



BOARD OF TRUSTEES • COMMITTEE MEETING

Student Achievement, Curriculum and Technology Meeting

Dr. Timothy E. Cuff, Superintendent

September 22, 2026



**Brownsville Independent School
District**

Technology
Human Resources
Assessment Research & Evaluation
Curriculum & Instruction
Bilingual Dept.
Special Education
Instructional Goals
CCMR & CTE
Student Achievement



Agenda

Departments reporting to the committee

01

Technology

Device inventory & availability • Pending deliveries • ISET / ClassDojo / Schoology

02

Curriculum & Instruction

School ratings • STAAR achievement • Diagonal comparisons • SAVVAS implementation

03

Curriculum & Instructional Goals

Priority campus support • Instructional practices • Bilingual / ESL / Title III • Special Education

04

CCMR Outcomes & CTE

CCMR results • IBC timeline • New middle school pathways • Aviation pathway

05

Student Achievement

Tango Trends presentation • Novel Reading Solutions, LLC

06

Board Member Requests

Laptop take-home protocol • Six-week device check-in • Student-to-teacher ratios



01

Technology

Technology Department

Device availability, inventory by campus, pending deliveries, and communication platforms

IN THIS SECTION

Device availability & inventory

Pending deliveries

ISSET

ClassDojo / Schoology

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

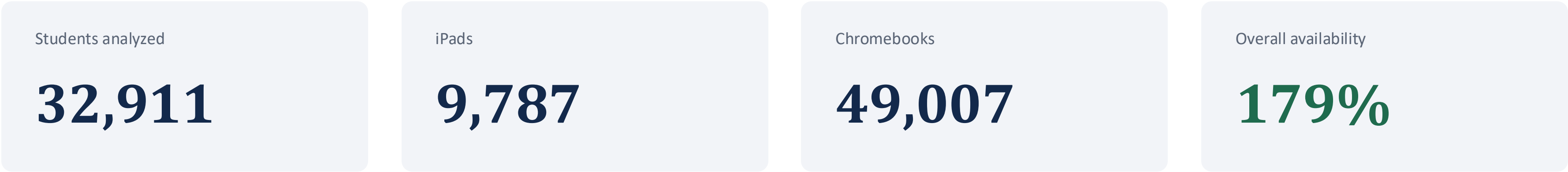
05 Student Achievement

06 Board Requests



Device Availability by Campus

Enrollment compared with campus iPad and Chromebook inventory



Largest device overages

1	Rivera Early College	+2,009
2	Pace Early College	+1,791
3	Hanna Early College	+1,777

Largest device shortages

1	Brownsville Early College	-152
2	Ortiz	-123
3	Aiken	-104

OBSERVATIONS

Campus results are not uniform. Some inventories exceed enrollment while others fall below it.

Inventory counts are campus totals. Availability, condition, assignment, and spare-device practices require local review.



PK-2 iPads: Campus Comparison

Campuses Aiken – Judge Reynaldo G. Garza at Southmost · page 1 of 2

GRADE-BAND TOTALS

Students

9,188

Devices

9,787

Net over / under

+599

Devices per 100 students

107

Positive = overage · Negative = shortage. Bars show devices as a share of enrolled students; the gold line marks 100%.

CAMPUS	STUDENTS	DEVICES	OVER / UNDER	DEVICES AS % OF STUDENTS
Aiken	361	257	-104	71%
Benavides	431	652	+221	151%
Breeden	236	211	-25	89%
Brite	328	299	-29	91%
Burns	372	408	+36	110%
Canales	278	557	+279	200%
Champion	349	357	+8	102%
Cromack-Castaneda	387	410	+23	106%
Del Castillo-Morningside	252	334	+82	133%
Egly	254	284	+30	112%
El Jardin	229	247	+18	108%
Gallegos	235	153	-82	65%
Garden Park	178	185	+7	104%
Gonzalez	296	269	-27	91%
Hudson	454	404	-50	89%
Judge Reynaldo G. Garza at Southmost	272	463	+191	170%



PK-2 iPads: Campus Comparison

Campuses Keller – Lincoln Park School · page 2 of 2

GRADE-BAND TOTALS

Students

9,188

Devices

9,787

Net over / under

+599

Devices per 100 students

107

Positive = overage · Negative = shortage. Bars show devices as a share of enrolled students; the gold line marks 100%.

CAMPUS	STUDENTS	DEVICES	OVER / UNDER	DEVICES AS % OF STUDENTS
Keller	284	235	-49	83%
Martin	174	195	+21	112%
Ortiz	326	203	-123	62%
Palm Grove	160	221	+61	138%
Paredes	480	395	-85	82%
Pena	294	332	+38	113%
Perez	401	309	-92	77%
Pullam	444	561	+117	126%
Putegnat	214	284	+70	133%
Russell	211	153	-58	73%
Sharp	212	276	+64	130%
Skinner	190	200	+10	105%
Vermillion	386	455	+69	118%
Villa Nueva	199	190	-9	95%
Yturria	296	280	-16	95%
Lincoln Park School	5	8	+3	N/A



Grades 3–5 Chromebooks: Campus Comparison

Campuses Aiken – Judge Reynaldo G. Garza at Southmost · page 1 of 2

GRADE-BAND TOTALS

Students

6,546

Devices

14,638

Net over / under

+8,092

Devices per 100 students

224

Positive = overage · Negative = shortage. Bars show devices as a share of enrolled students; the gold line marks 100%.

CAMPUS	STUDENTS	DEVICES	OVER / UNDER	DEVICES AS % OF STUDENTS
Aiken	200	670	+470	335%
Benavides	311	356	+45	114%
Breeden	202	580	+378	287%
Brite	205	275	+70	134%
Burns	226	350	+124	155%
Canales	253	713	+460	282%
Champion	286	425	+139	149%
Cromack-Castaneda	306	510	+204	167%
Del Castillo-Morningside	202	562	+360	278%
Egly	213	688	+475	323%
El Jardin	159	348	+189	219%
Gallegos	135	365	+230	270%
Garden Park	141	386	+245	274%
Gonzalez	224	365	+141	163%
Hudson	319	741	+422	232%
Judge Reynaldo G. Garza at Southmost	217	472	+255	218%



Grades 3–5 Chromebooks: Campus Comparison

Campuses Keller – Yturria · page 2 of 2

GRADE-BAND TOTALS

Students

6,546

Devices

14,638

Net over / under

+8,092

Devices per 100 students

224

Positive = overage · Negative = shortage. Bars show devices as a share of enrolled students; the gold line marks 100%.

CAMPUS	STUDENTS	DEVICES	OVER / UNDER	DEVICES AS % OF STUDENTS
Keller	215	429	+214	200%
Martin	141	400	+259	284%
Ortiz	219	328	+109	150%
Palm Grove	115	424	+309	369%
Paredes	316	627	+311	198%
Pena	196	334	+138	170%
Perez	236	659	+423	279%
Pullam	336	970	+634	289%
Putegnat	143	301	+158	210%
Russell	152	385	+233	253%
Sharp	170	468	+298	275%
Skinner	152	179	+27	118%
Vermillion	214	430	+216	201%
Villa Nueva	135	440	+305	326%
Yturria	207	458	+251	221%



Grades 6–8 Chromebooks: Campus Comparison

All middle school campuses

GRADE-BAND TOTALS

Students

6,704

Devices

13,384

Net over / under

+6,680

Devices per 100 students

200

Positive = overage · Negative = shortage. Bars show devices as a share of enrolled students; the gold line marks 100%.

CAMPUS	STUDENTS	DEVICES	OVER / UNDER	DEVICES AS % OF STUDENTS
Besteiro	486	571	+85	117%
Faulk	722	1,573	+851	218%
Garcia	823	1,569	+746	191%
Lucio	622	1,315	+693	211%
Manzano	811	1,643	+832	203%
Oliveira	612	1,211	+599	198%
Perkins	386	720	+334	187%
Stell	628	1,812	+1,184	289%
Stillman	915	1,711	+796	187%
Vela	674	1,002	+328	149%
J.J.A.E.P.	1	N/A	Review	N/A
BAC	25	257	+232	1028%



Grades 9–12 Chromebooks: Campus Comparison

All high school campuses

GRADE-BAND TOTALS

Students

10,473

Devices

20,985

Net over / under

+10,512

Devices per 100 students

200

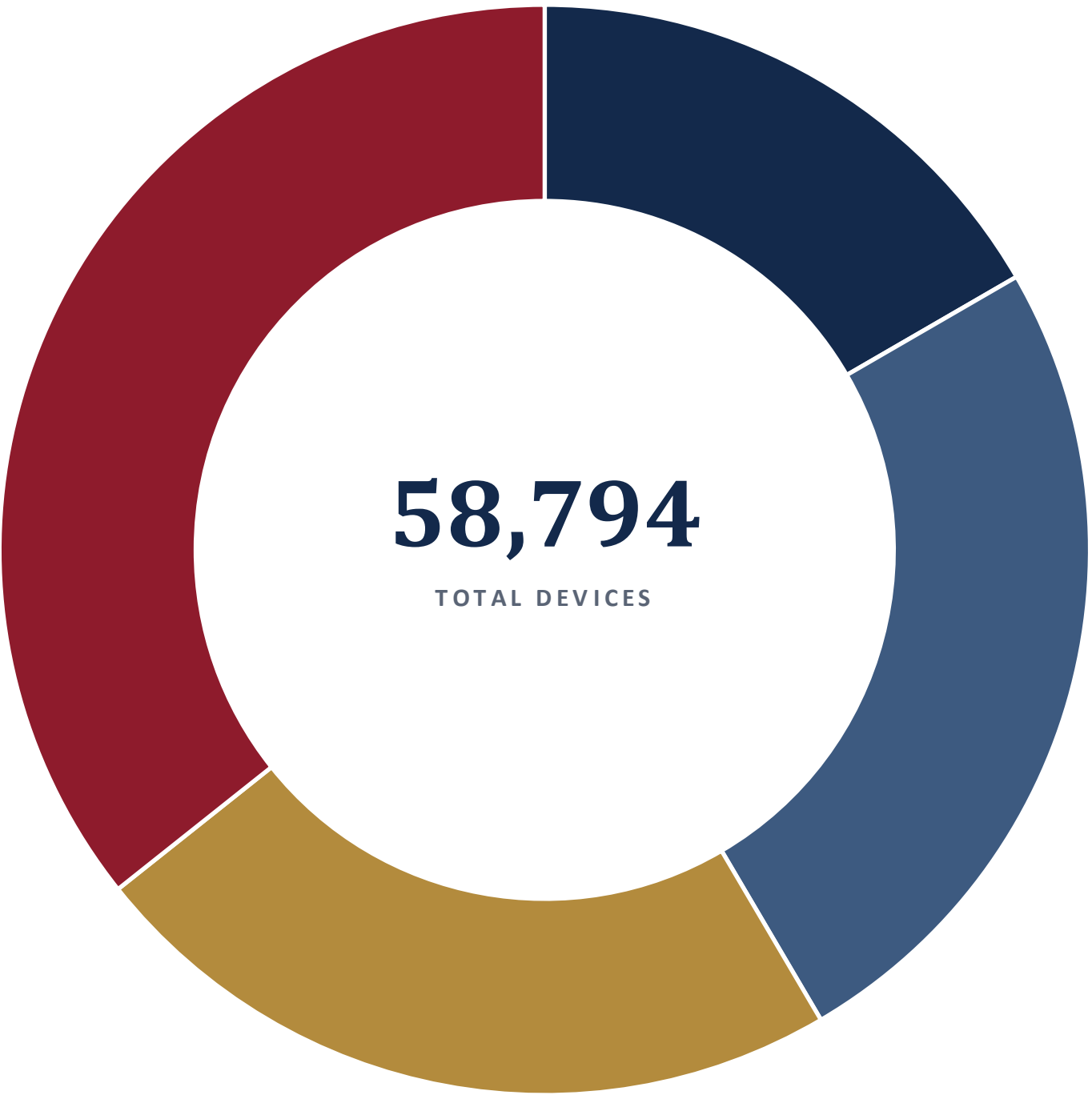
Positive = overage · Negative = shortage. Bars show devices as a share of enrolled students; the gold line marks 100%.

CAMPUS	STUDENTS	DEVICES	OVER / UNDER	DEVICES AS % OF STUDENTS
Hanna Early College	1,750	3,527	+1,777	202%
Lopez Early College	1,499	3,073	+1,574	205%
Pace Early College	1,465	3,256	+1,791	222%
Porter Early College	1,374	3,019	+1,645	220%
Rivera Early College	1,853	3,862	+2,009	208%
Veterans Early College HS	2,194	3,774	+1,580	172%
Brownsville Early College	273	121	-152	44%
J.J.A.E.P.	1	N/A	Review	N/A
BAC	44	257	+213	584%
Lincoln Park School	21	96	+75	457%



Device Group Breakdown

Number of devices by instructional group



P3-2nd grade

iPads

9,787



16.6% of all devices



Grades 3-5

Chromebooks

14,638



24.9% of all devices



Grades 6-8

Chromebooks

13,384



22.8% of all devices



Grades 9-12

Chromebooks

20,985



35.7% of all devices



New Chromebooks Pending Delivery

Title I, Part A 2026–2027 device allotment

TOTAL CHROMEBOOKS

2,327

Yet to be delivered

Districtwide new Chromebook allocation for middle and high school campuses

PENDING DELIVERY BY GROUP

● High school

1,454

62.5% of pending units

● Middle school

873

37.5% of pending units

DELIVERY MIX

High school 1,454

Middle school 873

Status: allotted under Title I, Part A for 2026–2027; delivery pending.



TECHNOLOGY • DEVICE DELIVERY

Chromebook Inventory

Staging and Distribution

New devices prepared for campus deployment

Brownsville Independent School District
Computer Services





Innovation, Strategy & Educational Technology

Three pillars: family engagement, digital learning, and connected communication



Family Engagement

CLASSDOJO

13,512

connected family members

- 1,630 active staff
- 232,364 messages sent
- 121,373 from teachers · 110,991 from parents
- 85% of teacher messages read same day
- 91% of parent messages read same day by staff

Review period 8/01/26 – 9/17/26



Communication

CLASSDOJO TOOLS



ClassDojo

190+

languages for instant translation

- Messages: reach teachers, families, and staff anytime
- Stories: private classroom photo and video feed
- Events: shared calendar with automatic reminders

Keeps every family in the loop



Digital Learning

SCHOOLGY LMS



13,393

students used Schoology in 2025–26

- Elementary 1,256
- Middle 2,792
- High 9,345

Total District Usage for 2025-2026 13, 393

2026-2027 School Usage

Elementary 251

Middle 1,584

High 3,815

Total: 5,650 students so far this year

Current year: 8/01/26 – 9/17/26



02

Curriculum & Instruction

School Ratings & STAAR Achievement

2026 accountability ratings, STAAR results by level, and cohort comparisons

IN THIS SECTION

School Ratings & STAAR Achievement

Diagonal Cohort Comparisons

SAVVAS Implementation

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests

BISD School Ratings

2026 TEA Accountability Ratings



DISTRICT RATING

B

Rated District

A-RATED CAMPUSES

17

11 Elementary schools

2 Middle schools

4 Early college high schools

A-rated campuses

ELEMENTARY	ELEMENTARY (CONT.)	MIDDLE SCHOOL	EARLY COLLEGE HS
Benavides Brite Burns Garden Park Gonzalez Hudson	Paredes Pena Russell Sharp Yturria	Faulk Stillman	Brownsville ECHS Hanna ECHS Rivera ECHS Veterans Memorial ECHS

5 stars

2026 TEA Texas Education Agency Accountability Rating

Rated District

17A Rated Campuses

11 A-Rated Elementary Schools

2 A-Rated Middle Schools

4 A-Rated Early College High Schools

Celebrating the hard work and dedication of our students, teachers, staff, and families.

Brownsville Independent School District



Student Achievement — Grades 3rd-8th Grade

2026 STAAR, Grades 3–8: percent of tests at each performance level

OVERALL RATING

B

87

out of 100

Brownsville ISD, 2026

BISD MEETS VS. STATE

Mathematics 3–8	+4 pts
Reading Language Arts 3–8	–1 pts
Science 5 & 8	–2 pts
Social Studies 8	–5 pts

	APPROACHES	MEETS	MASTERS
State 2,208,193 tests	68% 1,502,803	43% 952,244	18% 398,310
Region 1 ESC 168,468 tests	69% 115,733	43% 72,616	17% 28,872
Brownsville ISD 12,490 tests	72% 9,053	47% 5,834	19% 2,339

	APPROACHES	MEETS	MASTERS
State 2,354,357 tests	77% 1,812,319	55% 1,293,980	29% 694,352
Region 1 ESC 179,812 tests	76% 136,979	54% 97,042	28% 50,094
Brownsville ISD 12,751 tests	76% 9,686	54% 6,850	26% 3,327

	APPROACHES	MEETS	MASTERS
State 785,845 tests	70% 548,992	45% 350,629	23% 184,138
Region 1 ESC 55,318 tests	71% 39,276	44% 24,470	22% 12,150
Brownsville ISD 4,096 tests	72% 2,962	43% 1,759	19% 769

	APPROACHES	MEETS	MASTERS
State 397,386 tests	57% 225,3326	32% 125,945	16% 65,345
Region 1 ESC 31,204 tests	55% 17,257	28% 8,860	13% 4,180
Brownsville ISD 2,335 tests	59% 1,382	27% 627	11% 250



Student Achievement — Secondary (8th-12th grade)

2026 STAAR End-of-Course: percent of tests at each performance level

OVERALL RATING

B

87

out of 100

Brownsville ISD, 2026

BISD MEETS VS. STATE

Algebra I	+14 pts
Biology	-1 pts
English I	+2 pts
English II	+2 pts
U.S. History	+2 pts

Algebra I

APPR. MEETS MASTERS

State

447,975 tests

82%54%30%

367,882242,041134,880

Region 1 ESC

32,158 tests

84%55%30%

26,96117,6329,637

Brownsville ISD

2,536 tests

91%68%35%

2,3081,726891

Biology

APPR. MEETS MASTERS

State

416,984 tests

93%71%35%

389,825294,029145,184

Region 1 ESC

30,330 tests

92%65%26%

27,99319,6438,027

Brownsville ISD

2,458 tests

94%70%29%

2,3081,715717

English I

APPR. MEETS MASTERS

State

464,818 tests

72%56%13%

332,840258,95462,168

Region 1 ESC

33,593 tests

66%51%10%

22,32417,0403,407

Brownsville ISD

2,898 tests

73%58%13%3

2,1111,68268

English II

APPR. MEETS MASTERS

State

447,273 tests

72%60%9%

323,344268,55041,356

Region 1 ESC

31,271 tests

68%55%8%

21,20517,1922,353

Brownsville ISD

2,841 tests

75%62%8%

2,1171,773233

U.S. History

APPR. MEETS MASTERS

State

390,413 tests

93%70%37%

363,726273,974145,635

Region 1 ESC

26,924 tests

92%64%29%

24,72117,3557,794

Brownsville ISD

2,708 tests

95%72%33%

2,5601,937885



STAAR Scores — All Students

District performance, 2021–22 through 2025–26

Approaches grade level or above

78%

2025–26, all tested subjects

Meets grade level or above

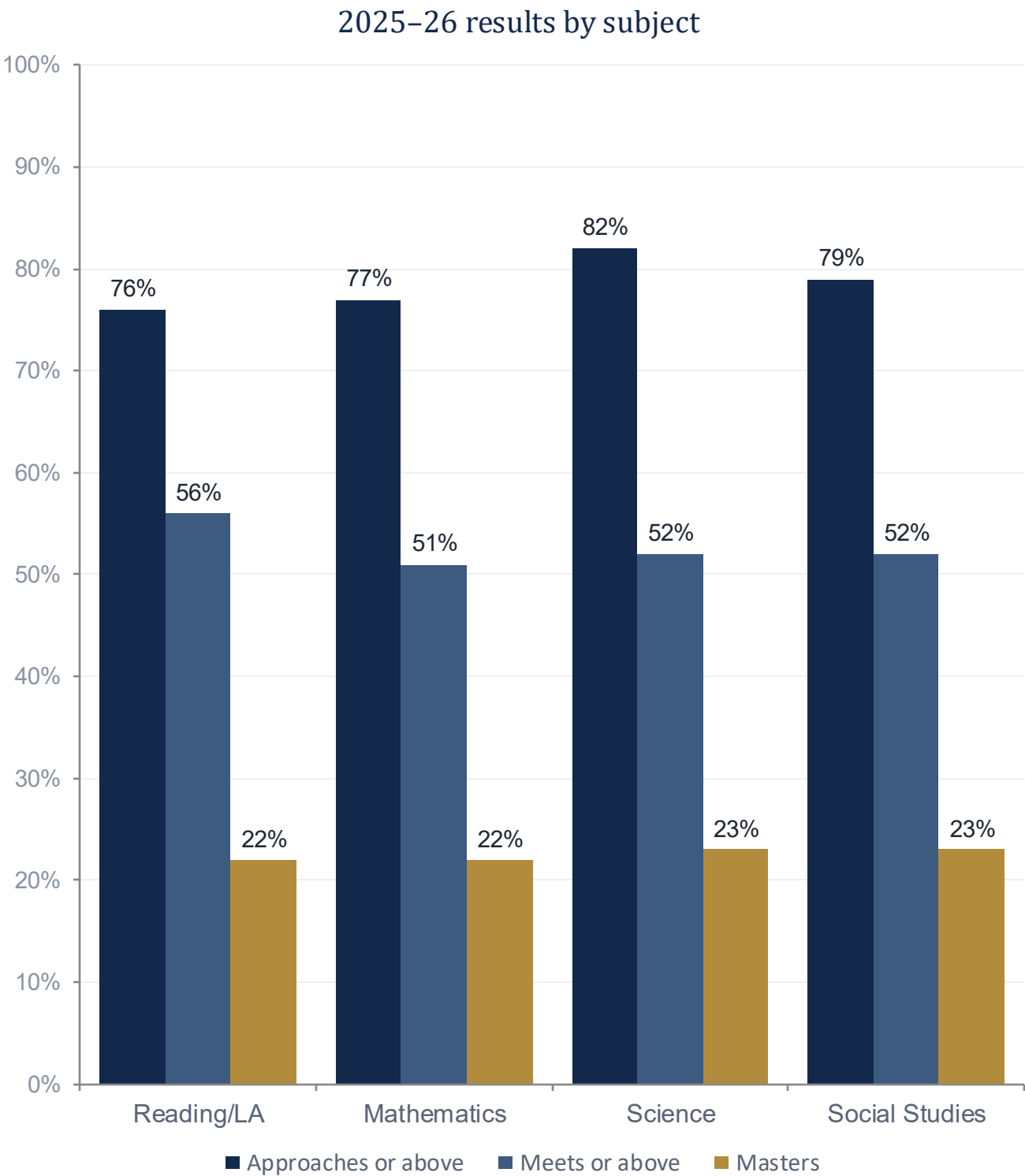
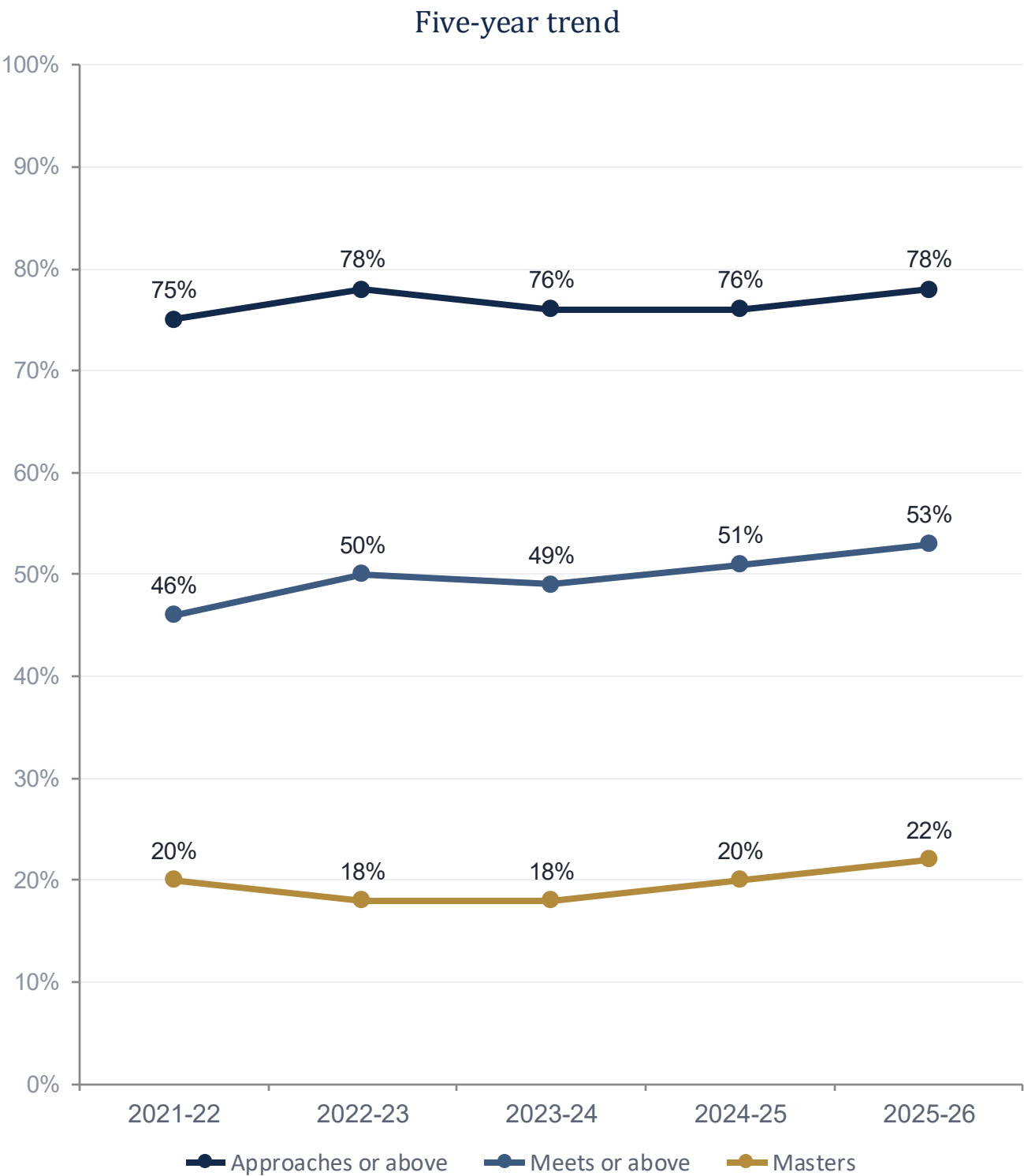
53%

2025–26, all tested subjects

Masters grade level

22%

2025–26, all tested subjects





School Ratings — Elementary

Campuses Aiken – Hudson (1 of 2)

Elementary: 11 A · 18 B · 1 C · 1 D

CAMPUS	RATING	OVERALL SCORE	D1 STUDENT ACHIEVEMENT	D2 SCHOOL PROGRESS	D2A ACADEMIC GROWTH	D2B RELATIVE PERF.	D3 CLOSING THE GAPS
Brownsville ISD	B	87	83	88	77	88	86
Aiken	B	88	79	89	87	89	86
Benavides	A	92	91	92	89	92	92
Breeden	B	89	85	90	85	90	86
Brite	A	90	83	90	85	90	90
Burns	A	93	91	92	91	92	94
Canales	D	64	58	65	65	63	61
Champion	B	83	77	86	74	86	75
Cromack-Castaneda	B	84	75	85	78	85	81
Del Castillo-Morningside	B	82	71	83	83	79	81
Egly	B	85	77	85	80	85	86
El Jardin	B	84	75	85	79	85	83
Gallegos	B	83	77	87	71	87	74
Garden Park	A	91	86	91	87	91	92
Garza at Southmost	B	80	73	82	68	82	76
Gonzalez	A	91	86	91	90	91	90
Hudson	A	91	86	91	91	90	92



School Ratings — Elementary

Campuses Keller – Yturria (2 of 2)

Elementary: 11 A · 18 B · 1 C · 1 D

CAMPUS	RATING	OVERALL SCORE	D1 STUDENT ACHIEVEMENT	D2 SCHOOL PROGRESS	D2A ACADEMIC GROWTH	D2B RELATIVE PERF.	D3 CLOSING THE GAPS
Brownsville ISD	B	87	83	88	77	88	86
Keller	B	89	80	88	87	88	90
Martin	B	87	77	85	83	85	90
Ortiz	B	89	91	92	73	92	82
Palm Grove	B	87	75	86	86	84	88
Paredes	A	92	91	92	90	92	92
Pena	A	91	89	91	80	91	92
Perez	B	87	77	87	79	87	86
Pullam	B	87	91	91	78	91	78
Putegnat	B	82	73	83	81	83	81
Russell	A	94	86	95	95	91	92
Sharp	A	90	88	91	89	91	86
Skinner	C	78	71	80	63	80	73
Vermillion	B	86	77	86	81	86	86
Villa Nueva	B	80	72	81	80	81	79
Yturria	A	90	86	91	83	91	21



School Ratings — Secondary

Early college high schools and middle schools

Secondary: 6 A · 11 B

CAMPUS	RATING	OVERALL SCORE	D1 STUDENT ACHIEVEMENT	D2 SCHOOL PROGRESS	D2A ACADEMIC GROWTH	D2B RELATIVE PERF.	D3 CLOSING THE GAPS
Brownsville ISD	B	87	83	88	77	88	86
BECHS	A	99	98	98	83	98	100
Hanna ECHS	A	90	85	90	80	90	90
Lopez ECHS	B	81	77	83	60	83	76
Pace ECHS	B	89	84	88	77	88	91
Porter ECHS	B	87	81	86	82	86	89
Rivera ECHS	A	90	86	89	79	89	92
Veterans Memorial ECHS	A	93	92	91	80	91	94
Besteiro MS	B	89	78	90	73	90	86
Faulk MS	A	91	80	91	83	91	92
Garcia MS	B	87	78	90	69	90	80
Lucio MS	B	85	77	90	69	90	74
Manzano MS	B	87	83	91	75	91	76
Oliveira MS	B	86	77	90	73	90	75
Perkins MS	B	84	75	87	72	87	78
Stell MS	B	83	75	87	69	87	75
Stillman MS	A	90	88	91	80	91	89
Vela MS	B	87	84	91	73	91	79



Spring 2026 STAAR — Elementary

District results by grade and subject (all BISD elementary campuses)

ASSESSMENT	STUDENTS TESTED	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
MATHEMATICS				
Grade 3	2,058	70% (1,432)	47% (957)	23% (472)
Grade 4	2,279	74% (1,690)	55% (1,262)	29% (652)
Grade 5	2,302	86% (1,985)	60% (1,388)	27% (614)
READING LANGUAGE ARTS				
Grade 3	2,057	73% (1,504)	49% (1,005)	23% (475)
Grade 4	2,277	77% (1,760)	52% (1,193)	22% (497)
Grade 5	2,299	80% (1,842)	59% (1,366)	32% (729)
SCIENCE				
Grade 5	2,903	59% (1,701)	35% (1,018)	18% (523)



Spring 2026 STAAR — Middle School

District results by grade and subject (all BISD middle schools)

ASSESSMENT	STUDENTS TESTED	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
MATHEMATICS				
Grade 6	2,125	78% (1,651)	41% (864)	12% (262)
Grade 7	1,051	20% (205)	5% (55)	0% (3)
Grade 8	2,675	78% (2,090)	49% (1,308)	13% (336)
READING LANGUAGE ARTS				
Grade 6	2,127	74% (1,566)	57% (1,205)	30% (637)
Grade 7	2,260	74% (1,667)	54% (1,231)	32% (722)
Grade 8	1,731	78% (1,343)	49% (846)	15% (263)
SCIENCE & SOCIAL STUDIES				
Science, Grade 8	1,794	70% (1,261)	41% (741)	14% (246)
Social Studies, Grade 8	2,335	59% (1,382)	27% (627)	11% (250)



Spring 2026 STAAR End-of-Course

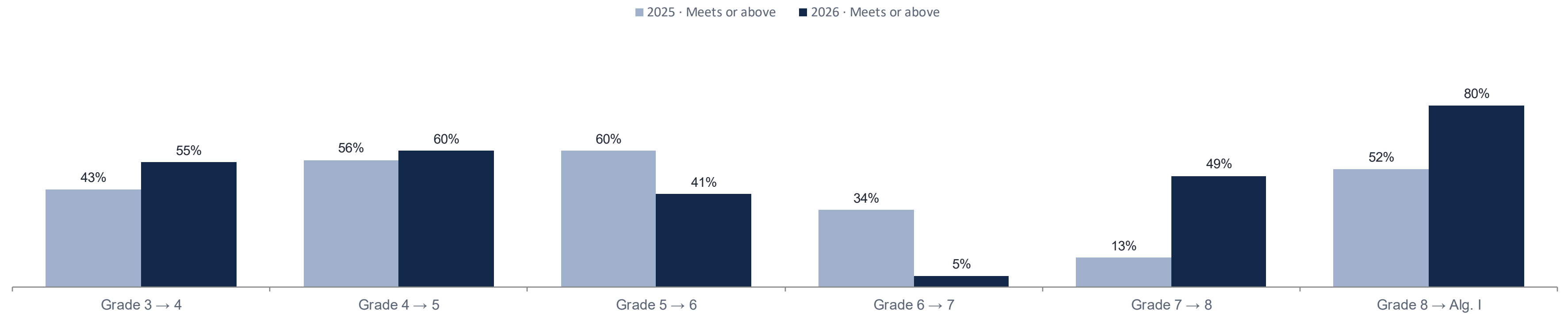
District results for middle school (accelerated) and high school test takers

ASSESSMENT	STUDENTS TESTED	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
MIDDLE SCHOOL (ACCELERATED)				
Algebra I	552	98% (543)	80% (442)	49% (272)
English I	353	100% (353)	100% (352)	36% (126)
Biology	305	100% (304)	99% (301)	67% (203)
HIGH SCHOOL				
Algebra I	1,718	88% (1,505)	61% (1,041)	26% (450)
English I	2,348	66% (1,561)	48% (1,135)	6% (138)
English II	2,841	75% (2,117)	62% (1,773)	8% (233)
Biology	1,982	92% (1,833)	63% (1,246)	19% (386)
U.S. History	2,708	95% (2,560)	72% (1,937)	33% (885)



Math Cohorts: 2026 vs. 2025 “Cohort” Comparison

The same students, one grade later — district results



COHORT	2025 TEST	TESTED	APPR.	MEETS	MASTERS	2026 TEST	TESTED	APPR.	MEETS	MASTERS	Δ MEETS
Grade 3 → 4	Math 3	2,358	70% (1,645)	43% (1,020)	17% (403)	Math 4	2,279	74% (1,690)	55% (1,262)	29% (652)	+12 pts
Grade 4 → 5	Math 4	2,348	77% (1,801)	56% (1,319)	30% (711)	Math 5	2,302	86% (1,985)	60% (1,388)	27% (614)	+4 pts
Grade 5 → 6	Math 5	2,307	85% (1,951)	60% (1,380)	29% (658)	Math 6	2,125	78% (1,651)	41% (864)	12% (262)	−19 pts
Grade 6 → 7	Math 6	2,305	71% (1,645)	34% (778)	11% (245)	Math 7	1,051	20% (205)	5% (55)	0% (3)	−29 pts
Grade 7 → 8	Math 7	1,603	38% (606)	13% (205)	1% (12)	Math 8	2,675	78% (2,090)	49% (1,308)	13% (336)	+36 pts
Grade 8 → Alg. I	Math 8	2,449	75% (1831)	52% (1,271)	18% (444)	Algebra I EOC (MS)	552	98% (543)	80% (442)	49% (272)	+28 pts

Tested counts shift where students accelerate (Grade 7 students taking Math 8 or Algebra I), so some cohorts are not identical populations. Campus-level detail is in the source diagonal workbook.



Math STAAR Performance

Factors behind grade-level results in middle school mathematics

6th STAAR

51

TEKS assessed

+15

TEKS more than 5th grade

45 min

Daily math instruction in 6th grade, down from 90 minutes in 5th grade

7th STAAR

- Decrease largely reflects changing test **participation** rather than declining achievement.
- A growing number of 7th graders take Grade 8 math and Algebra I assessments, so many of the highest-performing math students are no longer in the Grade 7 **testing population**.

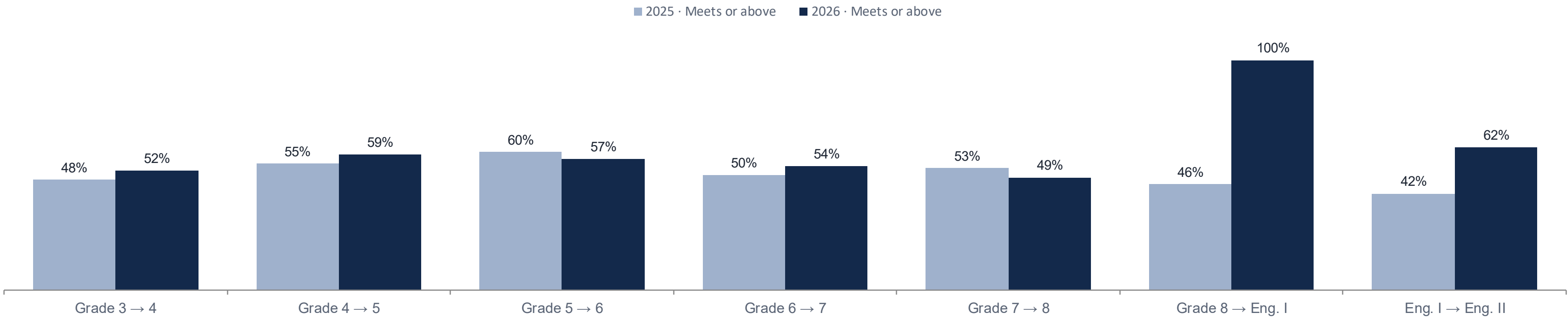
8th STAAR

- Use of the calculator.
- The highest-performing 7th grade math students are represented.



Reading Cohorts: 2026 vs. 2025 “Cohort” Comparison

The same students, one grade later — district results



COHORT	2025 TEST	TESTED	APPR.	MEETS	MASTERS	2026 TEST	TESTED	APPR.	MEETS	MASTERS	Δ MEETS
Grade 3 → 4	RLA 3	2,356	73% (1,723)	48% (1,136)	22% (517)	RLA 4	2,277	77% (1,760)	52% (1,193)	22% (497)	+4 pts
Grade 4 → 5	RLA 4	2,343	81% (1,906)	55% (1,297)	22% (524)	RLA 5	2,299	80% (1,842)	59% (1,366)	32% (729)	+4 pts
Grade 5 → 6	RLA 5	2,309	80% (1,839)	60% (1,389)	32% (741)	RLA 6	2,127	74% (1,566)	57% (1,205)	30% (637)	-3 pts
Grade 6 → 7	RLA 6	2,308	71% (1,640)	50% (1,164)	26% (594)	RLA 7	2,260	74% (1,667)	54% (1,231)	32% (722)	+4 pts
Grade 7 → 8	RLA 7	2,299	74% (1,694)	53% (1,223)	27% (623)	RLA 8	1,731	78% (1,343)	49% (846)	15% (263)	-4 pts
Grade 8 → Eng. I	RLA 8	1,887	75% (1,411)	46% (860)	17% (327)	English I EOC (MS)	353	100% (353)	100% (352)	36% (126)	+54 pts
Eng. I → Eng. II	English I EOC	2,465	61% (1,492)	42% (1,036)	6% (152)	English II EOC (HS)	2,841	75% (2,117)	62% (1,773)	8% (233)	+20 pts

Tested counts shift where middle school students take English I early, so some cohorts are not identical populations. Campus-level detail is in the source diagonal workbook.



02

Curriculum & Instruction

SAVVAS Implementation

enVision+ Math professional learning, elementary and secondary

IN THIS SECTION

School Ratings & STAAR Achievement

Diagonal Cohort Comparisons

SAVVAS Implementation

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests



Elementary SAVVAS Math Implementation

District Staff Development Day and half-day enVision Math pullouts, Kinder–5th grade

DISTRICT STAFF DEVELOPMENT DAY

Aug 4, 2026

655

K–5 teacher seats in “Dive-In to enVision Mathematics” sessions

- Two campus groups per grade, 8:00–4:00
- Grade-level facilitator teams
- Kinder Group 2 attended enVision Literacy
- All participants bring a charged laptop

PURPOSE

- Address questions from the 1st six weeks & 2nd six weeks overview
- Lesson internalization

AUG 4 SEATS BY GRADE

Kinder

107

teachers • Ortiz ES

1st grade

106

teachers • Gonzalez ES

2nd grade

111

teachers • Paredes ES

3rd grade

107

teachers • El Jardin ES

4th grade

117

teachers • CAB

5th grade

107

teachers • Hudson ES

HALF-DAY PULLOUTS • SEPTEMBER

Sept 9–10

Kinder (AM) • 1st grade (PM)

Sept 11 & 14

2nd grade (AM) • 3rd grade (PM)

Sept 17–18

4th grade (AM) • 5th grade (PM)

8:00–11:00 AM • 12:30–3:30 PM • CAB Cafe & CAB 220



enVision Math Training
Half-day Pullouts
Kinder – 5th Grade

enVision
Mathematics.

Training Dates	Day 1 – Wednesday, September 9, 2026		Day 2 – Thursday, September 10, 2026		Day 3 – Friday, September 11, 2026		Day 4 – Monday, September 14, 2026		Day 5 – Thursday, September 17, 2026		Day 6 – Friday, September 18, 2026	
Groups	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 3	Group 4	Group 1	Group 2	Group 3	Group 4
Location	CAB CAFE	CAB 220	CAB CAFE	CAB 220	CAB CAFE	CAB 220	CAB CAFE	CAB 220	CAB CAFE	CAB 220	CAB CAFE	CAB 220
Campuses	Aiken – Cromack-Castaneda	Del Castillo Morningside – Garza-Southwest	Keller – Pullam	Putegnati – Yurria	Aiken – Cromack-Castaneda	Del Castillo Morningside – Garza-Southwest	Keller – Pullam	Putegnati – Yurria	Aiken – Cromack-Castaneda	Del Castillo Morningside – Garza-Southwest	Keller – Pullam	Putegnati – Yurria
8:00-11:00am	Kinder	Kinder	Kinder	Kinder	2 nd	2 nd	2 nd	2 nd	4 th	4 th	4 th	4 th
AM Section #	35959	36081	35961	36083	35963	36085	35965	36088	35922	36090	35967	36092
12:30-3:30pm	1 st	1 st	1 st	1 st	3 rd	3 rd	3 rd	3 rd	5 th	5 th	5 th	5 th
PM Section #	35960	36082	35962	36084	35964	36086	35966	36087	35923	36089	36091	36093



PURPOSE:

- Address questions or concerns from the 1st 6 weeks
- 2nd 6 weeks overview
- Lesson internalization

** Please bring a charged device.*



SUBSTITUTE ACCOUNT NUMBERS:

Kinder – 3rd Sub Reason Code: **20**
199-11-6112-18-919-Y-36-000Y

4th & 5th Sub Reason Code: **27**
211-11-6112-18-919-Y-24-ED1-Y



Elementary SAVVAS Math: Specialized Trainings

enVision+ Mathematics overview sessions for intervention, resource, and early childhood teachers

September 4, 2026

Behavior Interventionists & Resource Math Teachers

Kinder–5th grade • full-day training

8:00–11:00 AM

Explore the SAVVAS enVision+ platform

CAB 107 (behavior interventionists) • CAB 220 (resource, Aiken–Keller) • CAB 216 (resource, Martin–Yturria)

12:30–3:30 PM

Create scaffolded lessons to support student learning

All groups • CAB Cafeteria

All participants bring a fully charged laptop.

September 8, 2026

Early Childhood Special Education (ECSE) Teachers

Half-day overview training

8:30–11:30 AM

enVision+ Mathematics overview

CAB 220 • Section #37168

BROWNSVILLE ISD CURRICULUM AND INSTRUCTION

**SAVVAS enVision+
ELEMENTARY MATH OVERVIEW TRAINING**

**AUDIENCE: BEHAVIOR INTERVENTIONISTS &
RESOURCE MATH TEACHERS • KINDER–5TH GRADE**

SEPTEMBER 4, 2026 | FULL-DAY TRAINING

SUB CODE: 19
ACCOUNT NUMBER: 166-11-6112-18-XXX-Y23-000-Y
(XXX= Campus Number)

Morning Sessions: 8:00am – 11:00am
Explore the SAVVAS enVision+ platform

CAB 107 All Behavior Interventionist Teachers:
Section # 37164

CAB 220 Resource Teachers:
Aiken Elementary–Keller Elementary
Section # 37165

CAB 216 Resource Teachers:
Martin Elementary–Yturria Elementary
Section # 37162

Afternoon Sessions: 12:30pm–3:30pm

**ALL GROUPS :
CAB CAFETERIA**

Section # 37167
Create scaffolded
lessons to support
student learning.

BRING A FULLY CHARGED LAPTOP!

Brownsville ISD Curriculum and Instruction

**enVision+
Mathematics Overview Training
For ECSE Teachers**

Early Childhood Special Education

Tuesday, September 8, 2026

8:30–11:30 a.m.

CAB 220

Section # 37168

SUB CODE: 20 **ACCOUNT NUMBER**
199-11-6112-18-919-Y36-000-Y

Please bring a fully charged laptop.

IMPORTANT: This account number is
to be used only for ECSE substitutes.



Secondary SAVVAS Implementation: Summer Launch

Preparing middle and high school math teams for the 2026–27 adoption

July 14, 2026

Discover the New SAVVAS Realize

CAB 216 • bring your own device

Middle school math

8:30–11:30 AM

Session #36312

High school math

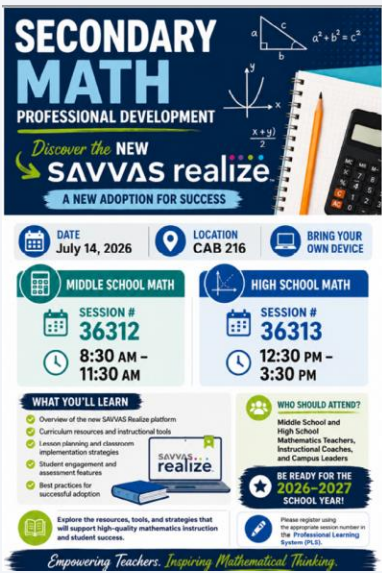
12:30–3:30 PM

Session #36313

WHAT TEACHERS LEARN

- The new SAVVAS Realize platform
- Curriculum resources and instructional tools
- Lesson planning and implementation strategies
- Engagement and assessment features

For MS/HS math teachers, instructional coaches, and campus leaders



August 4, 2026

Secondary Math District Staff Development

Veterans Memorial ECHS • Section #36581 • 8:30 AM–4:00 PM

8:30

Welcome

8:55

Breakouts by content area and grade level

11:45

Lunch

1:00

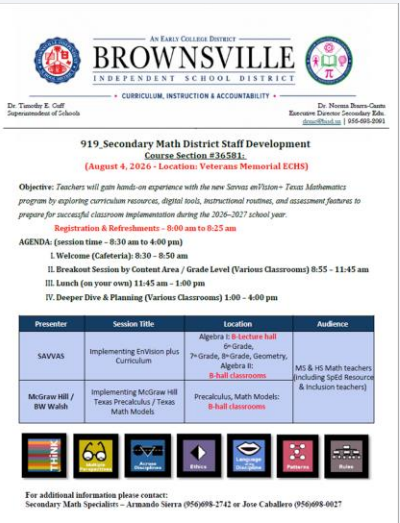
Deeper dive and planning

SESSIONS

SAVVAS: Implementing enVision+ (Grades 6–8, Algebra I, Geometry, Algebra II)

McGraw Hill / BW Walsh: Texas Precalculus and Texas Math Models

MS & HS math teachers, including SpEd resource and inclusion teachers





Secondary enVision+ Math: HQIM Implementation Training

Two-day professional learning • Vela Middle School • 8:00 AM–3:00 PM



2-day professional learning



HQIM implementation



DEIC pullouts



Bring your device



Limited seating

6th grade

Day 1 **Sept 21** • Day 2 **Sept 22**

Geometry

Day 1 **Sept 21** • Day 2 **Sept 22**

7th grade

Day 1 **Sept 28** • Day 2 **Sept 29**

Algebra I

Day 1 **Sept 28** • Day 2 **Sept 29**

8th grade

Day 1 **Oct 5** • Day 2 **Oct 6**

Algebra II

Day 1 **Oct 5** • Day 2 **Oct 6**

General education math teachers

Substitutes funded by campus 211 or 162

Inclusion & resource teachers

Substitutes funded by 166 for special education teachers

enVision+Math				
PROFESSIONAL LEARNING				
HQIM (High-Quality Instructional Materials)				
IMPLEMENTATION TRAINING				
DATE	AUDIENCE	SECTION #	COURSE / SESSION	
September 21	6th Grade	36630	6th Grade enVision Math Training	
September 21	Geometry	36639	Geometry SAVVAS enVision Math Training - Day 1	
September 22	6th Grade	36631	6th Grade enVision Math Planning	
September 22	Geometry	36642	Geometry SAVVAS enVision Math Training - Day 2	
September 28	7th Grade	36632	7th Grade enVision Math Training	
September 28	Algebra I	36638	Algebra I SAVVAS enVision Math Training - Day 1	
September 29	7th Grade	36633	7th Grade enVision Math Planning	
September 29	Algebra I	36641	Algebra I SAVVAS enVision Math Training - Day 2	
October 5	8th Grade	36634	8th Grade enVision Math Training	
October 5	Algebra II	36640	Algebra II SAVVAS enVision Math Training - Day 1	
October 6	8th Grade	36635	8th Grade enVision Math Planning	
October 6	Algebra II	36643	Algebra II SAVVAS enVision Math Training - Day 2	

enVision+Math				
PROFESSIONAL LEARNING				
For Inclusion and Resource Teachers				
IMPLEMENTATION TRAINING				
DATE	AUDIENCE	SECTION #	COURSE / SESSION	
September 21	6th Grade	36630	6th Grade enVision Math Training	
September 21	Geometry	36639	Geometry SAVVAS enVision Math Training - Day 1	
September 22	6th Grade	36631	6th Grade enVision Math Planning	
September 22	Geometry	36642	Geometry SAVVAS enVision Math Training - Day 2	
September 28	7th Grade	36632	7th Grade enVision Math Training	
September 28	Algebra I	36638	Algebra I SAVVAS enVision Math Training - Day 1	
September 29	7th Grade	36633	7th Grade enVision Math Planning	
September 29	Algebra I	36641	Algebra I SAVVAS enVision Math Training - Day 2	
October 5	8th Grade	36634	8th Grade enVision Math Training	
October 5	Algebra II	36640	Algebra II SAVVAS enVision Math Training - Day 1	
October 6	8th Grade	36635	8th Grade enVision Math Planning	
October 6	Algebra II	36643	Algebra II SAVVAS enVision Math Training - Day 2	



03

Curriculum & Instructional Goals

Curriculum and Instruction

Priority schools, specialist schedules, and instructional practices

IN THIS SECTION

Curriculum and Instruction

Bilingual Education

Special Education

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests



Elementary Priority Schools

2026 accountability ratings for campuses receiving priority C&I support

CAMPUS	OVERALL		ACHIEVE.		GROWTH		REL. PERF.		GAPS	
HIGHEST TIER										
Canales	D	64	F	58	D	65	D	63	D	61
Skinner	C	78	C	71	D	63	B	80	C	73
Garza at Southmost	B	80	C	73	D	68	B	82	C	76
Villa Nueva	B	80	C	72	B	80	B	81	C	79
NEXT LEVEL TIER										
Del Castillo-Morningside	B	82	C	71	B	83	C	79	B	81
Putegnat	B	82	C	73	B	81	B	83	B	81
Gallegos	B	83	C	77	C	71	B	87	C	74
Cromack-Castaneda	B	84	C	75	C	78	B	85	B	81
El Jardin	B	84	C	75	C	79	B	85	B	83
Ortiz	B	89	A	91	C	73	A	92	B	82
Pullam	B	87	A	91	C	78	A	91	C	78





Elementary Specialist Schedule

Priority campus visits, week of August 17–20, 2026 · Fridays: specialists report to the Main Office

SPECIALIST	MON 8/17	TUE 8/18	WED 8/19	THU 8/20
Aide Castro PK–2	Russell AM Putegnat PM	Aiken AM Garza at Southmost PM	Villa Nueva AM Sharp PM	Palm Grove Full day
Martha Delgado PK–2	Cromack-Castaneda AM El Jardin PM	Canales Full day	Skinner AM Perez PM	Hudson AM Garden Park PM
Raquel Alvarado RLA 3–5	Cromack-Castaneda AM El Jardin PM	Canales Full day	Villa Nueva Full day	Garza at Southmost AM Perez PM
Sandra Garcia RLA 3–5	Champion AM Gallegos PM	Egly AM Putegnat PM	Skinner Full day	Del Castillo AM Palm Grove PM
Sally Legault Math K–5	Gallegos AM Champion PM	Putegnat AM Egly PM	Skinner Full day	Palm Grove AM Garza at Southmost PM
Annette Harms Science K–5	El Jardin AM Cromack-Castaneda PM	Martin AM Gallegos PM	Skinner AM Vermillion AM Del Castillo PM	Canales Full day
Anisa Ramirez Social Studies K–5	Canales AM Del Castillo AM Garza at Southmost AM Cromack-Castaneda PM	Gallegos AM Champion AM Egly AM Villa Nueva PM	Martin AM Russell AM Skinner AM Palm Grove PM	Brite AM El Jardin AM Gonzalez AM Gallegos PM



Instructional Practices & Teacher Support — Elementary (PK–5)

Strong foundations. Brighter futures.

INSTRUCTIONAL PRACTICES & NON-NEGOTIABLES

- 1

Student Engagement
A joyful, inclusive, and safe learning environment where all students are actively engaged.
- 2

Structured Literacy
Explicit, systematic, and differentiated foundational skills and reading instruction.
- 3

Rigor and TEKS Alignment
Grade-level, standards-aligned instruction with high expectations for all learners.
- 4

High-Quality Instructional Materials
District-approved materials implemented with fidelity.
- 5

Lesson Internalization
Purposeful lessons that anticipate student thinking and include differentiation.
- 6

Data-Driven PLCs
Student data used to monitor progress, identify needs, and adjust instruction.

HOW TEACHERS ARE SUPPORTED

- A dark blue circle containing a white eye icon.

Classroom Observations
Growth-focused feedback that recognizes effective teaching for PK–5 learners.
- A dark blue circle containing a white icon of a person next to a screen.

Professional Development
Elementary best practices, structured literacy, HQIM, and strategies to improve outcomes.
- A dark blue circle containing a white icon of three stylized people.

PLC Meetings
Collaborate, analyze data, and share practices toward grade-level and campus goals.
- A dark blue circle containing a white lightbulb icon.

Instructional Coaching
Individualized support to reflect, implement strategies, and strengthen PK–5 instruction.



Secondary Priority Schools

2026 accountability ratings for campuses receiving priority C&I support

CAMPUS	OVERALL		ACHIEVE.		GROWTH		REL. PERF.		GAPS	
HIGHEST TIER										
Garcia Middle	B	87	C	78	D	69	A	90	B	80
Perkins Middle	B	84	C	75	C	72	B	87	C	78
Stell Middle	B	83	C	75	D	69	B	87	C	75
Lucio Middle	B	85	C	77	D	69	A	90	C	74
NEXT LEVEL TIER										
Lopez Early College HS	B	81	C	77	D	60	B	83	C	76

2026-2027 Secondary C&I Calendar

JULY 2026							AUGUST 2026							SEPTEMBER 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
OCTOBER 2026							NOVEMBER 2026							DECEMBER 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
JANUARY 2027							FEBRUARY 2027							MARCH 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				
APRIL 2027							MAY 2027							JUNE 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
WEEK 1																				
*CAMPUSES SUBJECT TO CHANGE																				
WEEK 2																				
*CAMPUSES SUBJECT TO CHANGE																				
STAAR TESTING/TEACHER PREP DAYS/ FIRST & LAST SCHOOL DAY																				



Secondary Specialist Schedule

Weekly campus visits by content specialist · Fridays: specialists report to the Main Office –Schedule subject to change.

MIDDLE SCHOOL · PRIORITY WEEK

SPECIALIST	MON	TUE	WED	THU
Jose Caballero Math	Perkins AM/PM	Vela AM Garcia PM	Stell AM/PM	Manzano AM Faulk PM
Oscar Cantu Jr. ELAR	Perkins AM	Stell AM	Lucio AM	Garcia AM
Roman Gomez Science	Perkins AM Oliveira PM	Faulk AM/PM	Vela AM/PM	Stell AM/PM
Rubi Gonzalez Social Studies	Stell AM/PM	Garcia AM/PM	Lucio AM/PM	Perkins AM Besteiro PM

HIGH SCHOOL - PRIORITY WEEK

SPECIALIST	MON	TUE	WED	THU
Armando Sierra Math	Pace AM/PM	Lopez AM/PM	Rivera AM/PM	Hanna AM/PM
Ruth Garza-Sanchez ELAR	Lopez AM/PM	Pace AM Hanna PM	Rivera AM/PM	Porter AM/ PM
Lorena Lozano Science	Lopez AM/PM	Porter AM/PM	Rivera AM/PM	Pace AM/PM
Rebecca Hinojosa Social Studies	Lopez AM/PM	Porter AM Pace AM	Rivera AM Pace AM	Veterans AM Hanna AM



Instructional Practices & Teacher Support — Secondary

Six non-negotiables, supported by four levers for teacher growth

INSTRUCTIONAL PRACTICES & NON-NEGOTIABLES

- 1**
Student Engagement
Purposeful listening, speaking, reading, and writing in every classroom.
- 2**
Literacy Across the Curriculum
Reading, writing, and disciplinary literacy embedded in all content areas.
- 3**
Rigor, Relevance, and Depth/Complexity
Instruction that promotes critical thinking, meaningful application, and deeper learning.
- 4**
High-Quality Instructional Materials
Consistent use of district-adopted and approved supplemental resources.
- 5**
District Frameworks, Scope & Sequence
Intentional use of district documents, protocols, and expectations for coherence.
- 6**
Strand-Based PLCs
Collaborative PLCs by strand to analyze data, plan, and target support.

HOW TEACHERS ARE SUPPORTED

- **Classroom Observations**
Growth-focused feedback that recognizes effective teaching and identifies areas for improvement.
- **Professional Development**
Ongoing learning that promotes teacher growth and improved student outcomes.
- **Professional Learning Communities**
Structured time to collaborate, analyze student data, and share effective practices.
- **Instructional Coaching**
Individualized support to reflect, implement strategies, and strengthen instruction.



03

Curriculum & Instructional Goals

Bilingual Education

Bilingual / ESL / Title III: emergent bilingual student performance and English language proficiency progress

IN THIS SECTION

Curriculum and Instruction

Bilingual Education

Special Education

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests



Current Emergent Bilingual STAAR Performance

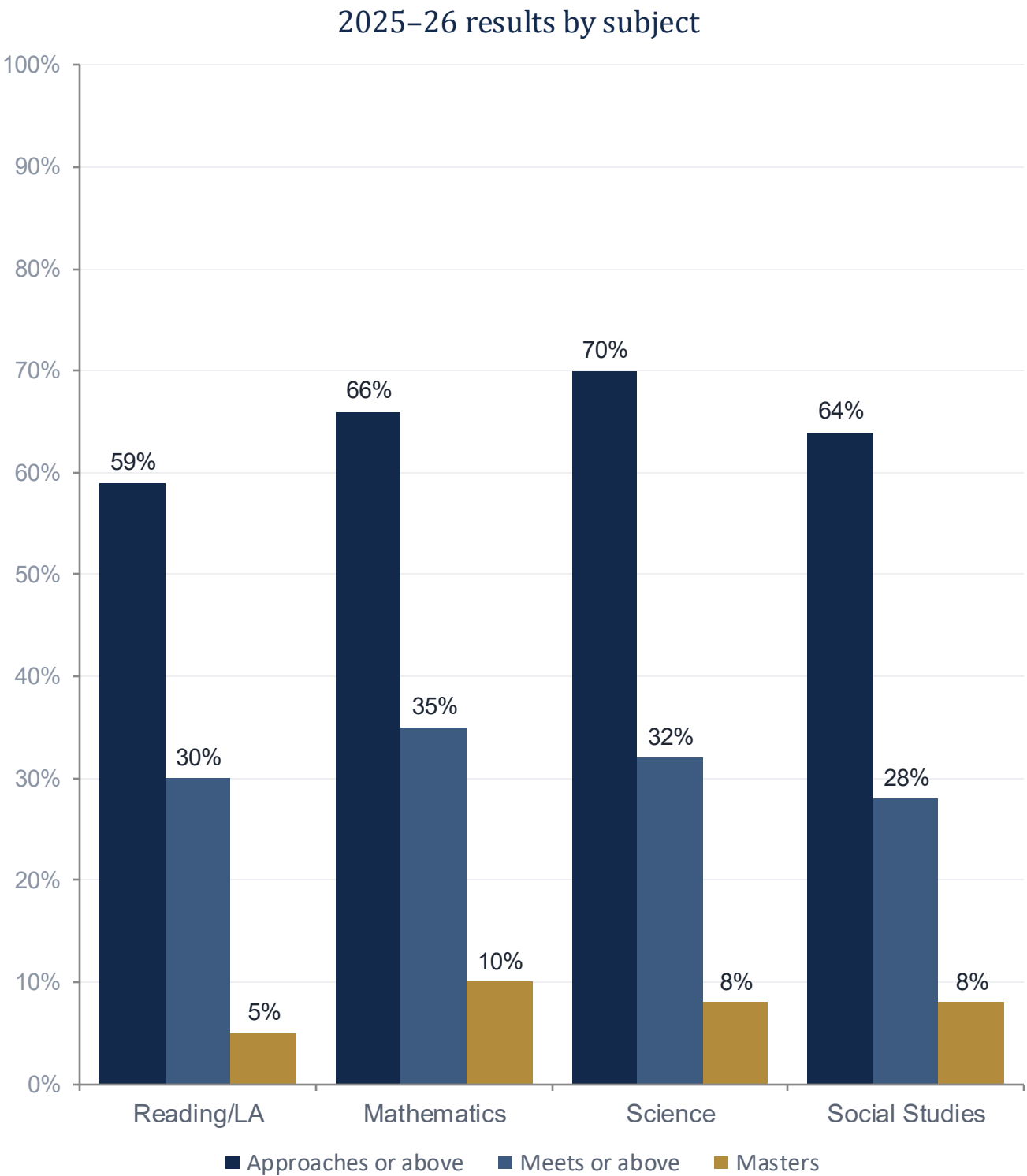
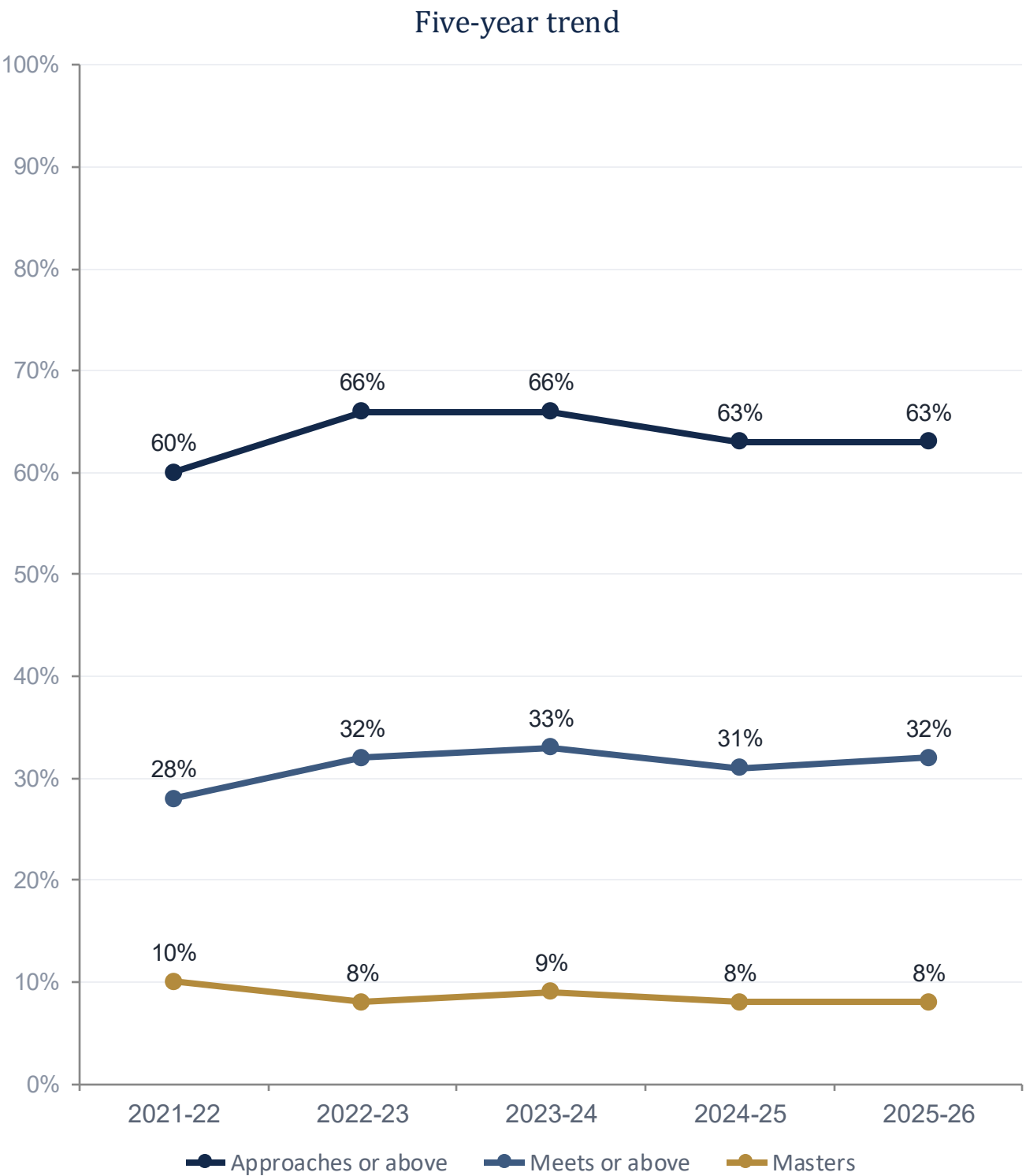
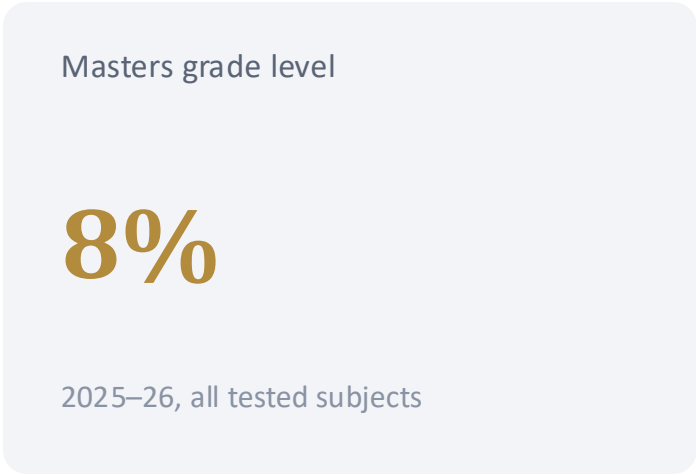
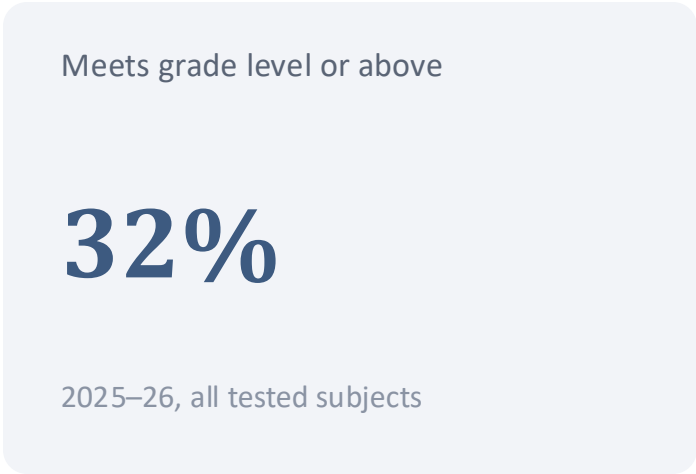
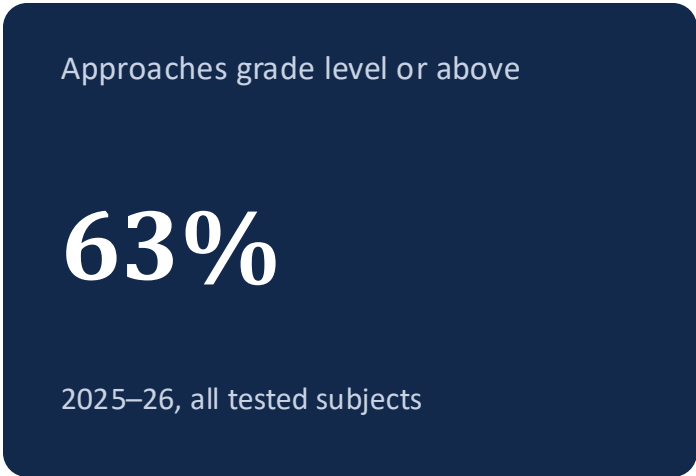
2025–26 STAAR performance for current emergent bilingual students and bilingual exits

Comparison group	Approaches GL Standard or Above	Meets GL Standard or Above	Masters GL Standard
State — Current EBs Statewide current emergent bilingual students	Approaches2025–26 62%	Meets2025–26 32%	Masters2025–26 10%
BISD — Current EBs Brownsville ISD current emergent bilingual students	Approaches2025–26 63%	Meets2025–26 32%	Masters2025–26 8%
BISD — Bilingual Exits Brownsville ISD bilingual exit students	Approaches2025–26 95%	Meets2025–26 80%	Masters2025–26 38%
READING THE SLIDE Each row shows the percent of tests meeting the STAAR performance standard for that comparison group. Results are shown as Approaches, Meets, and Masters.			



Emergent Bilingual Students — Grades 3–12

All emergent bilingual students, STAAR 2021–22 through 2025–26





Emergent Bilingual STAAR Results — Grades 3–5

May 2026 STAAR, percent of students at each performance level

ASSESSMENT	STUDENTS TESTED	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
MATHEMATICS				
Grade 3	787	60.36% (475)	35.07% (276)	12.96% (102)
Grade 4	849	65.49% (555)	41.70% (354)	15.67% (133)
Grade 5	823	82.14% (676)	46.42% (382)	12.27% (101)
READING LANGUAGE ARTS				
Grade 3	785	63.06% (495)	32.48% (255)	9.43% (74)
Grade 4	845	65.68% (555)	33.61% (284)	7.22% (61)
Grade 5	808	67.45% (545)	37% (299)	10.40% (84)
SCIENCE				
Grade 5	821	61.39% (504)	25.70% (211)	10.11% (83)



Emergent Bilingual STAAR Results — Grades 6–8

May 2026 STAAR, percent of students at each performance level

ASSESSMENT	STUDENTS TESTED	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
READING LANGUAGE ARTS				
Grade 6	724	49.86% (361)	25.69% (186)	6.22% (45)
Grade 7	715	47.27% (338)	22.38% (160)	6.01% (43)
Grade 8	757	65.52% (496)	29.59% (224)	5.02% (38)
MATHEMATICS				
Grade 6	721	63.11% (455)	19.42% (140)	4.16% (30)
Grade 7	517	15.09% (78)	3.09% (16)	0% (0)
Grade 8	879	62.91% (553)	28.21% (248)	2.73% (24)
SCIENCE & SOCIAL STUDIES				
Science, Grade 8	751	54.06% (406)	25.43% (191)	5.59% (42)
Social Studies, Grade 8	769	35.89% (276)	9.88% (76)	3.38%. (26)



Emergent Bilingual EOC Results — Grade 8

Spring 2026 STAAR End-of-Course, percent of students at each performance level

ASSESSMENT	STUDENTS TESTED	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
END-OF-COURSE				
English I	28	100% (28)	100% (28)	28.57% (8)
Algebra I	109	93.58% (102)	67.89% (74)	29.36% (32)
Biology	26	96.15% (25)	88.46% (23)	46.15% (12)



Emergent Bilingual EOC Results — Grades 9–12

Spring 2026 STAAR End-of-Course, percent of students at each performance level

ASSESSMENT	STUDENTS TESTED	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
ENGLISH				
English I	1,084	47.23% (512)	24.08% (261)	1.01% (11)
English II	1,075	51.53% (554)	31.72% (341)	0.37% (4)
MATHEMATICS & SCIENCE				
Algebra I	768	83.07% (638)	51.04% (392)	18.49% (142)
Biology	814	86.86% (707)	44.23% (360)	6.27% (51)
SOCIAL STUDIES				
U.S. History	741	86.91% (644)	46.02% (341)	12.55% (93)

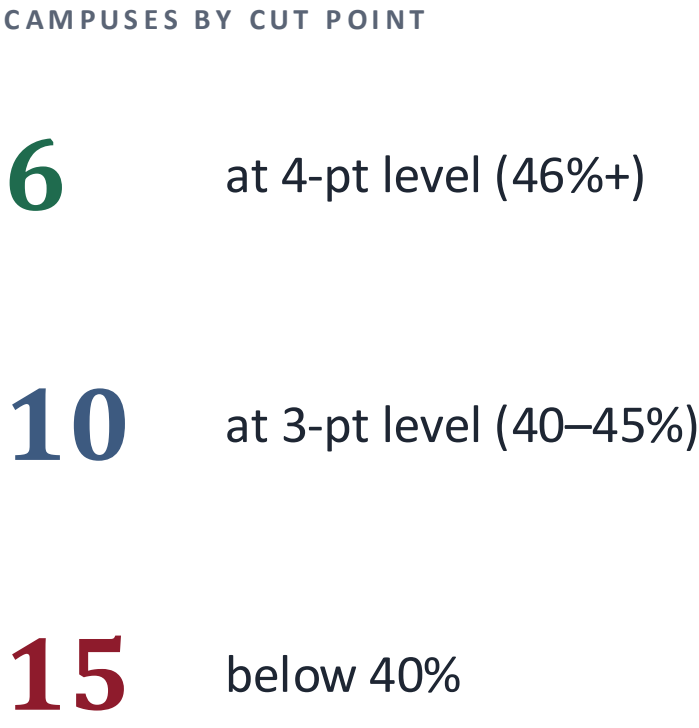
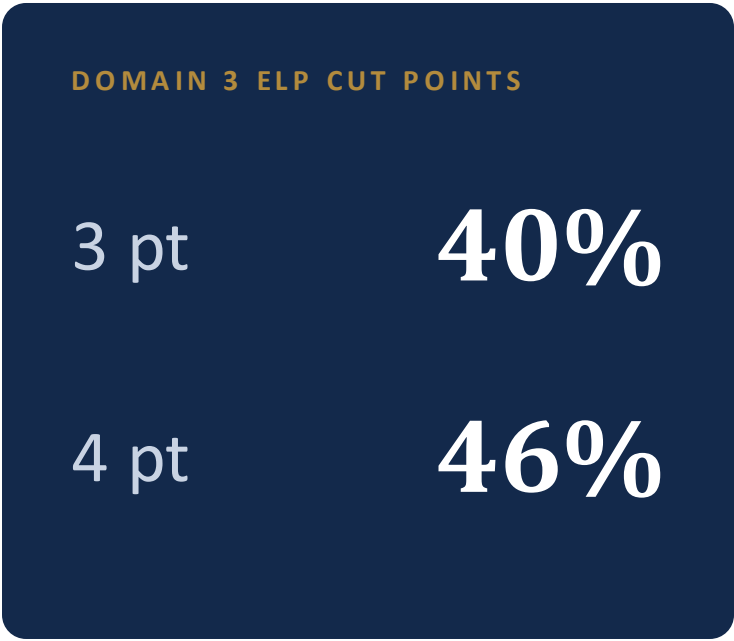


English Language Proficiency Progress — Elementary

2026 TELPAS progress composite by campus (after rescores, with snapshot)

CAMPUS	TELPAS	TESTED	YES	% PROG.
Aiken	201	153	53	34.6%
Benavides	177	144	71	49.3%
Breeden	125	102	34	33.3%
Brite	215	161	68	42.2%
Burns	181	138	57	41.3%
Canales	306	241	105	43.6%
Champion	265	196	70	35.7%
Cromack-Castaneda	359	273	87	31.9%
Del Castillo-Morningside	233	174	52	29.9%
Egly	168	120	47	39.2%
El Jardin	167	120	51	42.5%
Gallegos	99	77	24	31.2%
Garden Park	94	59	39	66.1%
Gonzalez	207	156	69	44.2%
Hudson	132	93	51	54.8%
Garza at Southmost	201	146	60	41.1%

CAMPUS	TELPAS	TESTED	YES	% PROG.
Keller	172	138	61	44.2%
Martin	104	79	33	41.8%
Ortiz	138	92	46	50.0%
Palm Grove	113	94	42	44.7%
Paredes	208	160	76	47.5%
Pena	142	105	53	50.5%
Perez	255	201	68	33.8%
Pullam	261	217	77	35.5%
Putegnat	255	197	75	38.1%
Russell	145	102	46	45.1%
Sharp	199	155	57	36.8%
Skinner	174	133	51	38.3%
Vermillion	205	154	48	31.2%
Villa Nueva	163	120	38	31.7%
Yturria	126	95	33	34.7%





English Language Proficiency Progress — Secondary

2026 TELPAS progress composite by campus (after rescores, with snapshot)

HIGH SCHOOL · CUT POINTS 28% / 34%

CAMPUS	TELPAS	TESTED	YES	% PROG.
Brownsville ISD	11,140	9,346	3,277	35.1%
BECHS	13	11	9	81.8%
Hanna	455	416	129	31.0%
Lopez	597	557	127	22.8%
Pace	427	393	113	28.8%
Porter	591	546	163	29.9%
Rivera	614	573	210	36.6%
Veterans	405	375	140	37.3%

DOMAIN 3 ELP CUT POINTS
High School

3 pt28%

4 pt34%

High school

34-pt

33-pt

1below

MIDDLE SCHOOL · CUT POINTS 30% / 36%

CAMPUS	TELPAS	TESTED	YES	% PROG.
Besteiro	214	200	68	34.0%
Faulk	399	371	138	37.2%
Garcia	231	221	54	24.4%
Lucio	221	204	66	32.4%
Manzano	165	154	36	23.4%
Oliveira	206	187	54	28.9%
Perkins	176	155	40	25.8%
Stell	269	247	83	33.6%
Stillman	206	189	60	31.7%
Vela	161	152	45	29.6%

CAMPUSES BY CUT POINT

DOMAIN 3 ELP CUT POINTS
Middle School

3 pt30%

4 pt36%

Middle school

14-pt

53-pt

4below



03

Curriculum & Instructional Goals

Special Education

2026–2027 priority campus support and professional learning

IN THIS SECTION

Curriculum and Instruction

Bilingual Education

Special Education

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests



Special Education Priority Campuses, 2026–2027

Special education results in Domain 2A (School Progress) and Domain 3 (Closing the Gaps)

27

priority campuses across 6 support tiers

17 of 27

earn an F in SpEd Domain 2A

24 of 27

earn a D or F in SpEd Domain 3

Intensive / High Needs

	OVERALL	2A	D3
Canales	D 64	F 47	F 51
Skinner	C 77	F 54	F 43
Villa Nueva	B 80	F 55	F 30
Garza-Southmost	B 80	F 56	F 51

Elementary SpEd Watch List

	OVERALL	2A	D3
Aiken	B 88	C 70	F 46
Egly	B 85	D 60	F 38
Palm Grove	B 87	C 75	C 70
Pena	A 91	C 76	F 56
Cromack-Castaneda	B 84	F 58	F 30
Vermillion	B 86	D 63	D 62

Targeted / Low Needs

	OVERALL	2A	D3
Champion	B 83	F 57	F 38
Del Castillo - Morningside	B 82	F 58	D 60
El Jardin	B 84	D 69	D 61
Gallegos	B 83	C 78	C 77
Putegnat	B 82	C 76	D 63

A-to-B Watch List

	OVERALL	2A	D3
Pullam	B 87	F 58	D 65
Ortiz	B 89	F 57	C 70
Martin	B 87	D 69	D 66

Secondary Intensive / High Needs

	OVERALL	2A	D3
Stell MS	B 83	F 59	F 45
Perkins MS	B 84	D 65	F 59
Lucio MS	B 84	F 54	F 45
Garcia MS	B 87	F 58	F 44
Lopez ECHS	B 83	F 56	F 59

Secondary SpEd Watch List

	OVERALL	2A	D3
Besteiro MS	B 89	F 55	F 45
Oliveira MS	B 86	F 57	F 30
Stillman MS	A 90	F 56	F 45
Vela MS	B 87	F 57	F 42



Priority Campus Support: Professional Learning

Three sessions that connect student data to specially designed instruction



SESSION 1

Data-Driven Decisions

Connecting assessment to student needs

- Analyze IQ, STAAR, and benchmark data
- Inform placement and instructional settings
- Define strengths, needs, and specially designed instruction



SESSION 2

From FIE to IEP

Turning the 7 Global Intelligence into meaningful instruction

- Translate FIE data into IEP programming
- Connect cognitive strengths to classroom performance
- Accommodations, supports, and LRE decisions



SESSION 3

From Data to Decisions

Targeting special education student performance

- Use TANGO Trends STAAR data
- Group students strategically; model the “What Ifs”
- Target Domain 2A growth and Domain 3 gaps

GOAL

Increase student progress and close the gaps.



04

CCMR Outcomes & CTE

CCMR Outcomes

College, career, and military readiness results, CTE certifications, and the IBC timeline

IN THIS SECTION

CCMR Outcomes

CTE & Industry Certifications

New Middle School Pathways

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests



BISD CCMR Outcomes

College, Career, and Military Readiness — 2026 CCMR final (2025 graduates)

87%

District CCMR rate

2,378 of 2,738 graduates

CAMPUS	2025 GRADS	CCMR	% CCMR
BECHS	74	74	100%
Hanna	503	434	86%
Lopez	412	339	82%
Pace	367	303	83%
Porter	356	288	81%
Rivera	501	470	94%
Veterans Memorial	525	470	90%

Students earn a CCMR point by attaining any one of the following

COLLEGE

Meet TSI criteria in Math and RLA using TSIA, ACT, SAT, or a College Prep class.

COLLEGE

Earn dual enrollment credit: 3 hours in Math or RLA, or 9 hours in any subject.

On-ramps Dual Enrollment Course Credit

COLLEGE

Meet criteria (3+) on an AP exam.

COLLEGE

Earn an associate degree.

CAREER

Earn an industry-based certification with completer status in an aligned program of study.

CAREER

Earn a Level I or Level II certificate.

SPECIAL ED.

Graduate with a completed IEP and workforce readiness.

SPECIAL ED.

Graduate under an Advanced Diploma Plan and identified as Special Education.

MILITARY

Enlist in the U.S. Armed Forces or Texas National Guard.

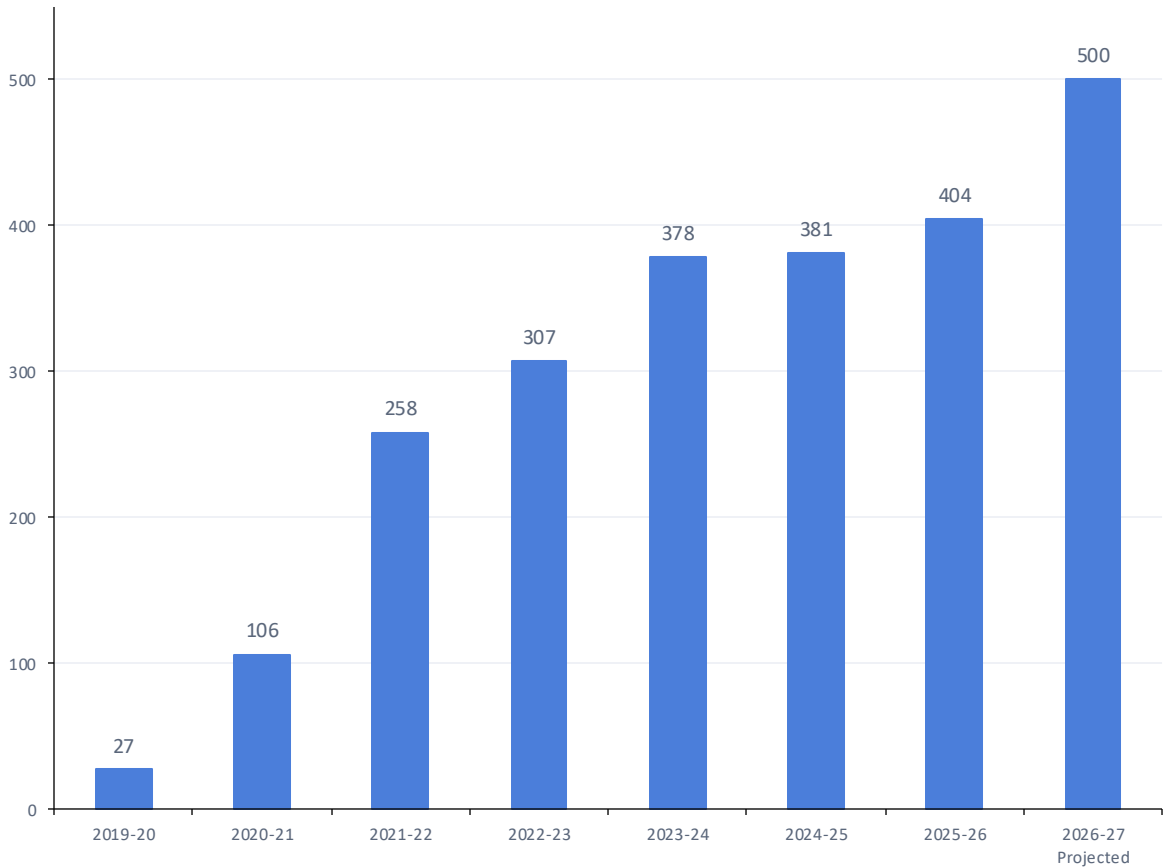


BISD CCMR Outcomes

Associate degree attainment and CCMR point criteria

BISD Associate Degrees Earned

Sustained growth supports college readiness and CCMR outcomes



Associate degree attainment is a College Ready criterion for Texas CCMR Outcomes Bonus funding.

404
degrees earned
in 2025–2026

+32%
growth since
2022–2023

500
projected for
2026–2027

Students earn a CCMR point by attaining any one of the following:

COLLEGE

Meet TSI criteria in Math and RLA using TSIA, ACT, SAT, or a College Prep class.

CAREER

Earn a Level I or Level II certification.

COLLEGE

Earn dual enrollment credit: 3 hours in Math or RLA, or 9 hours in any subject.
On-ramps Dual Enrollment Course Credit

SPECIAL ED.

Graduate with a completed IEP and workforce readiness.

COLLEGE

Meet criteria (3+) on an AP exam.

SPECIAL ED.

Graduate under an Advanced Diploma Plan and identified as Special Education.

COLLEGE

Earn an associate degree.

MILITARY

Enlist in the U.S. Armed Forces or Texas National Guard.

CAREER

Earn an industry-based certification with completer status in an aligned Program of Study.

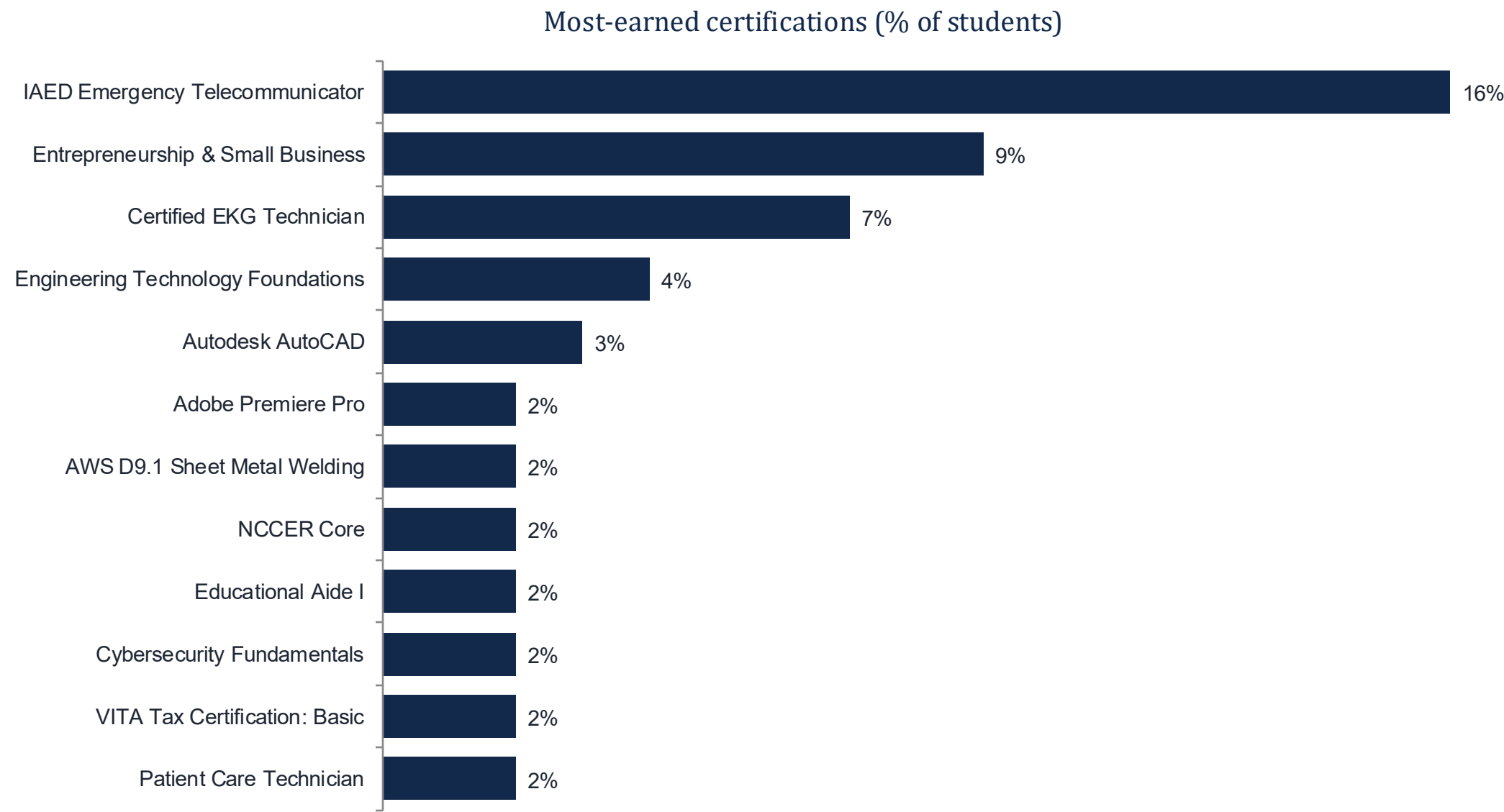
MILITARY • NEW FOR 2026–27 ★

Beginning in 2026–2027, we will pilot the JROTC program with 8th-grade students at Faulk Middle School in collaboration with Porter ECHS.



Industry-Based Certifications & 2026–27 IBC Timeline

Brownsville ISD IBC results by tier and the most-earned certifications



2026–27 IBC TIMELINE

- Nov 16–20**
Benchmark 1
- Jan 18–22**
Benchmark 2
- Mar 25**
IBC testing deadline
- Apr 1**
Teachers submit results to CPO & Lab Manager
- Apr 30**
Results entered in eSchoolPlus
- May 4, 5, 11, 12**
CPO & Lab Manager verification workshops
- May 14**
Final PEIMS corrections



04

CCMR Outcomes & CTE

New Middle School Pathways

Exploration of three new pathways beginning in middle school: Engineering, Health Science, and Aviation

IN THIS SECTION

CCMR Outcomes

CTE & Industry Certifications

New Middle School Pathways

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests

Explorations of Three New Middle School Pathways

State programs of study that begin in middle school and continue through high school



Engineering

Goal: Bachelor of Science in Manufacturing Engineering

MIDDLE SCHOOL COURSES

- Principles of Applied Engineering
- Engineering Design Process

High school: 5 courses through practicum

ALIGNED CERTIFICATIONS

Engineering Technology Foundations

CAREER OUTLOOK (MEDIAN WAGE · 10-YR GROWTH)

Mechanical Engineers **\$103,189** **+19%**

Civil Engineers **\$82,483** **+18%**

EXPLORING · Exploring the possibility of adding Greenpower Electric Car 🚗 to the Engineering pathway.



Health Science

Goal Bachelor of Science in Integrated Health Science

MIDDLE SCHOOL COURSES

- Principles of Health Science

High school: 5 courses through practicum

ALIGNED CERTIFICATIONS

EKG Tech · EMT-Basic · Medical Assistant · Patient Care · Pharmacy · Phlebotomy

CAREER OUTLOOK (MEDIAN WAGE · 10-YR GROWTH)

Physician Assistants **\$131,082** **+41%**

Dental Hygienists **\$89,155** **+32%**



Aviation

Goal: General Education Core Curriculum Requirements

MIDDLE SCHOOL COURSES

- Principles of Applied Engineering
- Engineering Design Process

High school: 7 courses through practicum

ALIGNED CERTIFICATIONS

Drone, aerodynamics, and sUAS safety certifications (state-aligned)

CAREER OUTLOOK (MEDIAN WAGE · 10-YR GROWTH)

Airline Pilots **\$233,909** **+14%**

Commercial Pilots **\$168,239** **+20%**

Exploration of Centralized Middle School Pathway Academy Leading to Bachelor's Degree Opportunity

State programs of study that begin in middle school and continue through high school



Engineering

Goal: Bachelor of Science in Manufacturing Engineering

Engineering Career Cluster

The Engineering career cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.

Statewide Program of Study: Engineering Foundations

The Engineering Foundations program of study focuses on occupational and educational opportunities associated with a wide range of skills applied in the Engineering industry. Students will design, test, and evaluate projects related to engines, machines, and structures. This program of study includes applying scientific, mathematical, and empirical evidence to solve problems through innovation, design, construction, operation, and maintenance of different engineering systems.

Program of Study Course Sequence

Middle School	- Principles of Applied Engineering - Engineering Design Process
High School	- Engineering Science - Aerospace Design - Engineering Design and Presentation - Practicum in Engineering (2 periods) - Career Preparation for Programs of Study

Example Postsecondary Opportunities

Apprenticeships

- Industrial Engineering Technician Apprenticeship

Associate Degrees

- Manufacturing Engineering Technology/Technician
- Robotics Technology/Technician

Bachelor's Degrees

- Electrical and Electronics Engineering
- Engineering, General

Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Engineering, General

Additional Stackable IBCs/Licensures

- Professional Engineer (PE License)
- Engineer in Training Certification (EIT)

Example Aligned Occupations

Civil Engineering Technologists and Technicians

Median Wage: \$60,297
Annual Openings: 899
10-Year Growth: 11%

Civil Engineers

Median Wage: \$82,483
Annual Openings: 2,223
10-Year Growth: 18%

Mechanical Engineers

Median Wage: \$103,189
Annual Openings: 1,455
10-Year Growth: 19%

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Intern at an engineering, robotics, or aerospace company. - Visit an engineering firm and shadow multiple types of engineers.
Expanded Learning Opportunities	- Participate in TSA - Join a local engineering association and attend meetings.

Aligned Industry-Based Certifications

- Engineering Technology Foundations

Successful completion of the Engineering Foundations program of study will fulfill requirements of the STEM endorsement (if the math and science requirements are met or the Business and Industry endorsement).

CTE TEA November 2025

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: <https://www.texasworkforce.com/education/industry-based-certifications>

Engineering Foundations



Health Science

Goal Bachelor of Science in Integrated Health Science

Health Science Career Cluster

The Health Science career cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapist to forensic science technician and athletic trainer.

Statewide Program of Study: Diagnostic and Therapeutic Services

The Diagnostic and Therapeutic Services program of study focuses on occupational and educational opportunities associated with diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study includes exploration of patient treatment and rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

Program of Study Course Sequence

Middle School	Principles of Health Science
High School	- Medical Terminology - Health Science Theory (2 periods) - Practicum in Health Science (2 periods) - Career Preparation for Programs of Study - Anatomy and Physiology (4th science credit)

Example Postsecondary Opportunities

Apprenticeships

- Medical Assistant

Associate Degrees

- Emergency Medical Technology
- Radiologic Technology/Science

Bachelor's Degrees

- Emergency Medical Technology
- Medical Insurance Coding

Master's, Doctoral, and Professional Degrees

- Medicine
- Occupational Therapy

Additional Stackable IBCs/License

- Registered Diagnostic Medical Sonographer

Example Aligned Occupations

Medical Assistants

Median Wage: \$37,568
Annual Openings: 11,247
10-Year Growth: 29%

Dental Hygienists

Median Wage: \$89,155
Annual Openings: 1,047
10-Year Growth: 32%

Physician Assistants

Median Wage: \$131,082
Annual Openings: 887
10-Year Growth: 41%

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Intern with a medical assistant at a community clinic, hospital, assisted living, or long-term care facility - Participate in job-shadowing experiences such as Emergency Medical Services (EMS) ride along or hospital/clinical job
Expanded Learning Opportunities	- Participate in Health Occupation Students of America (HOSA) or SkillsUSA - Participate in Advanced Medical Ambulance Bus (AMBUS) event or Community Emergency Response Team (CERT) event

Aligned Industry-Based Certifications

- Certified EKG Technician
- Emergency Medical Technician-Basic
- Medical Assistant
- Patient Care Technician
- Pharmacy Technician
- Phlebotomy Technician

Successful completion of the Diagnostic and Therapeutic Services program of study will fulfill requirements of the Public Services endorsement.

CTE TEA July 2026

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: <https://www.texasworkforce.com/education/industry-based-certifications>

Diagnostic and Therapeutic Services

Aviation

Goal: General Education Core Curriculum Requirements

Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics career cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes a diverse spectrum of occupations, ranging from automotive mechanic, avionics technician, automotive entrepreneur, pilots to logistics planning professionals.

Statewide Program of Study: Aviation Pilots

The Pilots and Aviation Operations program of study focuses on occupational and educational opportunities associated with the principles and science of flight. This program of study includes the exploration and understanding of aviation engineering, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.

Program of Study Course Sequence

Middle School	- Principles of Applied Engineering - Engineering Design Process
High School	- Introduction to Aerospace and Aviation - Introduction to Aircraft Technology - Introduction to Unmanned Aerial Vehicles (UAV) - Aerospace Design I - Aerospace Design II (2 periods) - Aviation Ground School - Practicum in Transportation Systems (2 or 3 periods)

Example Postsecondary Opportunities

Apprenticeships

- Air Transport Pilot Apprentice

Associate Degrees

- Airline/Commercial/Professional Pilot and Flight Crew

Bachelor's Degrees

- Airline/Commercial/Professional Pilot and Flight Crew

Additional Stackable IBCs/License

- Airman Certificate

Example Aligned Occupations

Commercial Pilots

Median Wage: \$168,239
Annual Openings: 750
10-Year Growth: 20%

Airline Pilots, Copilots, and Flight Engineers

Median Wage: \$233,909
Annual Openings: 1,268
10-Year Growth: 14%

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	- Shadow a commercial airline pilot for to learn about pre- and post-flight routines - Intern at a technology company that produces drones to learn about aerial robotics and drone pilot requirements
Expanded Learning Opportunities	- Explore virtual aviation websites - Participate in SkillsUSA

These are IBCs aligned to state program of study, which one will BISD be offering?

Aligned Industry-Based Certifications

- Advanced Unmanned Safety Level 3 - AUSSO Ground
- Advanced Unmanned Safety Level 4 - AUSSO Flight
- FAA Part 107 Remote Drone Pilot
- Introduction to Aerodynamics
- Introduction to Electricity
- sUAS Safety Level 1
- Visual Line of Sight Systems Ground

Successful completion of the Pilots and Aviation Operations program of study will fulfill requirements of the Business and Industry endorsement.

CTE TEA November 2025

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.

For more information visit: <https://www.texasworkforce.com/education/industry-based-certifications>

Aviation Pilots

EXPLORING · Exploring the possibility of adding Greenpower Electric Car 🚗 to the Engineering pathway.

Brownsville ISD · Board of Trustees Committee Meeting · September 22, 2026

Source: TEA programs of study; TexasWages, Texas Workforce Commission (retrieved 3/8/2024)

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Aviation Pathway

Transportation, Distribution & Logistics cluster · Program of study: Aviation Pilots

COURSE SEQUENCE

MIDDLE SCHOOL

Principles of Applied Engineering · Engineering Design Process

HIGH SCHOOL

Intro to Aerospace & Aviation · Intro to Aircraft Technology

HIGH SCHOOL

Intro to Unmanned Aerial Vehicles · Aerospace Design I

HIGH SCHOOL

Aerospace Design II · Aviation Ground School

HIGH SCHOOL

Practicum in Transportation Systems

CAREER OUTLOOK

Airline Pilots, Copilots & Flight Engineers

\$233,909

median wage · 1,268 openings/yr · +14%

Commercial Pilots

\$168,239

median wage · 750 openings/yr · +20%

POSTSECONDARY

- Air Transport Pilot Apprentice
- Associate or bachelor's: Airline/Commercial Pilot & Flight Crew
- Airman Certificate

GUEST PRESENTATION

Aviation Programs



Flight Academy of South Texas

Completing the program of study fulfills Business & Industry endorsement requirements.





05

Student Achievement

Tango Trends Presentation

Student achievement data review

IN THIS SECTION

Tango Trends Presentation

Guest Presentation

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 **Student Achievement**

06 Board Requests



05

Student Achievement

Texas Color Band Presentation

Student achievement data review

IN THIS SECTION

Texas Color Band Presentation

Guest Presentation

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 **Student Achievement**

06 Board Requests



05

Student Achievement

Guest Presentation: Novel Reading Solutions, LLC

Novel Reading Solutions, LLC, of Brownsville, Texas · Dr. Timothy E. Cuff, Superintendent

IN THIS SECTION

Novel Reading Solutions, LLC

Guest Presentation



01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests

Thank You

Student Achievement, Curriculum and Technology Meeting

Brownsville Independent School District · September 22, 2026





06

Board Member Requests

Technology & Human Resources

Laptop protocol, device check-in, and student-to-teacher ratio items

IN THIS SECTION

Laptop take-home protocol · Six-week device check-in

Elementary 22:1 classes · Middle school core staffing

01 Technology

02 Curriculum & Instruction

03 Instructional Goals

04 CCMR & CTE

05 Student Achievement

06 Board Requests



Individual Student Laptop Take-Home Program

Proposed for all BISD high school students beginning in 2026–2027 and continuing in future school years

Purpose Provide reliable, individually assigned technology access for learning at school and at home.



Broken or Damaged Devices

- Set a simple reporting process.
- Define repair, loaner, and escalation steps.



Devices Not Returned Charged

- Require nightly charging.
- Plan for limited on-campus charging support.



Lost Chargers & Accessories

- Track issued accessories.
- Use consistent replacement and accountability procedures.



Replacement Costs

- Document lost or damaged equipment.
- Apply a consistent districtwide cost process.



Student Accountability

- Assign each device to one student.
- Set expectations for care, use, charging, and return.

KEY DISCUSSION OUTCOME

One consistent district protocol for issuing, monitoring, maintaining, and recovering laptops.



Six-Week Device Check-In

A predictable review cycle gives early visibility into damage, assignment accuracy, missing equipment, and repeat issues



Operational Expectations

SCHEDULE

Complete the check-in every six weeks at participating campuses.

RECORD

Maintain condition, missing-item, and assignment documentation.

ACT

Address repeat issues before they become larger repair or replacement costs.

STUDENT ACCOUNTABILITY

Clear expectations before a device leaves campus

- Acknowledge responsibility
- Protect and charge nightly
- Report lost, stolen, or damaged equipment
- Document condition at each check-in
- Use one campus and district response process

CONSISTENCY = ACCOUNTABILITY

Recommended next step: finalize roles, forms, cost rules, escalation paths, and annual communication.



Elementary Classes Exceeding 22:1

Every class listed is over the 22:1 ratio by one student · as of September 18, 2026

28

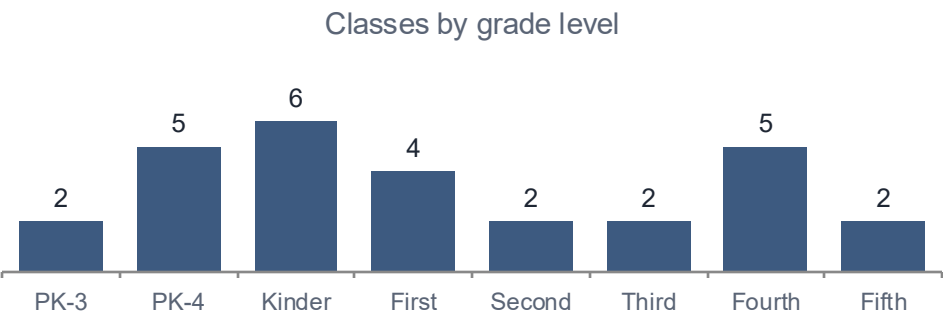
classes over 22:1

15

campuses affected

+1

student over in every case



CAMPUS	PK-3	PK-4	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH	CAMPUS TOTAL
Aiken	.	1	.	.	.	.	.	.	1
Burns	.	.	.	.	.	.	.	1	1
Canales	1	.	.	.	.	.	.	.	1
Champion	.	2	.	.	.	.	.	.	2
Cromack	.	.	.	.	2	.	.	.	2
Egly	.	1	.	.	.	.	.	.	1
Gallegos	.	.	1	.	.	.	.	.	1
Garza at Southmost	.	.	.	.	.	.	.	1	1
Gonzalez	.	.	.	.	.	2	.	.	2
Hudson	.	.	3	.	.	.	.	.	3
Keller	.	.	.	.	.	.	3	.	3
Pullam	.	.	.	3	.	.	.	.	3
Putegnat	.	1	.	.	.	.	2	.	3
Skinner	1	.	2	.	.	.	.	.	3
Yturria	.	.	.	1	.	.	.	.	1
Grade level total	2	5	6	4	2	2	5	2	28



Middle School Core Teachers: Moving from 26:1 to 22:1

ELAR, Math, Science, and Social Studies teachers by campus

ADDITIONAL CORE TEACHERS

+48

needed across 10 middle schools

210

2025–26 core teachers at 26:1

258

2026–27 core teachers at 22:1

6,681

middle school students enrolled

CAMPUS	ENROLLMENT	2025–26 (26:1)	2026–27 (22:1)	ADDED	ADDITIONAL TEACHERS
Besteiro	486	15	20	+5	
Faulk	722	25	29	+4	
Garcia	821	25	30	+5	
Lucio	623	20	23	+3	
Manzano	811	25	30	+5	
Oliveira	614	20	25	+5	
Perkins	386	10	18	+8	
Stell	630	20	26	+6	
Stillman	915	30	33	+3	
Vela	673	20	24	+4	
Total	6,681	210	258	+48	

Thank You

Student Achievement, Curriculum and Technology Meeting

Brownsville Independent School District · September 22, 2026

