	-	60,000	6,462,763
Function 41 - General Administration	11,506,258	136,740	232,511	(174,004)	11,701,505	-	-	(368,779)	11,332,726
Function 51 - Maintenance & Operations	32,515,882	697,047	1,958,615	-	35,430,391	-	-	47,870	35,478,261
Function 52 - Security Services	2,593,396	15,377	-	-	2,608,773	-	-	-	2,608,773
Function 53 - Data Processing Services	5,686,419	16,684	-	(161,745)	5,541,358	-	-	-	5,541,358
Function 61 - Community Services	1,060,655	135	-	-	1,060,790	-	-	2,000	1,062,790
Function 71 - Debt Administration	66,486,395	-	-	7,850	66,494,245	-	-	-	66,494,245
Function 72 - Debt Administration	27,897,471	-	-	(17,041)	27,880,430	-	-	-	27,880,430
Function 73 - Debt Administration	7,500	-	-	17,041	24,541	-	-	-	24,541
Function 81 - Facilities Acquisition & Construction	8,927	-	-	-	8,927	-	-	-	8,927
Function 91 - Intergovernmental Charges	1,199,930	-	697,897	-	1,897,827	-	-	-	1,897,827
Function 92 - Incremental Ch 41 costs	-	-	-	-	-	-	-	-	-
Function 93 - Payments to Member Districts	255,704	-	-	-	255,704	-	-	-	255,704
Function 95 - Payments to JJAEP	50,000	-	-	-	50,000	-	-	-	50,000
Function 97 - Payments to Tax Increment	1,900,000	-	-	-	1,900,000	-	-	-	1,900,000
Function 99 - Other Intergovernmental Charges	1,170,562	-	-	-	1,170,562	-	-	-	1,170,562
Total Expenditures	497,058,354	1,762,990	3,139,023	0	501,960,367	-	400,000	0	502,360,367
<u>Other Plan Sources (Uses)</u>									
7911 Refunding Bonds Issued	-	-	-	-	-	-	-	-	-
7912 Sale of Real and Personal Property	100,000	-	-	-	100,000	-	-	-	100,000
7916 Premium on Issuance of Bonds	-	-	-	-	-	-	-	-	-
7915 Transfers In	-	-	-	-	-	-	-	-	-
8911 Transfers Out	(1,000,000)	-	-	-	(1,000,000)	-	-	-	(1,000,000)
8949 Payment to Refunded Bond Escrow Agent	-	-	-	-	-	-	-	-	-
Total Other Plan Sources (Uses)	(900,000)	-	-	-	(900,000)	-	-	-	(900,000)
Ending Fund Balance	\$ 110,986,465	\$ (1,762,990)	\$ 1,745,716	\$ (0)	\$ 110,969,191	\$ -	\$ (400,000)	\$ (0)	\$ 110,569,191

Note: The beginning fund balance reflects the 2020-21 ending fund balance per the 2020-21 CAFR less nonspendable balances and restrictions, commitments and assignments in the General Fund.



**Summary of Budget - Proposed Amendments - General Operating Fund**  
Summary as of Date February 15, 2022

Description	Original Budget	Previously Adopted Budget Amendments			Revised Budget	Proposed Budget Amendments			Potential Revised Budget
		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers	
Beginning Fund Balance	\$ 94,350,389	\$ -	\$ -	\$ -	\$ 94,350,389	\$ -	\$ -	\$ -	\$ 94,350,389
<b>Revenues</b>									
Local	273,323,525	-	4,743,990	-	278,067,515	-	-	-	278,067,515
State	94,845,767	-	(2,388,443)	-	92,457,324	-	-	-	92,457,324
Federal	7,975,218	-	-	-	7,975,218	-	-	-	7,975,218
<b>Total Revenues</b>	<b>376,144,510</b>	<b>-</b>	<b>2,355,547</b>	<b>-</b>	<b>378,500,057</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>378,500,057</b>
<b>Expenditures</b>									
Function 11 - Instruction	234,487,229	446,421	250,000	(26,044)	235,157,606	-	-	384,102	235,541,708
Function 12 - Library/Media Services	6,264,140	72,498	-	57,046	6,393,684	-	-	31,430	6,425,114
Function 13 - Curriculum/Instructional Staff Development	8,424,563	88,023	-	151,567	8,664,153	-	-	4,868	8,669,021
Function 21 - Instruction Leadership	6,487,288	63,277	-	168,851	6,719,416	-	-	(7,154)	6,712,262
Function 23 - School Leadership	26,602,595	13,676	-	14,427	26,630,698	-	-	(5,900)	26,624,798
Function 31 - Guidance / Counseling	19,715,211	192,708	-	(90,295)	19,817,624	-	-	(88,537)	19,729,087
Function 32 - Social Work Services	1,343,710	344	-	-	1,344,054	-	-	-	1,344,054
Function 33 - Health Services	5,819,946	260	-	(95)	5,820,111	-	400,000	100	6,220,211
Function 34 - Student Transportation	10,233,463	5,414	-	(138,840)	10,100,037	-	-	(60,000)	10,040,037
Function 35 - Child Nutrition	549,072	-	-	-	549,072	-	-	-	549,072
Function 36 - Co-curricular / Extracurricular Activities	6,455,942	14,386	-	(67,565)	6,402,763	-	-	60,000	6,462,763
Function 41 - General Administration	11,506,258	136,740	232,511	(174,004)	11,701,505	-	-	(368,779)	11,332,726
Function 51 - Maintenance & Operations	32,246,685	697,047	1,958,615	258,847	35,161,194	-	-	47,870	35,209,064
Function 52 - Security Services	2,593,396	15,377	-	-	2,608,773	-	-	-	2,608,773
Function 53 - Data Processing Services	5,686,419	16,684	-	(161,745)	5,541,358	-	-	-	5,541,358
Function 61 - Community Services	1,058,155	135	-	-	1,058,290	-	-	2,000	1,060,290
Function 71 - Debt Administration	1,395	-	-	7,850	9,245	-	-	-	9,245
Function 72 - Debt Administration	-	-	-	-	-	-	-	-	-
Function 73 - Debt Administration	-	-	-	-	-	-	-	-	-
Function 81 - Facilities Acquisition & Construction	8,927	-	-	-	8,927	-	-	-	8,927
Function 91 - Intergovernmental Charges	1,199,930	-	697,897	-	1,897,827	-	-	-	1,897,827
Function 92 - Incremental Ch 41 costs	-	-	-	-	-	-	-	-	-
Function 93 - Payments to Member Districts	255,704	-	-	-	255,704	-	-	-	255,704
Function 95 - Payments to JJAEP	50,000	-	-	-	50,000	-	-	-	50,000
Function 97 - Payments to Tax Increment Fund	-	-	-	-	-	-	-	-	-
Function 99 - Other Intergovernmental Charges	1,170,562	-	-	-	1,170,562	-	-	-	1,170,562
<b>Total Expenditures</b>	<b>382,160,590</b>	<b>1,762,990</b>	<b>3,139,023</b>	<b>0</b>	<b>387,062,603</b>	<b>-</b>	<b>400,000</b>	<b>0</b>	<b>387,462,603</b>
<b>Other Plan Sources (Uses)</b>									
7911 Refunding Bonds Issued	-	-	-	-	-	-	-	-	-
7912 Sale of Real and Personal Property	100,000	-	-	-	100,000	-	-	-	100,000
7916 Premium on Issuance of Bonds	-	-	-	-	-	-	-	-	-
7915 Transfers In	-	-	-	-	-	-	-	-	-
8911 Transfers Out	(1,000,000)	-	-	-	(1,000,000)	-	-	-	(1,000,000)
8949 Payment to Refunded Bond Escrow Agent	-	-	-	-	-	-	-	-	-
<b>Total Other Plan Sources (Uses)</b>	<b>(900,000)</b>				<b>(900,000)</b>				<b>(900,000)</b>
<b>Ending Fund Balance</b>	<b>\$ 87,434,309</b>	<b>\$ (1,762,990)</b>	<b>\$ (783,476)</b>	<b>\$ (0)</b>	<b>\$ 84,887,843</b>	<b>\$ -</b>	<b>\$ (400,000)</b>	<b>\$ (0)</b>	<b>\$ 84,487,843</b>

Note: The beginning fund balance reflects the 2020-21 ending fund balance per the 2020-21 CAFR less nonspending balances and restrictions, commitments and assignments in the General Fund.



## Summary of Budget - Proposed Amendments - Child Nutrition Fund

Summary as of Date February 15, 2022

Description	Original Budget	Previously Adopted Budget Amendments			Revised Budget	Proposed Budget Amendments			Potential Revised Budget
		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers	
Beginning Fund Balance	\$ 1,245,497				\$ 1,245,497				\$ 1,245,497
<u>Revenues</u>									
Local	5,518,237	-	-	-	5,518,237	-	-	-	5,518,237
State	88,883	-	-	-	88,883	-	-	-	88,883
Federal	13,000,673	-	-	-	13,000,673	-	-	-	13,000,673
Total Revenues	18,607,793	-	-	-	18,607,793	-	-	-	18,607,793
<u>Expenditures</u>									
Function 11 - Instruction	-	-	-	-	-	-	-	-	-
Function 12 - Library/Media Services	-	-	-	-	-	-	-	-	-
Function 13 - Curriculum/Instructional Staff Development	-	-	-	-	-	-	-	-	-
Function 21 - Instruction Leadership	-	-	-	-	-	-	-	-	-
Function 23 - School Leadership	-	-	-	-	-	-	-	-	-
Function 31 - Guidance / Counseling	-	-	-	-	-	-	-	-	-
Function 32 - Social Work Services	-	-	-	-	-	-	-	-	-
Function 33 - Health Services	-	-	-	-	-	-	-	-	-
Function 34 - Student Transportation	-	-	-	-	-	-	-	-	-
Function 35 - Child Nutrition	18,336,096	-	-	-	18,336,096	-	-	-	18,336,096
Function 36 - Co-curricular / Extracurricular Activities	-	-	-	-	-	-	-	-	-
Function 41 - General Administration	-	-	-	-	-	-	-	-	-
Function 51 - Maintenance & Operations	269,197	-	-	-	269,197	-	-	-	269,197
Function 52 - Security Services	-	-	-	-	-	-	-	-	-
Function 53 - Data Processing Services	-	-	-	-	-	-	-	-	-
Function 61 - Community Services	2,500	-	-	-	2,500	-	-	-	2,500
Function 71 - Debt Administration	-	-	-	-	-	-	-	-	-
Function 72 - Debt Administration	-	-	-	-	-	-	-	-	-
Function 73 - Debt Administration	-	-	-	-	-	-	-	-	-
Function 81 - Facilities Acquisition & Construction	-	-	-	-	-	-	-	-	-
Function 91 - Intergovernmental Charges	-	-	-	-	-	-	-	-	-
Function 92 - Incremental Ch 41 costs	-	-	-	-	-	-	-	-	-
Function 93 - Payments to Member Districts	-	-	-	-	-	-	-	-	-
Function 95 - Payments to JJAEP	-	-	-	-	-	-	-	-	-
Function 97 - Payments to Tax Increment Fund	-	-	-	-	-	-	-	-	-
Function 99 - Other Intergovernmental Charges	-	-	-	-	-	-	-	-	-
Total Expenditures	18,607,793	-	-	-	18,607,793	-	-	-	18,607,793
<u>Other Plan Sources (Uses)</u>									
7911 Refunding Bonds Issued	-				-		-		-
7912 Sale of Real and Personal Property	-				-		-		-
7916 Premium on Issuance of Bonds	-				-		-		-
7915 Transfers In	-				-		-		-
8911 Transfers Out	-				-		-		-
8949 Payment to Refunded Bond Escrow Agent	-				-		-		-
Total Other Plan Sources (Uses)	-		-		-		-		-
Ending Fund Balance	\$ 1,245,497	\$ -	\$ -	\$ -	\$ 1,245,497	\$ -	\$ -	\$ -	\$ 1,245,497

Note: The beginning fund balance reflects the 2020-21 ending fund balance less nonspendable balances per the 2020-21 FR.



## Summary of Budget - Proposed Amendments - Debt Service Fund

Summary as of Date February 15, 2022

Description	Original Budget	Previously Adopted Budget Amendments			Revised Budget	Proposed Budget Amendments			Potential Revised Budget
		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers		Rolled Over Encumbrances	Other Plan Changes	Fund Balance Neutral Transfers	
Beginning Fund Balance	\$ 28,038,265				\$ 28,038,265				\$ 28,038,265
<b>Revenues</b>									
Local	90,071,859	-	2,576,831	-	92,648,690	-	-	-	92,648,690
State	486,506	-	(47,639)	-	438,867	-	-	-	438,867
Federal	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>90,558,365</b>	<b>-</b>	<b>2,529,192</b>	<b>-</b>	<b>93,087,557</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>93,087,557</b>
<b>Expenditures</b>									
Function 11 - Instruction	-	-	-	-	-	-	-	-	-
Function 12 - Library/Media Services	-	-	-	-	-	-	-	-	-
Function 13 - Curriculum/Instructional Staff Development	-	-	-	-	-	-	-	-	-
Function 21 - Instruction Leadership	-	-	-	-	-	-	-	-	-
Function 23 - School Leadership	-	-	-	-	-	-	-	-	-
Function 31 - Guidance / Counseling	-	-	-	-	-	-	-	-	-
Function 32 - Social Work Services	-	-	-	-	-	-	-	-	-
Function 33 - Health Services	-	-	-	-	-	-	-	-	-
Function 34 - Student Transportation	-	-	-	-	-	-	-	-	-
Function 35 - Child Nutrition	-	-	-	-	-	-	-	-	-
Function 36 - Co-curricular / Extracurricular Activities	-	-	-	-	-	-	-	-	-
Function 41 - General Administration	-	-	-	-	-	-	-	-	-
Function 51 - Maintenance & Operations	-	-	-	-	-	-	-	-	-
Function 52 - Security Services	-	-	-	-	-	-	-	-	-
Function 53 - Data Processing Services	-	-	-	-	-	-	-	-	-
Function 61 - Community Services	-	-	-	-	-	-	-	-	-
Function 71 - Debt Administration	66,485,000	-	-	-	66,485,000	-	-	-	66,485,000
Function 72 - Debt Administration	27,897,471	-	-	(17,041)	27,880,430	-	-	-	27,880,430
Function 73 - Debt Administration	7,500	-	-	17,041	24,541	-	-	-	24,541
Function 81 - Facilities Acquisition & Construction	-	-	-	-	-	-	-	-	-
Function 91 - Intergovernmental Charges	-	-	-	-	-	-	-	-	-
Function 92 - Incremental Ch 41 costs	-	-	-	-	-	-	-	-	-
Function 93 - Payments to Member Districts	-	-	-	-	-	-	-	-	-
Function 95 - Payments to JJAEP	-	-	-	-	-	-	-	-	-
Function 97 - Payments to Tax Increment Fund	1,900,000	-	-	-	1,900,000	-	-	-	1,900,000
Function 99 - Other Intergovernmental Charges	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>96,289,971</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>96,289,971</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>96,289,971</b>
<b>Other Plan Sources (Uses)</b>									
7911 Refunding Bonds Issued	-	-	-	-	-	-	-	-	-
7912 Sale of Real and Personal Property	-	-	-	-	-	-	-	-	-
7916 Premium on Issuance of Bonds	-	-	-	-	-	-	-	-	-
7915 Transfers In	-	-	-	-	-	-	-	-	-
8911 Transfers Out	-	-	-	-	-	-	-	-	-
8949 Payment to Refunded Bond Escrow Agent	-	-	-	-	-	-	-	-	-
<b>Total Other Plan Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Ending Fund Balance	\$ 22,306,659	\$ -	\$ 2,529,192	\$ -	\$ 24,835,851	\$ -	\$ -	\$ -	\$ 24,835,851

Note: The beginning fund balance reflects the 2020-21 ending fund balance per the 2020-21 CAFR.



**BOARD MEETING**  
**February 15, 2022**

**FUND BALANCE NEUTRAL CHANGES - OPERATING FUND (199)**

ACCOUNTS		REASON	AMOUNT
<b>From</b>	199.11.63991.132.11.1600.000.000	Consumable Supplies Teaching	(179.96)
<b>To</b>	199.11.62995.999.11.0000.733.000	Contracted Substitute Teachers	42,000.00
<b>To</b>	199.11.62995.999.11.0000.733.000	Contracted Substitute Teachers	3,965.00
<b>To</b>	199.11.61250.876.23.0000.876.000	Temp Part Time Support Pers	20,000.00
<b>From</b>	199.11.63990.850.11.1500.850.000	Other Supplies and Materials	(2,000.00)
<b>From</b>	199.11.64110.005.11.3041.000.000	Travel, Train, Subsistence EE	(13,000.00)
<b>From</b>	199.11.61120.005.11.1600.000.000	Subst for Teachers or Oth Prof	(7,807.16)
<b>From</b>	199.11.61120.002.11.0000.000.000	Subst for Teachers or Oth Prof	(15,910.02)
<b>From</b>	199.11.63990.042.11.1600.000.000	Other Supplies and Materials	(100.00)
<b>From</b>	199.11.63990.042.11.1600.000.000	Other Supplies and Materials	(100.00)
<b>From</b>	199.11.63991.045.11.1600.000.000	Consumable Supplies Teaching	(1,500.00)
<b>To</b>	199.11.62993.002.38.0000.854.000	WebBased Software Subscription	29,302.00
<b>To</b>	199.11.62993.003.38.0000.854.000	WebBased Software Subscription	26,163.00
<b>To</b>	199.11.62993.004.38.0000.854.000	WebBased Software Subscription	15,971.00
<b>To</b>	199.11.62993.005.38.0000.854.000	WebBased Software Subscription	18,701.00
<b>From</b>	199.11.63992.866.11.0000.866.000	Consumable Supplies Technology	(31,000.00)
<b>To</b>	199.11.63991.003.11.0000.737.000	Consumable Supplies Teaching	315,000.00
<b>From</b>	199.11.63991.137.30.1600.000.000	Consumable Supplies Teaching	(2,000.00)
<b>From</b>	199.11.63992.866.11.0000.866.000	Consumable Supplies Technology	(250.00)
<b>From</b>	199.11.64990.050.11.0000.000.000	Other Misc Operating Cost	(2,000.00)
<b>From</b>	199.11.63990.003.11.0000.000.000	Other Supplies and Materials	(10,959.75)
<b>From</b>	199.11.63990.045.11.1600.000.000	Other Supplies and Materials	(192.96)
<b>TOTAL FUNCTION 11</b>			<b>384,102.15</b>
<b>To</b>	199.12.63293.132.99.2517.000.000	Library Books Media less 5K	179.96
<b>To</b>	199.12.62993.866.99.0000.866.000	WebBased Software Subscription	31,000.00
<b>To</b>	199.12.62993.866.99.0000.866.000	WebBased Software Subscription	250.00
<b>TOTAL FUNCTION 12</b>			<b>31,429.96</b>
<b>To</b>	199.13.64110.885.25.0000.885.000	Travel, Train, Subsistence EE	10,000.00
<b>From</b>	199.13.61170.890.99.0000.890.000	Xtra Pay OT Prof Personnel	(69.60)
<b>From</b>	199.13.61170.890.99.0000.890.000	Xtra Pay OT Prof Personnel	(15.00)
<b>From</b>	199.13.64990.892.99.0000.892.000	Other Misc Operating Cost	(200.00)
<b>From</b>	199.13.64110.839.99.0000.839.000	Travel, Train, Subsistence EE	(10,000.00)
<b>From</b>	199.13.64990.892.99.0000.892.000	Other Misc Operating Cost	(300.00)
<b>To</b>	199.13.64110.045.99.0000.000.000	Travel, Train, Subsistence EE	1,500.00
<b>To</b>	199.13.64110.137.99.0000.000.000	Travel, Train, Subsistence EE	2,000.00
<b>From</b>	199.13.64990.892.99.0000.892.000	Other Misc Operating Cost	(47.00)
<b>To</b>	199.13.64110.050.99.0000.000.000	Travel, Train, Subsistence EE	2,000.00
<b>TOTAL FUNCTION 13</b>			<b>4,868.40</b>
<b>From</b>	199.21.64110.883.37.0000.883.000	Travel, Train, Subsistence EE	(1,600.00)
<b>From</b>	199.21.63990.885.25.0000.885.000	Other Supplies and Materials	(10,000.00)
<b>From</b>	199.21.61290.876.23.0000.997.000	Salaries or Wages Support Pers	(20,000.00)
<b>To</b>	199.21.64992.890.99.0000.890.000	Food Consumed by EE Onsite	69.60
<b>To</b>	199.21.64992.890.99.0000.890.000	Food Consumed by EE Onsite	15.00
<b>To</b>	199.21.62993.892.99.0000.892.000	WebBased Software Subscription	200.00
<b>To</b>	199.21.63990.839.99.0000.839.000	Other Supplies and Materials	10,000.00
<b>To</b>	199.21.64950.892.99.0000.892.000	Dues	300.00
<b>To</b>	199.21.61170.889.99.0000.875.000	Xtra Pay OT Prof Personnel	6,000.00
<b>To</b>	199.21.62990.842.99.0000.729.000	Misc Contracted Services	7,813.93
<b>To</b>	199.21.64950.892.99.0000.892.000	Dues	47.00
<b>TOTAL FUNCTION 21</b>			<b>(7,154.47)</b>



ACCOUNTS		REASON	AMOUNT
To	199.23.64990.042.99.0000.000.000	Other Misc Operating Cost	100.00
From	199.23.61190.045.99.0000.997.000	Salaries Teachers and Oth Prof	(6,000.00)
TOTAL FUNCTION 23			(5,900.00)
To	199.31.64110.883.37.0000.883.000	Travel, Train, Subsistence EE	1,600.00
From	199.31.63391.854.38.0000.854.000	Testing Mat PSAT AP SAT Exam	(90,137.00)
TOTAL FUNCTION 31			(88,537.00)
To	199.33.63990.042.99.3021.000.000	Other Supplies and Materials	100.00
TOTAL FUNCTION 33			100.00
From	199.34.61190.931.99.0000.996.000	Salaries Teachers and Oth Prof	(60,000.00)
TOTAL FUNCTION 34			(60,000.00)
To	199.36.64121.931.99.0000.931.000	Chartered Vehicles Student	60,000.00
TOTAL FUNCTION 36			60,000.00
From	199.41.62990.733.99.0000.733.000	Misc Contracted Services	(42,000.00)
From	199.41.62990.733.99.0000.733.000	Misc Contracted Services	(3,965.00)
From	199.41.62990.729.99.0000.729.000	Misc Contracted Services	(7,813.93)
From	199.41.63990.737.99.0000.737.000	Other Supplies and Materials	(315,000.00)
TOTAL FUNCTION 41			(368,778.93)
To	199.51.64296.005.99.0000.000.000	Technology Laptop Insurance	13,000.00
To	199.51.64296.005.99.0000.000.000	Technology Laptop Insurance	7,807.16
To	199.51.64296.002.99.0000.000.000	Technology Laptop Insurance	15,910.02
To	199.51.64296.003.99.0000.000.000	Technology Laptop Insurance	10,959.75
To	199.51.64296.045.99.0000.000.000	Technology Laptop Insurance	192.96
TOTAL FUNCTION 51			47,869.89
To	199.61.64992.850.99.1500.850.000	Food Consumed by EE Onsite	2,000.00
TOTAL FUNCTION 61			2,000.00
TOTAL FUND BALANCE NEUTRAL CHANGES - OPERATING FUND (199)			0.00
OTHER PLAN CHANGES - OPERATING FUND (199)			
ACCOUNTS		REASON	AMOUNT
To	199.33.62990.941.99.0000.941.000	Misc Contracted Services (SHARS)	400,000.00
TOTAL FUNCTION 33			400,000.00
TOTAL OTHER PLAN CHANGES - OPERATING FUND (199)			400,000.00



**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** David Pate, Chief Financial Officer, Finance and Support Services

## **ACTION ITEM**

**TOPIC:** Quarterly Investment Report

### **BACKGROUND INFORMATION**

The District is required by the Public Funds Investment Act (the "Act"), Chapter 2256 of the Government Code, to report on at least a quarterly basis information regarding the District's investment portfolio. Board Policy CDA (Local) requires that the Investment Officer prepare on a quarterly basis an investment report which presents the cost and market basis of all investments held by the District as well as a statement as to the compliance with District policy.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends that the District approve the Investment Report for the quarter ended December 31 2021, as submitted by the Investment Officers.

### **RESOLUTION**

WHEREAS, the District is required by the Public Funds Investment Act (the "Act"), Chapter 2256 of the Government Code and Board Policy CDA (Local) to regularly review the Investment portfolio of the District.

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Richardson Independent School District approves the Investment Report for the quarter ended December 31 2021, as submitted by the Investment Officers.



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INVESTMENT OFFICER'S CERTIFICATION STATEMENT  
INVESTMENT REPORT  
FOR THE QUARTER ENDED  
DECEMBER, 31 2021**

To the members of the RISD Board of Trustees:

The Public Funds Investment Act, Chapter 2256.023 of the Government Code requires the investment officer of each local government to submit to its governing body a quarterly report of investment transactions.

The attached report represents the investment portfolio for the Richardson Independent School District as of December 31, 2021 and is in material compliance with the investment policy and strategy established by the District in accordance with the Public Funds Investment Act (Chapter 2256).

**PORTFOLIO SUMMARY REPORT**

Beginning Book Value at 9/30/2021	\$	409,273,373
Plus: Additions/Purchases		202,360,332
Less: Maturities/Sales/Calls/Withdrawals		(159,850,810)
Ending Book Value at 12/31/2021	\$	<u>451,782,895</u>
Beginning Market Value at 9/30/2021	\$	409,277,808
Plus: Additions/Purchases during period		202,360,332
Net increase/(decrease) in market value during period		-
Less: Maturities/Sales/Calls/Withdrawals at market value		(159,850,810)
Accrued Interest		2,639
Ending Market Value at 12/31/2021	\$	<u>451,789,970</u>

	<b>September 30, 2021</b>	<b>December 31, 2021</b>
Average Weighted Maturity	1	3
Average Weighted Yield	0.0605%	0.2996%

Respectfully submitted and certified by:

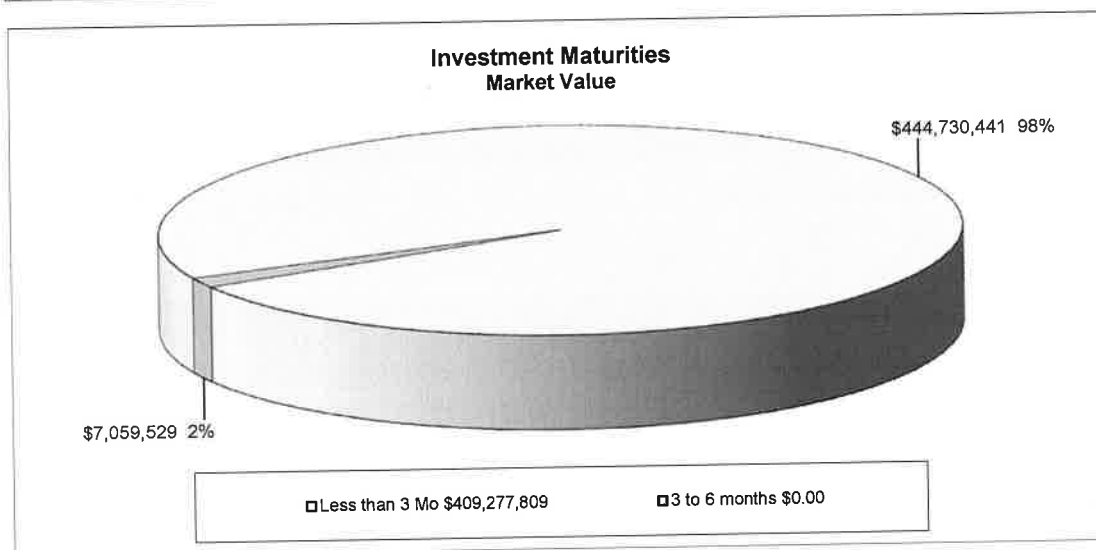
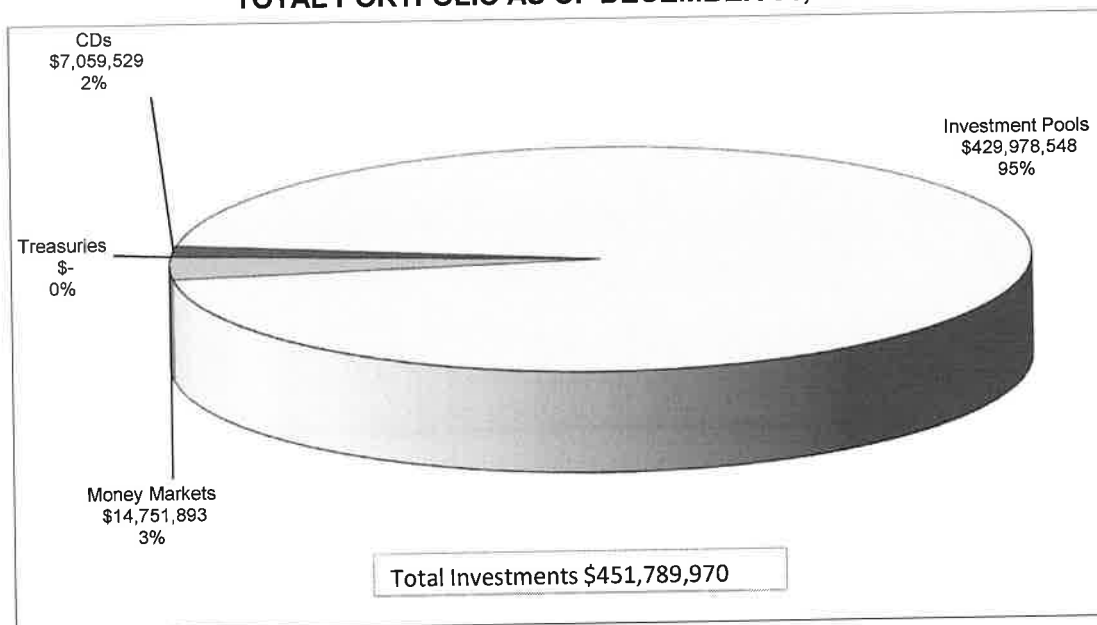
  
\_\_\_\_\_  
Chief Financial Officer

  
\_\_\_\_\_  
Executive Director of Finance

  
\_\_\_\_\_  
Cash Manager



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
TOTAL PORTFOLIO AS OF DECEMBER 31, 2021**



**WEIGHTED AVERAGE YIELDS  
09/30/2021 TO 12/31/2021**

General Operating Fund	0.0836%
Debt Service Fund	0.0253%
Food Service Fund	0.0369%
Capital Projects Funds	0.0482%
Permanent Local School Fund	0.0389%
Workers' Compensation Fund	0.0485%
<b>TOTAL PORTFOLIO</b>	<b>0.2996%</b>

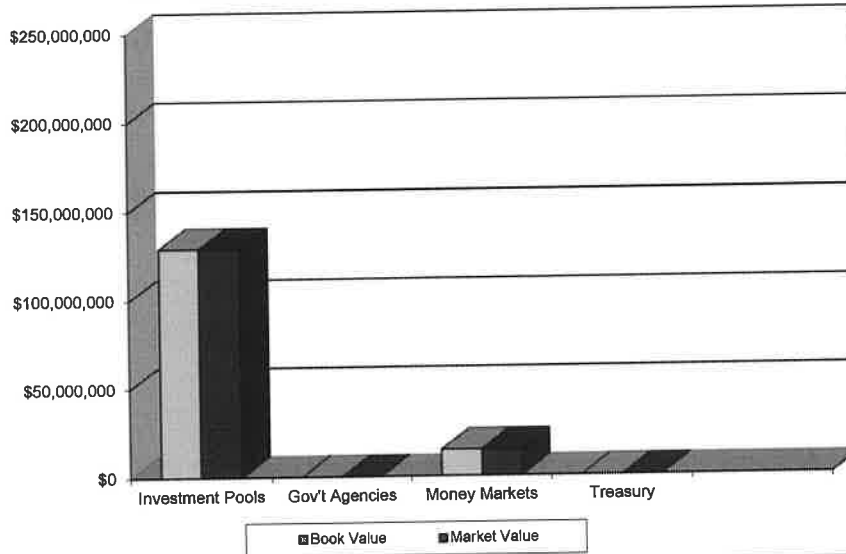
**BENCHMARK COMPARISON  
09/30/2021 TO 12/31/2021**

TexPool Rate	0.0370%
Treasury Bill 30 Day Rate	0.0250%
Treasury Bill 90 Day Rate	0.0500%
Average of 3 and 6 Month T-Bill Rates	0.0373%



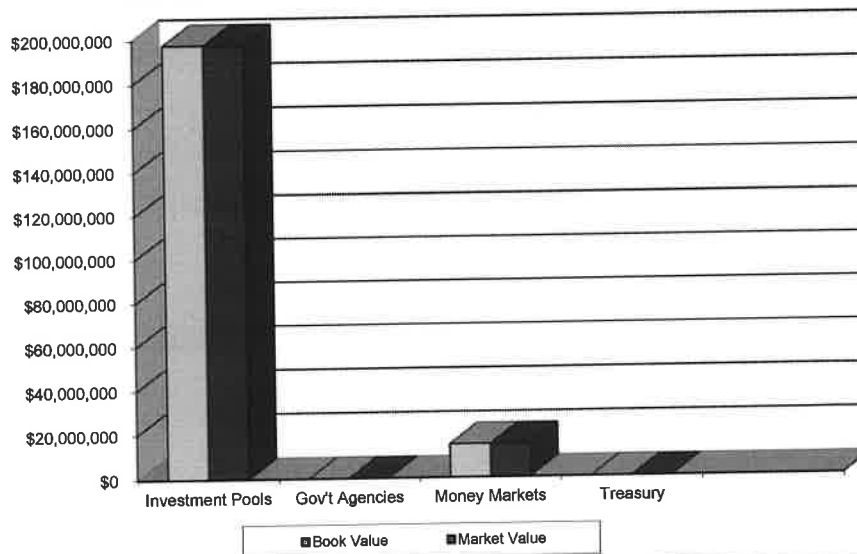
**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INVESTMENT PORTFOLIO  
OPERATING FUND**

**SEPTEMBER 30, 2021- BOOK VALUE & MARKET VALUE**



	Investment Pools	Gov't Agencies	Money Markets	Treasury	Totals
Book Value	\$129,343,699	\$0	\$14,727,751	\$0	\$144,071,450
Market Value	\$129,343,699	\$0	\$14,727,751	\$0	\$144,071,450

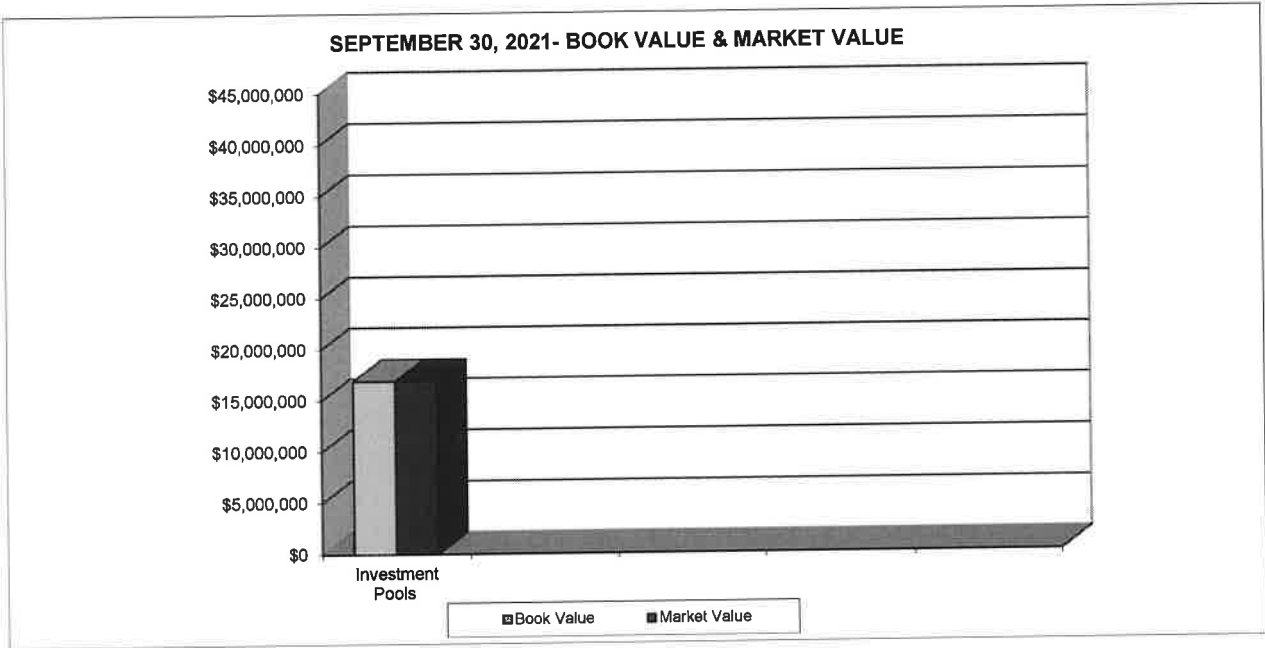
**DECEMBER 31, 2021 - BOOK VALUE & MARKET VALUE**



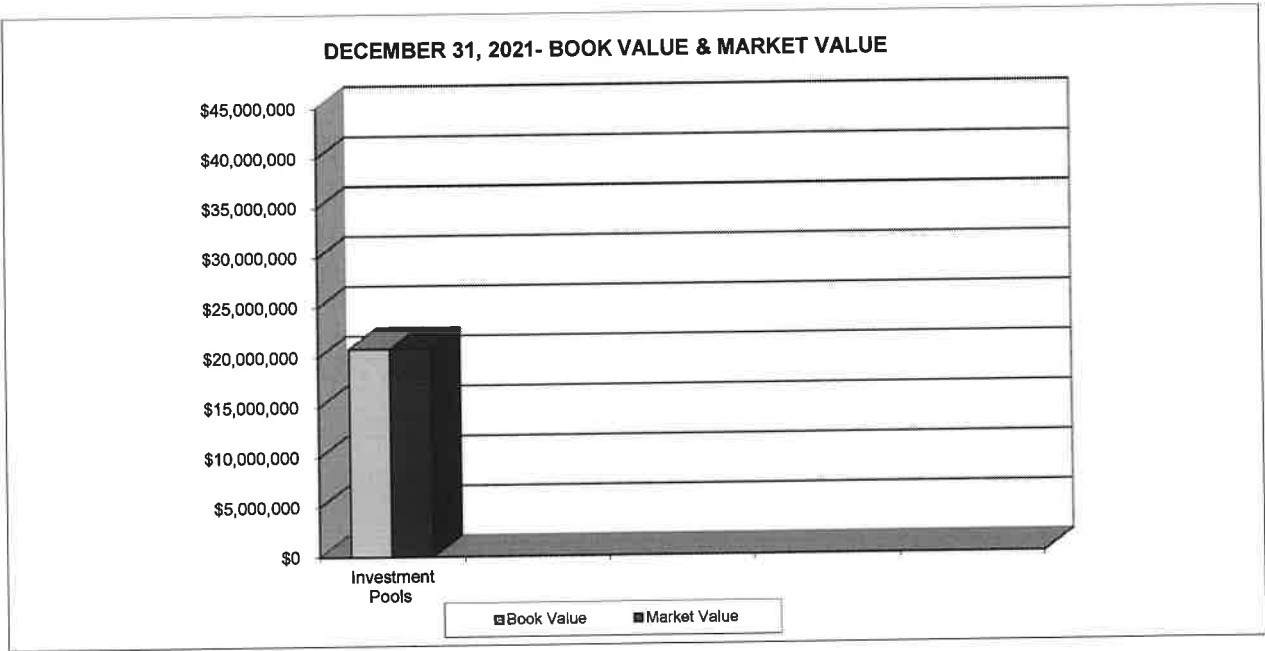
	Investment Pools	Gov't Agencies	Money Markets	Treasury	Totals
Book Value	\$197,601,255	\$0.00	\$14,751,893	\$0.00	\$212,353,148
Market Value	\$197,601,255	\$0.00	\$14,751,893	\$0.00	\$212,353,148



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INVESTMENT PORTFOLIO  
DEBT SERVICE FUND**



		Totals
Book Value	Investment Pools	\$16,880,622
Market Value	\$16,880,622	\$16,880,622

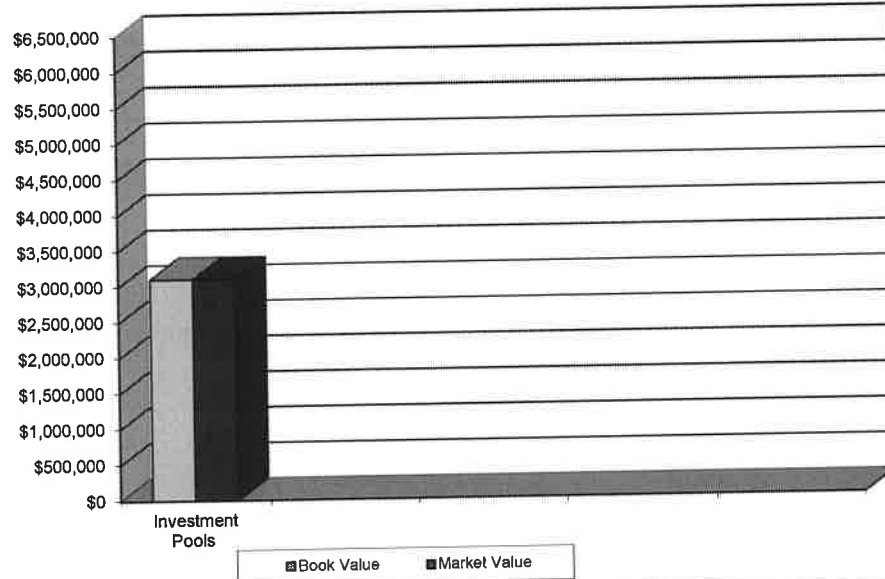


		Totals
Book Value	Investment Pools	\$20,845,249
Market Value	\$20,845,249	\$20,845,249



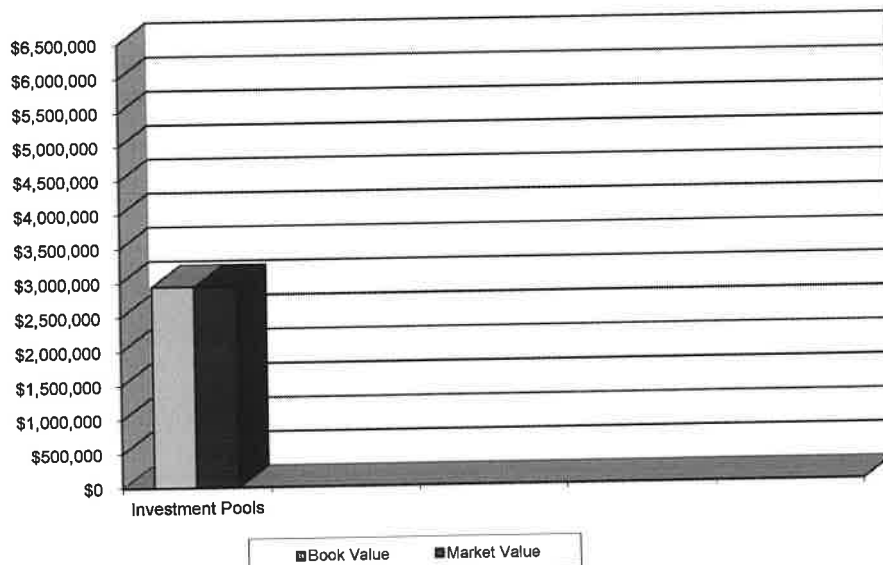
**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INVESTMENT PORTFOLIO  
FOOD SERVICE FUND**

**SEPTEMBER 30, 2021- BOOK VALUE & MARKET VALUE**



	Investment Pools	Totals
Book Value	\$3,108,993	\$3,108,993
Market Value	\$3,108,993	\$3,108,993

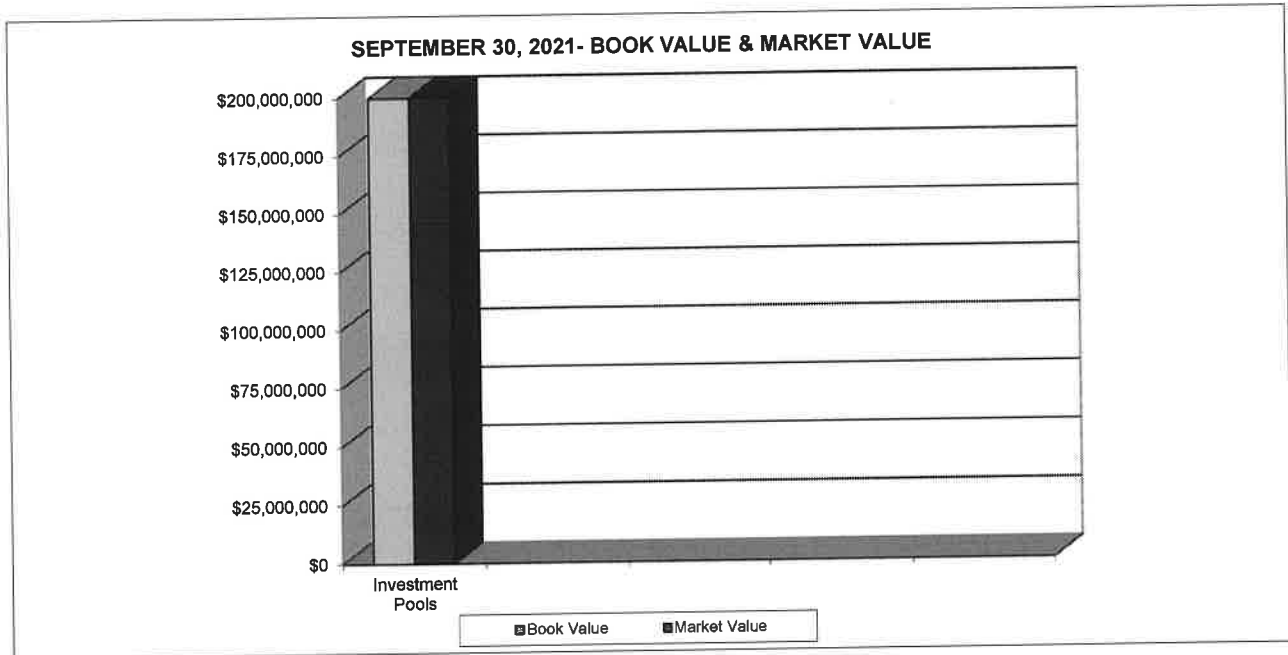
**DECEMBER 31, 2021 - BOOK VALUE & MARKET VALUE**



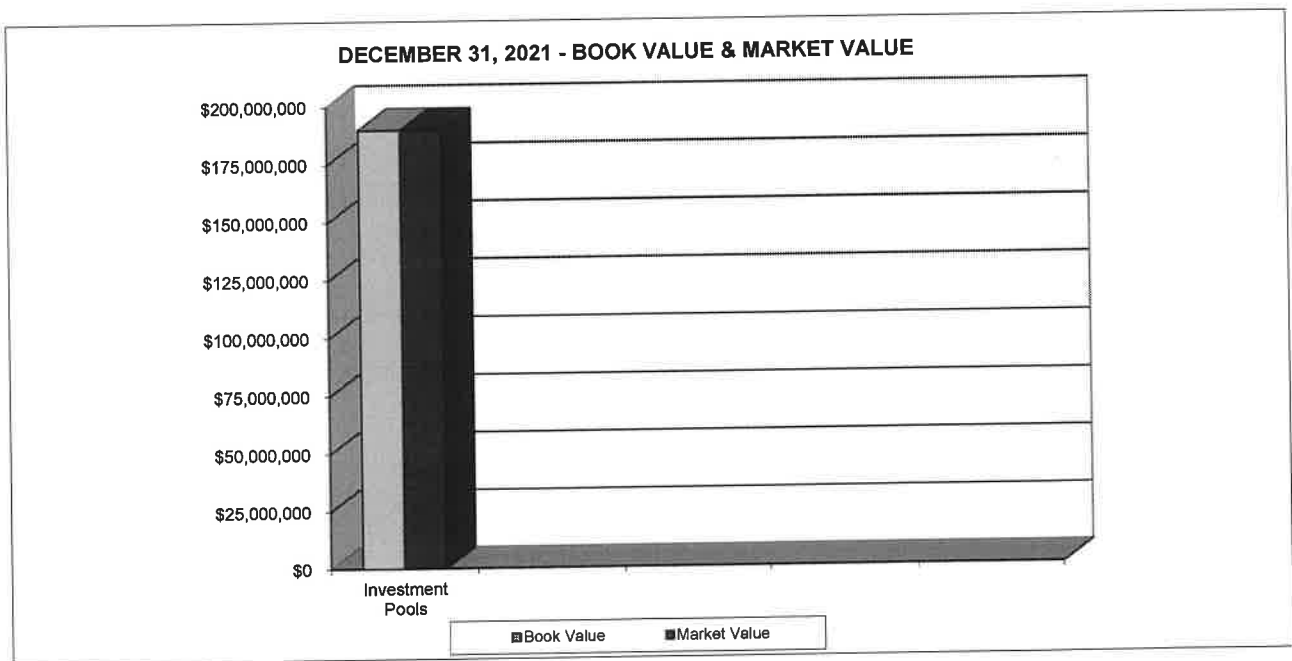
	Investment Pools	Totals
Book Value	\$2,938,098	\$2,938,098
Market Value	\$2,938,098	\$2,938,098



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INVESTMENT PORTFOLIO  
CAPITAL PROJECT FUNDS**



	Investment Pools	Totals
Book Value	\$219,535,424	\$219,535,424
Market Value	\$219,535,424	\$219,535,424

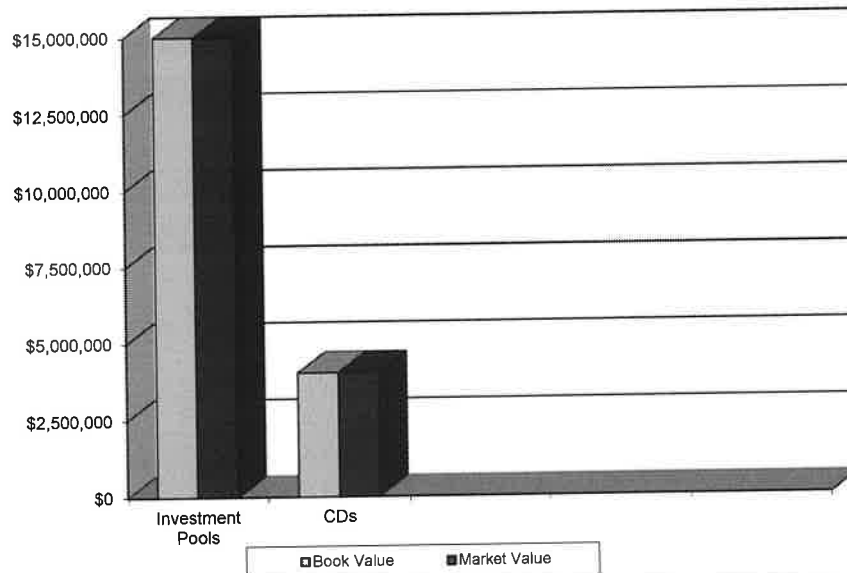


	Investment Pools	Totals
Book Value	\$189,950,728	\$189,950,728
Market Value	\$189,950,728	\$189,950,728



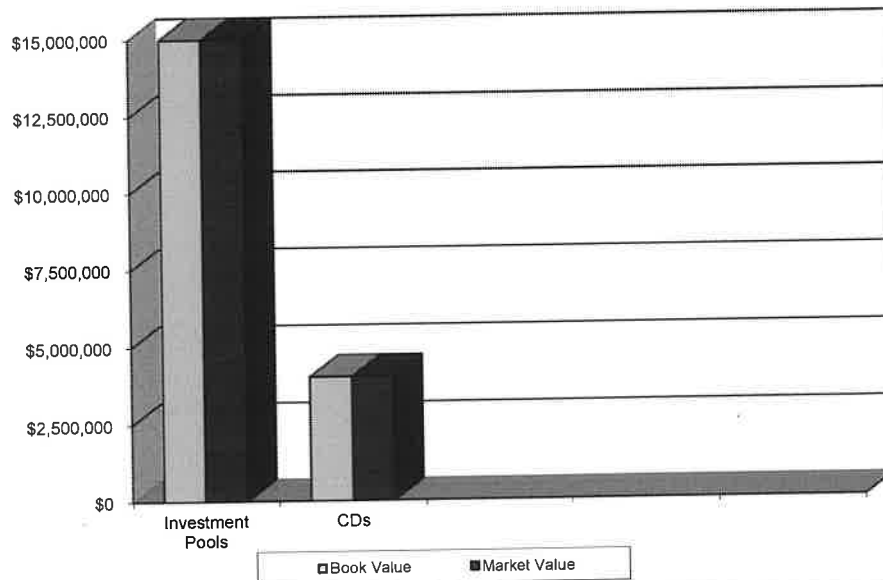
**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INVESTMENT PORTFOLIO  
PERMANENT LOCAL SCHOOL FUND**

**SEPTEMBER 30, 2021 - BOOK VALUE & MARKET VALUE**



	Investment Pools	CDs	Totals
Book Value	\$16,628,176	\$4,029,974	\$20,658,150
Market Value	\$16,628,176	\$4,032,508	\$20,660,684

**DECEMBER 31, 2021 - BOOK VALUE & MARKET VALUE**

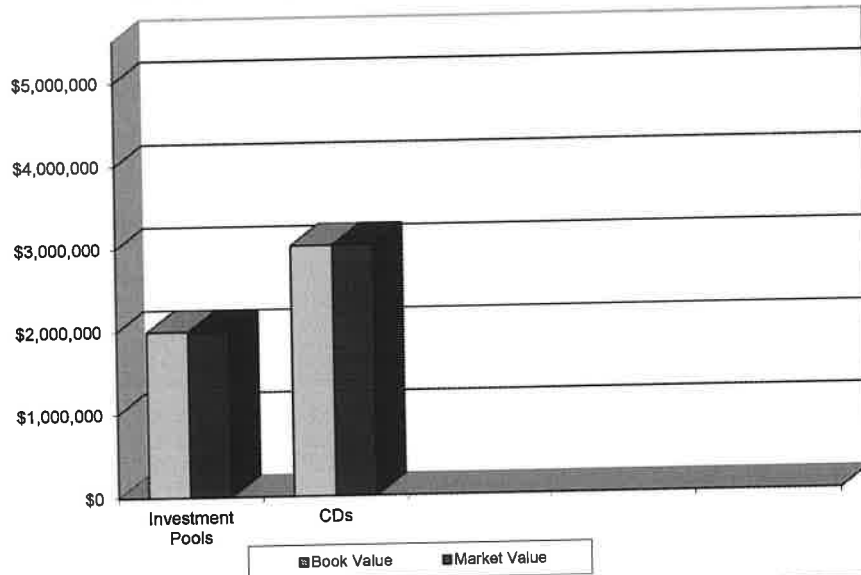


	Investment Pools	CDs	Totals
Book Value	\$16,629,726	\$4,029,974	\$20,659,700
Market Value	\$16,629,726	\$4,034,017	\$20,663,743



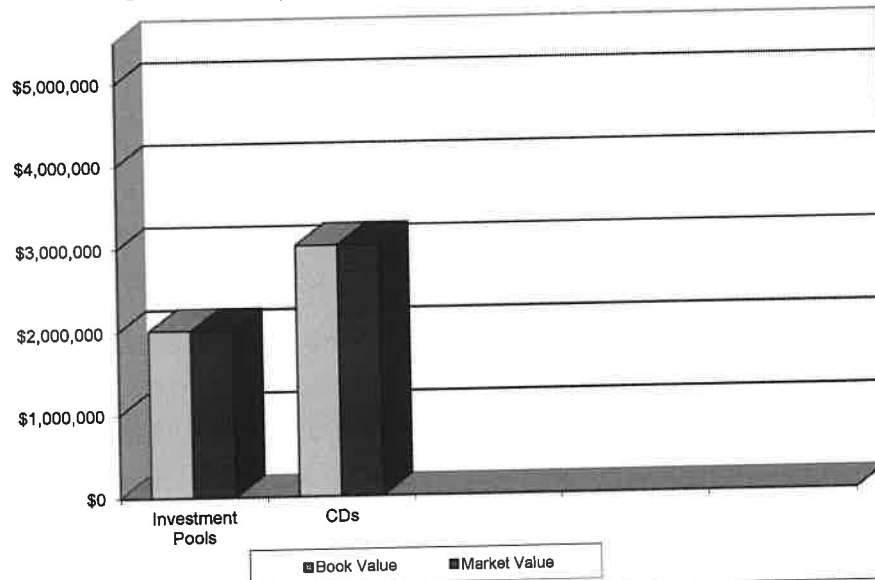
**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INVESTMENT PORTFOLIO  
WORKERS' COMPENSATION FUND**

**SEPTEMBER 30, 2021 - BOOK VALUE & MARKET VALUE**



	Investment Pools	CDs	Totals
Book Value	\$1,996,254	\$3,022,480	\$5,018,734
Market Value	\$1,996,254	\$3,024,381	\$5,020,635

**DECEMBER 31, 2021 - BOOK VALUE & MARKET VALUE**



	Investment Pools	CDs	Totals
Book Value	\$2,013,492	\$3,022,480	\$5,035,972
Market Value	\$2,013,492	\$3,025,512	\$5,039,004



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
SEPTEMBER 30, 2021 TO DECEMBER 31, 2021**

**INVESTMENT PORTFOLIO - BOOK VALUE**

**OPERATING FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>12/31/21 Book Value</u>	<u>09/30/21 12/31/21 Yield Earned</u>
AR-0018	-	56,471,734	Lone Star Gov	01/01/22	56,344,914	126,820	-	56,471,734	0.0051
AR-0009	-	130,039,822	TexPool-OF	01/01/22	61,909,404	182,383,582	114,253,164	130,039,822	0.0248
AR-0019	-	11,089,699	TexSTAR	01/01/22	11,089,381	318	-	11,089,699	0.0715
AR-0026	-	14,751,893	LegacyBank-MMDA	01/01/22	14,727,751	24,142	-	14,751,893	0.6500
					<u>144,071,450</u>	<u>182,534,862</u>	<u>114,253,164</u>	<u>212,353,148</u>	-

**INVESTMENT PORTFOLIO - MARKET VALUE**

**OPERATING FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>12/31/21 Market Value</u>
AR-0018	-	56,471,734	Lone Star Gov	01/01/22	56,344,914	126,820	-	-	-	56,471,734
AR-0009	-	130,039,822	TexPool-OF	01/01/22	61,909,404	182,383,582	-	114,253,164	-	130,039,822
AR-0019	-	11,089,699	TexSTAR	01/01/22	11,089,381	318	-	-	-	11,089,699
AR-0026	-	14,751,893	LegacyBank-MMDA	01/01/22	14,727,751	24,142	-	-	-	14,751,893
					<u>144,071,450</u>	<u>182,534,862</u>	<u>-</u>	<u>114,253,164</u>	<u>-</u>	<u>212,353,148</u>



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
SEPTEMBER 30, 2021 TO DECEMBER 31, 2021**

**INVESTMENT PORTFOLIO - BOOK VALUE**

**DEBT SERVICE FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>12/31/21 Book Value</u>	<u>09/30/21 12/31/21 Yield Earned</u>
AR-0010	-	20,845,249	TexPool	01/01/22	16,880,622	3,965,702	1,075	20,845,249	0.0253
					16,880,622	3,965,702	1,075	20,845,249	

**INVESTMENT PORTFOLIO - MARKET VALUE**

**DEBT SERVICE FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>12/31/21 Market Value</u>
AR-0010	-	20,845,249	TexPool	01/01/22	16,880,622	3,965,702	-	1,075	-	20,845,249
					16,880,622	3,965,702	-	1,075	-	20,845,249



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
SEPTEMBER 30, 2021 TO DECEMBER 31, 2021**

**INVESTMENT PORTFOLIO - BOOK VALUE**

**FOOD SERVICE FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>12/31/21 Book Value</u>	<u>09/30/21 12/31/21 Yield Earned</u>
AR-0011	-	2,938,098	Texpool	01/01/22	3,108,993	729,877	900,772	2,938,098	0.0369
					3,108,993	729,877	900,772	2,938,098	

**INVESTMENT PORTFOLIO - MARKET VALUE**

**FOOD SERVICE FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>12/31/21 Market Value</u>
AR-0011	-	2,938,098	TexPool	01/01/22	3,108,993	729,877	-	900,772	-	2,938,098
					3,108,993	729,877	-	900,772	-	2,938,098



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
SEPTEMBER 30, 2021 TO DECEMBER 31, 2021**

**INVESTMENT PORTFOLIO - BOOK VALUE**

**CAPITAL PROJECT FUNDS**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>12/31/21 Book Value</u>	<u>09/30/21 12/31/21 Yield Earned</u>
AR-0022	-	1,822,048	TexPool-629	01/01/22	14,125,087	15,053,677	27,356,716	1,822,048	0.0365
AR-0012	-	-15,226	TexPool-641	01/01/22	7,210	32	22,468	(15,226)	0.0484
AR-0012	-	2,082,775	TexPool-642	01/01/22	2,239,830	221	157,276	2,082,775	0.0488
AR-0012	-	695,401	TexPool-643	01/01/22	740,274	63	44,936	695,401	0.0488
AR-0012	-	27,184,926	TexPool-644	01/01/22	29,204,213	2,835	2,022,122	27,184,926	0.0488
AR-0012	-	158,180,804	TexPool-650	01/01/22	173,218,810	14,885	15,052,891	158,180,804	0.0490
					<u>219,535,424</u>	<u>15,071,713</u>	<u>44,656,409</u>	<u>189,950,728</u>	

**INVESTMENT PORTFOLIO - MARKET VALUE**

**CAPITAL PROJECT FUNDS**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>12/31/21 Market Value</u>
AR-0022	-	1,822,048	TexPool-629	01/01/22	14,125,087	15,053,677	-	27,356,716	-	1,822,048
AR-0012	-	(15,226)	TexPool-641	01/01/22	7,210	32	-	22,468	-	(15,226)
AR-0012	-	2,082,775	TexPool-642	01/01/22	2,239,830	221	-	157,276	-	2,082,775
AR-0012	-	695,401	TexPool-643	01/01/22	740,274	63	-	44,936	-	695,401
AR-0012	-	27,184,926	TexPool-644	01/01/22	29,204,213	2,835	-	2,022,122	-	27,184,926
AR-0012	-	158,180,804	TexPool-650	01/01/22	173,218,810	14,885	-	15,052,891	-	158,180,804
					<u>219,535,424</u>	<u>15,071,713</u>	-	<u>44,656,409</u>	-	<u>189,950,728</u>



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
SEPTEMBER 30, 2021 TO DECEMBER 31, 2021**

**INVESTMENT PORTFOLIO - BOOK VALUE**

**PERMANENT LOCAL SCHOOL FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>12/31/21 Book Value</u>	<u>09/30/21 12/31/21 Yield Earned</u>
AR-0023	-	16,629,726	TexPool-497	01/01/22	16,628,176	1,550	-	16,629,726	0.0369
21-0001	04/07/21	4,029,974	Certificate of Deposit	10/07/21	4,029,974	-	-	4,029,974	0.1500
					<u>20,658,150</u>	<u>1,550</u>	<u>-</u>	<u>20,659,700</u>	

**INVESTMENT PORTFOLIO - MARKET VALUE**

**PERMANENT LOCAL SCHOOL FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>12/31/21 Market Value</u>
AR-0023	-	16,629,726	TexPool-497	01/01/22	16,628,176	1,550	-	-	-	16,629,726
21-0001	04/07/21	4,029,974	Certificate of Deposit	10/07/21	4,032,508	-	-	-	1,508	4,034,017
					<u>20,660,684</u>	<u>1,550</u>	<u>-</u>	<u>-</u>	<u>1,508</u>	<u>20,663,743</u>



**RICHARDSON INDEPENDENT SCHOOL DISTRICT  
SEPTEMBER 30, 2021 TO DECEMBER 31, 2021**

**INVESTMENT PORTFOLIO - BOOK VALUE**

**WORKERS' COMPENSATION FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Book Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Investments Matured/Called Sold/Withdrawn</u>	<u>12/31/21 Book Value</u>	<u>09/30/21 12/31/21 Yield Earned</u>
AR-0013	-	2,013,492	TexPool-WC	01/01/22	1,996,254	56,628	39,390	2,013,492	0.0369
21-0002	10/07/21	3,022,480	Certificate of Deposit	04/07/22	3,022,480	-	-	3,022,480	0.1500
					<u>5,018,734</u>	<u>56,628</u>	<u>39,390</u>	<u>5,035,972</u>	-

**INVESTMENT PORTFOLIO - MARKET VALUE**

**WORKERS' COMPENSATION FUND**

<u>EVARE ID No.</u>	<u>Buy Date</u>	<u>Par Value</u>	<u>Description</u>	<u>Maturity Date</u>	<u>09/30/21 Market Value</u>	<u>Investments Purchased/ Deposited</u>	<u>Increase/ (Decrease) Market Value</u>	<u>Investments Matured/Called Sold/Withdrawn at Market</u>	<u>Purchased/ Accrued Interest</u>	<u>12/31/21 Market Value</u>
AR-0013	-	2,013,492	TexPool-WC	01/01/22	1,996,254	56,628	-	39,390	-	2,013,492
21-0002	10/07/21	3,022,480	Certificate of Deposit	04/07/22	3,024,381	-	-	-	1,131	3,025,512
					<u>5,020,635</u>	<u>56,628</u>	<u>-</u>	<u>39,390</u>	<u>1,131</u>	<u>5,039,004</u>



**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** David Pate, CFO, Finance & Support Services

## **ACTION ITEM**

**TOPIC:** Gifts

**BACKGROUND INFORMATION:**

The following gifts to the Richardson Independent School District were received as of January 2022. The Board of Trustees formally accepts gifts to the District of \$5,000 or more as described on the following pages. Gifts or donations of less than \$5,000 and a cumulative year-to-date total are also included for your information.

The Board's acceptance of gifts shall not be construed as a testimonial or endorsement by the Board or the District of a product or business enterprise.

By acknowledging these gifts and formally accepting those of \$5,000 or more, the Board also ratifies corresponding adjustments to the applicable organizations' budgets. Gifts of equipment or supplies do not require an adjustment in an organization's budget. The Superintendent's Advisory Council has approved this adjustment. Staff will provide the Board with the necessary information to formally amend the District's overall budget at the appropriate time.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board accept the gifts of \$5,000 or more as listed on the following pages.

### **RESOLUTION**

**WHEREAS**, the Board of Trustees has considered the gifts of \$5,000 or more as listed on the following pages; and

**WHEREAS**, the Board recognizes that monetary gifts to the District will require an adjustment to the overall adopted budget; and

**WHEREAS**, ensuring timely and accurate financial record keeping supports the Board's Strategic Objectives and Strategies;

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the Richardson Independent School District accepts the gifts of \$5,000 or more as listed on the following pages and approves amending the District's overall budget to reflect receipt of the monetary gifts.



\$5,000 or More			Cash Received	Estimated Supply/Equip Value
To	From	Purpose		
RISD Admin	State Farm at Citilink	3 Playhouses (\$3000 ea)		\$9,000.00
			\$0.00	\$9,000.00
Total Cash & Supply/Equipment Value - Gifts Over \$5,000 February 2022				\$9,000.00
Less Than \$5,000			Cash Received	Estimated Supply/Equip Value
To	From	Purpose		
Jess Harben	Anonymous Donors via Donors Choose	Manganificent Books II, Adjustable Group Table, Supplemental Instructional Supplies, and Special Education Materials		\$1,882.66
MST Magnet	Lauren Jacks	Face Mask		\$20.00
Merriman Park	Crystal Passley	Face Mask		\$45.00
Moss Haven ES	Moss Haven PTA	Surface Mount Bench (2)	\$2,339.00	
O'Henry	FUSS (RISD Parents)	Face Mask		\$200.00
Prestonwood	Prestonwood PTA	Sub Pay	\$2,970.00	
Spring Valley	Anonymous Donors via Donors Choose	Spanish/English Books		\$4,047.51
Spring Valley	Allison Wingfiel	Face Mask		\$150.00
Thurgood Marshall	Anonymous Donors via Donors Choose	Legos		\$359.55
WRE	WRT 4th Grade	Sky Ranch Field Trip	\$4,542.56	
WRE	WRE PTE	6th Grade Skating Buss Costs	\$560.00	
			\$10,411.56	\$6,704.72
Total Cash & Supply/Equipment Value - Gifts Under \$5,000				\$17,116.28
Grand Total of All Gifts Over & Under \$5,000 February 2022				\$26,116.28
Prior Year Comparison				
Fiscal YTD Cash & Supply/Equipment Value - Gifts Over \$5,000				\$177,311.15
Fiscal YTD Cash & Supply/Equipment Value - Gifts Under \$5,000				\$85,241.20
Fiscal YTD Total of All Gifts Over & Under \$5,000 February 2022				\$262,552.35
Fiscal YTD Total of All Gifts Over & Under \$5,000 February 2021				\$619,843.13
Increase / (decrease) compared to prior year				(\$357,290.78)



**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** David Pate, CFO

## **ACTION ITEM**

**TOPIC:** May 2022 General Election

**BACKGROUND INFORMATION:**

At a lawfully called meeting on February 4, 2019, the Board adopted a Resolution and Order that replaced its at-large electoral system with a combination at-large/single member district system, known as a “5:2 System,” and at another lawfully called meeting on May 20, 2019, the Board adopted a transition plan to phase in the 5:2 System as current trustee terms expire.

The terms of office of the following trustees will expire on May 7, 2022, or when their successors are duly elected and qualified:

- Eron Linn, Single Member District 2;
- Regina Harris, Single Member District 4; and
- Vacant Seat, Single Member District 5;

RISD must hold an election to fill the expiring districts.

The Texas Election Code requires a governmental body to call an election no later than the 78<sup>th</sup> day before the election is to be held. RISD traditionally holds its trustee election with the countywide general election and will again contract with Dallas County Elections Department to conduct the election subject to the Board's authorization. The general election in Dallas County is scheduled for May 7, 2022.

**INTERIM SUPERINTENDENT’S RECOMMENDATION:**

The Interim Superintendent recommends that the Board of Trustees authorize a general election to fill Single Member District number 2, 4, and 5 and approve the attached Election Order and Notice.



## **PROPOSED RESOLUTION**

**WHEREAS**, the term of office for Board of Trustee members aligned with Single Member Districts 2, 4, and 5, will expire this year; and

**WHEREAS**, the Board of Trustees must call regular elections no later than 78 days before the election will be held; and

**WHEREAS**, holding the trustee elections with the countywide general election and contracting with Dallas County Elections Department to conduct the election is consistent with applicable law and will allow the District to realize cost savings and other efficiencies which support the Board's strategic parameter to practice responsible stewardship;

**THEREFORE, BE IT RESOLVED** that the Board of Trustees of the Richardson Independent School District approves the Board of Trustees Election Order and Notice as presented, and as may be amended as to voting center locations by recommendation of the Dallas County Elections Department, and further authorizes the Interim Superintendent or her designee to contract with the Dallas County Elections Department to conduct the general election as approved in the Election Order and Notice.



**ORDER OF THE  
BOARD OF TRUSTEES OF THE RICHARDSON INDEPENDENT SCHOOL  
DISTRICT CALLING A GENERAL ELECTION, MAKING PROVISIONS FOR  
THE CONDUCT AND THE GIVING OF NOTICE OF THE ELECTION, AND  
CONTAINING OTHER PROVISIONS RELATING THERETO**

On the 15<sup>th</sup> day of February, 2022, a quorum of the Board of Trustees (the “Board”) of the RICHARDSON INDEPENDENT SCHOOL DISTRICT (“RISD” or the “District”) convened in a lawfully called meeting and, among other proceedings, determined the following:

**WHEREAS**, at a lawfully called meeting on February 4, 2019, the Board adopted a Resolution and Order that replaced its at-large electoral system with a combination at-large/single member district system, known as a “5:2 System;” and

**WHEREAS**, at a lawfully called meeting on May 20, 2019, the Board adopted a transition plan to phase in the 5:2 System as current trustee terms expire; and

**WHEREAS**, the terms of office of the following trustees will expire on May 7, 2022, or when their successors are duly elected and qualified:

- Eron Linn, Single Member District 2;
- Regina Harris, Single Member District 4; and
- Vacant Seat, Single Member District 5;

**WHEREAS**, the Board of Trustees desires to hold a general trustee election for Single-Member District 2, 4, and 5; and,

**WHEREAS**, it is necessary and advisable to call and hold an election for and within the RISD for the purpose(s) stated herein; and

**WHEREAS**, Texas law requires RISD to hold said election on a uniform election date established by Section 41.001(a) of the Texas Election Code, as amended, and holding the election on such date supports the Board’s goal to ensure excellence in operations; and

**WHEREAS**, the Board has or will enter into an agreement for election services with the Dallas County Elections Administrator and into an agreement to conduct a joint election with other political subdivisions within Dallas County, all as ordered by the Board herein; and

**WHEREAS**, the meeting at which this Order is considered is open to the public; and the public notice of the time, place, and purposes of the meeting were given, as required by Chapter 551 of the Texas Government Code, as amended;



**NOW, THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE RICHARDSON INDEPENDENT SCHOOL DISTRICT:**

1. **Findings.** The statements contained in the preamble of this Order are true and correct and are hereby adopted as findings of fact and as a part of the operative provisions hereof.

2. **Date and Purposes of Elections.** A general election shall be held for and within the RISD on May 7, 2022 ("Election Day"), in accordance with the Texas Election Code. The Election shall be held for the purpose of electing three members to the RISD Board of Trustees: one member in Single-Member District 2, one member in Single-Member District 4, and one member in Single-Member District 5.

3. **Candidates for Election to Board of Trustees.** All requests by candidates to have their names placed upon the ballot for the general election to the RISD Board of Trustees (i) shall be timely made in accordance with law, (ii) shall be in writing, (iii) shall state the number of the position (Single-Member District number or At-Large Place) for which such person is filing as a candidate, (iv) shall be signed by the candidate, and (v) shall be filed with the Secretary of the RISD Board of Trustees (the "Secretary") or her designee, at the RISD Administration Building, 400 South Greenville Avenue, Richardson, Texas 75081, beginning on January 19, 2022, and not later than 5:00 p.m. on February 18, 2022 (except that the deadline to file a declaration of write-in candidacy is 5:00 p.m. on February 22, 2022), for the general election; and

The office will be open Monday through Thursday until 4:30 p.m., and Friday until 4:00 p.m. on regular business days and until 5:00 p.m. on February 18 and 22, 2022.

4. **Loyalty Affidavit.** All candidates for election to the RISD Board of Trustees shall file with said application the loyalty affidavit required by Section 141.031 (a)(4)(K) of the Election Code.

5. **Posted List of Candidates.** The Secretary or his/her designee shall post in the building where the RISD Board of Trustees meets, the names of all candidates who have filed their applications in accordance with the terms and provisions of this Order.

6. **Persons Qualified to Vote.** All resident, qualified voters of the District shall be eligible to vote in the Election.

7. **Election Precincts, Election Day Voting Locations/Polling Times.** The election precincts (the "Election Precincts") for the Election shall consist of the territory within the boundaries of the Single-Member District 2, 4, and 5, situated within one or more Dallas County election precincts, which bear the precinct numbers set forth in Exhibit A, which is attached hereto and incorporated herein as if set out in full. The locations of the voting centers for voting in the general election on Election Day for all Election Precincts in Single-Member District 2, 4, and 5 shall be as so designated by Dallas County Elections Department. The polls at all polling places shall be open on Election Day from 7:00 a.m. to 7:00 p.m.



**8. Election Judges/Other Election Officials.** Dallas County Elections Department will appoint the Election Judges prior to Election Day and the Election Judges may be changed and the polling places may be combined for some precincts, pursuant to decisions of the Dallas County Elections Department. The Board hereby authorizes the President of the RISD Board of Trustees to appoint any such other officials not designated herein as are necessary and appropriate to conduct the Election in accordance with the Election Code.

**9. Early Voting Locations, Dates, and Times.** Michael Scarpello, Elections Administrator (or his designee or successor) is hereby appointed Clerk for early voting. The Early Voting Clerk's mailing address to which ballot applications shall be sent and where persons voting by mail shall send their voted ballots is Dallas County Elections Department, 1520 Round Table Drive, Dallas, Texas 75247. Completed ballot applications also may be emailed to [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

The period for early voting by personal appearance will be from Monday April 25, 2022, through Tuesday, May 3, 2022. The location of the main early voting polling place is George L. Allen Sr. Courts Building, 600 Commerce Street, Dallas, Texas 75202. Early voting by personal appearance will be conducted on the following dates and times:

Date	Time
Monday, April 25, 2022 – Friday, April 29, 2022	8:00 a.m. – 5:00 p.m.
Saturday, April 30, 2022	8:00 a.m. – 5:00 p.m.
Sunday, May 1, 2022	12:00 p.m. – 6:00 p.m.
Monday, May 2, 2022 – Tuesday, May 3, 2022	7:00 a.m. – 7:00 p.m.

Early voting by personal appearance may be completed during the above dates at the main early voting polling place identified above and at such other locations designated by the Dallas County Elections Department.

**10. Joint Election.** RISD shall participate in a joint election with other participating governmental entities in Dallas County who also are holding elections on Election Day. David Pate, Chief Financial Officer, is authorized to contract with the County of Dallas and the Commissioners Court, or any other agency, on behalf of the District for the carrying out of these elections by the office of the Dallas County Elections Administrator in a joint election with other participating governmental entities in Dallas County. Under the Joint Election Services Contract, the Dallas County Elections Administrator will perform election services as set forth in the contract and applicable law including coordinating, supervising, and handling all aspects of administering the Joint Election in accordance with applicable law.

**11. Voting System/Manner of Elections.** Voting at the General Elections, early voting therefor, and voting in any runoff election shall be by the use of lawfully approved voting systems and ballots. This Board of Trustees has determined that the following voting systems or other similar compliant system, approved by the Secretary of State in accordance with the Texas Election Code, shall be available at polling places during the general and any runoff election:



Election Systems & Software (ES&S) ExpressVote Universal Voting System (Ballot Marking Device), EVS 6.0.2.0, Firmware 2.4.0.0; the ES&S DS200 Digital Precinct Scanner, EVS 6.0.2.0, Firmware 2.17.0.0; and ES&S Model DS850 High-Speed Scanner and Tabulator, Version 1, EVS 6.0.2.0.

The manner of holding the elections shall be governed by the Election Code and other applicable law, including the Texas Education Code, the Texas Government Code, and the Federal Voting Rights Act of 1965, as amended, including particularly Chapter 272 of the Code pertaining to bilingual requirements. The office of the Dallas County Elections Administrator shall furnish all necessary ballots and other election supplies requisite to said election.

**12. Counting Ballots.** Immediately after the Election has been held, the Precinct Election Judge shall deliver the voted ballots in the locked ballot box and all election forms and supplies to the satellite counting station designated by the Dallas County Elections Administrator for that precinct, for eventual transportation to the Central Counting Station in the Dallas County Elections Department, 1520 Round Table Drive, Dallas, Texas 75247. The Elections Department will be responsible for establishing and operating the central counting station to receive and tabulate the voted ballots in accordance with the provisions of the Texas Election Code.

**13. Reports of Election Results.** The Board of Trustees hereby, in accordance with the Texas Election Code, appoints Michael Scarpello, Dallas County Elections Administrator (or his designee or successor), as Manager of the central counting station, and a Joint Election Representative (or his/her designee or successor), who is yet to be determined, as presiding judge. The Manager or his/her representative will deliver timely cumulative reports of the election results as precincts are tabulated. The Manager will be responsible for releasing cumulative totals and precinct returns from the election to the joint participants, candidate, press, and general public by distribution of hard copies or electronic transmittals (where accessible).

**14. Majority Vote.** Trustees will be elected by majority vote, whereby the candidate receiving the majority of the votes wins.

**15. Tie Votes/Runoff Election.** If a tie vote occurs in the General Election, the tying candidates may agree to cast lots. Otherwise, a second election (the "Runoff Election") will be held on June 18, 2022 (the "Runoff Election Day"). If another entity involved in the Joint Election also shall hold a Runoff Election on such date, Dallas County Elections Department shall designate which of the polling places designated above for Early Voting and Election Day shall be used for a Runoff Election.

The polling places shall be open from 7:00 a.m. until 7:00 p.m. for voting on the Runoff Election Day, and all procedures used for canvassing the election returns shall be the same as those used on May 7, 2022. Early voting by personal appearance for any Runoff Election shall be held and designated by Dallas County Elections. The address to which applications and ballots voted by mail shall be sent is: Early Voting Clerk, Dallas County Elections Department, 1520 Round Table Drive, Dallas, Texas 75247, or by email to [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org). The dates and times for early voting by personal



appearance will be determined and established by the Dallas County Elections Department.

**16. Combined Election Order and Notice.** The Board of Trustees shall give notice of the General Election and the Runoff Election, should a Runoff Election be necessary, and this combined Election Order and Notice (Appendix B) shall serve as Notice for all such elections.

**17. Posting and Publication of Combined Election Order and Notice.** The Secretary or her designee is hereby authorized and instructed to post or cause to be posted, in both English and Spanish, the attached Notice of General Election, along with a list of the polling places, in three public places where notices are customarily posted in the District, on the bulletin board used for posting notices of the meetings of the RISD Board of Trustees, on the District's website, and at any other locations as required by law. Dallas County Elections also shall cause a copy of this combined Election Order and Notice to be published one time in a newspaper of general circulation in Dallas County, Texas.

a. **General Election: Posting of Election Order and Notice.** This Election Order and Notice and/or attached Notice of General Election (Appendix B) shall be posted, in the manner described above, not later than the 21st day (April 16, 2022) before the May 7, 2022, elections.

b. **General Election: Publication of Election Order and Notice.** This combined Election Order and Notice and/or attached Notice of General Election (Appendix B) shall be published, in the manner described above, not more than 30 days (April 7, 2022) or less than 10 days (April 27, 2022) before the date of the May 7, 2022, election.

c. **Runoff Election: Posting Notice of Election Order and Notice.** In the event it is necessary to hold a Runoff Election, this combined Election Order and Notice and/or attached Notice of General Election shall be posted, in the manner described above, not earlier than 30 days (May 19, 2022) and not later than 10 days (June 8, 2022) before the date of the June 18, 2022, Runoff Election.

**18. Authority to Act.** The President and Secretary of the RISD Board of Trustees, the Superintendent, and their designees, in consultation with the General Counsel, are hereby authorized to take any and all actions necessary (whether expressly authorized or mentioned herein) to comply with the provisions of the Election Code, the Federal Voting Rights Act, the Texas Education Code, and other applicable law in implementing this Order and in carrying out and conducting the Election and any Runoff Election, whether or not expressly authorized herein.

**19. Effective Date.** This Order shall take effect immediately upon approval.



UNANIMOUSLY PASSED AND APPROVED by the RISD Board of Trustees on this 15th day of February, 2022.

By: \_\_\_\_\_

Name: Regina Harris

\_\_\_\_\_ Date Signed

Title: President, RISD Board of Trustees

ATTEST:

By: \_\_\_\_\_

Name: Debbie Rentería

\_\_\_\_\_ Date Signed

Title: Secretary, RISD Board of Trustees



## Appendix A/EI Apéndice A

### ELECTION DAY PRECINCTS RECINTOS DE VOTACIÓN EL DÍA DE LA ELECCIÓN

POLLS OPEN FROM 7:00a.m. – 7:00 p.m., May 7, 2022  
ESTARÁN ABIERTOS DE 7:00a.m. – 7:00 p.m., el 7 de mayo de 2022

#### PRECINCT NUMBER/ NÚMERO DE RECINTO

<u>Single Member District 2/</u>  <u>Distrito Uninominal 2</u>	<u>Single Member District 4/</u>  <u>Distrito Uninominal 4</u>	<u>Single Member District 5/</u>  <u>Distrito Uninominal 5</u>	
<u>1502-01</u>	<u>1003-01</u>	<u>1003-02</u>	<u>2060-01</u>
<u>2501-01</u>	<u>1005-03</u>	<u>1004-01</u>	<u>2061-01</u>
<u>2502-01</u>	<u>1028-01</u>	<u>1005-01</u>	<u>2061-03</u>
<u>2505-01</u>	<u>1029-02</u>	<u>1005-02</u>	<u>2062-01</u>
<u>2508-01</u>	<u>1030-01</u>	<u>1006-01</u>	<u>2064-01</u>
<u>2509-01</u>	<u>1038-03</u>	<u>1007-01</u>	<u>2064-04</u>
<u>2510-01</u>	<u>1039-01</u>	<u>1008-03</u>	<u>2066-01</u>
<u>2511-01</u>	<u>1040-02</u>	<u>1033-03</u>	
<u>2512-01</u>	<u>1041-01</u>	<u>1038-01</u>	
<u>2513-01</u>	<u>1042-01</u>	<u>1040-01</u>	
<u>2514-01</u>	<u>1043-02</u>	<u>1043-01</u>	
<u>2700-01</u>		<u>1044-01</u>	
<u>2701-02</u>		<u>1049-01</u>	
<u>2701-05</u>		<u>1128-01</u>	
<u>2701-06</u>		<u>1129-01</u>	
		<u>1707-04</u>	
		<u>2016-02</u>	
		<u>2017-01</u>	
		<u>2020-02</u>	
		<u>2020-03</u>	
		<u>2055-02</u>	
		<u>2056-01</u>	
		<u>2057-01</u>	
		<u>2058-01</u>	
		<u>2059-01</u>	



## APPENDIX B

### TO: ALL REGISTERED VOTERS OF THE RICHARDSON INDEPENDENT SCHOOL DISTRICT

#### NOTICE OF TRUSTEE ELECTION

The Board of Trustees of the Richardson Independent School District hereby gives notice of an election to be held on **May 7, 2022**, for the purposes of electing trustees for three-year terms in Single-Member District 2, 4, and 5. Election Precinct Numbers for Single-Member District 2, 4, and 5, are listed below in Appendix A.

**EARLY VOTING** by personal appearance will be conducted as follows:

Date	Time
Monday, April 25 – Friday, April 29, 2022	8:00 a.m. – 5:00 p.m.
Saturday, April 30, 2022	8:00 a.m. – 5:00 p.m.
Sunday, May 1, 2022	12:00 p.m. – 6:00 p.m.
Monday, May 2, – Tuesday, May 3, 2022	7:00 a.m. – 7:00 p.m.

Any qualified voter for the Joint Election may vote early by personal appearance at either the main early voting location or at any one of the Countywide Voting Centers.

**EARLY VOTING** by personal appearance will be conducted at the George L. Allen Sr. Courts Building, Main Lobby, 600 Commerce Street, Dallas, Texas 75202, and at the additional Early Voting Locations listed below. Applications for absentee ballots by mail should be mailed to Michael Scarpello, Early Voting Clerk, Elections Department, 1520 Round Table Drive, Dallas, Texas 75247. Completed ballot applications also may be emailed to [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

**ON ELECTION DAY**, voters may vote at any countywide voting center. A list of the voting centers is available on the Dallas County Elections website at [www.dallascountyvotes.org](http://www.dallascountyvotes.org). The list also is attached below.

### A : TODOS LOS VOTANTES REGISTRADOS DEL DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

#### AVISO DE ELECCIÓN DE REGENTES

Por la presente la Junta Directiva del Distrito Independiente de las Escuelas de Richardson da aviso que se llevará a cabo una elección **el día 7 de mayo del 2022**, con los propósitos (i) de elegir a regentes de la Junta de Administradores de dicho Distrito por términos de tres años para llenar Distrito Uninominal 2, 4, y 5. Los números de recintos y centros electorales se listan en los Apéndice A.

**LA VOTACIÓN TEMPRANA** en persona se llevará a cabo como sigue:

Fecha	Horario
lunes, 25 de abril– viernes, 29 de abril, 2022	8:00 a.m. – 5:00 p.m.
sábado, 30 de abril, 2022	8:00 a.m. – 5:00 p.m.
domingo, 1 de mayo, 2022	12:00 p.m. – 6:00 p.m.
lunes, 2 de mayo, – martes 3 de mayo, 2022	7:00 a.m. – 7:00 p.m.

Cualquier votante calificado para la Elección Conjunta puede votar temprano por la apariencia personal en el lugar principal de votación anticipada o en cualquiera de los Centros de Votación del Condado.

**LA VOTACIÓN TEMPRANA** en persona se llevará a cabo en el George L. Allen Sr. Courts Building, Vestíbulo principal, 600 Commerce Street, Dallas, Texas 75202, y en las ubicaciones adicionales indicadas. Para recibir una boleta para votar en ausencia, mande su solicitud por correo a Michael Scarpello, funcionario de votación temprana, en el Departamento de Elecciones, 11520 Round Table Drive, Dallas, Texas 75247. Las solicitudes para votar en ausencia también pueden ser enviadas por correo electrónico a [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

**EL DÍA DA LAS ELECCIONES**, los electores pueden votar en cualquier centro de votación del condado. Una lista de los centros de votación también se adjunta a continuación en la página [www.dallascountyvotes.org](http://www.dallascountyvotes.org). Esta lista se encuentra a continuación.



**APPENDIX B**

**Appendix A/El Apèndice A**

**ELECTION DAY PRECINCTS**  
**RECINTOS DE VOTACIÓN EL DÍA DE LA ELECCIÓN**

**POLLS OPEN FROM 7:00a.m. – 7:00 p.m., May 7, 2022**  
**ESTARÁN ABIERTOS DE 7:00a.m. – 7:00 p.m., el 7 de mayo de 2022**

**PRECINCT NUMBER/  
NÚMERO DE RECINTO**

<b><u>Single Member District 2/</u></b>  <b><u>Distrito Uninominal 2</u></b>	<b><u>Single Member District 4/</u></b>  <b><u>Distrito Uninominal 4</u></b>	<b><u>Single Member District 5/</u></b>  <b><u>Distrito Uninominal 5</u></b>	
<u>1502-01</u>	<u>1003-01</u>	<u>1003-02</u>	<u>2060-01</u>
<u>2501-01</u>	<u>1005-03</u>	<u>1004-01</u>	<u>2061-01</u>
<u>2502-01</u>	<u>1028-01</u>	<u>1005-01</u>	<u>2061-03</u>
<u>2505-01</u>	<u>1029-02</u>	<u>1005-02</u>	<u>2062-01</u>
<u>2508-01</u>	<u>1030-01</u>	<u>1006-01</u>	<u>2064-01</u>
<u>2509-01</u>	<u>1038-03</u>	<u>1007-01</u>	<u>2064-04</u>
<u>2510-01</u>	<u>1039-01</u>	<u>1008-03</u>	<u>2066-01</u>
<u>2511-01</u>	<u>1040-02</u>	<u>1033-03</u>	
<u>2512-01</u>	<u>1041-01</u>	<u>1038-01</u>	
<u>2513-01</u>	<u>1042-01</u>	<u>1040-01</u>	
<u>2514-01</u>	<u>1043-02</u>	<u>1043-01</u>	
<u>2700-01</u>		<u>1044-01</u>	
<u>2701-02</u>		<u>1049-01</u>	
<u>2701-05</u>		<u>1128-01</u>	
<u>2701-06</u>		<u>1129-01</u>	
		<u>1707-04</u>	
		<u>2016-02</u>	
		<u>2017-01</u>	
		<u>2020-02</u>	
		<u>2020-03</u>	
		<u>2055-02</u>	
		<u>2056-01</u>	
		<u>2057-01</u>	
		<u>2058-01</u>	
		<u>2059-01</u>	



**ORDEN DE LA JUNTA DE REGENTES DEL DISTRITO ESCOLAR  
INDEPENDIENTE DE RICHARDSON CONVOCANDO ELECCIONES  
GENERALES, DISPONIENDO ACERCA DE LA REALIZACIÓN Y  
CONVOCATORIA A LAS ELECCIONES, Y CONTENTIVA DE OTRAS  
DISPOSICIONES EN RELACIÓN CON LO ANTERIOR**

El día 15 de febrero de 2022, con un quórum de la Junta Directiva (la “Junta”) del DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON (“RISD” o el “Distrito”) se reunió en una asamblea legalmente convocada en la cual, entre otros, determinaron lo siguiente:

**POR CUANTO**, en una asamblea legalmente convocada el día 4 de febrero de 2019, la Junta adoptó una Resolución y Orden por medio de los cuales se cambió su sistema electoral general con un sistema combinado de distrito general/uninominal, conocido como un “Sistema 5:2”; y

**POR CUANTO**, en una asamblea convocada legalmente el día 20 de mayo de 2019, la Junta adoptó un plan de transición para incorporar gradualmente el Sistema 5:2 en la medida en que se vencen los mandatos de los regentes actuales; y

**POR CUANTO**, los mandatos de los siguientes regentes se vencen el día 7 de mayo de 2022, o cuando sus sucesores sean debidamente elegidos y calificados:

- Eron Linn, Miembro del Distrito Uninominal 2;
- Regina Harris, Miembro del Distrito Uninominal 4; y
- Cargo Vacante, Miembro del Distrito Uninominal 5;

**POR CUANTO**, la Junta Directiva desea celebrar elecciones generales de regentes para los Miembros de los Distritos Uninominales 2, 4 y 5; y,

**POR CUANTO**, es necesario y recomendable convocar y celebrar elecciones para y dentro de RISD a los fines antes indicados; y

**POR CUANTO**, la ley de Texas exige que RISD celebre dichas elecciones en una fecha de elecciones uniforme establecida por la Sección 41.001(a) del Código de Elecciones de Texas, según sus modificaciones, y el que se celebren las elecciones en la referida fecha se conforma con la meta de la Junta de garantizar la excelencia en las operaciones; y

**POR CUANTO**, la Junta tiene o celebrará un convenio para los servicios electorales con el Administrador Electoral del Condado de Dallas y un convenio para realizar unas elecciones conjuntas con otras subdivisiones políticas dentro del Condado de Dallas, todo según lo ordena la Junta conforme al presente; y

**POR CUANTO**, la asamblea en la que se considera esta Orden estará abierta al público; y la notificación pública de la hora, lugar y objetos de la asamblea fue realizada



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según lo exige el Capítulo 551 del Código de Gobierno de Texas, según sus modificaciones;

**AHORA, POR LO TANTO, LA JUNTA DIRECTIVA DEL DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON ORDENA:**

**1. Determinaciones.** Las declaraciones contenidas en el preámbulo de esta Orden son fieles y exactas y quedan adoptadas por este medio como conclusiones de hecho y como parte de las disposiciones operativas de la presente.

**2. Fecha y Objetos de las Elecciones.** Se celebrarán elecciones generales para y dentro del RISD el día 7 de mayo de 2022 (“Día de las Elecciones”), conforme a lo dispuesto en el Código Electoral de Texas. Las Elecciones serán celebradas a los fines de elegir a tres miembros de la Junta Directiva de RISD: un miembro en el Distrito Uninominal 2, un miembro en el Distrito Uninominal 4, y un miembro en el Distrito Uninominal 5.

**3. Candidatos a Elección en la Junta Directiva.** Todas las solicitudes por los candidatos de que se incorporen sus nombres en la boleta para la elección general de la Junta Directiva de RISD (i) deberán realizarse de manera oportuna conforme a lo dispuesto por la ley, (ii) deberán constar por escrito, (iii) deberán indicar el número del cargo (número del Miembro de Distrito Uninominal o Cargo General) para el cual dicha persona se postula como candidato, (iv) deberán estar firmados por el candidato, y (v) deberán consignarse ante la Secretaria de la Junta Directiva de RISD (la “Secretaria”) o la persona por ésta designada, en el Edificio de Administración de RISD, 400 South Greenville Avenue, Richardson, Texas 75081, a partir del 19 de enero de 2022, y a más tardar a las 5:00 p.m. del 18 de febrero de 2022 (salvo que la fecha límite para consignar una declaración de candidatura por nominación directa será las 5:00 p.m. del 22 de febrero de 2022), para las elecciones generales; y

La oficina estará abierta de lunes a jueves hasta las 4:30 p.m., y los viernes hasta las 4:00 p.m., los días normales de oficina, y hasta las 5:00 p.m. los días 18 y 22 de febrero de 2022.

**4. Declaración Jurada de Lealtad.** Todos los candidatos a elección a la Junta Directiva de RISD deberán consignar junto a dicha solicitud la declaración jurada de lealtad exigida por la sección 141.031 (a)(4)(K) del Código Electoral.

**5. Listado de Candidatos Publicado.** La Secretaria o la persona designada por ésta deberá publicar en el edificio en el que se reúna la Junta Directiva los nombres de todos los candidatos que hayan consignado sus solicitudes según los términos y disposiciones de esta Orden.

**6. Personas Calificadas para Votar.** Todos los residentes calificados para votar en el Distrito podrán optar a votar en las Elecciones.

**7. Recintos Electorales, Lugares para Votar el Día de las Elecciones/Horario de los Comicios.** Los recintos electorales para las Elecciones (los



“Recintos Electorales”) constarán del territorio dentro de las fronteras de los Distritos Uninominales 2, 4 y 5, ubicado en uno o más de los recintos electorales del Condado de Dallas, que llevan los números de recinto previstos en el Apéndice A, el cual se acompaña e incorpora como si estuviera incluido en su totalidad. Los lugares de los centros de votación durante la elección general el Día de las Elecciones para todos los Recintos Electorales en los Distritos Uninominales 2, 4, y 5 serán según sean designados por el Departamento de Elecciones del Condado de Dallas. Los comicios en todos los lugares de votación estarán abiertos el Día de las Elecciones de 7:00 a.m. a 7:00 p.m.

**8. Jueces Electorales/Otros Oficiales Electorales.** El Departamento Electoral del Condado de Dallas designará Jueces Electorales antes del Día de las Elecciones y los Jueces Electorales podrán modificarse y los lugares de los comicios podrán combinarse para algunos recintos, conforme a las decisiones del Departamento de Elecciones del Condado de Dallas. La Junta por este medio autoriza al Presidente de la Junta Directiva de RISD a designar a cualesquiera otros oficiales que no se encuentren aquí designados según sean necesarios y apropiados para llevar a cabo las Elecciones conforme al Código Electoral.

**9. Lugares, Fechas y Horas para Votación Temprana.** Michael Scarpello, Administrador de Elecciones (o la persona que éste designe o su sucesor) queda designado por este medio como Oficial para las votaciones tempranas. La dirección postal del Oficial para la Votación Temprana a la que serán enviadas las solicitudes de boletas y a la que las personas que voten por correo enviarán sus boletas con sus votos es Departamento de Elecciones del Condado de Dallas, 1520 Round Table Drive, Dallas, Texas 75247. Las solicitudes de boletas cumplimentadas también pueden enviarse por correo electrónico a [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

El plazo para la votación temprana mediante comparecencia personal será entre el lunes, 25 de abril de 2022 y el martes, 3 de mayo de 2022. La dirección del principal lugar para la votación temprana será George L. Allen Sr. Courts Building, 600 Commerce Street, Dallas, Texas 75202. La votación temprana mediante comparecencia personal será realizada en las siguientes fechas y horas:

Fecha	Hora
Lunes, 25 de abril de 2022 – Viernes, 29 de abril de 2022	8:00 a.m. – 5:00 p.m.
Sábado, 30 de abril de 2022	8:00 a.m. – 5:00 p.m.
Domingo, 1º de mayo de 2022	12:00 p.m. – 6:00 p.m.
Lunes, 2 de mayo de 2022 – Martes, 3 de mayo de 2022	7:00 a.m. – 7:00 p.m.

La votación temprana mediante comparecencia personal podrá realizarse durante las fechas arriba indicadas en el principal lugar para la votación temprana identificado anteriormente y en aquellos otros lugares designados por el Departamento de Elecciones del Condado de Dallas.

**10. Elección Conjunta.** RISD participará en una elección conjunta, con otros entes gubernamentales participantes en el Condado de Dallas que también celebran sus comicios el Día de las Elecciones. David Pate, Director Financiero, queda autorizado para contratar con el Condado de Dallas y la Corte de Comisionados, o cualquier otra agencia, en nombre del Distrito, para la realización de estas elecciones por la oficina del Administrador de Elecciones del Condado de Dallas en una elección conjunta con otros



entes gubernamentales participantes en el Condado de Dallas. Bajo el Contrato de Servicios de Elecciones Conjuntas, el Administrador de Elecciones del Condado de Dallas prestará los servicios previstos en el contrato y en la legislación aplicable, incluyendo la coordinación, supervisión y el manejo de todos los aspectos administrativos de las Elecciones Conjuntas, de conformidad con lo dispuesto en la legislación aplicable.

**11. Sistema de Votación/Formato de las Elecciones.** La votación en las Elecciones Generales, la votación temprana en ellas, y la votación en cualesquiera comicios de segunda vuelta se hará mediante el uso de sistemas de votación y boletas legalmente aprobadas. Esta Junta Directiva ha determinado que los siguientes sistemas de votación u otro sistema similar armonizado, aprobado por el Secretario de Estado conforme a lo dispuesto en el Código Electoral de Texas, estarán disponibles en los lugares de comicios durante las elecciones generales y cualesquiera elecciones de segunda vuelta:

Sistemas y Software de Elecciones (ES&S) Sistema de Votación Universal (Dispositivo Marcador de Boletas), EVS 6.0.2.0, Firmware 2.4.0.0; el Escáner de Recintos Digital ES&S DS200, EVS 6.0.2.0, Firmware 2.17.0.0; y el Escáner y Tabulador de Alta Velocidad ES&S Modelo DS850, Versión 1, EVS 6.0.2.0.

La forma de celebrar las elecciones estará regida por el Código Electoral y demás leyes aplicables, incluyendo el Código Educativo de Texas, el Código de Gobierno de Texas, y la Ley Federal sobre el Derecho al Voto de 1965, según sus modificaciones, incluyendo en especial el Capítulo 272 del Código correspondiente a los requisitos bilingües. La oficina del Administrador de Elecciones del Condado de Dallas suministrará todas las boletas necesarias y demás suministros electorales requeridos para dicha elección.

**12. Contabilización de Boletas.** Inmediatamente tras celebrarse las Elecciones, el Juez de Comicios del Precinto entregará las boletas con los votos en la caja de boletas cerrada y todas las planillas y suministros electorales a la estación de contabilización satélite designada por el Departamento de Elecciones del Condado de Dallas para ese recinto, para su posterior transporte a la Estación de Contabilización Central en el Departamento de Elecciones del Condado de Dallas, 1520 Round Table Drive, Dallas, Texas 75247. El Departamento de Elecciones será responsable por establecer y operar la estación de contabilización central para recibir y tabular las boletas de votos, según las disposiciones del Código Electoral de Texas.

**13. Reportes de los Resultados de las Elecciones.** La Junta Directiva designa por este medio, según el Código Electoral de Texas, a Michael Scarpello, Administrador de Elecciones del Condado de Dallas (o a la persona que éste designe o a su sucesor), como Gerente de la estación de contabilización central, y a un Representante de Comicios Conjuntos (o a la persona que designe o a su sucesor), quien está aún por determinar, como juez presidente. El Gerente o su representante entregará informes acumulativos oportunos sobre los resultados de las elecciones en la medida en que sean tabulados los resultados electorales. El Gerente será responsable por emitir los totales acumulativos y los resultados por recinto de las elecciones a los participantes conjuntos, candidatos, prensa y al público en general mediante la distribución de copias impresas o transmisiones electrónicas (en cuanto sea accesible).



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**14. Voto Mayoritario.** Los Regentes serán elegidos por una mayoría de votos, lo que significa que el candidato que reciba una mayoría de los votos ganará.

**15. Empate en los Votos/Elecciones de Segunda Vuelta.** En caso de ocurrir un empate en los votos en las Elecciones Generales, los candidatos empatados podrán convenir en sortearse el voto. De otra forma, se celebrarán unas segundas elecciones (las “Elecciones de Segunda Vuelta”) el día 18 de junio de 2022 (el “Día de las Elecciones de Segunda Vuelta”). Si otro ente involucrado en las Elecciones Conjuntas también realizara Elecciones de Segunda Vuelta en la misma fecha, el Departamento de Elecciones del Condado de Dallas designará cuál de los lugares de comicios anteriormente designados para la Votación Temprana y el Día de Elecciones será utilizado para las Elecciones de Segunda Vuelta.

Los lugares de los comicios estarán abiertos de 7:00 a.m. a 7:00 p.m. para la votación el Día de las Elecciones de Segunda Vuelta y todos los procedimientos utilizados para el escrutinio de los resultados electorales serán los mismos que los utilizados el día 7 de mayo de 2022. La votación temprana por comparecencia personal en cualquier Elección de Segunda Vuelta será celebrada y designada por el Departamento de Elecciones del Condado de Dallas. La dirección a la cual deben enviarse las solicitudes y boletas con votos por correo será la siguiente: Oficial de Votación Temprana, Departamento de Elecciones del Condado de Dallas, 1520 Round Table Drive, Dallas, Texas 75247, o por correo electrónico a [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org). Las fechas y horas para la votación temprana por comparecencia personal será determinada y establecida por el Departamento de Elecciones del Condado de Dallas.

**16. Orden y Notificación de Elecciones Combinadas.** La Junta Directiva debe notificar sobre las Elecciones Generales y sobre las Elecciones de Segunda Vuelta, en caso de ser necesarias Elecciones de segunda vuelta, y esta Orden y Notificación de Elecciones Combinadas (Apéndice B) servirá como Notificación para todas las elecciones correspondientes.

**17. Anuncio y Publicación de Orden y Notificación de Elecciones Combinadas.** La Secretaria o la persona por ella designada queda por este medio autorizada e instruida para publicar o procurar la publicación, tanto en inglés como en español, de la Notificación de Elecciones Generales que se acompaña, en tres lugares públicos en los que se acostumbre publicar en el Distrito, en la cartelera utilizada para publicar notificaciones de las asambleas de la Junta Directiva RISD, en el portal del Distrito, y en cualesquiera otros lugares según lo exija la ley. Las Elecciones del Condado de Dallas también conllevarán a que sea publicada una copia de esta Orden y Notificación de Elecciones Combinadas, en una oportunidad, en un periódico de circulación general en el Condado de Dallas, Texas.

**a. Elecciones Generales: Anuncio de Orden y Notificación de Elecciones.** Esta Orden y Notificación de Elecciones y/o Notificación de Elecciones Generales (Apéndice B) deberá ser anunciada, de la manera anteriormente descrita, a más tardar para el día 21 (16 de abril de 2022) antes de las elecciones del 7 de mayo de 2022.



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b. **Elecciones Generales: Publicación de Orden y Notificación de Elecciones.** Esta Orden y Notificación de Elecciones y/o Notificación de Elecciones Generales (Apéndice B) deberá ser publicada, de la manera anteriormente descrita, no más de 30 días (7 de abril de 2022) ni menos de 10 días (27 de abril de 2022) antes de la fecha de las elecciones del 7 de mayo de 2022.

c. **Elecciones de Segunda Vuelta: Anuncio de Orden y Notificación de Elecciones.** En caso que resulte necesario celebrar Elecciones de Segunda vuelta, esta Orden y Notificación de Elecciones combinadas y/o Notificación de Elecciones Generales anexa deberá ser anunciada, de la manera anteriormente descrita, no más de 30 días (19 de mayo de 2022) ni menos de 10 días (8 de junio de 2022) antes de la fecha de las Elecciones de Segunda Vuelta del 8 de junio de 2022.

**18. Autoridad para Actuar.** El Presidente y la Secretaria de la Junta Directiva RISD, el Superintendente y sus representantes designados, previa consulta con los Asesores Generales, quedan por este medio autorizados para tomar todas y cualesquiera acciones sean necesarias (sean autorizadas expresamente o mencionadas en el presente) para cumplir con las disposiciones del Código Electoral, la Ley Federal sobre el Derecho al Voto, el Código Educativo de Texas, y demás leyes aplicables, en la implementación de esta Orden y en la realización y conducta de las Elecciones y las Elecciones de Segunda Vuelta, de ser el caso, sea que se encuentren o no expresamente autorizados conforme al presente.

**19. Fecha de Vigencia.** Esta Orden entrará en vigencia inmediatamente tras su aprobación.

PASADO Y APROBADO UNÁNIMEMENTE por la Junta Directiva RISD en fecha de hoy, 15 de febrero de 2022.

Por: \_\_\_\_\_  
Nombre: Regina Harris  
Cargo: Presidente, Junta Directiva de RISD

\_\_\_\_\_  
Fecha de la Firma

DA FE:

Por: \_\_\_\_\_  
Nombre: Debbie Rentería  
Cargo: Secretaria, Junta Directiva de RISD

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Fecha de la Firma



## Appendix A/EI Apéndice A

### ELECTION DAY PRECINCTS RECINTOS DE VOTACIÓN EL DÍA DE LA ELECCIÓN

POLLS OPEN FROM 7:00a.m. – 7:00 p.m., May 7, 2022  
ESTARÁN ABIERTOS DE 7:00a.m. – 7:00 p.m., el 7 de mayo de 2022

#### PRECINCT NUMBER/ NÚMERO DE RECINTO

<u>Single Member District 2/</u>  <u>Distrito Uninominal 2</u>	<u>Single Member District 4/</u>  <u>Distrito Uninominal 4</u>	<u>Single Member District 5/</u>  <u>Distrito Uninominal 5</u>	
<u>1502-01</u>	<u>1003-01</u>	<u>1003-02</u>	<u>2059-01</u>
<u>2501-01</u>	<u>1005-03</u>	<u>1004-01</u>	<u>2060-01</u>
<u>2502-01</u>	<u>1028-01</u>	<u>1005-01</u>	<u>2061-01</u>
<u>2505-01</u>	<u>1029-02</u>	<u>1005-02</u>	<u>2061-03</u>
<u>2508-01</u>	<u>1030-01</u>	<u>1006-01</u>	<u>2062-01</u>
<u>2509-01</u>	<u>1038-03</u>	<u>1007-01</u>	<u>2064-01</u>
<u>2510-01</u>	<u>1039-01</u>	<u>1008-03</u>	<u>2064-04</u>
<u>2511-01</u>	<u>1040-02</u>	<u>1033-03</u>	<u>2066-01</u>
<u>2512-01</u>	<u>1041-01</u>	<u>1038-01</u>	
<u>2513-01</u>	<u>1042-01</u>	<u>1040-01</u>	
<u>2514-01</u>	<u>1043-02</u>	<u>1043-01</u>	
<u>2700-01</u>		<u>1044-01</u>	
<u>2701-02</u>		<u>1049-01</u>	
<u>2701-05</u>		<u>1128-01</u>	
<u>2701-06</u>		<u>1129-01</u>	
		<u>1707-04</u>	
		<u>2010-02</u>	
		<u>2016-02</u>	
		<u>2017-01</u>	
		<u>2020-02</u>	
		<u>2020-03</u>	
		<u>2055-02</u>	
		<u>2056-01</u>	
		<u>2057-01</u>	
		<u>2058-01</u>	



## APÉNDICE B

### TO: ALL REGISTERED VOTERS OF THE RICHARDSON INDEPENDENT SCHOOL DISTRICT

#### NOTICE OF TRUSTEE ELECTION

The Board of Trustees of the Richardson Independent School District hereby gives notice of an election to be held on **May 7, 2022**, for the purposes of electing trustees for three-year terms in Single-Member District 2, 4, and 5. Election Precinct Numbers for Single-Member District 2, 4, and 5, are listed below in Appendix A.

**EARLY VOTING** by personal appearance will be conducted as follows:

Date	Time
Monday, April 25 – Friday, April 29, 2022	8:00 a.m. – 5:00 p.m.
Saturday, April 30, 2022	8:00 a.m. – 5:00 p.m.
Sunday, May 1, 2022	12:00 p.m. – 6:00 p.m.
Monday, May 2, – Tuesday, May 3, 2022	7:00 a.m. – 7:00 p.m.

Any qualified voter for the Joint Election may vote early by personal appearance at either the main early voting location or at any one of the Countywide Voting Centers.

**EARLY VOTING** by personal appearance will be conducted at the George L. Allen Sr. Courts Building, Main Lobby, 600 Commerce Street, Dallas, Texas 75202, and at the additional Early Voting Locations listed below. Applications for absentee ballots by mail should be mailed to Michael Scarpello, Early Voting Clerk, Elections Department, 1520 Round Table Drive, Dallas, Texas 75247. Completed ballot applications also may be emailed to [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

**ON ELECTION DAY**, voters may vote at any countywide voting center. A list of the voting centers is available on the Dallas County Elections website at [www.dallascountyvotes.org](http://www.dallascountyvotes.org). The list also is attached below.

### A : TODOS LOS VOTANTES REGISTRADOS DEL DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

#### AVISO DE ELECCIÓN DE REGENTES

Por la presente la Junta Directiva del Distrito Independiente de las Escuelas de Richardson da aviso que se llevará a cabo una elección **el día 7 de mayo del 2022**, con los propósitos (i) de elegir a regentes de la Junta Directiva de dicho Distrito por términos de tres años para llenar Distrito Uninominal 2, 4, y 5. Los números de recintos y centros electorales se listan en los Apéndice A.

**LA VOTACIÓN TEMPRANA** en persona se llevará a cabo como sigue:

Fecha	Horario
lunes, 25 de abril– viernes, 29 de abril, 2022	8:00 a.m. – 5:00 p.m.
sábado, 30 de abril, 2022	8:00 a.m. – 5:00 p.m.
domingo, 1 de mayo, 2022	12:00 p.m. – 6:00 p.m.
lunes, 2 de mayo, – martes 3 de mayo, 2022	7:00 a.m. – 7:00 p.m.

Cualquier votante calificado para la Elección Conjunta puede votar temprano por la apariencia personal en el lugar principal de votación anticipada o en cualquiera de los Centros de Votación del Condado.

**LA VOTACIÓN TEMPRANA** en persona se llevará a cabo en el George L. Allen Sr. Courts Building, Vestíbulo principal, 600 Commerce Street, Dallas, Texas 75202, y en las ubicaciones adicionales indicadas.. Para recibir una boleta para votar en ausencia, mande su solicitud por correo a Michael Scarpello, Funcionario de votación temprana, en el Departamento de Elecciones, 11520 Round Table Drive, Dallas, Texas 75247. Las solicitudes para votar en ausencia también pueden ser enviadas por correo electrónico a [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

**EL DÍA DA LAS ELECCIONES**, los electores pueden votar en cualquier centro de votación del condado. Una lista de los centros de votación también se adjunta a continuación en la página [www.dallascountyvotes.org](http://www.dallascountyvotes.org). Esta lista se encuentra a continuación.



APÉNDICE B

**Appendix A/EI Apèndice A**

**ELECTION DAY PRECINCTS**  
**RECINTOS DE VOTACIÓN EL DÍA DE LA ELECCIÓN**

**POLLS OPEN FROM 7:00a.m. – 7:00 p.m., May 7, 2022**  
**ESTARÁN ABIERTOS DE 7:00a.m. – 7:00 p.m., el 7 de mayo de 2022**

**PRECINCT NUMBER/  
NÚMERO DE RECINTO**

<b><u>Single Member District 2/</u></b>  <b><u>Distrito Uninominal 2</u></b>	<b><u>Single Member District 4/</u></b>  <b><u>Distrito Uninominal 4</u></b>	<b><u>Single Member District 5/</u></b>  <b><u>Distrito Uninominal 5</u></b>	
<u>1502-01</u>	<u>1003-01</u>	<u>1003-02</u>	<u>2059-01</u>
<u>2501-01</u>	<u>1005-03</u>	<u>1004-01</u>	<u>2060-01</u>
<u>2502-01</u>	<u>1028-01</u>	<u>1005-01</u>	<u>2061-01</u>
<u>2505-01</u>	<u>1029-02</u>	<u>1005-02</u>	<u>2061-03</u>
<u>2508-01</u>	<u>1030-01</u>	<u>1006-01</u>	<u>2062-01</u>
<u>2509-01</u>	<u>1038-03</u>	<u>1007-01</u>	<u>2064-01</u>
<u>2510-01</u>	<u>1039-01</u>	<u>1008-03</u>	<u>2064-04</u>
<u>2511-01</u>	<u>1040-02</u>	<u>1033-03</u>	<u>2066-01</u>
<u>2512-01</u>	<u>1041-01</u>	<u>1038-01</u>	
<u>2513-01</u>	<u>1042-01</u>	<u>1040-01</u>	
<u>2514-01</u>	<u>1043-02</u>	<u>1043-01</u>	
<u>2700-01</u>		<u>1044-01</u>	
<u>2701-02</u>		<u>1049-01</u>	
<u>2701-05</u>		<u>1128-01</u>	
<u>2701-06</u>		<u>1129-01</u>	
		<u>1707-04</u>	
		<u>2010-02</u>	
		<u>2016-02</u>	
		<u>2017-01</u>	
		<u>2020-02</u>	
		<u>2020-03</u>	
		<u>2055-02</u>	
		<u>2056-01</u>	
		<u>2057-01</u>	
		<u>2058-01</u>	



# **LỆNH CỦA HỘI ĐỒNG CHƯỜNG QUẢN HỌC KHU ĐỘC LẬP RICHARDSON KÊU GOI MỘT CUỘC TỔNG TUYỂN CỬ, LẬP RA CÁC ĐIỀU KHOẢN VỀ TIẾN HÀNH VÀ THÔNG BÁO VỀ CUỘC BẦU CỬ, VÀ ĐƯA RA NỘI DUNG VỀ NHỮNG ĐIỀU KHOẢN KHÁC LIÊN QUAN**

Vào ngày 15 tháng 02 năm 2022, một nhóm nhỏ thành viên Hội đồng Chương quản (“Hội đồng Chương quản”) của HỌC KHU ĐỘC LẬP RICHARDSON (sau đây gọi tắt là “RISD” hoặc “Học khu”) đã được triệu tập trong một cuộc họp được gọi là hợp pháp, và cùng với các thủ tục khác, xác định những điều sau đây:

**XÉT RẰNG**, tại cuộc họp được gọi là hợp pháp vào ngày 04 tháng 02 năm 2019, Hội đồng đã thông qua Nghị quyết và Lệnh thay thế hệ thống bầu cử tổng quát của mình bằng một hệ thống kết hợp tổng quát/cá nhân, được gọi là “Hệ thống 5:2;” và

**XÉT RẰNG**, tại cuộc họp được gọi là hợp pháp vào ngày 20 tháng 05 năm 2019, Hội đồng Chương quản đã thông qua kế hoạch chuyển đổi sang giai đoạn trong Hệ thống 5:2 khi các nhiệm kỳ của chương quản hiện tại hết hạn; và

**XÉT RẰNG**, nhiệm kỳ của những chương quản sau sẽ hết hạn vào ngày 07 tháng 05 năm 2022 hoặc khi những người kế nhiệm của họ được bầu hợp lệ và đủ tiêu chuẩn:

- Eron Linn, Một thành viên Học khu 2;
- Regina Harris, Một thành viên Học khu 4; và
- Vacant Seat, Một thành viên Học khu 5;

**XÉT RẰNG**, Hội đồng Chương quản mong muốn tổ chức một cuộc tổng tuyển cử chương quản cho Học khu 2, 4 và 5 dành cho Một Thành viên; và,

**XÉT RẰNG**, điều cần thiết và nên làm là kêu gọi và tổ chức một cuộc bầu cử cho và trong RISD cho (các) mục đích được nêu trong tài liệu này; và

**XÉT RẰNG**, Luật pháp Texas yêu cầu RISD tổ chức cuộc bầu cử nói trên vào một ngày bầu cử thống nhất theo Mục 41.001 (a) của Bộ luật Bầu cử Texas, theo như tu chính, và việc tổ chức cuộc bầu cử vào ngày đó sẽ hỗ trợ mục tiêu của Hội đồng là đảm bảo hoạt động xuất sắc; và

**XÉT RẰNG**, Hội đồng đã hoặc sẽ ký một thỏa thuận cho các dịch vụ bầu cử với Quản trị viên Bầu cử của Quận Dallas và ký một thỏa thuận để tiến hành một cuộc bầu cử chung với các phân khu chính trị khác trong Quận Dallas, tất cả theo lệnh của Hội đồng ở đây; và



**XÉT RẰNG**, cuộc họp đưa ra Lệnh này được công khai trước công chúng; và thông báo công khai về thời gian, địa điểm và mục đích của cuộc họp đã được đưa ra, theo yêu cầu của Chương 551 của Bộ luật Chính quyền Texas, theo như tu chính;

**VÌ VẬY, NAY, HỘI ĐỒNG CHƯỜNG QUẢN CỦA HỌC KHU ĐỘC LẬP RICHARDSON BAN HÀNH LỆNH NHƯ SAU:**

**1. Các kết luận.** Các tuyên bố trong phần mở đầu của Lệnh này là đúng sự thật và chính xác và theo đây được chấp nhận như những kết luận về thực tế và là một phần của các điều khoản có hiệu lực của lệnh này.

**2. Ngày và các Mục đích của Cuộc bầu cử.** Một cuộc tổng tuyển cử sẽ được tổ chức cho và trong RISD vào ngày 7 tháng 5 năm 2022 ("Ngày bầu cử"), theo Bộ luật Bầu cử Texas. Cuộc Bầu cử sẽ được tổ chức với mục đích bầu ba thành viên vào Ban Quản trị của RISD: một thành viên ở Khu vực Một Thành viên 2, một thành viên ở Khu vực Một Thành viên ở Quận 4 và một thành viên ở Khu vực Một Thành viên 5.

**3. Các ứng cử viên để bầu vào Hội đồng Chưởng quản.** Tất cả các yêu cầu của các ứng cử viên để ghi tên của họ lên lá phiếu cho cuộc tổng tuyển cử vào Hội đồng Chưởng quản RISD (i) sẽ được thực hiện kịp thời theo quy định của pháp luật, (ii) sẽ bằng văn bản, (iii) sẽ nêu rõ số vị trí (số Học khu của Một thành viên hoặc Vị trí tổng quát) mà người đó nộp đơn với tư cách là ứng cử viên, (iv) sẽ do ứng cử viên ký, và (v) sẽ được nộp cho Thư ký của Hội đồng Chưởng quản RISD ("Thư ký") hoặc người được cô ấy chỉ định, tại Tòa nhà Hành chính RISD, 400 South Greenville Avenue, Richardson, Texas 75081, bắt đầu vào ngày 19 tháng 01 năm 2022 và không muộn hơn 5 giờ chiều vào ngày 18 tháng 02 năm 2022 (ngoại trừ thời hạn nộp hồ sơ tuyên bố ứng cử là 5 giờ chiều ngày 22 tháng 02 năm 2022) cho cuộc tổng tuyển cử; và

Văn phòng sẽ mở cửa từ thứ Hai đến thứ Năm cho đến 4:30 chiều và thứ Sáu đến 4:00 chiều vào các ngày làm việc bình thường và cho đến 5:00 chiều vào ngày 18 và 22 tháng 2 năm 2022.

**4. Tuyên thệ trung thành.** Tất cả các ứng cử viên tranh cử vào Hội đồng Chưởng quản của RISD phải nộp cùng đơn đăng ký này bản tuyên thệ trung thành theo yêu cầu của Mục 141.031 (a) (4) (K) của Bộ luật Bầu cử.

**5. Danh sách ứng cử viên đã niêm yết.** Thư ký hoặc người được chỉ định của anh ấy/cô ấy sẽ niêm yết trong tòa nhà nơi Hội đồng Chưởng quản RISD nhóm họp, tên của tất cả các ứng cử viên đã nộp đơn theo các điều khoản và quy định của Lệnh này.

**6. Những người đủ tư cách để bỏ phiếu.** Tất cả các cử tri cư trú, đủ tiêu chuẩn của Học khu sẽ đủ điều kiện để bỏ phiếu trong Cuộc bầu cử.

**7. Khu vực bầu cử, Địa điểm bỏ phiếu trong ngày bầu cử/Thời gian bỏ phiếu.** Các khu vực bầu cử ("Khu vực bầu cử") cho Cuộc bầu cử sẽ bao gồm lãnh thổ nằm trong ranh giới của Học khu 2, 4 và 5 cho một thành viên duy nhất, nằm trong một hoặc nhiều khu vực bầu cử của Quận Dallas, mang số của khu vực bầu cử được ấn định trong Phụ lục A, được đính kèm theo đây và được tích hợp ở đây như thể được trình bày đầy đủ. Vị trí của các trung tâm bỏ phiếu để bỏ phiếu trong cuộc tổng tuyển cử vào Ngày



Bầu cử cho tất cả các Khu vực Bầu cử ở Học khu 2, 4 và 5 dành cho một Thành viên sẽ do Phòng Bầu cử Quận Dallas chỉ định. Các phòng phiếu ở tất cả các điểm bỏ phiếu sẽ mở cửa vào Ngày Bầu cử từ 7:00 sáng đến 7:00 tối.

**8. Thẩm phán bầu cử/Các quan chức bầu cử khác.** Phòng Bầu cử Quận Dallas sẽ bổ nhiệm các Thẩm phán Bầu cử trước Ngày Bầu cử và các Thẩm phán Bầu cử có thể được thay đổi và ở một số khu vực bầu cử, các địa điểm bỏ phiếu có thể được kết hợp, theo quyết định của Phòng Bầu cử Quận Dallas. Theo đây, Hội đồng ủy quyền cho Chủ tịch Hội đồng Chương quản RISD bổ nhiệm bất kỳ viên chức nào khác không được chỉ định ở đây nếu cần thiết và thích hợp để tiến hành Bầu cử theo Quy tắc Bầu cử.

**9. Địa điểm, ngày và giờ bỏ phiếu sớm.** Michael Scarpello, Quản trị viên Bầu cử (hoặc người được chỉ định hoặc người kế nhiệm) theo đây được bổ nhiệm làm Thư ký phụ trách việc bỏ phiếu sớm. Địa chỉ gửi thư của Thư ký Bỏ phiếu Sớm nơi nhận đơn bỏ phiếu và nơi tiếp nhận lá phiếu đã bầu chọn của những người bỏ phiếu qua đường bưu điện là Dallas County Elections Department, 1520 Round Table Drive, Dallas, Texas 75247 (Sở Bầu cử Quận Dallas). Đơn bỏ phiếu đã hoàn thành cũng có thể được gửi qua email đến [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

Thời gian để bỏ phiếu sớm theo hình thức cá nhân sẽ là từ Thứ Hai ngày 25 tháng 04 năm 2022 đến hết Thứ Ba ngày 03 tháng 05 năm 2022. Địa điểm của địa điểm bỏ phiếu sớm chính là Tòa nhà George L. Allen Sr. Courts, 600 Commerce Street, Dallas, Texas 75202. Bỏ phiếu sớm theo hình thức cá nhân sẽ được tiến hành vào những ngày và giờ sau:

<b>Ngày</b>	<b>Giờ</b>
Thứ hai, 25 tháng 04 năm 2022 – Thứ sáu, 29 tháng 04 năm 2022	8:00 a.m. – 5:00 p.m.
Thứ bảy, 30 tháng 04 năm 2022	8:00 a.m. – 5:00 p.m.
Chủ nhật, 01 tháng 05 năm 2022	12:00 p.m. – 6:00 p.m.
Thứ hai, 02 tháng 05 năm 2022 – Thứ ba, 03 tháng 05 năm 2022	7:00 a.m. – 7:00 p.m.

Cử tri có thể bỏ phiếu sớm theo hình thức cá nhân vào những ngày trên đây tại các điểm bỏ phiếu sớm chính được nêu ở trên và tại những địa điểm khác được Sở Bầu cử Quận Dallas chỉ định.

**10. Bầu cử chung.** RISD sẽ tham gia một cuộc bầu cử chung với các tổ chức chính phủ tham gia khác ở Quận Dallas, những người cũng đang tổ chức bầu cử vào Ngày Bầu cử. David Pate, Giám đốc Tài chính, được ủy quyền ký hợp đồng với Quận Dallas và Tòa án Ủy ban, hoặc bất kỳ cơ quan nào khác, thay mặt cho Quận để thực hiện các cuộc bầu cử này bởi văn phòng Quản trị viên Bầu cử Quận Dallas trong một bầu cử với các tổ chức chính phủ tham gia khác ở Dallas County. Theo Hợp đồng Dịch vụ Bầu



cử Chung, Quản trị viên Bầu cử của Quận Dallas sẽ thực hiện các dịch vụ bầu cử như được quy định trong hợp đồng và luật hiện hành bao gồm điều phối, giám sát và xử lý tất cả các khía cạnh của việc điều hành Cuộc Bầu cử Chung theo luật hiện hành.

**11. Hệ thống bỏ phiếu/Cách thức bầu cử.** Việc bỏ phiếu tại các cuộc Tổng tuyển cử, việc bỏ phiếu sớm và bỏ phiếu trong bất kỳ cuộc bầu cử nào sẽ được thực hiện bằng cách sử dụng các hệ thống bỏ phiếu và lá phiếu đã được phê duyệt hợp pháp. Hội đồng Chương quản này đã xác định rằng các hệ thống bỏ phiếu sau đây hoặc hệ thống tuân thủ tương tự khác, được Bộ trưởng Ngoại giao chấp thuận theo Bộ luật Bầu cử Texas, sẽ được bố trí tại các điểm bỏ phiếu trong thời gian diễn ra cuộc bầu cử chung và bất kỳ cuộc bầu cử nào.:

Hệ thống bỏ phiếu chung Election Systems & Software (ES&S) ExpressVote Universal Voting System (Thiết bị đánh dấu lá phiếu), EVS 6.0.2.0, Firmware 2.4.0.0; máy quét ES&S DS200 Digital Precinct Scanner, EVS 6.0.2.0, Firmware 2.17.0.0; và máy quét và máy lập bảng tốc độ cao ES&S Model DS850, Phiên bản 1, EVS 6.0.2.0.

Cách thức tổ chức bầu cử sẽ được điều chỉnh bởi Bộ luật Bầu cử và luật hiện hành khác, bao gồm Bộ luật Giáo dục Texas, Bộ luật Chính quyền Texas và Đạo luật Quyền Bầu cử Liên bang năm 1965, theo như tu chính, bao gồm đặc biệt là Chương 272 của Bộ luật liên quan đến yêu cầu song ngữ. Văn phòng của Quản trị viên Bầu cử Quận Dallas sẽ cung cấp tất cả các lá phiếu cần thiết và các vật dụng bầu cử khác cần thiết cho cuộc bầu cử nói trên.

**12. Đếm phiếu bầu.** Ngay sau khi cuộc Bầu cử được tổ chức, Thẩm phán bầu cử ở khu vực bầu cử sẽ chuyển các lá phiếu đã bỏ phiếu trong thùng phiếu có khóa và tất cả các biểu mẫu bầu cử và vật tư đến trạm kiểm đếm vệ tinh do Quản trị viên bầu cử Quận Dallas chỉ định cho khu vực đó, để sau đó vận chuyển đến Trung tâm Trạm kiểm phiếu tại Sở Bầu cử Quận Dallas, 1520 Round Table Drive, Dallas, Texas 75247. Sở Bầu cử sẽ chịu trách nhiệm thiết lập và vận hành trạm kiểm phiếu trung tâm để nhận và lập bảng số phiếu đã bầu phù hợp với các quy định của Bộ luật Bầu cử Texas.

**13. Báo cáo kết quả bầu cử.** Theo đây, Hội đồng Chương quản, theo Bộ luật Bầu cử Texas, bổ nhiệm Michael Scarpello, Quản trị viên Bầu cử Quận Dallas (hoặc người được chỉ định hoặc người kế nhiệm), làm Quản lý trạm kiểm phiếu trung tâm và Đại diện Bầu cử Chung (hoặc người được chỉ định hoặc người kế nhiệm), người vẫn chưa được xác định, làm chủ tọa thẩm phán chủ tọa. Người quản lý hoặc người đại diện của anh ấy/ cô ấy sẽ gửi báo cáo tích lũy kịp thời về kết quả bầu cử khi các khu bầu cử được lập bảng. Người quản lý sẽ chịu trách nhiệm thông báo tổng số tích lũy và số phiếu gửi từ khu bầu cử của cuộc bầu cử cho các bên tham gia trong cuộc bầu cử chung, ứng cử viên, báo chí và công chúng bằng cách phát hành bản in ra giấy hoặc bản truyền điện tử (nếu có thể áp dụng được).

**14. Đa số phiếu.** Các chương quản sẽ được bầu theo đa số phiếu, theo đó ứng cử viên nhận được đa số phiếu sẽ thắng.

**15. Phiếu hòa/Bầu cử Runoff (chung kết đặc biệt).** Nếu có xảy ra kết quả bỏ phiếu hòa trong cuộc Tổng tuyển cử, các ứng cử viên có phiếu hòa có thể đồng ý bỏ



phiếu. Nếu không, một cuộc bầu cử thứ hai (“Ngày bầu cử Runoff”) sẽ được tổ chức vào ngày 18 tháng 6 năm 2022 (“Ngày Bầu cử Runoff”). Nếu một tổ chức khác tham gia vào Cuộc Bầu cử Chung cũng sẽ tổ chức Cuộc Bầu cử Runoff vào ngày đó, Sở Bầu cử Quận Dallas sẽ chỉ định những địa điểm bỏ phiếu nào trong số các địa điểm được ấn định ở trên cho Ngày Bầu cử và Bầu cử Sớm mà sẽ được sử dụng cho Cuộc Bầu cử Runoff.

Các địa điểm bỏ phiếu sẽ mở cửa từ 7:00 sáng đến 7:00 tối để bỏ phiếu vào Ngày Bầu cử Runoff, và tất cả các thủ tục được sử dụng để bảo vệ các kết quả bầu cử sẽ giống như những thủ tục được sử dụng vào ngày 7 tháng 5 năm 2022. Việc bỏ phiếu sớm theo hình thức cá nhân cho bất kỳ Cuộc Bầu cử Runoff nào sẽ được tổ chức và chỉ định bởi Tổ chức Bầu cử Quận Dallas. Địa chỉ nơi nhận đơn đăng ký và lá phiếu qua thư sẽ là: Early Voting Clerk (Thư ký Bỏ phiếu Sớm), Dallas County Elections Department, 1520 Round Table Drive, Dallas, Texas 75247, hoặc qua email tới [evapplication@dallascounty.org](mailto:evapplication@dallascounty.org). Ngày và giờ cho việc bỏ phiếu sớm theo hình thức cá nhân sẽ do Phòng Bầu cử Quận Dallas xác định và thiết lập.

**16. Thông báo và Thứ tự Bầu cử Kết hợp.** Hội đồng Chương quản sẽ đưa ra thông báo về cuộc Tổng tuyển cử và Cuộc bầu cử Runoff, nếu cần phải có Cuộc bầu cử Runoff, và Thông báo và Lệnh Bầu cử kết hợp này (Phụ lục B) sẽ đóng vai trò là Thông báo cho tất cả các cuộc bầu cử như vậy.

**17. Niêm yết và Công bố Thông báo và Lệnh Bầu cử Kết hợp.** Thư ký hoặc người được chỉ định của cô ấy theo đây được ủy quyền và hướng dẫn niêm yết hoặc chỉ đạo đăng tin, bằng cả tiếng Anh và tiếng Tây Ban Nha, Thông báo Tổng tuyển cử đính kèm, cùng với danh sách các địa điểm bỏ phiếu, ở ba nơi công cộng nơi thông báo được niêm yết theo thông lệ Học khu, trên bảng thông báo được sử dụng để đăng thông báo về các cuộc họp của Hội đồng Chương quản RISD, trên trang web của Học khu, và tại bất kỳ địa điểm nào khác theo yêu cầu của luật pháp. Các cuộc bầu cử của Quận Dallas phải xuất bản một bản sao của Lệnh và Thông báo Bầu cử kết hợp này một lần trên một tờ báo lưu hành chung ở Quận Dallas, Texas.

a. **Tổng tuyển cử: Niêm yết Thông báo và Lệnh Bầu cử.** Lệnh và Thông báo Bầu cử này và/hoặc Thông báo Tổng tuyển cử kèm theo (Phụ lục B) sẽ được niêm yết, theo cách thức được mô tả ở trên, không muộn hơn ngày 21 (16 tháng 04 năm 2022) trước cuộc bầu cử ngày 07 tháng 05 năm 2022.

b. **Tổng tuyển cử: Công bố Thông báo và Lệnh Bầu cử.** Thông báo và Lệnh bầu cử kết hợp này và/hoặc Thông báo Tổng tuyển cử kèm theo (Phụ lục B) sẽ được công bố, theo cách thức được mô tả ở trên, không quá 30 ngày (ngày 07 tháng 04 năm 2022) hoặc ít hơn 10 ngày (ngày 27 tháng 04 năm 2022) trước ngày bầu cử 07 tháng 05 năm 2022.

c. **Bầu cử Runoff: Niêm yết Thông báo về Lệnh và Thông báo Bầu cử.** Trong trường hợp cần thiết phải tổ chức một cuộc Bầu cử Runoff, Lệnh và Thông báo Bầu cử kết hợp này và/hoặc Thông báo về Tổng tuyển cử kèm theo sẽ phải được niêm yết, theo cách thức được mô tả ở trên, không sớm hơn 30 ngày (ngày 19 tháng 5 năm 2022) và không muộn hơn hơn 10 ngày (08 tháng 06 năm 2022) trước ngày 08 tháng 6 năm 2022 của Cuộc bầu cử Runoff.



**18. Thẩm quyền hành động.** Chủ tịch và Thư ký của Hội đồng Chương quản RISD, Giám đốc điều hành và những người được chỉ định của họ, với sự tham vấn của Tổng cố vấn, theo đây được ủy quyền thực hiện bất kỳ và tất cả các hành động cần thiết (cho dù được ủy quyền rõ ràng hoặc được đề cập ở đây) để tuân thủ các quy định của Bộ luật Bầu cử, Đạo luật Quyền Bầu cử Liên bang, Bộ luật Giáo dục Texas và các luật hiện hành khác trong việc thực hiện Lệnh này và trong việc thực hiện và tiến hành Bầu cử và bất kỳ Cuộc Bầu cử Bỏ phiếu nào, cho dù có được ủy quyền rõ ràng ở đây hay không.

**19. Ngày hiệu lực.** Lệnh này sẽ có hiệu lực ngay sau khi được chấp thuận.

ĐƯỢC NHẤT TRÍ THÔNG QUA VÀ PHÊ DUYỆT bởi Hội đồng Chương quản RISD vào ngày 15 tháng 02 năm 2022.

Bởi: \_\_\_\_\_  
Tên: Regina Harris Ngày ký  
Chức danh: Chủ tịch, Hội đồng Chương quản RISD

CHỨNG NHẬN:

Bởi: \_\_\_\_\_  
Tên: Debbie Rentería Ngày ký  
Chức danh: Thư ký, Hội đồng Chương quản RISD



## Appendix A/ PHỤ LỤC A

### ELECTION DAY PRECINCTS CÁC KHU VỰC TRONG NGÀY BẦU CỬ

**POLLS OPEN FROM 7:00a.m. – 7:00 p.m., May 7, 2022**  
**PHÒNG PHIẾU MỞ CỬA TỪ 7:00a.m. – 7:00 p.m., Ngày 07 Tháng 05 năm 2022**

#### PRECINCT NUMBER/ SỐ CỦA KHU VỰC

<u>Single Member District 2//</u> <u>Một thành viên</u> <u>Hoc khu 2/</u>	<u>Single Member District 4/</u> <u>Một thành viên</u> <u>Hoc khu 4</u>	<u>Single Member District 5/</u> <u>Một thành viên Hoc khu 5</u>	
<u>1502-01</u>	<u>1003-01</u>	<u>1003-02</u>	<u>2059-01</u>
<u>2501-01</u>	<u>1005-03</u>	<u>1004-01</u>	<u>2060-01</u>
<u>2502-01</u>	<u>1028-01</u>	<u>1005-01</u>	<u>2061-01</u>
<u>2505-01</u>	<u>1029-02</u>	<u>1005-02</u>	<u>2061-03</u>
<u>2508-01</u>	<u>1030-01</u>	<u>1006-01</u>	<u>2062-01</u>
<u>2509-01</u>	<u>1038-03</u>	<u>1007-01</u>	<u>2064-01</u>
<u>2510-01</u>	<u>1039-01</u>	<u>1008-03</u>	<u>2064-04</u>
<u>2511-01</u>	<u>1040-02</u>	<u>1033-03</u>	<u>2066-01</u>
<u>2512-01</u>	<u>1041-01</u>	<u>1038-01</u>	
<u>2513-01</u>	<u>1042-01</u>	<u>1040-01</u>	
<u>2514-01</u>	<u>1043-02</u>	<u>1043-01</u>	
<u>2700-01</u>		<u>1044-01</u>	
<u>2701-02</u>		<u>1049-01</u>	
<u>2701-05</u>		<u>1128-01</u>	
<u>2701-06</u>		<u>1129-01</u>	
		<u>1707-04</u>	
		<u>2010-02</u>	
		<u>2016-02</u>	
		<u>2017-01</u>	
		<u>2020-02</u>	
		<u>2020-03</u>	
		<u>2055-02</u>	
		<u>2056-01</u>	
		<u>2057-01</u>	
		<u>2058-01</u>	



## PHỤ LỤC B

### TO: ALL REGISTERED VOTERS OF THE RICHARDSON INDEPENDENT SCHOOL DISTRICT NOTICE OF TRUSTEE ELECTION

The Board of Trustees of the Richardson Independent School District hereby gives notice of an election to be held on **May 7, 2022**, for the purposes of electing trustees for three-year terms in Single-Member District 2, 4, and 5. Election Precinct Numbers for Single-Member District 2, 4, and 5, are listed below in Appendix A.

**EARLY VOTING** by personal appearance will be conducted as follows:

Date	Time
Monday, April 25 – Friday, April 29, 2022	8:00 a.m. – 5:00 p.m.
Saturday, April 30, 2022	8:00 a.m. – 5:00 p.m.
Sunday, May 1, 2022	12:00 p.m. – 6:00 p.m.
Monday, May 2, – Tuesday, May 3, 2022	7:00 a.m. – 7:00 p.m.

Any qualified voter for the Joint Election may vote early by personal appearance at either the main early voting location or at any one of the Countywide Voting Centers.

**EARLY VOTING** by personal appearance will be conducted at the George L. Allen Sr. Courts Building, Main Lobby, 600 Commerce Street, Dallas, Texas 75202, and at the additional Early Voting Locations listed below. Applications for absentee ballots by mail should be mailed to Michael Scarpello, Early Voting Clerk, Elections Department, 1520 Round Table Drive, Dallas, Texas 75247. Completed ballot applications also may be emailed to [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

**ON ELECTION DAY**, voters may vote at any countywide voting center. A list of the voting centers is available on the Dallas County Elections website at [www.dallascountyvotes.org](http://www.dallascountyvotes.org). The list also is attached below.

**GỬI ĐẾN: TẤT CẢ CÁC CỬ TRI CÓ ĐĂNG KÝ CỦA HỌC KHU ĐỘC LẬP RICHARDSON**

### THÔNG BÁO VỀ CUỘC BẦU CỬ CHUỖNG QUẬN

Hội đồng Chuông quận của Học khu Độc lập Richardson thông báo về một cuộc bầu cử sẽ được tổ chức vào ngày 07 tháng 05 năm 2022, với mục đích bầu các chuông quận cho nhiệm kỳ ba năm tại Học khu Một Thành viên 2, 4 và 5. Các con số cho Học khu 2, 4 và 5 dành cho một Thành viên được liệt kê dưới đây trong Phụ lục A.

**BẦU CỬ SỚM** bằng hình thức cá nhân sẽ được tiến hành như sau:

Ngày	Thời gian
Thứ hai, 25 Tháng 04 – Thứ sáu, 29 Tháng 04 năm 2022	8:00 a.m. – 5:00 p.m.
Thứ bảy, 30 Tháng 04 năm 2022	8:00 a.m. – 5:00 p.m.
Chủ nhật, ngày 01 tháng 05 năm 2022	12:00 p.m. – 6:00 p.m.
Thứ hai, ngày 02 tháng 05 – Thứ ba, ngày 03 tháng 05 năm 2022	7:00 a.m. – 7:00 p.m.

Bất kỳ cử tri đủ tiêu chuẩn nào cho Cuộc Bầu cử Chung đều có thể bỏ phiếu sớm bằng hình thức cá nhân tại địa điểm bỏ phiếu sớm chính hoặc tại bất kỳ Trung tâm Bỏ phiếu Toàn Quận nào.

**BẦU CỬ SỚM** bằng hình thức cá nhân sẽ được tiến hành tại Tòa nhà George L. Allen Sr., Sảnh Chính, 600 Commerce Street, Dallas, Texas 75202, và tại các Địa điểm Bỏ phiếu Sớm bổ sung được liệt kê bên dưới. Đơn xin bỏ phiếu vắng mặt qua đường bưu điện phải được gửi đến Michael Scarpello, Early Voting Clerk (Thư ký Bỏ phiếu Sớm), Elections Department, 1520 Round Table Drive, Dallas, Texas 75247. Đơn xin bỏ phiếu đã điền đầy đủ thông tin cũng có thể được gửi qua email đến [evapplications@dallascounty.org](mailto:evapplications@dallascounty.org).

**VÀO NGÀY BẦU CỬ**, cử tri có thể bỏ phiếu tại bất kỳ trung tâm bỏ phiếu nào trên toàn quận. Danh sách các trung tâm bỏ phiếu được đăng trên website về bầu cử của Quận Dallas tại địa chỉ [www.dallascountyvotes.org](http://www.dallascountyvotes.org). Danh sách địa điểm cũng được đính kèm theo đây.



PHỤ LỤC B

**Appendix A/Phụ lục A**

**ELECTION DAY PRECINCTS**  
**CÁC KHU VỰC TRONG NGÀY BẦU CỬ**

**POLLS OPEN FROM 7:00a.m. – 7:00 p.m., May 7, 2022**  
**PHÒNG PHIẾU MỞ CỬA TỪ 7:00a.m. – 7:00 p.m., Ngày 07 tháng 05 năm 2022**

**PRECINCT NUMBER/  
SỐ CỦA KHU VỰC BẦU CỬ**

<b><u>Single Member District 2/</u></b> <b><u>Một thành viên Hoc khu 2</u></b>	<b><u>Single Member District 4/</u></b> <b><u>Một thành viên Hoc khu 4</u></b>	<b><u>Single Member District 5/</u></b> <b><u>Một thành viên Hoc khu 5</u></b>	
<u>1502-01</u>	<u>1003-01</u>	<u>1003-02</u>	<u>2059-01</u>
<u>2501-01</u>	<u>1005-03</u>	<u>1004-01</u>	<u>2060-01</u>
<u>2502-01</u>	<u>1028-01</u>	<u>1005-01</u>	<u>2061-01</u>
<u>2505-01</u>	<u>1029-02</u>	<u>1005-02</u>	<u>2061-03</u>
<u>2508-01</u>	<u>1030-01</u>	<u>1006-01</u>	<u>2062-01</u>
<u>2509-01</u>	<u>1038-03</u>	<u>1007-01</u>	<u>2064-01</u>
<u>2510-01</u>	<u>1039-01</u>	<u>1008-03</u>	<u>2064-04</u>
<u>2511-01</u>	<u>1040-02</u>	<u>1033-03</u>	<u>2066-01</u>
<u>2512-01</u>	<u>1041-01</u>	<u>1038-01</u>	
<u>2513-01</u>	<u>1042-01</u>	<u>1040-01</u>	
<u>2514-01</u>	<u>1043-02</u>	<u>1043-01</u>	
<u>2700-01</u>		<u>1044-01</u>	
<u>2701-02</u>		<u>1049-01</u>	
<u>2701-05</u>		<u>1128-01</u>	
<u>2701-06</u>		<u>1129-01</u>	
		<u>1707-04</u>	
		<u>2010-02</u>	
		<u>2016-02</u>	
		<u>2017-01</u>	
		<u>2020-02</u>	
		<u>2020-03</u>	
		<u>2055-02</u>	
		<u>2056-01</u>	
		<u>2057-01</u>	
		<u>2058-01</u>	



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 15 , 2022

**Department:** Teaching and Learning

**Submitted by:** Dr. Kristin Byno, Assistant Superintendent of Teaching and Learning

## **INFORMATION ITEM**

**TOPIC: Reading / Language Arts**

**Background Information:** The presentation tonight launches a 4-part series facilitated by the Teaching and Learning Department to provide the Board an overview on how the department approaches developing, implementing, supporting and assessing the Texas Essential Knowledge and Skills (TEKS). The initial presentation will focus on Reading Language Arts Curriculum. The new TEKS were recently adopted by the state and we are still early in our adoption new instructional materials aligned to the new TEKS. The presentation will anchor the Board and the community in the district's priority for the academic growth and success for ALL students.





# Academic Board Update

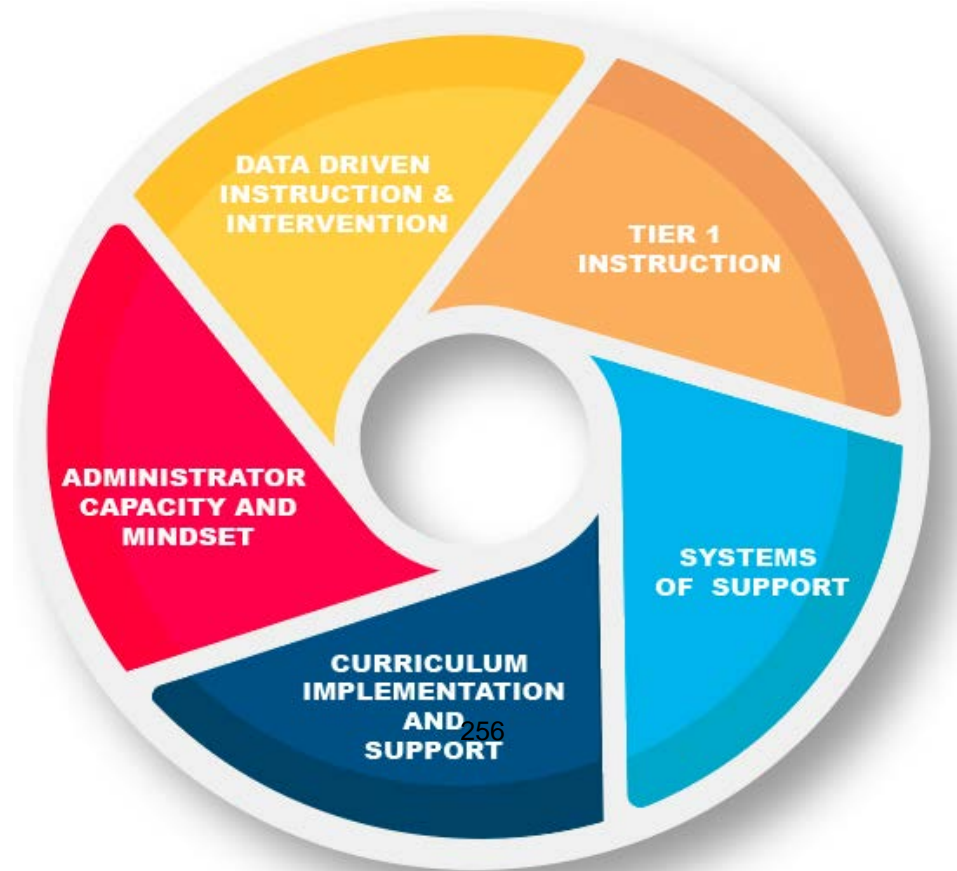
Reading Language Arts

February 15, 2022



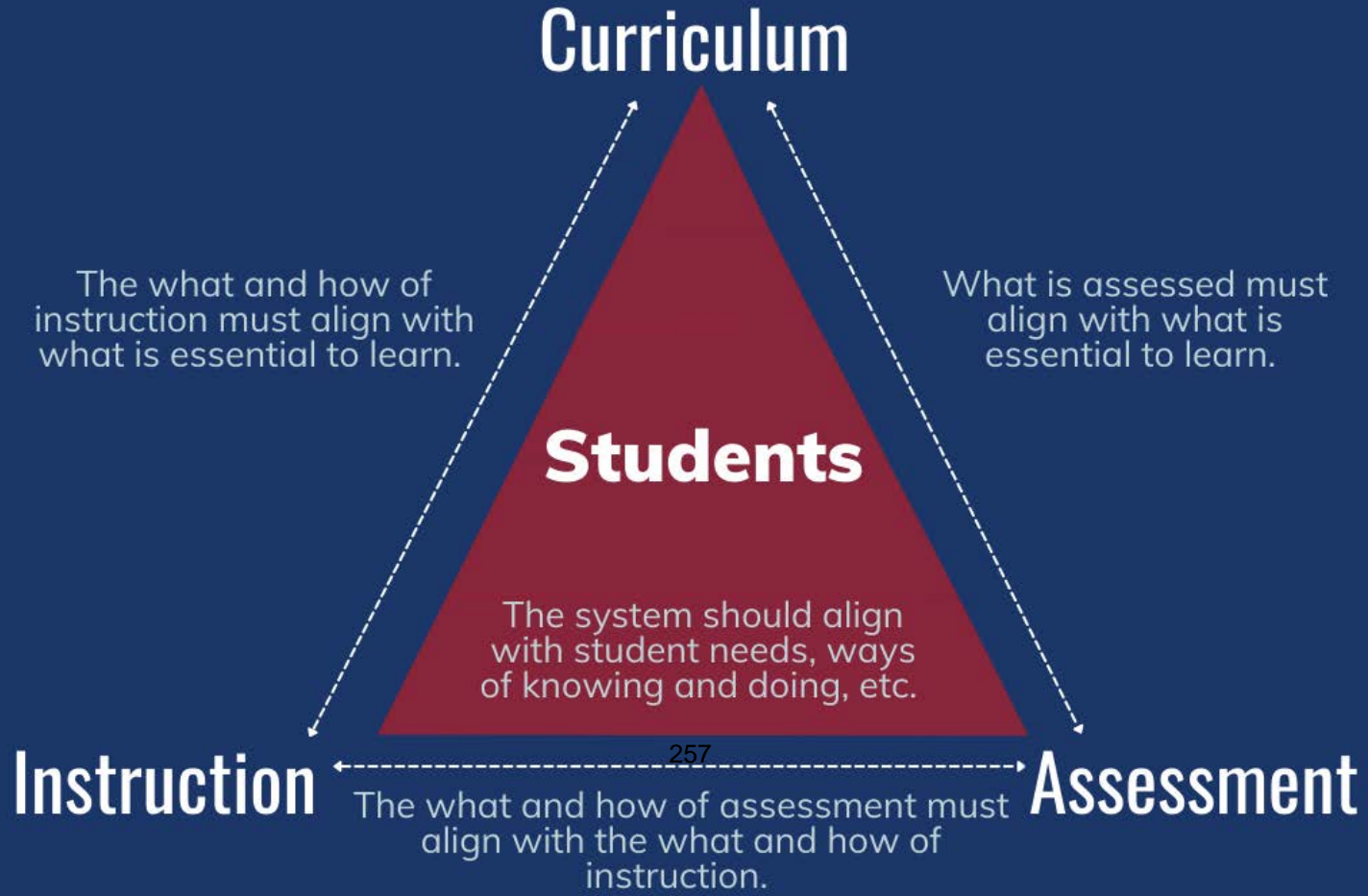


# Teaching & Learning Pillars





# THE TEACHING AND LEARNING TRIANGLE







# Meet the RISD Reading Language Arts Team



Tabitha  
Branum



Dr. Kristin  
Byno



Shawna  
Ballast



Dr. Denise  
Beutel

PK

K-2

3-12



Katy Phinney



Lauren Ledford



Michelle Martin



Laura  
Moore



258  
Kellison  
Snoddy



Dr. Lindsay Mikulas



Helen Barton



Toni Williams





# Our Objectives

In this presentation, we will:

- Inform how RLA TEKS are the foundation of our curriculum and foundation of daily instruction
- Show how curriculum and instruction support student mastery of reading and writing instruction
- Detail supports in place for students, teachers and campus leaders
- Celebrate student growth and showcase our next steps





# What We Believe

## RISD's Core Beliefs

- Literacy instruction under a knowledgeable, well-equipped teacher allows students to grow as readers and writers.
- Literacy learning develops along a continuum of skills.
- Literacy instruction honors the whole child.
- Literacy is foundational to ALL learning.
- Literacy instruction requires intentional and sustainable supports.
- Literacy is a community wide effort.







# What it Looks Like in the Classroom

## Components of Quality Literacy Instruction

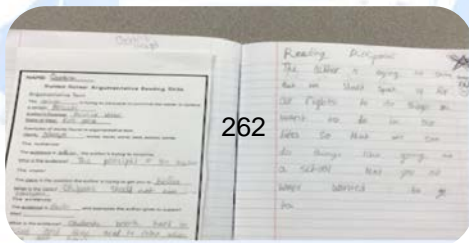
- Teachers model explicit skills or strategies.
- Teachers confer while students read/write.
- Students have choice within teacher parameters.
- Students have time during class to read/write independently of the teacher.
- There is time devoted to share and collaborate with classmates.
- Students have access to engaging books.







# Our Goal: To develop ALL students into accomplished readers and writers







# A Timeline of Recent RLA Changes & Implications

<b>2018-2019</b>	<ul style="list-style-type: none"><li>● TEKS Resource System Implementation Year #1 (TRS)</li><li>● RLA Instructional Materials Adoption (Grades K-8)</li><li>● Began training elementary and junior high campuses on new TEKS</li></ul>
<b>2019-2020</b>	<ul style="list-style-type: none"><li>● New TEKS Implementation for Grades K-8</li><li>● Trained elementary &amp; junior high campuses on new materials (K-8)</li><li>● RLA Instructional Materials Adoption (Grades 9-12)</li><li>● Trained HS campuses on new TEKS</li><li>● Began determining essential standards with their accompanying curriculum implications</li></ul>
<b>2020-2021</b>	<ul style="list-style-type: none"><li>● New TEKS Implementation for Grades 9-12</li><li>● Trained HS campuses on new materials (9-12)</li><li>● Determined essential standards serve as cornerstone of updated curriculum tools; tightened alignment between essential standards and performance assessments</li></ul>
<b>2021-2022</b>	<ul style="list-style-type: none"><li>● Revising day to day pacing tools</li><li>● Increasing instructional alignment to ACT in Grade 3</li><li>● Preparing teachers and students for STAAR 2.0 (for 2022-2023)</li><li>● Reviewing guidelines for supplemental curriculum resources</li><li>● Monthly meetings and professional development with campus instructional coaches and administrators</li></ul>





# A Comparison of Previous TEKS Strands to Current TEKS Strands

## Previous TEKS Strands

- Reading
- Writing
- Oral & Written Conventions
- Research
- Listening & Speaking
- Figure 19 (metacognitive skills)

## Current TEKS Strands

Implemented:

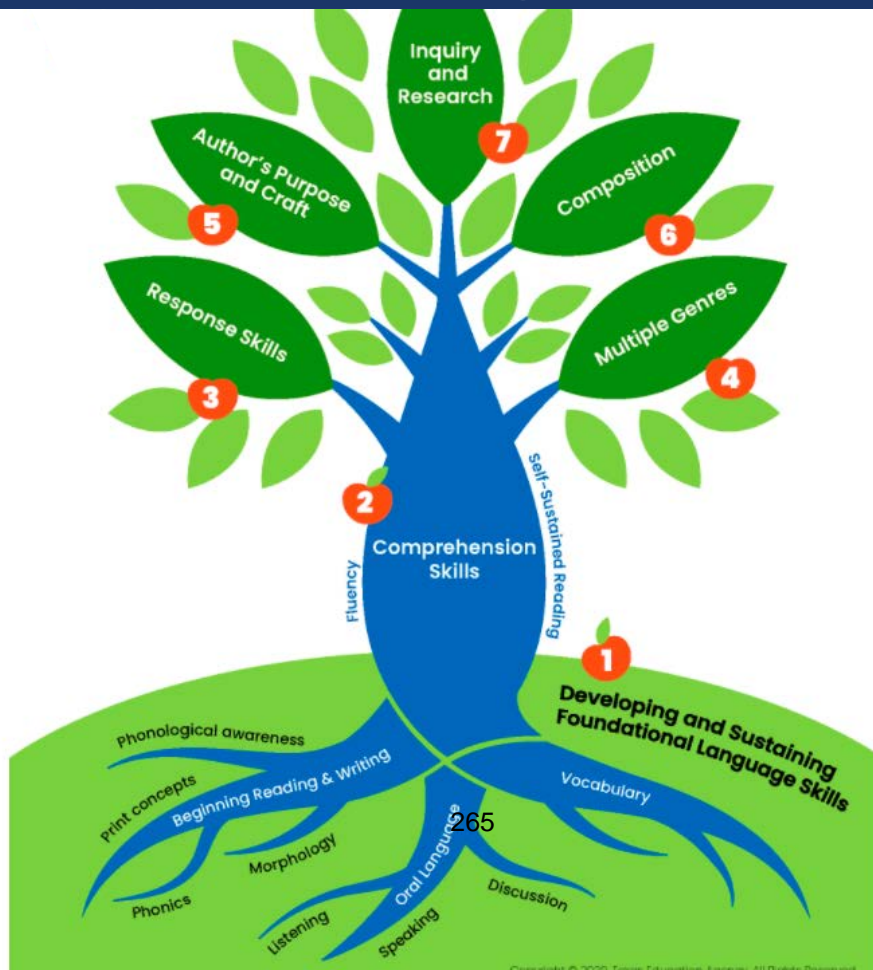
Grades K-8, 2019-2020 | Grades 9-12, 2020-2021

- Developing and Sustaining Foundational Skills
- Comprehension Skills
- Response Skills
- Multiple Genres
- Author's Purpose & Craft
- Composition
- Inquiry & Research





# TEKS: Foundation of RLA Curriculum and Instruction





# How the RLA TEKS Inform How We Teach

**I DO**

## MINILESSON/DIRECT TEACH

Teacher models the specific skill outlined in the TEKS including a think aloud of the metacognitive thinking that occurs when engaging in that skill

**I DO,  
WE DO,  
YOU DO**

"Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn."

Katie Palser, LHJH



Ally Roberts, PWE



Victoria Stevenson,  
WWJH

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# How the RLA TEKS Inform How We Teach

Scott Turner, LHHS



**I DO,  
WE DO,  
YOU DO**

"Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn."

**WE  
DO**

## **GUIDED PRACTICE**

Students practice the skill modeled by the teacher in pairs or small groups while teacher monitors and gives feedback; Differentiated in nature; allows for responsive instruction

## **MID TEACHING POINT/SMALL STRATEGY GROUPS**

Teacher reviews the skill students just practiced and clarifies misconceptions

**WE  
DO**



Katherine Montelongo,  
267 GHE



# How the RLA TEKS Inform How We Teach

**I DO,  
WE DO,  
YOU DO**

"Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn."



**YOU  
DO**

## **INDEPENDENT APPLICATION & INFORMAL ASSESSMENT**

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Students apply the skill independently to demonstrate mastery while teacher conducts individual conferences or small group interventions





# Standards-Based Curriculum (TEKS)

Texas Essential Knowledge & Skills

Vertical Alignment (PK-12)

Year at a Glance (Sequence)

Sequenced Instructional Units

Instructional Focus Document 269

## Curriculum

TEKS = “The What”  
(Required by the  
State Board of Education)

## Instruction

“The How” = Lessons  
(TRS supplies no lessons)

*Resources in the blue boxes are provided by TEKS Resource System (TRS)*





# Instructional Resources

English I

## Resources

Add Resources

Options

☐ Title

☐ Curriculum Map, Calendars, & Formative Assessment Bank  
Added by You · Aug 13, 2021

☐ Lead4Ward Field Guides  
Added by Helen Barton · Aug 13, 2021

☐ Unit 1: Foundations of Reading and Writing for Young Scholars  
Added by You · Feb 10, 2022

☐ Unit 2: Literary Texts: Analysis and Composition  
Added by You · Feb 10, 2022

☐ Unit 3: Informative Texts: Analysis and Composition  
Added by You · Feb 10, 2022

☐ Unit 4: Argumentative Texts: Rhetorical Analysis and Composition  
Added by You · Feb 10, 2022

☐ Unit 5: Finding Connections Across Literary, Informational, & Argumenta...  
Added by You · Feb 9, 2022

☐ Unit 6: Producing Genres Authentically in a Real World Context  
Added by You · Feb 9, 2022

☐ Quarterly Summative Assessment Information  
Added by You · Jan 31, 2022

☐ Important Resources  
Added by Helen Barton · Jul 21, 2021

Unit 05: [Finding Connections Across Literary, Informational, and Argumentative Texts IFD](#)  
[Unit Preview](#) | [Pacing Calendar](#)

Suggested Time: 5 weeks (15 Days) on AB/AB/C Calendar

Performance Assessments are not designed to be done in isolation but integrated throughout the literacy block.  
A thorough study of the Instructional Focus Document should occur prior to planning instruction.

### Unit Essential Standards

E1.4H synthesize information from two texts to create new understanding  
E1.5B write responses that demonstrate understanding of texts, including comparing texts within and across genres  
E1.5C use text evidence and original commentary to support a comprehensive response;  
E1.6A analyze how themes are developed through characterization and plot in a variety of literary texts  
E1.7Di: Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion  
E1.7Dii: Analyze characteristics and structural elements of informational texts such as: multiple organizational patterns within a text to develop the thesis  
E1.8A analyze the author's purpose, audience, and message within a text  
E1.10A compose literary texts such as fiction and poetry using genre characteristics and craft  
E1.10B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft

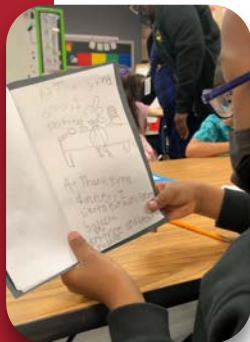
### Unit Vocabulary

Annotating	Style	Informational text
Literary device	Commentary	Tone
Appeal	Summarize	
Literary text	Context	
Audience	Synthesize	
Multimodal text	Digital text	
Author's craft	Text evidence	
Paraphrase	Evidence	
Author's purpose	Theme	
Rhetorical device	Genre	
Argumentative text	Thesis	





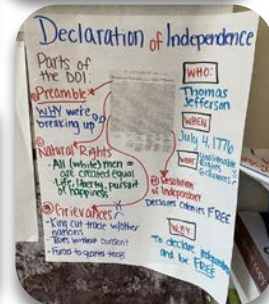
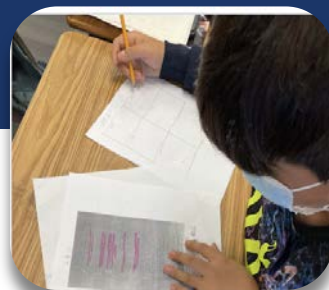
# Literacy in Elementary



Pre-K - Grade 2



Grades 3-4



Grades 5-6





# Literacy in Secondary



Grades 7-8

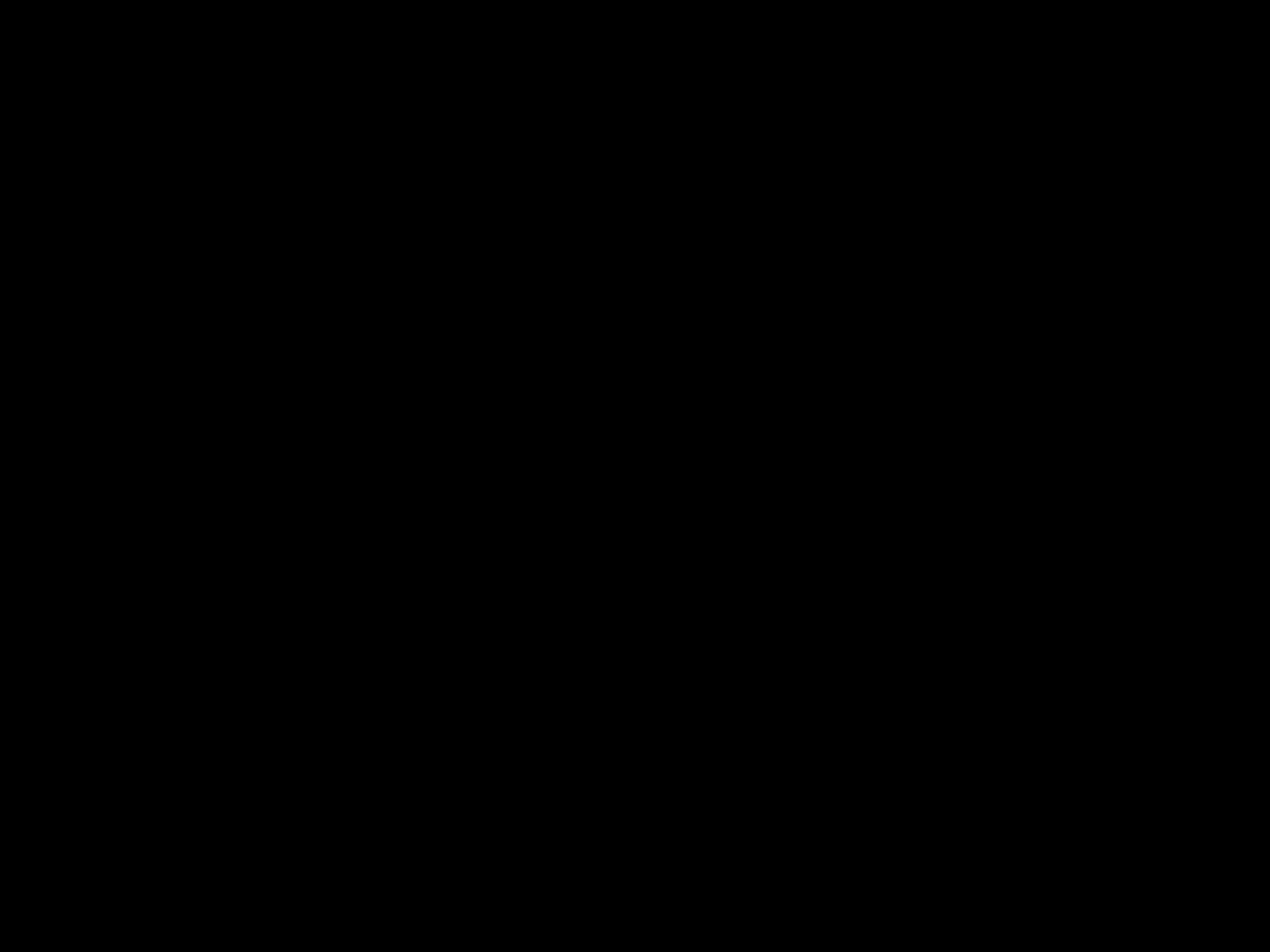


Grades 9-10



Grades 11-12









# Measuring Curriculum Implementation

- Student Performance on STAAR/EOC
- Quarterly Summative Assessments
- Performance Assessments
- MAP Growth and Achievement
- Classroom Walkthroughs
- Evaluations such as TTESS and TPESS





# State Assessments: Five Year Comparison

## ~ Richardson ISD ~

Subject Test	Spring 2021				Spring 2020			Spring 2019				Spring 2018				Spring 2017			
	#	PASS	MEET	MAST				#	PASS	MEET	MAST	#	PASS	MEET	MAST	#	PASS	MEET	MAST
	Tested	%	%	%		%	%	Tested	%	%	%	Tested	%	%	%	Tested	%	%	%
3rd Grade Reading	2667	67%	42%	25%				3011	75%	46%	30%	3147	76%	45%	29%	3089	71%	47%	33%
English	2498	69%	44%	26%				2734	76%	47%	31%	2968	76%	46%	31%	3015	72%	48%	34%
Spanish	169	46%	18%	12%				277	60%	30%	16%	179	63%	25%	10%	74	46%	19%	14%
4th Grade Reading	2547	61%	37%	21%				3124	71%	44%	24%	3020	70%	46%	27%	3073	70%	47%	28%
English	2494	61%	38%	21%				2958	73%	45%	25%	2950	70%	47%	27%	3003	71%	48%	28%
Spanish	53	23%	11%	11%				166	37%	13%	7%	70	43%	14%	6%	70	41%	14%	3%
5th Grade Reading	2577	70%	45%	32%				2953	76%	53%	32%	3032	79%	55%	30%	2904	72%	48%	28%
English	2540	70%	46%	33%				2886	76%	53%	33%	2964	79%	55%	31%	2852	72%	48%	28%
Spanish	37	65%	22%	5%				67	64%	37%	7%	68	71%	40%	15%	52	77%	31%	8%
6th Grade Reading	2688	64%	37%	19%				2979	71%	43%	23%	2877	73%	45%	25%	2776	71%	42%	23%
7th Grade Reading	2507	67%	45%	27%				2859	76%	52%	34%	2725	74%	50%	34%	2667	72%	45%	28%
8th Grade Reading	2616	72%	47%	25%				2732	79%	57%	35%	2652	77%	51%	31%	2701	78%	54%	29%
English I	2870	66%	53%	14%				3041	70%	58%	17%	3250	65%	51%	10%	3194	65%	51%	10%
English II	2598	68%	57%	10%				3031	70%	56%	10%	3066	66%	52%	10%	2910	66%	51%	8%





# Reading Language Arts Reflections

## **Student Performance Celebrations**

- Grades 3-8 consistently demonstrated mastery of foundational language skills, such as determining context and making inferences to clarify meaning on Quarterly Summative Assessments (QSAs)
- Grades 6-12 consistently demonstrated mastery of revising and editing skills on QSAs
- On average, students in Academic Literacy Lab (dedicated reading intervention) exceeded expected Lexile growth during the first semester

## **Student Performance Growth Opportunities**

- Comprehension skills, especially making inferences, when encountering more challenging texts in English I
- Clarity and effectiveness in writing literary analysis, informational, and argumentative texts in junior high and high school
- 20%+ difference in performance among African American, Hispanic, and Economically Disadvantaged student groups when compared to White student group

## **Systems of Support Celebrations**

- Monthly elementary grade level PLCs led after school
- Monthly campus leadership/Executive Director professional development and work sessions
- 100+ campus/teacher visits for instructional support and professional development





# Next Steps

- RLA Professional Development Pathways for new teachers, current teachers, campus ILT/administrators
- Literacy Lighthouse (showcasing teachers)
- Continue building campus instructional leadership specific to Reading Language Arts (K-12) tier 1 instruction
- Texas Reading Academies 2nd-3rd grade (2022-2023)
- Cross curricular literacy alignment as all teachers are teachers of literacy
- Increase testing supports for TSI and ACT (Eng 2, 3, 4)
- Roll out STAAR 2.0
- Continue focus on Tier<sup>2/1</sup> instruction & student growth





Thank you for your time!

Questions?



**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** February 15, 2022

**Department:** School Operations

**Submitted by:** Tabitha Branum, Interim Superintendent

## **INFORMATION ITEM**

**TOPIC: 2022-2023 Academic Calendar**

**Background:** Tonight the leadership team will present the feedback received from staff, students and parents for the 2022-2023 RISD School Calendar. A Let's Talk Channel was set up on January 26<sup>th</sup> and received feedback through February 11<sup>th</sup>. As of Friday, we received almost 3,000 survey responses in support of either Calendar 1 or Calendar 2. We look forward to sharing this input with the Board of Trustees for your consideration and vote at the March 7<sup>th</sup> board meeting.





# DRAFT 2022-23 CALENDAR **OPTION 1**

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug. 10 ..... First Day of School

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept. 5 ..... Labor Day

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct. 7 ..... Student Holiday/Staff Pro. Learning  
Oct. 7 ..... Grading Period Ends  
Oct. 10 ..... State Fair Holiday

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov. 7 ..... Student and Staff Holiday  
Nov. 8 ..... Student Holiday/Staff Pro. Learning  
Nov. 21-23 ..... Student Holiday/Staff Exchange Days  
Nov. 24-25 ..... Thanksgiving Holiday

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec. 12-16 ..... Exams Week, No Evening Events  
Dec. 16 ..... Early Release/Grading Period Ends  
Dec. 19-30 ..... Winter Break

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan. 2 ..... Student and Staff Holiday  
Jan. 3 ..... Student Holiday/Staff Pro. Learning  
Jan. 4 ..... Second Semester Begins  
Jan. 16 ..... Martin Luther King Jr. Day Holiday

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Feb. 17 ..... Student Holiday/Staff Pro. Learning  
Feb. 20 ..... Student and Staff Holiday

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 3 ..... Grading Period Ends  
March 13-17 ..... Spring Break  
March 20 ..... Student Holiday/Staff Pro. Learning

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 7 ..... Student and Staff Holiday  
April 10 ..... Make-Up Day

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 22-25 ..... Exams Week, No Evening Events  
May 25 ..... Early Release/Last Day of School  
May 26 ..... Make-Up Day  
May 29 ..... Memorial Day Holiday

JUNE 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## CALENDAR SYMBOLS KEY

	Student and Staff Holiday		Make-Up Day (if needed, subject to change)
	Student Holiday/Staff Professional Learning		Early Release
	Student Holiday/Staff Exchange Day		Grading Period Ends

A/B/C block schedule for secondary schools is indicated by the small letter beside the calendar date.

## SCHOOL HOURS

Pre-K Programs	Check with home campus
Dobie Pre-K	7:30 a.m. - 2:50 p.m.
Elementary	7:50 a.m. - 3:10 p.m.
Junior High	8:15 a.m. - 3:40 p.m.
High School	9 a.m. - 4:20 p.m.

Early release dismissal is two hours ahead of normal dismissal time.





# BORRADOR DEL CALENDARIO 2022-2023 **OPCIÓN 1**

## JULIO 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## AGOSTO 2022

D	L	M	M	J	V	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 ..... Primer día de clases

## SEPTIEMBRE 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 ..... Día festivo, Día del Trabajo

## OCTUBRE 2022

D	L	M	M	J	V	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 ... Día festivo estudiantil/Capacitación para el personal

7 ..... Fin de periodo de calificaciones

10 ..... Día festivo/Feria Estatal

## NOVIEMBRE 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

7 ..... Día festivo para estudiantes y personal

8 ... Día festivo estudiantil/Capacitación para el personal

21-23 ..... Día festivo estudiantil/Día para reemplazar

para el personal

24-25 ..... Vacaciones de Acción de Gracias

## DICIEMBRE 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-16 ..... Semana de exámenes, no habrá eventos por la tarde

16 ..... Día de salida temprano/Fin de periodo de calificaciones

19-30 ..... Vacaciones de invierno

## ENERO 2023

D	L	M	M	J	V	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 ..... Día festivo para estudiantes y personal

3 ... Día festivo estudiantil/Capacitación para el personal

4 ..... Inicio del segundo semestre

16 ..... Día festivo, Martin Luther King Jr.

## FEBRERO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

17 ... Día festivo estudiantil/Capacitación para el personal

20 ..... Día festivo para estudiantes y personal

## MARZO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3 ..... Fin de periodo de calificaciones

13-17 ..... Vacaciones de primavera

20 ... Día festivo estudiantil/Capacitación para el personal

## ABRIL 2023

D	L	M	M	J	V	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 ..... Día festivo para estudiantes y personal

10 ..... Día para reemplazar un día cancelado

## MAYO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22-25 ..... Semana de exámenes, no habrá eventos por la tarde

25 ... Día de salida temprano/Último día de clases

26 ..... Día para reemplazar un día cancelado

29 ..... Día festivo, Día de los Caídos en Guerra

## JUNIO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### CLAVE PARA EL CALENDARIO

..... Día festivo para alumnos y personal

..... Día festivo estudiantil/Capacitación para el personal

..... Día festivo estudiantil/Día para reemplazar para el personal

..... Día para reemplazar un día cancelado (de ser necesario)

..... Día de salida temprano

..... Fin de periodo de calificaciones

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Horario de bloque A/B/C para escuelas secundarias se indica con una letra pequeña al lado de la fecha.

### HORAS DE ESCUELA

Programas de Prekínder ..... Averiguar en su escuela

Prekínder en Dobie ..... 7:30 a.m. - 2:50 p.m.

Primaria ..... 7:50 a.m. - 3:10 p.m.

Secundaria ..... 8:15 a.m. - 3:40 p.m.

Preparatoria ..... 9 a.m. - 4:20 p.m.

La salida temprano es dos horas antes del horario normal de salida.





# DRAFT 2022-23 CALENDAR **OPTION 2**

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug. 16..... First Day of School

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept. 5..... Labor Day

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct. 7..... Student Holiday/Staff Pro. Learning  
Oct. 10..... State Fair Holiday  
Oct. 14..... Grading Period Ends

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov. 7..... Student and Staff Holiday  
Nov. 8..... Student Holiday/Staff Pro. Learning  
Nov. 21-23... Student Holiday/Staff Exchange Days  
Nov. 24-25... Thanksgiving Holiday

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec. 12-16..... Exams Week, No Evening Events  
Dec. 16..... Early Release/Grading Period Ends  
Dec. 19-30..... Winter Break

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan. 2..... Student Holiday/Staff Pro. Learning  
Jan. 3..... Second Semester Begins  
Jan. 16..... Martin Luther King Jr. Day Holiday

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Feb. 20..... Student Holiday/Staff Pro. Learning

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 3..... Grading Period Ends  
March 13-17..... Spring Break

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 7..... Make-Up Day  
April 10..... Make-Up Day

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 22-26..... Exams Week, No Evening Events  
May 26..... Early Release/Last Day of School  
May 29..... Memorial Day Holiday  
May 30..... Staff Exchange Day

JUNE 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## CALENDAR SYMBOLS KEY

	Student and Staff Holiday		Make-Up Day (if needed, subject to change)
	Student Holiday/Staff Professional Learning		Early Release
	Student Holiday/Staff Exchange Day		Grading Period Ends

A/B/C block schedule for secondary schools is indicated by the small letter beside the calendar date.

## SCHOOL HOURS

Pre-K Programs.....	Check with home campus
Dobie Pre-K.....	7:30 a.m. - 2:50 p.m.
Elementary.....	7:50 a.m. - 3:10 p.m.
Junior High.....	8:15 a.m. - 3:40 p.m.
High School.....	9 a.m. - 4:20 p.m.

Early release dismissal is two hours ahead of normal dismissal time.





# BORRADOR DEL CALENDARIO 2022-2023 OPCIÓN 2

## JULIO 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## AGOSTO 2022

D	L	M	M	J	V	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16 ..... Primer día de clases

## SEPTIEMBRE 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 ..... Día festivo, Día del Trabajo

## OCTUBRE 2022

D	L	M	M	J	V	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 ... Día festivo estudiantil/Capacitación para el personal

10 ..... Día festivo/Feria Estatal

14 ..... Fin de periodo de calificaciones

## NOVIEMBRE 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

7 ..... Día festivo para estudiantes y personal

8 ... Día festivo estudiantil/Capacitación para el personal

21-23 ..... Día festivo estudiantil/Día para reemplazar para el personal

24-25 ..... Vacaciones de Acción de Gracias

## DICIEMBRE 2022

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-16 ..... Semana de exámenes, no habrá eventos por la tarde

16 ..... Día de salida temprano/Fin de periodo de calificaciones

19-30 ..... Vacaciones de invierno

## ENERO 2023

D	L	M	M	J	V	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 ... Día festivo estudiantil/Capacitación para el personal

3 ..... Inicio del segundo semestre

16 ..... Día festivo, Martin Luther King Jr.

## FEBRERO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

20 ... Día festivo estudiantil/Capacitación para el personal

## MARZO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3 ..... Fin de periodo de calificaciones

13-17 ..... Vacaciones de primavera

## ABRIL 2023

D	L	M	M	J	V	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 ..... Día para reemplazar un día cancelado

10 ..... Día para reemplazar un día cancelado

## MAYO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22-26 ..... Semana de exámenes, no habrá eventos por la tarde

26 ... Día de salida temprano/Último día de clases

29 ..... Día festivo, Día de los Caídos en Guerra

30 ..... Día para reemplazar para el personal

## JUNIO 2023

D	L	M	M	J	V	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### CLAVE PARA EL CALENDARIO

..... Día festivo para alumnos y personal

..... Día festivo estudiantil/Capacitación para el personal

..... Día festivo estudiantil/Día para reemplazar para el personal

..... Día para reemplazar un día cancelado (de ser necesario)

..... Día de salida temprano

..... Fin de periodo de calificaciones

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Horario de bloque A/B/C para escuelas secundarias se indica con una letra pequeña al lado de la fecha.

### HORAS DE ESCUELA

Programas de Prekínder ..... Averiguar en su escuela

Prekínder en Dobie ..... 7:30 a.m. - 2:50 p.m.

Primaria ..... 7:50 a.m. - 3:10 p.m.

Secundaria ..... 8:15 a.m. - 3:40 p.m.

Preparatoria ..... 9 a.m. - 4:20 p.m.

La salida temprano es dos horas antes del horario normal de salida.



**BOARD OF TRUSTEES  
Richardson Independent School District  
Richardson, Texas**

**Date:** February 15, 2022

**Submitted by:** David Pate, CFO, Finance and Support Services

## **INFORMATION ITEM**

**TOPIC:** 2022-23 Budget Discussion

### **BACKGROUND INFORMATION**

The Texas Education Code and the Texas Education Agency Financial Accountability System Resource Guide requires the district to prepare and adopt a budget prior to the start of the new fiscal year.

The budget process begins each July and culminates in June with the Board of Trustees adopting the budget.

The presentation includes a comparison of Richardson ISD student demographics, general fund expenditures, and selected staffing ratios with state-wide and north Texas peer districts.

The primary purpose of the presentation is to set a foundation for the 2022-23 budget process.

### **SUPERINTENDENT'S RECOMMENDATION**

The Superintendent presents the information regarding the 2022-23 Budget Discussion for the Board's information and review.





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# General Fund Budget Update

## February 15, 2022

*Actively pursue creative funding sources and manage<sup>285</sup> current resources to support our mission.*



# Objective

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Establish a foundation for future budget discussion through a comparison of Richardson ISD student demographics, General Fund expenditures, and selected staffing ratios with state-wide and North Texas peer districts.





# Peer Districts

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State-wide Peers	North Texas
Alvin	Allen
Denton	Carrollton-Farmers Branch
Ector County	Dallas
Humble	Frisco
Klein	Garland
Lamar Consolidated	McKinney
Lewisville	Mesquite
Mansfield	Plano
Midland	Rockwall
Pflugerville	Wylie (Collin County)
Spring Branch	





# State-wide Peer Student Demographics

District	Total Enrollment	Percent Economically Disadvantaged	Percent Special Education	Percent ELL/LEP	Percent Gifted-Talented
ALVIN ISD	27,006	52.96%	12.18%	17.32%	6.67%
DENTON ISD	30,267	47.82%	12.55%	15.98%	10.25%
ECTOR COUNTY ISD	31,874	55.34%	9.65%	21.24%	9.18%
HUMBLE ISD	45,528	40.36%	9.53%	10.03%	7.58%
KLEIN ISD	52,824	49.56%	11.12%	17.60%	5.86%
LAMAR CISD	36,519	50.45%	13.59%	15.55%	8.87%
LEWISVILLE ISD	49,361	31.34%	15.35%	18.48%	11.49%
MANSFIELD ISD	35,127	41.68%	10.54%	10.73%	6.87%
MIDLAND ISD	25,579	50.60%	8.05%	14.28%	4.56%
PFLUGERVILLE ISD	25,436	47.75%	12.20%	23.45%	7.88%
<b>RICHARDSON ISD</b>	<b>37,787</b>	<b>55.52%</b>	<b>13.10%</b>	<b>27.42%</b>	<b>10.21%</b>
SPRING BRANCH ISD	33,288	56.97%	10.19%	36.37%	10.80%

School Year 2020-2021



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# North Texas Peer Student Demographics

District	Total Enrollment	Percent Economically Disadvantaged	Percent Special Education	Percent ELL/LEP	Percent Gifted-Talented
ALLEN ISD	21,617	22.70%	13.00%	8.46%	14.41%
CARROLLTON-FARMERS BRANCH ISD	24,858	67.54%	13.73%	33.30%	9.50%
DALLAS ISD	145,113	85.09%	9.75%	46.58%	17.55%
FRISCO ISD	63,493	12.95%	10.46%	7.20%	12.21%
GARLAND ISD	53,921	70.71%	10.01%	35.09%	8.61%
MCKINNEY ISD	23,398	33.20%	13.45%	11.91%	10.19%
MESQUITE ISD	38,527	77.96%	12.34%	29.02%	6.81%
PLANO ISD	50,154	35.61%	12.64%	18.60%	17.90%
<b>RICHARDSON ISD</b>	<b>37,787</b>	<b>55.52%</b>	<b>13.10%</b>	<b>27.42%</b>	<b>10.21%</b>
ROCKWALL ISD	16,987	24.30%	11.41%	8.63%	7.84%
WYLIE ISD (COLLIN COUNTY)	17,482	26.85%	12.22%	11.36%	11.97%

School Year 2020-2021



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# State-wide Peer Expenditures

District	6100-6199 Payroll Costs	6200-6299 Professional and Contracted Services	6300-6399 Supplies and Materials	6400-6499 Other Operating Expenses	6500-6599 Debt Service	6600-6699 Capital Outlay
RICHARDSON ISD	90.48%	5.13%	2.65%	1.46%	0.00%	0.28%
KLEIN ISD	89.89%	5.37%	2.65%	1.92%	0.00%	0.17%
HUMBLE ISD	89.05%	5.48%	2.69%	1.72%	0.00%	1.06%
ALVIN ISD	88.27%	5.44%	3.64%	1.88%	0.07%	0.69%
PFLUGERVILLE ISD	87.79%	5.13%	4.27%	1.44%	0.90%	0.47%
LAMAR CISD	86.60%	6.96%	4.46%	1.37%	0.00%	0.61%
MANSFIELD ISD	86.36%	7.21%	4.35%	1.49%	0.11%	0.48%
SPRING BRANCH ISD	83.31%	9.78%	3.90%	1.55%	0.07%	1.38%
DENTON ISD	83.31%	9.96%	3.41%	1.19%	0.00%	2.13%
MIDLAND ISD	81.05%	11.69%	3.50%	1.55%	0.00%	2.22%
LEWISVILLE ISD	79.06%	10.76%	2.95%	1.30%	0.00%	5.94%

General Fund Expenditures Fiscal Year 2020, excludes recapture and TIF payments





# North Texas Peer Expenditures

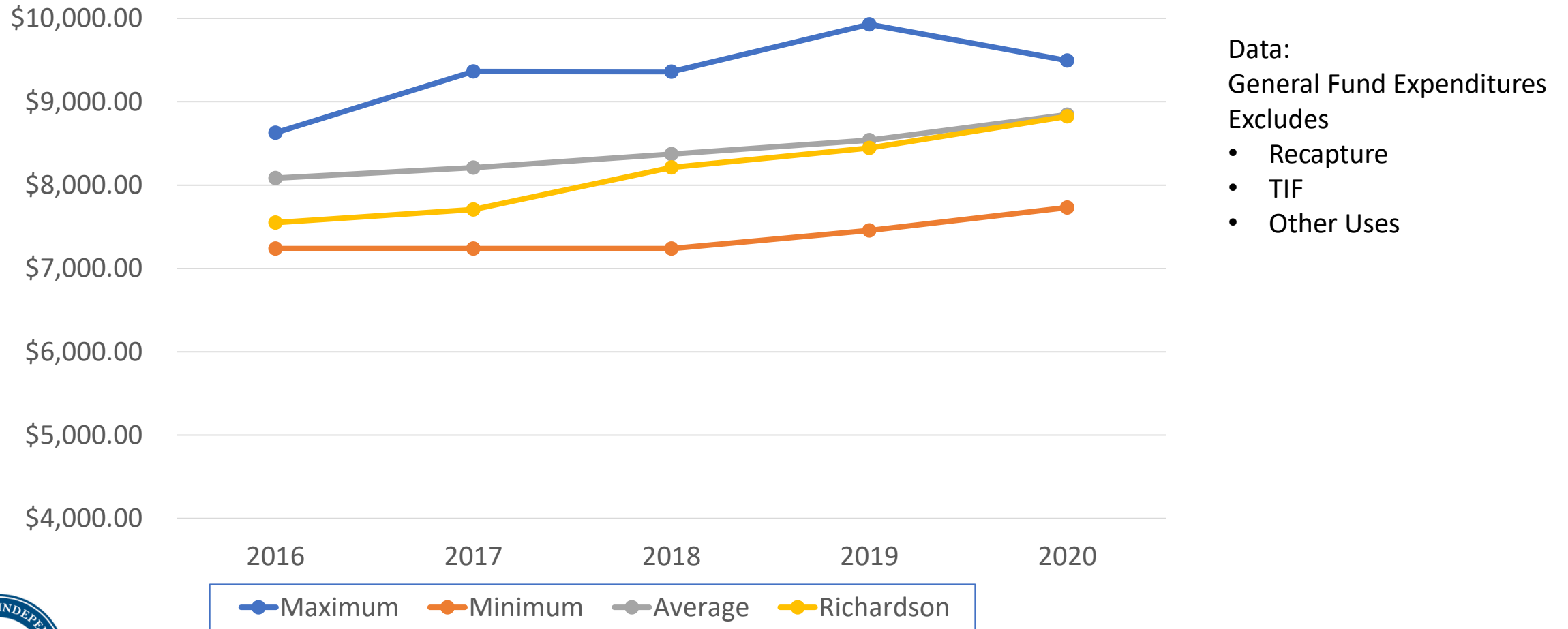
District	6100-6199 Payroll Costs	6200-6299 Professional and Contracted Services	6300-6399 Supplies and Materials	6400-6499 Other Operating Expenses	6500-6599 Debt Service	6600-6699 Capital Outlay
RICHARDSON ISD	90.48%	5.13%	2.65%	1.46%	0.00%	0.28%
FRISCO ISD	88.31%	7.17%	2.46%	1.59%	0.00%	0.47%
GARLAND ISD	86.76%	7.77%	4.01%	1.27%	0.02%	0.16%
PLANO ISD	86.30%	9.02%	2.84%	1.64%	0.00%	0.19%
CARROLLTON-FARMERS BRANCH ISD	85.08%	6.75%	5.72%	1.23%	0.00%	1.22%
WYLIE ISD (COLLIN COUNTY)	83.20%	4.65%	6.38%	1.86%	0.80%	3.11%
DALLAS ISD	82.70%	8.89%	6.09%	0.94%	0.51%	0.87%
MCKINNEY ISD	82.10%	13.20%	2.81%	1.38%	0.00%	0.51%
ALLEN ISD	82.05%	10.31%	2.94%	1.43%	0.00%	3.28%
ROCKWALL ISD	81.93%	9.45%	3.53%	1.87%	0.00%	3.22%
MESQUITE ISD	79.80%	7.16%	4.71%	2.37%	0.00%	5.96%

General Fund Expenditures Fiscal Year 2020, excludes recapture and TIF payments



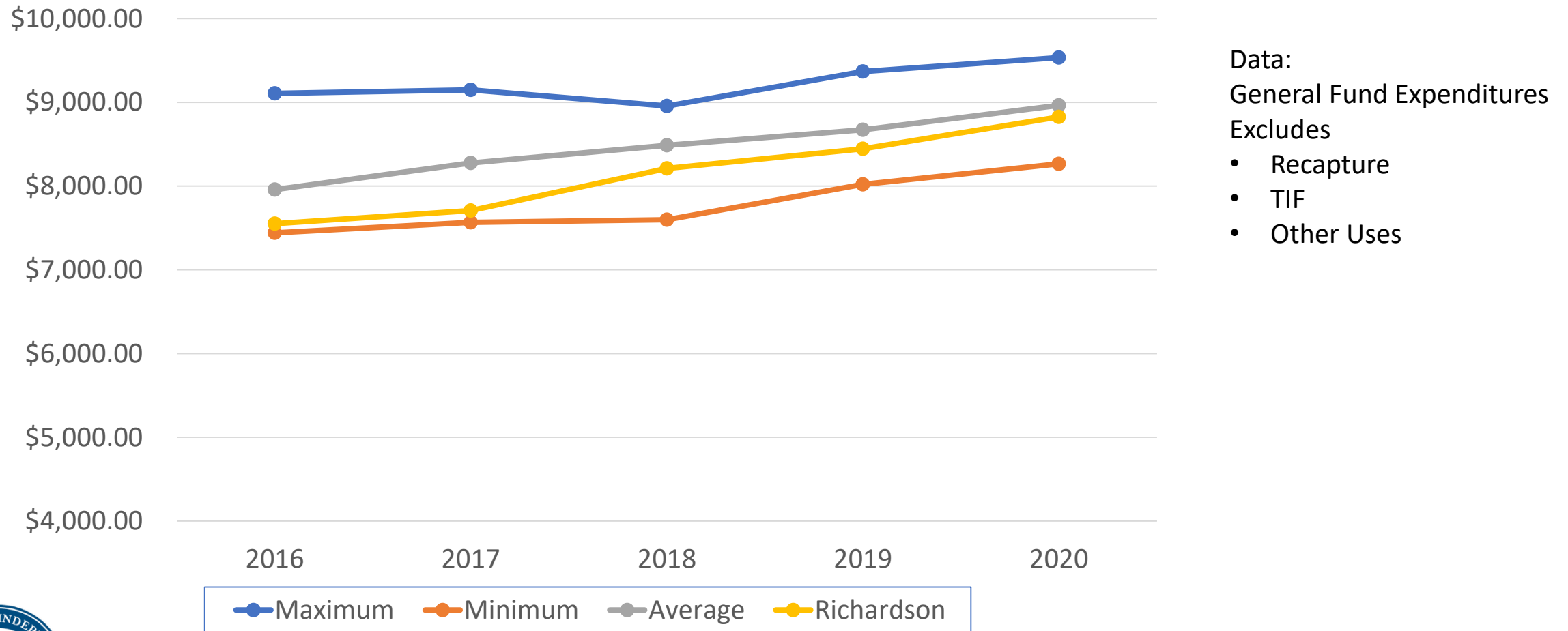


# Expenditures Per Student – State Peers



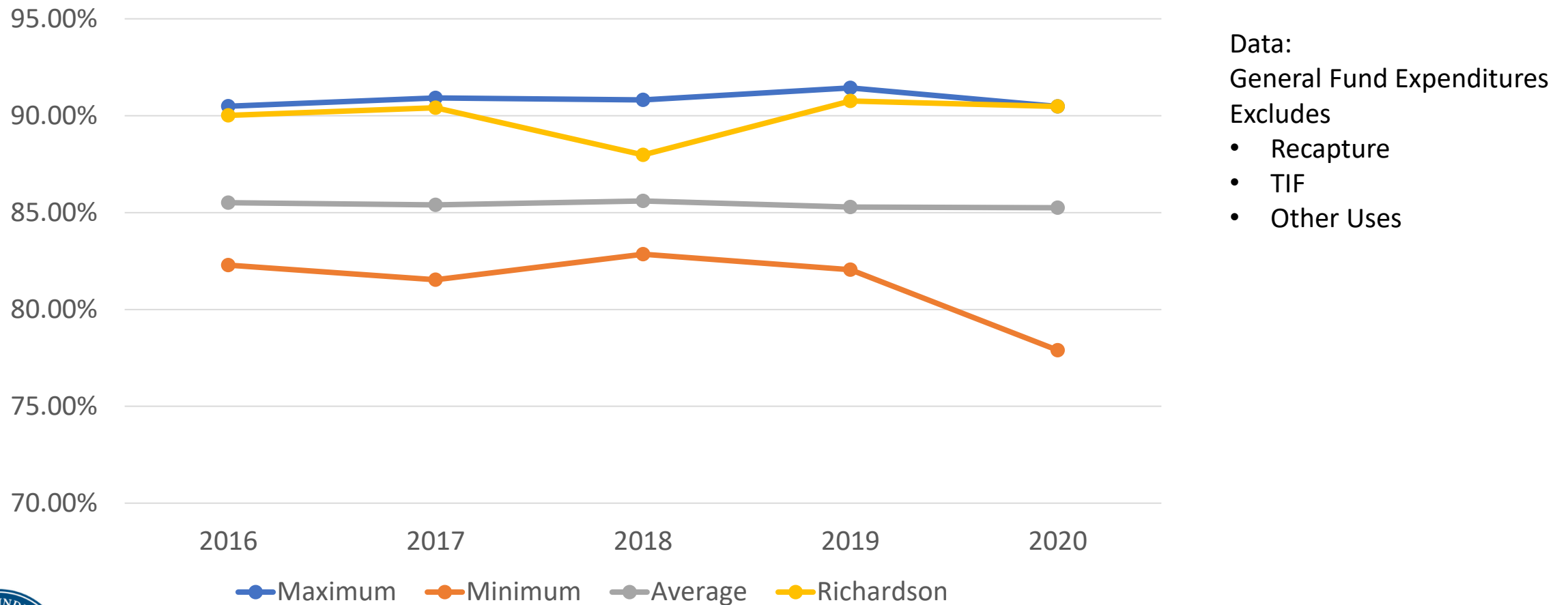


# Expenditures Per Student – North Texas



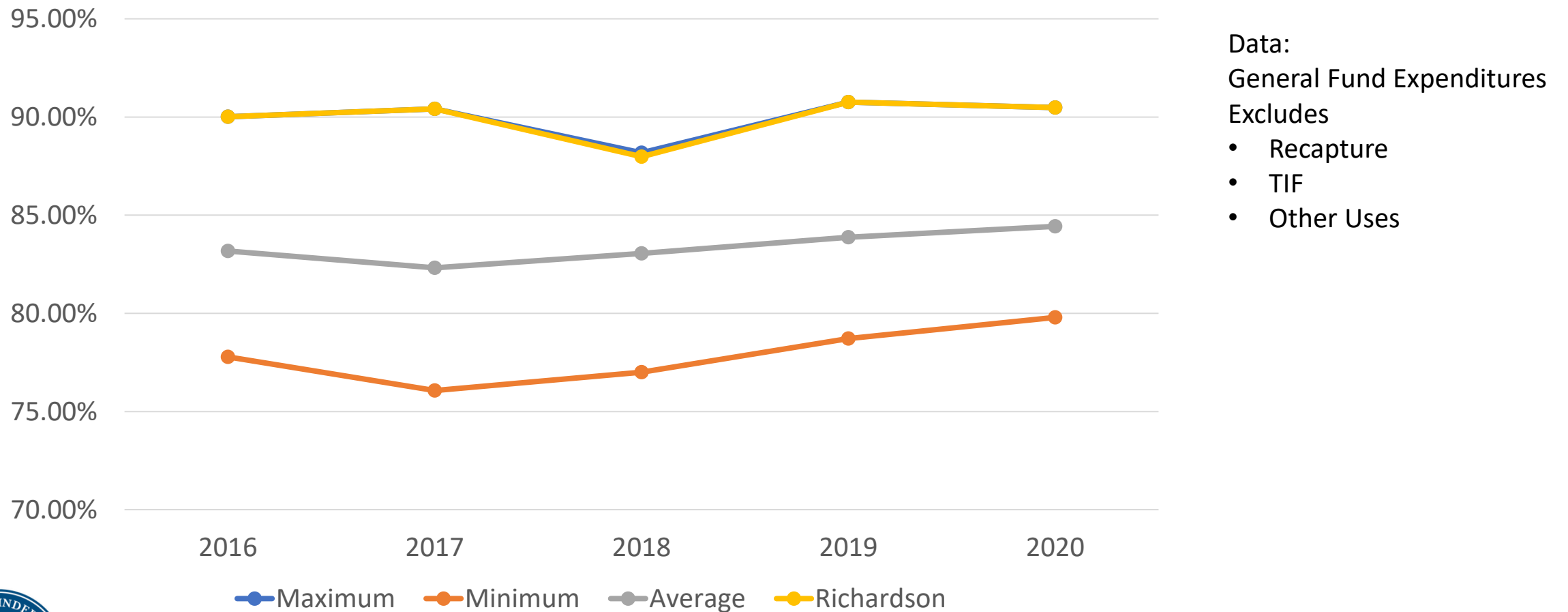


# % Payroll to Total Expenditures – State Peers



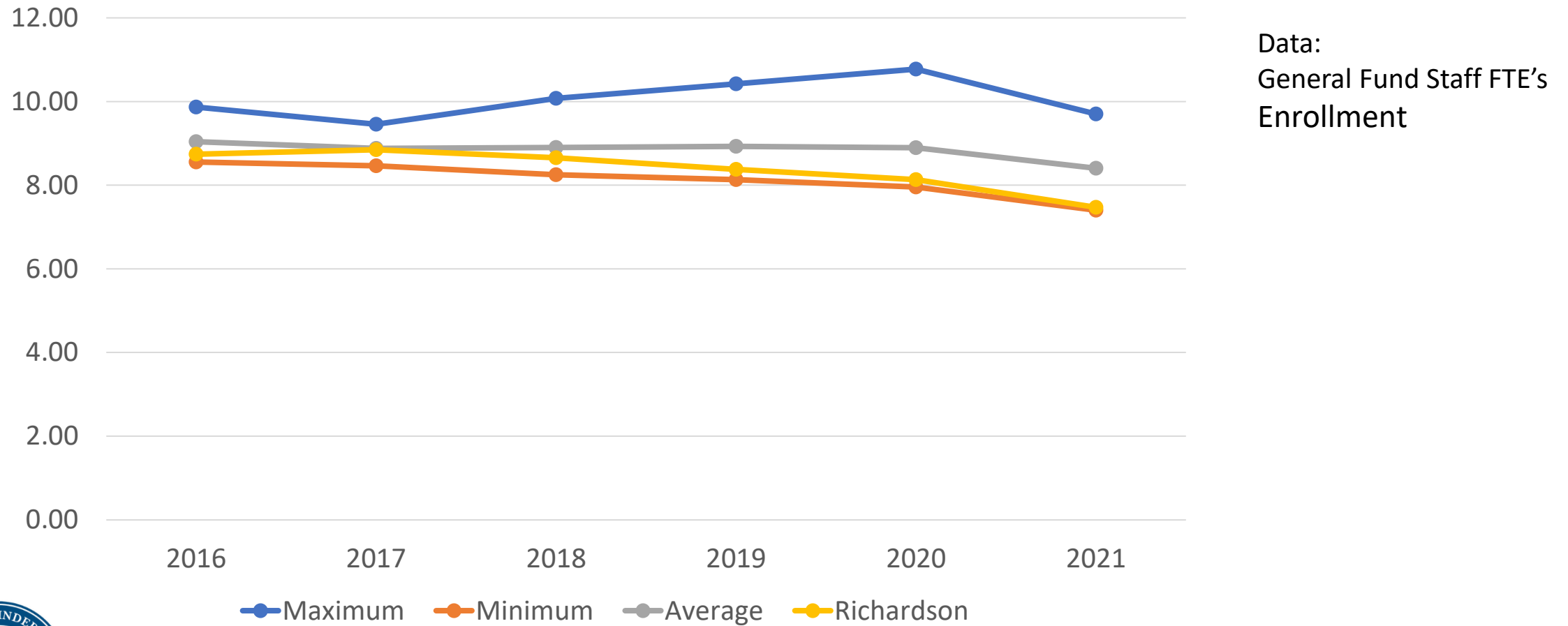


# % Payroll to Total Expenditures – North Texas



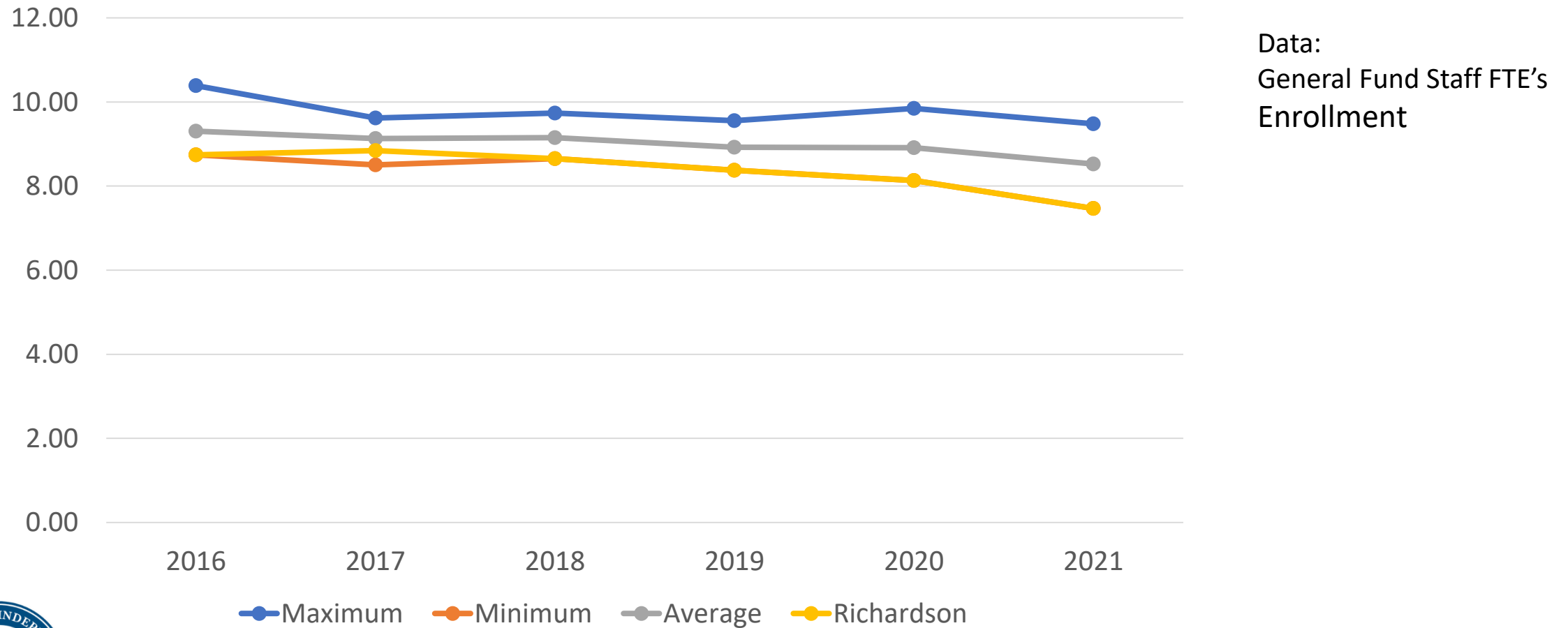


# Students per Staff FTE – State Peers



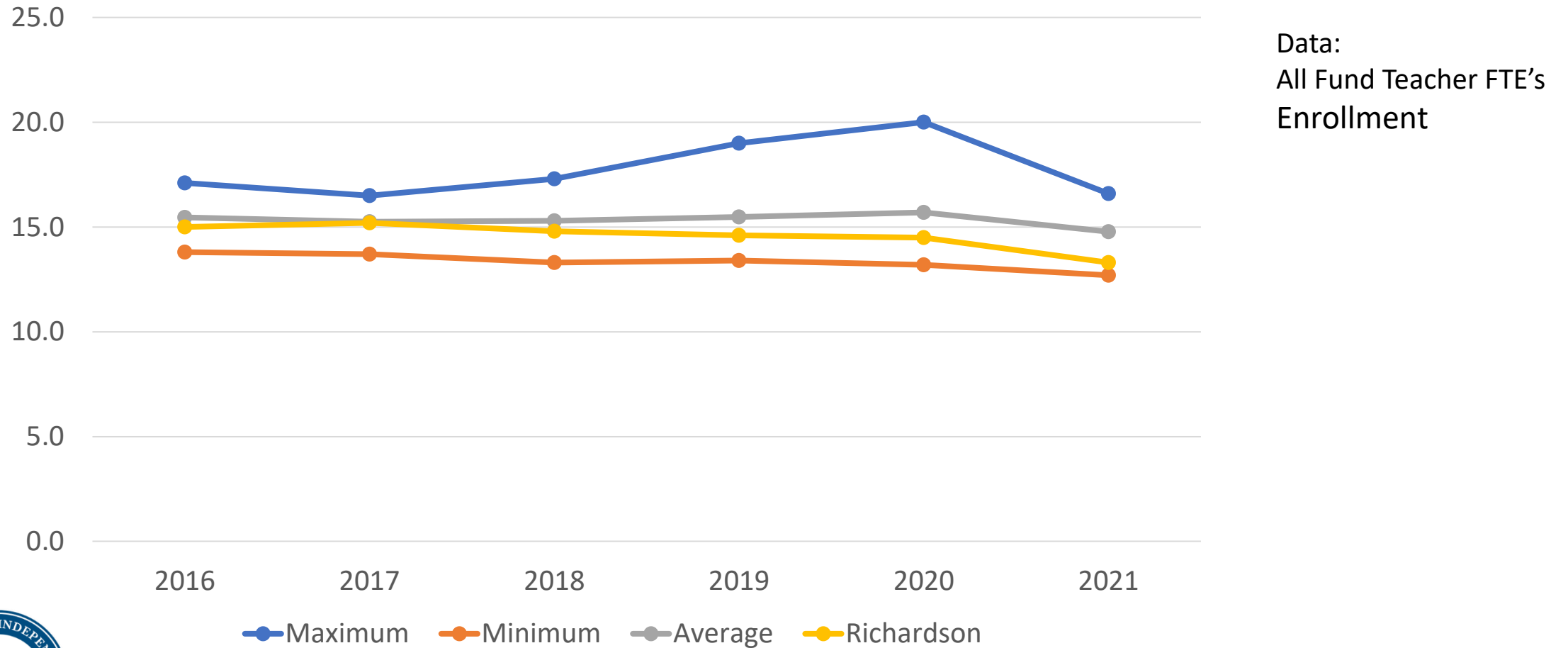


# Students per Staff FTE – North Texas



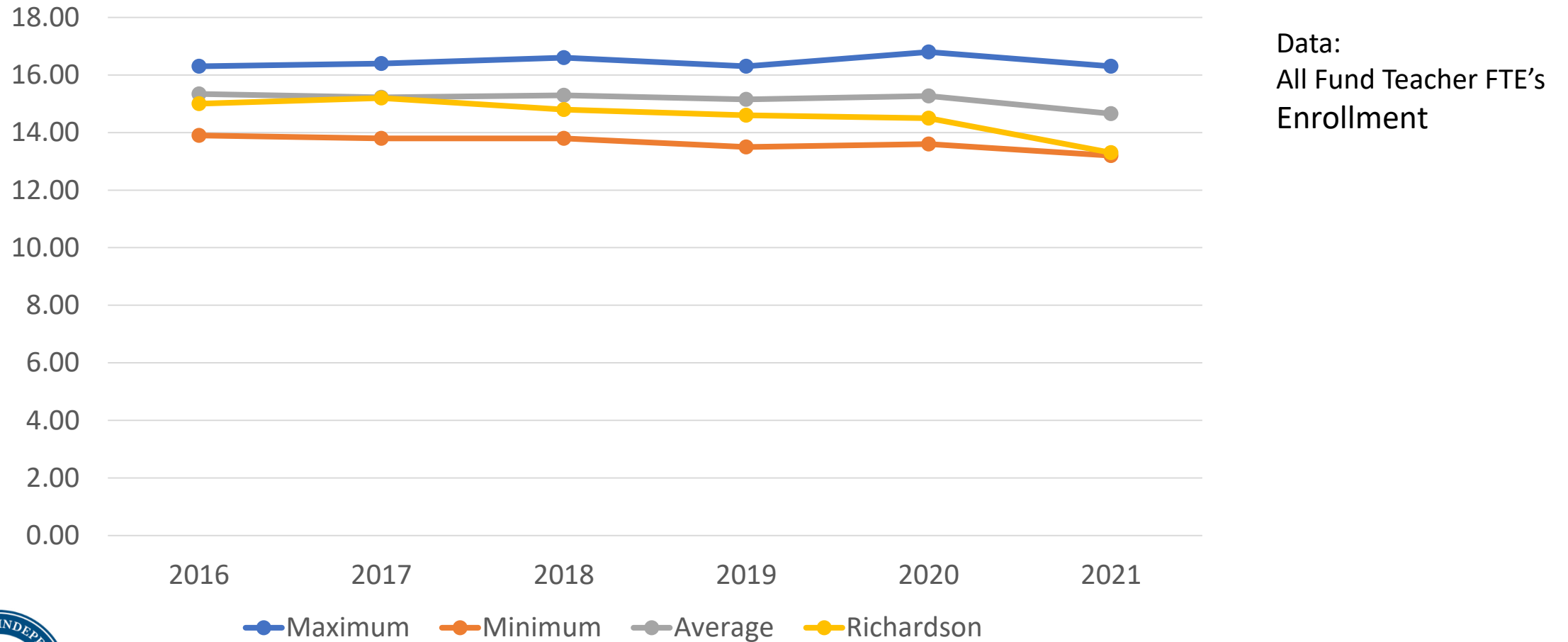


# Students per Teacher FTE – State Wide





# Students per Teacher FTE – North Texas



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# Budget Calendar

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- January 10, 2022 – Board of Trustee Meeting: Demographic Report
- January 24, 2022 – Board of Trustee Work Session: Status of fiscal year 2021-22
- January 24, 2022 – Send out budget worksheets and special request forms to campuses and departments
- February 15, 2022 – Board of Trustee Meeting: Financial Benchmarks
- February 21, 2022 – Budget worksheets and special request forms sent to Department Heads for review
- February 28, 2022 – Budget worksheets and special request forms sent to SAC members for review
- February 28, 2022 – Receive update from Dallas Central Appraisal District (tentative)
- March 7, 2022 – Board of Trustee Meeting: Budget presentation
- March 28, 2022 – Board of Trustee Work Session: Budget presentation
- April 11, 2022 – Board of Trustee Meeting: Budget presentation
- April 19, 2022 – Board of Trustee Work Session: Budget presentation
- April 30, 2022 – Last day to receive estimated certified value from Dallas Central Appraisal District





# Budget Calendar (continued)

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- May 9, 2022 – Board of Trustee Meeting: Budget presentation
- May 23, 2022 – Board of Trustee Work Session: Budget presentation
- May 26, 2022 – Publish notice of hearing to adopt budget and tax rate (no less than 10 and no more than 30 days prior to hearing)
- June 6, 2022 – Board of Trustee Meeting: Conduct public hearing on budget and tax rate, and adopt budget
- June 13, 2022 – Board of Trustee Work Session
- July 25, 2022 – Last day to receive certified value from Dallas Central Appraisal District
- August 1, 2022 – Last day to Provide Certified Value to Texas Education Agency
- August 5, 2022 – Last for Texas Education Agency to Provide Maximum Compressed Tax Rate
- September 1, 2022 – Publish notice of hearing on tax rate (no less than 10 and no more than 30 days prior to hearing), if necessary
- September 12, 2022 – Board of Trustee Work Session: Adopt tax rate
- October 1, 2022 – Mail tax bills with adopted rate

