

Big Spring ISD

February 10, 2022

8 Sections to the District Annual Report

- 1. 2020-21 Texas Academic Performance Report (PDF TAPR)
 - ☐ For the District and each Campus in the District
- 2. PEIMS Financial Standard Report (2019-20 Financial Actual Report)
 - ☐ For the District and each Campus in the District
- 3. 2020-21 District Accreditation Status
- 4. Campus Performance Objectives
- 5. Report on Violent or Criminal Incidents on Campuses
- 6. Student Performance in Postsecondary Institutions
 - ☐ For each High School Campus in the District
- 7. Progress Toward Board-adopted HB 3 Goals
 - ☐ For the District and each Campus in the District
- 8. 2020-21 TAPR Glossary

2020-21 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - PEIMS
 - ☐ Student Assessment Data
- > 2020-21 TAPR is published as a PDF
 - Includes a wide range of information on the performance of students in each district and campus in the state
 - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - Provides extensive information on school and district staff, programs, and student demographics

2020-21 Texas Academic Performance Report (TAPR)

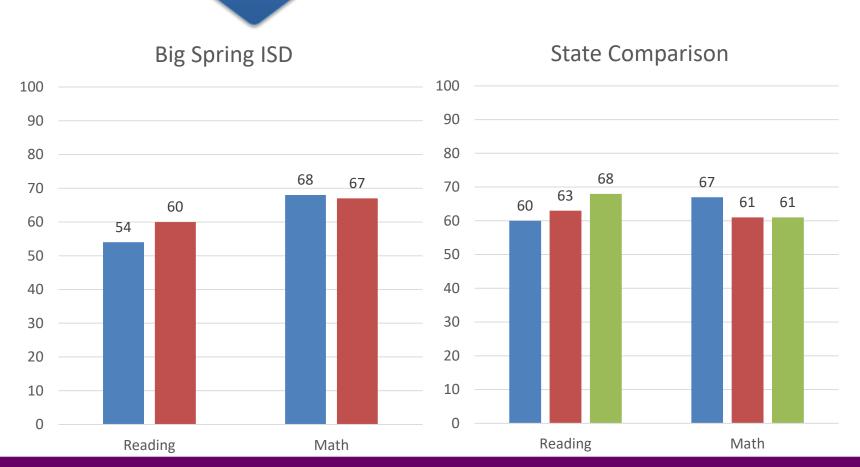
Cover Page

- 2021 Accountability Rating
 - Same rating for the district and all campuses: Not Rated: Declared State of Disaster
- 2021 Special Education Determination Status
 - Only reported on the district's TAPR
- 2021 Armed Services Vocational Aptitude Battery (ASVAB) Test
 - Only reported on the district's TAPR and only reported if the district did not offer the ASVAB Test or offered an ASVAB Alternative Test
- 2021 Distinction Designations
 - No Distinction Designations were awarded at the district or campus level in 2021

Section 1 2020-21 Texas Academic Performance Report (TAPR)

- > STAAR Performance reported for 2021 and 2019 (2020 STAAR was cancelled)
 - ☐ All 3 performance rates
 - Approaches Grade Level or Above
 - Meets Grade Level or Above
 - Masters Grade Level
 - Reported for
 - Each Assessment
 - All Grades All Subjects
 - All Grades by Subject
- STAAR Academic Growth reported for 2019 and 2018
 - ☐ Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
 - Reported by Grade and Subject
 - Because Academic Growth requires consecutive years of STAAR performance, it could not be calculated for 2021 (due to the cancellation of STAAR in 2020)
 - □ Academic Growth IS anticipated to be calculated for 2022 STAAR

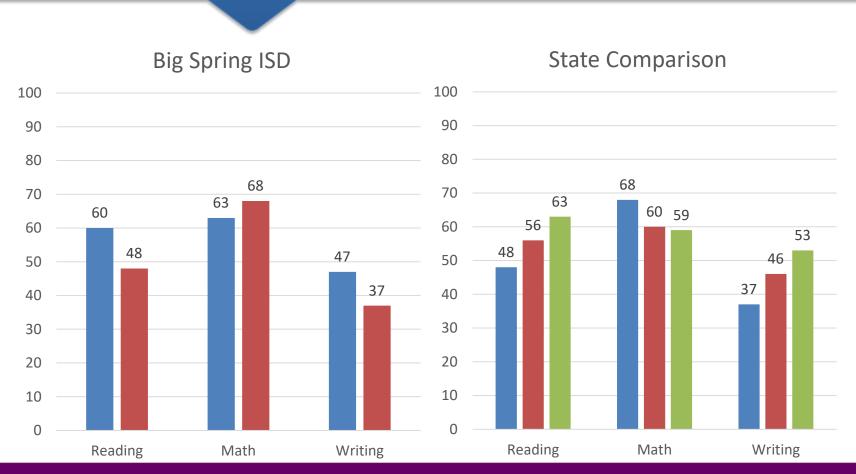
3rd Grade Results



Highlights:

Reading increased 6%

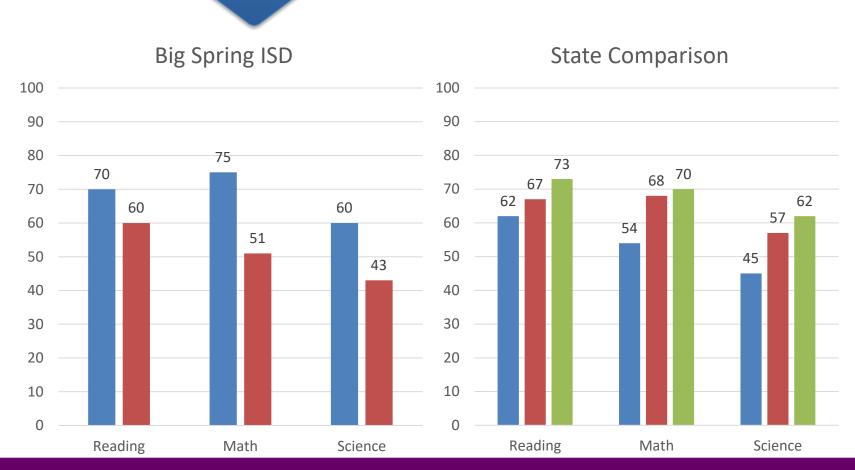
Math performed over Region and State averages



Highlights:

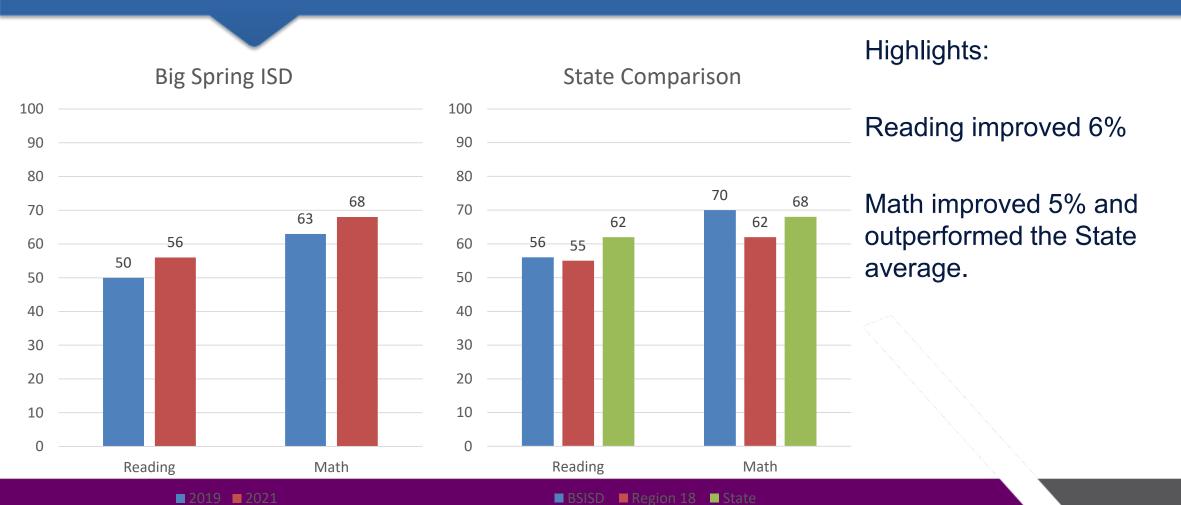
Math improved 5%

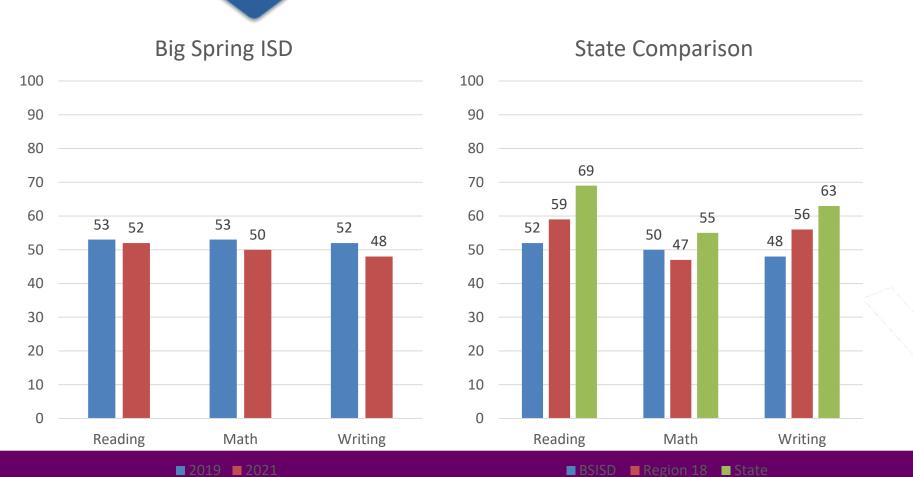
Math outperformed State average

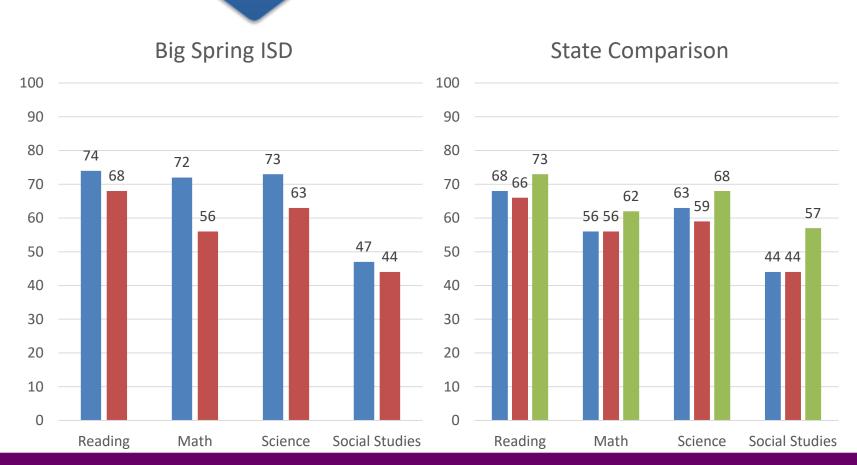


Single test administration

Previous year's allowed for multiple testing opportunities in Reading and Math.







Single test administration

Previous year's allowed for multiple testing opportunities in Reading and Math.

BIG SPRING H S

District: BIG SPRING ISD

Grades Served: 9-12

OVERVIEW PERFORMANCE -**FINANCE PROFILE** School Reports *



HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2020-21

ACCEPTABLE

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

Tell Me More

CHANGE OVER TIME

School Year	Overall Rating	Overall Score
2020-21	Acceptable	N/A
2019-20	Not Rated	N/A
2018-19	D	68

This shows how overall performance at the school has changed over time.

Texas Education Agency

2021 Accountability Ratings Overall Summary BIG SPRING H S (114901001) - BIG SPRING ISD - HOWARD COUNTY

Acceptable

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	39
College, Career and Military Readiness	80
Graduation Rate	90
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 60.5%)	60
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	75%
English Language Proficiency Status	0%
Student Success Status	0%
School Quality Status	100%
% Participation (All Tests)	
2018-19	97%
2020-21	95%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency 2019 Accountability Ratings Overall Sum BIG SPRING H S (114901001) - BIG SPRING I

Accountability Rating Summary

	Component Score
Overall	
Student Achievement	
STAAR Performance	35
College, Career and Military Readiness	44
Graduation Rate	92.1
School Progress	
Academic Growth	63
Relative Performance (Eco Dis: 60.9%)	40
Closing the Gaps	12
ntification of Schools for Improvement	
s campus is identified for targeted support and improvement.	
stinction Designations	

Highlights:

EOC performance improved from an overall scale score of 35 to 39.

CCMR improved from 44 to 80.

Campus earned an ACCEPTABLE rating for the 2020-2021 school year.

Section 1 2020-21 Texas Academic Performance Report (TAPR)

- Bilingual Education/English as a Second Language
 - Includes STAAR performance (disaggregated by various program instructional models) for students identified as current Emergent Bilinguals (EBs) or English Learners (ELs)
 - Reported for 2021 and 2019
- STAAR Participation
 - ☐ Reported for 2021 and 2019

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) BIG SPRING ISD (114901) - HOWARD COUNTY

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

	School Year		Region 18	District	Total Bilingual Education	BE-Trans Early Exit			BE-Dual One-Way	ALP Bilingual (Exception)		ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial		Total EB/EL (Current)	& Former EB/EL
					STAAR	Performa	nce Rate b	y Subject	and Perfo	rmance Leve	el							
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	60%	59%	35%	*	-	-	-	35%	41%	0%	45%	40%	50%	59%	42%	83%
	2019	78%	67%	62%	-	-		-	-		46%		46%		59%		48%	
At Meets Grade Level or Above	2021	41%	33%	31%	18%	*	-		-	18%	16%	0%	21%	12%	29%	31%	18%	60%
	2019	50%	36%	30%	-	-	-	-	-		17%	-	17%		24%		18%	
At Masters Grade Level	2021	18%	13%	11%	0%		-	-	-	0%	4%	0%	7%	2%	6%	12%	4%	30%
	2019	24%	14%	11%	-	-	-	-	-		3%	-	3%		7%		4%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	60%	58%	29%		-		-	29%	35%		38%	33%	50%	59%	36%	84%
	2019	75%	64%	56%	-	-	-	-	-		38%	-	38%		36%		37%	
At Meets Grade Level or Above	2021	45%	35%	33%	14%		-	-	-	14%	11%		14%	8%	29%	33%	13%	63%
	2019	48%	35%	27%	-	-		-	-		9%		9%		14%		9%	
At Masters Grade Level	2021	18%	13%	11%	0%		-	-	-	0%	2%		5%	0%	7%	11%	3%	25%
	2019	21%	13%	10%	-	-	- 2	-	-		2%	5.4	2%		5%		2%	
All Grades Mathematics			- Committee of Com															
At Approaches Grade Level or Above	2021	66%	61%	62%	57%		-	-	-	57%	53%		58%	50%	54%	62%	53%	86%
	2019	82%	71%	66%	-	-	-		-		60%	-	60%		70%		62%	
At Meets Grade Level or Above	2021	37%	31%	30%	29%	*	-		-	29%	26%		37%	16%	23%	30%	26%	64%
	2019	52%	37%	31%	-	-	12		-		26%		26%		30%		27%	
At Masters Grade Level	2021	18%	13%	12%	0%		-	-	-	0%	8%		11%	5%	0%	12%	6%	32%
	2019	26%	16%	12%	-	-	-		_		7%		7%		10%		7%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	42%		-	-		_		22%		21%			43%	20%	75%
	2019	68%	56%	50%	-	-	-	-	-		38%	-	38%				38%	
At Meets Grade Level or Above	2021	30%	23%	18%			-		-		4%		5%			19%	7%	50%
	2019	38%	26%	23%		_			-		21%	-	21%				19%	
At Masters Grade Level	2021	9%	5%	4%		-	-				0%		0%			4%	0%	13%
	2019	14%	8%	7%	-	-	-		_		0%	-	0%				0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	65%	63%	100		-		-		51%		73%	36%		63%	51%	91%
	2019	81%	72%	73%							64%		64%		100%		71%	
At Meets Grade Level or Above	2021	44%	35%	34%			-				22%	-		14%		34%		
	2019	54%	41%	40%	-		-				24%	-	24%		50%		29%	
At Masters Grade Level	2021	20%	13%	13%	-	-					5%		13%	0%		13%		
	2019	25%	14%	13%			-				6%		6%	3,4	0%		5%	
All Grades Social Studies	2013	2010	1470								0.70		070		070		3,4	

Texas Education Agency 2020-21 STAAR Participation (TAPR) BIG SPRING ISD (114901) - HOWARD COUNTY

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

	State	Region 18		African American	Hispanic	White	American Indian	Asian	Pacific Islander		Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					2021 S		Participati rades)	on								
All Tests																
Assessment Participant	88%	98%	96%	93%	96%	97%		95%	-	98%	95%	100%	96%	96%	96%	98%
ncluded in Accountability	83%	93%	91%	91%	92%	90%		95%	-	92%	92%	96%	96%	79%	92%	85%
Not Included in Accountability: Mobile	3%	4%	5%	3%	4%	6%		0%	-	6%	3%	4%	0%	16%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%		0%	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	12%	2%	4%	7%	4%	3%		5%	-	2%	5%	0%	4%	4%	4%	2%
Absent	2%	1%	2%	4%	2%	1%		0%	-	1%	2%	0%	1%	2%	2%	1%
Other	10%	1%	2%	3%	2%	2%	*	5%	-	1%	3%	0%	2%	2%	2%	2%
					2019 S		Participati rades)	on								
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	100%	100%	100%	100%	99%	99%	100%	99%	99%	99%	100%
ncluded in Accountability	94%	93%	93%	89%	94%	92%	100%	100%	100%	93%	94%	90%	97%	82%	93%	88%
Not Included in Accountability: Mobile	4%	5%	6%	10%	4%	8%	0%	0%	0%	5%	4%	10%	2%	16%	6%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	1%	1%	1%	0%	0%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	0%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

⁻ Indicates there are no students in the group.

Section 1 2020-21 Texas Academic Performance Report (TAPR)

- Attendance, Graduation, and Dropout Rates reported for 2019-20 and 2018-19 (the most recent years for which data have been reported to TEA)
 - Attendance Rate
 - ☐ Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
 - → 4-year Longitudinal Graduation Rates (State and Federal Rates)
 - □ 5-year Extended Longitudinal Graduation Rates (State)
 - ☐ 6-year Extended Longitudinal Graduation Rates (State)
 - Graduation Plan Rates (Longitudinal and Annual)
- ➢ Graduation Profile 2019-20 Graduates

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) BIG SPRING ISD (114901) - HOWARD COUNTY

	State	Region 18	District	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ Disadv	EB/EI
Attendance Rate													
2019-20	98.3%	98.0%	97.7%	97.3%	97.7%	97.9%		99.6%		98.2%	97.5%	97.5%	98.5%
2018-19	95.4%	94.1%	93.9%	93.7%		93.8%		97.5%			93.1%	93.3%	94 9%
Chronic Absenteeism	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,												
2019-20	6.7%	9.7%	12.7%	17.7%	13.3%	10.8%	0.0%	3.4%		10.4%	13.1%	15.6%	5.5%
2018-19	11.4%			25.9%		23.8%	20.0%	0.0%		21.0%	24.3%	23.1%	15.9%
Annual Dropout Rate (Gr 7-8)		-		I management	la contraction de la contracti		In the second					
2019-20	0.5%	0.8%	1.6%	0.0%	1.3%	2.9%	-			0.0%	2.4%	2.2%	0.0%
2018-19	0.4%	0.8%	1.9%	0.0%	2.2%	1.1%	-			7.1%	2.0%	2.3%	3.2%
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%		2.4%	0.0%	2.7%	2.3%		0.0%	-	3.3%	3.8%	2.8%	4.8%
2018-19	1.9%	2.9%	6.3%	3.7%	5.5%	8.9%		0.0%		9.7%	6.3%	7.1%	4.4%
4-Year Longitudinal Ra	te (Gr	9-12)											
Class of 2020													
Graduated	90.3%	86.3%	79.5%	80.0%	78.6%	79.8%				90.0%	72.0%	72.7%	66.7%
Received TxCHSE	0.4%	0.9%	0.3%	0.0%	0.0%	1.1%	-			0.0%	0.0%	0.6%	0.0%
Continued HS	3.9%	3.6%	4.6%	13.3%	4.7%	3.4%	-		-	0.0%	4.0%	6.2%	16.7%
Dropped Out	5.4%	9.2%	15.6%	6.7%	16.7%	15.7%	-		-	10.0%	24.0%	20.5%	16.7%
Graduates and TxCHSE	90.7%	87.2%	79.8%	80.0%	78.6%	80.9%	-		-	90.0%	72.0%	73.3%	66.7%
Graduates, TxCHSE, and Continuers	94.6%	90.8%	84.4%	93.3%	83.3%	84.3%	-	•		90.0%	76.0%	79.5%	83.3%
Class of 2019													
Graduated	90.0%	85.0%	75.0%	72.2%	77.6%	68.3%			-	100.0%	77.3%	68.5%	80.0%
Received TxCHSE	0.5%	0.9%	0.7%	0.0%	0.5%	1.2%		*	-	0.0%	4.5%	0.7%	0.0%
Continued HS	3.7%	4.2%	3.1%	0.0%	3.3%	3.7%			-	0.0%	0.0%	4.0%	0.0%
Dropped Out	5.9%	10.0%	21.2%	27.8%	18.6%	26.8%			-	0.0%	18.2%	26.8%	20.0%
Graduates and TxCHSE	90.4%	85.8%	75.7%	72.2%	78.1%	69.5%				100.0%	81.8%	69.1%	80.0%
Graduates, TxCHSE, and Continuers	94.1%	90.0%	78.8%	72.2%	81.4%	73.2%				100.0%	81.8%	73.2%	80.0%
5-Year Extended Long	itudinal	Rate (G	r 9-12)										
Class of 2019													
Graduated	92.0%	88.0%	79.2%	72.2%	82.7%	72.0%				100.0%	77.3%	74.0%	88.9%
Received TxCHSE	0.5%	1.0%	1.0%	0.0%	1.1%	1.2%			-	0.0%	4.5%	1.4%	0.0%
Continued HS	1.3%	0.9%	0.3%	0.0%	0.0%	1.2%			-	0.0%	0.0%	0.7%	0.0%
Dropped Out	6.1%	10.1%	19.4%	27.8%	16.2%	25.6%			-	0.0%	18.2%	24.0%	11.1%
Graduates and TxCHSE	92.6%	89.0%	80.2%	72.2%	83.8%	73.2%			-	100.0%	81.8%	75.3%	88.9%
Graduates, TxCHSE, and Continuers	93.9%	89.9%	80.6%	72.2%	83.8%	74.4%			-	100.0%	81.8%	76.0%	88.9%

2020-21 Texas Academic Performance Report (TAPR)

- College, Career and Military Readiness (CCMR)
 - CCMR Graduates
 - ☐ College Ready Graduates
 - Career/Military Ready Graduates
- CCMR-Related Indicators
 - ☐ TSIA Results
 - □ CTE Coherent Sequence
 - □ Completed and Received Credit for College Prep Courses
 - AP/IB Results
 - SAT/ACT Results
- Other Postsecondary Indicators
 - Advanced Dual-Credit Course Completion
 - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
 - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

The most recent data for these measures are from the 2019-20 school year. Therefore, performance on these measures is reported for the 2019-20 and 2018-19 school years.

Texas Education Agency 2020-21 College, Career, and Military Readiness (CCMR) (TAPR) BIG SPRING ISD (114901) - HOWARD COUNTY

Academic Year	State	Region 18	District	African American	Wisnania	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disady	EB/EL
Tear	State	10	DISTRICT				nd Military		Islander	Races	EG	Disauv	EB/EL
							nt Achieve						
College, Ca	reer, or	Military R	teady (An	nual Grade	uates)								
2019-20	63.0%	55.4%	73.8%	58.3%	79.2%	62.3%	-		-	88.9%	52.9%	66.7%	80.0%
2018-19	72.9%	61.7%	87.4%	78.6%	87.4%	91.0%				83.3%	94.7%	81.3%	100.0%
						College							
College Re	ady (Anr	nual Grad	uates)										
2019-20	53.4%	47.9%	70.8%	58.3%	75.0%	61.0%	-		-	88.9%	17.6%	62.7%	80.0%
2018-19	53.0%	44.1%	73.5%	64.3%	74.8%	72.1%			-	83.3%	21.1%	62.5%	75.0%
TSI Criteria	Gradua	tes in Eng	glish Lan	guage Arts	(Annual C	Graduate	s)						
2019-20	59.7%	54.2%	78.7%	75.0%	79.2%	76.6%	-		-	100.0%	76.5%	74.6%	80.0%
2018-19	60.7%	50.4%	87.0%	78.6%	89.1%	83.6%				83.3%	68.4%	78.6%	100.0%
TSI Criteria	Gradua	tes in Ma	thematics	(Annual C	Graduates)								
2019-20	47.9%	34.3%	68.2%	58.3%	72.0%	59.7%	-		-	77.8%	17.6%	63.5%	80.0%
2018-19	48.6%	33.0%	67.8%	57.1%	70.1%	65.6%			-	66.7%	21.1%	58.0%	75.0%
TSI Criteria	Gradua	tes in Bot	th Subjec	ts (Annual	Graduate	s)							
2019-20	43.2%	31.8%	64.4%	58.3%	68.5%	55.8%	-		-	77.8%	17.6%	61.1%	80.0%
2018-19	44.2%	30.3%	67.0%	57.1%	69.4%	63.9%			-	66.7%	21.1%	56.3%	75.0%
AP / IB Met	Criteria	in Any S	ubject (A	nnual Grad	uates)								
2019-20	21.1%	8.1%	1.5%	0.0%	1.8%	1.3%	-		-	0.0%	0.0%	0.0%	0.0%
2018-19	21.1%	7.8%	3.0%	0.0%	2.0%	6.6%			-	0.0%	0.0%	0.0%	0.0%
Associate I	Degree (Annual G	raduates))									
2019-20	2.1%	3.2%	0.0%	0.0%	0.0%	0.0%	-		-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	2.7%	0.0%	0.0%	0.0%	0.0%			-	0.0%	0.0%	0.0%	0.0%
Dual Cours	e Credit	s in Any S	Subject (A	Annual Gra	duates)								
2019-20	24.6%	31.2%	25.8%	0.0%	25.6%	26.0%	-		-	55.6%	0.0%	15.9%	0.0%
2018-19	23.1%	29.3%	26.5%	28.6%	21.8%	36.1%				33.3%	0.0%	15.2%	0.0%
Onramps C	ourse C	redits (Ar	nnual Gra	duates)									
2019-20	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-		-	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%			-	0.0%	0.0%	0.0%	0.0%
					Car	eer / Mili Gradu	tary Ready						
Career or N	Ailitary R	eady (An	nual Grad	duates)									
2019-20	18.7%	14.8%	12.7%	8.3%	15.5%	9.1%	-	•	-	0.0%	41.2%	12.7%	0.0%
2018-19	40.4%	32.3%	42.2%	32.1%	42.2%	43.4%			4	50.0%	94.7%	41.5%	56.3%
Approved I	ndustry-	Based Ce	ertification	n (Annual	Graduates)							
2019-20	13.2%	7.7%	11.2%	8.3%	13.7%	7.8%	-		-	0.0%	23.5%	9.5%	0.0%

Section 1 2020-21 Texas Academic Performance Report (TAPR)

Student Information

Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)

Staff Information

Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

Program Information

- ☐ Student Enrollment by Program
- ☐ Teachers by Program (population served)

PEIMS Financial Standard Reports (2019-20 Financial Actual Reports)

2019-20 Actual Financial Data (District)

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

2019-20 Actual Financial Data (Campus)

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

2019-20 is the most recent year for which these data are available.

Financial reports can be found

Section 3 2020-21 District Accreditation Status

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 - 1. Accredited
 - Accredited-Warned
 - 3. 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)
- Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2021-22 school year
- Therefore, no district was assigned an accreditation status for 2020-21

Section 4 Campus 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 2020-21 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

Report on Violent or Criminal Incidents

- > TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - ☐ Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2020-21 school year is available for review at the district's central office and at each campus in the district

Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2020-21 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	Kentwood	Moss	Магсу	Washington	Goliad	BSI	вѕјн	BSHS
Code		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	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	o	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	49 Engages in deadly conduct		0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	О	О	0	0	0	0
	Total Incidents	0	0	0	0	0	0	0	0
	Student Enrollment (Fall 2020 PEIMS Snapshot)	81	464	382	254	260	554	590	1,112
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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.

Student Performance in Postsecondary Institutions

- > TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for 2018-19 High School Graduates
 - Student performance is measured by the Grade Point Average (GPA) earned by 2018-19 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019
 - □ For each student, the grade points and college-level semester credit hours earned by the student in Fall 2019, Spring 2020, and Summer 2020 are added together and averaged to determine the GPA



High School Graduates from FY 2019 Enrolled in Texas Public or Independent Higher Education in FY 2020

Big Spring ISD	2019 Total Graduates	2018 Total Graduates	2017 Total Graduates	2016 Total Graduates
Four-Year Public University	28	26	27	26
Two-Year Public Colleges	38	56	49	50
Not Trackable	7	1	4	0
Not Found	135	148	122	125
Total High School Graduates	213 (31%)	230 (36%)	202 (37%)	201 (38%)

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 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

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

_	Early Childhood Literacy Board Outcome Goal														
1					Early (Childho	od Lite	racy B	oard O	utcome	Goal				
2		TI	ne percent o	of 3rd grade stu	idents that s	core meets	grade level	or above o	n STAAR Re	ading will in	ncrease from	24% to 449	% by June	2024.	
3															
4	Yearly Target Goals														
5	į	2020			2021			2022			2023			2024	
6	Actual: Actual: Goal: 24% Not Rated Goal: 30% 30% 34% 40% 44%														
7	Goal: 24% Not kated Goal: 30% 34% 40% 44%														
8					Closir	ng the G	Gaps Stu	ident G	roups Ye	early Ta	rgets				
9			African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
10	2020							No	t Rated: Co	vid-19					
11	2021		32%/NA	37%/28%	60%/42%	na	na	na	56%/NA	19%/9%	33%/27%	36%	29%	46%	42%
12	2022		32%	37%	60%	na	na	na	56%	19%	33%	36%	29%	46%	42%
13	2023		40%	40%	65%	na	na	na	60%	25%	40%	40%	35%	50%	45%
14	2024		44%	44%	70%	na	na	na	65%	30%	44%	44%	40%	55%	50%
15															

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

	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 36% to 44% by June 2024.														
	Yearly Target Goals														
	2020 2021 2022 2023 2024														
Goal: 36%	Actual: Actual: Actual: Soal: 36% Not Rated Goal: 38% 32% 40% 42% 44%														
				Closi	ng the G	Saps St	udent G	roups Y	early Ta	rgets					
		rican America	Hispanic	White	merican India	Asian	acific Islande	o or More Ra	Special Ed	Eco. Disadv.	cial Ed (Form	EL	Cont. Enrolled	n-Cont. Enrol	
202	20						Not F	Rated: Cov	id-19						
202	21	31%/na	40%/29%	59%/42%	na	na	na	54%/na	23%/18%	36%/27%	44%	40%	47%	45%	
202	22	31%	40%	59%	na	na	na	54%	23%	36%	44%	40%	47%	45%	
202	23	35%	44%	62%	na	na	na	60%	30%	40%	44%	42%	50%	50%	
202	24	40%	44%	65%	na	na	na	65%	35%	44%	50%	44%	55%	55%	

CCMR Board Outcome Goal

The percent of gradua	The percent of graduating students that exceed the threshold for CCMR Outcomes Bonus for college ready will increase from 0% to 20% by August 2024.													st 2024.
					V	aarly	Target (Spale						
Class of 2	018		Cla	ass of 20	19		Class of 2			Class of	2021	-	Class of 20	022
00/				corto .	1.007		al: 10%/Act			4.5	0.4		0.007	
0%			Goal:	5%/Actu	al: U%	cnool s	shutdown I	viarch 202		15	%		20%	
Clo	osine	the Ga	os Stud	lent Gr	oups Y	early	Targets	(% of g	radua	tes eari	ning CCMR c	redit)		
		rican America	Hispanic	White	Am. Indian	Asian	Pacific Islander	2+ Races	SPED			EL		n-Cont. Enrol
2020 (Class of 2019) Ta	arget	31%	41%	58%	na	na	na	53%	27%	39%	43%	30%	50%	31%
2020 (Class of 2019) A	ctual	79%	84%	85%	na	na	na	83%	na	77%	na	85%	93%	66%
2021 (Class of 2020) Ta	arget	35%	45%	65%	na	na	na	55%	30%	45%	45%	35%	55%	35%
2021 (Class of 2020) A	ctual	58%	79%	62%	na	na	na	89%	53%	67%	_	-	-	-
2022 (Class of 2021) Ta	022 (Class of 2021) Target 40%				na	na	na	60%	35%	50%	50%	40%	60%	40%
2022 (Class of 2021) A														
2023 (Class of 2022) Ta	arget	45%	55%	75%	na	na	na	65%	40%	55%	55%	45%	65%	45%
2023 (Class of 2022) A	ctual													
2024 (Class of 2023) Ta	arget	50%	60%	80%	na	na	na	75%	45%	60%	60%	50%	70%	50%
2024 (Class of 2023) A	ctual													
		_									_			
	Clas	s of 20:	18							Class	s of 2020			
	Total Ann	Threshold	Threshold Nur Grads Necessi	Total Number who Met CCN of Grads Above	Number of Gra		ove		Total Annua	Threshold	Threshold Number of Graduates Necessary to I	Total Numb who Met C of Graduat		
Eco. Disadvantaged	109	11%	11	9	0		Eco.	Disadvant	126	11%	13	9	0	
Non-Eco. Disadvantaged	on-Eco. Disadvantaged 121 24% 29 28				0		Non-Ed	o. Disadva	141	24%	33	20	0	
Special Ed	Special Ed 17 0% 0 0 0							Special Ed	17	0%	0	0	0	
Class of 2019														
	Total Number Threshold Num who Met CCN Number of 6 Total Ann Threshold Graduates Ne of Graduates CCMR OB TI													

Eco. Disadvantaged

Non-Eco. Disadvantaged

112

118

11%

24%

12

28

24

0

0

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

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

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

Texas Education Agency | Governance and Accountability | Performance Reporting

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Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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