

LSG Presentation

February 16, 2026



WESLACO
INDEPENDENT SCHOOL DISTRICT

Dr. Richard Rivera
Superintendent of Schools

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Proposed Lone Star Governance Board Monitoring Calendar (Revised June 2025)					
School Board: Weslaco ISD				Years: 23/24-27/28	
Month	Student Outcome Goals GPMs (Goal Progress Measures)	Constraints CPMs (Constraint Progress Measures)	Leadership Evaluations	Trainings	Other
August	TEA A-F Accountability Ratings (STAAR/EOC/CCMR) *	CPM 5.1 LSG Framework		Team Building	
September	Goal 5 GPM 5.3 CCMR Associates Degrees	CPM 2.1 Class Counts	Board Self-Evaluation	School Safety Training (every other year) Due 2024	TASB Conference
October	Goal 1 GPMs 1.1-1.3, Goal 2 GPMs 2.1-2.3 BOY MAP Rdg & Math K-2	CPM 4.1 & 4.2 Fund Balance / FIRST Report		Child Abuse Prevention (1 hr. every 2 yrs.)- Due 2023	
November	Goal 5 GPM 5.1 CCMR/TSI	CPM 3.1- 3.2 Panorama Survey		Cybersecurity Statutory (1 hr. every year)	
December	No report given as data is not yet available		Board Self-Evaluation		
January	Goal 3 GPMs 3.1-3.3, Goal 4 GPMs 4.1-4.2 Benchmark 1 Rdg & Math (4-6)	CPM 5.2 TTESS			
February	Goal 1 GPMs 1.1-1.3, Goal 2 GPMs 2.1-2.3 MOY MAP Rdg & Math K-2	CPM 2.1 Class Counts			
March	TAPR/HB 3 Public Hearing * Academics/ PEIMS / Discipline		Board Self-Evaluation		Budget Workshop
April	Goal 3 GPMs 3.1-3.3, Goal 4 GPMs 4.1-4.2 Benchmark 2 Rdg & Math (4-6)	CPM 3.1 - 3.2 Panorama Survey	Superintendent Annual Evaluation	SB 1566: Evaluating & Improving Student Outcomes (3 hrs. every 2 yrs.)- Due 2024	NASBA Conference
May	Goal 5 GPM 5.1-5.2 CCMR/TSI/IBCs	CPM 1.1 Discipline Reports			Region One Conference
June	Goal 1 GPM 1.1-1.3, Goal 2 GPM 2.1-2.3 EOY MAP Rdg & Math K-2	CPM 4.1 Budget	Board Self-Evaluation		NALEO
July	No Meeting				

MAP Update: NEW Student Achievement Norms

Please make note that NWEA MAP has **updated its norms** to align with STAAR Performance Levels this school year. The most significant changes are in **Mathematics**, as shown in the chart below.

Previously, both Math and RLA used the **60th percentile** for the Meets standard. With the new norms for the Middle of the Year administration, students now need to score at the 77th percentile in Math to Meet grade level performance. Reading saw a minimal change, with a 1-2 point drop from the 60th percentile. Due to this targets will be readjusted during our Summer Leadership meetings to mirror the NEW NWEA MAP targets.

KG - 2nd Grade	MAP Growth Mathematics		KG - 2nd Grade	MAP Growth Reading	
	Percentile Range	Level		Percentile Range	Level
Fall BOY	1 - 39	Did Not Meet	Fall BOY	1 - 16	Did Not Meet
	40 - 77	Approaches		17 - 58	Approaches
	78 - 94	Meets		59 - 88	Meets
	95 - 99	Masters		89 - 99	Masters
Winter MOY	1 - 38	Did Not Meet	Winter MOY	1 - 17	Did Not Meet
	39 - 76	Approaches		18 - 57	Approaches
	77 - 94	Meets		58 - 87	Meets
	95 - 99	Masters		88 - 99	Masters
Spring EOY	1 - 40	Did Not Meet	Spring EOY	1 - 21	Did Not Meet
	41 - 73	Approaches		22 - 57	Approaches
	74 - 92	Meets		58 - 84	Meets
	93 - 99	Masters		85 - 99	Masters



Goal 1

GPMs 1.1-1.3

Reading Language Arts

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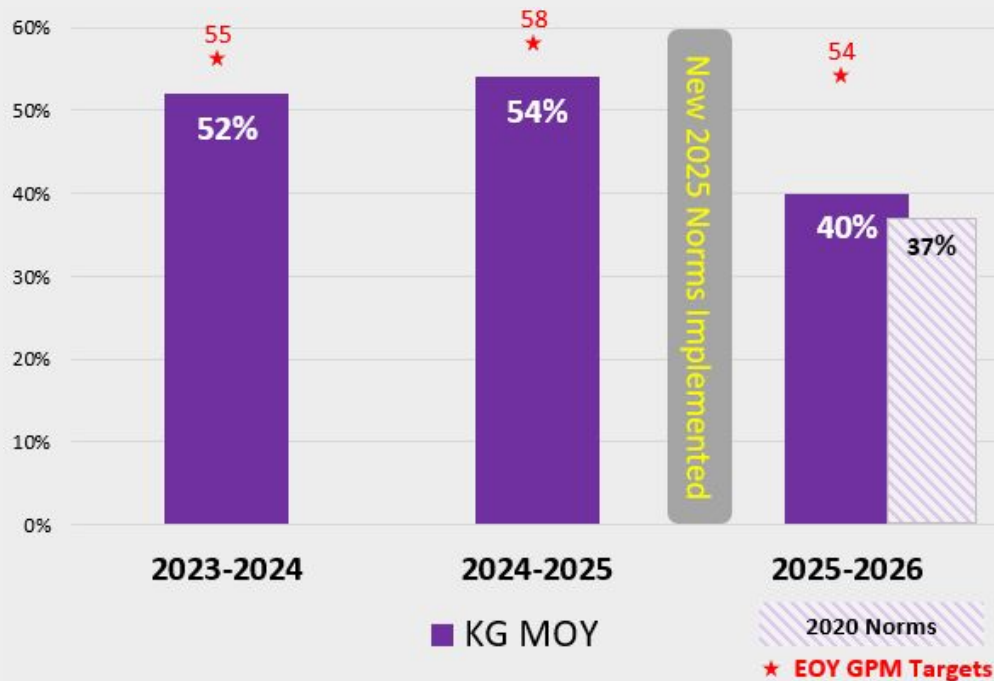


Goal 1: The percent of 3rd grade students that score meets grade level or above on **STAAR Reading** will increase from 49% in August 2023 to 60% by August 2028 [49%-2023, 52%-2024, 54%-2025, 56%-2026, 58%-2027, 60%-2028]

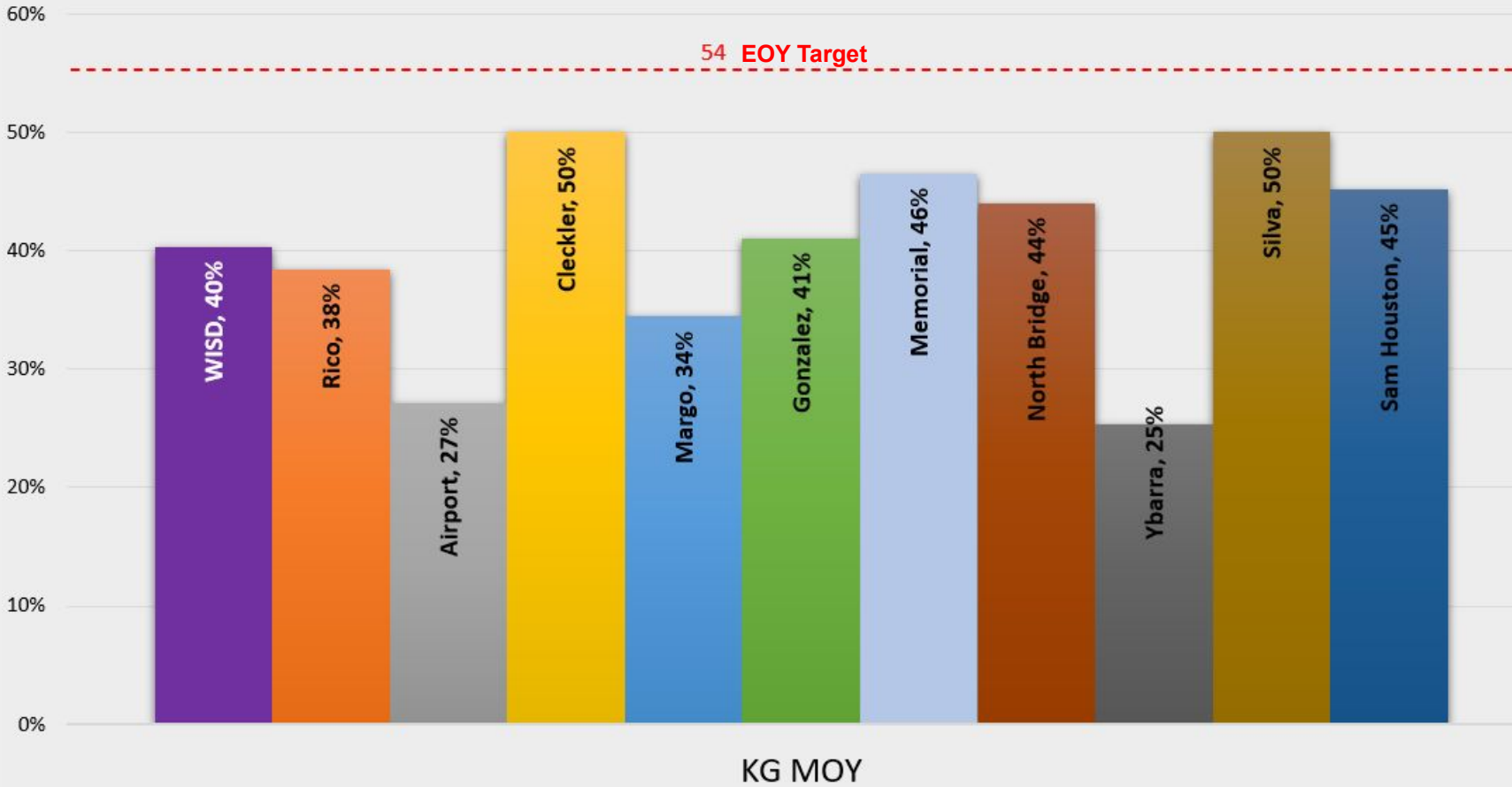
On Track

GPM 1.1: The percent of Kindergarten students achieving MEETS PERFORMANCE will be at 54% by the EOY test in May 2026.
[55%-2024, 58%-2025, 54%-2026, 62%-2027, 70%-2028]

Demographic Group Progress	25-26 MOY # Students Tested	25-26 MOY % Meets or Above	25-26 EOY Annual Target %	% Distance from Annual Target	# of Students Needed to meet Target
All Students & Hispanic	966	40%	54%	14%	133
Economic Disadvantaged	797	36%	43%	7%	55
Emergent Bilingual	252	26%	35%	9%	23
Special Education	83	18%	30%	12%	10



Percent of Kindergarten Students Achieving MEETS PERFORMANCE on MAP RLA MOY

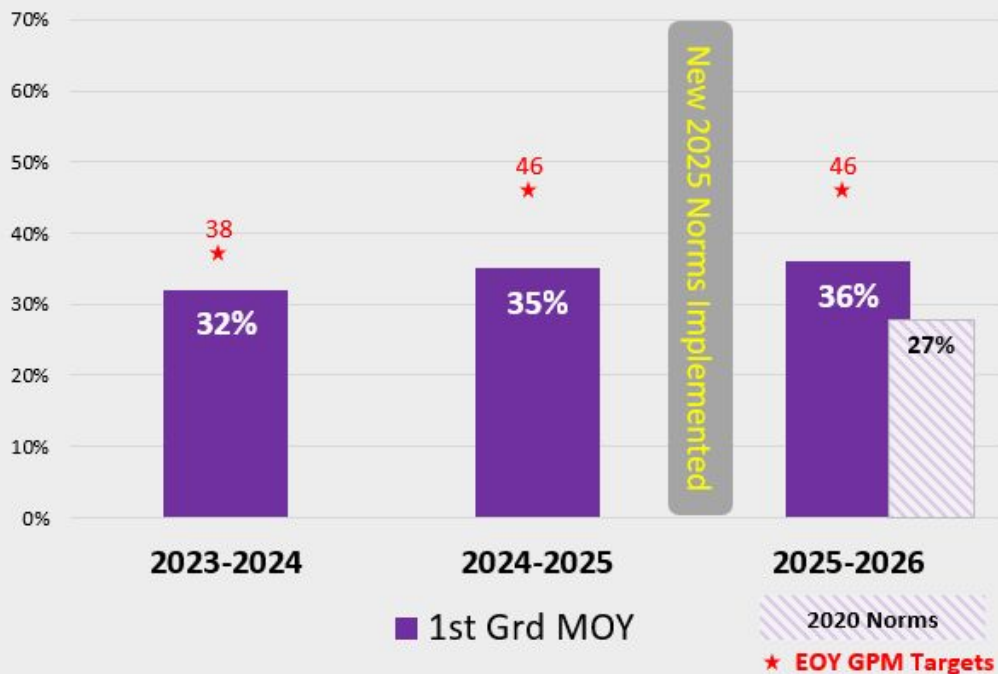


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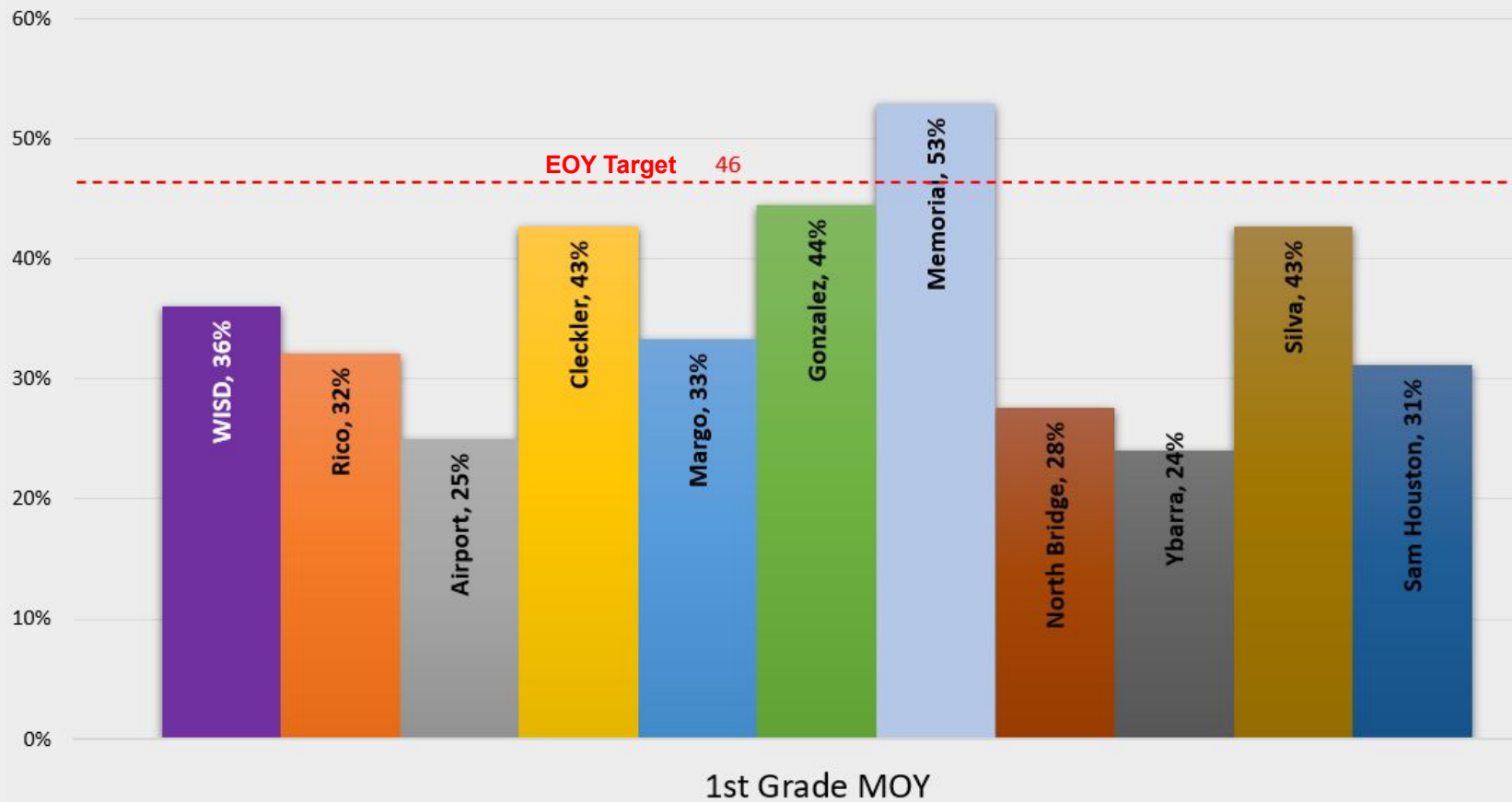
On Track

GPM 1.2: The percent of 1st grade students achieving MEETS PERFORMANCE on MAP RLA will be at 46% by the EOY test by May 2026.
[38%-2024, 46%-2025, 46 %-2026, 58%-2027, 70%-2028]

Demographic Group Progress	25-26 MOY # Students Tested	25-26 MOY % Meets or Above	25-26 EOY Annual Target %	% Distance from Annual Target	# of Students Needed to meet Target
All Students & Hispanic	1040	36%	46%	10%	102
Economic Disadvantaged	865	32%	35%	3%	30
Emergent Bilingual	235	20%	28%	8%	18
Special Education	132	14%	18%	4%	5



Percent of 1st Grade Students Achieving MEETS PERFORMANCE on MAP RLA MOY

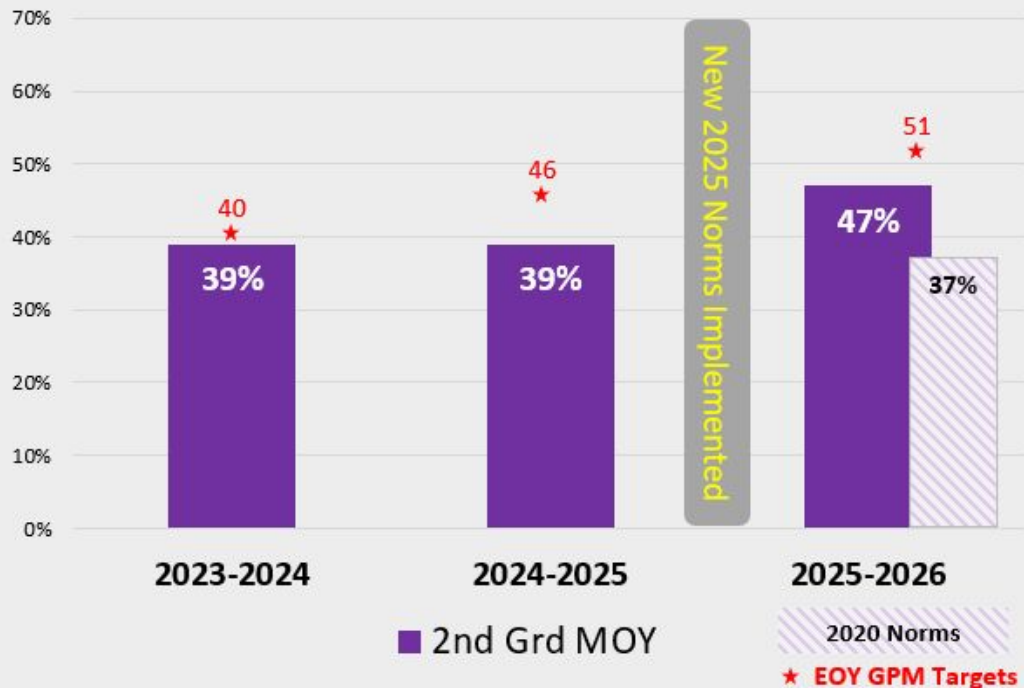


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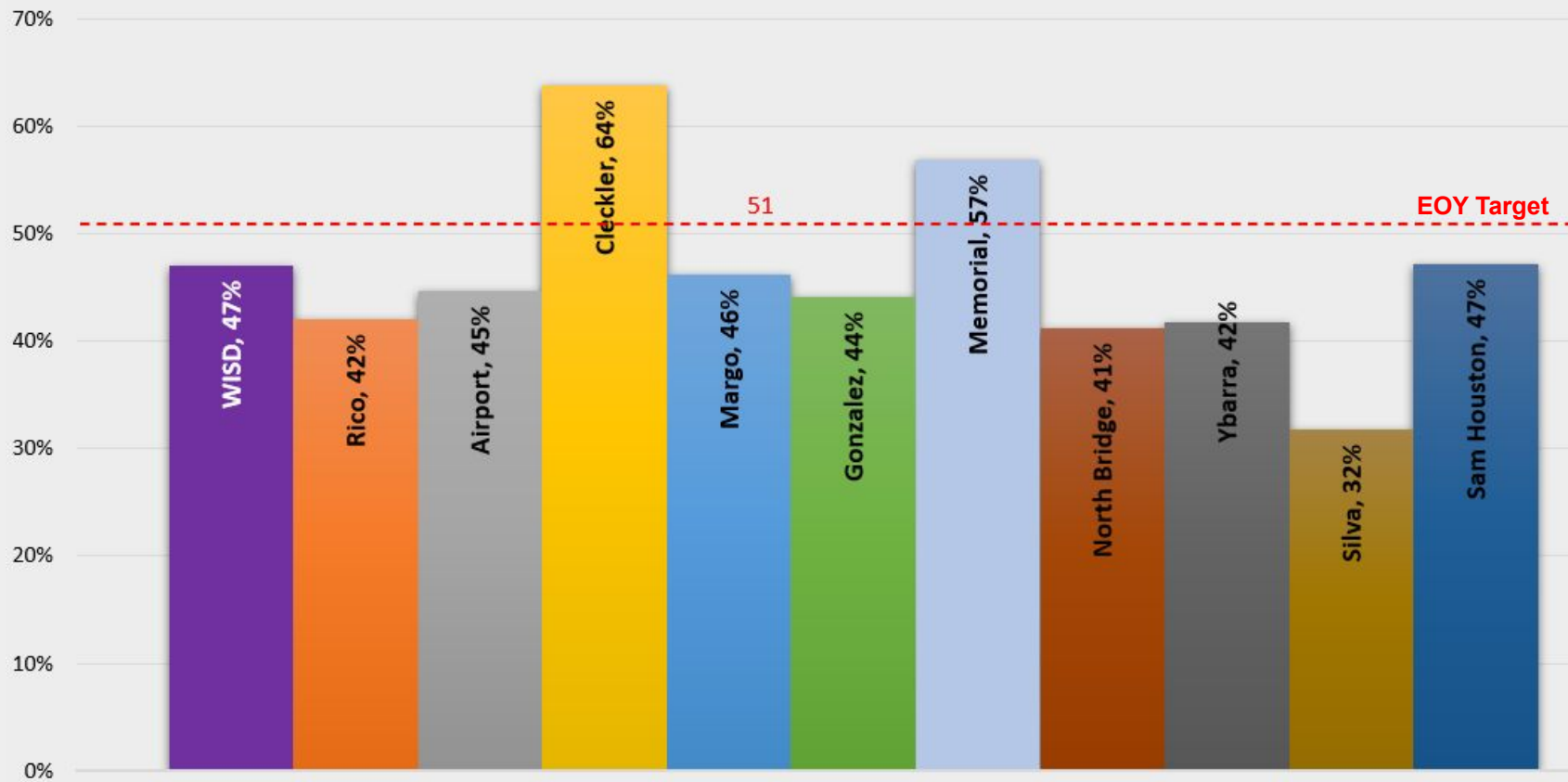
On Track

GPM 1.3: The percent of **2nd grade** students achieving MEETS PERFORMANCE on MAP RLA will be at 51% by the EOY test in May 2026.
[40%-2024, 46%-2025, 51 %-2026, 60%-2027, 70%-2028]

Demographic Group Progress	25-26 MOY # Students Tested	25-26 MOY % Meets or Above	25-26 EOY Annual Target %	% Distance from Annual Target	# of Students Needed to meet Target
All Students & Hispanic	1007	47%	51%	4%	42
Economic Disadvantaged	809	42%	41%	-1%	-8
Emergent Bilingual	231	31%	33%	2%	5
Special Education	163	9%	20%	11%	19

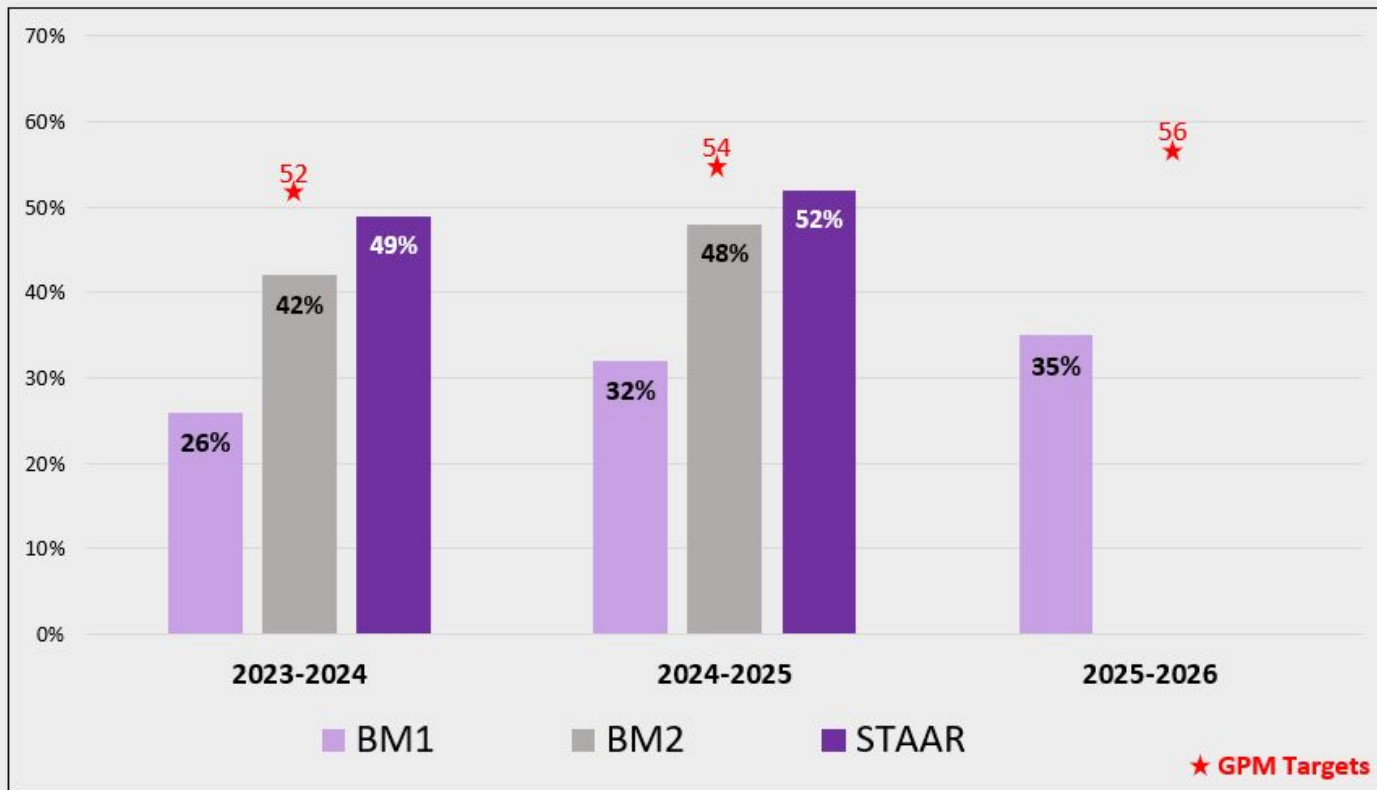


Percent of 2nd Grade Students Achieving MEETS PERFORMANCE on MAP RLA MOY



2nd Grade MOY

Goal 1: The percent of 3rd grade students that score meets grade level or above on **STAAR Reading** will increase from 49% in August 2023 to 60% by August 2028 [49%-2023, 52%-2024, 54%-2025, 56%-2026, 58%-2027, 60%-2028]





GPMs 1.1-1.3 (Kinder - 2nd Grade NWEA MAP RLA for Middle of the Year)

What is working?

- Implement of SAVVAS curriculum with fidelity (Tier 1 Resource aligned to the TEKS).
- Campus leaders strengthen PLCs to identify and address student learning needs.
- Teachers implement explicit instruction based on students' needs.

What needs more attention?

- **Strengthen** collaboration between general and special education teachers.
- **Ensure** consistent and meaningful progress monitoring.
- **Ensure** equitable allocation of PLC time across all content areas and grade levels.
- **Ensure** SIPPS instruction (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is implemented with fidelity.



Goal 2

GPMs 2.1–2.3

Mathematics

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Goal 2: The percent of 3rd grade students that score **MEETS GRADE LEVEL** or above on **STAAR Math** will increase from 43% in August 2023 to 60% by August 2028 [43%-2023, 47%-2024, 50%-2025, 53%-2026, 56%-2027, 60%-2028]

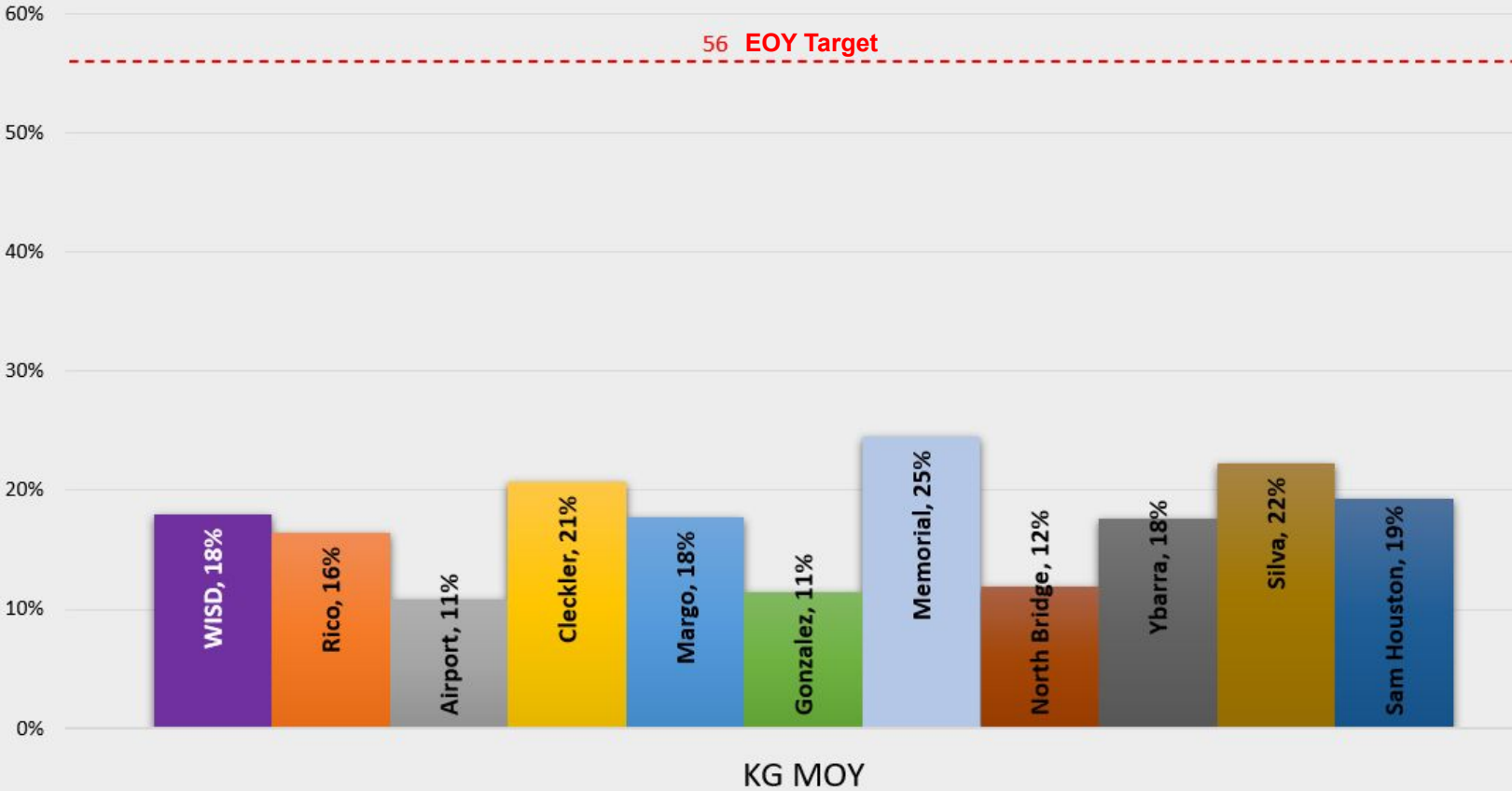
**Not on
Track**

GPM 2.1: The percent of Kindergarten students achieving the MEETS PERFORMANCE on MAP Math will be at 56% by the EOY test in May 2026.
[55%-2024, 58 %-2025, 56%-2026, 63%-2027, 70%-2028]

Demographic Group Progress	25-26 MOY # Students Tested	25-26 MOY % Meets or Above	25-26 EOY Annual Target %	% Distance from Annual Target	# of Students Needed to meet Target
All Students & Hispanic	967	18%	56%	38%	372
Economic Disadvantaged	798	15%	46%	31%	248
Emergent Bilingual	250	14%	41%	27%	67
Special Education	85	5%	33%	28%	25



Percent of Kindergarten Students Achieving MEETS PERFORMANCE on MAP MATH MOY

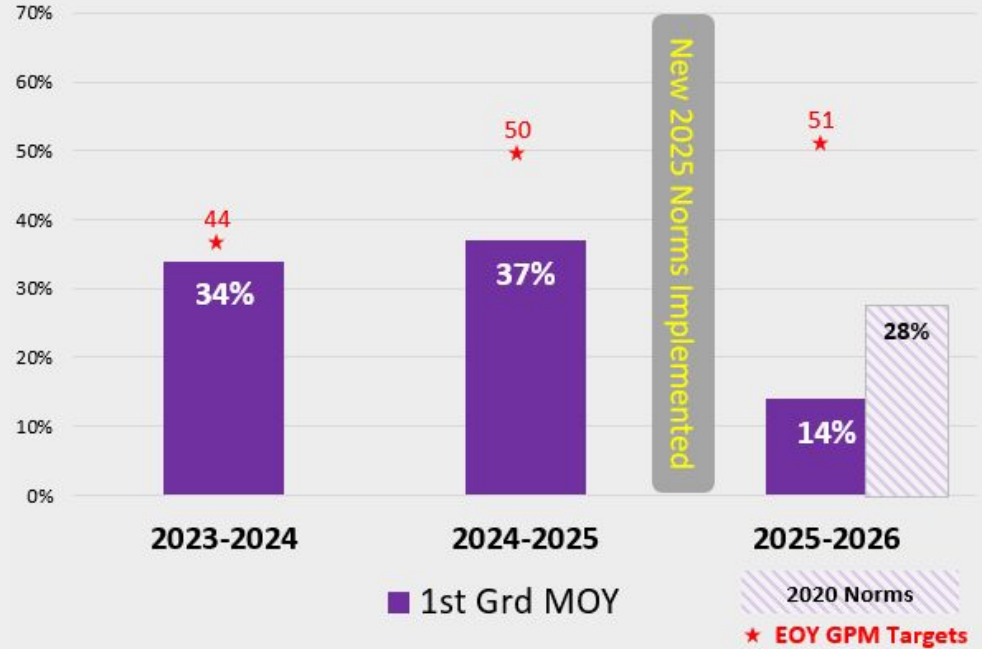


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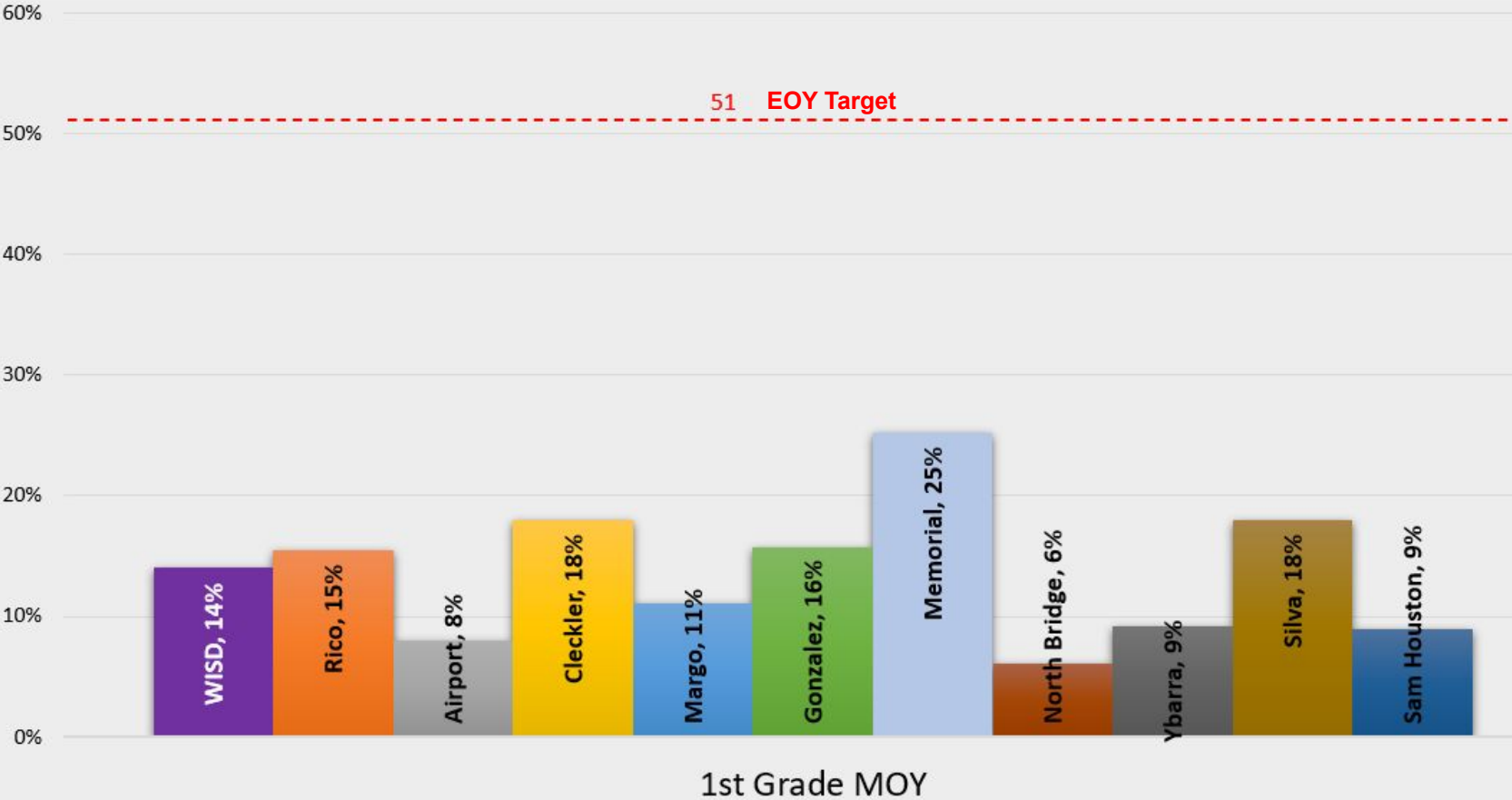
**Not on
Track**

GPM 2.2: The percent of 1st grade students achieving the MEETS PERFORMANCE on MAP Math will be at 51% by the EOY test in May 2026.
[44%-2024, 50 %-2025, 51%-2026, 60%-2027, 70%-2028]

Demographic Group Progress	25-26 MOY # Students Tested	25-26 MOY % Meets or Above	25-26 EOY Annual Target %	% Distance from Annual Target	# of Students Needed to meet Target
All Students & Hispanic	1034	14%	51%	37%	384
Economic Disadvantaged	860	11%	42%	31%	265
Emergent Bilingual	234	9%	39%	30%	72
Special Education	130	5%	20%	15%	19



Percent of 1st Grade Students Achieving MEETS PERFORMANCE on MAP MATH MOY

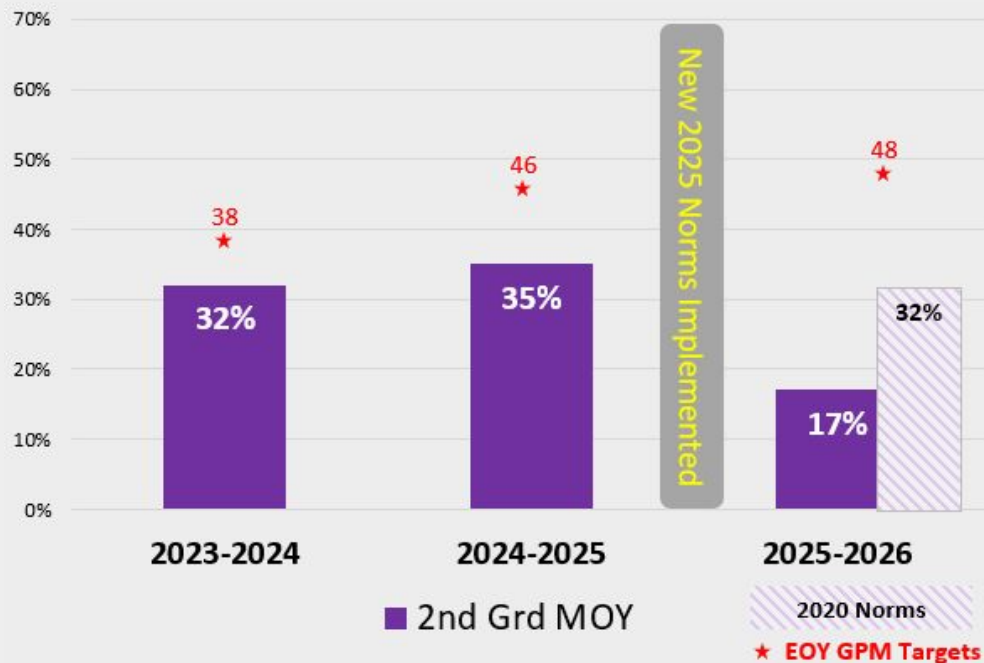


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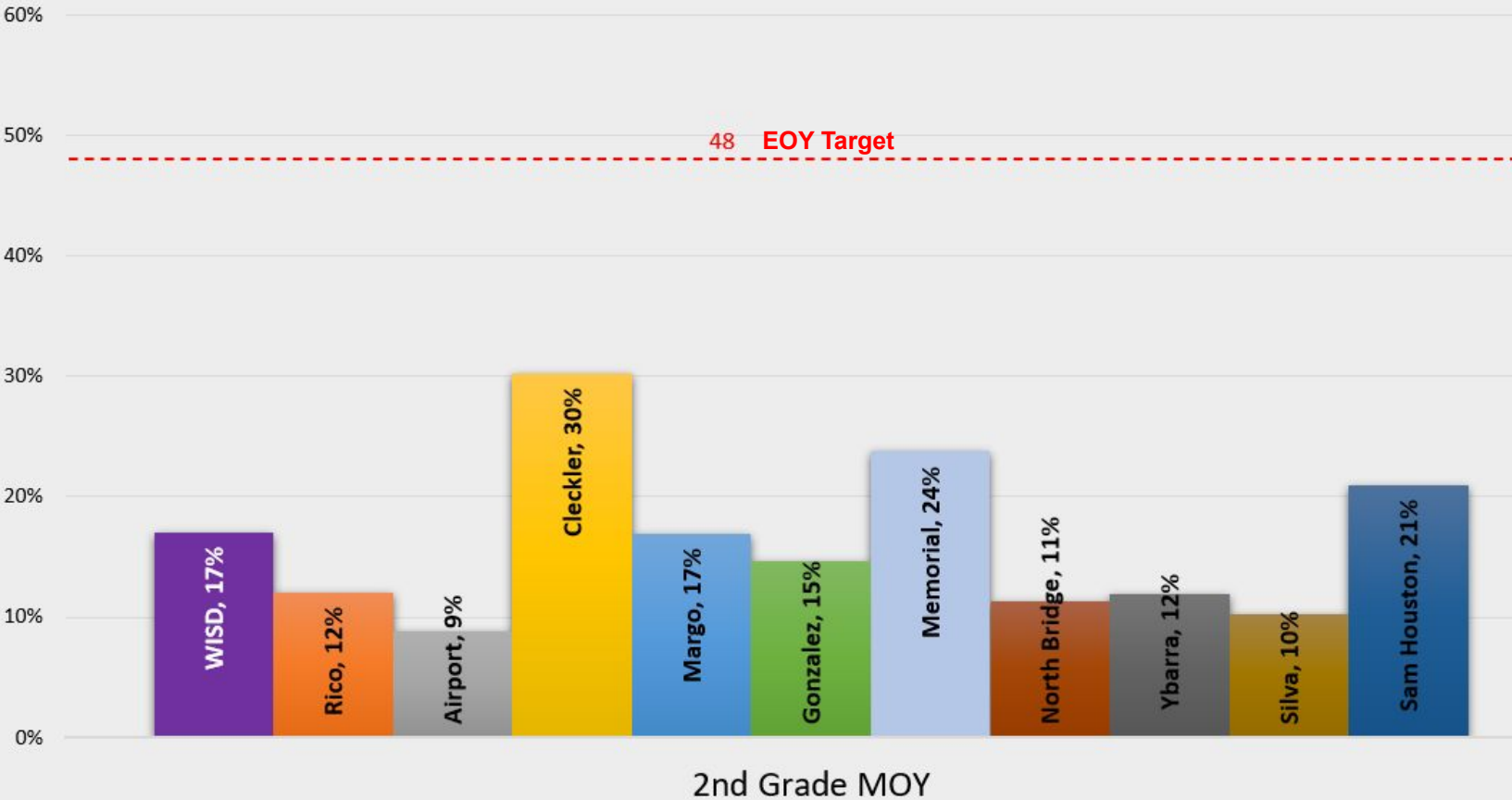
Not on Track

GPM 2.3: The percent of 2nd grade students achieving the MEETS PERFORMANCE on MAP Math will be at 48% by the EOY test in May 2026.
[38 %-2024, 46%-2025, 48%-2026, 59%-2027, 70%-2028]

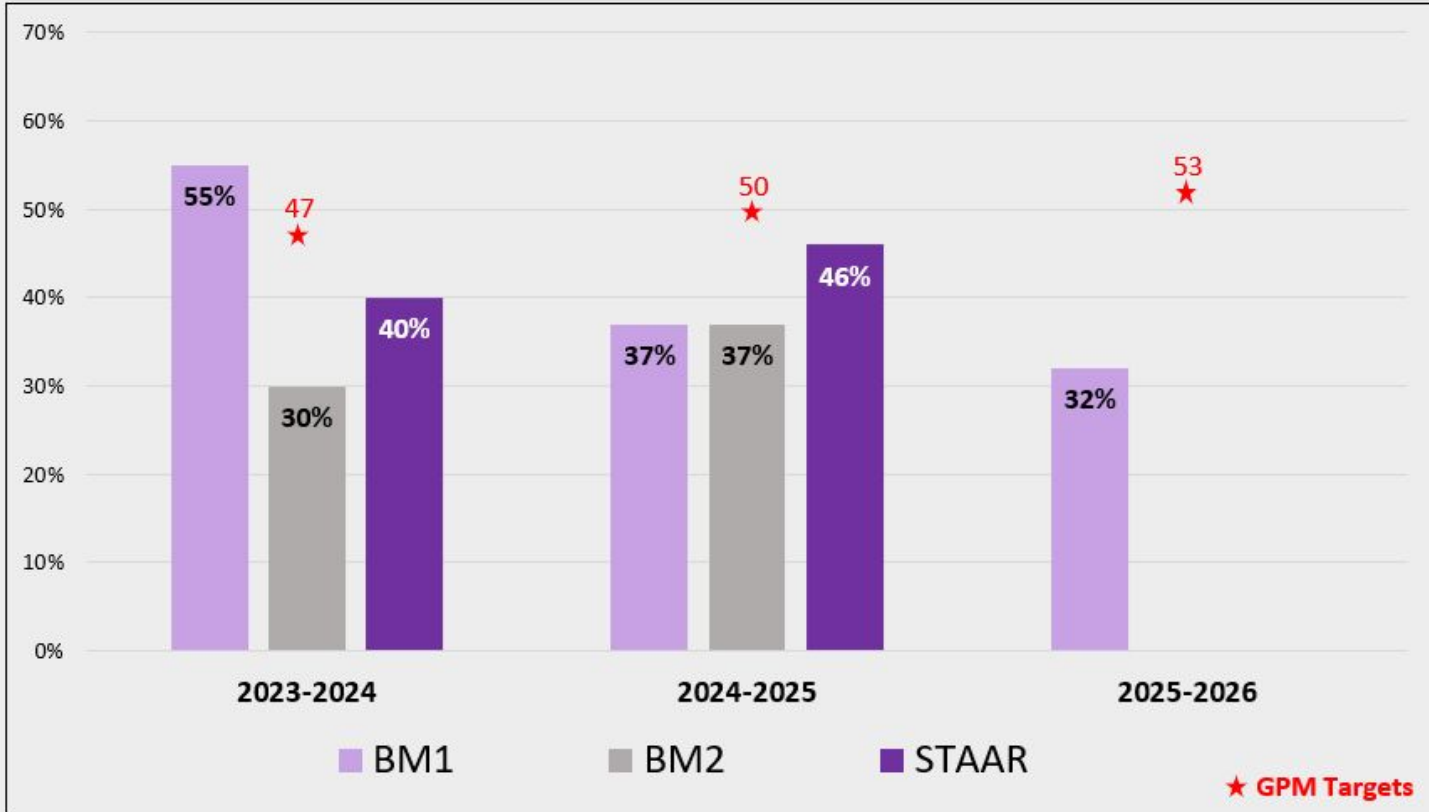
Demographic Group Progress	25-26 MOY # Students Tested	25-26 MOY % Meets or Above	25-26 EOY Annual Target %	% Distance from Annual Target	# of Students Needed to meet Target
All Students & Hispanic	1003	17%	48%	31%	313
Economic Disadvantaged	805	13%	40%	27%	217
Emergent Bilingual	230	9%	34%	25%	58
Special Education	162	1%	20%	19%	32



Percent of 2nd Grade Students Achieving MEETS PERFORMANCE on MAP MATH MOY



Goal 2: The percent of 3rd grade students that score **MEETS GRADE LEVEL** or above on **STAAR Math** will increase from 43% in August 2023 to 60% by August 2028 [43%-2023, 47%-2024, 50%-2025, 53%-2026, 56%-2027, 60%-2028]





GPMs 2.1-2.3 (NWEA MAP MATH for Middle of the Year)

Kinder

What is working?

- Bluebonnet lesson components are visible in every classroom.
- Consistent classroom instructional systems/routines.
- Students routinely use math manipulatives.

What needs more attention?

- Use MoY data to identify student needs.
- Link observations to NWEA MAP instructional areas for progress monitoring.
- Adjust pacing while maintaining curriculum fidelity.

1st - 2nd Grade

What is working?

- Bluebonnet lesson components are visible in every classroom.
- Consistent fluency and problem solving routines in practice.
- Students use the Read / Draw / Write problem-solving model.

What needs more attention?

- Use MoY data to identify student needs.
- Strengthen student-to-student discussion.
- Support productive struggle (students solving problems and demonstrating understanding).



Constraint 2

CMP 2.1

Class Counts

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Constraint Progress Monitoring- February

Weslaco ISD
Superintendent Constraint 2

Constraint 2: The Superintendent shall not allow low-performing campuses to have inequitable access to resources.

CPM 2.1: Elementary Class Counts for low-performing campuses (C or less rating) in Domain 1: Student Achievement, will have less than **20%** of their classes submitted for waivers to TEA.

On Track

	% of Class Waivers	Number of Classroom Waivers / # Total Classrooms
Margo "C"	14%	6w / 44
North Bridge "C"	21%	6w / 29
Rico "C"	3%	1w / 32
Ybarra "C"	14%	3w / 22
Airport Elem. "D"	13%	4w / 30
Silva Elem. "D"	0%	0w / 27



Board Member Questions

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Board Member Questions - February

Vice President - Armando Cuellar, Jr.

Question:

What is the plan for students in 3rd grade math not meeting the target rate?

Response:

The district provides campuses with the resources and support needed to intervene effectively. Campuses and teachers use curriculum-embedded assessments, NWEA MAP Growth, and district benchmark data to identify specific skill gaps and implement intervention plans that fit their campus structures, such as small-group instruction during the day and extended-day tutoring. To support that work, the district provides tools such as Reflex Math, Frax, Great Minds Math Catalyst for Tier 2/3 intervention, and Sirius Online for STAAR preparation. Campuses monitor progress and adjust supports based on student achievement and growth.

Board Member Questions - February

Secretary - Dr. Jaime Rodriguez

Question:

How are we targeting additional support to the lowest performing Math Campuses while maintaining equitable staffing and class size limits?

Response:

Our elementary math coordinator will continue to work closely with campuses in need of assistance. Time allocation will expand as we complete the internalization process we are engaged in with Bb Mathematics. In addition, we will continue to work with campus leadership teams (CLT) to identify needs and potential interventions.

Board Member Questions - February

Trustee - Eduardo Serna

Question:

Given that K-2 MAP is a diagnostic growth assessment while 3rd grade STAAR is a standardized achievement assessment, how are we ensuring vertically aligned assessment measures, testing platforms and tools available to students, and results - especially in light of the downward trend in K-2 data - so students are prepared to reach STAAR MEETS proficiency expectations?

Response:

MAP is an assessment tool that measures both achievement and growth. We monitor Achievement for LSG Goals and Growth for TIA. MAP provides teachers and administrators with the reports necessary to align assessment results back to classroom instruction. Greater emphasis needs to be placed on these reports. The downward trend is indicative of the NEW Norms which we will study during Summer Leadership. In addition, NWEA MAP provides a linking study aligning student results to STAAR proficiency. Assessments, including benchmarks and BOY/MOY/EOY are administered on testing platforms similar to the STAAR testing platform and tools.

Board Member Questions - February

Trustee - Jaclyn Sustaita

Question:

Given what we know about our targets not being consistent year after year in % change (should be 2% per year), and we have not reached the goals for the past two years, how can we use normalized growth to measure the effectiveness of RLA and how are you going to speed up the progress?

Response:

TARGETS:

3rd Gr. STAAR RLA -	[2024 - 52%	2025 - 54%	2026 - 56%	2027 - 58%	2028 - 60%]
GPM 1.1 - Kinder MAP RLA -	[2024 - 55%	2025 - 58%	2026 - 54%	2027 - 62%	2028 - 70%]
GPM 1.2 - 1st Gr. MAP RLA -	[2024 - 38%	2025 - 46%	2026 - 46%	2027 - 58%	2028 - 70%]
2nd Gr. MAP RLA-	[2024 - 40%	2025 - 46%	2026 - 51%	2027 - 60%	2028 - 70%]

This summer targets will be reviewed with Administration and NWEA MAP representatives to ensure proper alignment to new norms, normalized growth model and 3rd grade STAAR 2028 target.

Board Member Questions - February

Trustee - Ben Castillo

Question:

Goal 1 – Reading (GPMs 1.1–1.3, K–2 MAP RLA)

1. Kindergarten (GPM 1.1 – 54% EOY target)

Given that Kindergarten MOY performance is currently below the 54% EOY target shown in the February report, what specific instructional adjustments will be implemented districtwide by March 15, and what interim percentage do we expect to see by the April progress check to confirm we are on pace for 54% by May?

Response:

Kindergarten - MOY - 40% to EOY - 54%

- ASPIRE implementing intercampus learning walks for teachers
- EOY administration is not concluded until May
- NEW PK-2 Data Dashboard (SEED Grant) to improve progress monitoring

Board Member Questions - February

Trustee - Ben Castillo

Question:

Goal 1 – Reading (GPMs 1.1–1.3, K–2 MAP RLA)

1. 1st and 2nd Grade (GPMs 1.2 – 46% and 1.3 – 51% EOY targets)

For campuses currently below the 46% (1st) and 51% (2nd) EOY targets, how many additional students must move from Approaches to Meets by May, and what is the weekly progress monitoring metric the board will receive to verify that growth is happening in real time?

Response:

1st Grade - MOY - 36% to EOY - 46% = 216 students

2nd Grade - MOY - 47% to EOY - 51% = 179 students

- SAVVAS weekly monitoring skill checks through Eduphoria

Board Member Questions - February

Trustee - Ben Castillo

Question:

Goal 2 – Mathematics (GPMs 2.1–2.3, K–2 MAP Math)

1. Kindergarten (GPM 2.1 – 56% EOY target, Not on Track)

Given that Goal 2 is identified as Not on Track, what is the exact monthly growth rate required from now through May to reach 56% in Kindergarten Math, and what intervention strategy will be implemented systemwide within the next 30 days to close that gap?

Response:

Kindergarten - MOY - 18% to EOY - 56% (12-13% increase in student achievement each month)

We are currently implementing a new curriculum district-wide. Campuses implement Tier 2 / 3 interventions based on their specific needs and resources provided.

Board Member Questions - February

Trustee - Ben Castillo

Question:

Goal 2 – Mathematics (GPMs 2.1–2.3, K–2 MAP Math)

1. 1st and 2nd Grade (GPMs 2.2 – 51% and 2.3 – 48% EOY targets, Not on Track)

For 1st and 2nd grade math, how many students must move into Meets performance between MOY and EOY to hit 51% and 48% respectively, and what evidence will be presented at the April meeting to demonstrate that student-to-student discourse and productive struggle strategies are measurably increasing achievement?

Response:

1st Grade - 384 students

2nd Grade - 313 students

Student-to-student discourse and productive struggle were identified as areas for growth through Bb implementation. It can be tied to teacher effectiveness through TTESS Dimensions 2.1 and 2.3.

Board Member Questions - February

Trustee - Ben Castillo

Question:

1. For campuses currently under 20% waivers, what monitoring system is in place to ensure they remain below that threshold through the end of the school year, and how often will the board receive updated waiver percentages?

Response:

My office receives the headcount report twice a week (Mondays & Fridays) to ensure we are appropriately staffed and understand where the needs or support is required. We are in communication with the campus principal when the number of waivers raise based on current enrollment.

Board Member Questions - February

Trustee - Ben Castillo

Question:

1. With North Bridge currently at 24% class waivers, exceeding the 20% threshold, what corrective action will be taken by the next reporting cycle to bring that campus below 20%, and by what specific date will compliance be achieved?

Response:

North Bridge Elementary has decided to place the teacher they need to be in compliance in a grade level of need based on their data. They are correctly staffed for the 25-26 SY.