



**Amendment/Addendum #2**

Approving the agenda of the Rescheduled Regular Board Meeting of Wednesday, March 4, 2026, with any corrections/deletions:

Board President:

Administration Recommendation

VII. A. Conference Presentation(s)

**Item 10** Pages 2 – 20 will be replaced with Pages 2a – 20a from agenda backup

The Agenda item was uploaded to Boardbook on March 2, 2026

**Item 14** Page 1a will be added to agenda backup

**Brownsville Independent School District**  
Monthly Report

General Fund 101 Through 199  
Cumulative as of February 28, 2026

	Description	Budget (Adjusted)	Actual (To Date)	Balance	Percent Actual / Budget	Prior Yr Percent Actual / Budget
<b>REVENUES</b>						
57XX	Local Revenues	\$ 75,934,960	\$ 63,646,482	\$ 12,288,478	83.82%	65.47%
58XX	State Revenues	391,221,740	229,794,772	161,426,968	58.74%	56.28%
59XX	Federal Revenues	46,934,441	23,145,239	23,789,202	49.31%	47.46%
Non-Operating Revenues						
7913	Proceeds from Capital Leases	\$ -	\$ -	\$ -	0.00%	0.00%
<b>Total Revenues</b>		<b>514,091,141</b>	<b>316,586,493</b>	<b>197,504,648</b>	<b>61.58%</b>	<b>57.10%</b>
<b>EXPENDITURES</b>						
11	Instruction	\$ 281,731,993	\$ 169,208,255	\$ 112,523,738	60.06%	63.71%
12	Instructional Resources	2,446,935	1,224,199	1,222,736	50.03%	47.70%
13	Curriculum Development	13,754,892	5,693,251	8,061,641	41.39%	56.63%
21	Instructional Leadership	5,581,039	3,684,639	1,896,400	66.02%	63.40%
23	Campus Leadership	29,303,267	18,473,864	10,829,403	63.04%	69.41%
31	Counseling and Guidance	19,097,504	11,952,870	7,144,634	62.59%	66.19%
32	Social Work Services	756,094	366,361	389,733	48.45%	43.88%
33	Health Services	5,110,674	2,921,878	2,188,796	57.17%	70.55%
34	Student Transportation	16,448,469	10,938,304	5,510,165	66.50%	61.30%
35	Food Services	45,253,888	25,603,302	19,650,586	56.58%	59.33%
36	Co Curricular Activity	20,230,936	12,259,751	7,971,185	60.60%	61.47%
41	Administration	12,803,586	7,489,787	5,313,799	58.50%	57.72%
51	Plant Maintenance and Operations	60,293,957	35,047,284	25,246,673	58.13%	62.61%
52	Security and Monitoring Services	10,654,061	7,117,127	3,536,934	66.80%	73.63%
53	Data Processing	9,803,770	6,833,883	2,969,887	69.71%	67.98%
61	Community Services	350,638	255,202	95,436	72.78%	49.35%
71	Debt Services	5,457,436	1,180,946	4,276,490	21.64%	17.28%
81	Facilities Acquisition and Construction	46,420,718	4,663,500	41,757,218	10.05%	12.63%
95	Payments to Juvenile Justice	45,000	2,040	42,960	4.53%	7.76%
99	Other Intergovernmental Charges	1,355,377	586,576	768,801	43.28%	51.38%
89XX	Other Uses/Special Items/Non-Operating Expenses	-	-	-	0.00%	0.00%
<b>Total Expenditures</b>		<b>\$ 586,900,234</b>	<b>\$ 325,503,020</b>	<b>\$ 261,397,214</b>	<b>55.46%</b>	<b>59.74%</b>
Excess (Deficiency) of Revenues Over (Under) Expenditures		<b>\$ (72,809,093)</b>	<b>\$ (8,916,526)</b>	<b>\$ (63,892,567)</b>		
<b>Other Resources</b>						
Assigned / Designated Fund Balance						
	State Compensatory	747,151				
	State CTE	1,805,523				
	Athletic	300,000				
	State Special Education	2,766,335				
	School Safety	2,476,823				
	Projects	6,800,000				
	Local Maintenance	2,217,551				
	Instruction	113,927				
	Curriculum Staff Dev and Instruction Staff Dev	204,219				
	Maintenance and Operations	315,222				
	Security and Monitoring Services	250,000				
	Construction/Renovation	33,188,222				
	Other Intergovernmental Charges	155,377				
	Retention Stipends	7,569,091				
	Carry Over Purchase Orders	13,899,652				
	Unassigned Fund Balance Beginning July 1, 2025		131,917,714			

Notes: If Revenues exceed the amount budgeted, the budget variance is Favorable ("Fav"); otherwise, the variance is Unfavorable ("Unfav").

If Expenditures exceed the amount budgeted, the budget variance is Unfavorable, ("Unfav"); otherwise, the variance is Favorable ("Fav").

Actual and Balance figures are rounded to the nearest dollar

Expenditures actuals exclude encumbrances.

**Patricia Perez**

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**Amendment #1**

**From:** Patricia Perez  
**Sent:** Monday, March 2, 2026 4:05 PM  
**To:** Patricia Perez  
**Subject:** Amendment 03-04-2026 RRBM  
**Attachments:** 03-04-2026 RRBM Amendment.docx; VII. A. 10 AMENDMENT District Annual Report - Public Hearing TAPR.pdf

Good afternoon

Attached please find Amendment for Agenda item VII. A. 10. Agenda item has been uploaded to Boardbook.

If additional information is needed, please do not hesitate to call.

Thank you,

pat

Patricia C. Perez  
1900 East Price Road, Room 307E  
Brownsville, Texas 78521  
(956) 698-0003

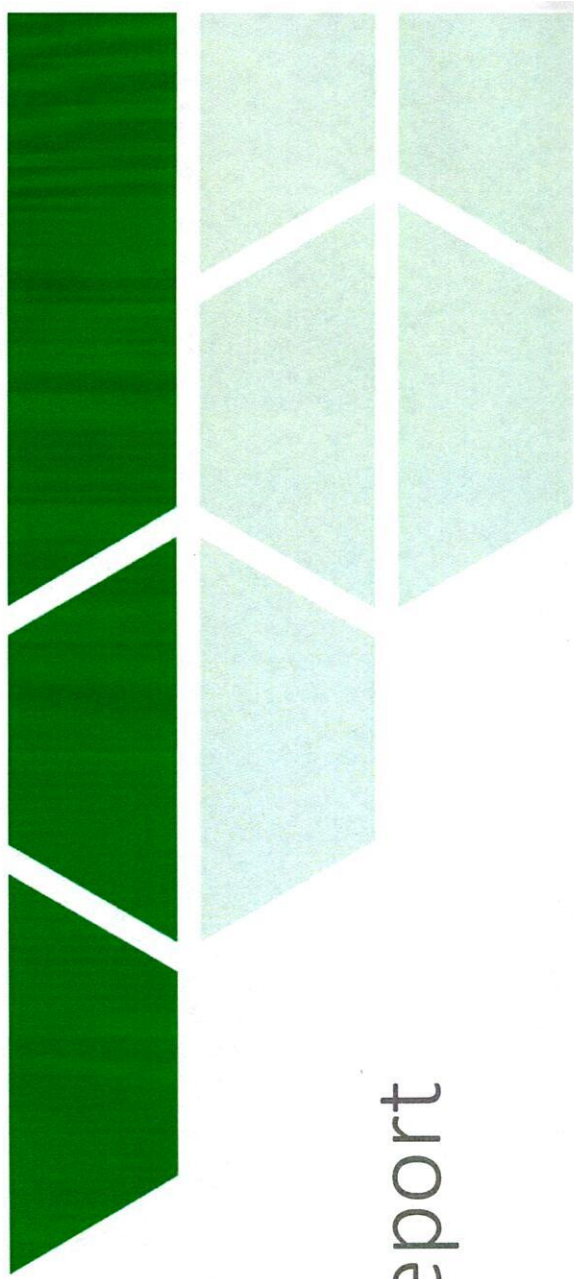
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TAPR Public Hearing 2025  
(Board Meeting 3-4-2026)



# 2024-25 District Annual Report Public Hearing



## Brownsville Independent School District

3/4/2026

2a

2a  
VII. A. 10  
RRBM  
03/04/2026

# 8 Sections to the 2024-25 District Annual Report

1. 2024-25 Texas Academic Performance Report (PDF TAPR)
  - For the District and each Campus in the District
2. PEIMS Financial Standard Report (2023-24 Financial Actual Report)
  - For the District and each Campus in the District
3. District Accreditation Status (2023-24 School Year)
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. 2024-25 TAPR Glossary

The 2024-25 District Annual Report will be posted on the district's website within two weeks after the public hearing

## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
  - PEIMS
  - Student Assessment Data
- 2024-25 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

[Link to district TAPR HERE](#)

[Link to campus TAPR HERE](#)

## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

#### ➤ Cover Page

- 2025 Accountability Rating
  - A, B, C, D or F
  - Reported for the District and for each Campus
- 2025 Special Education Determination Status
  - Only reported on the District's TAPR
- 2025 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
- 2025 Distinction Designations
  - Reported for the District and for each Campus

#### 2024-25 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

District Number: 031901

2025 District Accountability Score: B

2025 Special Education Determination Status:

Meets Requirements



# Section 1

## 2024-25 Texas Academic Performance Report (TAPR)

### School Progress – Reported for 2025 and 2024

- Annual Growth**
  - Reported by Grade and Subject of assessment
    - RLA
    - Math
- Accelerated Learning (1416 Performance)**
  - Reported by Grade and Subject of assessment
    - RLA
    - Math

- Academic Growth (Domain 2A in Accountability)**  
*which is a combination of Annual Growth and Accelerated Learning is NOT reported*

TEXAS Education Agency  
2024-25 STAAR School Progress  
BROWNSVILLE ISD (031901) - CAMERON COUNTY

2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20

Grade	Subject	2023-24					2022-23					2021-22					2020-21					2019-20						
		Score	Standard Exceeded	Standard Exceeded or Nearly Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded or Standard Exceeded	Score	Standard Exceeded	Standard Exceeded or Nearly Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded or Standard Exceeded	Score	Standard Exceeded	Standard Exceeded or Nearly Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded or Standard Exceeded	Score	Standard Exceeded	Standard Exceeded or Nearly Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded or Standard Exceeded	Score	Standard Exceeded	Standard Exceeded or Nearly Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded	Standard Exceeded or Nearly Exceeded or Standard Exceeded or Standard Exceeded		
Grade 4	ELA/Reading	3223	73%	71%	72%	74%	71%	70%	71%	72%	73%	74%	75%	76%	77%	78%	79%	80%	81%	82%	83%	84%	85%	86%	87%	88%	89%	90%
Grade 4	Mathematics	3224	58%	57%	56%	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%
Grade 5	ELA/Reading	3225	68%	67%	66%	65%	64%	63%	62%	61%	60%	59%	58%	57%	56%	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%
Grade 5	Mathematics	3226	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%	30%	29%	28%	27%
Grade 6	ELA/Reading	3227	62%	61%	60%	59%	58%	57%	56%	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%
Grade 6	Mathematics	3228	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%	30%	29%	28%	27%	26%	25%	24%	23%
Grade 7	ELA/Reading	3229	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%	30%
Grade 7	Mathematics	3230	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%	30%	29%	28%	27%	26%	25%	24%	23%	22%	21%	20%	19%	18%	17%
End of Course	English I	3231	65%	64%	63%	62%	61%	60%	59%	58%	57%	56%	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%
End of Course	English II	3232	60%	59%	58%	57%	56%	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%
End of Course	Algebra	3233	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%	30%	29%	28%	27%	26%	25%
All Grades	ELA/Reading	3234	62%	61%	60%	59%	58%	57%	56%	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%
All Grades	Mathematics	3235	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%	30%	29%	28%	27%	26%	25%	24%	23%	22%	21%	20%
Grade 4	ELA/Reading	3236	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%	64%	63%	62%	61%	60%	59%	58%	57%	56%	55%	54%	53%	52%	51%	50%
Grade 4	Mathematics	3237	60%	59%	58%	57%	56%	55%	54%	53%	52%	51%	50%	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%

# Section 1: 2024-25 Texas Academic Performance Report (TAPR)

## Bilingual Education (BE) / English as a Second Language (ESL)

- Disaggregated data for various BE/ESL program instructional models and groups:
  1. Total BE
  2. BE Trans Early Exit
  3. BE Trans Late Exit
  4. BE Dual Two-Way
  5. BE Dual One-Way
  6. Alternative Language Program (ALP) Bilingual (Exception)
  7. ALP ESL (Waiver)
- STAAR Performance – reported for 2025 and 2024**
  - All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)
- Annual Growth - reported for 2025 and 2024**
  - All Grades – Both Subjects, All Grades – RLA, All Grades – Math
- Accelerated Learning - reported for 2025 and 2024**
  - All Grades – Both Subjects, All Grades – RLA, All Grades – Math

TEKES Education Agency

**2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL)**  
BROWNSVILLE ISD (031901) - CAMERON COUNTY

2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25

STAAR Performance Rate by Subject and Performance Level

School Year	State	Region 01	District	Total District	BE Trans Early Exit	BE Trans Late Exit	BE Dual Two-Way	BE Dual One-Way	ALP (Exception)	ALP (Waiver)	ESL	TSL Based	Total EB/EL	EB/EL with Parental Denial	ALP ESL (Waiver)	ESL Pull-Out	Total EB/EL (Current)	Monitored For EB/EL	
All Grades All Subjects	2025	75%	75%	76%	68%	67%	-	-	74%	61%	78%	81%	63%	73%	66%	60%	81%	63%	92%
	2024	75%	75%	76%	68%	66%	-	-	60%	65%	82%	82%	66%	63%	63%	65%	66%	69%	89%
All Approaches Grade Level or Above	2025	50%	48%	51%	37%	36%	-	-	39%	28%	49%	57%	31%	47%	32%	29%	57%	31%	74%
	2024	48%	47%	49%	35%	36%	-	-	25%	32%	55%	57%	33%	38%	29%	32%	33%	31%	69%
All Meets Grade Level or Above	2025	21%	20%	20%	11%	11%	-	-	13%	6%	24%	24%	8%	6%	6%	6%	25%	8%	35%
	2024	20%	18%	18%	11%	12%	-	-	7%	7%	15%	15%	4%	4%	4%	6%	22%	9%	31%

# Section 1: 2024-25 Texas Academic Performance Report (TAPR)

## ➤ STAAR Participation – reported for 2025 and 2024

- Data reported
  - Assessment Participant
    - Included in Accountability
    - Not Included in Accountability: Mobile
    - Not Included in Accountability: Other Exclusions
  - Not Tested
    - Absent
    - Other

## Reported for All Tests, by Subject Area, and for Accelerated Testers

WARDS EDUCATION AGENCY  
2024-25 STAAR Participation  
BROWNSVILLE (SD 031901) - CAMERON COUNTY

2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20

2025 STAAR Participation (All Grades)	State		Region B		District		African American		Hispanic		American Indian		Pacific Islander		Taylor		Social		Economic		ES-EL	
	Participation	Score	Participation	Score	Participation	Score	Participation	Score	Participation	Score	Participation	Score	Participation	Score	Participation	Score	Participation	Score	Participation	Score	Participation	Score
All Tests	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	99%	99%	99%	99%	99%
Assessment Participant	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	93%	93%	93%	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%	93%	93%	93%	93%	93%	93%
Not Included in Accountability: Mobile	4%	3%	3%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	3%	3%	3%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	3%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	2%	2%	2%	2%	2%
Not Tested	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

2024 STAAR Participation (All Grades)

2024 STAAR Participation (All Grades)	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	
All Tests	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Assessment Participant	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	87%	87%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
Not Included in Accountability: Mobile	4%	3%	8%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	2%	3%	5%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

# Section 1: 2024-25 Texas Academic Performance Report (TAPR)

## Attendance, Graduation, and Dropout Rates – reported for 2023-24 and 2022-23\*

- Attendance Rate
- Chronic Absenteeism
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rate
- 5-year Extended Longitudinal Graduation Rate
- 6-year Extended Longitudinal Graduation Rate
- 4-Year Federal Graduation Rate without Exclusions
- Graduation Plan Rates (Longitudinal and Annual)

\*RHSP/DAP Graduates, FHSP-E Graduates,

FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

## Graduation Profile – 2023-24 Graduates\*

- Total Graduates
- By Ethnicity
- By Graduation Type
- By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

TEXAS COMPLETION RATES

2023-24 Attendance, Graduation, and Dropout Rates  
BROWNSVILLE ISD (031901) - CAMERON COUNTY

2023-23 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13

Attendance Rate	2023-23	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Attendance Rate	91.7%	92.7%	93.7%	94.6%	95.6%	96.5%	97.4%	98.3%	99.2%	100.1%	101.0%	101.9%
Chronic Absenteeism	29.3%	28.0%	26.7%	25.4%	24.1%	22.8%	21.5%	20.2%	18.9%	17.6%	16.3%	15.0%
Annual Dropout Rate (Gr. 7-8)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr. 9-12)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

TEXAS COMPLETION RATES

2023-24 Graduation Profile  
BROWNSVILLE ISD (031901) - CAMERON COUNTY

2023-23 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13

By Ethnicity	2023-23	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Total Graduates	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
White	41%	41%	41%	41%	41%	41%	41%	41%	41%	41%	41%	41%
Hispanic	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%
Black	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Asian	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%
Other	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%

\* Attendance, Graduation and Dropout Data for 2024-25 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2023-24 and 2022-23.

2024-25 District Annual Report

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## Section 1: 2024-25 Texas Academic Performance Report (TAPR)

### ➤ College, Career and Military Readiness (CCMR) – 2023-24 and 2022-23 graduates\*

- CCMR Graduates
- College Ready Graduates (overall and by specific college ready indicator)
- Career/Military Ready Graduates (overall and by specific career/military ready indicator)

### ➤ CCMR-Related Indicators – 2023-24 and 2022-23 graduates\*

- TSIA Results
- Completed and Received Credit for College Prep Courses
- AP/IB Results
- SAT/ACT Results

### ➤ Other Postsecondary Indicators

- Advanced Dual-Credit Course Completion – 2023-24 and 2022-23 school years
- Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2022-23 and 2021-22 school years
- Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2022-23 and 2021-22 school years

Texas Education Agency  
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)  
BROWNSVILLE ISO (031901) - CAMERON COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EBEL
2022-23	36.4%	63.5%	80.0%	80.2%	58.1%	83.3%					80.9%	80.9%	80.7%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	57.9%	61.3%	61.5%	44.4%	40.0%					40.5%	60.8%	53.7%
2022-23	33.4%	60.5%	77.2%	77.5%	51.6%	83.3%					59.9%	78.1%	79.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	2.1%	0.1%	0.1%	0.0%	0.0%					0.0%	0.1%	0.3%
2022-23	0.8%	1.9%	0.0%	0.0%	0.0%	0.0%					0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.8%	3.4%	3.4%	5.6%	0.0%					30.4%	3.7%	3.3%
2022-23	2.7%	2.8%	3.8%	3.8%	9.7%	0.0%					30.7%	4.0%	3.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	1.0%	0.1%	0.1%	0.0%	0.0%					0.0%	0.1%	0.0%
2022-23	0.6%	0.6%	1.2%	1.2%	3.2%	0.0%					0.6%	1.2%	1.5%

\* CCMR data for 2024-25 graduates was not complete until January 2026 (as part of Fall 2025 PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2023-24 and 2022-23.

# Section 1: 2024-25 Texas Academic Performance Report (TAPR)

Texas Education Agency  
 2024-25 Student Information (TAPR)  
 BROWNSVILLE ISD (031901) - CAMERON COUNTY

## ➤ 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, class size information, mobility, and student attrition)

## ➤ 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)

Student Information	Membership			Enrollment		
	District	State	State	District	State	State
Total Students	Count	Percent	Count	Count	Percent	Count
36,118	100.0%	5,530,499	100.0%	36,140	100.0%	5,544,255
Early Childhood Education	6	0.0%	18,464	0.3%	28	0.1%
Pre-Kindergarten	3,279	9.1%	249,407	4.5%	3,279	9.1%
Pre-Kindergarten: 3-year Old	1,154	3.2%	43,727	0.8%	1,154	3.2%
Pre-Kindergarten: 4-year Old	2,125	5.9%	205,680	3.7%	2,125	5.9%
Kindergarten	2,118	5.9%	359,286	6.5%	2,118	5.9%
Grade 1	2,317	6.4%	377,900	6.8%	2,317	6.4%
Grade 2	2,232	6.2%	389,823	7.0%	2,232	6.2%
Grade 3	2,432	6.7%	406,424	7.3%	2,432	6.7%
Grade 4	2,423	6.7%	405,454	7.3%	2,423	6.7%
Grade 5	2,373	6.6%	404,900	7.3%	2,373	6.6%
Grade 6	2,363	6.5%	404,802	7.3%	2,363	6.5%
Grade 7	2,391	6.6%	407,375	7.4%	2,391	6.6%
Grade 8	2,559	7.1%	410,722	7.4%	2,559	7.1%
Grade 9	3,008	8.3%	459,854	8.3%	3,008	8.3%
Grade 10	3,009	8.3%	439,300	7.9%	3,009	8.3%
Grade 11	2,987	8.3%	410,245	7.4%	2,987	8.3%
Grade 12	2,621	7.3%	386,543	7.0%	2,621	7.3%
<b>Ethnic Distribution</b>						
African American	45	0.1%	706,216	12.8%	45	0.1%
Hispanic	35,591	98.5%	2,961,084	53.5%	35,613	98.5%
White	377	1.0%	1,347,596	24.4%	377	1.0%
American Indian	8	0.0%	18,175	0.3%	8	0.0%
Asian	84	0.2%	307,983	5.6%	84	0.2%
Pacific Islander	5	0.0%	8,729	0.2%	5	0.0%
Two or More Races	8	0.0%	180,716	3.3%	8	0.0%
<b>Sex</b>						
Female	17,536	48.6%	2,702,798	48.9%	17,547	48.6%
Male	18,582	51.4%	2,827,701	51.1%	18,593	51.4%
<b>Other Student Cohorts</b>						
Economically Disadvantaged	32,251	89.3%	3,346,090	60.5%	32,271	89.3%
Non-Educationally Disadvantaged	3,867	10.7%	2,184,409	39.5%	3,869	10.7%
Section 504 Students	3,162	8.8%	375,297	6.8%	3,162	8.7%
EB Students/EL	14,259	39.5%	1,343,669	24.3%	14,259	39.5%
Students w/ Disciplinary Placements (2023-24)	610	1.6%	122,515	2.1%		
Students w/ Dyslexia	2,866	7.9%	356,584	6.4%	2,866	7.9%

## Section 2: PEIMS Financial Standard Reports (2023-24 Financial Actual Reports)

Financial Integrity Rating System of Texas: Brownsville ISD earned a **Passed** status and an **“A” Superior Achievement** rating

### 2023-24 Actual Financial Data (District)

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

### 2023-24 Actual Financial Data (Campus)

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

*2023-24 is the most recent year for which these data are available.*

## Section 3 District Accreditation Status (2023-24 School Year)

- Each year TEA assigns one of four accreditation statuses to each district in the state:
  1. *Accredited*
  2. *Accredited-Warning*
  3. *Accredited-Probation*
  4. *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)
  
- TEA assigned accreditation statuses for the 2023-24 school year on September 25, 2025
  
- The release of the 2023-24 accreditation statuses was delayed due to the litigation relating to the issuance of 2023 A-F Accountability ratings
  
- Districts can expect the 2024-25 accreditation statuses to be issued in the spring of 2026
  
- The 2024-25 District Annual Report must include the District's 2023-24 accreditation status

The District's 2023-24 Accreditation Status is:			
031901	BROWNSVILLE	1	A - Superior Achievement
			ACCREDITED

## Section 4: Campus Performance Objectives

- Campus Improvement Plans (CIPs)
  - ❑ 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 2024-25 school year (which show both the **objectives of each campus** and 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

### Brownsville Independent School District

#### District Improvement Plan

#### 2025-2026 Goals/Performance Objectives/Strategies



Board Approval Date: November 3, 2025  
Public Presentation Date: October 20, 2025

## Section 5: 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 2024-25 school year is available for review at the district's central office and at each campus in the district

**2024 - 2025**  
**DESCRIPTIONS OF SCHOOL VIOLENCE PREVENTION AND VIOLENCE INTERVENTION POLICIES AND PROCEDURES USED TO PROTECT STUDENTS**

**BROWNSVILLE ISD DEPARTMENTS**

- POLICE & SECURITY SERVICES
- PARENT & FAMILY ENGAGEMENT
- EMPLOYEE BENEFITS

Year	Physical Assault	Sexual Assault	Stalking	Harassment	Other
2024	0	0	0	0	0
2025	0	0	0	0	0

## Section 6


### 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 2023-24 High School Graduates**
  - Student performance is measured by the Grade Point Average (GPA) earned by 2023-24 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2025
  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2024, Spring 2025**, and **Summer 2025** are added together and averaged to determine the GPA

Report of 2023-2024 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2025 [here](#)

## Section 7: 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



**Brownsville Independent School District**  
EARLY CHILDHOOD LITERACY & COLLEGE, CAREER AND MILITARY READY  
HB3 BOARD GOALS

**BOARD GOAL 1. THIRD GRADE READING**  
English & Spanish

The percent of 3rd Grade students who Meet Grade Level or Above on STAR will increase from 53% in 2024-2025 to 55% by August 2029.

Year	Hispanic	White	Asian	Economically Disadvantaged	English Learner (Bilingual)	Special Education (Learning)	County Exit
2025	54%	50%	75%	53%	50%	24%	55
2026	54%	50%	75%	53%	50%	24%	56
2027	56%	50%	74%	53%	51%	26%	57
2028	57%	50%	75%	54%	52%	27%	58
2029	58%	50%	75%	55%	53%	28%	59

**BOARD GOAL 2. THIRD GRADE MATHEMATICS**  
English & Spanish

The percent of 3rd Grade students who Meet Grade Level or Above on STAAR from 50% in 2024-2025 to 55% by August 2029.

Year	Hispanic	White	Asian	Economically Disadvantaged	English Learner (Bilingual)	Special Education (Learning)	County Exit
2025	51%	50%	72%	53%	48%	27%	52
2026	51%	50%	72%	53%	48%	27%	53
2027	52%	50%	73%	53%	49%	28%	54
2028	53%	50%	73%	54%	50%	29%	55
2029	54%	50%	74%	54%	51%	30%	56

**BOARD GOAL 3. College, Career, and Military Readiness**

The percentage of graduates that meet the criteria for CCMR will increase from 65% for the Class of 2024 to 73% for the Class of 2028 in 2029.

Year	Hispanic	White	Economically Disadvantaged	English Learner	Special Education (Learning)	County Exit
2025	80%	83%	85%	85%	88%	90%
2026	80%	83%	85%	85%	88%	90%
2027	80%	83%	85%	85%	88%	90%
2028	80%	83%	85%	85%	88%	90%
2029	80%	83%	85%	85%	88%	90%

**Closing the Gap: Student Groups Yearly Targets**

Year	Hispanic	White	Economically Disadvantaged	English Learner	Special Education (Learning)	County Exit
2024	80%	81%	78%	83%	84%	86%
2025	83%	83%	81%	80%	80%	81%
2026	85%	85%	83%	81%	81%	84%
2027	86%	87%	85%	82%	82%	85%
2028	88%	88%	86%	83%	83%	86%
2029	89%	89%	87%	84%	84%	87%

## Section 8: TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *2024-25 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 early 2026

### 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 (Dis), 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 1343 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: PEMS.ArmedServicesViewAprBattery.F16.25)

#### 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://www.teks.org/TEKS/CONTENT/CONTENT/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 and 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 <http://www.teks.org/TEKS/CONTENT/CONTENT/TEKS/>.

## Resources and Availability of Annual Report

- The District's 2024-25 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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