



2025 Public Hearing: Regional Performance

August 21, 2025

2025-2030 Region One ESC's Strategic Plan

OUR MISSION

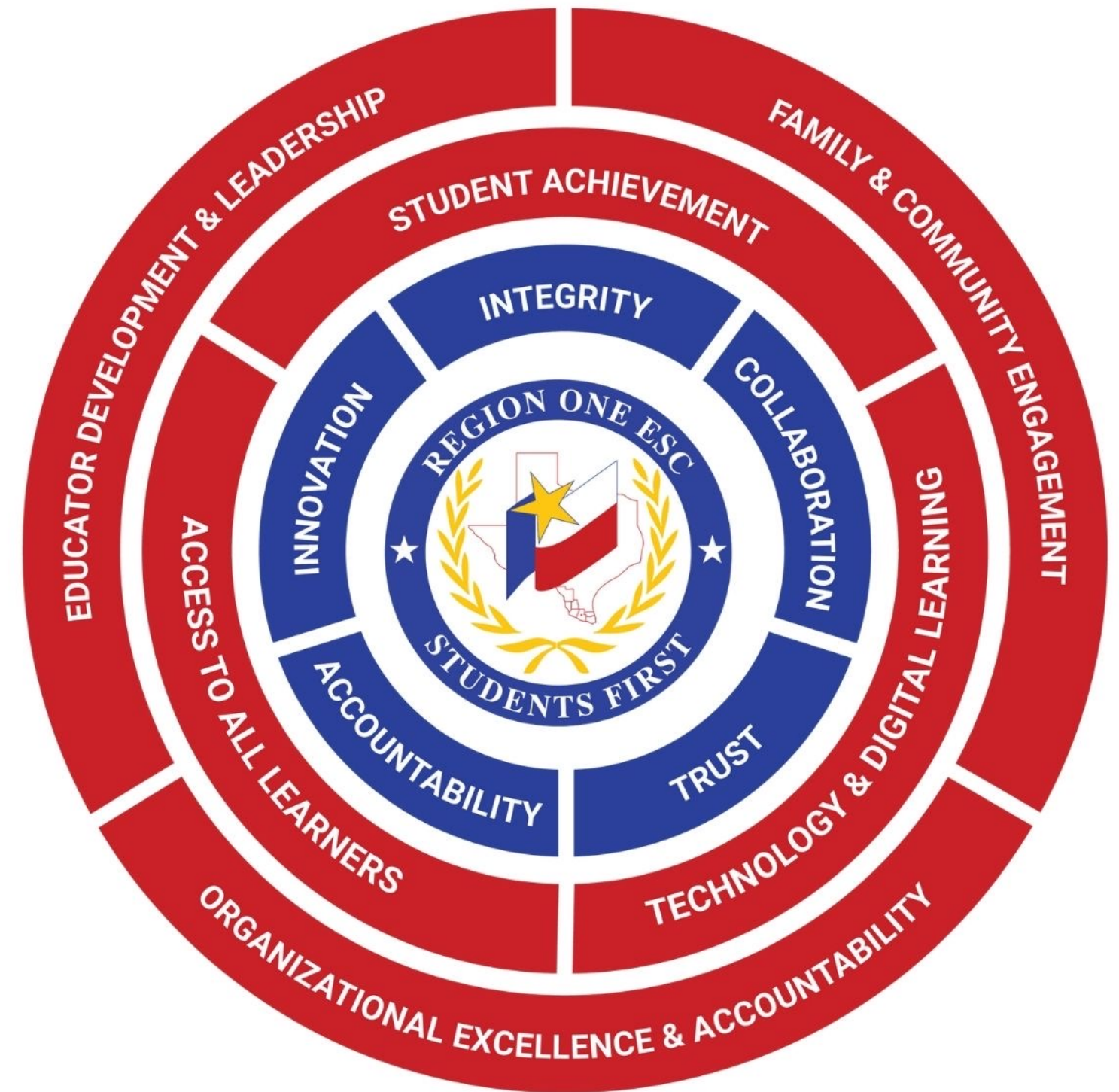
To be the premier partner for every school system in our region, empowering all learners to strive for educational excellence, personal and community success, and regional transformation.

OUR VISION

To improve the quality of life and economic prosperity in our region.

OUR VALUES

- Innovation
- Collaboration
- Accountability
- Integrity
- Trust



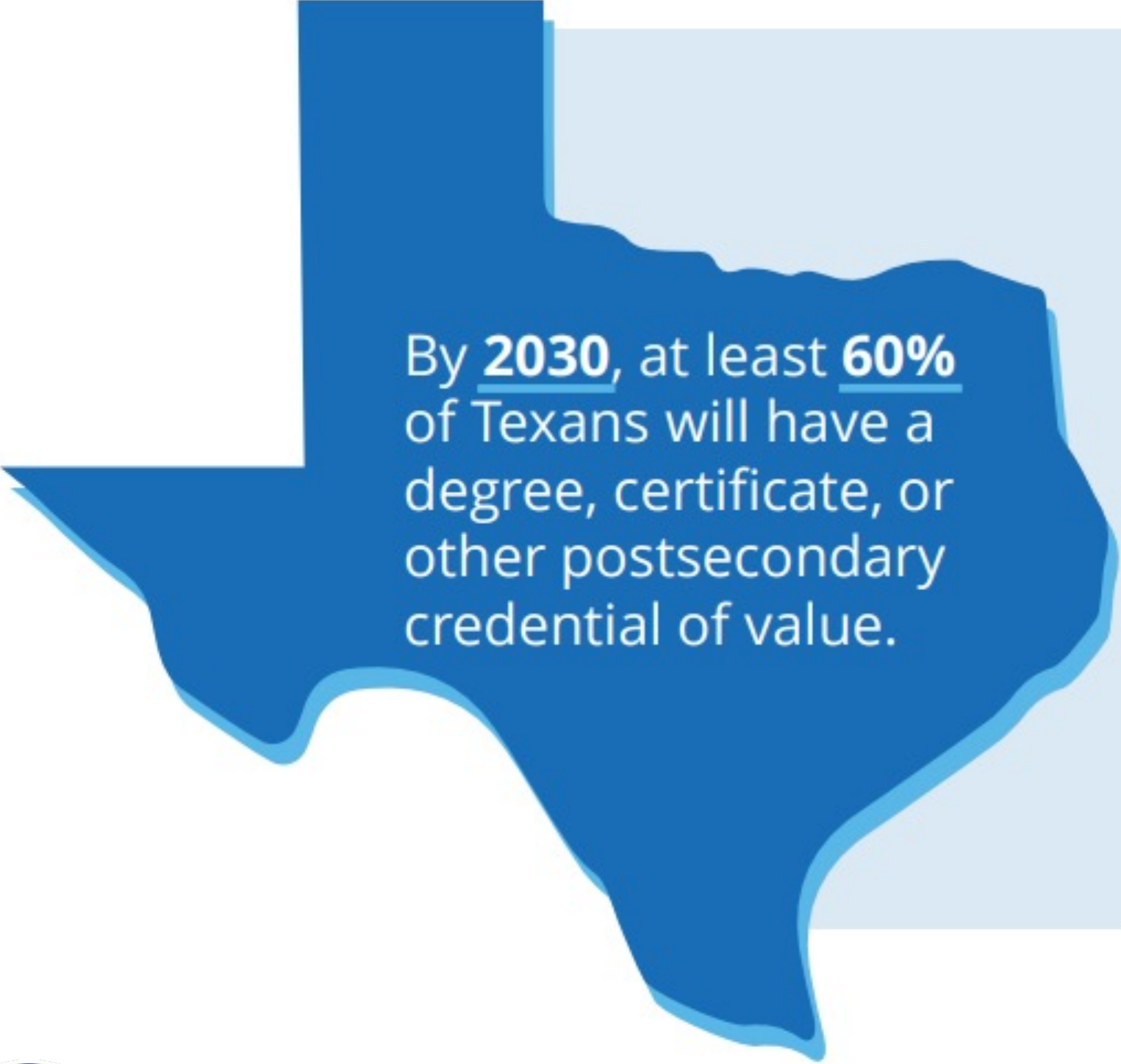
2025-2030 Region One ESC's Strategic Plan

OUR GOALS

- 1. Improve Student Outcomes and Lifelong Success** - *Enhance academic achievement, college and career readiness, and access to high-quality learning experiences to empower all learners from early childhood through adulthood.*
- 2. Elevate Educator and Organizational Excellence** - *Develop high-quality, innovative professional learning systems, technology integration, and performance management practices that build educator capacity and foster a culture of continuous improvement.*
- 3. Strengthen Strategic Partnerships and Community Impact** - *Deepen partnerships with families, school systems, higher education, industry, and community organizations to expand services, align resources, and improve educational, economic, and social outcomes across the region.*



Our State's North Star



By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value.

At K-12
Graduation

**Every Child, Prepared
for Success in College, a
Career, or the Military**

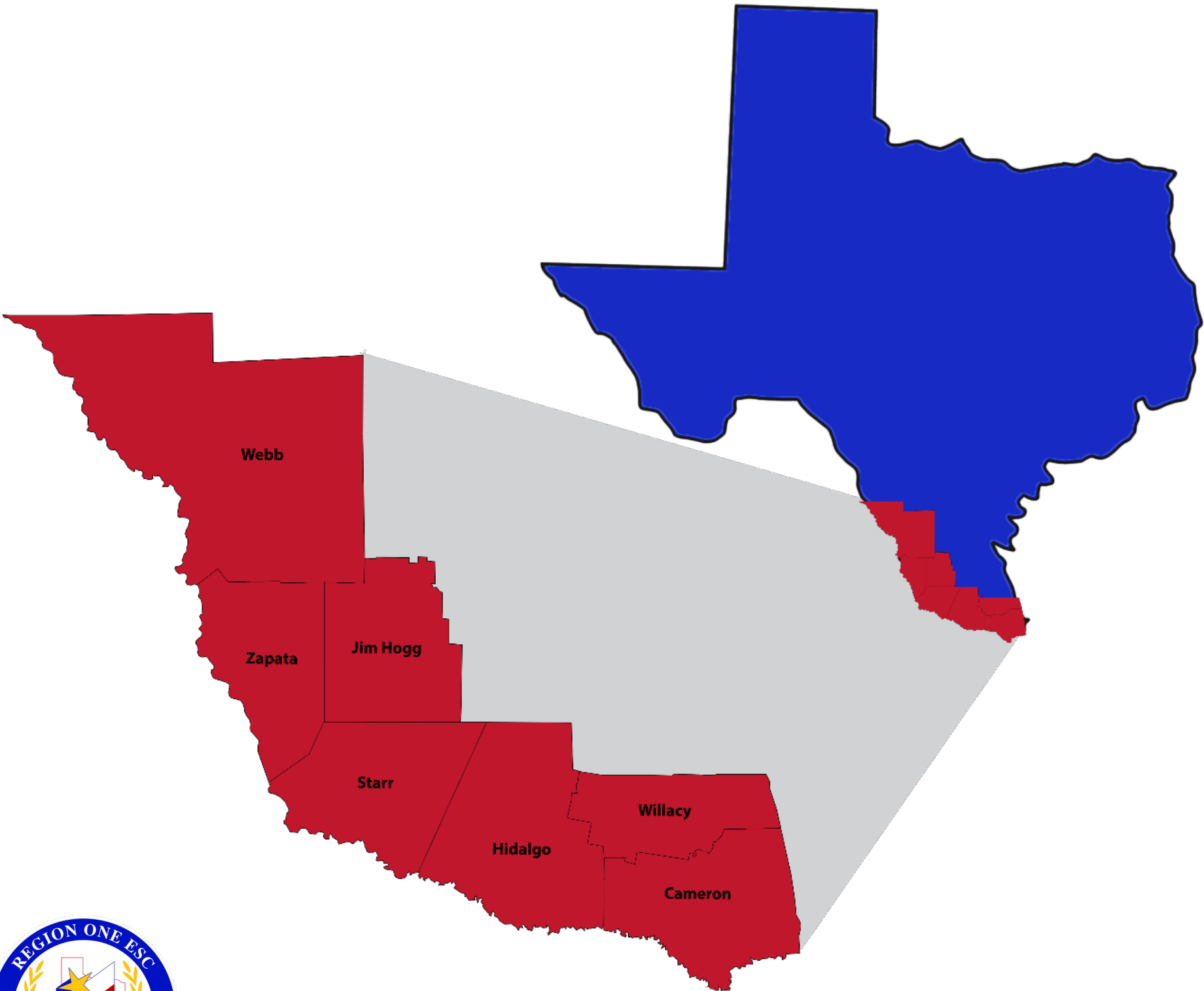
Post-
Secondary
Attainment

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.



Our Regional Reach



We Support



7
Counties



37
Districts



10
Charters



439K
Students



A-F is a tool to help meet continuously improved goals for students



According to state law, the purpose of A-F accountability is:

- to continuously improve student performance
- **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure this state is a national leader in **preparing students for postsecondary success.**

Improve Student
Performance



Eliminate
Achievement Gaps






Prepare Students for
Postsecondary Success



Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

A-F ACCOUNTABILITY FRAMEWORK

Better Of:		Plus:
Student Achievement	School Progress	Closing the Gaps
<div></div> <p>Evaluates the performance across all subjects for all students, on STAAR, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.</p>	<div><div>Academic Growth</div><div></div><div>Relative Performance</div></div> <p>Measures outcomes in two areas: number of students that grew at least one year academically and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.</p>	<div></div> <p>Uses disaggregated data to demonstrate differentials among racial or ethnic groups, socioeconomic backgrounds and other factors.</p>
70% of Total Grade		30% of Total Grade



**Improving performance requires a
continuous examination of all our practices**



STAAR Performance Levels



Did Not Meet

Performance in this category indicates that students are **unlikely to succeed in the next grade or course without significant, ongoing academic intervention.**



Approaches

Students are likely to succeed in the next grade **with targeted academic intervention**



Meets

Students have a high likelihood of success in the next grade but may **still need short-term, targeted academic intervention.**



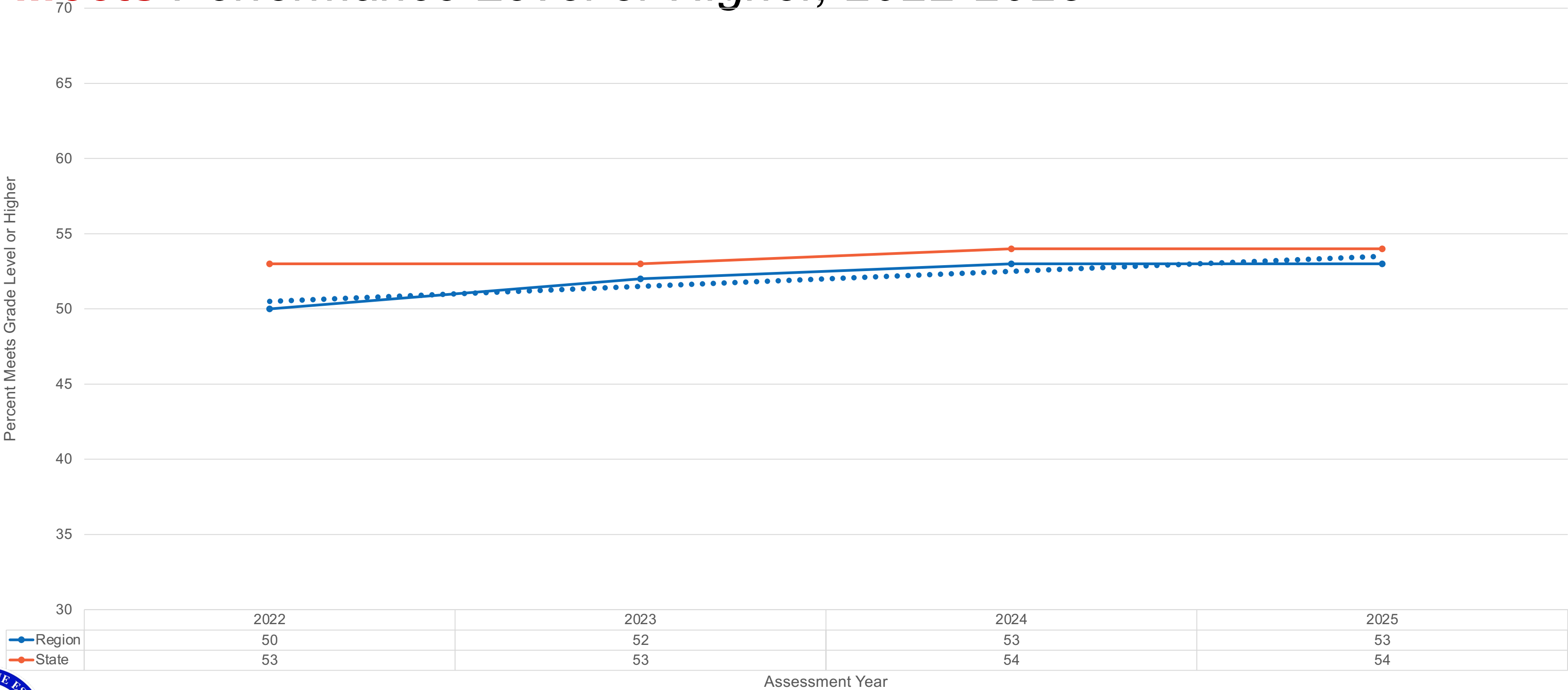
Masters

Students are expected to succeed in the next grade with little or no academic intervention.



Percentage of 3-8 Reading, English I & II Assessments

At *Meets* Performance Level or Higher, 2022-2025



..... Regional Performance Trend Line

Source: Texas Performance Reporting System (TPRS)



English Language Arts Insights

Aligning Instruction to the Depth of Thinking Required by STAAR



Regional efforts have focused on:

- Provide access to on-grade level, complex text
- Integrate multiple texts on the same topic
- Use evidence-based questioning
- Model thinking and analysis
- Increase opportunities for revision in writing



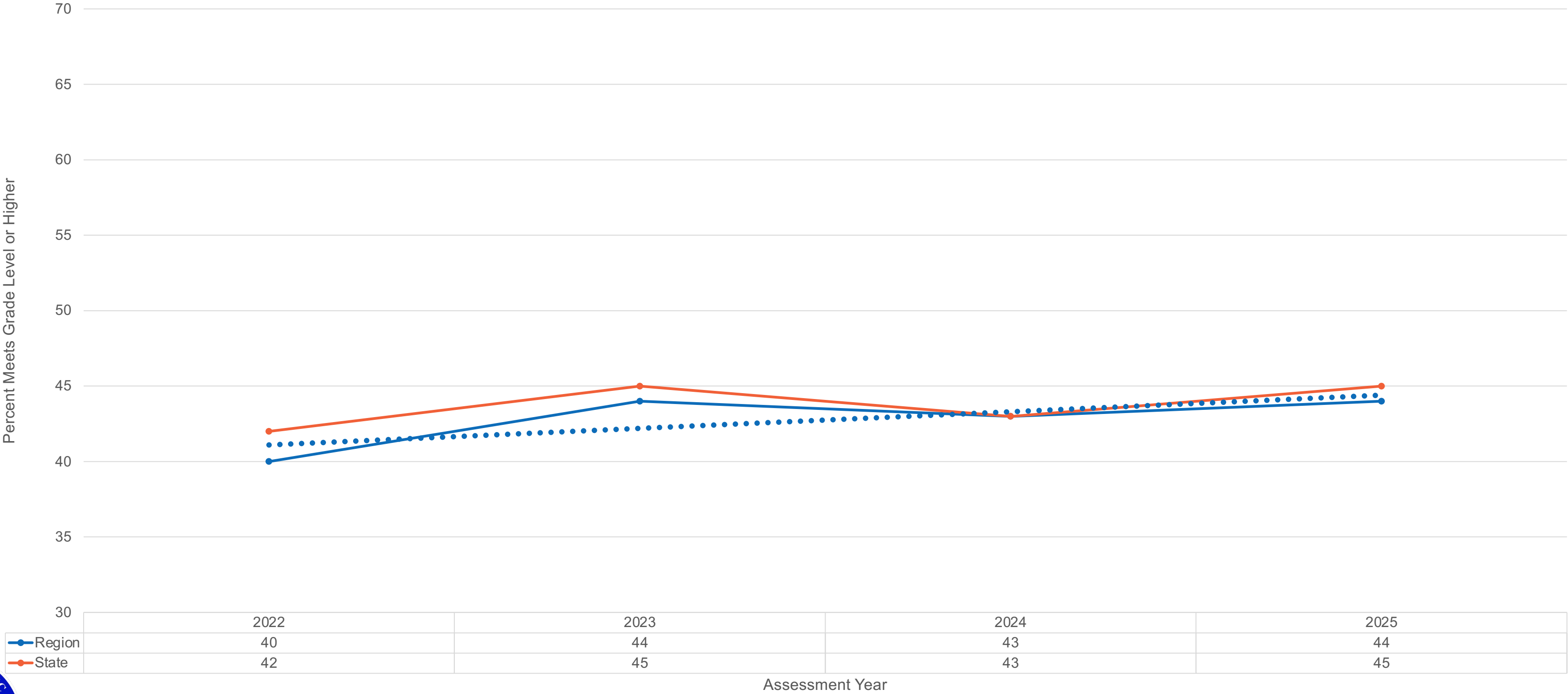
“The RLA internalization was beneficial to be better prepared as we teach each lesson.”

- Grade 2 Classroom Teacher



Percentage of 3-8 Math. & Algebra 1 Assessments

At *Meets* Performance Level or Higher, 2022-2025



Source: Texas Performance Reporting System (TPRS)

Mathematics Insights

Strengthening Student Understanding Through Modeling & Representation



Regional efforts have focused on:

- Math Research-Based Instructional Strategies (RBIS) training for all math teachers and administrators
- Modeling concrete-pictorial-abstract progressions
- Creating classroom structures where students communicate thinking
- Creating an environment where students can see and exemplify their thinking in different contexts



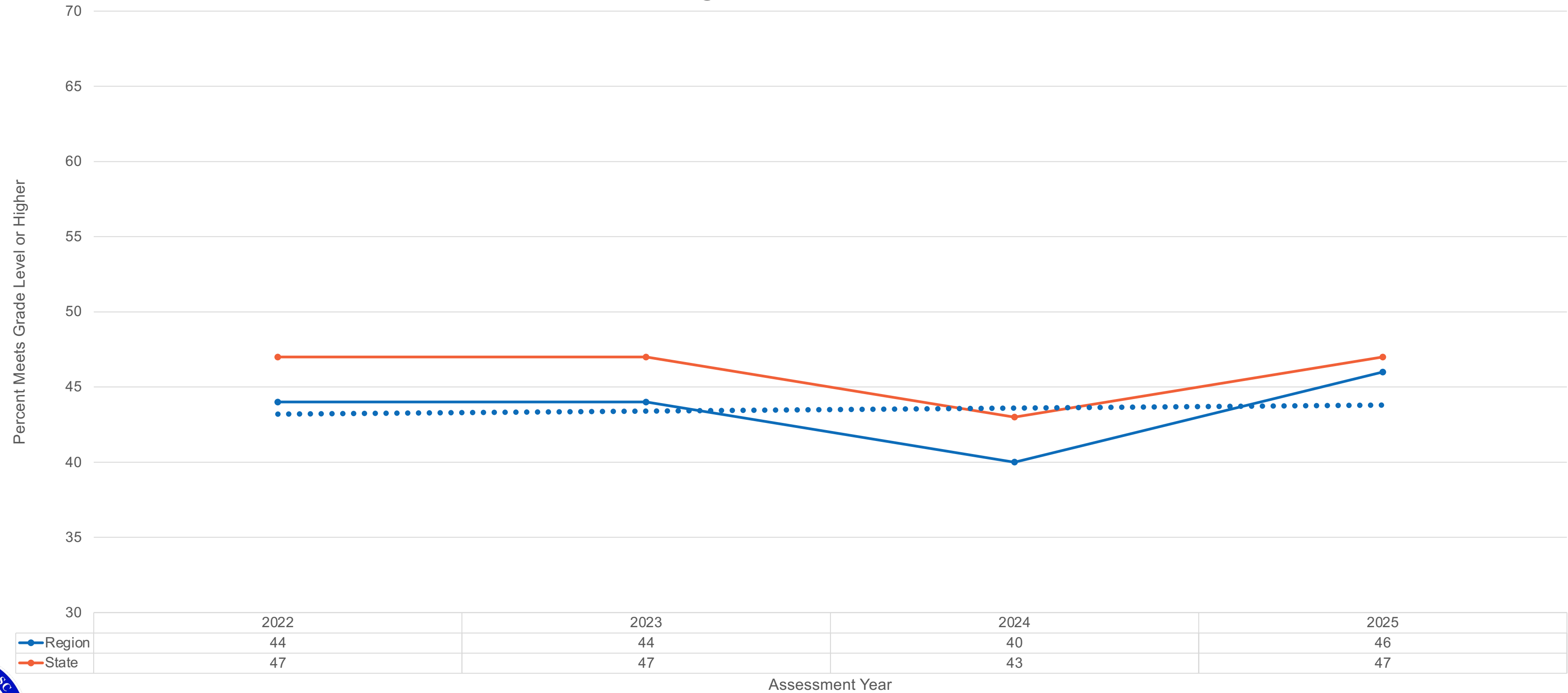
“Providing students with opportunities to engage with mathematics conceptually increases their depth of knowledge, thereby fostering greater success and student efficacy.”

- ESC Math Specialist



Percentage of Science Assessments

At *Meets* Performance Level or Higher, 2022-2025



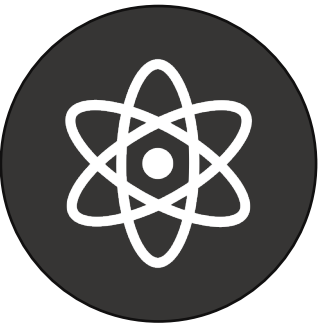
..... Regional Performance Trend Line

Source: Texas Performance Reporting System (TPRS)



Science Insights

Moving from Content Coverage to Scientific Thinking and Experience



Regional efforts have focused on:

- Model and provide student-centered instructional practices that incorporate critical thinking, data analysis, making predictions and inferencing activities aligned with the Scientific and Engineering Practices
- Provide all students, across all grade levels, with engaging opportunities to participate in laboratory and field investigations to foster hands-on inquiry-based learning
- Promote phenomena-based science instruction that supports the transfer of scientific skills and practices and linking student learning to meaningful real-life contexts



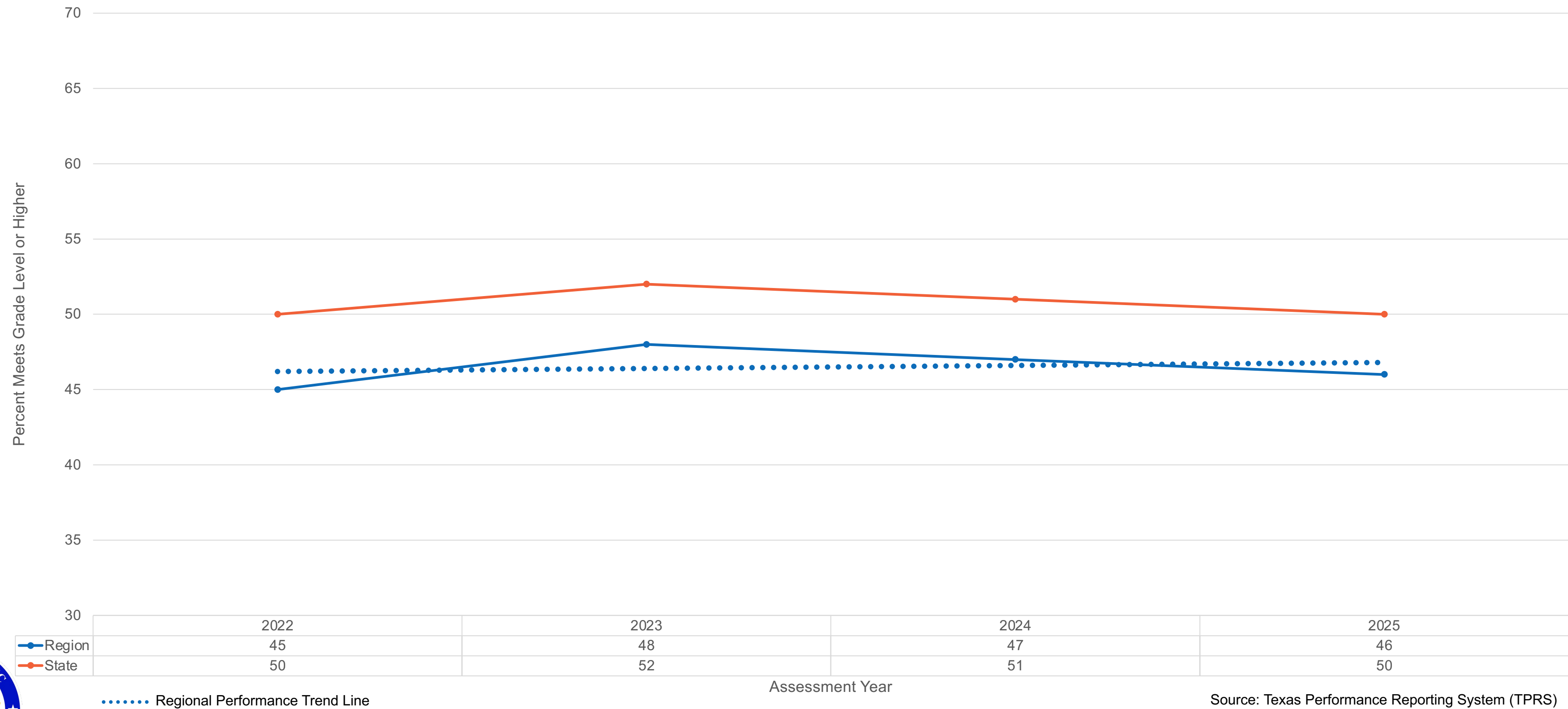
“The learning today can be very easily implemented in the classroom. It allows students to discover on their own and "do" science rather than the teacher explaining everything to them.”

- Science Teacher



Percentage of Social Studies Assessments

At *Meets* Performance Level or Higher, 2022-2025



Source: Texas Performance Reporting System (TPRS)



Social Studies Insights



Moving from Content Coverage to Historical & Geographic Thinking and Experiences

Regional efforts have focused on:

- Spiral recurring concepts throughout the year by connecting principles to the unit's events and real-world context and sustain rigorous social studies instruction from elementary through high school (vertical and horizontal alignment)
- Provide all students with opportunities to engage in historical thinking, civic and geographic practices as outlined in the social studies skills. This includes exposure to multiple and varied sources, multiple perspectives, civil discourse and reasoning practices grounded in evidence.
- Promote a social studies classroom where all students are given the opportunity to talk, write, read and engage with relevant and meaningful social studies content aligned to the TEKS.



"Equipping students with the knowledge and skills to become engaged and responsible citizens in an ever-changing world "

-HS Social Studies Teacher



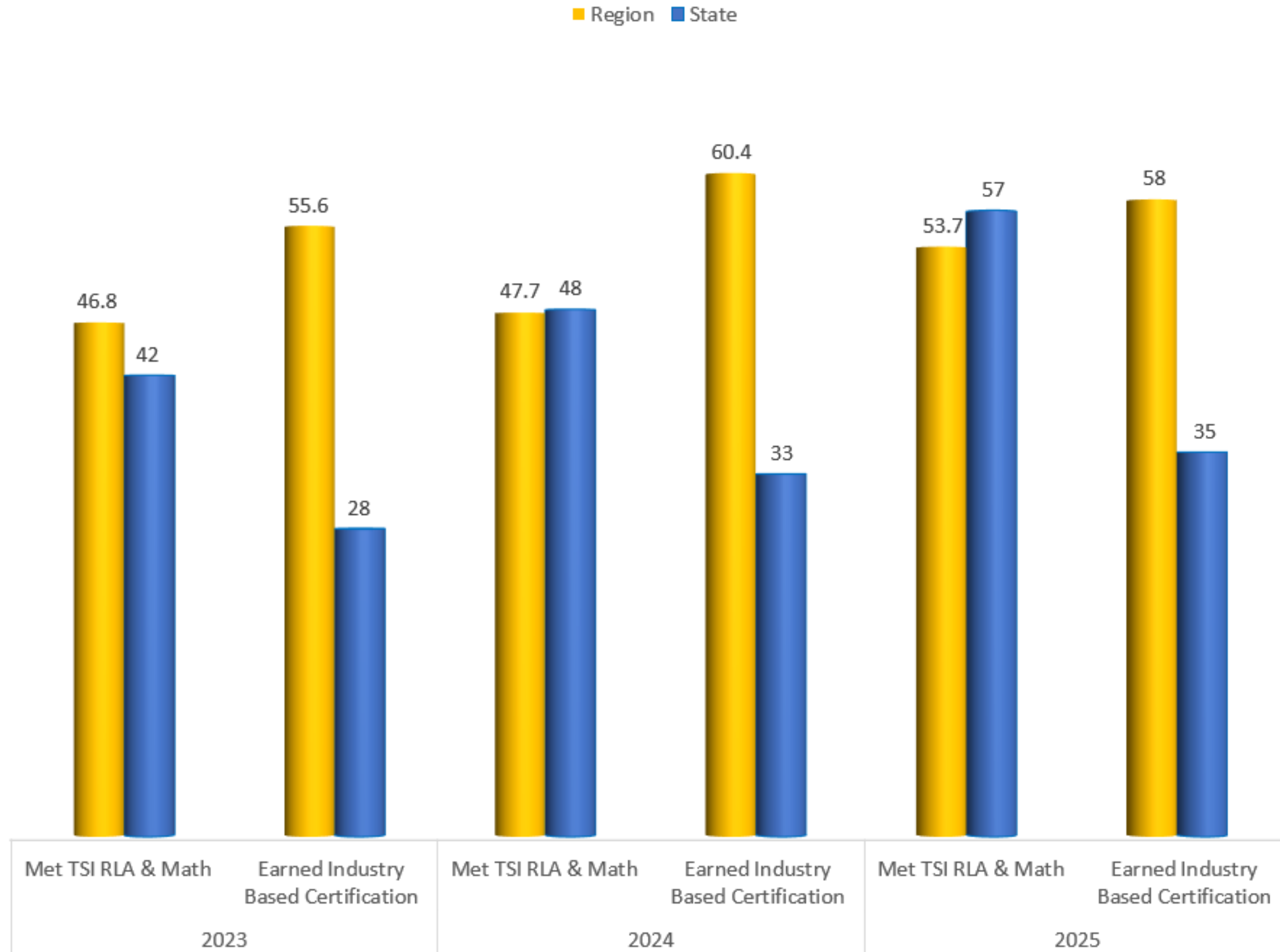
IMPROVING STUDENT OUTCOMES AT SCALE:

The path to victory requires aligned, impactful services across the State, every ESC, every School System, every Campus and every Classroom.

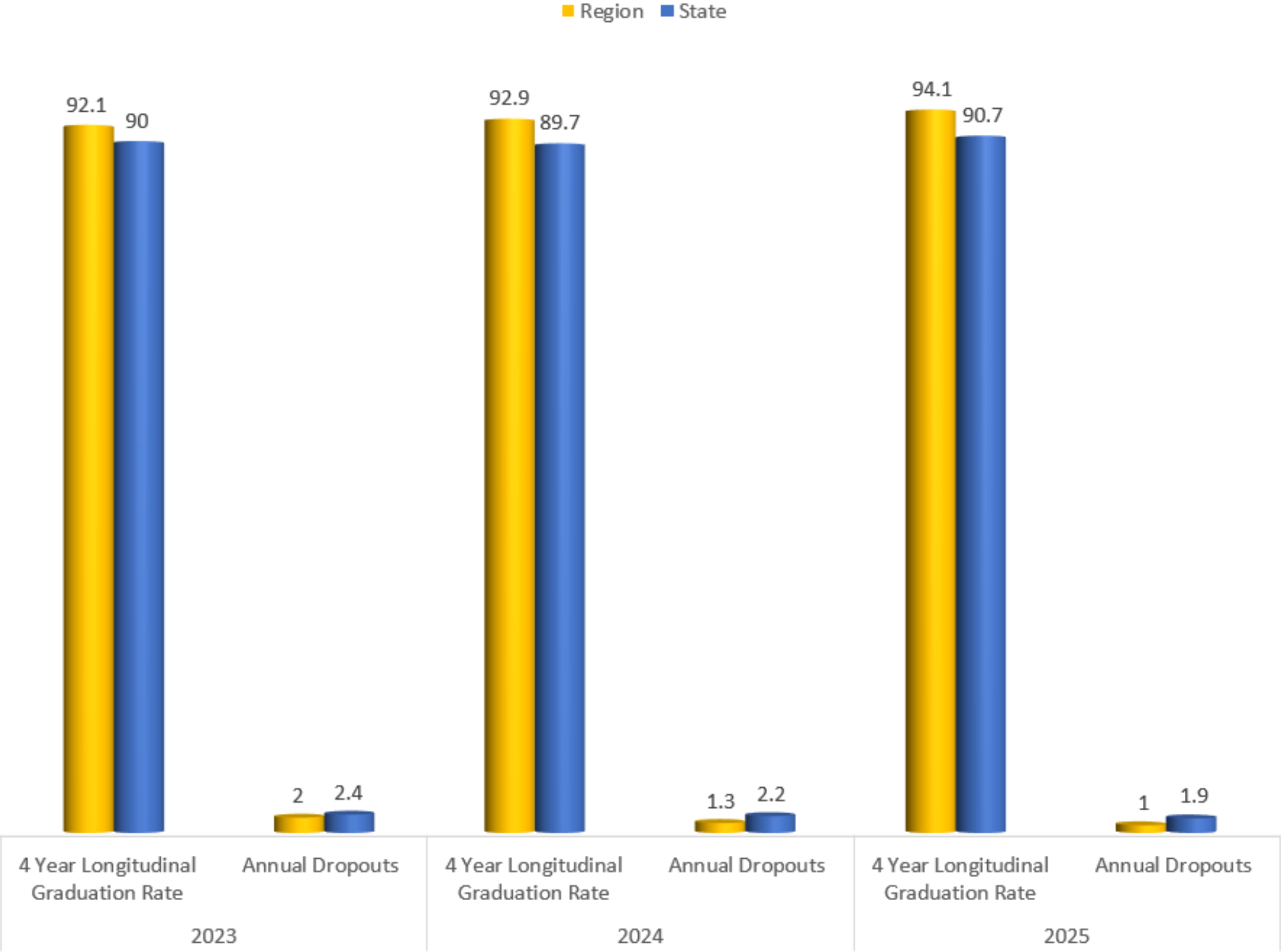
Academic Performance By the Numbers



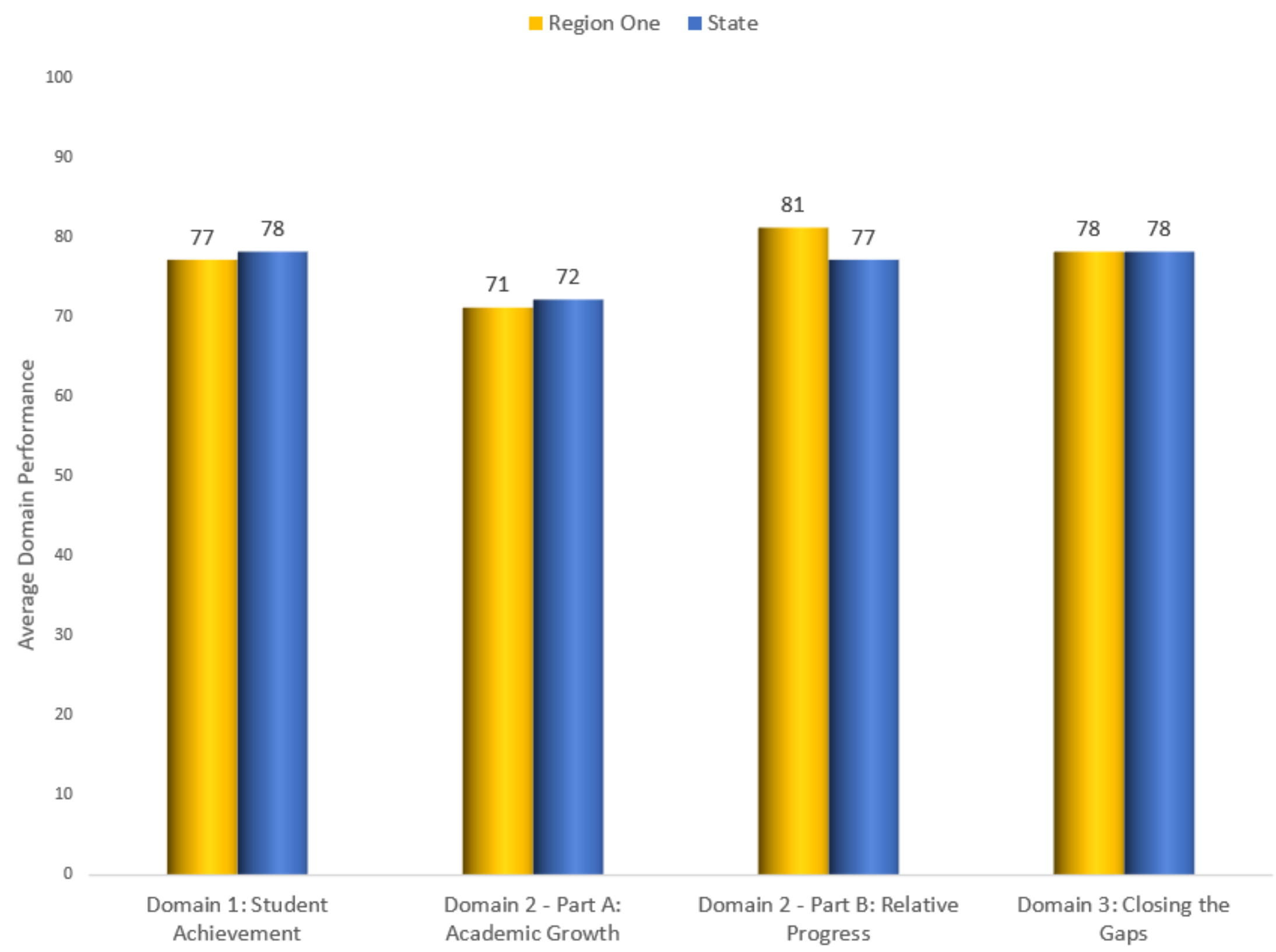
2025 State Accountability
College, Career & Military Readiness (CCMR)
Region vs State Performance Comparison



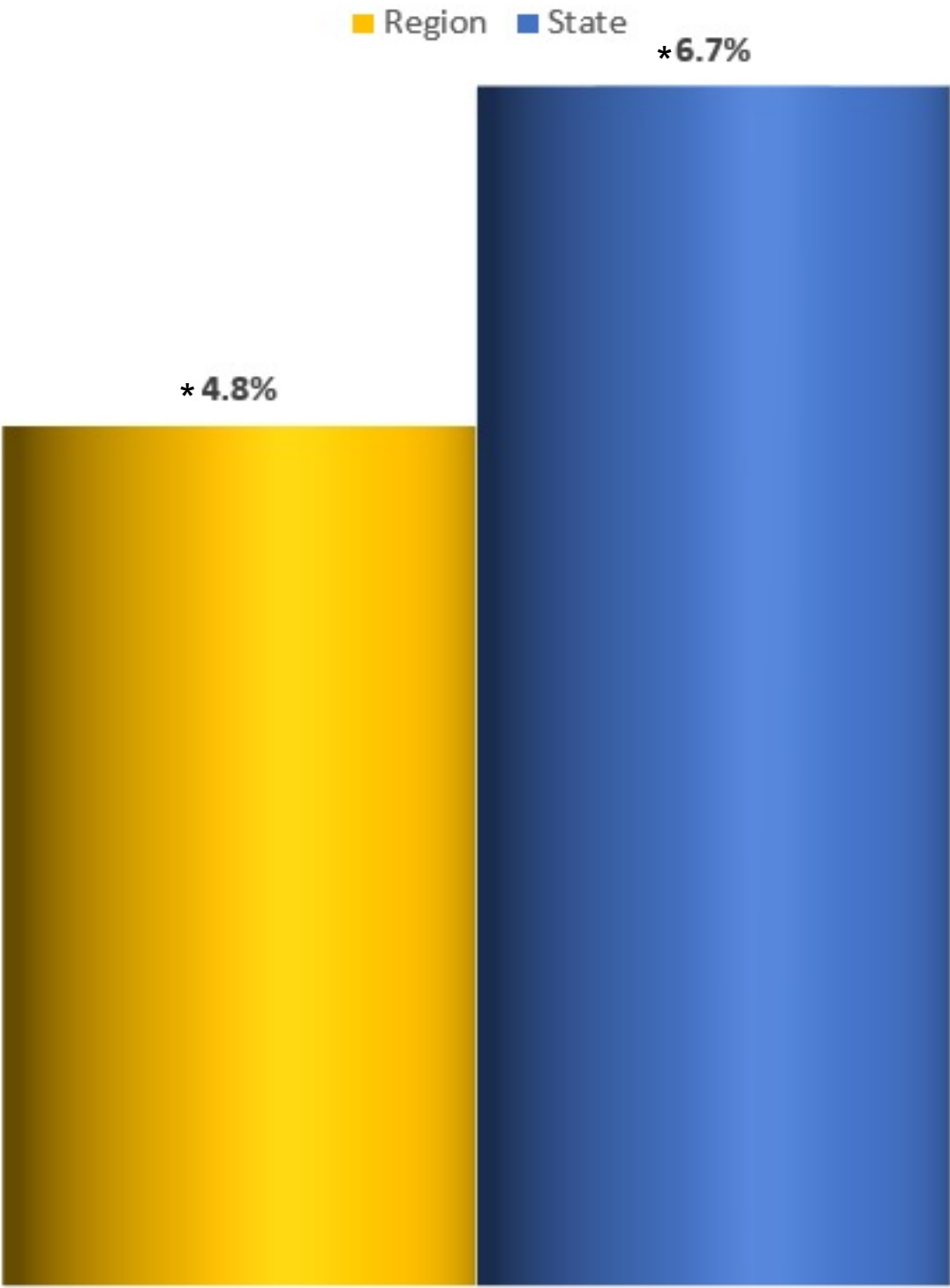
2025 State Accountability
4 Year Longitudinal Graduation & Annual Dropout Rates
Region vs State Performance Comparison



2025 State Accountability
Domain Framework - District
Region vs State Average Performance Comparison



2025 State Accountability
Percent of Federally Identified Comprehensive Campuses*
Region vs State Comparison



*Note: Requires an Improvement Plan



Campus-Level Distinction Designations

These are awarded to campuses that demonstrate outstanding performance compared to similar schools:

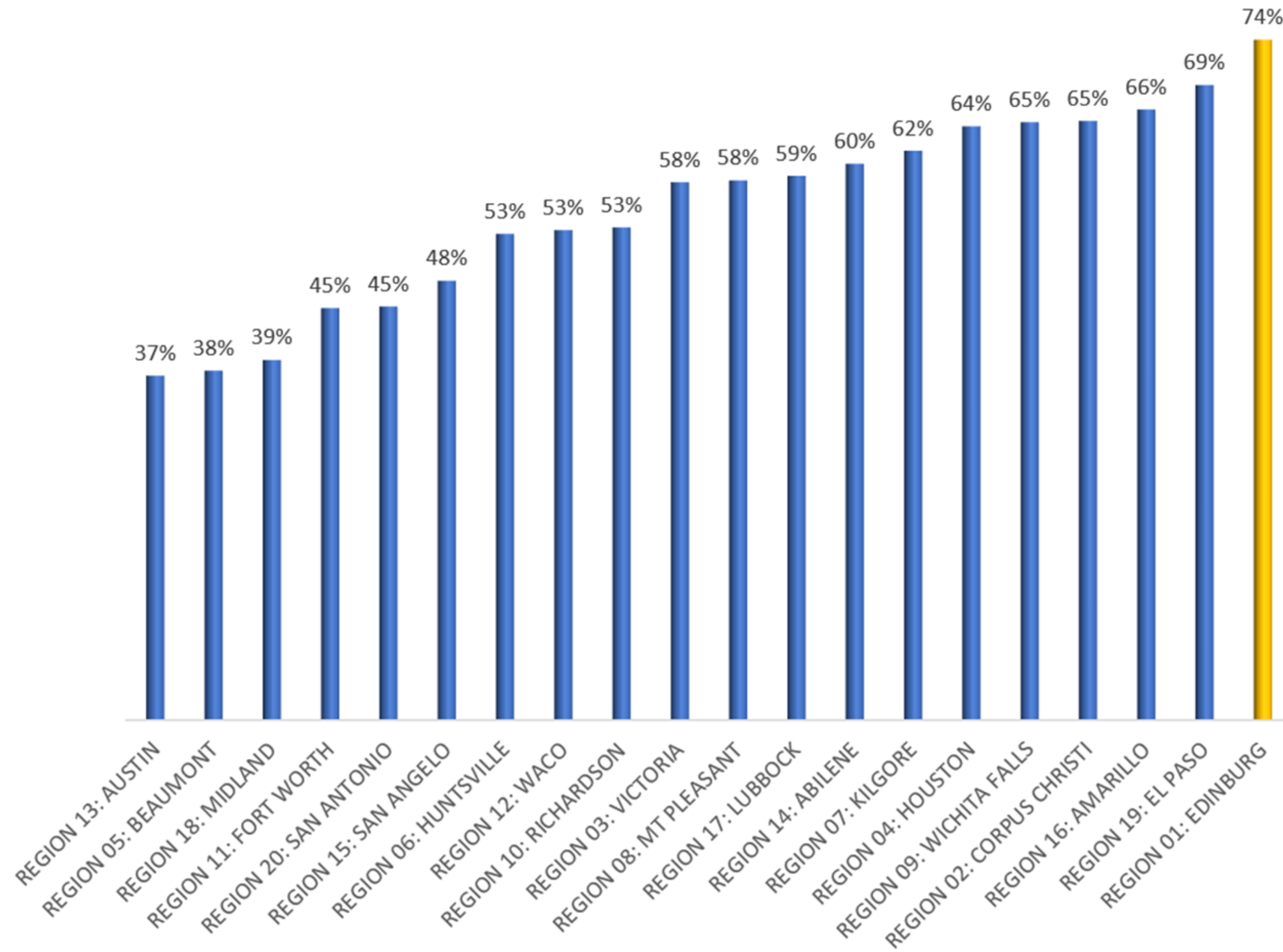
- **Academic Achievement in Reading/Language Arts**
- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**
- **Academic Achievement in Social Studies**
- **Top 25%: Comparative Academic Growth**
- **Top 25%: Comparative Closing the Gaps**

District and Campus-Level Distinction

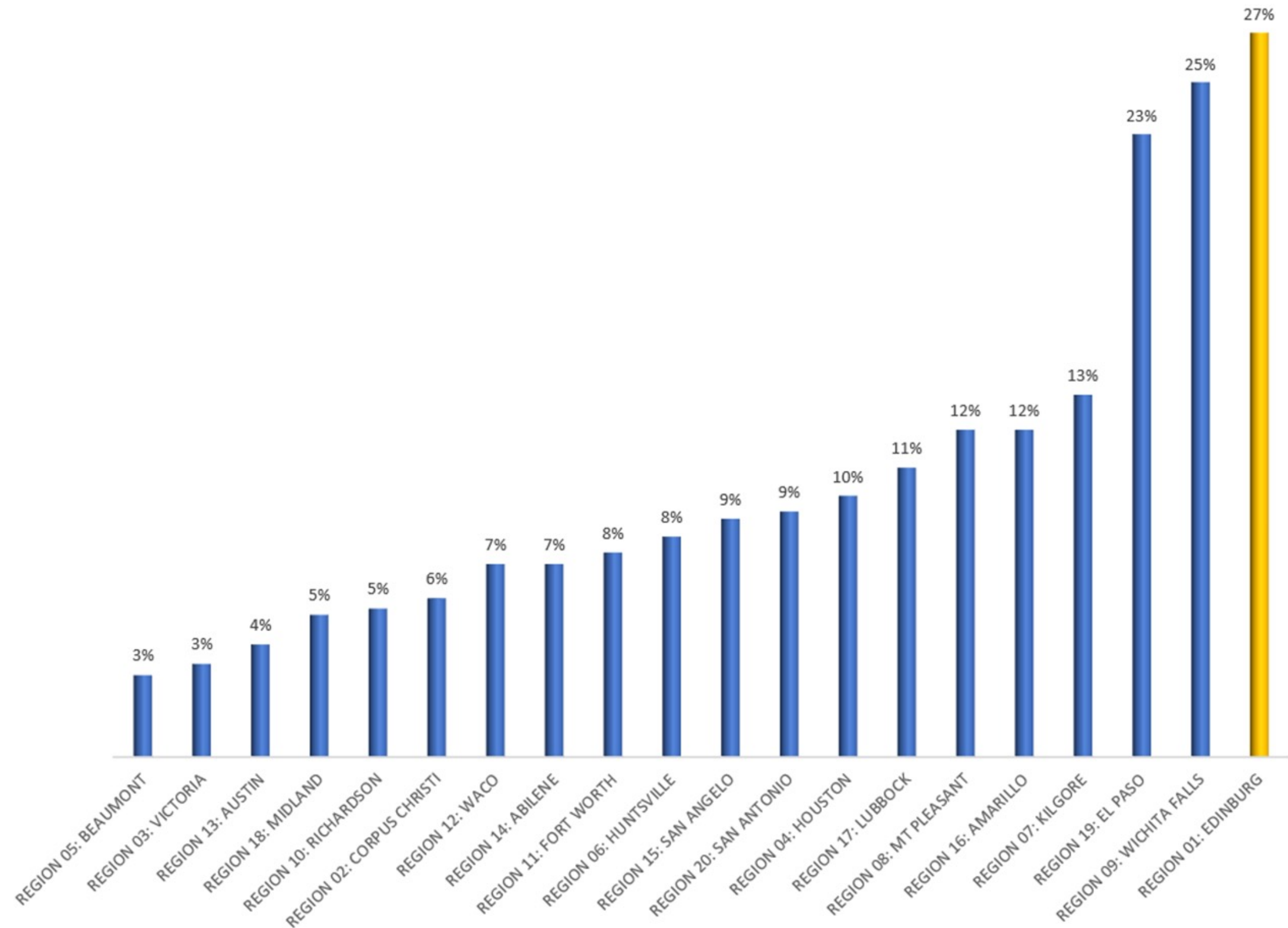
- **Postsecondary Readiness** – earned if across all campuses in the district $\geq 55\%$ of the postsecondary readiness indicators are in the top quartile of the campuses' comparison groups



2025 State Accountability
Academic Achievement Distinction Designation (AADD)
Percent of Eligible Campuses Earning One or More Distinction(s) by ESC



2025 State Accountability
Academic Achievement Distinction Designation (AADD)
Percent of Eligible Districts Earning Postsecondary Distinction by ESC



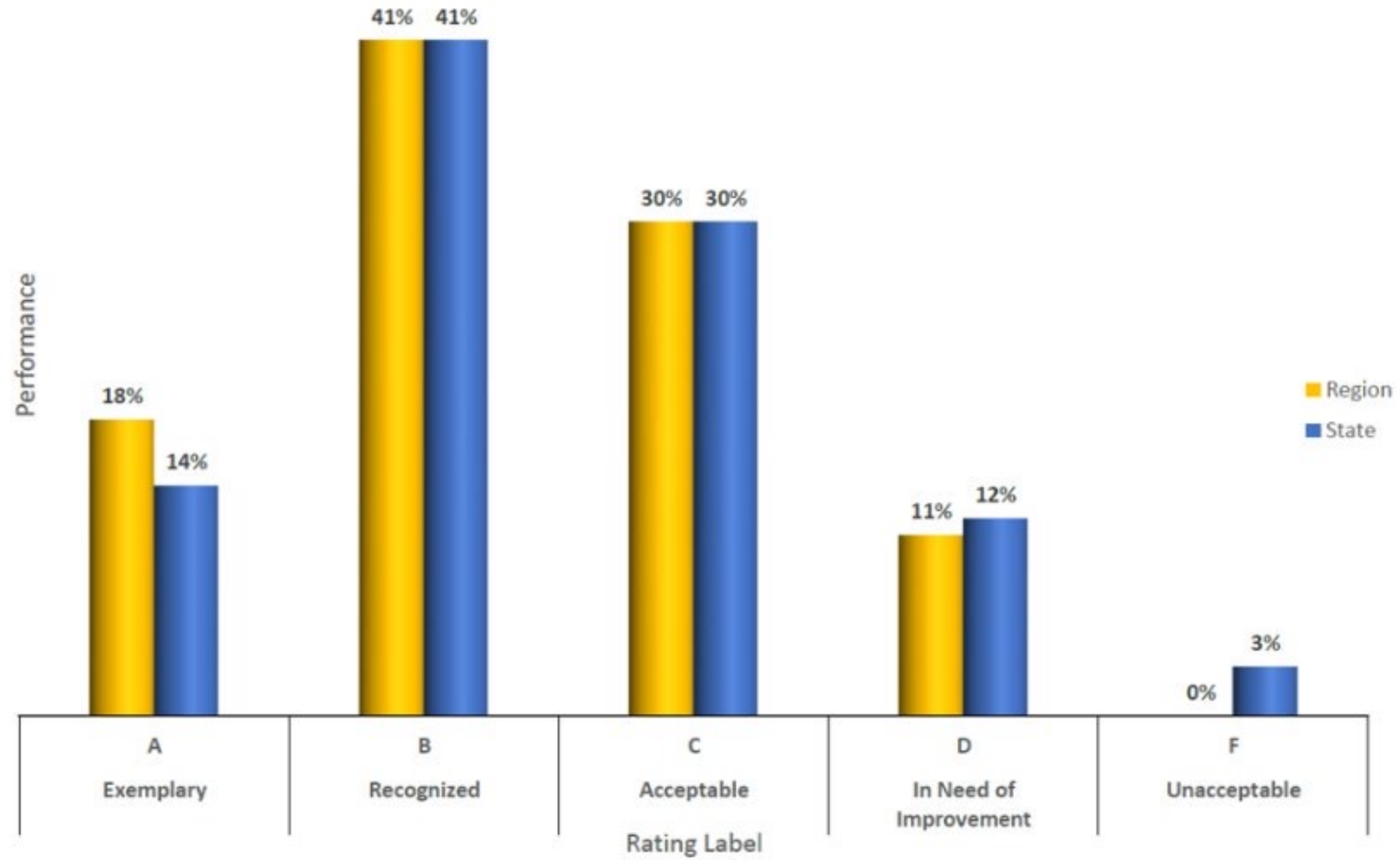
Postsecondary Readiness Distinction

Region One ESC School Districts and Charters that earned the Postsecondary Readiness Distinction are as follows:

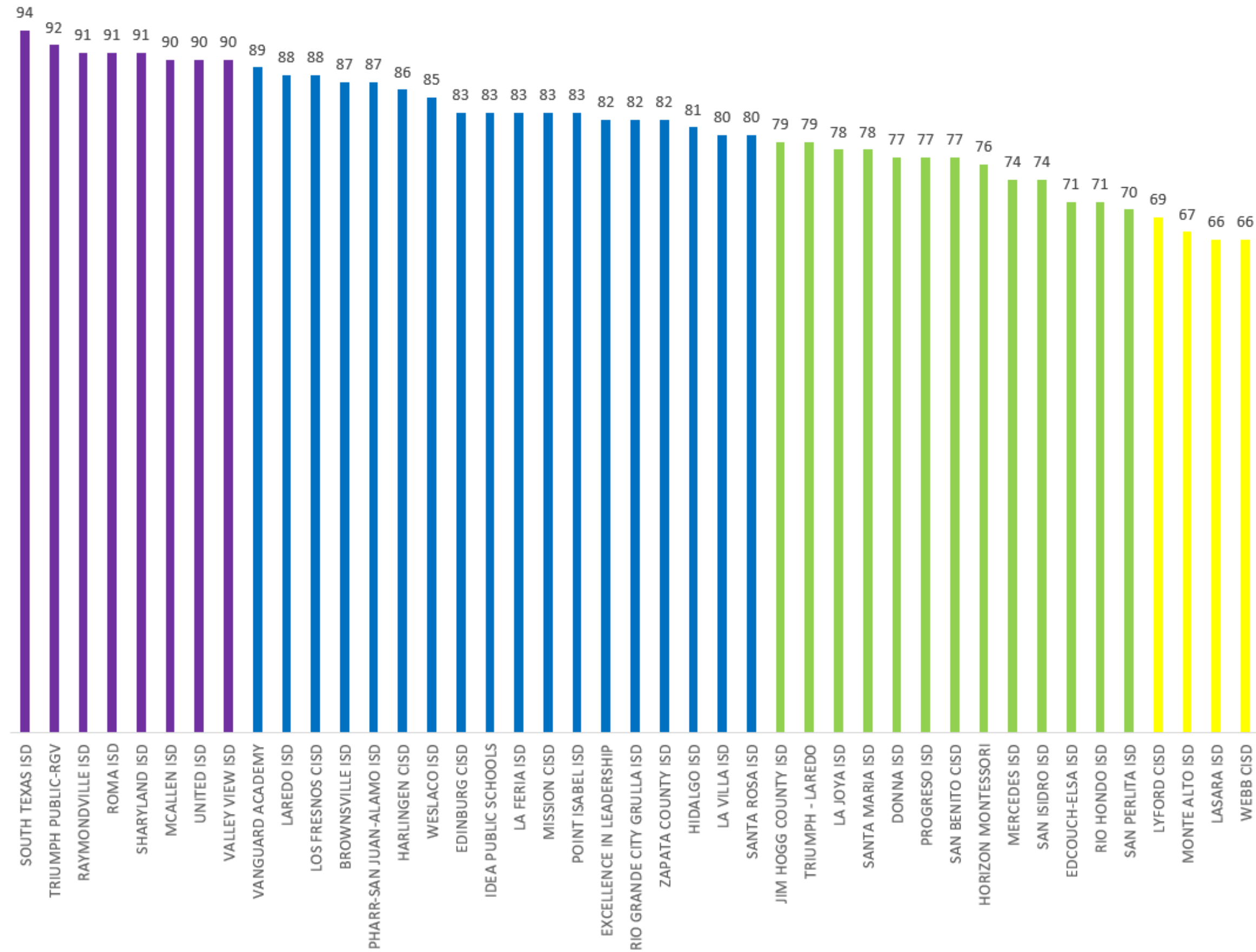
- **HARLINGEN CISD**
- **LAREDO ISD**
- **LOS FRESNOS CISD**
- **MCALLEN ISD**
- **RAYMONDVILLE ISD**
- **ROMA ISD**
- **SHARYLAND ISD**
- **SOUTH TEXAS ISD**
- **UNITED ISD**
- **VALLEY VIEW ISD**
- **WESLACO ISD**



2025 State Accountability
District Performance - All Ratings
Region vs State Comparison



2025 State Accountability District Overall Score

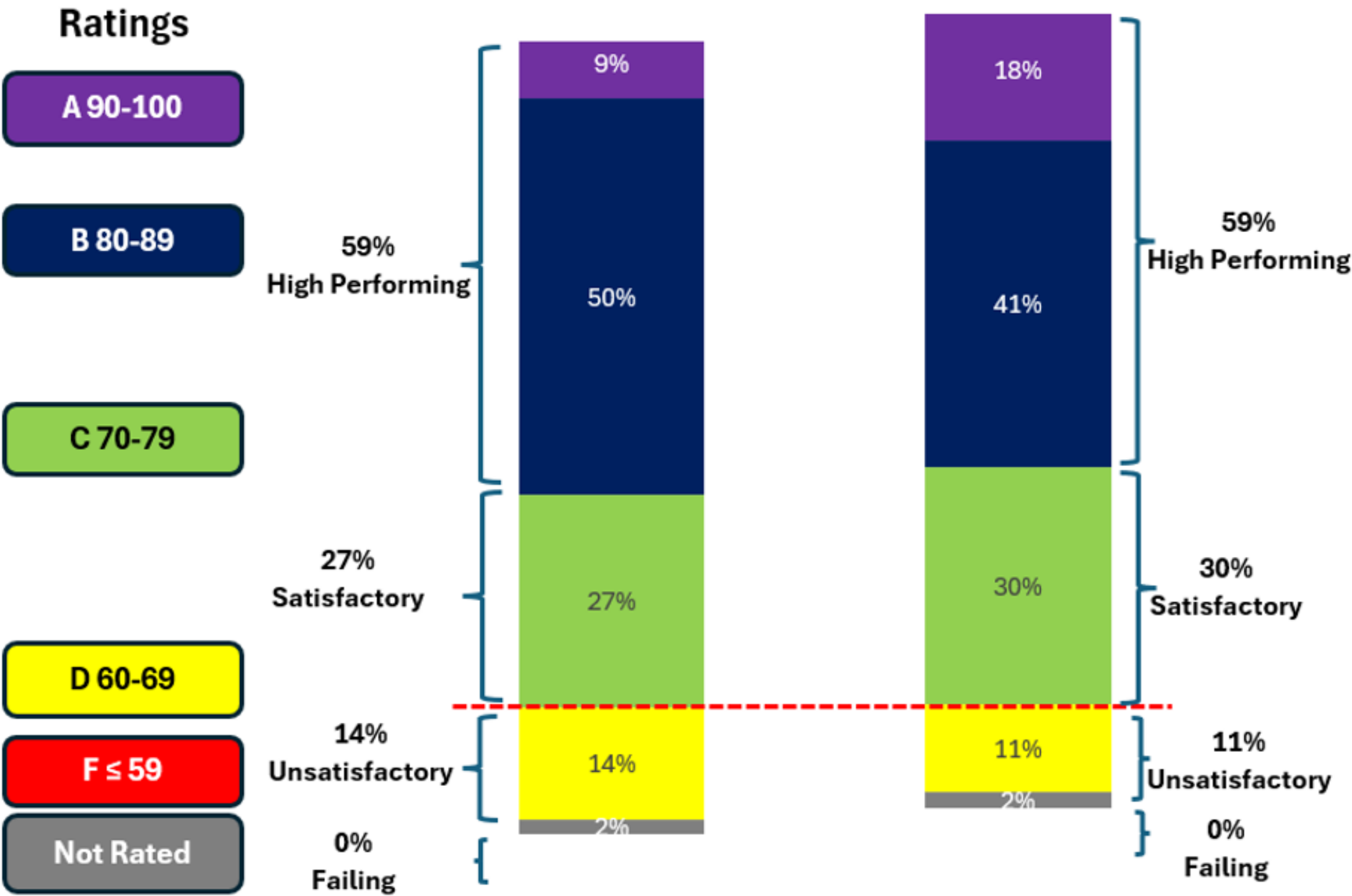


2024 to 2025 District Accountability Ratings

	STATE	REGION
Below A to A	6%	13%
Below B to \geq B	21%	17%
Below C to \geq C	47%	83%



2024 to 2025 District Accountability Ratings Improvement

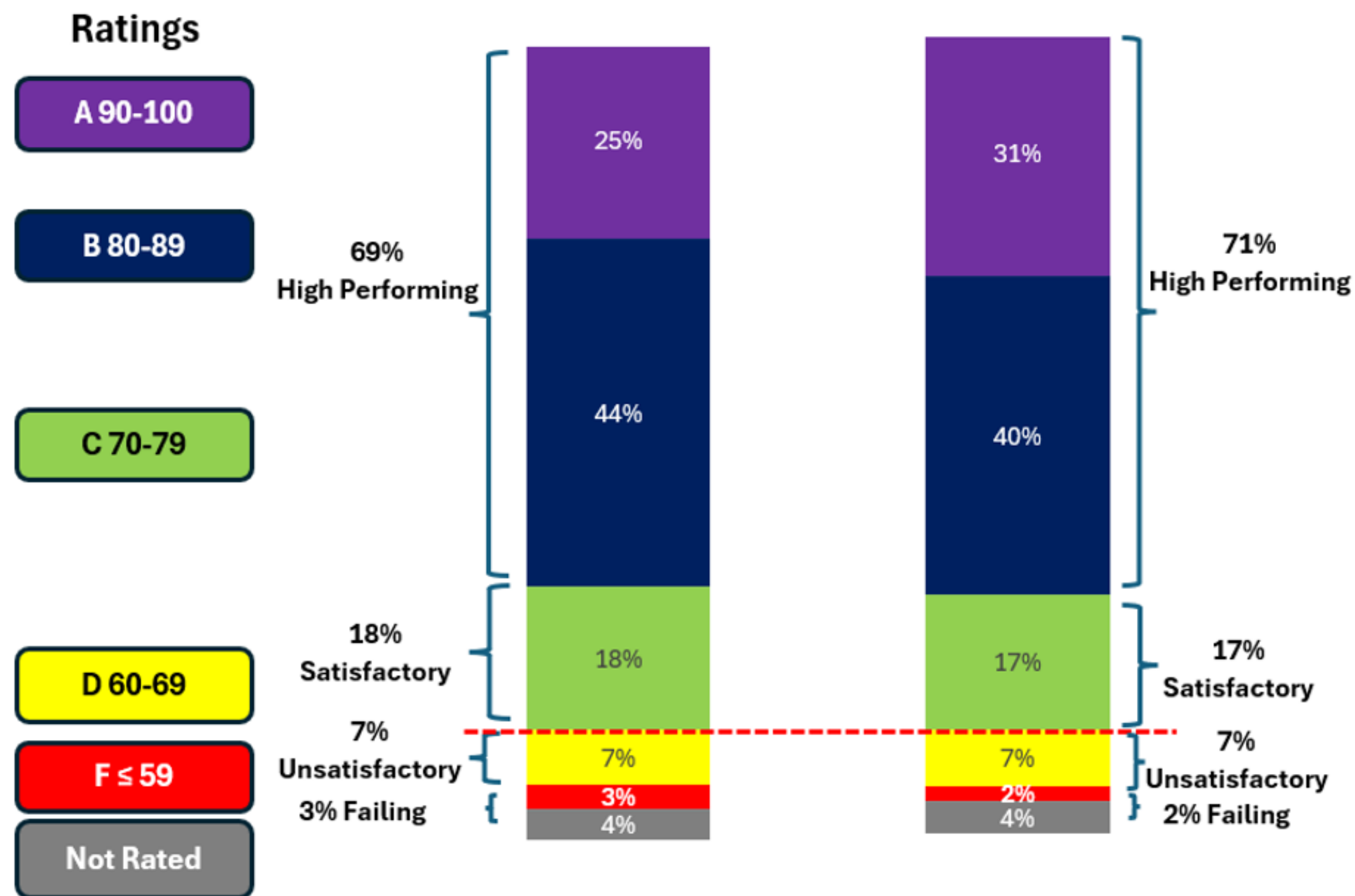


2024 to 2025 Campus Accountability Ratings

	STATE	REGION
Below A to A	10%	15%
Below B to \geq B	29%	39%
Below C to \geq C	50%	74%



2024 to 2025 Campus Accountability Ratings Improvement



**Achieving high expectations at scale
requires a focus on the most important
actions needed to improve learning**



Region One ESC

Questions and Feedback

Sandra Garza-Cavazos
Deputy Director
Division of Instructional Support
(956) 984-6021 | sancavazos@esc1.net





2024-2025 Preliminary Ratings

Based on Fiscal Year Data 2023-2024



FIRST Objectives & Goals

Objectives:

- Assess the quality of Financial Management
- Publicly Report this assessment
- Implement a rating system that fairly and equitably evaluates the quality of management decisions

Goals:

- Strengthen fiscal accountability
- Facilitate effective and efficient use of resources



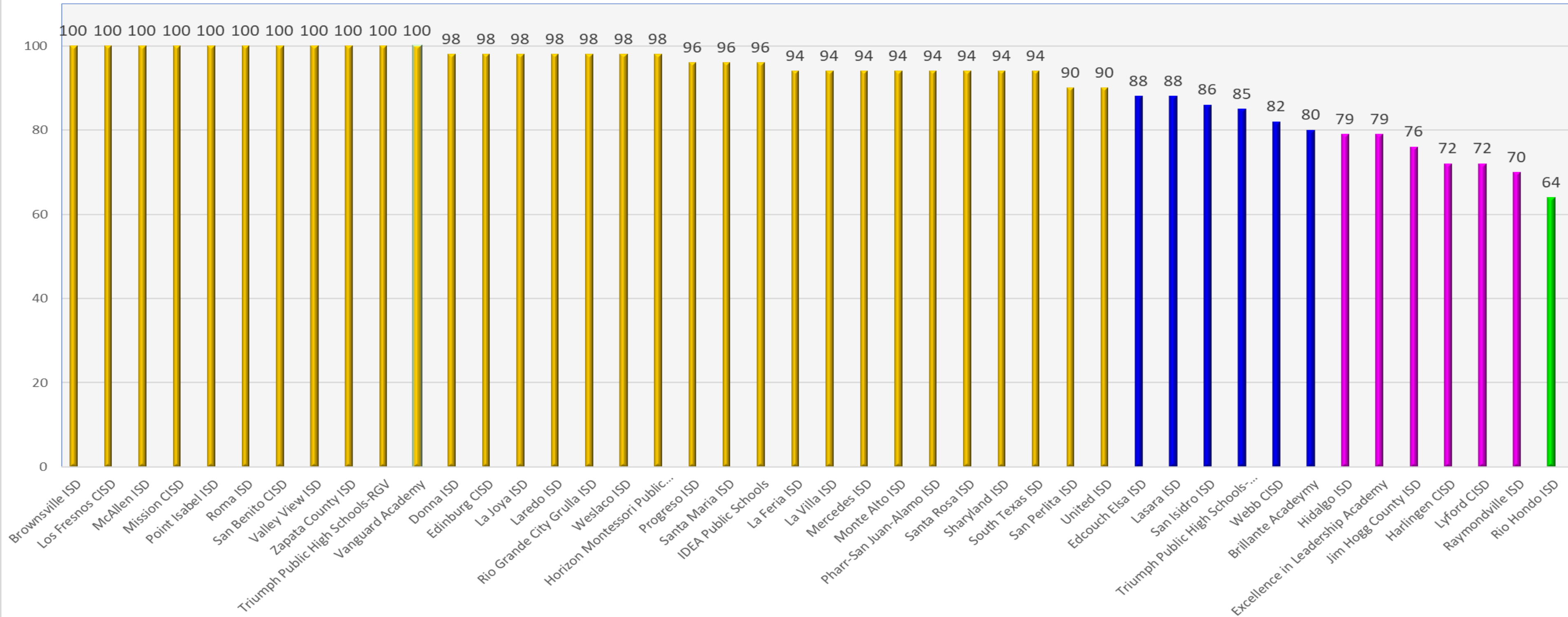
How Ratings are Assessed

- Based upon 21 indicators
- Failure to pass any of the CRITICAL indicators will result in an automatic failing grade
- Determine the rating by the applicable number of points

RATING	POINTS EARNED
A = Superior Achievement	90 - 100
B = Above Standard Achievement	80 - 89
C = Meets Standard Achievement	70 - 79
F = Substandard Achievement	< 70



Region One LEAs FIRST Preliminary Ratings



= A (Superior)
 = B (Above Standard)
 = C (Meets Standard)
 = F (Substandard Achievement)

School District *Preliminary Ratings*



Region One & State FIRST Ratings

Ratings	Two-Year Comparison Region One Ratings				Two-Year Comparison State Ratings			
	2023-2024 Final		2024-2025 Preliminary		2023-2024 Final		2024-2025 Preliminary	
	Count	% Total	Count	% Total	Count	% Total	Count	% Total
A	31	81.58%	26	70.27%	876	90.27%	862	84.68%
B	5	13.16%	5	13.51%	79	7.77%	87	8.55%
C	2	5.26%	5	13.51%	50	4.92%	49	4.81%
F	0	0.00%	1	2.70%	12	1.18%	20	1.96%
Total	38	100.00%	37	100.00%	1017	100.00%	1018	100.00%



Critical Indicators

- Indicator 1: Timely Filing of the Annual Financial Report
- Indicator 2: Unmodified Opinion in the Annual Financial Report
- Indicator 3: Compliance with Debt Agreements
- Indicator 4: Timely Payments to Government Agencies

All School Districts met these Critical Indicators.

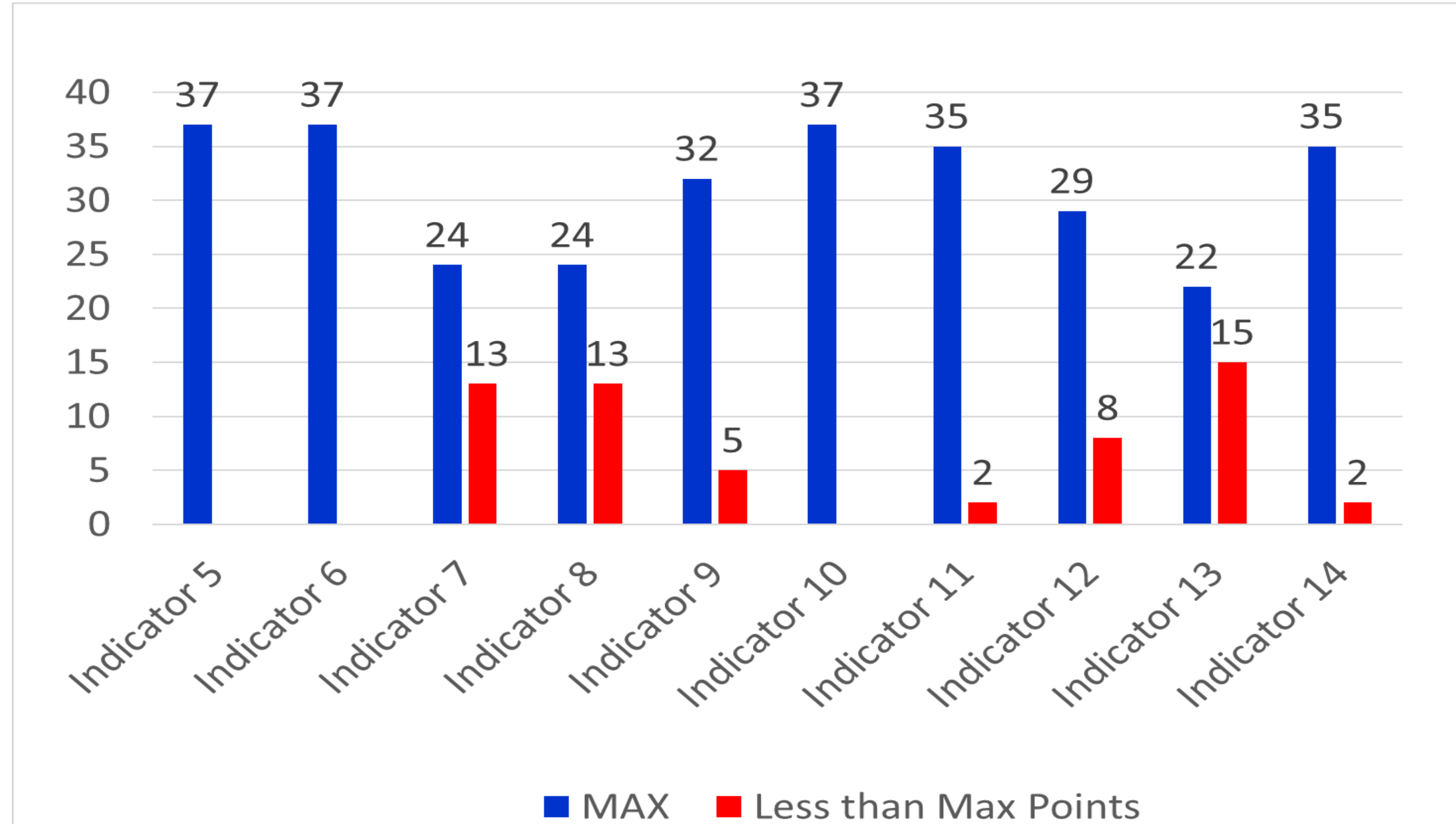


Solvency Indicators

- Indicator 5: Unrestricted Net Position Balance
- Indicator 6: 3 Year Change in Fund Balance
- Indicator 7: Number of Days of Cash on Hand
- Indicator 8: Current Assets to Current Liabilities Ratio
- Indicator 9: General Fund Revenues Equal or Exceed Expenditures
- Indicator 10: Budgeted to Actual Revenues 3 Year Comparison (not being evaluated)
- Indicator 11: Long-Term Liabilities to Total Assets Ratio
- Indicator 12: Debt per \$100 of Assessed Property Value
- Indicator 13: Administrative Cost Ratio
- Indicator 14: Student to Staff Ratio over 3 Year Period



Solvency Indicators 5-14

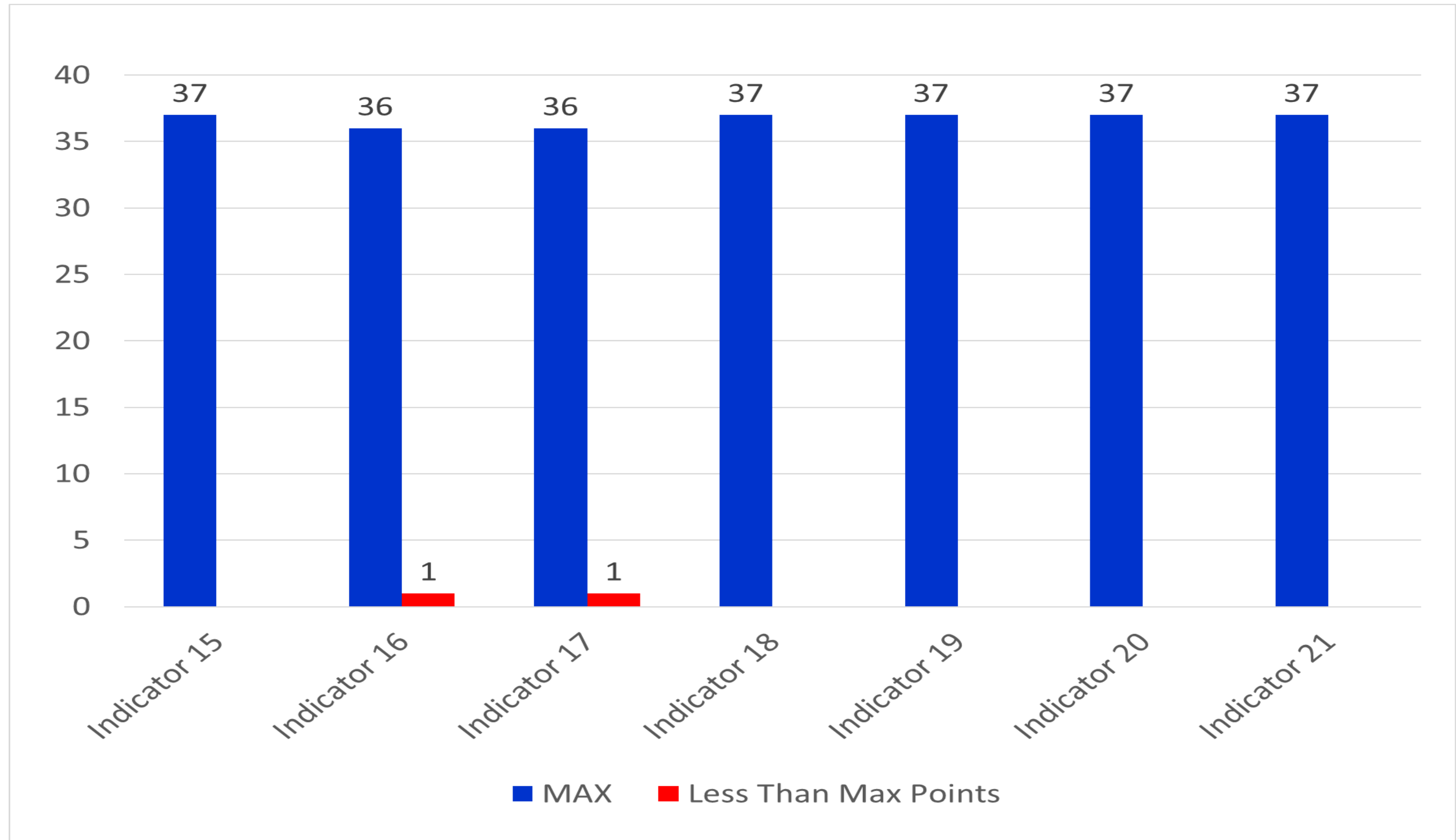


Financial Competency Indicators

- Indicator 15: Average Daily Attendance Variance
- Indicator 16: PEIMS to Annual Financial Report Variance < 3%
- Indicator 17: Material Weakness in Internal Controls over Financial Reporting
- Indicator 18: Material Noncompliance Disclosed in the Annual Financial Report
- Indicator 19: Transparency – Required Financial Postings
- Indicator 20: Discussion on changes/impact to local, state, and federal funding before budget adoption
- Indicator 21: Foundation School Program Repayment Plan



Financial Competency Indicators 15-21



Charter Schools

Preliminary Ratings



Region One & State FIRST Ratings

Ratings	Two-Year Comparison Region One Ratings				Two-Year Comparison State Ratings			
	2023-2024 Final		2024-2025 Preliminary		2023-2024 Final		2024-2025 Preliminary	
	Count	% Total	Count	% Total	Count	% Total	Count	% Total
A	3	50.00%	3	42.86%	114	64.77%	100	58.14%
B	1	16.67%	3	42.86%	37	21.02%	38	22.09%
C	2	33.33%	1	14.29%	15	8.52%	24	13.95%
F	0	0.00%	0	0.00%	10	5.68%	10	5.81%
Total	6	100.00%	7	100.00%	176	100.00%	172	100.00%



Critical Indicators

- Indicator 1: Timely Filing of the Annual Financial Report
- Indicator 2: Unmodified Opinion in the Annual Financial Report
- Indicator 3: Compliance with Debt Agreements
- Indicator 4: Timely Payments to Government Agencies
- Indicator 5: Total Net Asset Balance

All Charter Schools met these Critical Indicators.

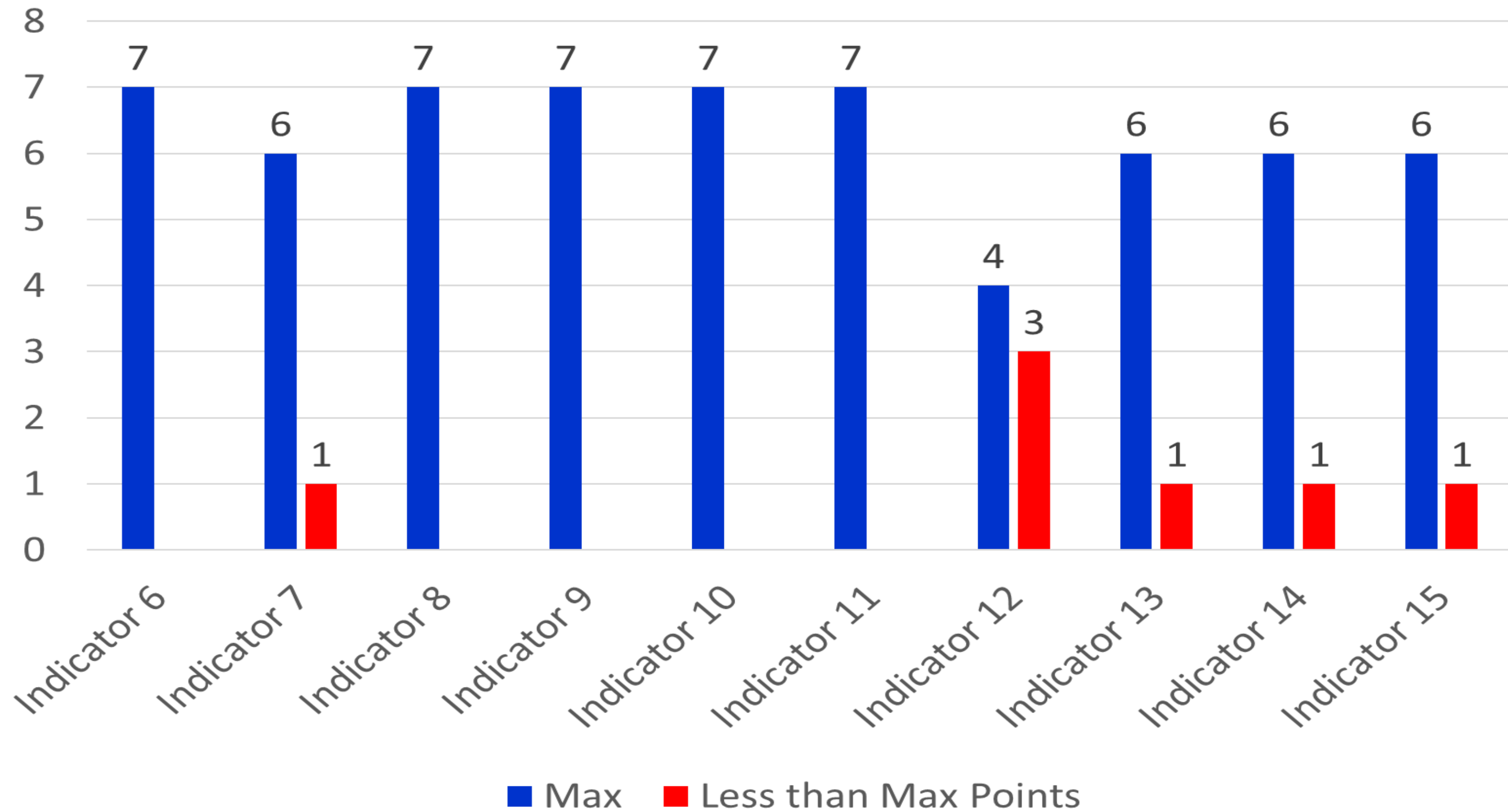


Solvency Indicators

- Indicator 6: 3 Year Change in Total Net Assets
- Indicator 7: Number of Days of Cash on Hand
- Indicator 8: Current Assets to Current Liabilities Ratio
- Indicator 9: Revenues Equal or Exceed Expenditures
- Indicator 10: Budgeted to Actual Revenues 3 Year Comparison (not being evaluated)
- Indicator 11: Long-Term Liabilities to Total Assets Ratio
- Indicator 12: Debt Service Coverage Ratio
- Indicator 13: Reasonable Debt to Capitalization Percentage
- Indicator 14: Administrative Cost Ratio
- Indicator 15: Student to Staff Ratio over 3 Year Period



Solvency Indicators 6 - 15

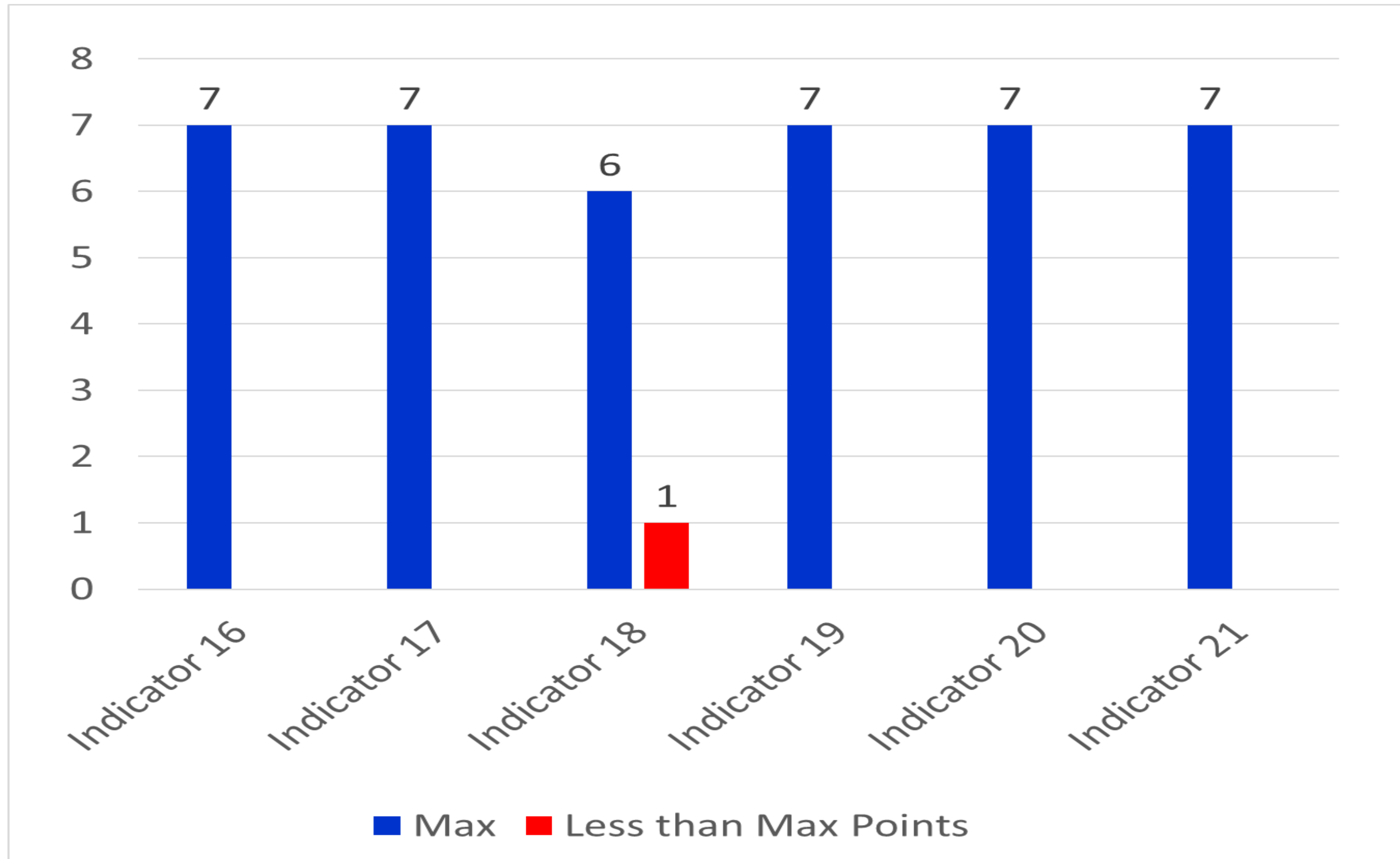


Financial Competency Indicators

- Indicator 16: Average Daily Attendance Variance
- Indicator 17: PEIMS to Annual Financial Report Variance < 3%
- Indicator 18: Material Weakness in Internal Controls over Financial Reporting
- Indicator 19: Material Noncompliance Disclosed in the Annual Financial Report
- Indicator 20: Transparency – Required Financial Postings
- Indicator 21: Foundation School Program Repayment Plan



Financial Competency Indicators 16 – 21



Region One ESC

Questions and Feedback

Rumalda Ruiz
Deputy Director for Business, Operations & School Finance Support
(956) 984-6290
rruiz@esc1.net





Satisfaction Survey

2024-2025

Survey measures satisfaction in the following areas:

- Satisfaction with services supporting regular education programs
- Satisfaction with services supporting programs for special populations
- Satisfaction with other services

Point value:

(5) Very Satisfied | (4) Satisfied | (3) Neutral | (2) Dissatisfied | (1) Very Dissatisfied



Subject Area	5	4	3	2	1	Service Not Utilized (0)	Average on a 5.0 scale
Reading Language Arts	12	11	0	0	0	0	4.74
Mathematics	13	10	0	0	0	0	4.76
Social Studies	11	10	2	0	0	0	4.67
Science	9	13	1	0	0	0	4.65
Special Education	9	12	1	0	0	0	4.65
At-Risk and Compensatory Education	10	12	1	0	0	0	4.67
Bilingual and ESL Education	13	10	0	0	0	0	4.76
Advanced Academics Education (e.g., gifted and talented and AP)	10	10	3	0	0	0	4.62
Migrant Education	12	8	2	0	0	1	4.70
Services to help school system operate more efficiently and economically	13	9	1	0	0	0	4.74
Services & Support for PEIMS	16	7	0	0	0	0	4.84
Services to assist school systems in complying with federal and state regulations and guidelines	13	9	0	0	0	0	4.78
Services and assistance to help improve student performance	13	8	2	0	0	0	4.72
School board training services	9	7	4	0	0	3	4.59
Workshop Overall Evaluation	67,644	1,847	316	57	62	0	4.96

Scores of"4.0" or higher indicate a substantial strength for the organization.

Open-Ended Comments:

- Region One has always been an **outstanding source of services and support** for all educators and for other fields needed to run our districts. Thank you so much for all you do!
- As a new superintendent **I feel beyond supported in all aspects of programming** from Region One. They go out of their way to offer quality services and support for our district & campus leaders.
- Region One has **helped us improve our business operations** as well as our **student performance**.
- I appreciate Region One **always willing to provide all types of services, even at the last minute**. This shows that they care for all school districts.



Open-Ended Comments:

- Progreso ISD extends its sincere appreciation to Region One for **their invaluable support** through ESC services. **Their guidance and resources have significantly contributed to the success and progress of our district**, ensuring that we continue to meet the educational needs of our students and community.
- T-TESS and T-PESS training Technology and Networking Supports (Cybersecurity).
- There has been a **distinct change in the quality, frequency and availability of the services** offered by the Region. For our district, **their support is invaluable**.
- Laredo ISD has been supported very well by ESC1 staff. We are **especially thankful to the services provided by our local ESC1 satellite office**. They are very helpful, knowledgeable, and dedicated professional who work diligently to address our unique District's needs!



Open-Ended Comments:

- Mission CISD is **extremely pleased with the level of expertise demonstrated** by the ESC teams, particularly with the Regional Advisory Council, Instructional Leadership Network, Finance Council, technology support, Gear UP, school turnaround (Effective School Framework), RBIS for mathematics and RBIS for Reading Language Arts. **Their commitment to supporting our educational needs is evident in every interaction**, and they **consistently provide insightful, actionable guidance**. The resources and professional learning sessions are always well-organized, up-to-date and tailored to address current educational challenges. ESC1 provides outstanding service and dedication to supporting educators and students alike!
- Thank you for their assistance this last year and ½. For **bringing the district the tools necessary to work smarter**. For their continued support of the students at JHCISD. Thank you for always taking my calls and helping me to solve problems. **They are a wealth of knowledge**. These are some of the people we lean on. I am hopeful that we get accepted into another GEAR UP cycle, as this really assist with the rural area. We are also optimistic about the collaboration in the upcoming years with WEBB CISD and CTE course sharing.

Open-Ended Comments:

- I'm grateful for the opportunity to share how **blessed we are to work with the wonderful talent and expertise that we find in our Region One ESC staff**. I can honestly say that **there has been a tremendous "turnaround" and upgrade in the services and assistance provided** throughout the ESC ever since [NAME] was selected to lead in our region. As Superintendent, I know that I **can call or text at any time and immediately receive the assistance that I need from him directly and from him staff**. Through his strategic reorganization of the ESC, he has enabled his staff to provide excellent service to the LEA's at a level that, in my opinion, has been unprecedented in the past 30 years that I've been serving as a school administrator in Region One ESC. Through his leadership, I **can now see and experience a renewed spirit of innovation, dedication, and commitment in every department at the ESC**. The amazing thing is also that **there is a true sense of "teamwork"** at the ESC; a team that works together to provide the best service possible to the LEAs. I especially appreciate the fact that we are all here to support each other. There is no perceived competition between the LEAs. As a matter of fact, they purposefully provide the platform through our RAC meetings for the LEAs to "share out" best practices with each other. I'm feel super blessed, and I am grateful to be a member of the Region One ESC team!

Open-Ended Comments:

- Region One **provides generally high-quality and valuable services.** However, it would be beneficial to enhance support in social studies, particularly for testing grades. Additional improvements could also target migrant, at-risk, and compensatory services, as well as advanced academics and finance.
- As a new superintendent I **feel beyond supported in all aspects of programming from Region One.** They go out of their way to offer quality services and support for our district & campus leaders.



Region One ESC

Your Premier Partner in Excellence

Intellectual Property Statement

All materials, content, and forms contained in this training/presentation are the intellectual property of Region One ESC©. All rights reserved.

They are intended for use by session participant at the classroom, campus, or district level only. Materials are to be used “as is” without modification.

Materials may not be used for personal benefit or financial gain or for use outside of the school system.



Follow Us on Social Media



@RegionOneEducationServiceCenter



@RegionOneESC



@RegionOneESC

