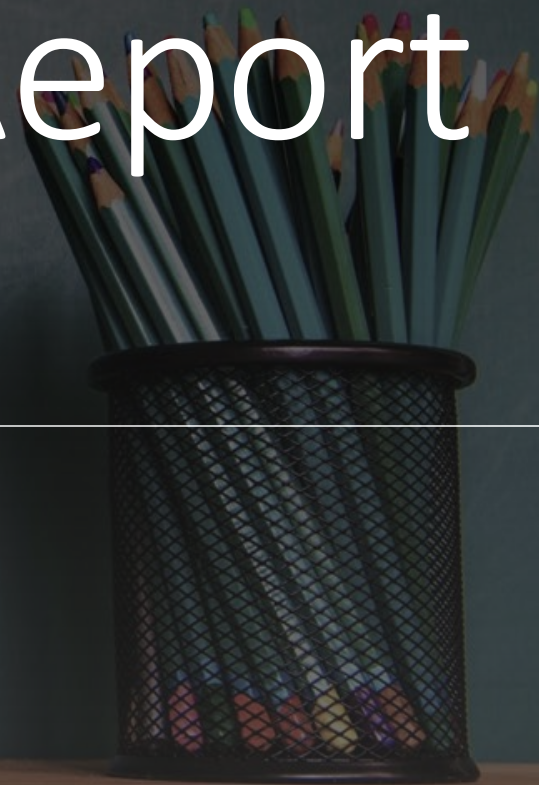


2023-2024 District Annual Report Public Hearing

BIG SPRING ISD MARCH 17, 2025



Sections to the Report

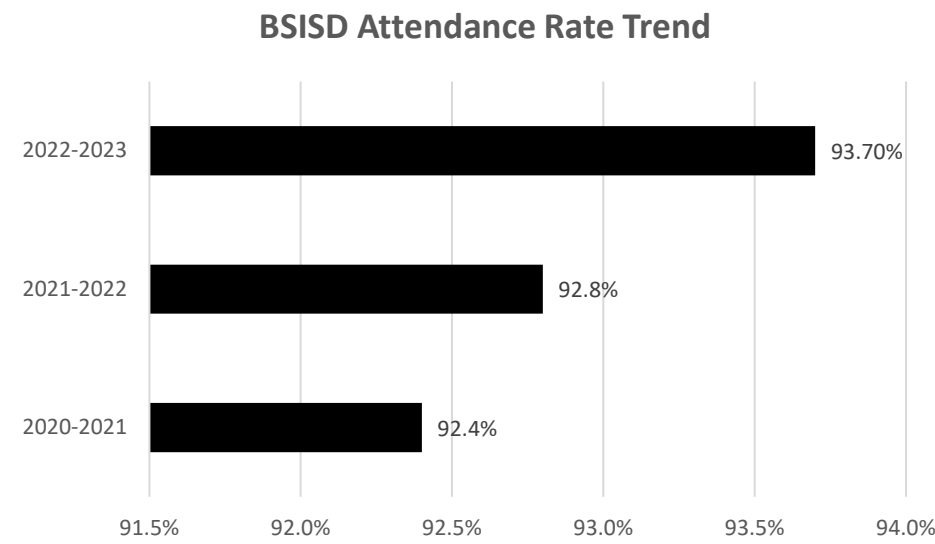
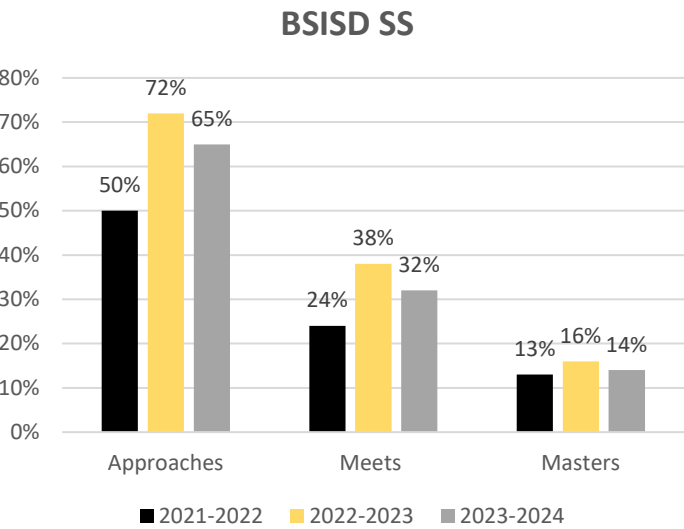
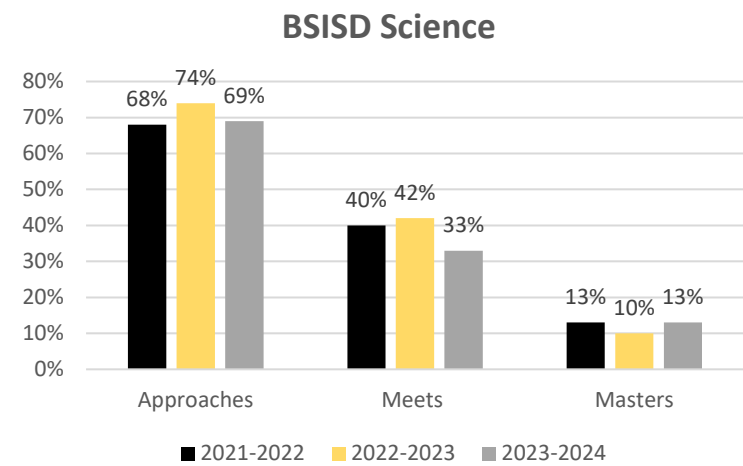
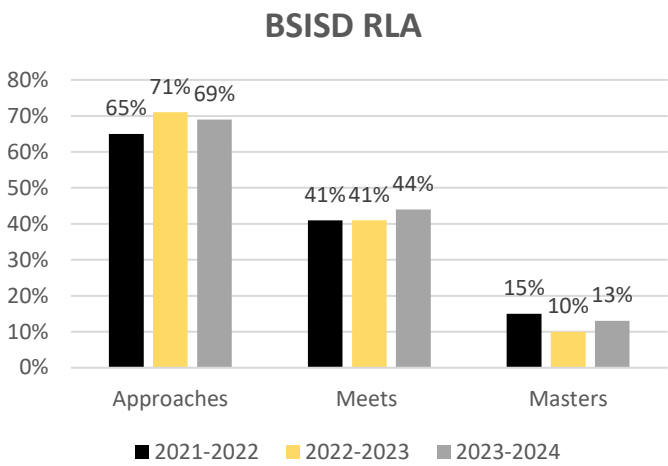
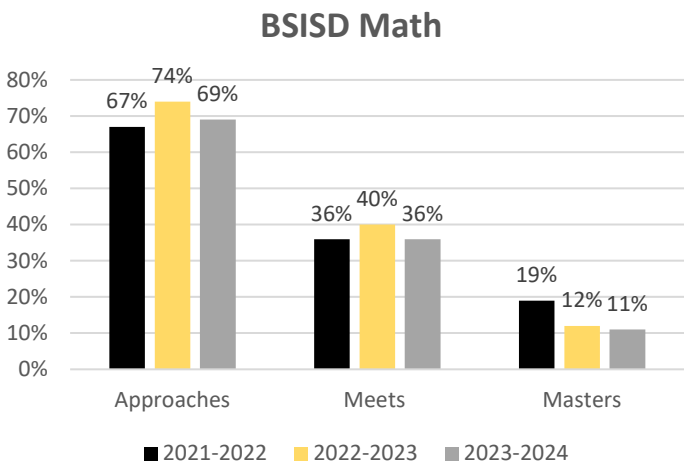
1. 2023-2024 District and Campus TAPR
2. PEIMS Financial Actual Standards Report 2022-2023
3. 2023-2024 Accreditation Status
4. Performance Objectives
5. Report on Violent and Criminal Incidents
6. Student Performance in Postsecondary Institutions
7. Progress Toward HB3 Board Goals
8. 2023-2024 TAPR Glossary

The complete District and Campus TAPR reports can be found at [BSISD 2022-2023 TAPR](#)

Section 1: TAPR

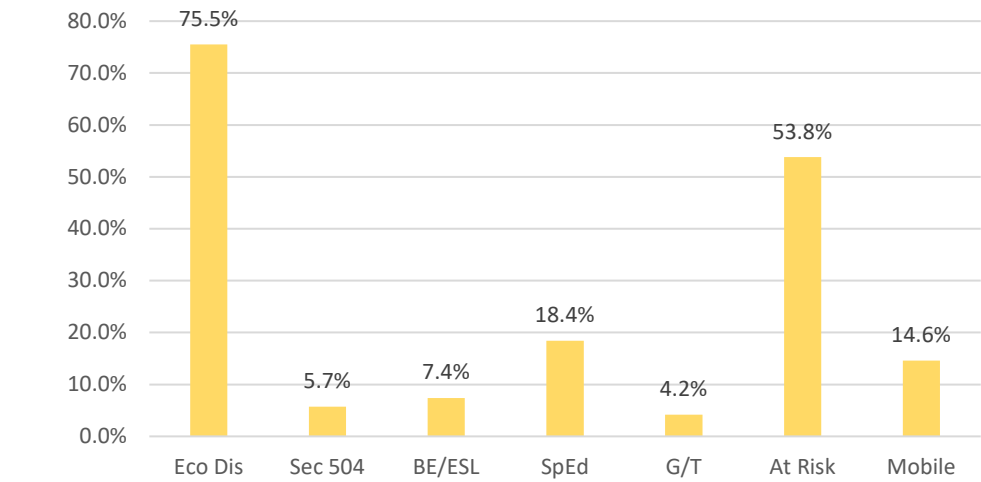
- District
 - Performance, Attendance, and Profiles
- Campus
 - Performance and Attendance
- STAAR Participation Rate
- Bilingual/ESL Performance
- Graduate Information
 - Attendance, Drop-out Rates, Four-Year Longitudinal Rates
 - Student Profiles by Ethnicity, Program, and Graduation Type
- CCMR
 -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

District Data: Performance/Attendance

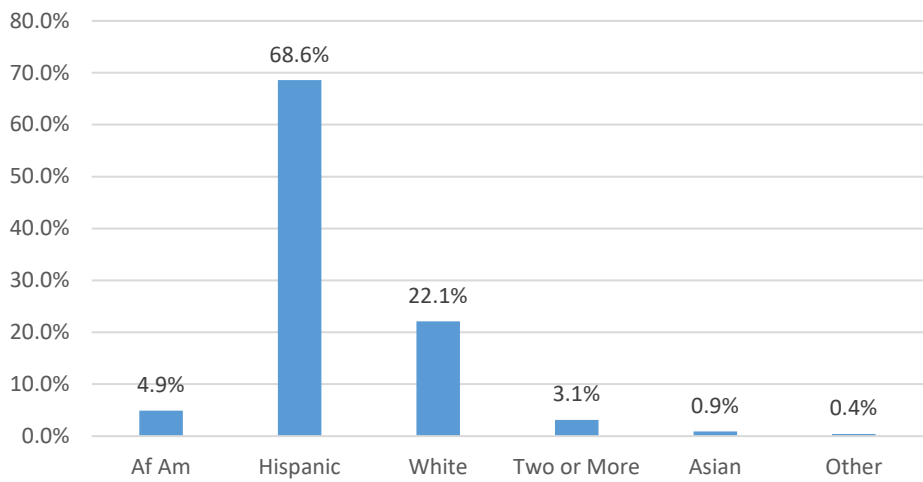


District Data: Profiles

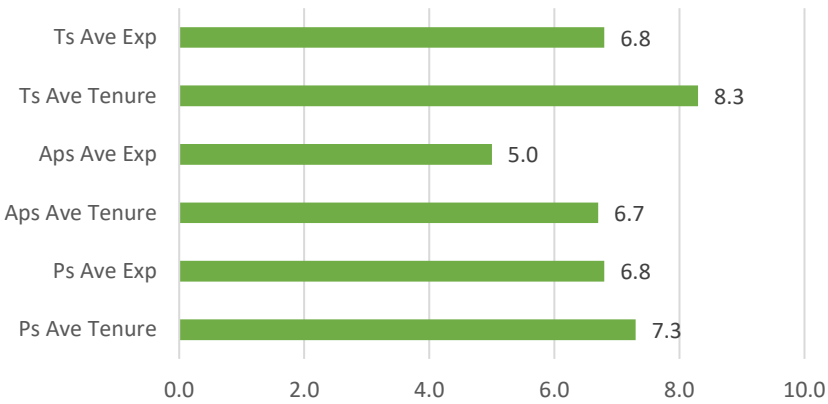
BSISD Student Profile



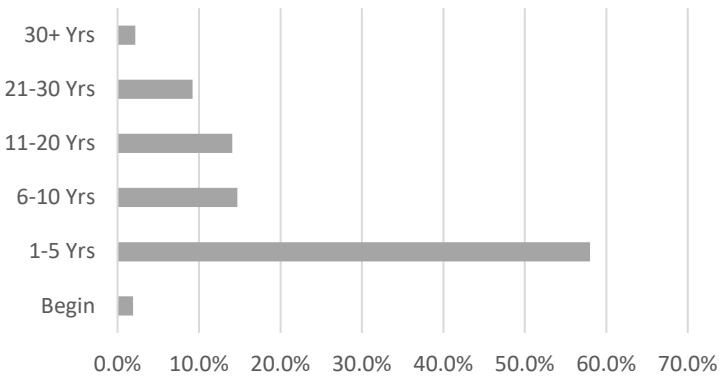
BSISD Ethnicity



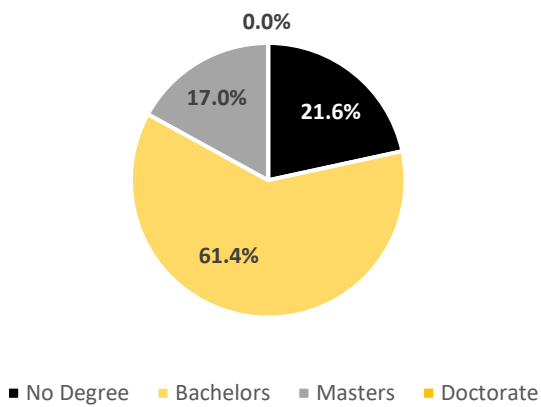
BSISD Staff Ex/Tenure



BSISD % Tch Yrs. Exp.

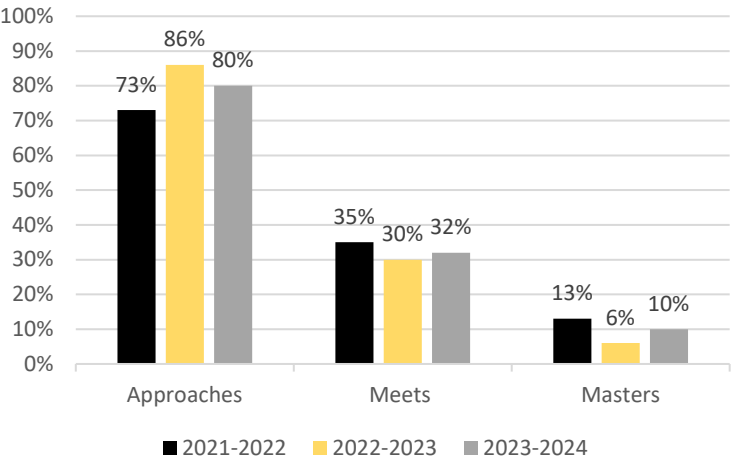


BSISD % Tch Highest Degree

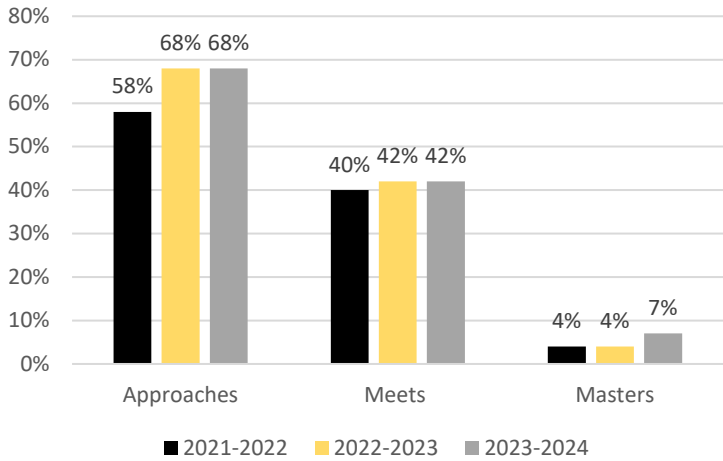


BSHS Data: Performance/Attendance

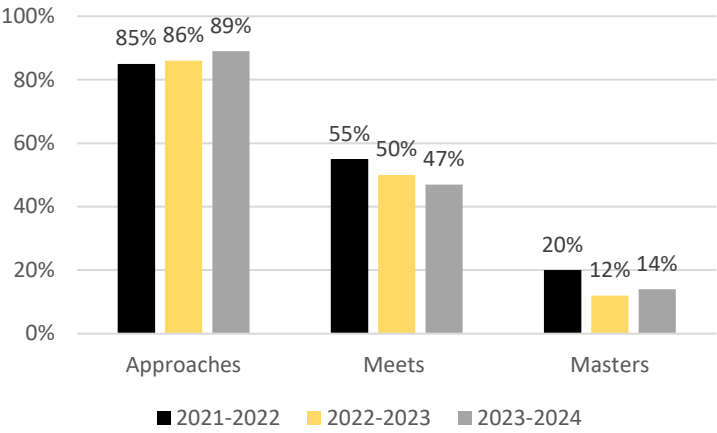
BSHS MATH



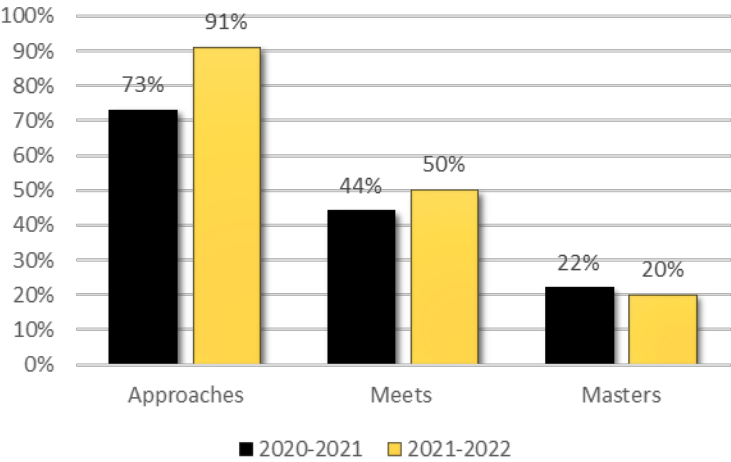
BSHS RLA



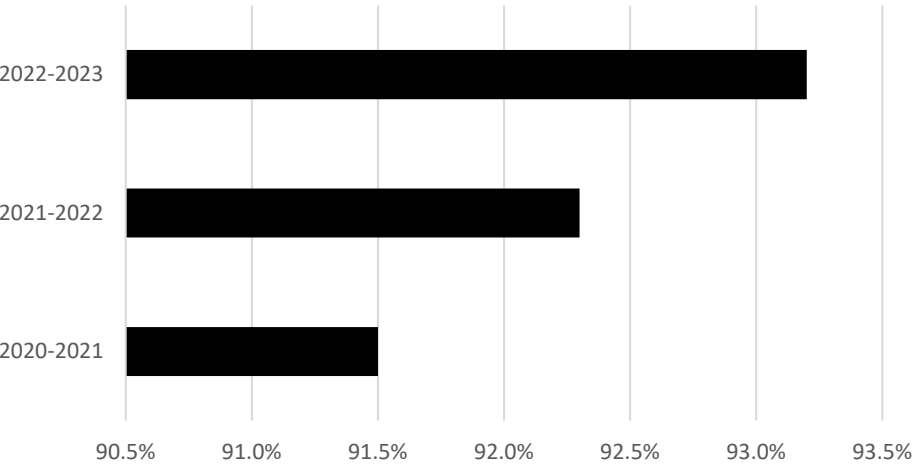
BSHS SCIENCE



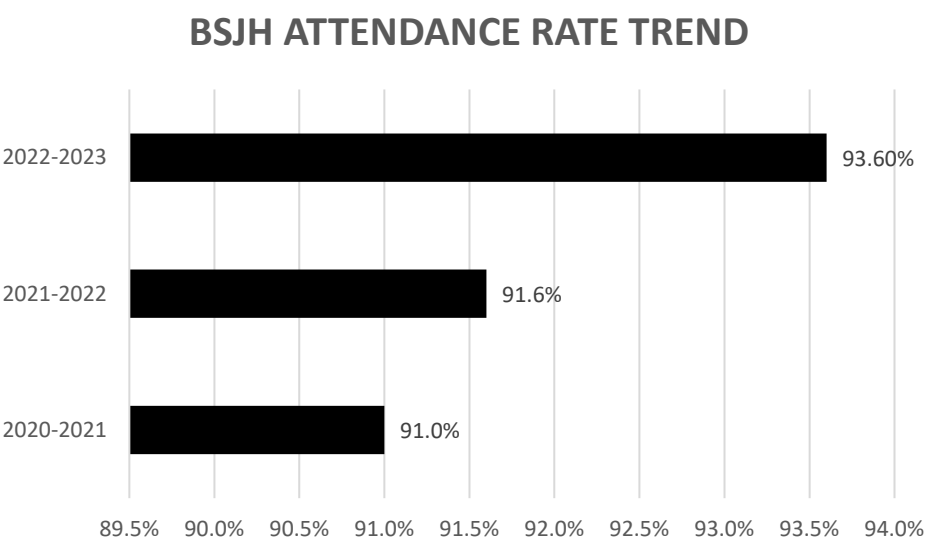
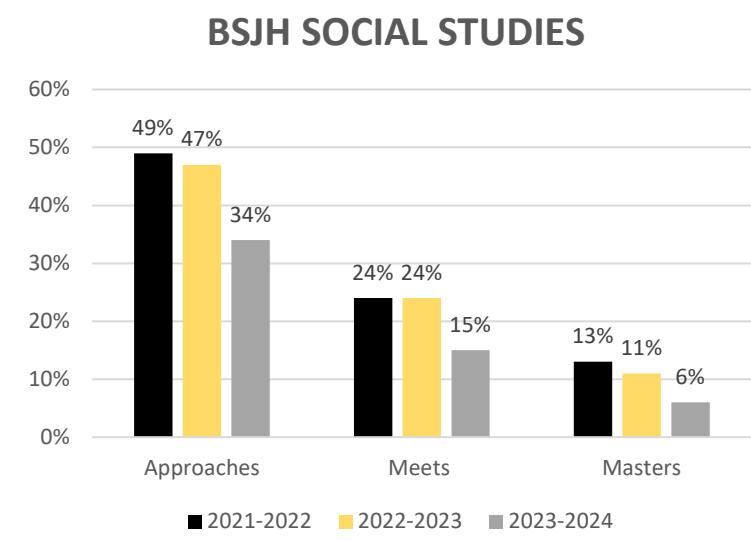
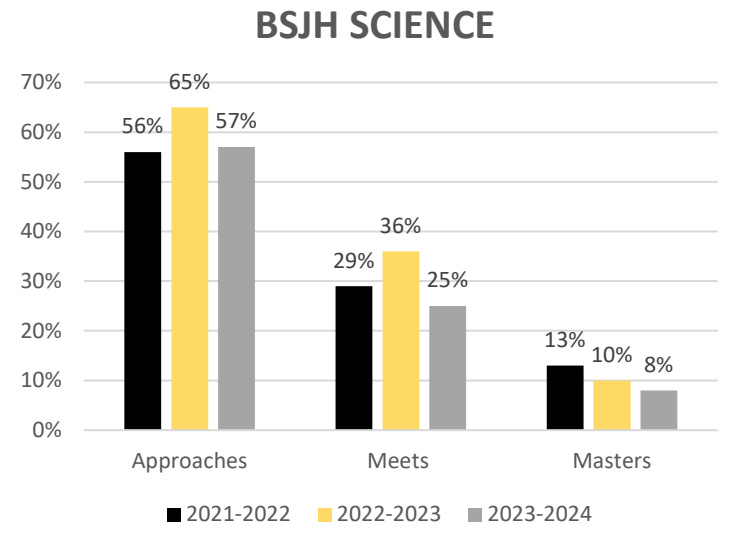
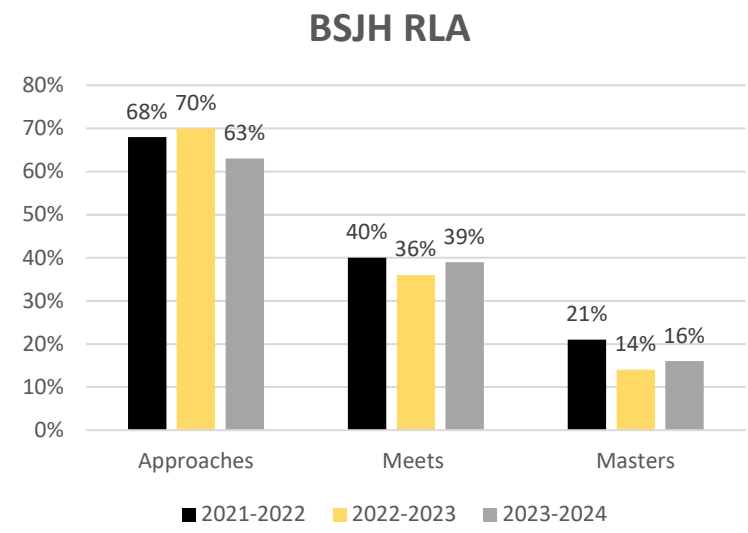
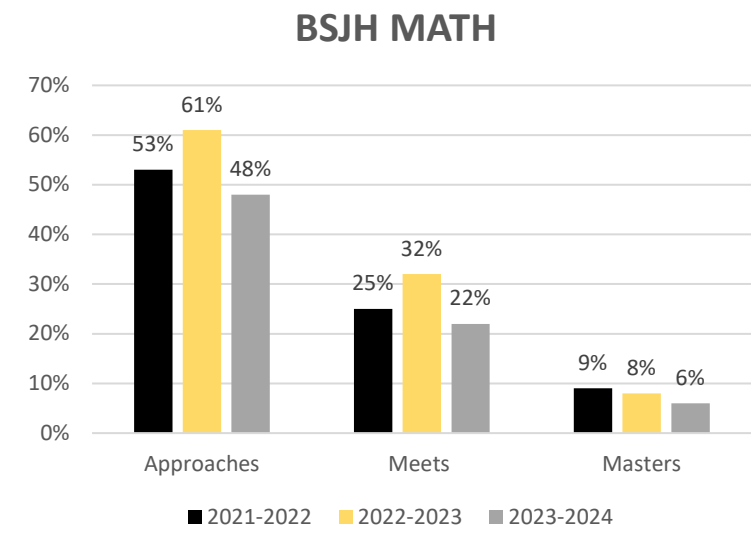
BSHS Social Studies



BSHS Attendance Trend

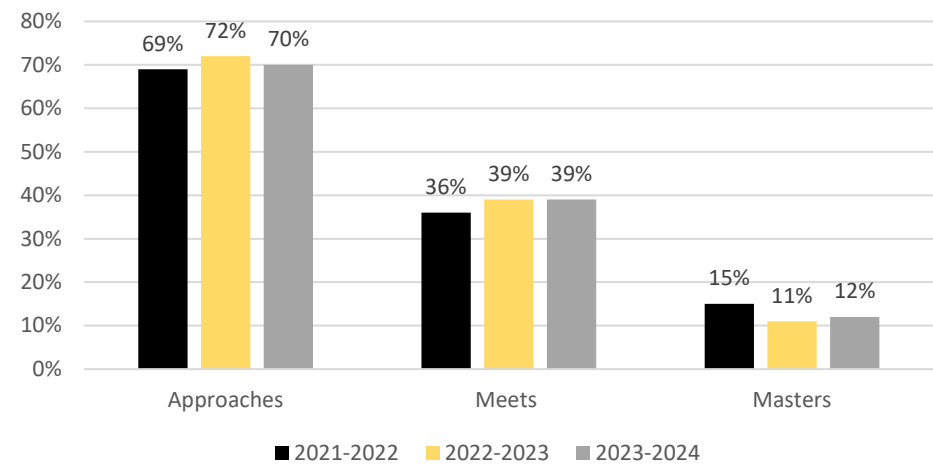


BSJH Data: Performance/Attendance

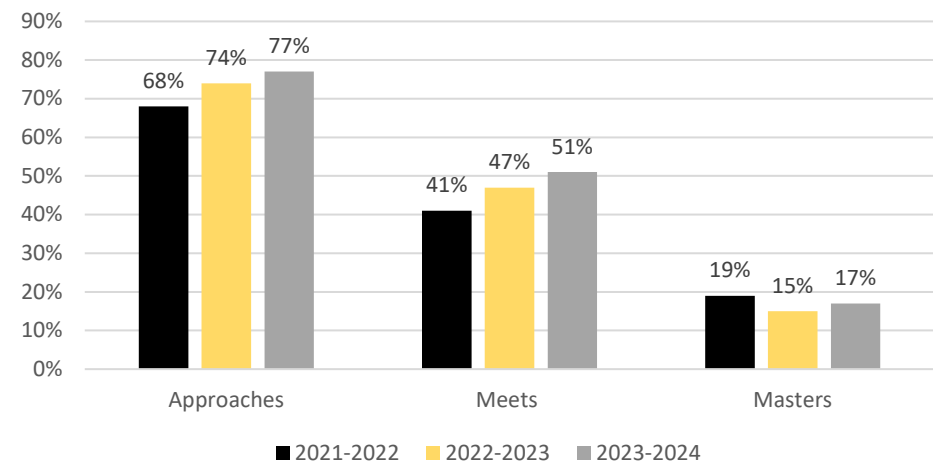


BSI Data: Performance/Attendance

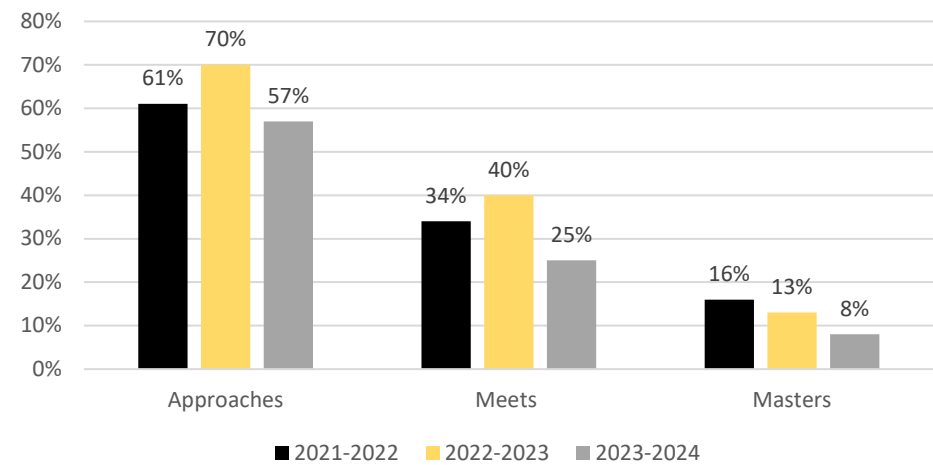
BSI MATH



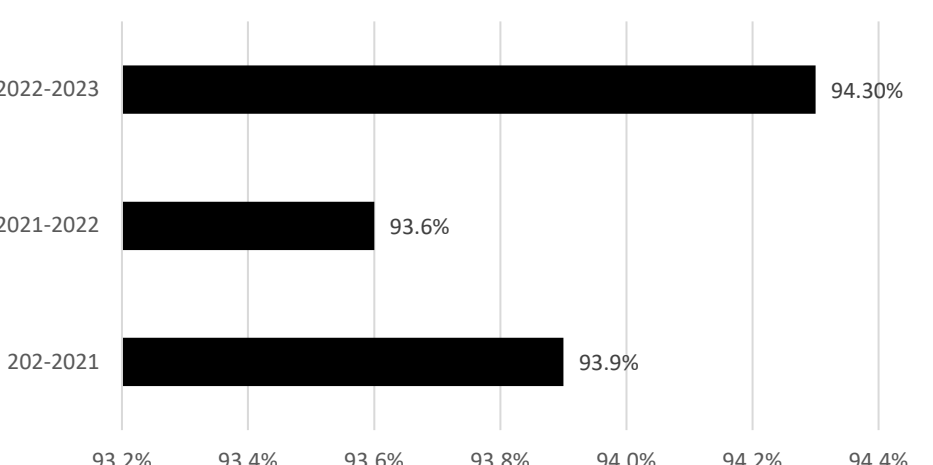
BSI RLA



BSI SCIENCE

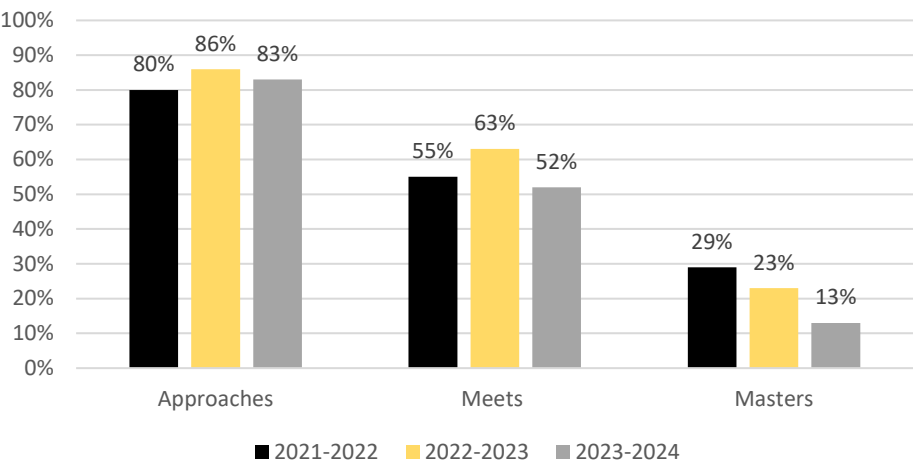


BSI ATTENDACE RATE TREND

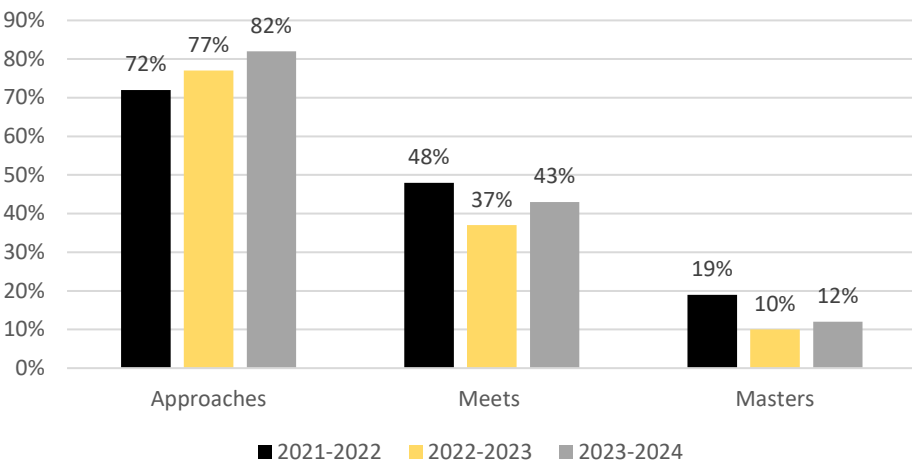


Goliad Data: Performance/Attendance

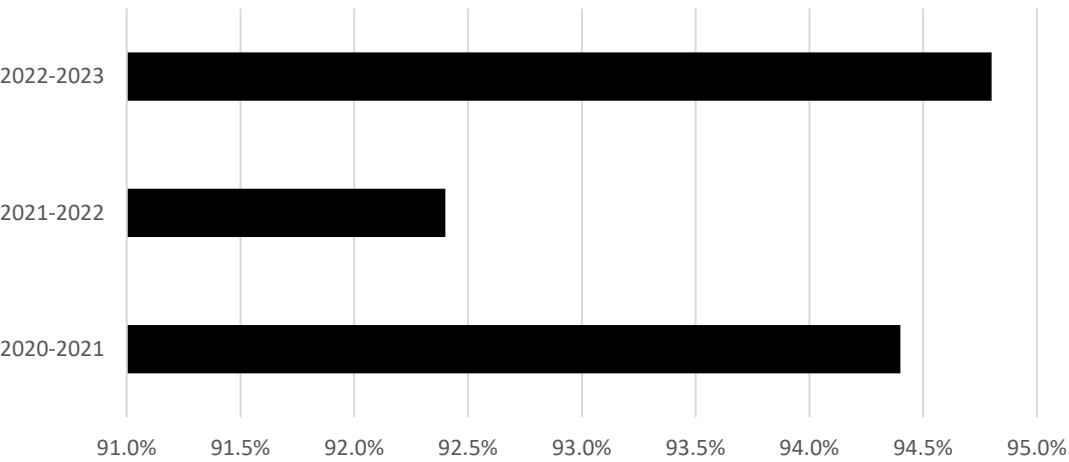
GOLIAD MATH



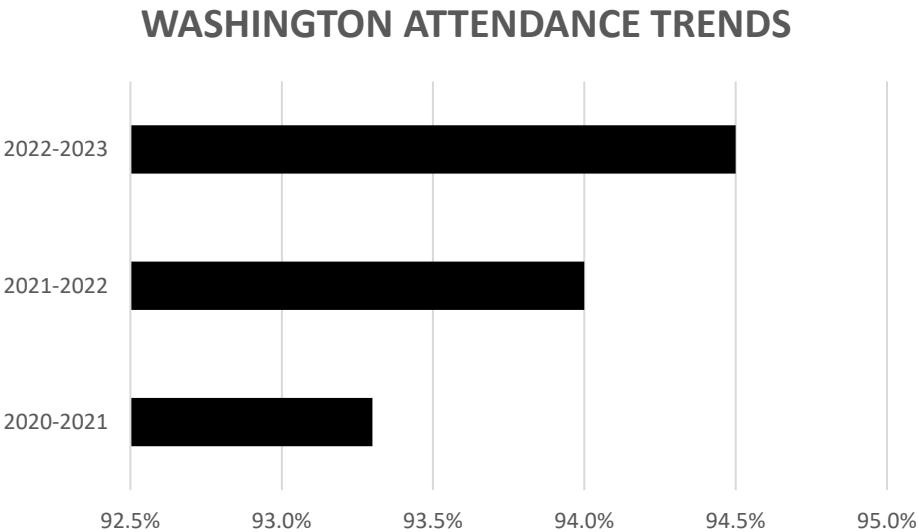
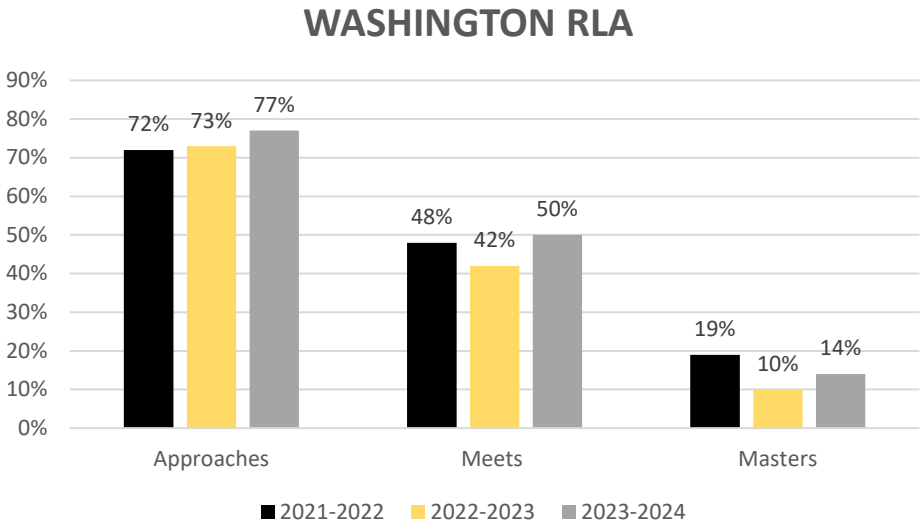
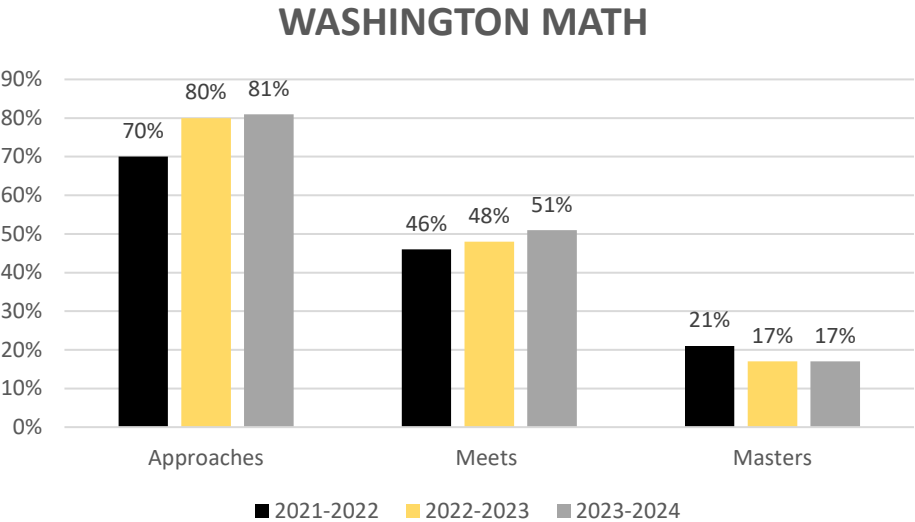
GOLIAD RLA



GOLIAD ATTENDANCE TRENDS



Washington: Performance/Attendance



Area School Performance by Economically Disadvantaged Rates

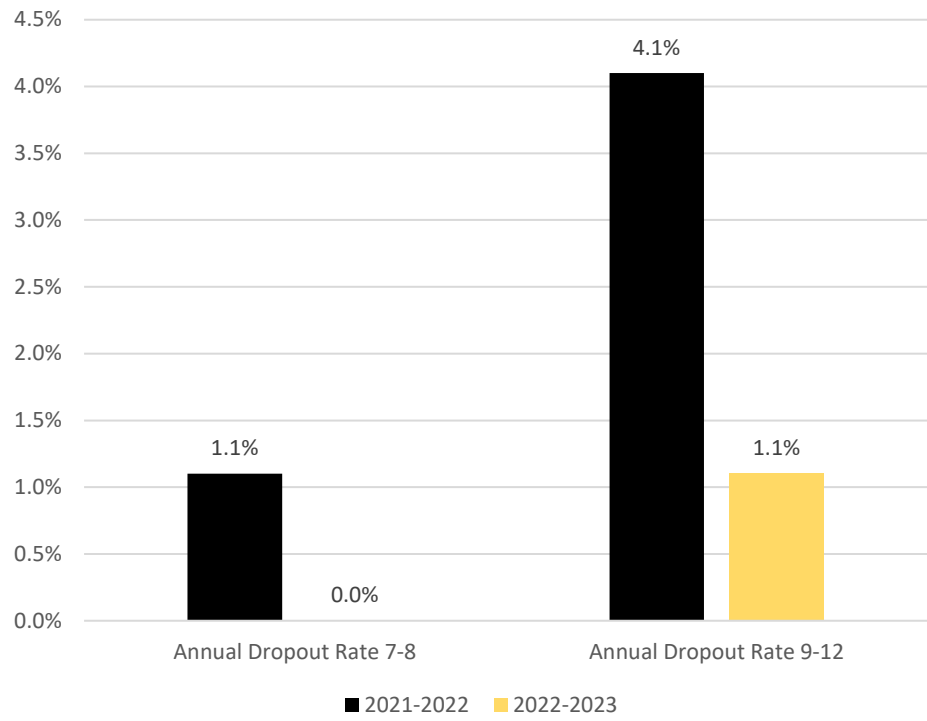
2023-2024 PERFROMANCE TRENDS AREA SCHOOLS				
District	Eco Dis %	Approaches	Meets	Masters
Lamesa	81.5%	61%	27%	7%
BSISD	75.5%	69%	40%	12%
Snyder	73.1%	65%	35%	12%
Pecos-Bartow	71.1%	63%	31%	7%
San Angelo	62.1%	66%	37%	12%
Reagan Co.	65.5%	70%	39%	11%
Midland	57.7%	69%	40%	15%
Ector County	56.6%	65%	35%	11%
Fort Stockton	46.5%	56%	27%	7%
Greenwood	41.2%	75%	46%	14%
Forsan	38.7%	80%	52%	17%
Coahoma	38.3%	75%	42%	12%

Bilingual/ESL Performance Trend

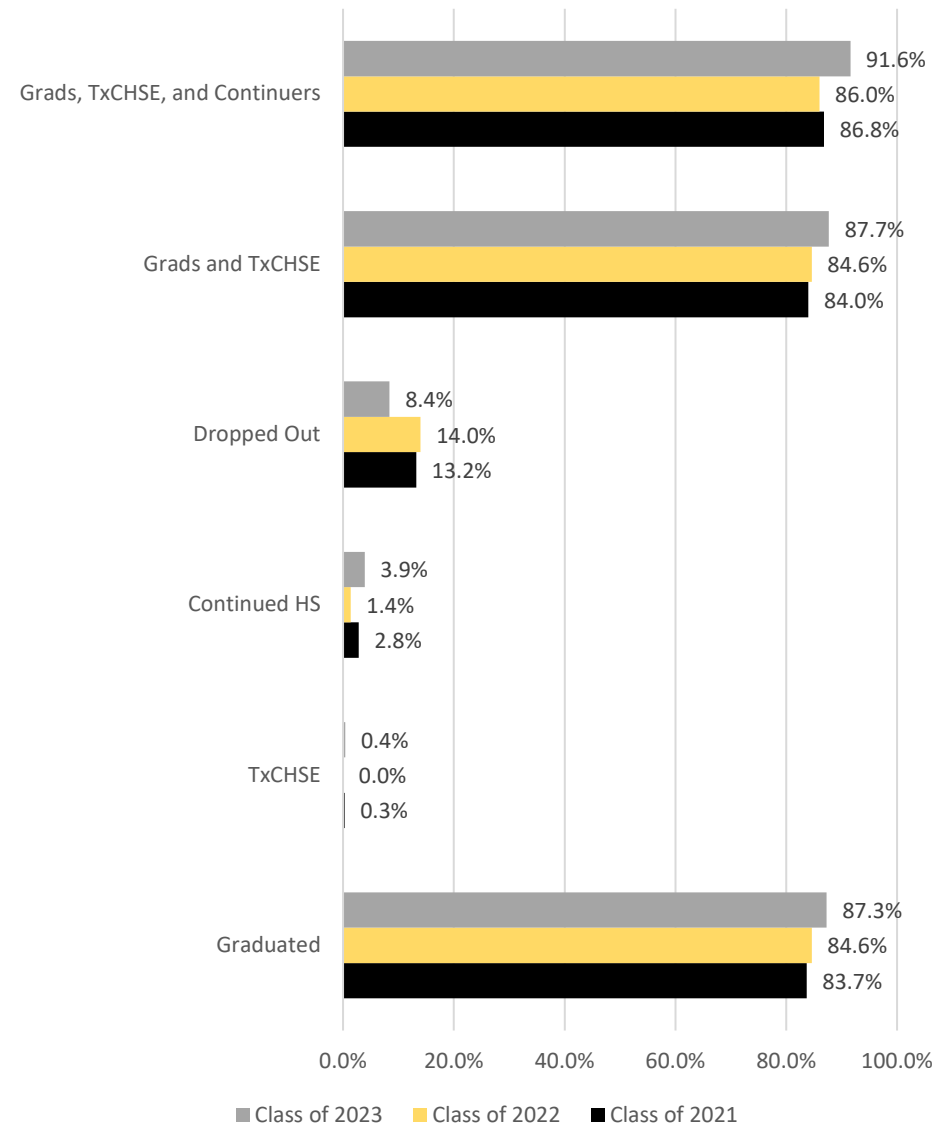
	Year	Total BE	Total ESL	ESL Pull-Out	ALP ESL Waiver	EB/EL with Parent Denial	Never EB/EL	Total EL/EB (Current)	Monitored and Former EB/EL
Approaches	2024	66%	63%	40%	72%	87%	69%	65%	91%
	2023	76%	69%	60%	74%	67%	73%	70%	92%
Meets	2024	31%	34%	19%	39%	40%	39%	33%	81%
	2023	35%	28%	21%	32%	44%	41%	30%	63%
Masters	2024	10%	7%	6%	8%	33%	12%	9%	25%
	2023	11%	5%	2%	7%	28%	12%	7%	13%

Graduation and Drop-out Rates

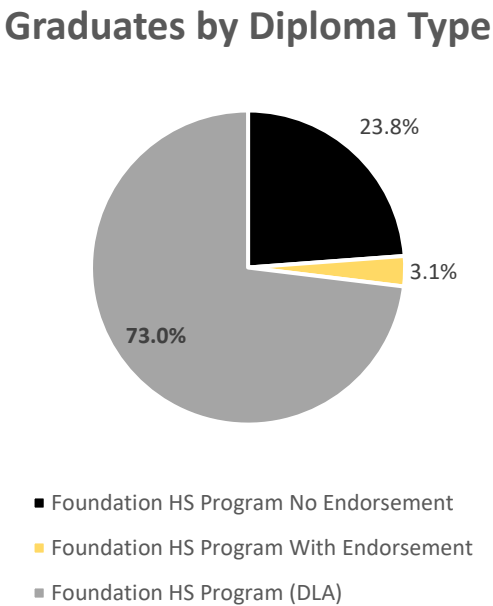
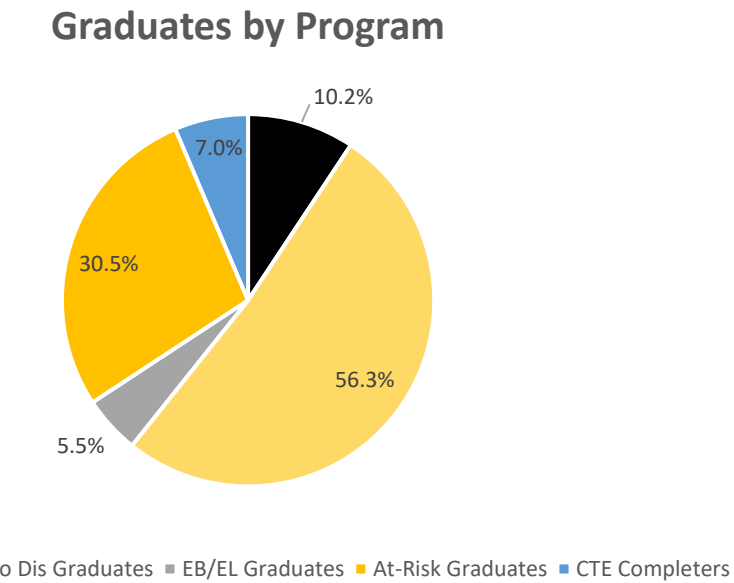
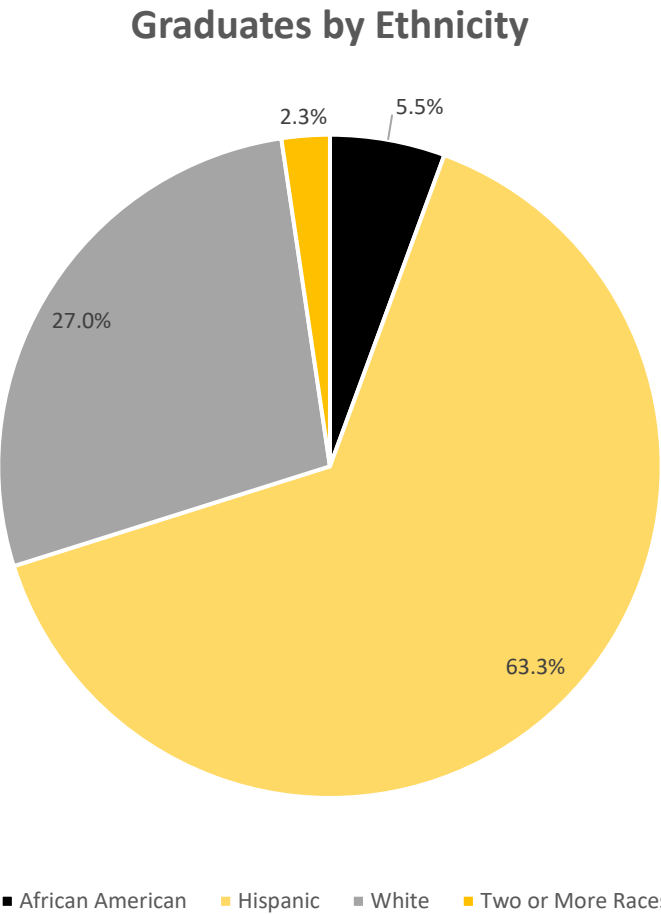
Annual Drop Out Rates



4-Year Longitudinal Rates

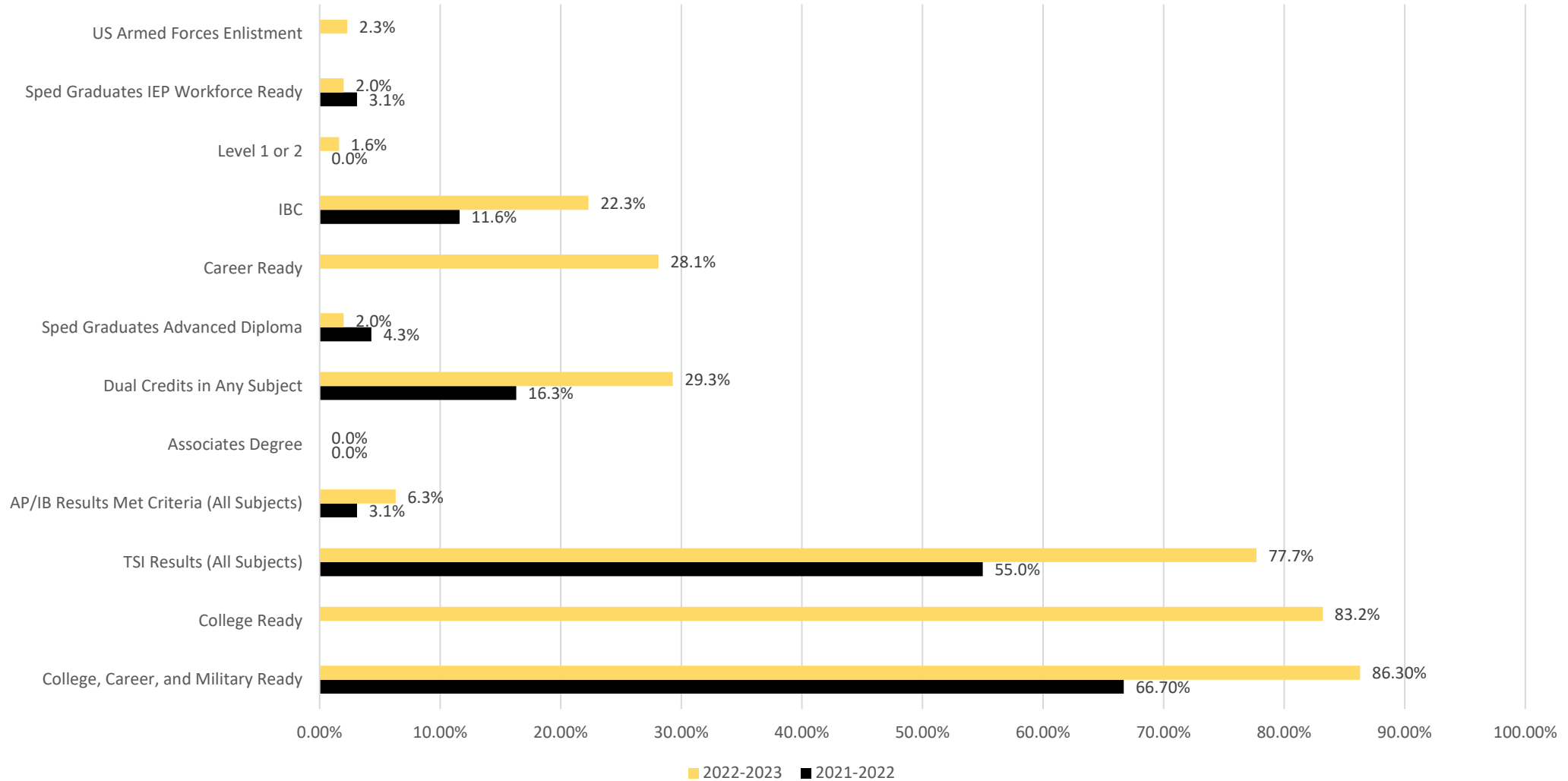


Graduation Profile



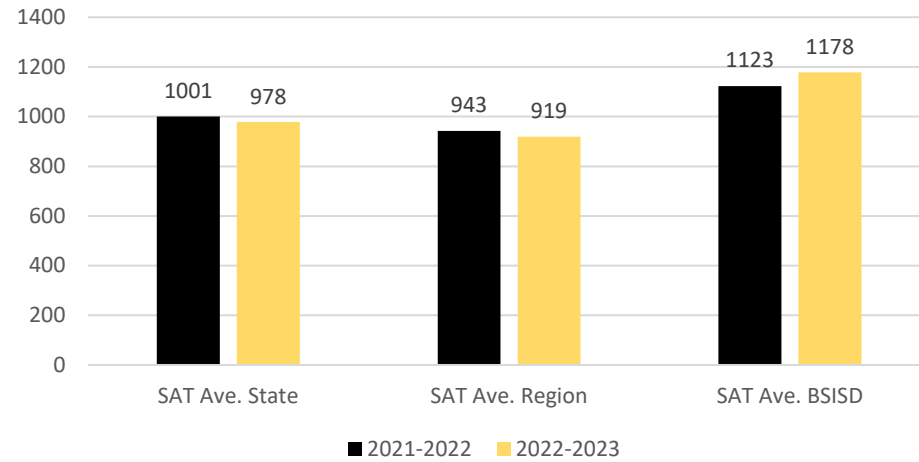
CCMR (Graduate Year)

College, Career, and Military Ready

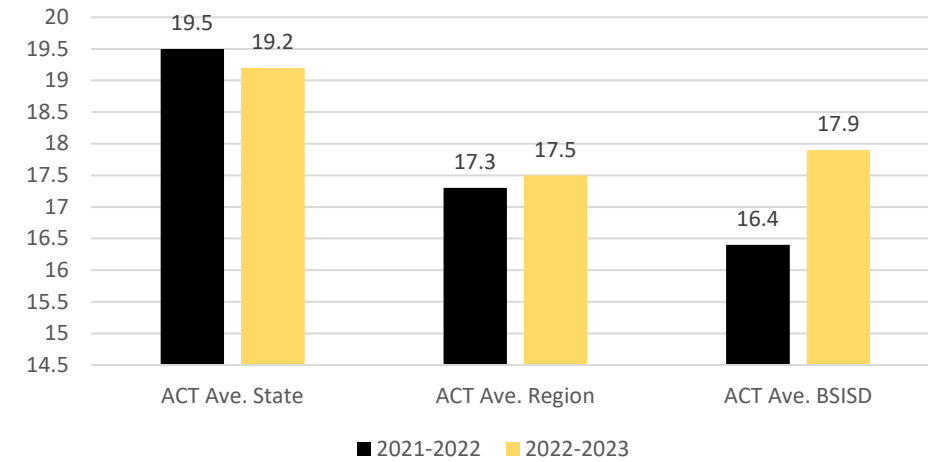


CCMR Related Indicators

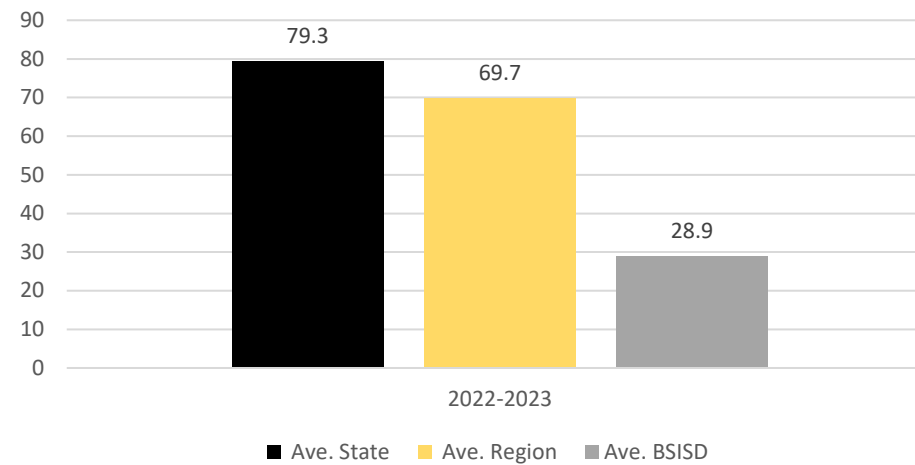
SAT Results Comparison



ACT Results Comparison

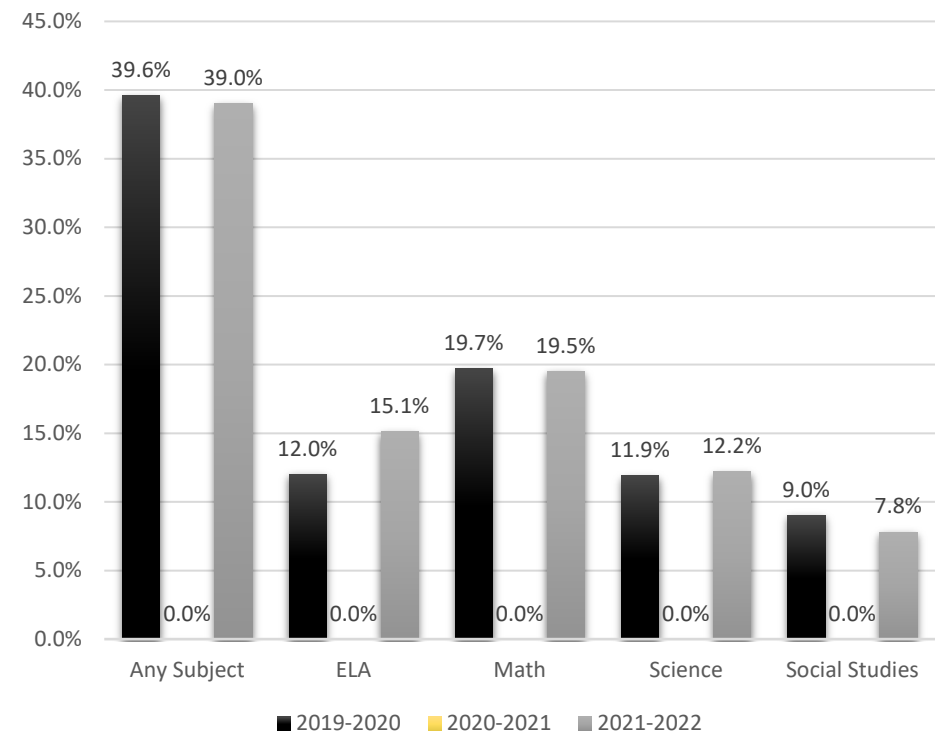


SAT/ACT Participation Comparison

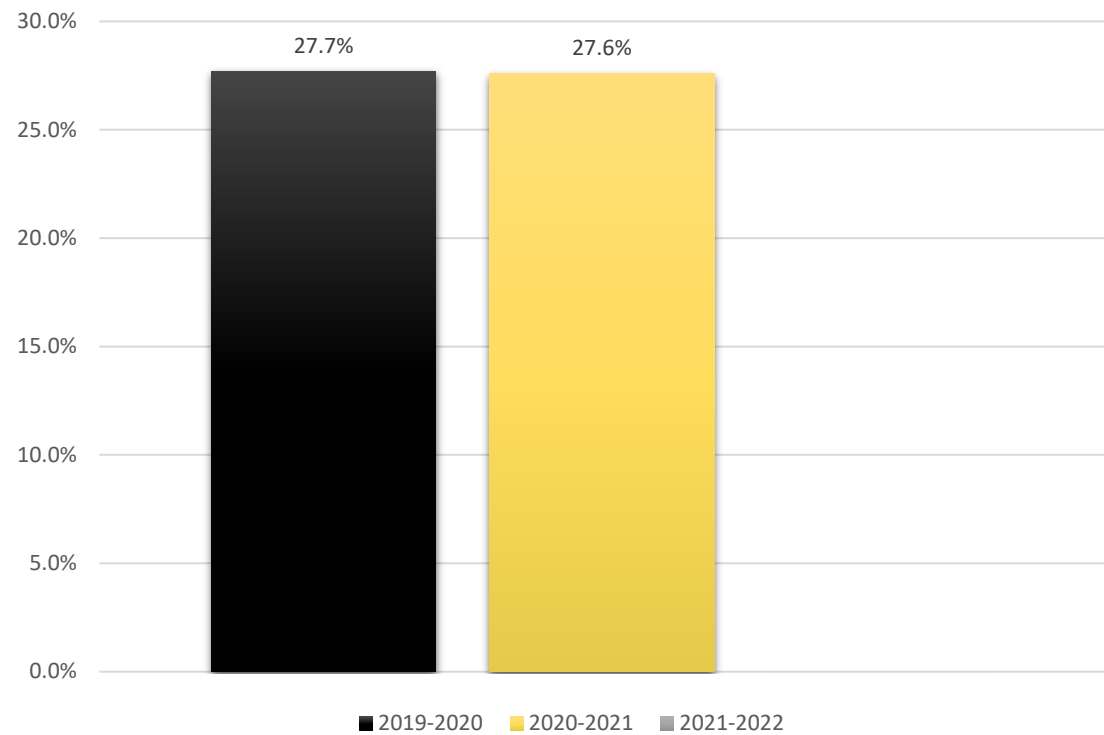


Other Postsecondary Indicators

Dual Credit Course Completion



Graduates in TX IHE



Section 2: PEIMS Financial Actual Report 2022-2023

➤ District

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

➤ Campus

- Expenditure by Object
- Expenditures by Function
- Program Expenditures by Program

PEIMS Financial Actual Report for 2022-2023 is 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 2024-2025 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/about-bsisd/district-campus-accountability>

The plans were presented at the November 2024 Board Meeting.

Section 5: Report on Violent and Criminal Incidents

Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2023-2024 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	0
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	1	0
16	Arson	0	0	0	0	0	0	1	1
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	2	1
Student Enrollment (Fall 2023 PEIMS Snapshot)		95	427	405	238	271	450	521	1,044
Incident Rate		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	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.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Section 6: Student Performance in Postsecondary Institutions

Texas High School Graduates from FY2022 Enrolled in Texas Public or Independent Higher Education in FY 2023

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	
HOWARD								
	BIG SPRING ISD							
	114901001 BIG SPRING H S							
	Four-Year Public University	26	5	3	4	9	5	0
	Two-Year Public Colleges	51	16	10	6	8	9	2
	Independent Colleges & Universities	4						
	Not Trackable	10						
	Not Found	167						
	Total High School Graduates	258						

Section 7: Progress HB3 Adopted Board Goal 1

Early Childhood Literacy Board Outcome Goal				
The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 55% by June 2027.				
Yearly Target Goals				
2023	2024	2025	2026	2027
Goal: 40% Actual: 38%	Goal: 45% Actual:50%	48%	50%	55%

Actual Closing the Gaps Student Groups			
	African American	Hispanic	High Focus
2023	28%	31%	31%
2024	38%	53%	47%
2025			
2026			
2027			
Interim Target	45%	49%	48%

Closing the Gaps Student Groups Yearly Targets			
	African American	Hispanic	High Focus
2023-2027	34%	39%	37%
2028-2032	45%	49%	48%
2033-2038	67%	70%	69%

Section 7: Progress HB3 Adopted Board Goal 2

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 58% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
Goal: 40% Actual: 42%	Goal: 45% Actual: 51%	50%	55%	58%

Actual Closing the Gaps Student Groups

	African American	Hispanic	High Focus
2023	39%	36%	37%
2024	63%	50%	46%
2025			
2026			
2027			
Final Target	33%	44%	42%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	High Focus
2023-2027	33%	44%	42%
2028-2032	44%	53%	52%
2033-2038	67%	72%	71%

Section 7: Progress HB3 Adopted Board Goal 3

CCMR Board Outcome Goal									
The percentage of graduates that meet the criteria for CCMR will increase from 60% to 85% by August 2027.									
Yearly Target Goals									
2023 (2022 grads)		2024 (2023 grads)		2025 (2024 grads)		2026 (2025 grads)		2027 (2026 grads)	
Goal: 60% Actual: 67%		Goal: 70% Actual: 86%		75%		80%		85%	
Actual Closing the Gaps Student Groups				Closing the Gaps Student Groups Yearly Targets					
	African American	Hispanic	High Focus		African American	Hispanic	High Focus		
2023	68%	60%	55%	2023-2027	47%	60%	56%		
2024	81%	90%	77%	2028-2032	57%	70%	66%		
2025				2033-2038	77%	90%	86%		
2026									
2027									
Next Target	57%	70%	66%						

Section 8: TAPR Glossary

Each year, TEA prepares and publishes a TAPR Glossary and guidelines

- 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 [2023-2024 TAPR Glossary](#)

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 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/tapr/2024/masking.html>.