

2024-2025 District Annual Report Public Hearing

BIG SPRING ISD FEBRUARY 9, 2026



Sections to the Report

1. 2024-2025 District and Campus TAPR
2. 2024-2025 PEIMS Financial Actual Standards Report
3. 2024-2025 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. 2024-2025 TAPR Glossary

Section 1: TAPR

- STAAR Performance
- School Progress
- Bilingual Education/English as a Second Language
- STAAR Participation
- Student, Staff, and Program Information
- Attendance, graduation, and Dropout Rates (2022-2023 and 2023-2024)
- Graduation Profile (2023-2024 Graduates)
- CCMR, CCMR Related Indicators (2022-2023 and 2023-2024)
- Other Post Secondary Indicators

Links to District and Campus TAPR:

[Big Spring ISD TAPR](#)

[Big Spring High School TAPR](#)

[Big Spring Junior High TAPR](#)

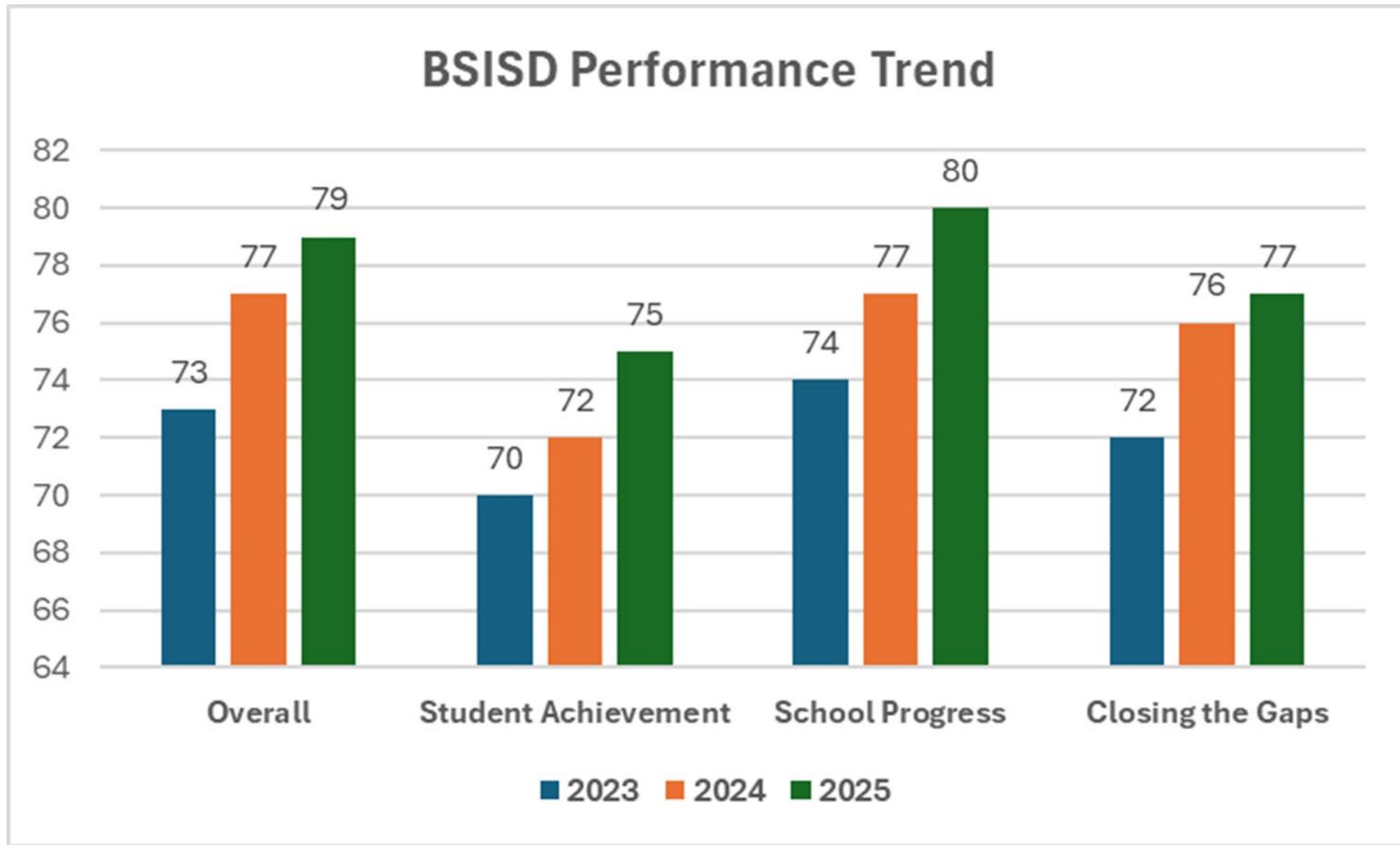
[Big Spring Intermediate TAPR](#)

[Washington Elementary TAPR](#)

[Marcy Elementary TAPR](#)

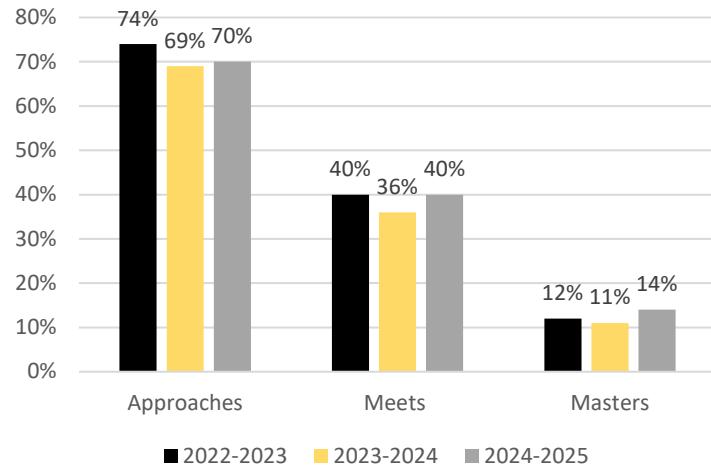
[Moss Elementary TAPR](#)

District Data: Performance/Domain Trend

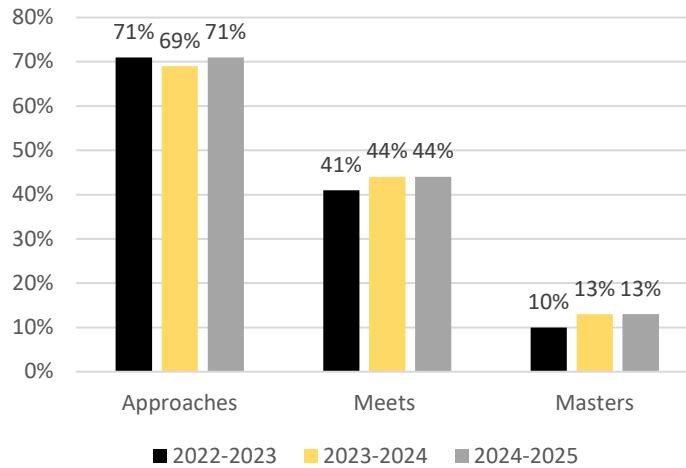


District Data: Performance (Achievement Only) /Attendance

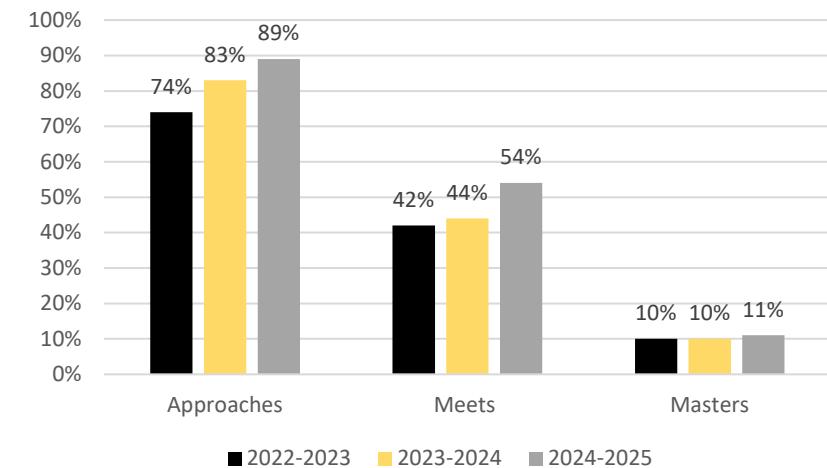
BSISD Math



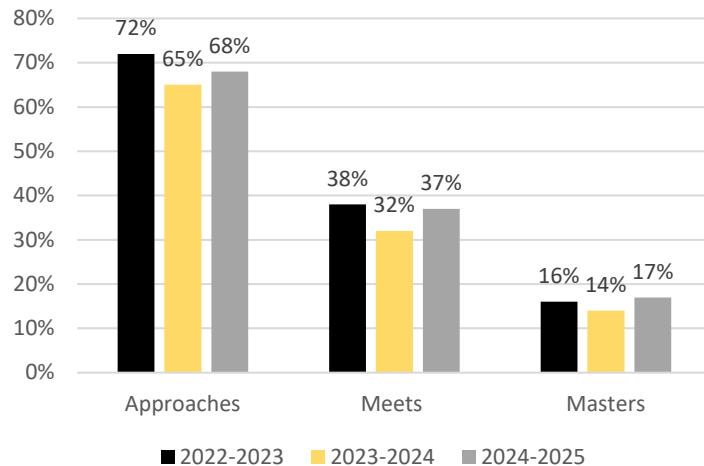
BSISD RLA



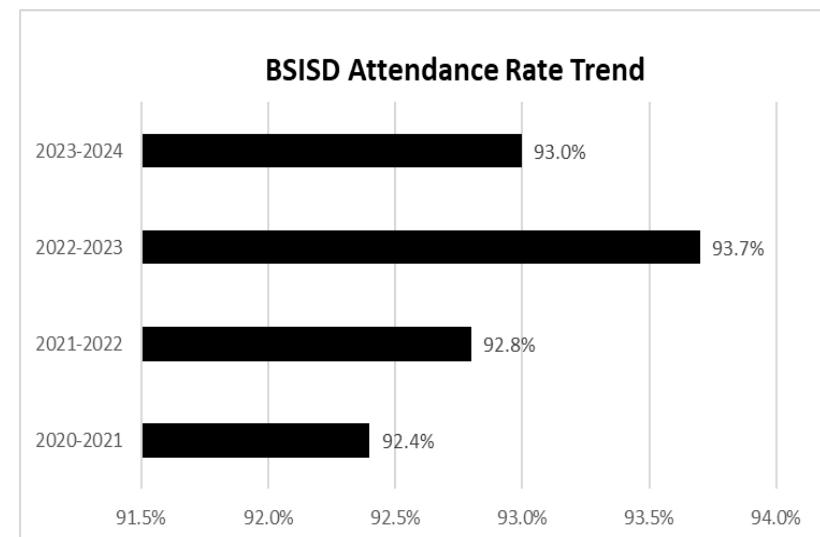
BSISD Science



BSISD Social Studies

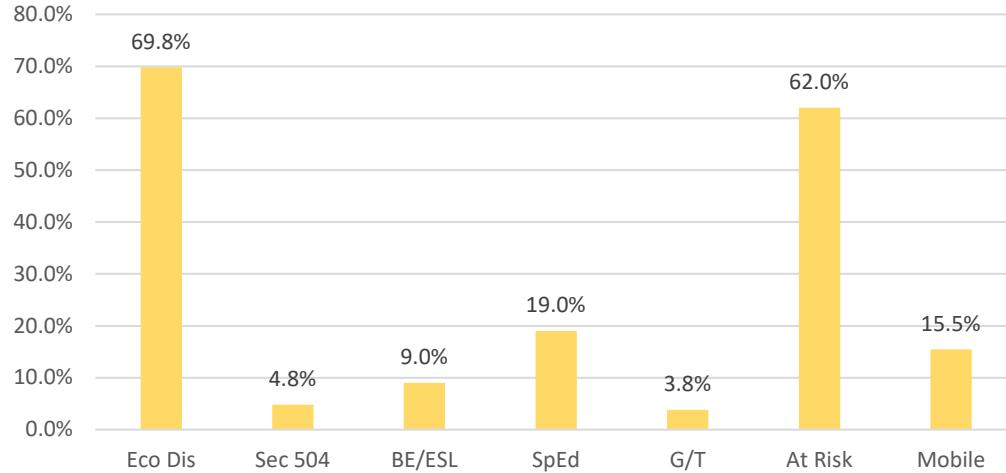


BSISD Attendance Rate Trend

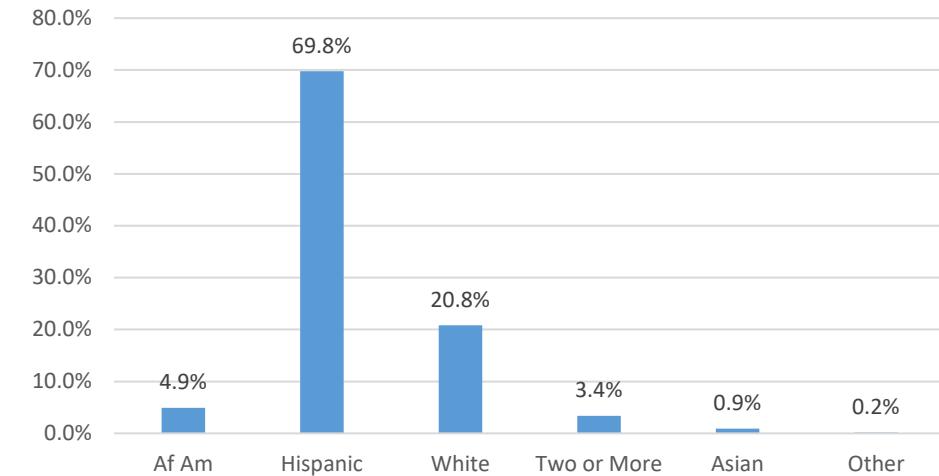


District Data: Profiles

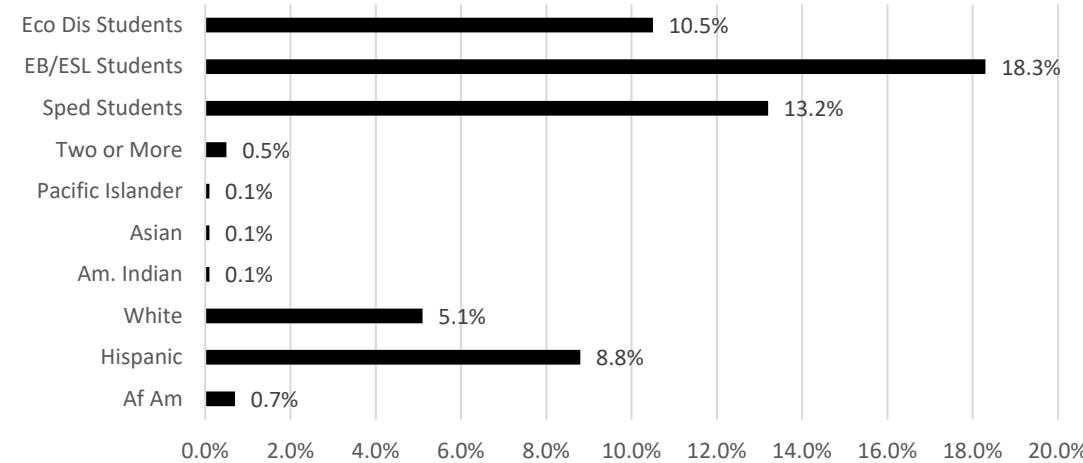
BSISD Student Profile



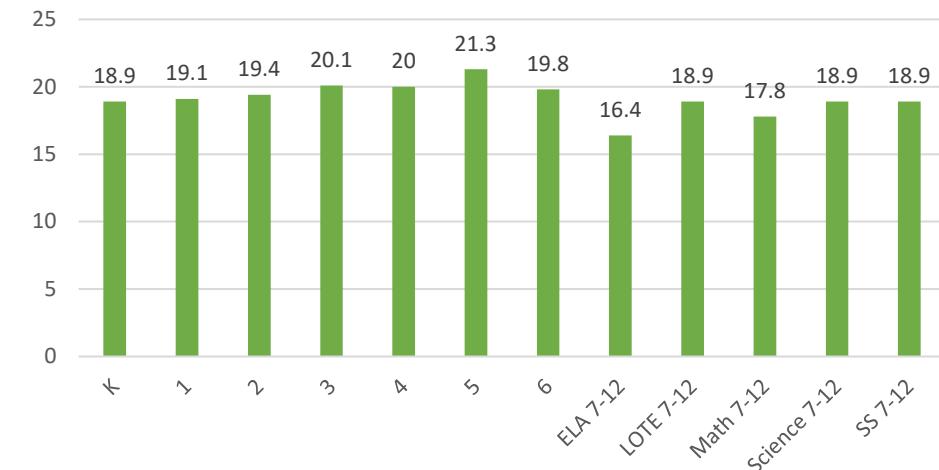
BSISD Student Ethnicity



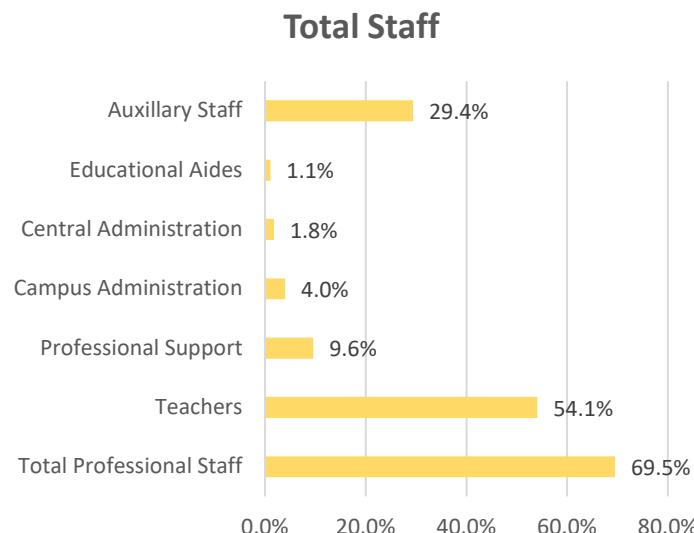
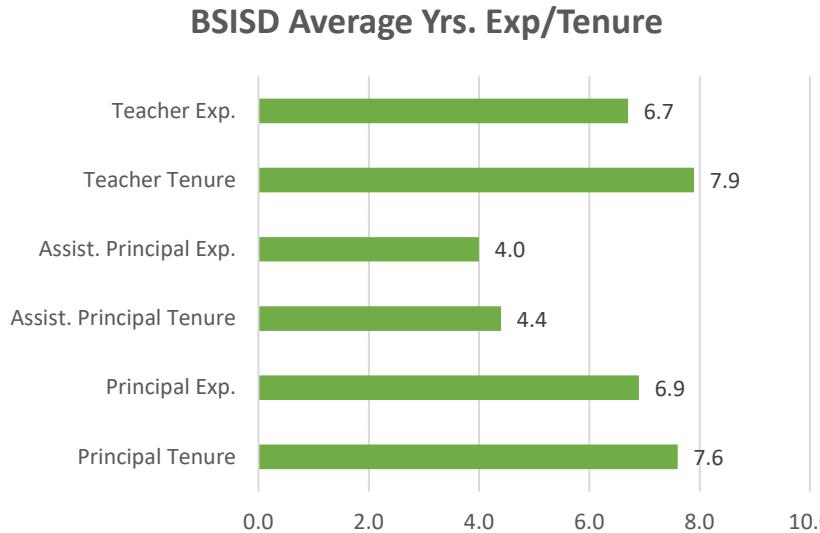
BSISD Total Mobile Students 15.5%



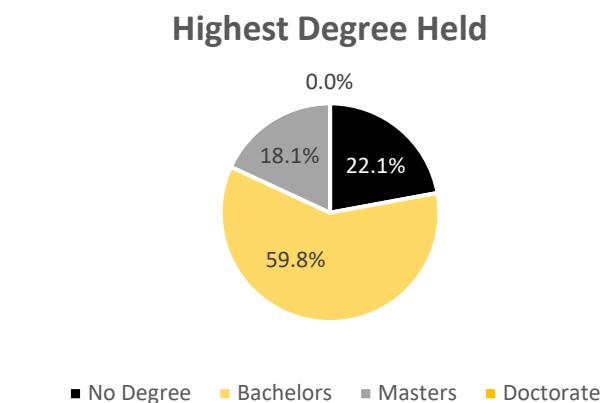
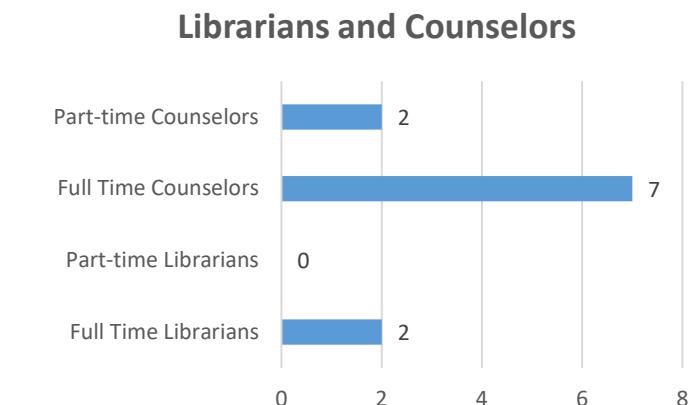
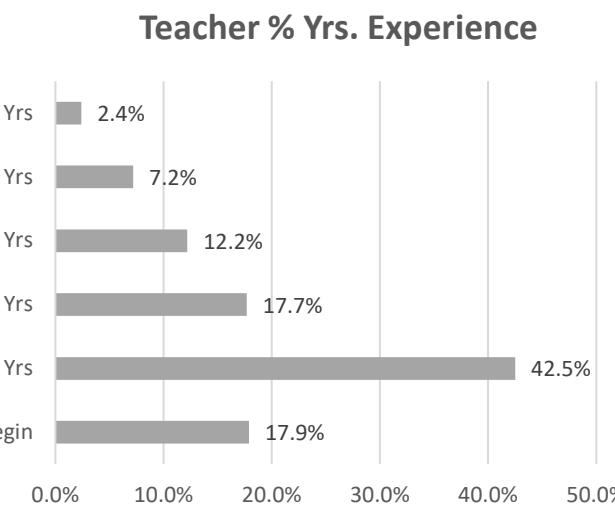
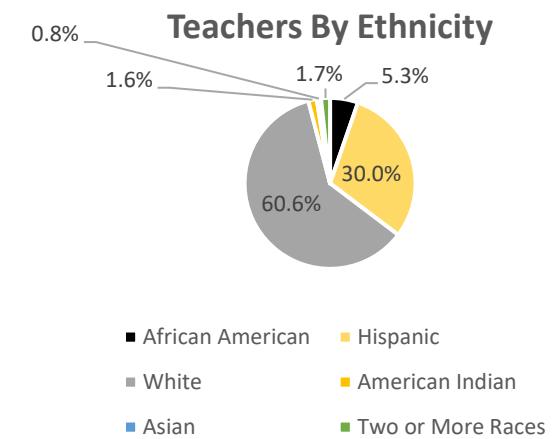
BSISD Class Size



District Data: Profiles

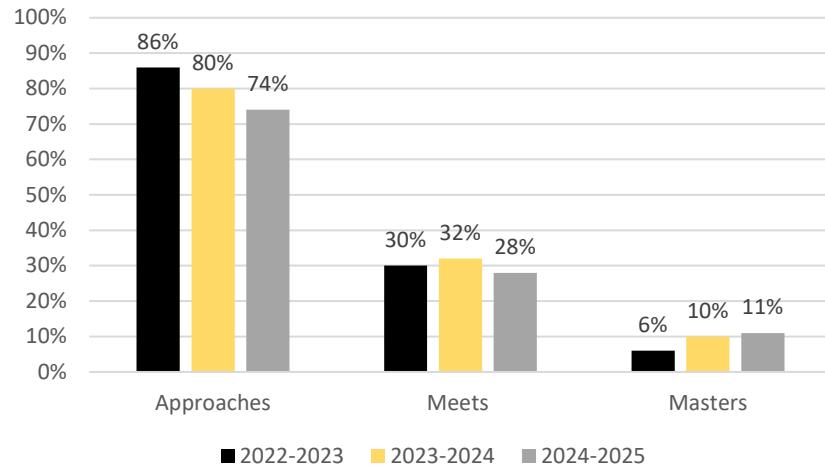


Teacher Incentive Allotment		
Designation	Count	Average Payout
Recognized	5	\$5,138
Exemplary	13	\$10,363
Master	31	\$19,340

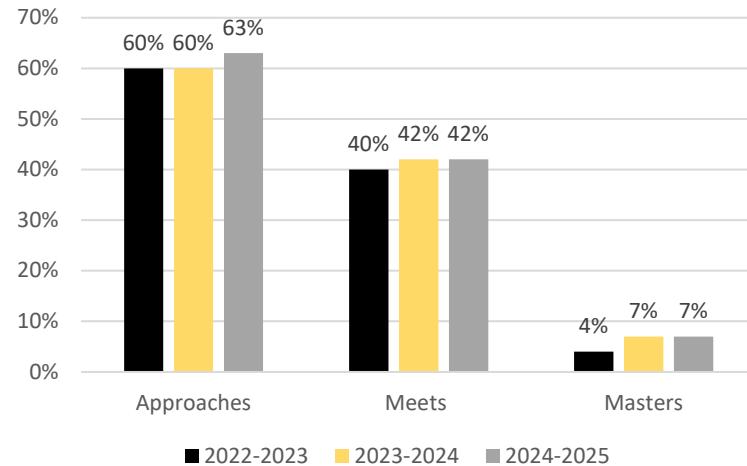


BSHS Data: Performance/Attendance

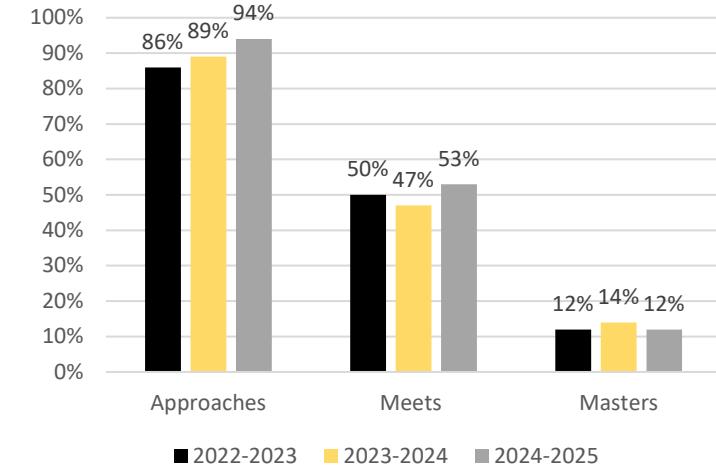
BSHS Math



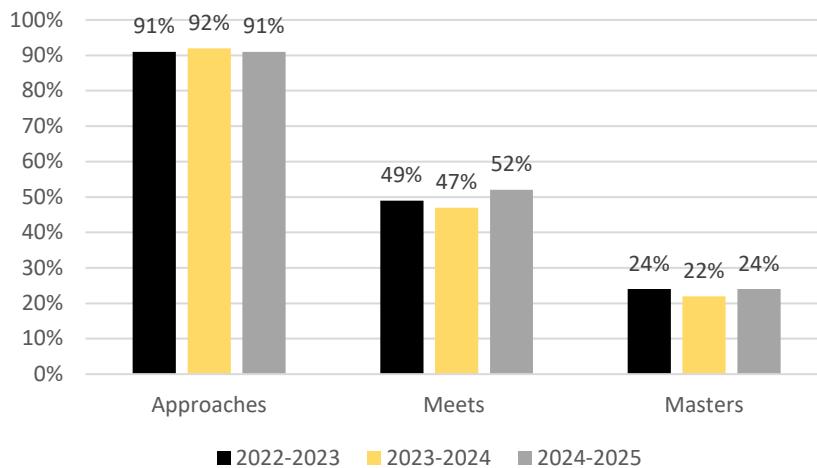
BSHS RLA



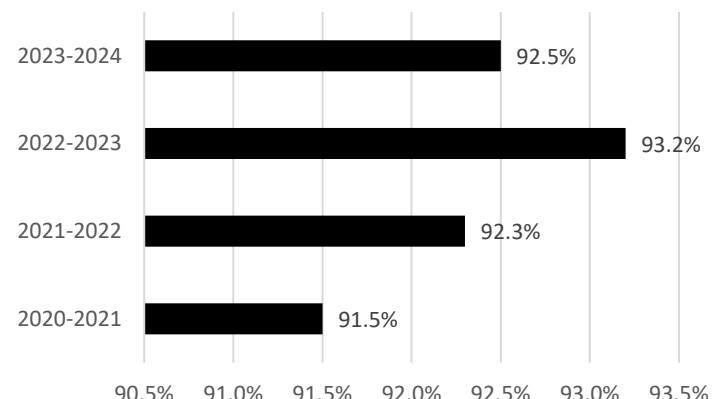
BSHS Science



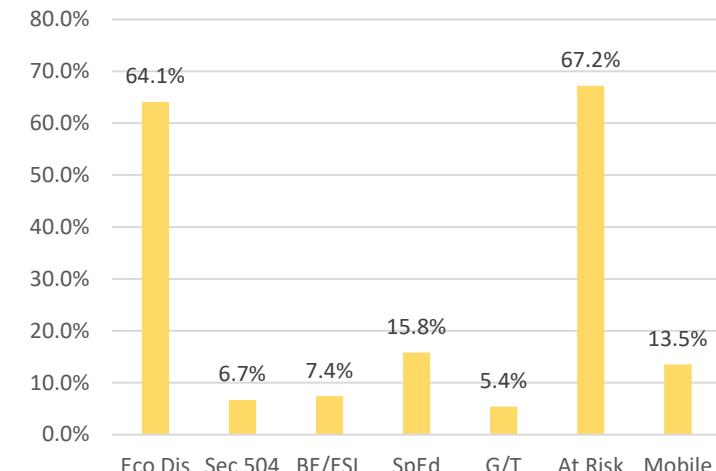
BSHS Social Studies



BSHS Attendance Rate Trend

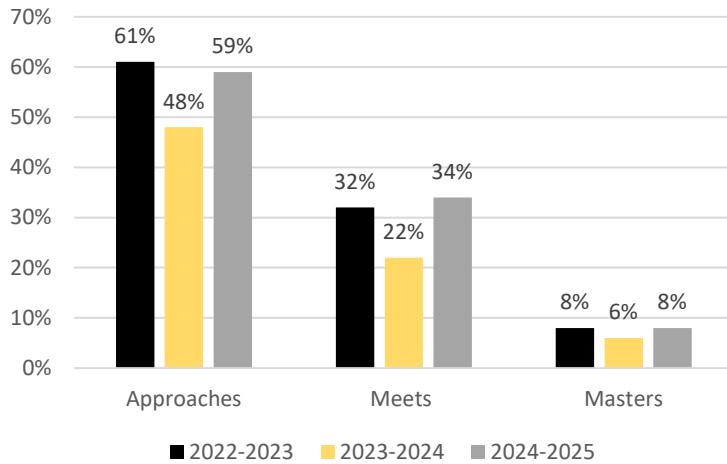


BSHS Student Profile

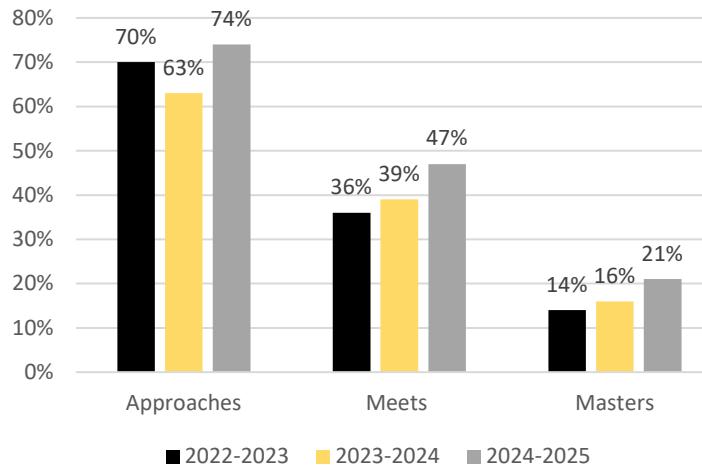


BSJH Data: Performance/Attendance

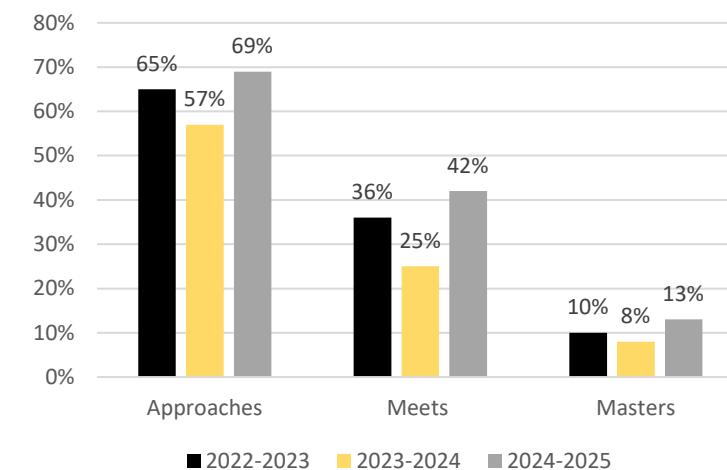
BSJH Math



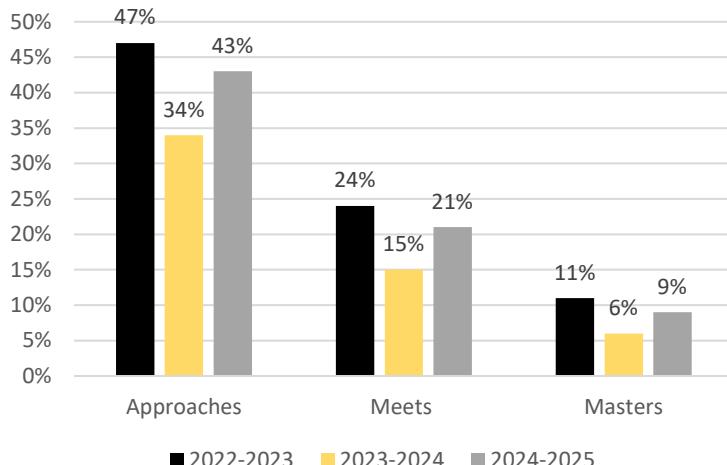
BSJH RLA



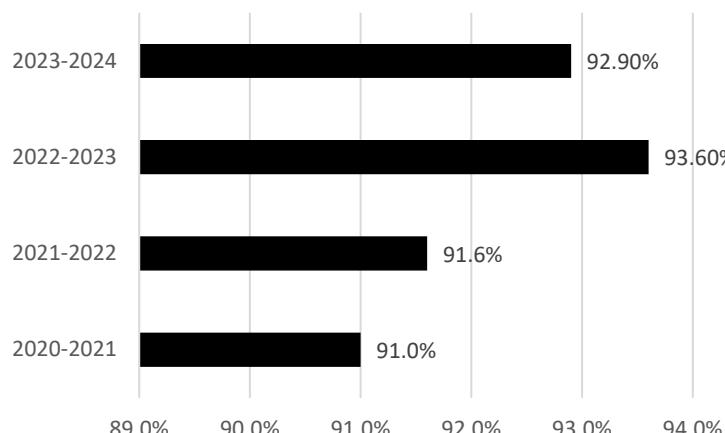
BSJH Science



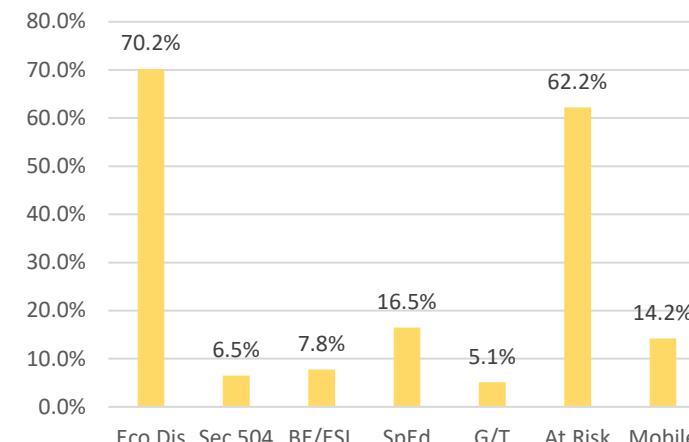
BSJH Social Studies



BSJH Attendance Rate Trend

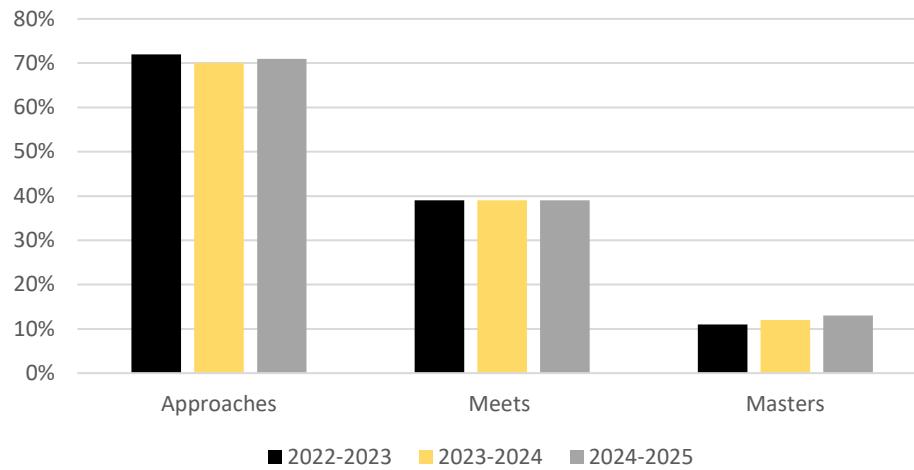


BSJH Student Profile

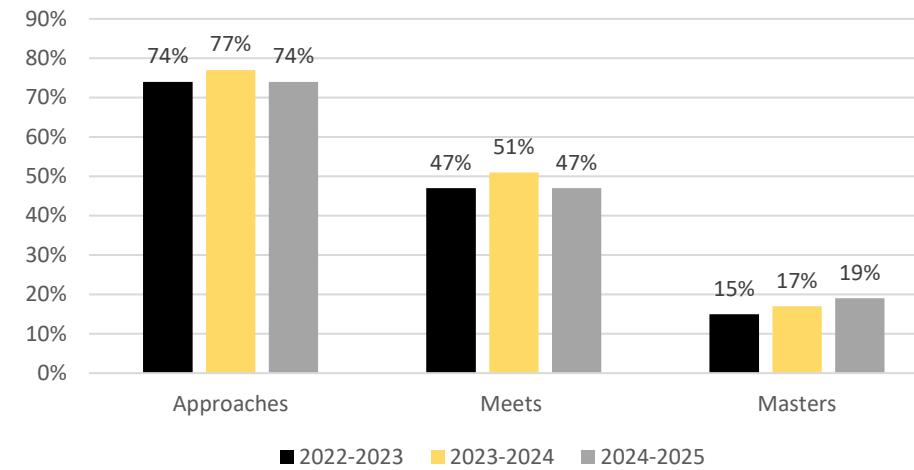


BSI Data: Performance/Attendance

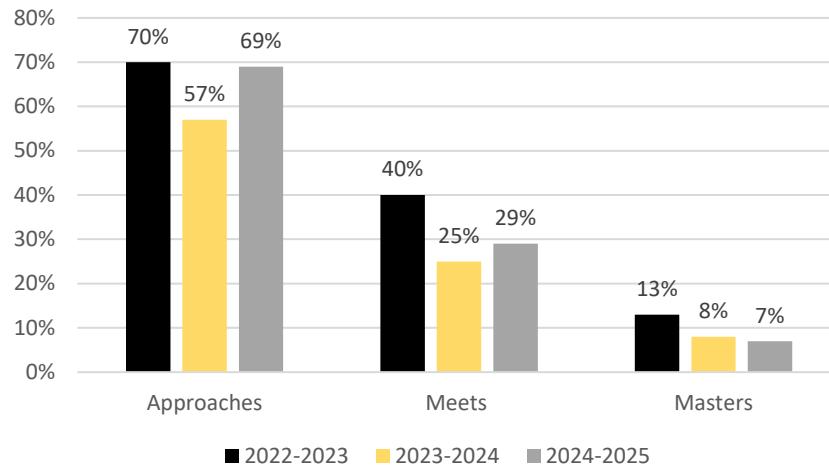
BSI Math



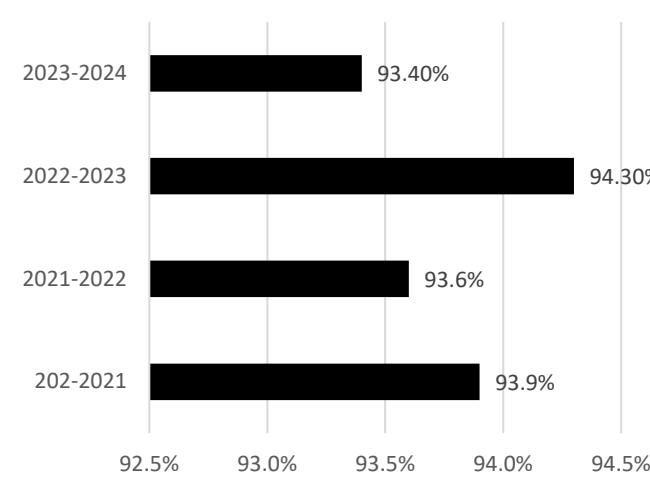
BSI RLA



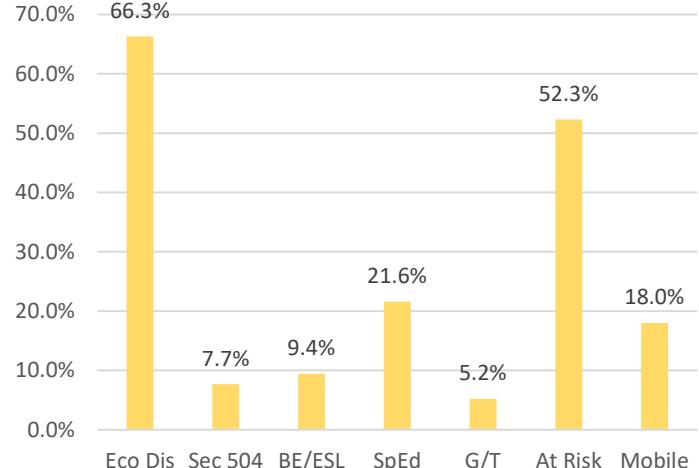
BSI Science



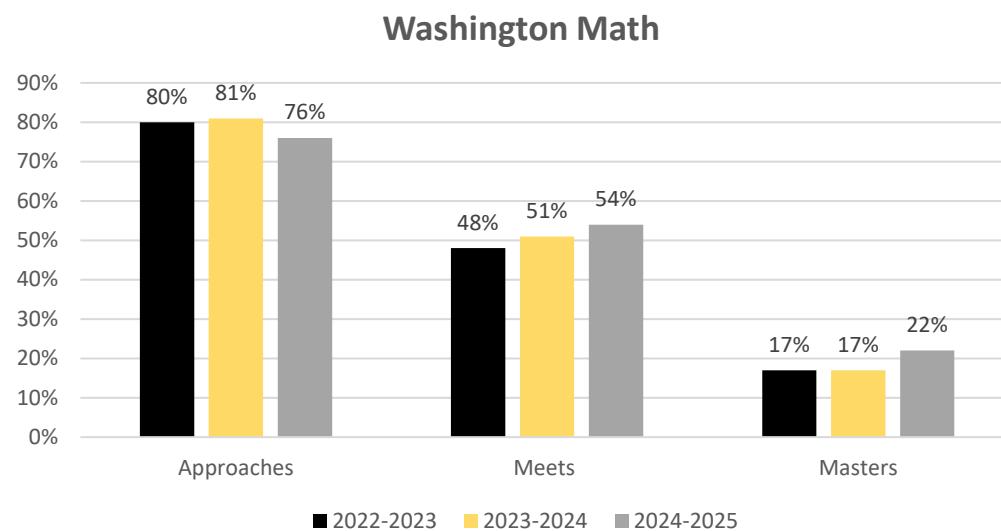
BSI Attendance Rate Trend



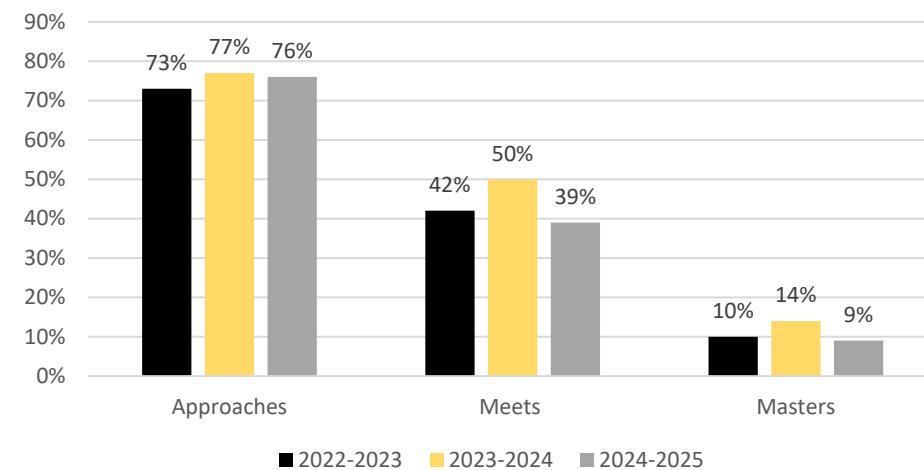
BSI Student Profiles



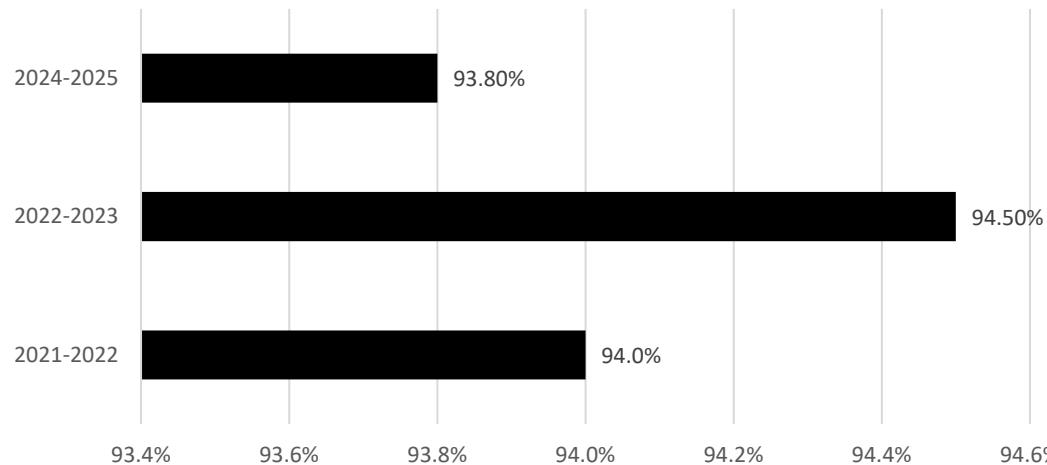
Washington: Performance/Attendance



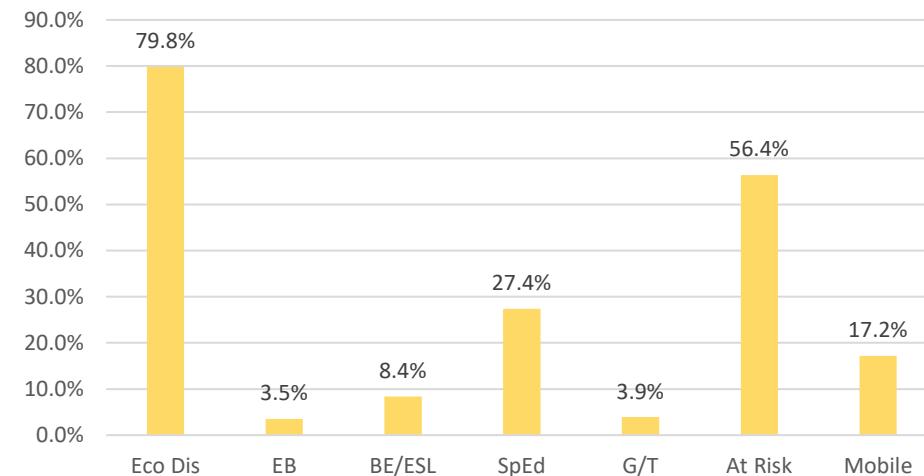
Washington RLA



Washington Attendance Trend



Washington Student Profiles



Area School Performance by Economically Disadvantaged Rates

District	Eco Dis.	Approaches	Meets	Masters	Enrollment
ECTOR COUNTY ISD	75.5%	65%	35%	11%	33,630
SNYDER ISD	70.2%	62%	35%	12%	2,308
BIG SPRING ISD	70.0%	71%	41%	13%	3,372
FORT STOCKTON ISD	69.8%	53%	24%	5%	13,453
PECOS-BARSTOW-TOYAH ISD	63.2%	65%	33%	8%	2,906
REAGAN COUNTY ISD	61.6%	67%	40%	11%	852
SEMINOLE ISD	60.2%	75%	47%	18%	3,078
MIDLAND ISD	60.1%	69%	42%	17%	29,602
SAN ANGELO ISD	57.9%	66%	39%	14%	12,982
FORSAN ISD	45.7%	78%	53%	19%	691
GREENWOOD ISD	34.5%	74%	47%	16%	3,367
COAHOMA ISD	31.3%	77%	46%	12%	1,082

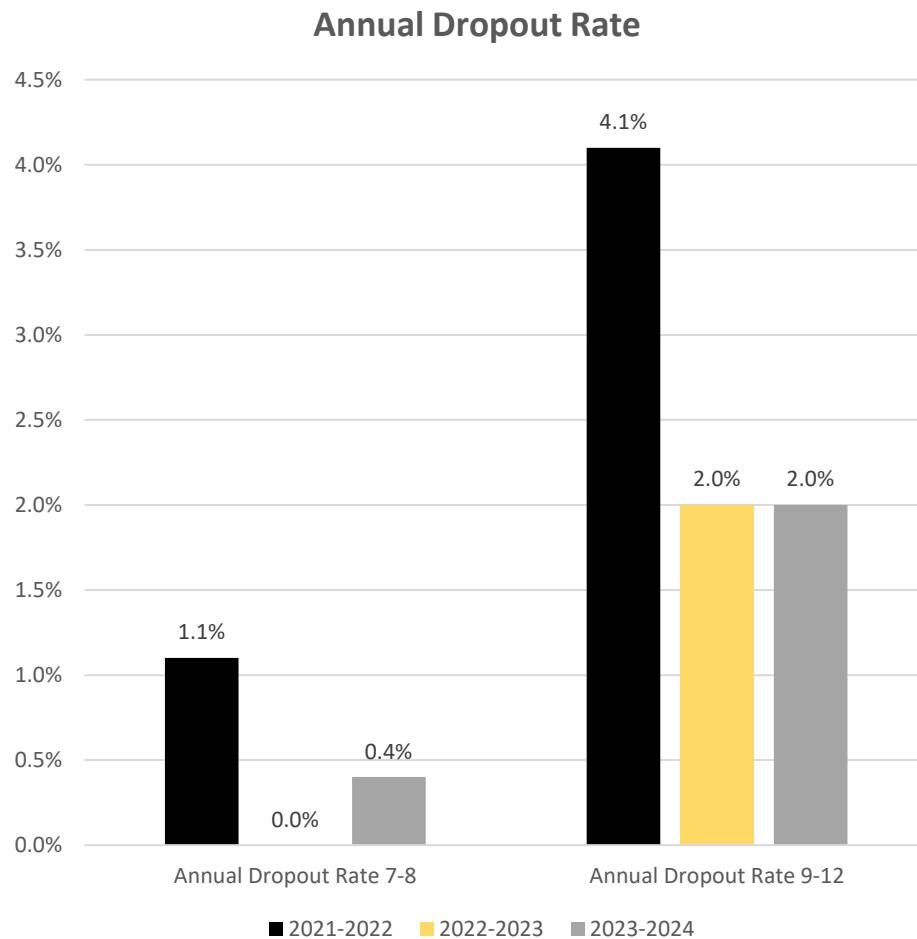
STAAR Participation Rates

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL Monitored
2025 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	93%	100%	100%	100%	100%	*	100%	*	99%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	81%	93%	87%	93%	95%	*	100%	*	97%	95%	95%	98%	80%	96%	84%	
Not Included in Accountability: Mobile	4%	9%	5%	12%	5%	5%	*	0%	*	2%	4%	5%	1%	17%	3%	6%	
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	3%	1%	10%	
Not Tested	1%	7%	0%	0%	0%	0%	*	0%	*	1%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	7%	0%	0%	0%	0%	*	0%	*	1%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	1%	0%	0%	0%	0%	0%	0%	0%

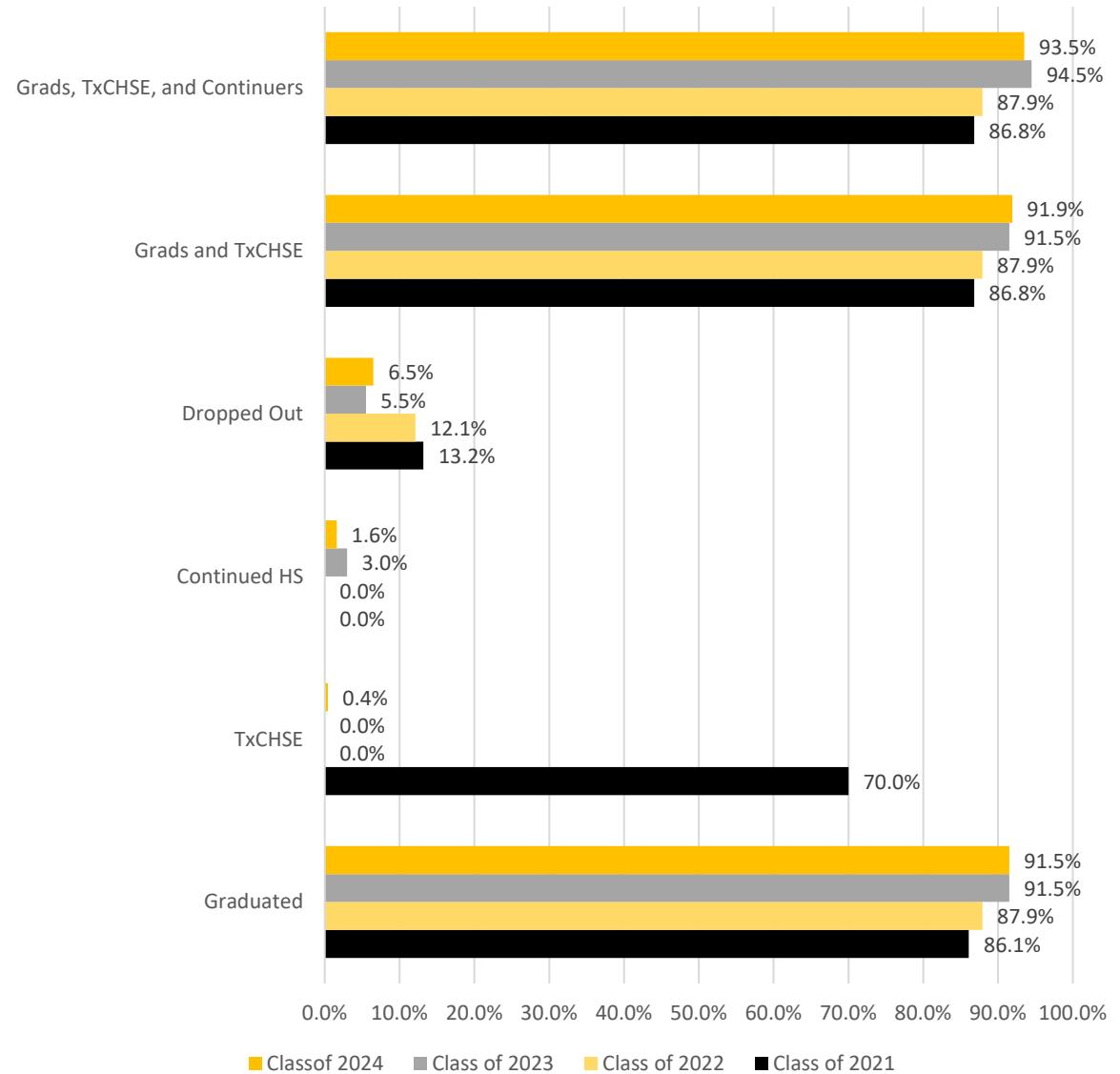
Bilingual/ESL Performance Trend All Subjects

	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	2025	82%	61%	66%	59%	56%	72%	63%	93%
	2024	66%	63%	40%	72%	87%	69%	65%	91%
Meets	2025	50%	30%	33%	28%	13%	39%	31%	73%
	2024	31%	34%	19%	39%	40%	39%	33%	81%
Masters	2025	15%	8%	15%	4%	0%	14%	8%	29%
	2024	10%	7%	6%	8%	33%	12%	9%	25%

Graduation and Drop-out Rates

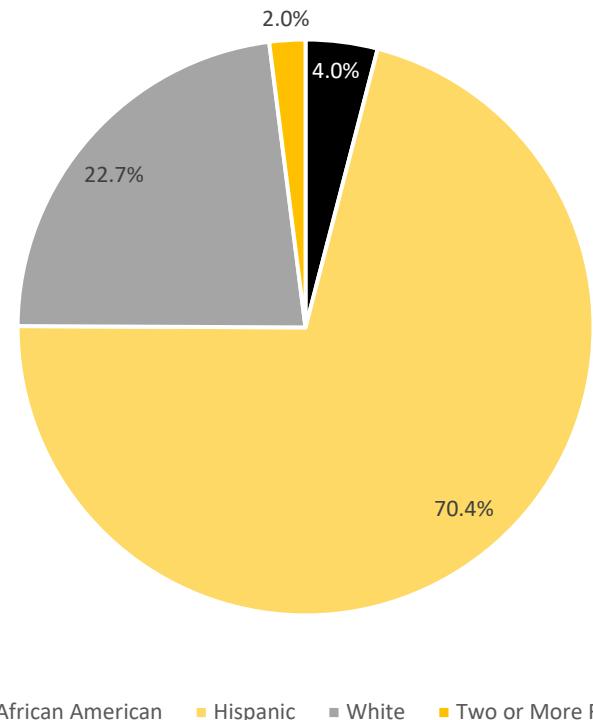


Graduation Rates and Trends

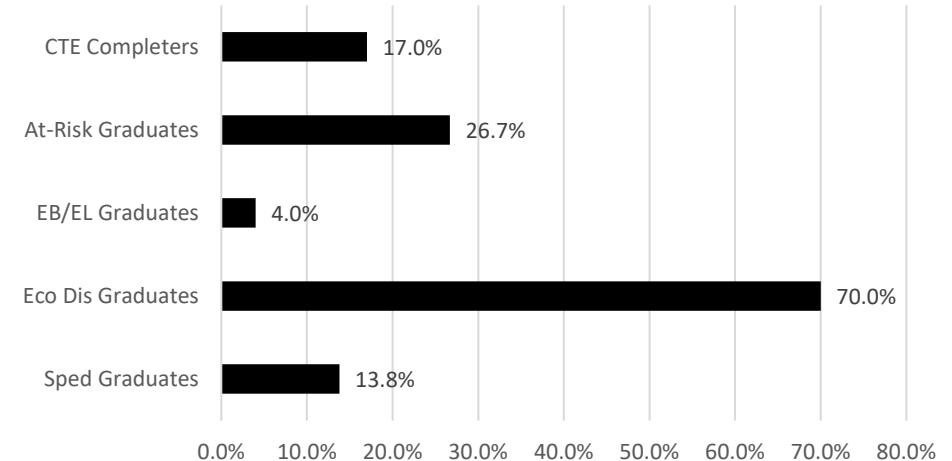


Graduation Profile

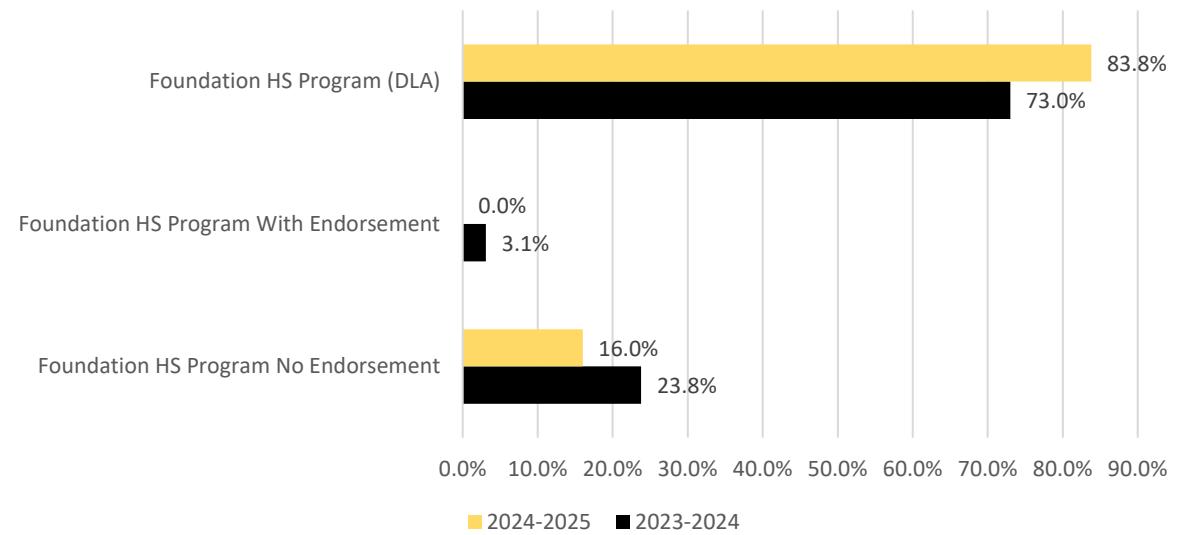
Graduates By Ethnicity 2023-2024



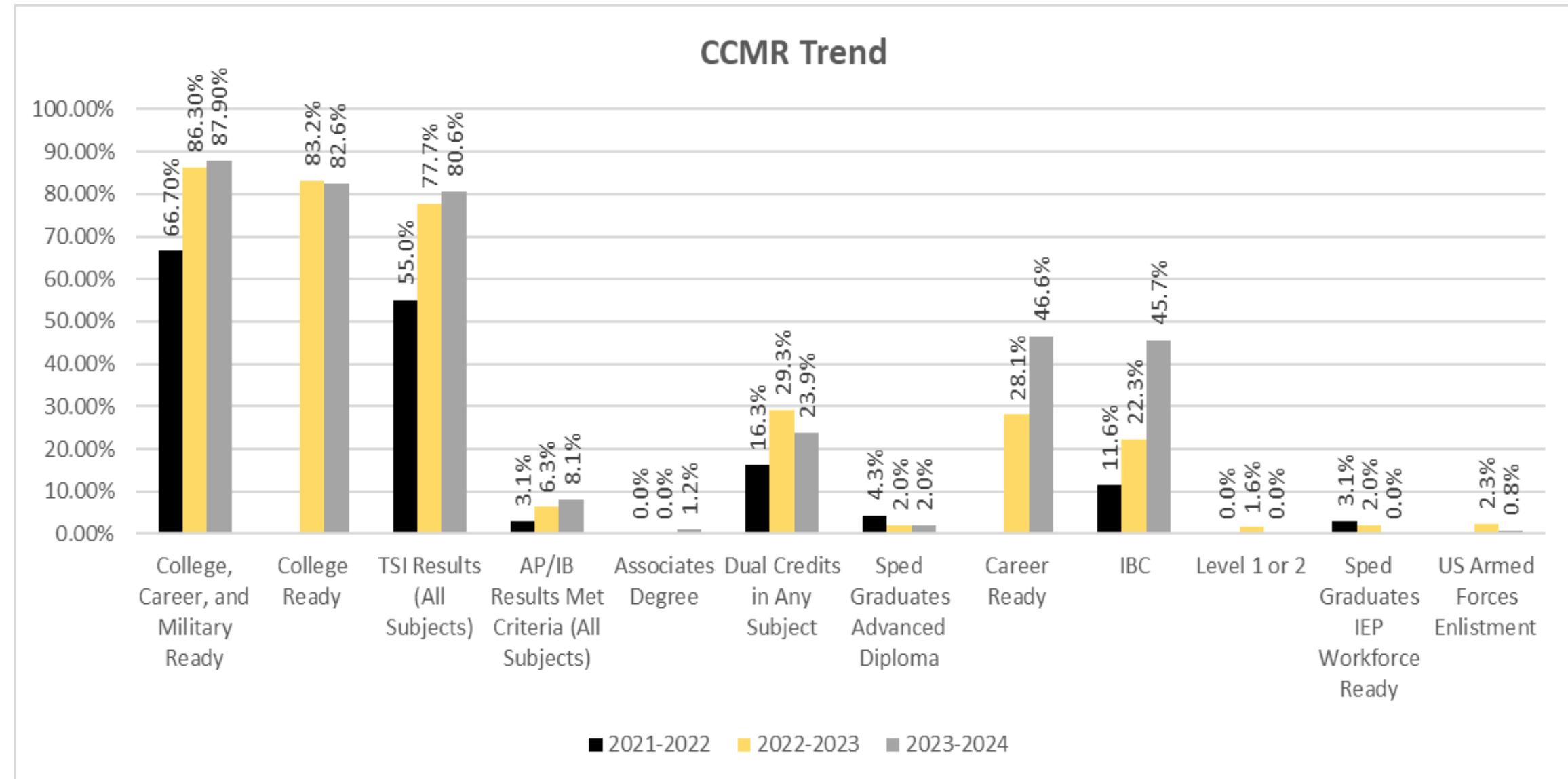
Graduates By Program 2023-2024



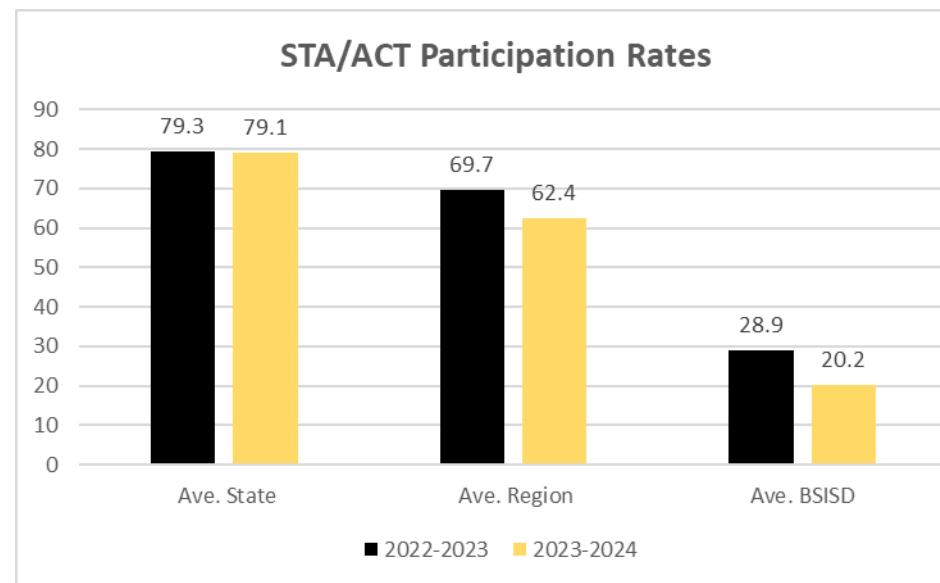
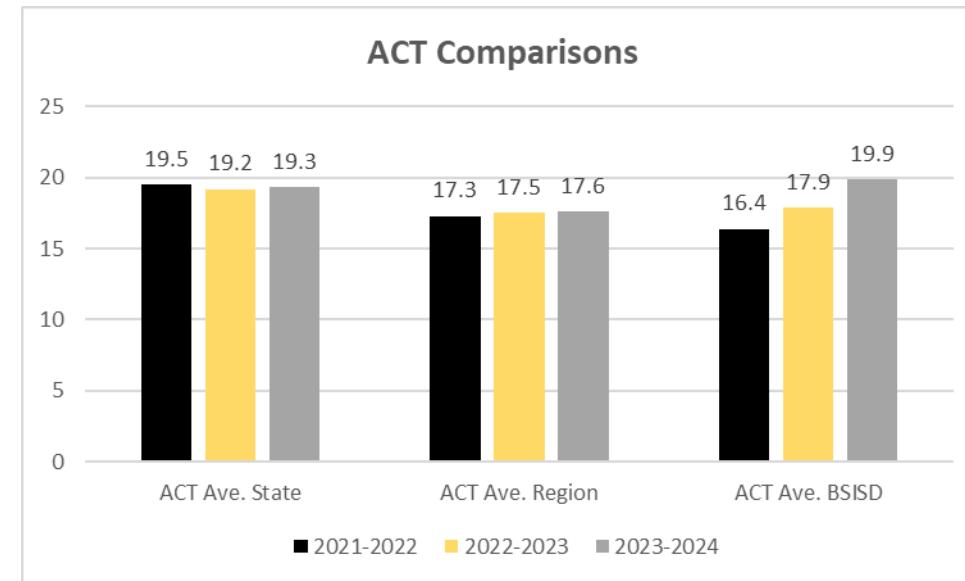
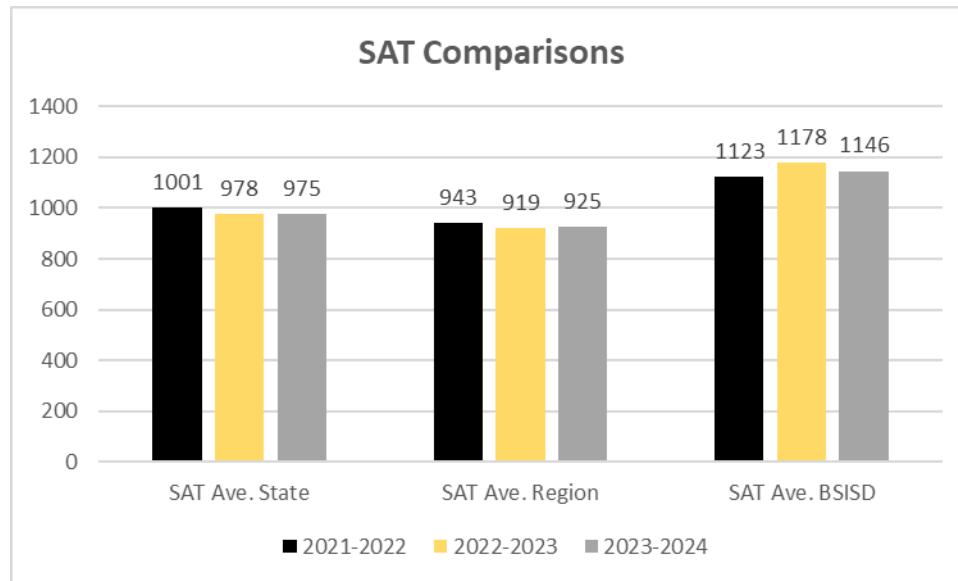
Graduates By Type Trend



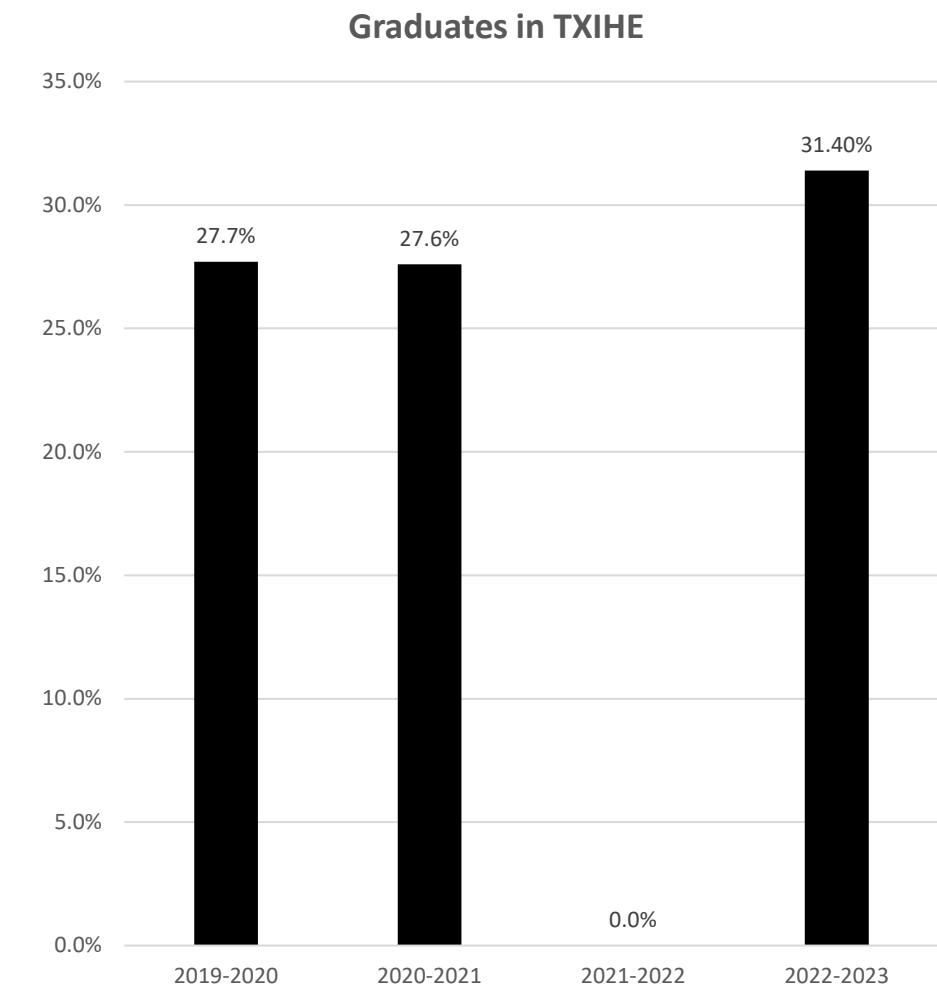
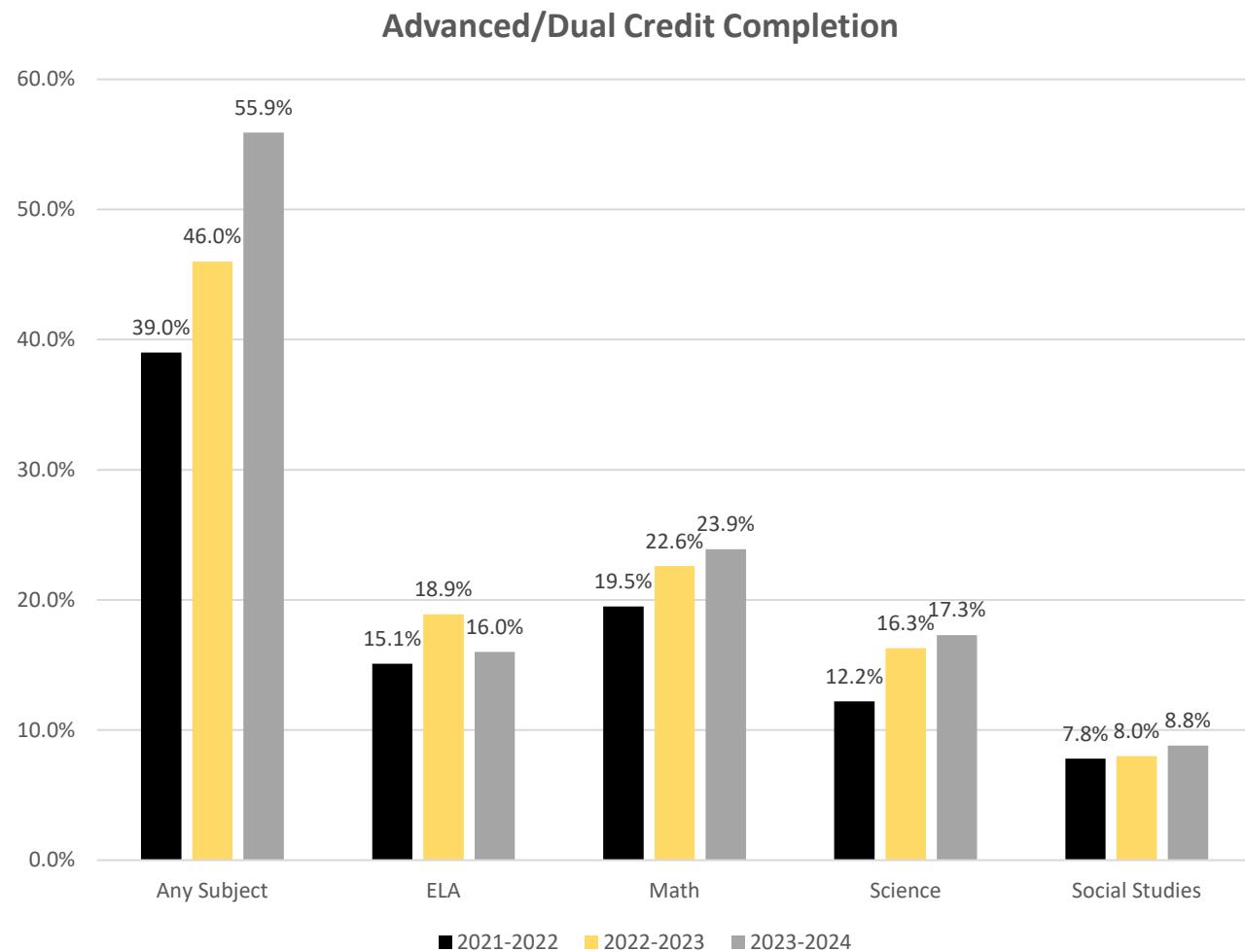
CCMR Trend



CCMR Related Indicators



Other Postsecondary Indicators



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 is located at [2023-2024 PEIMS Actual Financial Report](#).

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 Accreditation Status for 2023-2024 is “Accredited”. You can find official accreditation status at [2023-2024 Accreditation Status](#) .

CDN	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
114901	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 2025-2026 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 October 2025 Board Meeting.

Section 5: 2024-2025 Report on Violent and Criminal Incidents

	BSHS	BSJH
Total Incidents	2	1
Total Enrollment	982	490

Code	Description	BSHS	BSJH
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)	0	0
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)	0	0
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0
16	Arson – TEC §37.007(a)(2)(B)	0	0
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	1
19	Aggravated Kidnapping – TEC §37.007(a)(2)(E)	0	0
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)	0	0
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	1	0

Code	Description	BSHS	BSJH
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)	0	0
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	0	0
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	0	0
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)	0	0
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	1	0

* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense **Of:** (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

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).

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

Section 6: Student Performance in Postsecondary Institutions

Texas High School Graduates from FY2023

Enrolled in Texas Public or Independent Higher Education in FY 2024

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas							
			2.0- <2.0	2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk		
HOWARD										
BIG SPRING ISD										
	114901001 BIG SPRING H S									
	Four-Year Public University	27	6	2	2	11	6	0		
	Two-Year Public Colleges	60	9	7	3	15	24	2		
	Independent Colleges & Universities	4								
	Not Trackable	3								
	Not Found	162								
	Total High School Graduates	256								

2024 Graduates in Higher Education Fall 2024

District	Code	Institution	Students
BIG SPRING ISD	114901	HOWARD COLLEGE (003574)	49
		U. OF TEXAS PERMIAN BASIN (009930)	11
		ANGELO STATE UNIVERSITY (003541)	7
		Other Public 4-yr Institution (11)	19
		Other Public 2-yr Institution (5)	6
		Not trackable	6
		Not found	149
		<i>Total high school graduates</i>	247

Section 7: Progress HB3 Adopted Board Goal 1

Early Childhood Board Math 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 (current target for meets is 38%).

2023	2024	2025	2026	2027
Goal: 40% Actual: 42%	Goal: 43% Actual: 51%	Goal: 45% Actual: 38%	Goal: 48%	Goal: 50%

Closing the Gaps Student Groups (goal/actual)				
	African Am.	Hispanic		High Focus
2023	39%	36%	29%	37%
2024	63%	50%	50%	46%
2025	23%	36%	65%	38%
2026				
2027				
Current Target	26%	35%	44%	31%
Next Target	46%	57%	72%	43%

Math Progress Measures

The number of PK students entering K at or above grade level in Math as shown on the NWEA BOY assessment will increase from 40% to 60% by the beginning of 2026-2027 school year.

2023	2024	2025	2026	2027
40%/37%	43%/39%	45%/48%	52%	55%

The number of Kindergarten students scoring at or above grade level as shown on the NWEA (EOY) assessment in Math will increase from 55% to 72% by the end of the 2026-2027 school year.

2023	2024	2025	2026	2027
55%/62%	57%/60%	63%/58%	65%	68%

The number of grades 1-2 students scoring at or above grade level as shown on the NWEA (EOY) assessment in Math will increase from 63% to 75% by the end of the 2026-2027 school year.

2023	2024	2025	2026	2027
63%/65%	68%/68%	70%/68%	72%	74%

The number of Kindergarteners grade students scoring at the meets grade level or above on local assessments in Math will increase from 45% to 65% by the end of the 2026-2027 school year.

2023	2024	2025	2026	2027
45%/50%	50%/51%	55%/57%	60%	65%

The number of 1st-2nd grade students scoring at the meets grade level or above on local assessments in Math will increase from 45% to 65% by the end of the 2026-2027 school year.

2023	2024	2025	2026	2027
45%/45%	50%/50%	55%/55%	60%	65%

Section 7: Progress HB3 Adopted Board Goal 2

Early Childhood Literacy Board 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 (current target is 44%).

2023	2024	2025	2026	2027
Goal: 44% Actual: 38%	Goal: 46% Actual: 50%	Goal: 48% Actual: 32%	Goal: 50%	53%

Closing the Gaps Student Groups				
	African Am.	Hispanic	2 or More	High Focus
2023	28%	31%	43%	31%
2024	38%	53%	67%	47%
2025	15%	30%	41%	31%
2026				
2027				
Current Target	32%	36%	58%	32%
Next Target	43%	47%	65%	43%

Literacy Progress Measures

The number of PK students entering K at or above grade level in Reading as shown on the NWEA MAP assessment will increase from 40% to 60% by the beginning of 2026-2027 school year.

2023	2024	2025	2026	2027
Gathered Baseline	40%/40%	45%/45%	50%	55%

The number of Kindergarten students reading at or above grade level in Reading as shown on the NWEA assessment will increase from 45% to 60% by the end of 2026-2027 school year.

2023	2024	2025	2026	2027
45%/44%	49%/45%	53%/43%	55%	58%

The number of kindergarten students reading at or above grade level as shown on the mClass assessment will increase from 40% to 55% by the end of the 2026-2027 school year.

2023	2024	2025	2026	2027
40%/28%	43%/38%	45%/27%	45%	50%

The number of 1st-2nd grade students reading at or above grade level as shown on the mClass assessment will increase from 45% to 60% by the end of the 2026-2027 school year.

2023	2024	2025	2026	2027
45%/45%	47%/47%	50%/49%	55%	60%

Section 7: Progress HB3 Adopted Board Goal 3

CCMR Board Goal

The percentage of graduates who meet at least one CCMR indicator will increase from 60% to 85% by August 2027(current target 63%).				
2023 (22 grads)	2024 (23 grads)	2025 (24 grads)	2026 (25 grads)	2027 (26 grads)
Goal: 60% Actual: 67%	Goal: 70% Actual: 86%	Goal: 75% Actual: 88%	Goal: 80%	85%

Closing the Gaps Student Groups				
	African Am.	Hispanic	2 or More	High Focus
2023	68%	60%	55%	55%
2024	81%	90%	66.7%	77%
2025	80%	88%	100%	84%
2026				
2027				
Current Target	47%	60%	63%	56%
Next Target	57%	70%	73%	66%

CCMR Progress Measures

The percentage of CCMR students that meet the threshold for CCMR Outcomes Bonus for CCMR ready will increase from 10% to 20% by August 2027.

2023	2024	2025	2026	2027
10%/7%	13%/15%	15%	17%	20%

The percentage of CCMR students that meet the CCMR criteria for achieving and IBC will increase from 15% to 50% by August 2027.

2023	2024	2025	2026	2027
15%/11%	25%/22%	35%/45%	45%	50%

The percent of CCMR students that meet the CCMR criteria for dual credit will increase from 16% to 35% by August 2027.

2023	2024	2025	2026	2027
16%/15%	20%/29%	25%/24%		

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 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 (DEs):

Meets Requirements
Needs Assistance
Needs Intervention Needs
Substantial Intervention

2025 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. (Data source: PEIMS ArmedServicesVocAptBattery E1625)

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/2025/masking.html>.

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
- Glossary can be found at [2024-2025 TAPR Glossary](#)