

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

# 2024-25 District Annual Report Public Hearing



## Brownsville Independent School District

3/4/2026

2a

# 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)

### ➤ STAAR Performance – reported for 2025 and 2024

☐ All 3 performance rates

- *Approaches Grade Level or Above*
- *Meets Grade Level or Above*
- *Masters Grade Level*

☐ Reported for

- Each Assessment (including SAT/ACT for Accelerated Testers)
- All Grades All Subjects
- All Grades by Subject
- By Enrolled Grade (3<sup>rd</sup> Graders through 8<sup>th</sup> Graders) at *Meets Grade Level or Above*
  - Reading and Math
    - » Grade 3-8 assessments only and
    - » Grade 3-8 assessments and EOCs)
  - Reading (Grade 3-8 assessments and EOCs)
  - Math (Grade 3-8 assessments and EOCs)

TEXAS EDUCATION AGENCY  
2024-25 STAAR Performance  
BROWNSVILLE ISD (031901) - CAMERON COUNTY  
2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special E.L. (Current)	Special E.L. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Exit/Death	ESL-ELL (Current & Former)
Grade 3 Reading																	
Approaches Grade Level or Above	2025	77%	75%	75%	-	75%	70%	-	-	-	-	52%	55%	75%	71%	72%	57%
	2024	74%	75%	76%	-	76%	67%	-	86%	-	-	65%	60%	76%	72%	74%	72%
Meets Grade Level or Above	2025	52%	50%	50%	-	50%	50%	-	-	-	-	20%	23%	51%	44%	47%	42%
	2024	46%	46%	49%	-	49%	53%	-	71%	-	-	22%	54%	46%	46%	46%	43%
Masters Grade Level	2025	22%	22%	22%	-	22%	20%	-	-	-	-	7%	10%	22%	20%	20%	18%
	2024	21%	22%	26%	-	26%	25%	-	57%	-	-	8%	14%	20%	18%	18%	19%
Grade 3 Mathematics																	
Approaches Grade Level or Above	2025	71%	70%	71%	-	71%	70%	-	-	-	-	47%	53%	72%	67%	69%	60%
	2024	70%	70%	72%	-	72%	67%	-	100%	-	-	65%	70%	72%	66%	71%	70%
Meets Grade Level or Above	2025	46%	43%	45%	-	45%	50%	-	-	-	-	26%	56%	46%	36%	43%	41%
	2024	42%	39%	43%	-	43%	59%	-	100%	-	-	27%	60%	44%	38%	40%	39%
Masters Grade Level	2025	19%	17%	19%	-	19%	20%	-	-	-	-	6%	11%	19%	19%	19%	16%
	2024	19%	14%	14%	-	14%	16%	-	24%	-	-	6%	11%	14%	14%	14%	14%

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

School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	ESOL (Current & Former)	GT
<b>School Progress - Annual Growth by Grade and Subject</b>																
Grade 4 ELAReading	2025	70%	71%	72%	72%	64%	86%	71%	71%	57%	81%	72%	72%	71%	70%	82%
	2024	67%	70%	71%	71%	74%	71%	71%	71%	64%	72%	72%	67%	70%	68%	79%
Grade 4 Mathematics	2025	80%	80%	77%	77%	81%	88%	79%	79%	64%	79%	77%	77%	70%	70%	85%
	2024	80%	84%	71%	70%	71%	100%	71%	71%	64%	88%	71%	68%	70%	70%	70%
Grade 5 ELAReading	2025	69%	70%	71%	71%	67%	82%	71%	71%	50%	71%	71%	72%	69%	69%	91%
	2024	70%	70%	71%	71%	71%	71%	71%	71%	52%	70%	72%	64%	70%	68%	70%
Grade 5 Mathematics	2025	67%	68%	73%	73%	73%	81%	73%	73%	64%	70%	70%	70%	74%	74%	88%
	2024	66%	65%	70%	70%	82%	70%	70%	70%	67%	67%	70%	71%	69%	70%	70%
Grade 6 ELAReading	2025	54%	51%	58%	58%	59%	100%	54%	54%	32%	57%	60%	50%	50%	40%	65%
	2024	61%	50%	62%	62%	53%	100%	54%	54%	40%	65%	62%	50%	60%	53%	70%
Grade 6 Mathematics	2025	50%	49%	41%	41%	50%	80%	40%	40%	35%	40%	41%	40%	40%	30%	61%
	2024	49%	44%	36%	36%	47%	80%	36%	36%	32%	30%	36%	30%	30%	31%	51%
Grade 7 ELAReading	2025	54%	55%	60%	60%	61%	83%	54%	54%	42%	70%	67%	60%	60%	59%	89%
	2024	60%	67%	70%	70%	70%	70%	71%	71%	45%	74%	71%	63%	68%	61%	70%
Grade 7 Mathematics	2025	50%	51%	36%	36%	40%	70%	36%	36%	32%	25%	30%	40%	30%	34%	62%
	2024	49%	53%	39%	39%	60%	70%	39%	39%	42%	30%	30%	42%	30%	30%	50%
Grade 8 ELAReading	2025	72%	72%	69%	69%	63%	83%	72%	72%	51%	83%	89%	67%	68%	64%	84%
	2024	69%	69%	63%	63%	53%	70%	63%	63%	53%	47%	63%	50%	61%	50%	70%
Grade 8 Mathematics	2025	60%	70%	70%	70%	60%	100%	60%	60%	61%	70%	70%	70%	71%	70%	80%
	2024	60%	70%	70%	70%	62%	82%	70%	70%	70%	74%	70%	73%	70%	70%	70%
End of Course English I	2025	63%	59%	57%	57%	47%	83%	57%	57%	42%	30%	57%	50%	50%	52%	69%
	2024	64%	59%	56%	56%	70%	83%	56%	56%	41%	40%	50%	50%	54%	47%	61%
End of Course English II	2025	60%	60%	64%	64%	65%	70%	60%	60%	40%	70%	60%	50%	63%	50%	60%
	2024	60%	70%	71%	71%	61%	100%	71%	71%	50%	63%	72%	60%	71%	64%	70%
End of Course Algebra I	2025	74%	73%	83%	83%	79%	100%	74%	74%	75%	73%	84%	63%	63%	61%	91%
	2024	72%	73%	82%	82%	80%	100%	72%	72%	70%	65%	62%	64%	62%	61%	81%
All Grades (Both Subjects)	2025	60%	60%	60%	63%	60%	80%	60%	60%	51%	60%	60%	60%	60%	60%	62%
	2024	64%	64%	66%	70%	65%	73%	60%	60%	63%	60%	60%	64%	64%	61%	70%
All Grades ELAReading	2025	67%	66%	65%	67%	65%	80%	67%	67%	47%	72%	66%	62%	64%	61%	80%
	2024	67%	66%	66%	71%	70%	81%	67%	67%	40%	60%	67%	63%	60%	61%	70%
All Grades Mathematics	2025	64%	64%	67%	67%	74%	80%	64%	64%	50%	60%	67%	60%	60%	60%	64%
	2024	60%	62%	65%	72%	64%	77%	60%	60%	57%	63%	64%	60%	64%	63%	70%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																
Grade 4 ELAReading	2025	40%	42%	41%	40%	63%	70%	40%	40%	30%	60%	41%	40%	40%	37%	70%
	2024	30%	43%	40%	40%	50%	60%	30%	30%	30%	40%	30%	40%	30%	30%	50%
Grade 4 Mathematics	2025	27%	33%	38%	38%	43%	50%	27%	27%	30%	40%	30%	43%	30%	30%	50%
	2024	27%	33%	38%	38%	43%	50%	27%	27%	30%	40%	30%	43%	30%	30%	50%

# 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)
8. Total ESL
9. ESL Content Based
10. ESL Pull-Out
11. EB/ESL with Parental Denial
12. Never Emergent Bilingual (EB)/English Learner (EL)
13. Total EB/EL
14. Monitored and Former EB/EL

### 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

Texas 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																			
	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2025	75%	75%	76%	68%	67%	-	-	-	74%	61%	78%	60%	66%	73%	81%	63%	92%	
	2024	75%	75%	76%	67%	68%	-	-	-	60%	65%	82%	65%	63%	65%	82%	66%	89%	
At Meets Grade Level or Above	2025	50%	48%	51%	37%	36%	-	-	-	39%	28%	49%	28%	32%	47%	57%	31%	74%	
	2024	48%	47%	49%	35%	36%	-	-	-	25%	32%	55%	32%	29%	38%	57%	33%	69%	
At Masters Grade Level	2025	21%	20%	20%	11%	11%	-	-	-	13%	6%	24%	6%	6%	11%	25%	8%	35%	
	2024	20%	18%	18%	11%	12%	-	-	-	7%	7%	15%	7%	4%	13%	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

TEXAS EDUCATION AGENCY

**2024-25 STAAR Participation**  
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2025 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	100%	99%	99%	100%	99%	100%	100%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	93%	96%	93%	86%	100%	97%	100%	100%	95%	93%	96%	80%	93%	90%
Not Included in Accountability: Mobile	4%	3%	2%	4%	2%	8%	0%	3%	0%	0%	2%	6%	0%	10%	2%	3%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	3%	5%	0%	0%	0%	0%	2%	0%	2%	9%	4%	7%
Not Tested	1%	1%	1%	0%	1%	1%	0%	1%	0%	0%	1%	1%	1%	2%	1%	1%
Absent	1%	0%	1%	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Other	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%

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

**2024 STAAR Participation (All Grades)**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	98%	99%	99%	100%	100%	100%	100%	99%	99%	99%	98%	99%	99%
Included in Accountability	92%	93%	93%	87%	93%	87%	100%	92%	100%	85%	95%	95%	96%	78%	93%	90%
Not Included in Accountability: Mobile	4%	3%	3%	11%	3%	8%	0%	0%	0%	15%	2%	3%	0%	13%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	3%	0%	3%	5%	0%	8%	0%	0%	2%	1%	2%	7%	3%	6%
Not Tested	1%	1%	1%	2%	1%	1%	0%	0%	0%	0%	1%	1%	1%	2%	1%	1%
Absent	1%	0%	1%	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Other	0%	0%	1%	2%	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	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

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

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	EcoDis	EB/EL
<b>Attendance Rate</b>													
2022-23	93.3%	92.7%	91.6%	93.3%	91.6%	92.4%	*	96.2%	88.2%	92.1%	90.3%	91.4%	91.4%
2021-22	92.2%	90.7%	89.9%	94.6%	89.9%	91.4%	95.5%	96.4%	86.4%	93.6%	87.7%	89.5%	89.4%
<b>Chronic Absenteeism</b>													
2022-23	20.3%	25.0%	30.3%	25.0%	30.4%	28.0%	16.7%	4.2%	66.7%	28.6%	37.1%	31.3%	31.6%
2021-22	25.7%	34.7%	37.3%	13.5%	37.5%	29.3%	28.6%	11.9%	71.4%	30.0%	46.7%	39.2%	40.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2022-23	0.8%	0.4%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	*	0.1%	0.2%	0.0%
2021-22	0.7%	0.3%	0.5%	0.0%	0.5%	0.0%	*	0.0%	*	*	0.5%	0.6%	0.9%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2022-23	2.0%	1.0%	0.5%	0.0%	0.5%	0.8%	*	0.0%	*	0.0%	0.9%	0.5%	0.3%
2021-22	1.3%	1.1%	0.9%	0.0%	0.7%	0.6%	-	0.0%	*	*	0.4%	0.4%	0.6%

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

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

	District Count	District Percent	State Count	State Percent
<b>Graduates (2023 Annual Graduates)</b>				
Total Graduates	2,874	100.0%	377,367	100.0%
<b>By Ethnicity</b>				
African American	2	0.1%	46,822	12.4%
Hispanic	2,810	97.8%	187,333	52.2%
White	33	1.1%	183,809	51.2%
American Indian	0	0.0%	1,181	0.3%
Asian	6	0.2%	19,151	5.1%
Pacific Islander	2	0.1%	974	0.3%
Two or More Races	1	0.0%	9,267	2.5%
<b>By Graduation Type</b>				
Minimum H.S. Program	1	0.0%	433	0.1%
Recommended H.S. Program/Designated Achievement Program	1	0.0%	279	0.1%
Foundation H.S. Program (No Endorsement)	81	3.1%	49,219	13.1%
Foundation H.S. Program (Endorsement)	16	0.6%	16,475	4.4%
Foundation H.S. Program (DLA)	2,844	99.3%	219,989	62.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	1	0.0%	222	0.1%
<b>Special Education Graduates</b>				
Special Education Graduates	302	10.5%	34,989	9.3%
Economically Disadvantaged Graduates	2,484	86.8%	236,367	62.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	721	25.1%	58,229	15.4%
At-Risk Graduates	1,376	47.9%	146,439	39.1%
CTE Completers	1,870	65.1%	116,959	31.0%

\* 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.

# 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 ISD (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	EB/EL
2022-23	36.4%	63.5%	80.0%	*	80.2%	58.1%	-	83.3%	*	*	80.9%	80.9%	80.7%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
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%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
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%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
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%
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
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)

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Total Students</b>	<b>36,118</b>	<b>100.0%</b>	<b>5,530,499</b>	<b>100.0%</b>	<b>36,140</b>	<b>100.0%</b>	<b>5,544,255</b>	<b>100.0%</b>
<b>Students by Grade</b>								
Early Childhood Education	6	0.0%	18,464	0.3%	28	0.1%	26,099	0.5%
Pre-Kindergarten	3,279	9.1%	249,407	4.5%	3,279	9.1%	249,875	4.5%
Pre-Kindergarten: 3-year Old	1,154	3.2%	43,727	0.8%	1,154	3.2%	43,914	0.8%
Pre-Kindergarten: 4-year Old	2,125	5.9%	205,680	3.7%	2,125	5.9%	205,961	3.7%
Kindergarten	2,118	5.9%	359,286	6.5%	2,118	5.9%	359,871	6.5%
Grade 1	2,317	6.4%	377,900	6.8%	2,317	6.4%	378,335	6.8%
Grade 2	2,232	6.2%	389,823	7.0%	2,232	6.2%	390,170	7.0%
Grade 3	2,432	6.7%	406,424	7.3%	2,432	6.7%	406,747	7.3%
Grade 4	2,423	6.7%	405,454	7.3%	2,423	6.7%	405,715	7.3%
Grade 5	2,373	6.6%	404,900	7.3%	2,373	6.6%	405,128	7.3%
Grade 6	2,363	6.5%	404,802	7.3%	2,363	6.5%	404,988	7.3%
Grade 7	2,391	6.6%	407,375	7.4%	2,391	6.6%	407,512	7.4%
Grade 8	2,559	7.1%	410,722	7.4%	2,559	7.1%	410,871	7.4%
Grade 9	3,008	8.3%	459,854	8.3%	3,008	8.3%	460,045	8.3%
Grade 10	3,009	8.3%	439,300	7.9%	3,009	8.3%	439,519	7.9%
Grade 11	2,987	8.3%	410,245	7.4%	2,987	8.3%	410,503	7.4%
Grade 12	2,621	7.3%	386,543	7.0%	2,621	7.3%	388,877	7.0%
<b>Ethnic Distribution</b>								
African American	45	0.1%	706,216	12.8%	45	0.1%	707,648	12.8%
Hispanic	35,591	98.5%	2,961,084	53.5%	35,613	98.5%	2,967,187	53.5%
White	377	1.0%	1,347,596	24.4%	377	1.0%	1,352,852	24.4%
American Indian	8	0.0%	18,175	0.3%	8	0.0%	18,224	0.3%
Asian	84	0.2%	307,983	5.6%	84	0.2%	308,431	5.6%
Pacific Islander	5	0.0%	8,729	0.2%	5	0.0%	8,744	0.2%
Two or More Races	8	0.0%	180,716	3.3%	8	0.0%	181,169	3.3%
<b>Sex</b>								
Female	17,536	48.6%	2,702,798	48.9%	17,547	48.6%	2,707,618	48.8%
Male	18,582	51.4%	2,827,701	51.1%	18,593	51.4%	2,836,637	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	32,251	89.3%	3,346,090	60.5%	32,271	89.3%	3,349,613	60.4%
Non-Educationally Disadvantaged	3,867	10.7%	2,184,409	39.5%	3,869	10.7%	2,194,642	39.6%
Section 504 Students	3,162	8.8%	375,297	6.8%	3,162	8.7%	375,601	6.8%
EB Students/EL	14,259	39.5%	1,343,669	24.3%	14,259	39.5%	1,345,042	24.3%
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%	356,830	6.4%

## 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-Warned*
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 ISD	1	A - Superior Achievement	B	ACCREDITED
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# 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 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

Dr. Jesús H. Chávez  
Superintendent of Schools

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

The percent of 3rd Grade students who Meet Grade Level or Above on STAAR will increase from 53% in 2024-2025 to 58% by August 2029.

Yearly Target Goals				
2025	2026	2027	2028	2029
54%	55%	56%	57%	58%

**Closing the Gaps Student Groups Yearly Targets**

Year	Hispanic	White	Asian	Economically Disadvantaged	Emergent Bilingual/English Learner (Current & Monitored)	Special Education (Current)	Contin. Enroll.
2025	54%	56%	72%	51%	49%	24%	55
2026	55%	57%	73%	52%	50%	25%	56
2027	56%	58%	74%	53%	51%	26%	57
2028	57%	59%	75%	54%	52%	27%	58
2029	58%	60%	76%	55%	53%	28%	59

Note: The base data was acquired from the ISD 2022-23 Texas Academic Performance Report (TAPR) - Page 7 of 32.

**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.

Yearly Target Goals				
2025	2026	2027	2028	2029
51%	52%	53%	54%	55%

**Closing the Gaps Student Groups Yearly Targets**

Year	Hispanic	White	Asian	Economically Disadvantaged	Emergent Bilingual/English Learner (Current & Monitored)	Special Education (Current)	Contin. Enroll.
2025	51%	48%	72%	49%	48%	27%	52
2026	52%	49%	73%	50%	49%	28%	53
2027	53%	50%	74%	51%	50%	29%	54%
2028	54%	51%	75%	52%	51%	30%	55%
2029	55%	52%	76%	53%	52%	31%	56%

Note: The base data was acquired from the ISD 2022-23 Texas Academic Performance Report (TAPR) - Page 7 of 32.

**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.

Yearly Target Goals				
2025	2026	2027	2028	2029
Class of 2024	Class of 2025	Class of 2026	Class of 2027	Class of 2028
80%	83%	85%	88%	90%

**Closing the Gaps Student Groups Yearly Targets**

Class of	Hispanic	White	Economically Disadvantaged	English Learner	Special Education (Current)	Continuously Enrolled
2024	80%	61%	78%	63%	44%	88%
2025	83%	63%	81%	66%	46%	91%
2026	85%	65%	83%	67%	47%	94%
2027	88%	67%	86%	70%	48%	97%
2028	90%	68%	88%	71%	50%	98%

Note: The base data was acquired from the Assessment Research Evaluation CCMR Reports 4/1/2024 & 2023 Closing the Gap Performance Targets 2022 Accountability Manual

## 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 (DLs):

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 ArmedServicesVacAptBattery 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>.

# 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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