Sections to the Report

1. 2022-2023 District and Campus TAPR

2. PEIMS Financial Actual Standards Report 2021-2022

3. 2022-2023 Accreditation Status

4. Performance Objectives

5. Report on Violent and Criminal Incidents

6. Student Performance in Postsecondary Institutions

7. Progress Toward HB3 Board Goals
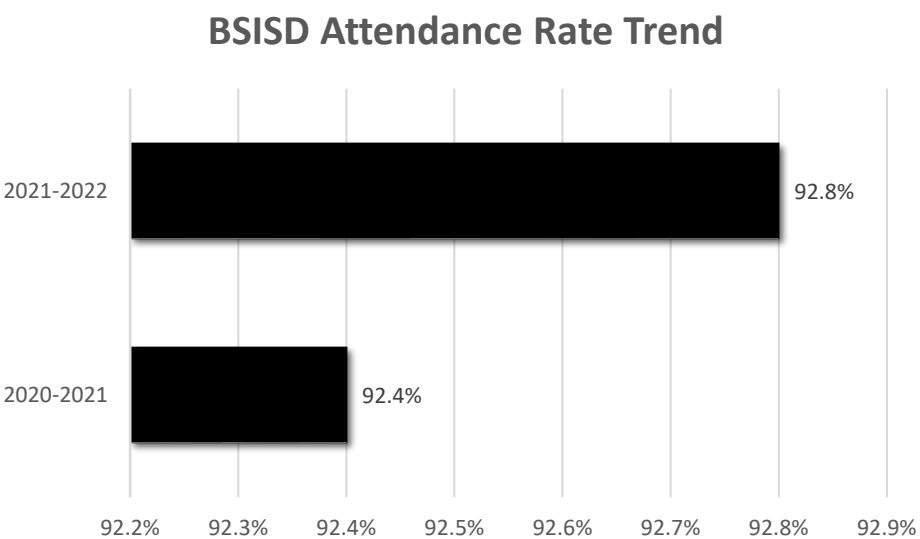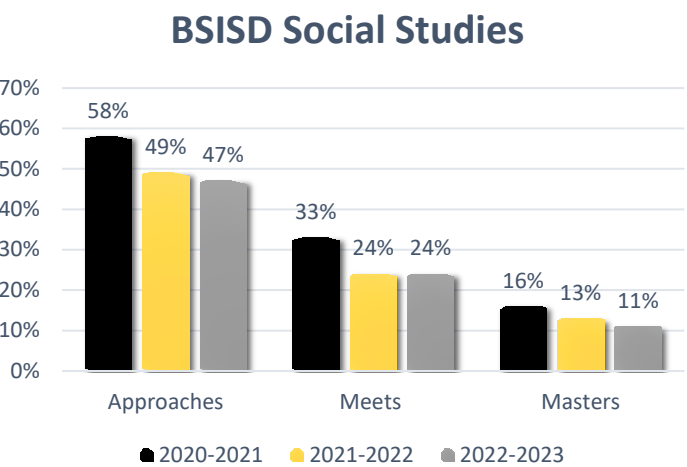
8. 2022-2023 TAPR Glossary

The complete District and Campus TAPR reports can be found at BSISD 2022-2023 TAPR

Section 1: TAPR

- District
  - Performance, Attendance, and Profiles
- Campus
  - Performance and Attendance
- STAAR Participation Rate
- Bilingual/ESL Performance
- Graduate Information
  - Attendance, Drop-out Rates, Four-Year Longitudinal Rates
  - Student Profiles by Ethnicity, Program, and Graduation Type
- CCMR
  - Indicator Trends
  - ACT/SAT Information

District Data: Performance/Attendance

BSISD Math

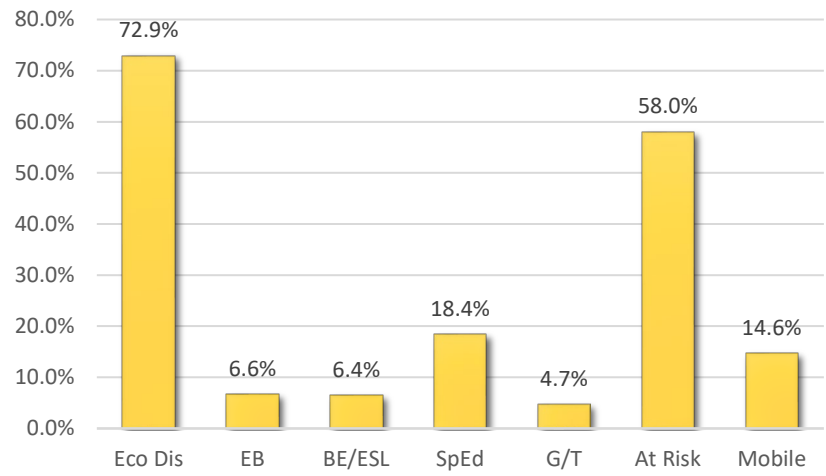|	Approaches	Meets	Masters
2020-2021	62%	30%	12%
2021-2022	67%	36%	19%
2022-2023	74%	40%	15%

BSISD RLA

	Approaches	Meets	Masters
2020-2021	58%	33%	11%
2021-2022	65%	41%	15%
2022-2023	71%	41%	10%

BSISD Science

	Approaches	Meets	Masters
2020-2021	63%	34%	13%
2021-2022	68%	40%	13%
2022-2023	74%	42%	10%

BSISD Social Studies

	Approaches	Meets	Masters
2020-2021	58%	33%	16%
2021-2022	49%	24%	13%
2022-2023	47%	24%	11%

BSISD Attendance Rate Trend

	Attendance Rate
2021-2022	92.8%
2020-2021	92.4%

District Data: Profiles

BSISD Student Profile

Category	Percentage
Eco Dis	72.9%
EB	6.6%
BE/ESL	6.4%
SpEd	18.4%
G/T	4.7%
At Risk	58.0%
Mobile	14.6%

BSISD Ethnicity

Category	Percentage
Af Am	4.8%
Hispanic	68.0%
White	22.8%
Two or More	3.0%
Asian	1.0%
Other	0.4%
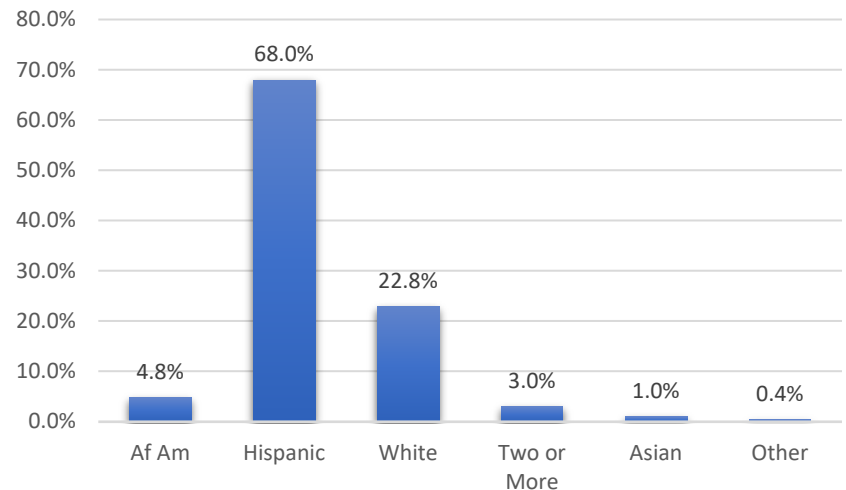
Experience/Tenure in Years

Category	Years
Ts Ave Exp	6.2
Ts Ave Tenure	8.2
Aps Ave Exp	4.5
Aps Ave Tenure	6.5
Ps Ave Exp	7.4
Ps Ave Tenure	7.4
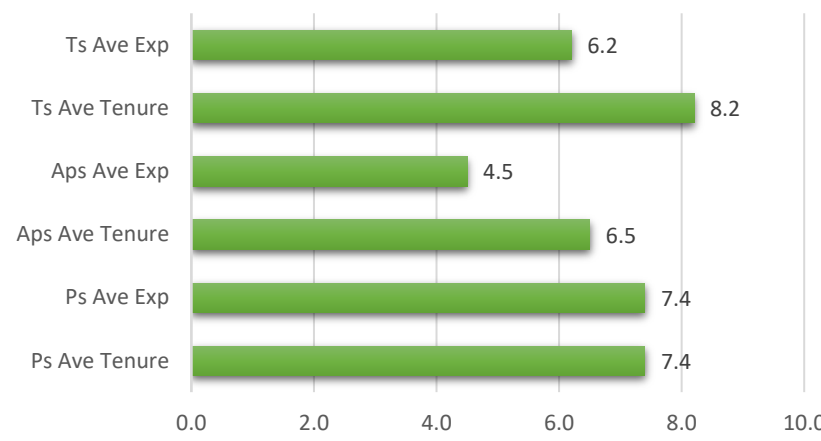
% of Teachers by Years of Experience

Category	Percentage
30+ Yrs	2.3%
21-30 Yrs	10.4%
11-20 Yrs	16.3%
6-10 Yrs	14.9%
1-5 Yrs	54.8%
Begin	1.3%
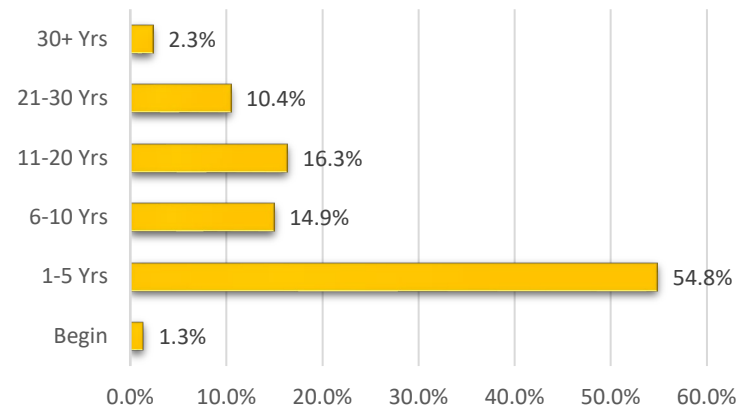
% of Teachers by Degree Held

Category	Percentage
Doctorate	1.0%
Masters	16.3%
Bachelors	62.9%
No Degree	20.4%
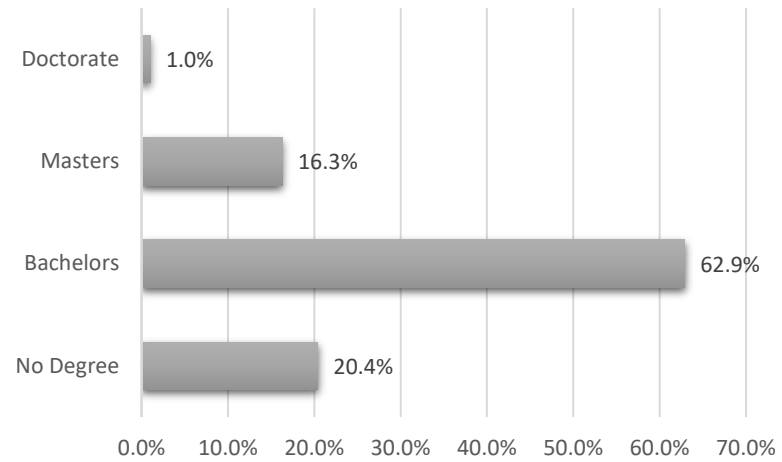
BSHS Data: Performance/Attendance

BSHS Math

	Approaches	Meets	Masters
2020-2021	62%	23%	10%
2021-2022	73%	35%	13%
2022-2023	86%	30%	6%

BSHS RLA

	Approaches	Meets	Masters
2020-2021	59%	38%	7%
2021-2022	58%	40%	4%
2022-2023	68%	42%	4%

BSHS Science

	Approaches	Meets	Masters
2020-2021	78%	49%	19%
2021-2022	85%	55%	20%
2022-2023	86%	50%	12%

BSHS Social Studies

	Approaches	Meets	Masters
2020-2021	73%	44%	22%
2021-2022	91%	50%	20%
2022-2023	82%	49%	24%
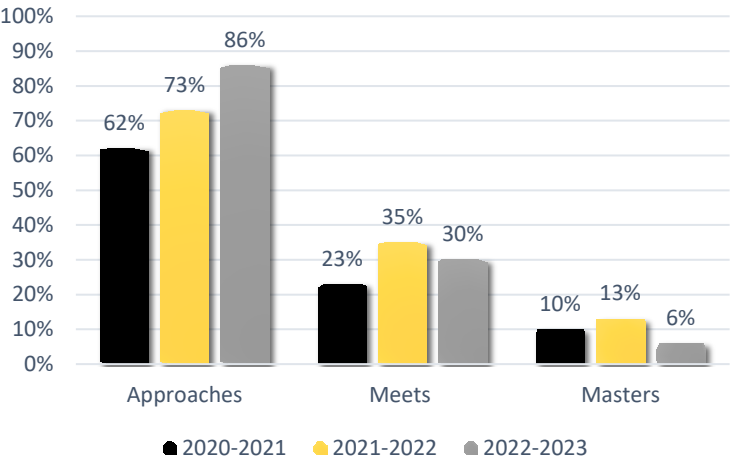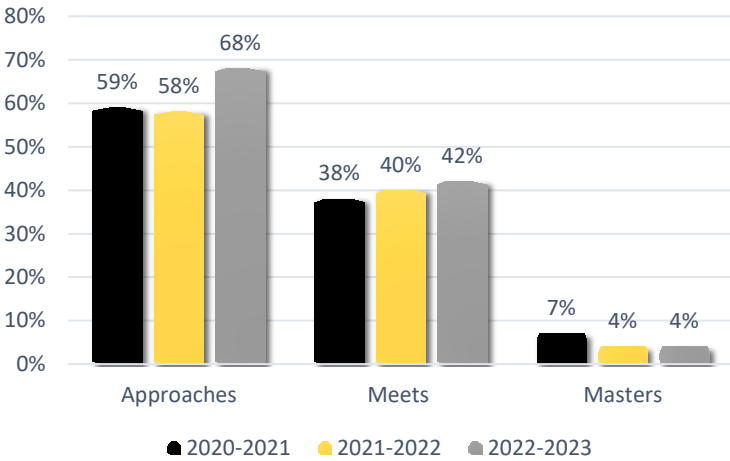
BSHS Attendance Rate Trend
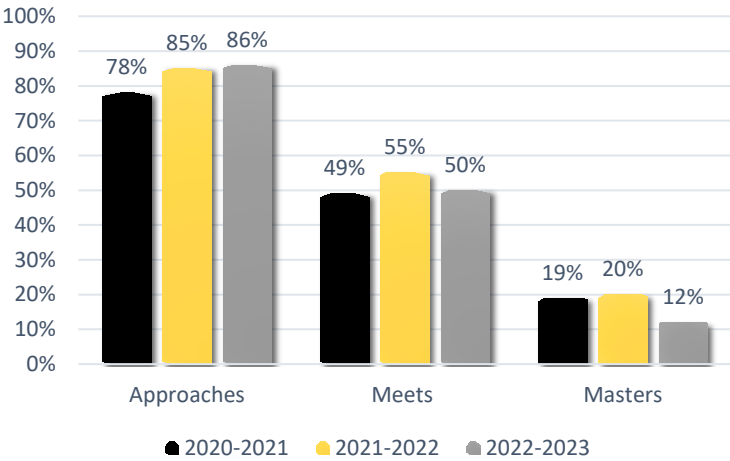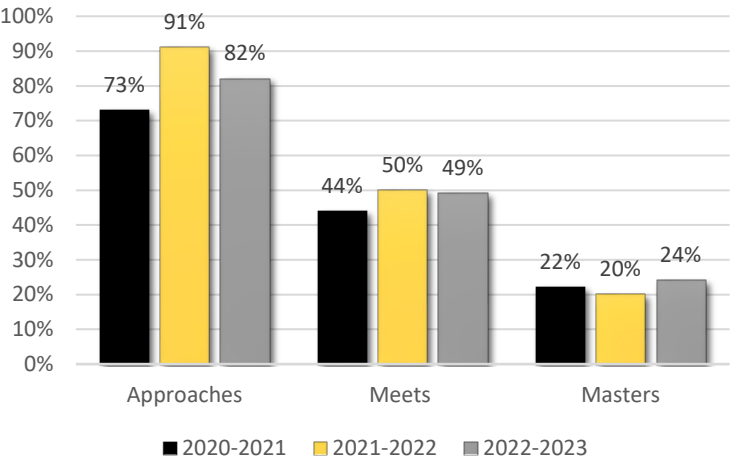
	Attendance Rate
2021-2022	92.3%
2020-2021	91.5%
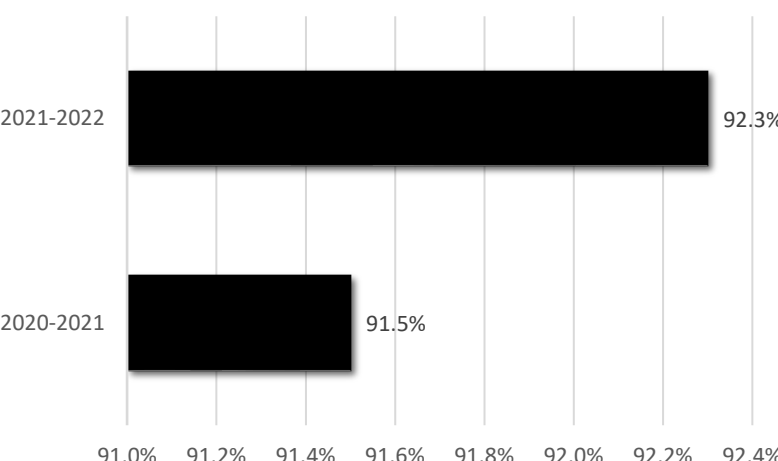
BSJH Data: Performance/Attendance

BSJH Math

	Approaches	Meets	Masters
2020-2021	53%	26%	6%
2021-2022	53%	25%	9%
2022-2023	61%	32%	8%

BSJH RLA

	Approaches	Meets	Masters
2020-2021	61%	35%	14%
2021-2022	68%	40%	21%
2022-2023	70%	36%	14%

BSJH Science

	Approaches	Meets	Masters
2020-2021	63%	38%	16%
2021-2022	56%	29%	13%
2022-2023	65%	36%	10%

BSJH Social Studies

	Approaches	Meets	Masters
2020-2021	44%	22%	10%
2021-2022	49%	24%	13%
2022-2023	47%	24%	11%
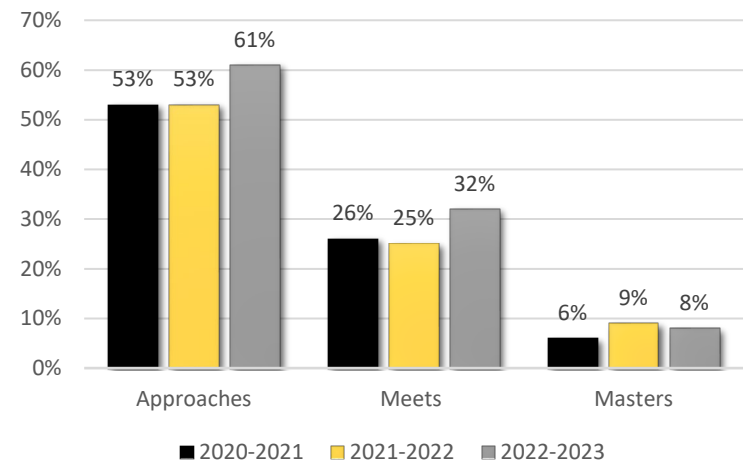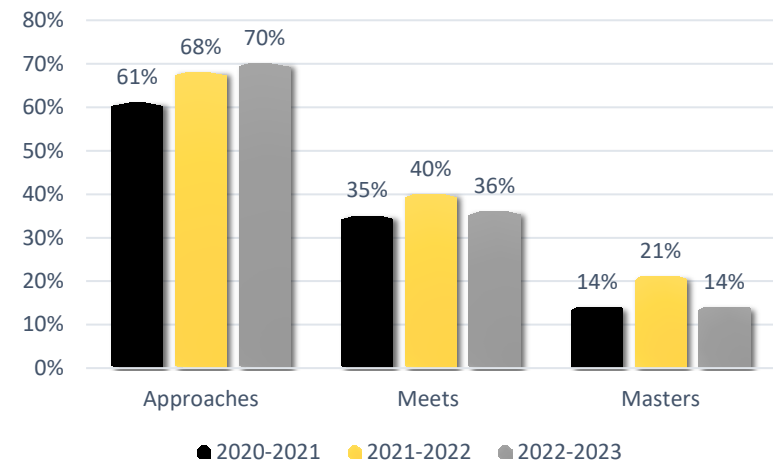
BSJH Attendance Rate Trend
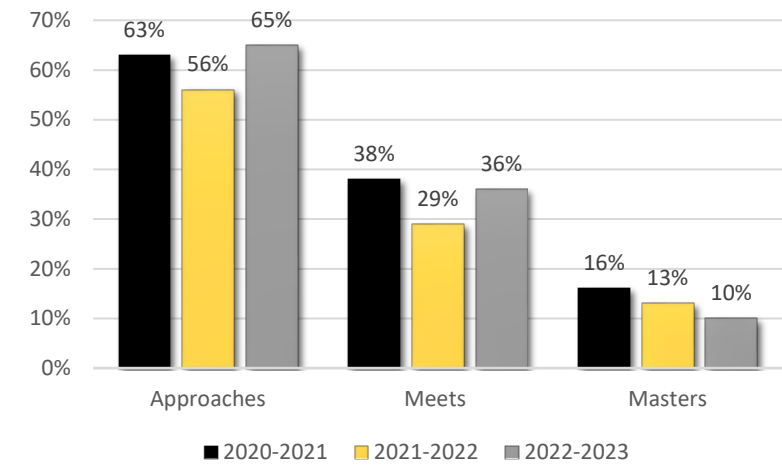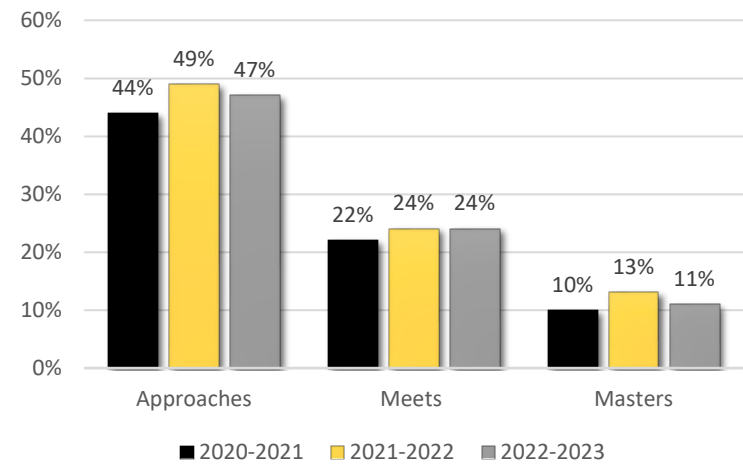
	Attendance Rate
2021-2022	91.6%
2020-2021	91.0%
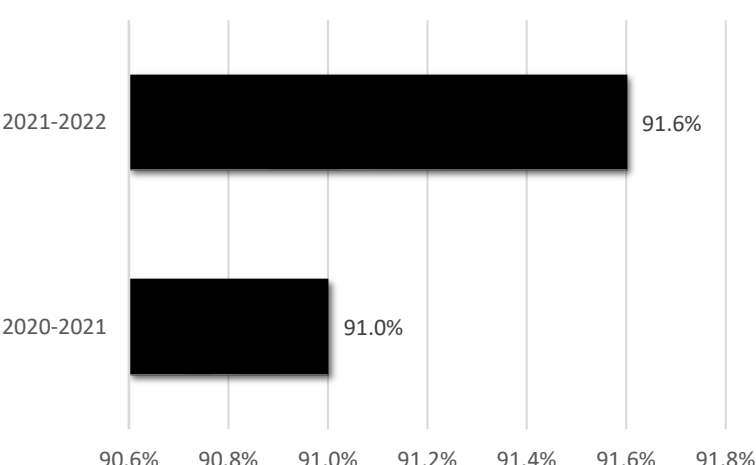
BSI Data: Performance/Attendance

BSI Math

	Approaches	Meets	Masters
2020-2021	62%	32%	13%
2021-2022	69%	36%	15%
2022-2023	72%	39%	11%

■ 2020-2021 ■ 2021-2022 ■ 2022-2023

BSI RLA

	Approaches	Meets	Masters
2020-2021	59%	28%	13%
2021-2022	68%	41%	19%
2022-2023	74%	47%	15%

■ 2020-2021 ■ 2021-2022 ■ 2022-2023

BSI Science

	Approaches	Meets	Masters
2020-2021	45%	15%	4%
2021-2022	61%	34%	16%
2022-2023	70%	40%	13%

■ 2020-2021 ■ 2021-2022 ■ 2022-2023

BSI Attendance Rate Trend
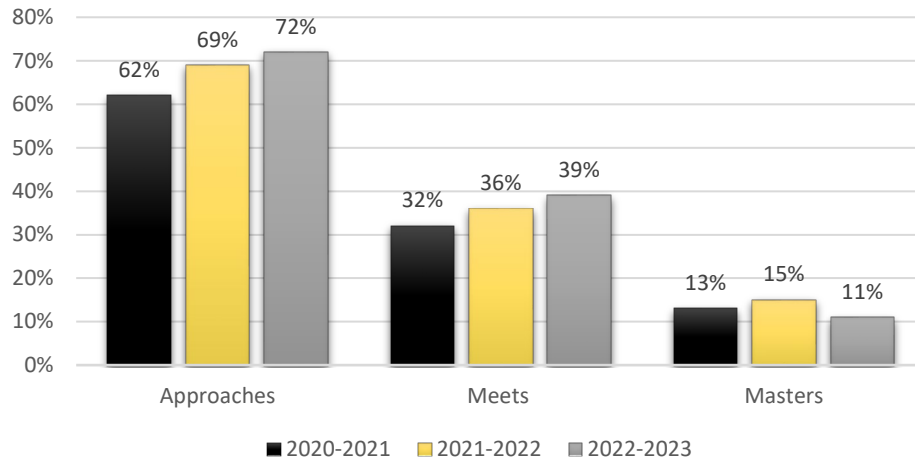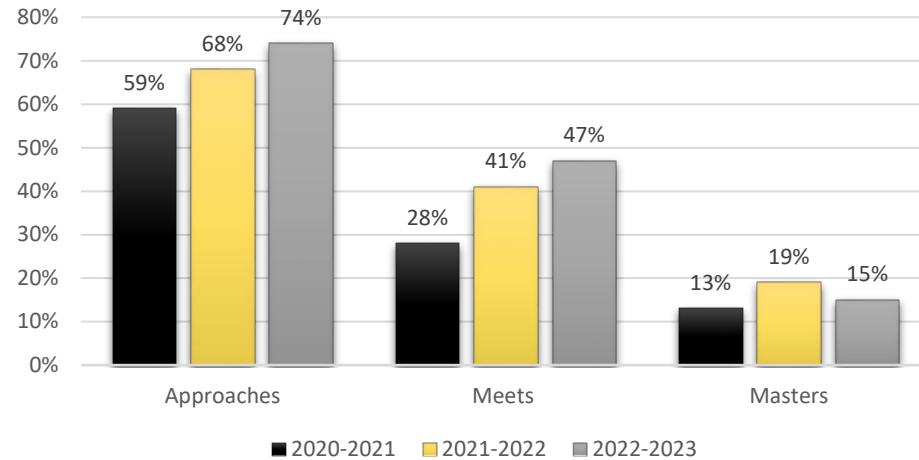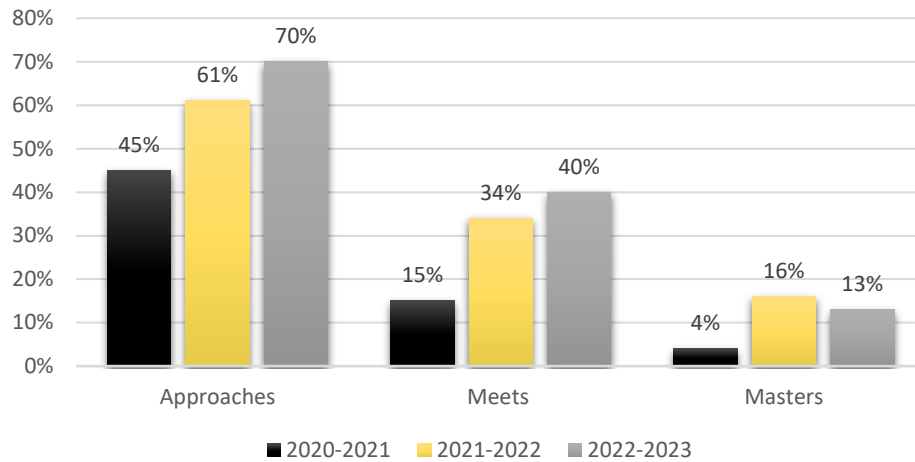
	Attendance Rate
2021-2022	93.6%
2020-2021	93.9%
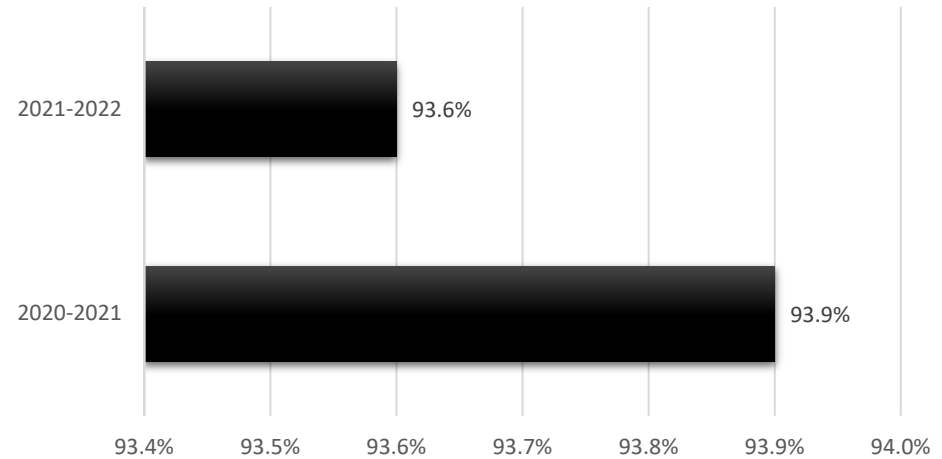
Goliad Data: Performance/Attendance

Goliad Math

	Approaches	Meets	Masters
2020-2021	69%	37%	14%
2021-2022	80%	55%	29%
2022-2023	86%	63%	23%

Goliad RLA

	Approaches	Meets	Masters
2020-2021	48%	24%	8%
2021-2022	72%	48%	19%
2022-2023	77%	37%	10%

Goliad Attendance Rate Trend

	Attendance Rate
2021-2022	92.4%
2020-2021	94.4%
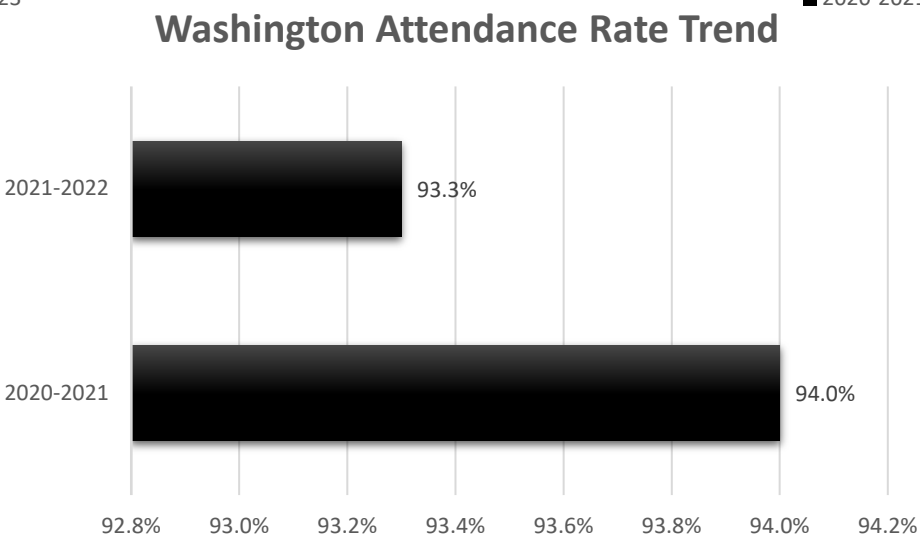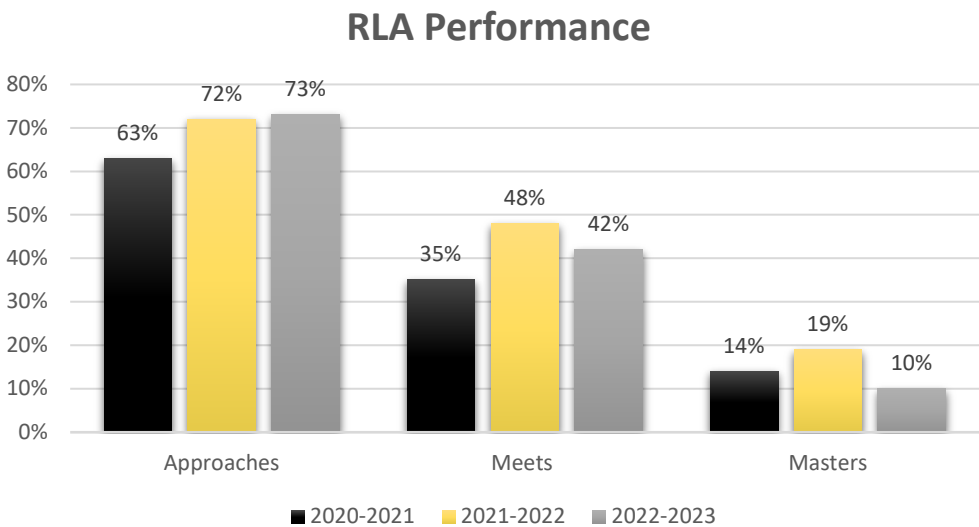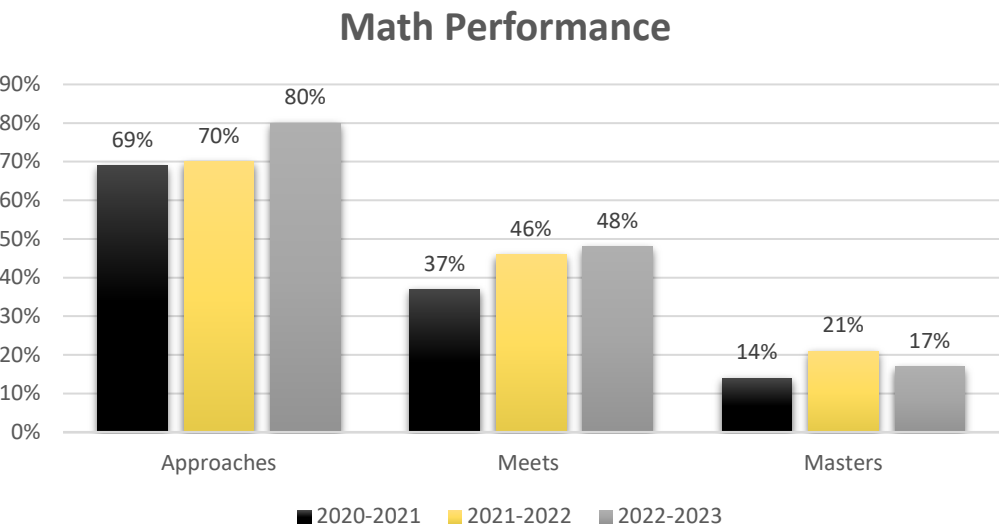
STAAR Participation Rates

Participation 2021

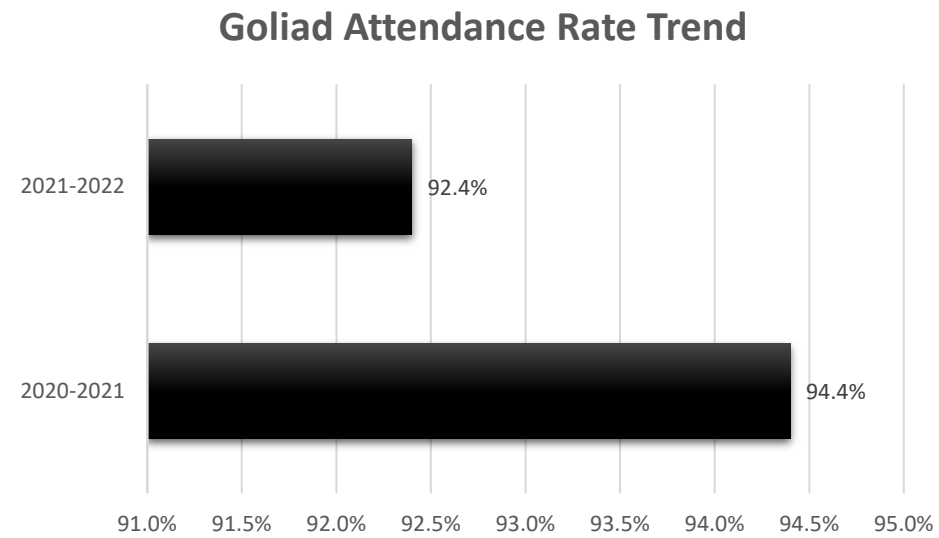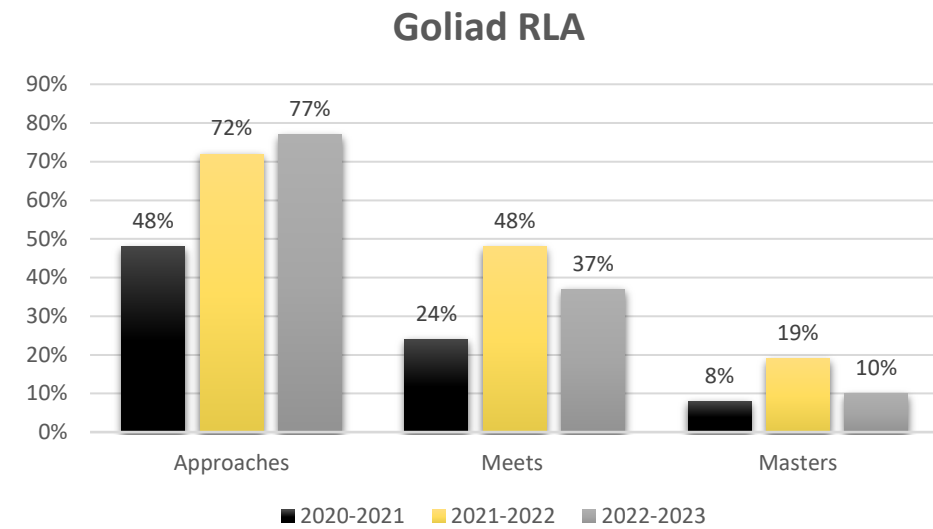|	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Econ Disadv*	EL (Current and Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Target														
STAAR ELA/Reading														
% Participation	97%	92%	97%	98%	*	95%	*	100%	97%	98%	97%	100%	97%	97%
Total Tests	2091	118	1403	495	*	*	*	52	1374	137	349	30	1627	464
STAAR Math														
% Participation	97%	96%	97%	96%	*	95%	*	96%	97%	99%	96%	100%	99%	100%
Total Tests	1805	95	1221	425	*	*	*	44	1196	115	316	30	1403	402

Participation 2022

	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Econ Disadv*	EL (Current and Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Target														
STAAR ELA/Reading														
% Participation	100%	100%	100%	99%	*	100%	100	99%	99%	100%	200%	97%	100%	99%
Total Tests	2,240	116	1,520	502	*	21	**	65	1,564	156	399	27	1,726	514
STAAR Math														
% Participation	99%	100%	99%	99%	*	100%	*	99%	99%	100%	100%	97%	99%	98%
Total Tests	1,902	100	1,268	442	*	20	*	60	1,305	135	350	26	1,461	441

Bilingual/ESL Performance Trend

	Year	Total BE	APL Bilingual Exception	Total ESL	ESL Pull-Out	ALP ESL Waiver	EB/EL with Parent Denial	Never EB/EL	Total EL/EB (Current)	Monitored and Former EB/EL
Approaches	2023	76%	76%	69%	60%	74%	67%	73%	70%	92%
	2022	79%	79%	55%	41%	65%	63%	66%	60%	86%
Meets	2023	35%	35%	28%	21%	32%	44%	41%	30%	63%
	2022	50%	50%	23%	14%	29%	31%	39%	29%	68%
Masters	2023	11%	11%	5%	2%	7%	28%	12%	7%	13%
	2022	21%	21%	7%	3%	10%	13%	16%	11%	30%

Attendance, Graduation, and Drop-out Rates

Graduate Attendance Profile

- Attendance Rate: 2020-2021 92.4%, 2021-2022 92.8%
- Chronic Absenteeism: 2020-2021 26.4%, 2021-2022 25.2%
- Annual Dropout Rate 7-8: 2020-2021 1.7%, 2021-2022 1.1%
- Annual Dropout Rate 9-12: 2020-2021 1.4%, 2021-2022 4.1%

Legend: ■ 2020-2021 ■ 2021-2022

4-Year Longitudinal Rates

- Grads, TxCHSE, and Continuers: Class of 2022 86.0%, Class of 2021 86.8%
- Grads and TxCHSE: Class of 2022 84.6%, Class of 2021 84.0%
- Dropped Out: Class of 2022 14.0%, Class of 2021 13.2%
- Continued HS: Class of 2022 1.4%, Class of 2021 2.8%
- TxCHSE: Class of 2022 0.0%, Class of 2021 0.3%
- Graduated: Class of 2022 84.6%, Class of 2021 83.7%

Legend: ■ Class of 2022 ■ Class of 2021

Graduation Profile

2021-2022 Grads by Ethnicity

- African American — 8.1%
- Hispanic — 67.4%
- White — 20.2%
- Two or More Races — 2.3%
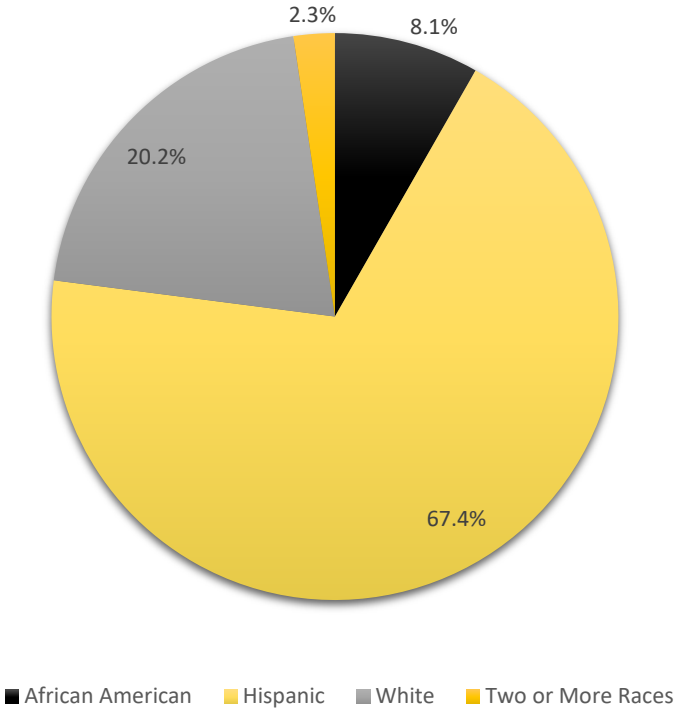
2021-2022 Graduates by Program Type

- Sped Graduates — 14.7%
- Eco Dis Graduates — 57.8%
- EB/EL Graduates — 3.1%
- At-Risk Graduates — 68.2%

2021-2022 Diploma Type

- Foundation HS Program No Endorsement — 28.3%
- Foundation HS Program With Endorsement — 3.9%
- Foundation HS Program (DLA) — 67.8%
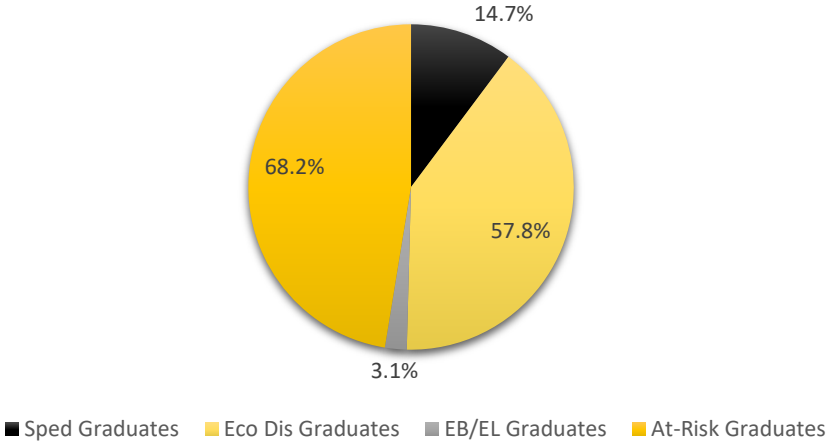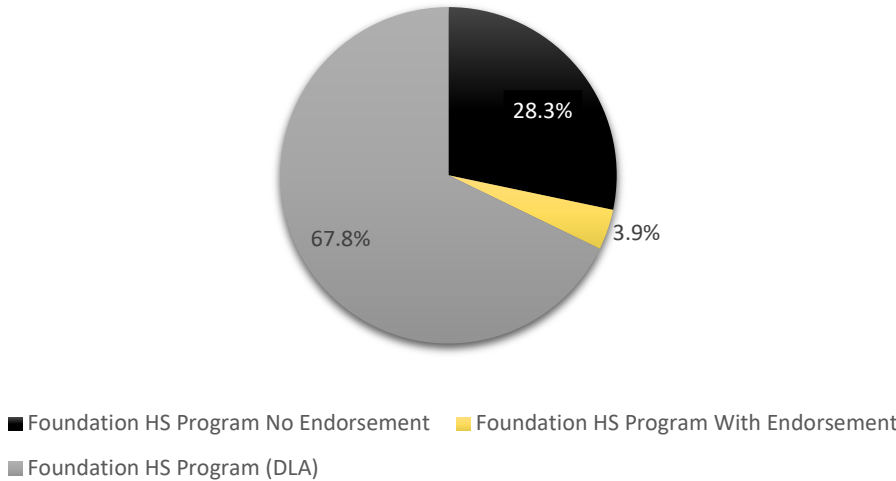
CCMR

CCMR Indicator Trend
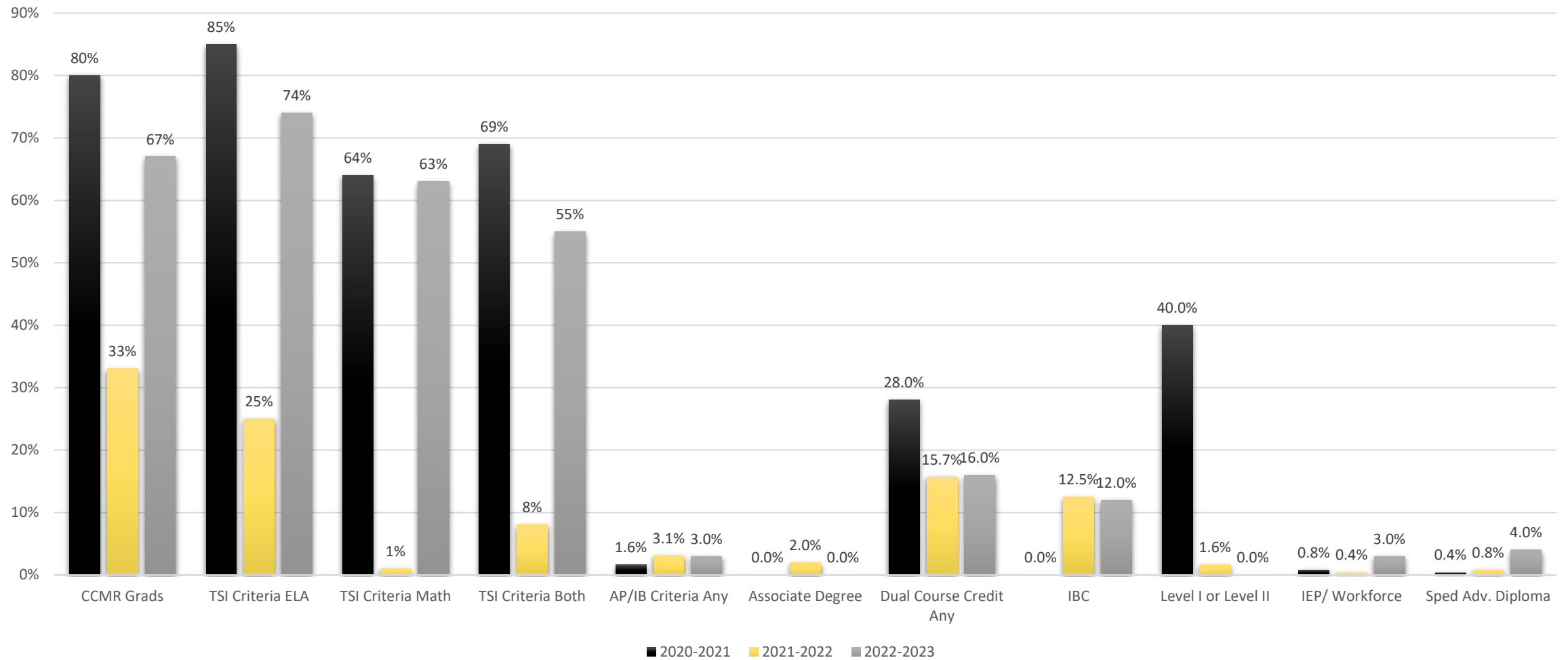
CCMR Related Indicators

CCMR Indicators

Indicator	2021-2022	2022-2023
College Ready	19.5%	60.1%
TSI Results (All Subjects)	4.3%	7.8%
Credit for College Prep (All Subjects)	80.0%	45.7%
AP/IB Results Participation (All Subjects)	6.8%	8.7%
AP/IB Results Met Criteria (All Subjects)	30.6%	44.4%
SAT/ACT Results Participation	24.1%	28.7%
SAT/ACT Results Met Criteria	17.2%	12.2%

SAT Comparisons

	2020-2021	2021-2022
SAT Ave. State	1002	1001
SAT Ave. Region	950	943
SAT Ave. BSISD	945	1123

ACT Comparisons

	2020-2021	2021-2022
ACT Ave. State	20	19.5
ACT Ave. Region	18	17.3
ACT Ave. BSISD	20	16.4

Other Postsecondary Indicators

Dual Credit Course Completion

Category	2019-2020	2020-2021	2021-2022
Any Subject	39.6%	0.0%	39.0%
ELA	12.0%	0.0%	15.1%
Math	19.7%	0.0%	19.5%
Science	11.9%	0.0%	12.2%
Social Studies	9.0%	0.0%	7.8%

Graduates in TX IHE

2019-2020	2020-2021
27.7%	27.6%
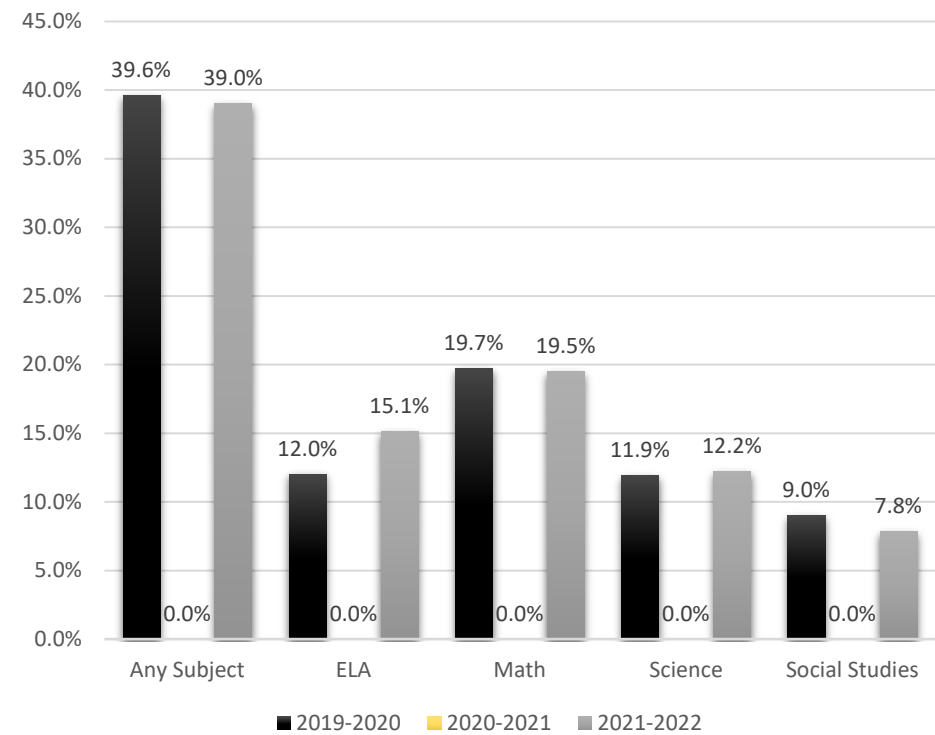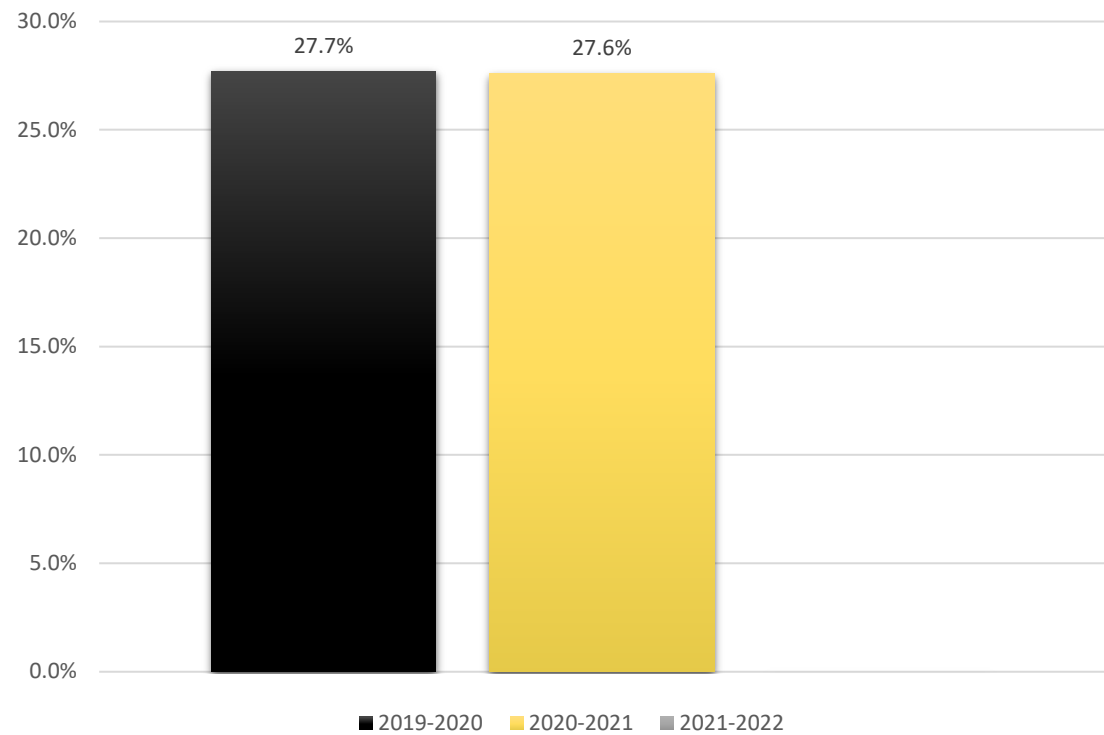
Section 2: PEIMS Financial Actual Report 2021-2022

➢ District
  ➢ Revenues
  ➢ Expenditures
  ➢ Disbursements
  ➢ Tax Rates
  ➢ Fund Balance

➢ Campus
  ➢ Expenditure by Object
  ➢ Expenditures by Function
  ➢ Program Expenditures by Program

PEIMS Financial Actual Report for 2021-2022 can be located at https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports

Section 3: District Accreditation

➤ Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
  ➢ Accredited
  ➢ Accredited-Warned
  ➢ Accredited-Probation
  ➢ Not Accredited-Revoked

➤ In assigning an accreditation status to a district, TEA considers
  ➢ Academic accountability ratings
  ➢ Financial accountability ratings
  ➢ Data integrity
  ➢ Program-area deficiencies identified through Results Driven Accountability (RDA)

Big Spring ISD is **Accredited** for the 2022-2023 school year. You can find official accreditation status at BSISD Accreditation Status

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
114901	BIG SPRING ISD	18	A - Superior Achievement	C	ACCREDITED		

Section 4: Performance Objectives

Campus Improvement Plans (CIP)

➢ Each campus has developed and is implementing a CIP, as required by TEC §11.253

➢ Each CIP includes performance objectives (approved by the Board) that are based on data analysis and needs assessments –including data reported in annual TAPR reports

➢ Each campus periodically measures progress toward its performance objectives

➢ Updated CIPs for the 2023-2024 school year (which show each campus's progress toward meeting its performance objectives) are posted on the district's website and are available for review at the district's central office or at the applicable campus

Big Spring ISD CIPs can be found online https://www.bsisd.esc18.net/domain/221

The plans were presented at the November 2023 Board Meeting.

Section 5: Report on Violent and Criminal Incidents

		Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2022-2023 School Year (To the Extent Permitted under FERPA)							
Reason Code	**Description**	Kentwood	Moss	Marcy	Washington	Goliad	BSI	BSJH	BSHS
		108	111	110	113	102	44	43	1
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	1
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0
	Total Incidents	0	0	0	0	0	0	0	1
	Student Enrollment (Fall 2022 PEIMS Snapshot)	95	461	359	273	232	489	516	1,084
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying
Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

Section 6: Student Performance in Postsecondary Institutions

Big Spring High School Graduates From FY 2022-Enrolled in TX Higher Education Fall 2022	
	Fall 2022
Howard College	35
South Plains College	6
Texas Tech University	5
Other Public 4-yr Institution	24
Other Public 2-yr Institution	5
Not Trackable	10
Not Found	173
Total High School Graduates	258

Section 7: Progress HB3 Adopted Board Goals

➢TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:

- ▪ Early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and

- ▪ CCMR plans adopted under TEC §11.186

➢The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board at the 2023 June and August board meetings.

Section 8: TAPR Glossary

Each year, TEA prepares and publishes a TAPR Glossary

➢ The TAPR Glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR

➢ A Spanish version of the TAPR Glossary is scheduled for release in late winter

➢ Glossary can be found at [2022-2023 TAPR Glossary.pdf](#)

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change.

2023 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.

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/tapr/2023/masking.html.