

LSG Presentation



WESLACO
INDEPENDENT SCHOOL DISTRICT

April 20, 2026
5:30 p.m.
WISD Boardroom

Dr. Richard Rivera
Superintendent of Schools

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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- Associate's Degree	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	
<u>November</u>	<u>Goal 5 GPM 5.1</u> <u>CCMR-TSI</u>	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 4.1-4.3 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 4.1-4.3 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				2

GPMs 3.1 - 3.3

Math



LSG Progress Monitoring - April

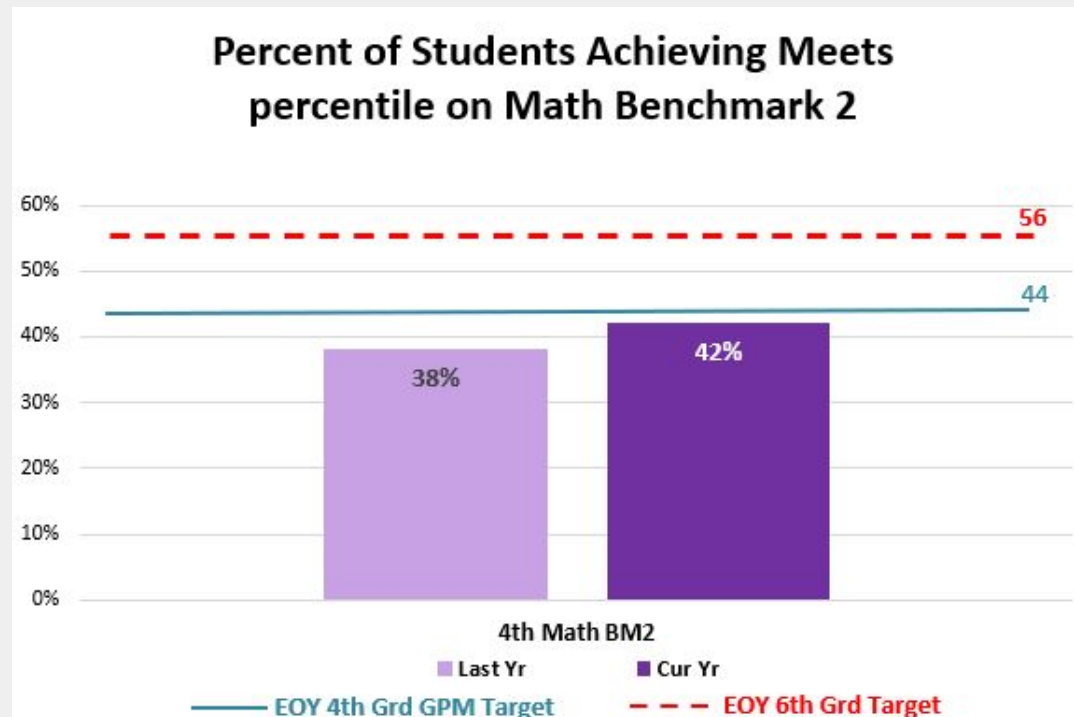
Weslaco ISD
HB 3 Board Goal 3

Goal 3: The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 24% in August 2023 to 56% by August 2028

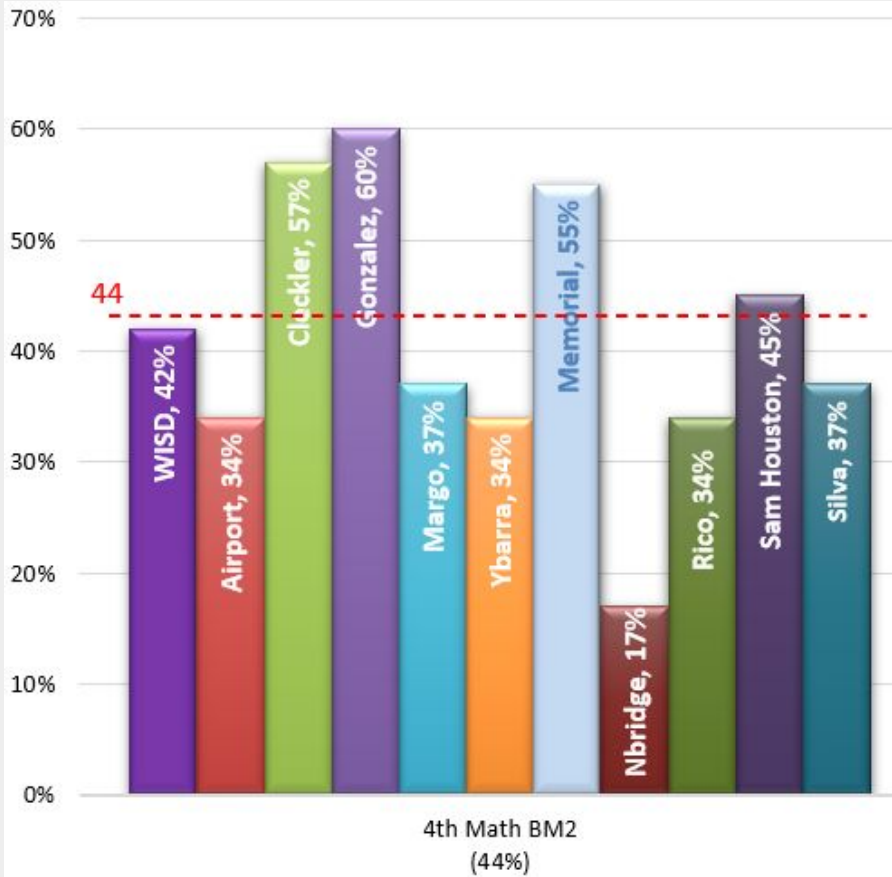
On Track

GPM 3.1- The percent of 4th grade students achieving MEETS grade level on STAAR Benchmarks - Math will increase from 37% to 44% by June 2026 [26 - 44% 27 - 52% 28 - 60%]

Demographic Group Progress		BM1	BM2	2026 Target
All Students & Hispanic	4th	35%	42%	44%
Eco. Disadvantaged	4th	31%	37%	38%
Emergent Bilingual	4th	27%	34%	33%
Special Education	4th	13%	13%	19%



4th Grade Percent of Students Achieving MEETS PERFORMANCE on Math BM2



LSG Progress Monitoring - April

Weslaco ISD
HB 3 Board Goal 3

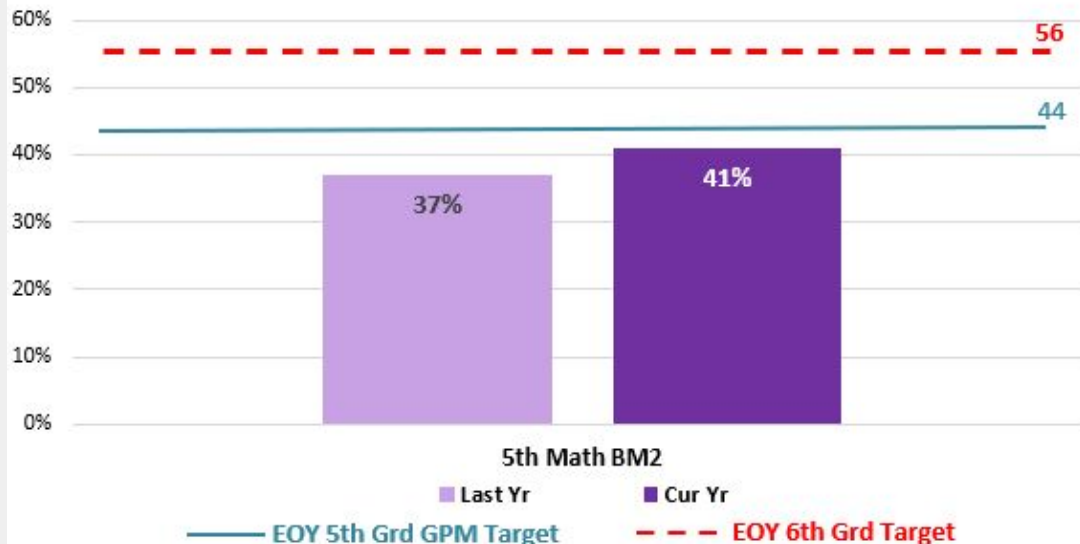
Goal 3: The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 24% in August 2023 to 56% by August 2028

On Track

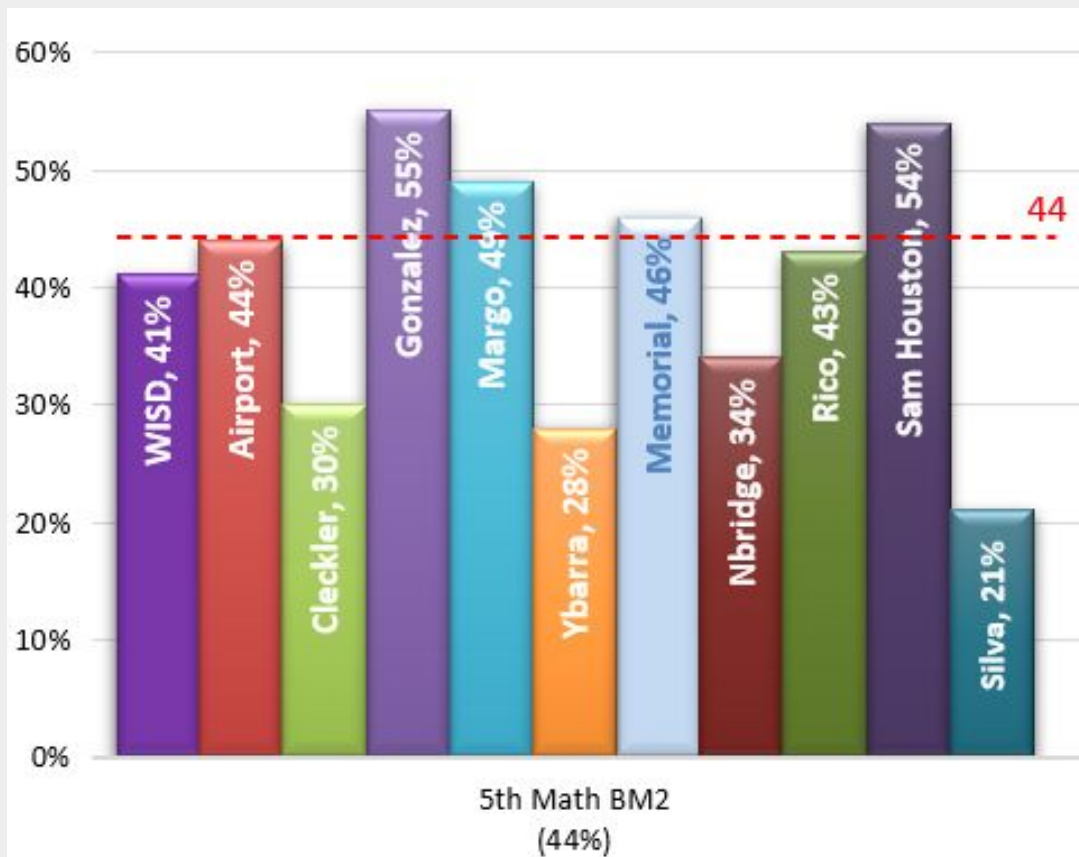
GPM 3.2 - The percent of 5th grade students achieving MEETS grade level on STAAR Benchmarks - Math will increase from 36% to 44% by June 2026 [26 - 44% 27 - 52% 28 - 60%]

Demographic Group Progress		BM1	BM2	2026 Target
All Students & Hispanic	5th	53%	41%	44%
Eco. Disadvantaged	5th	50%	38%	36%
Emergent Bilingual	5th	43%	33%	32%
Special Education	5th	24%	10%	17%

Percent of Students Achieving Meets percentile on Math Benchmark 2



5th Grade Percent of Students Achieving MEETS PERFORMANCE on Math BM2



LSG Progress Monitoring - April

Weslaco ISD
HB 3 Board Goal 3

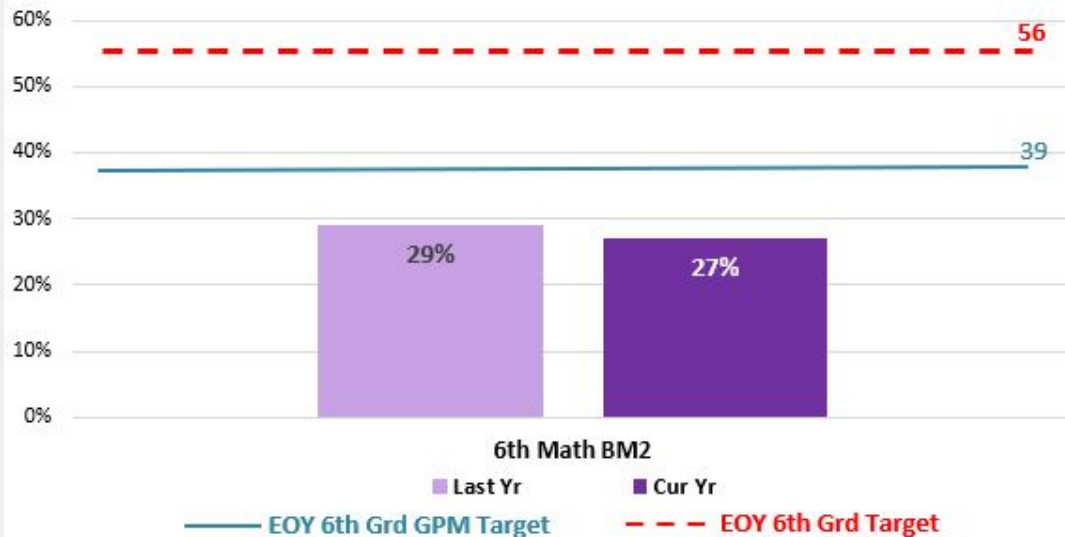
Goal 3: The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 24% in August 2023 to 56% by August 2028

Not on Track

GPM 3.3 - The percent of 6th grade students achieving MEETS grade level on STAAR Benchmarks - Math will increase from 31% to 39% by June 2026 [26 - 39% 27 - 47% 28 - 56%]

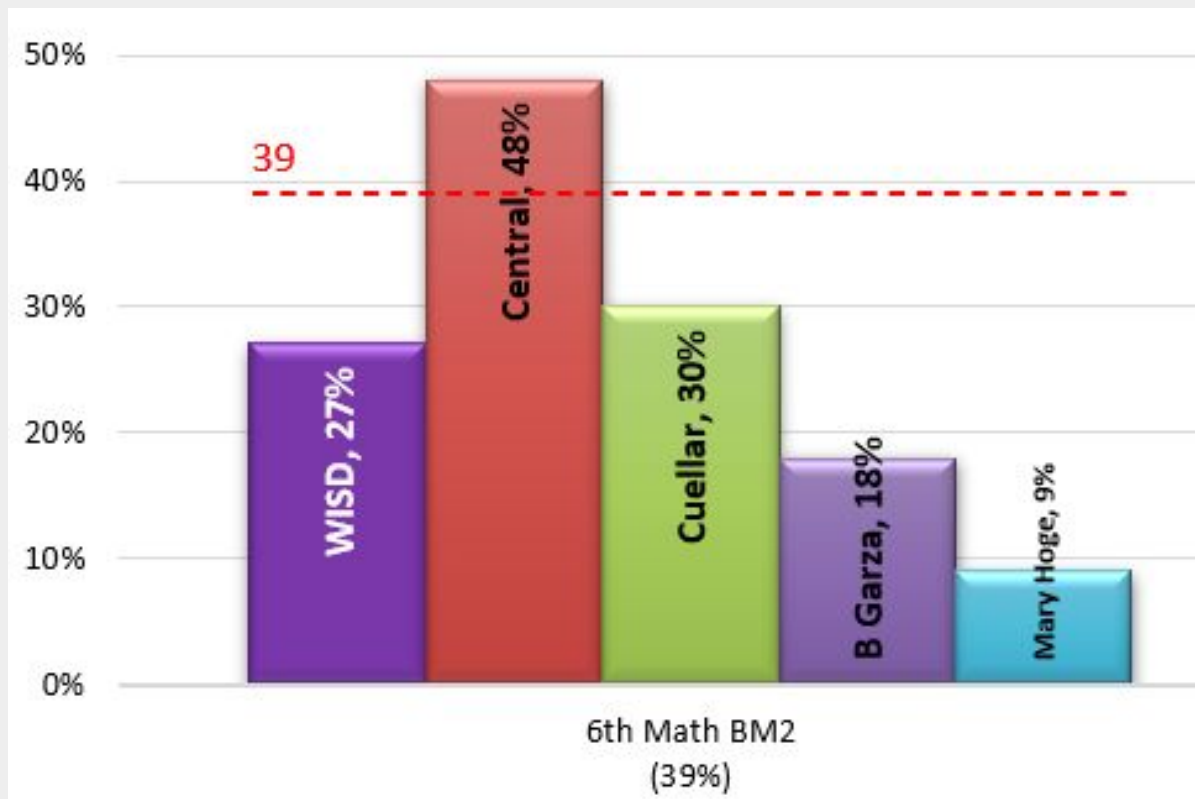
Demographic Group Progress		BM1	BM2	2026 Target
All Students & Hispanic	6th	32%	27%	39%
Eco. Disadvantaged	6th	27%	22%	32%
Emergent Bilingual	6th	18%	12%	26%
Special Education	6th	8%	5%	14%

Percent of Students Achieving Meets percentile on Math Benchmark 2



6th Grade Percent of Students Achieving MEETS PERFORMANCE on Math BM2

CAMPUS



Goal 3: The percent of **6th grade** students that score meets grade level or above on **STAAR Math** will increase from 24% in August 2023 to 56% by August 2028

GPM 3.1 - The percent of 4th grade students achieving MEETS grade level on STAAR Benchmarks - Math will increase from 37% to 44% by June 2026	[26 - 44% 27 - 52% 28 - 60%]
GPM 3.2 - The percent of 5th grade students achieving MEETS grade level on STAAR Benchmarks - Math will increase from 36% to 44% by June 2026	[26 - 44% 27 - 52% 28 - 60%]
GPM 3.3 - The percent of 6th grade students achieving MEETS grade level on STAAR Benchmarks - Math will increase from 31% to 39% by June 2026	[26 - 39% 27 - 47% 28 - 56%]

What is working?

- Consistent implementation of adopted curriculum
- Lessons aligned to the TEKS and High Quality Instructional Materials (HQIM)
- Common planning period for Professional Learning Communities (PLC) collaboration

What needs attention?

- Integration of the student work analysis protocol in PLCs
- Internalization focused on supports or extensions for diverse learners
- Consistently use of formative data from curriculum embedded assessments

GPMs 4.1 - 4.3

Reading



LSG Progress Monitoring - April

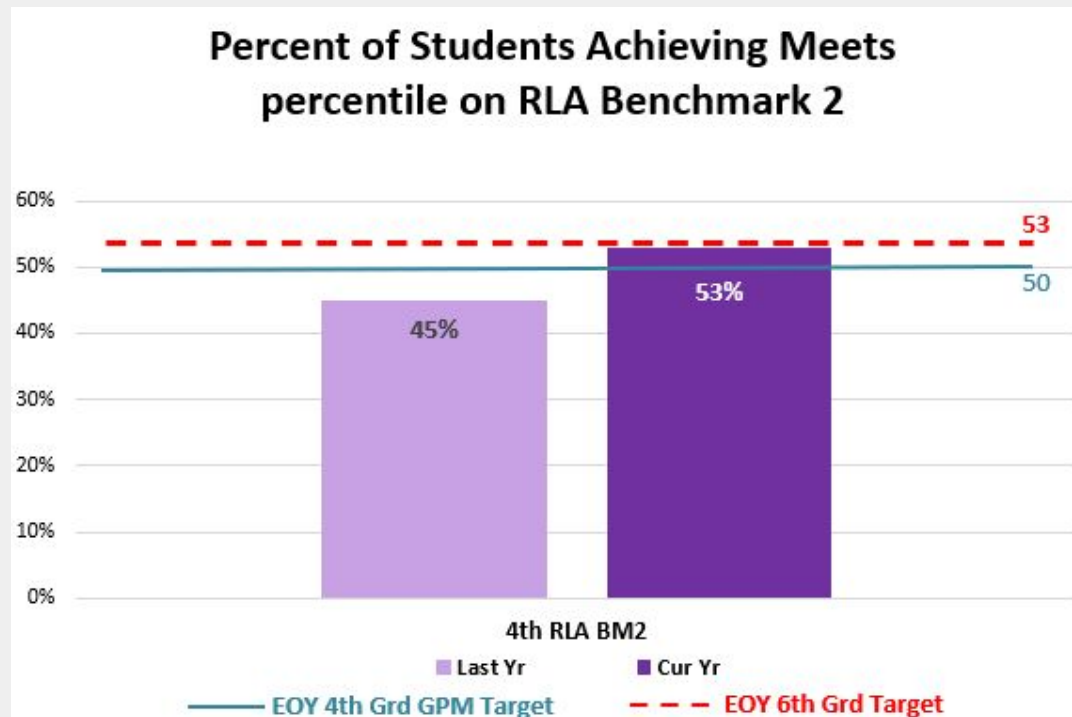
Weslaco ISD
HB 3 Board Goal 4

Goal 4: The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 38% in August 2023 to 53% by August 2028

On Track

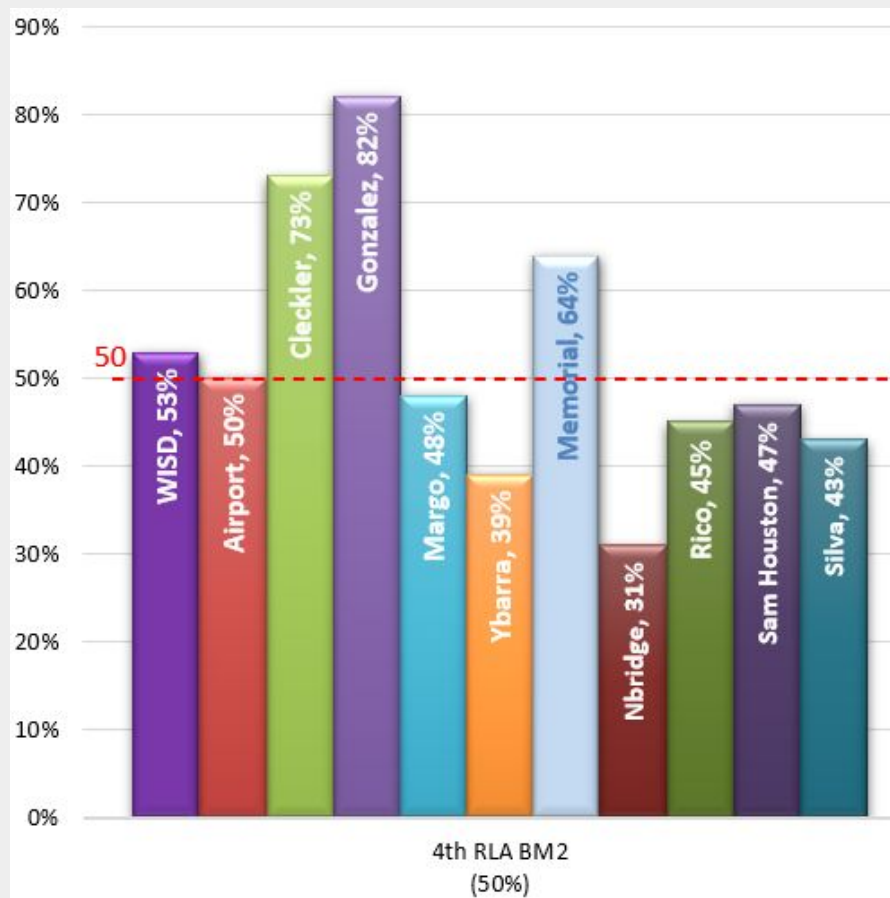
GPM 4.1 - The percent of 4th grade students achieving MEETS grade level on STAAR Benchmarks - Reading will increase from 45% to 50% by June 2026 [26 - 50% 27 -55% 28 - 60%]

Demographic Group Progress		BM1	BM2	2026 Target
All Students & Hispanic	4th	36%	53%	50%
Eco. Disadvantaged	4th	32%	48%	41%
Emergent Bilingual	4th	28%	38%	38%
Special Education	4th	10%	17%	18%



4th Grade Percent of Students Achieving MEETS PERFORMANCE on RLA BM2

CAMPUS



LSG Progress Monitoring - April

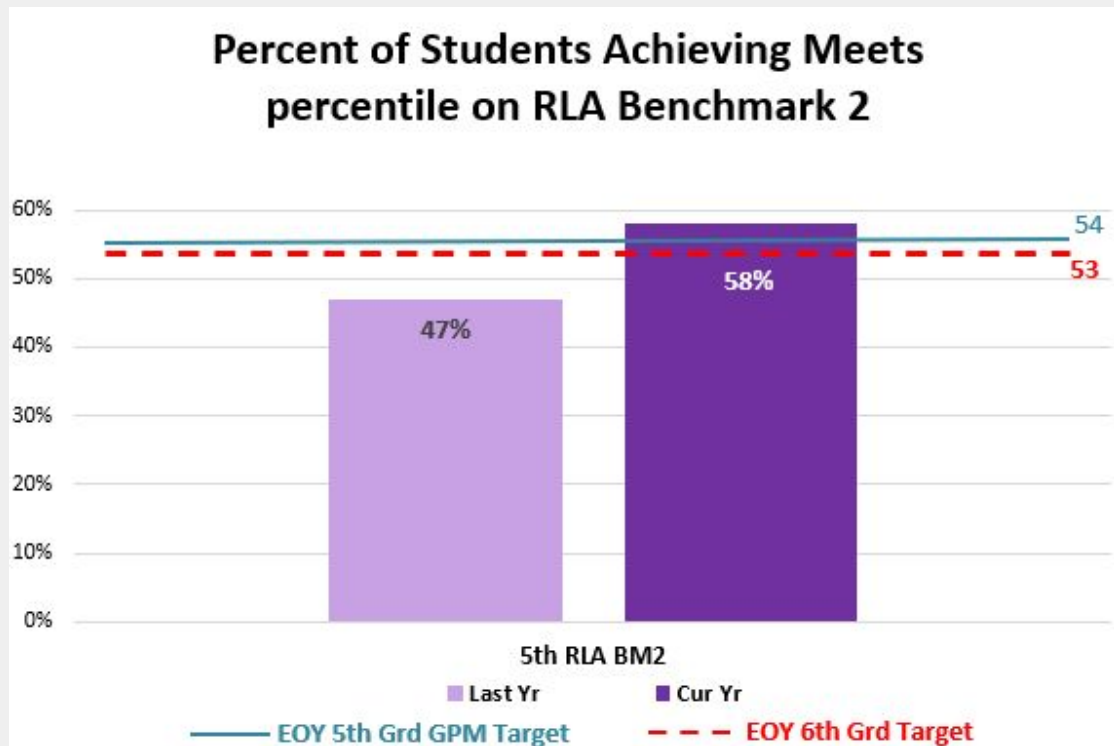
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HB 3 Board Goal 4

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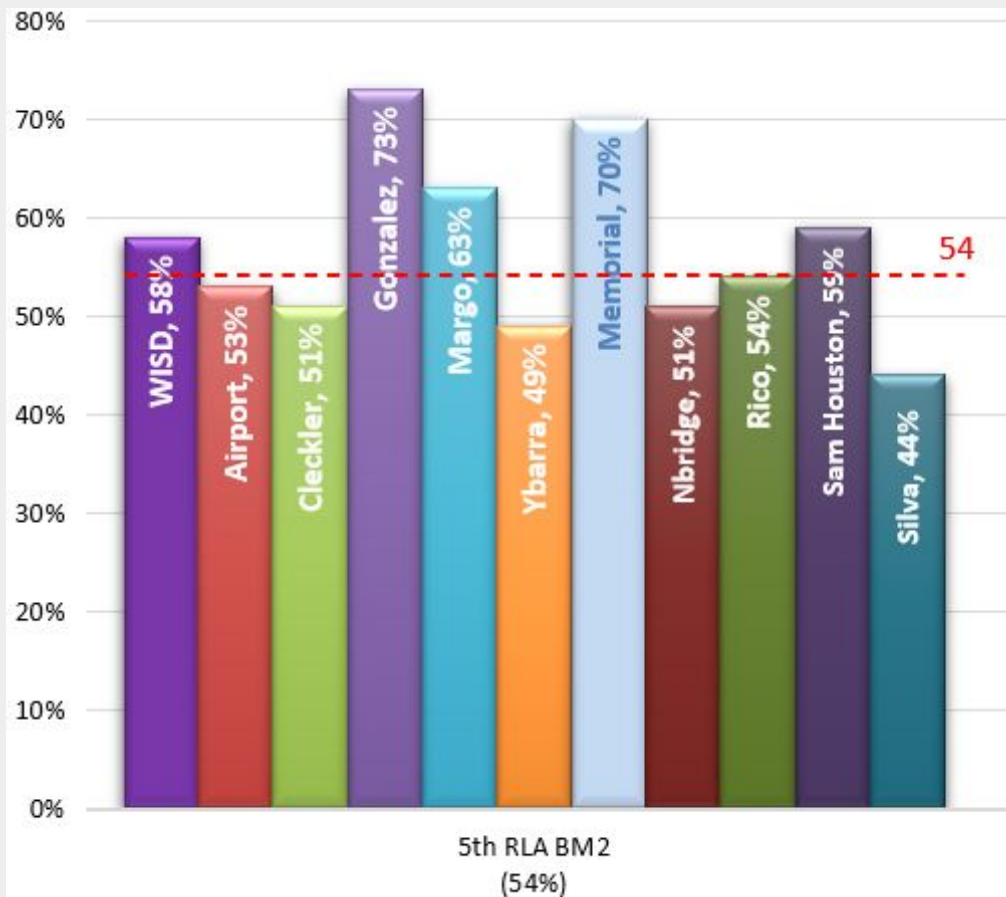
On Track

GPM 4.2 - The percent of 5th grade students achieving MEETS grade level on STAAR Benchmarks - Reading will increase from 49% to 54% by June 2026 [26 - 54% 27 -58% 28 - 62%]

Demographic Group Progress		BM1	BM2	2026 Target
All Students & Hispanic	5th	39%	58%	54%
Eco. Disadvantaged	5th	35%	53%	45%
Emergent Bilingual	5th	25%	45%	36%
Special Education	5th	9%	17%	16%



5th Grade Percent of Students Achieving MEETS PERFORMANCE on RLA BM2



LSG Progress Monitoring - April

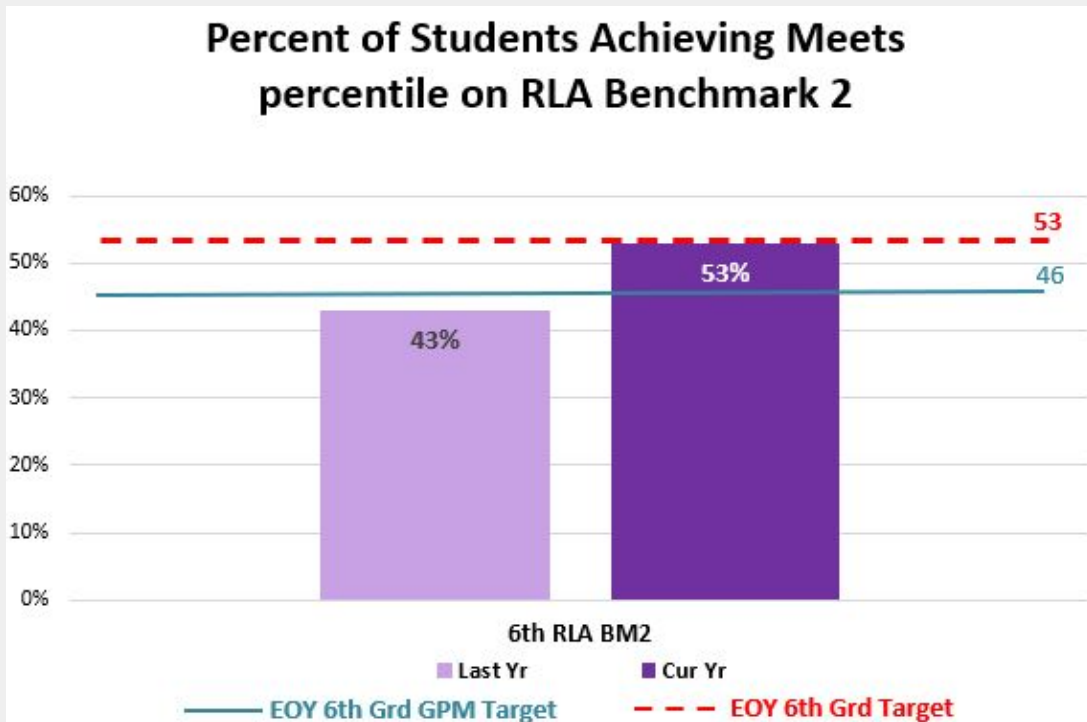
Weslaco ISD
HB 3 Board Goal 4

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On Track

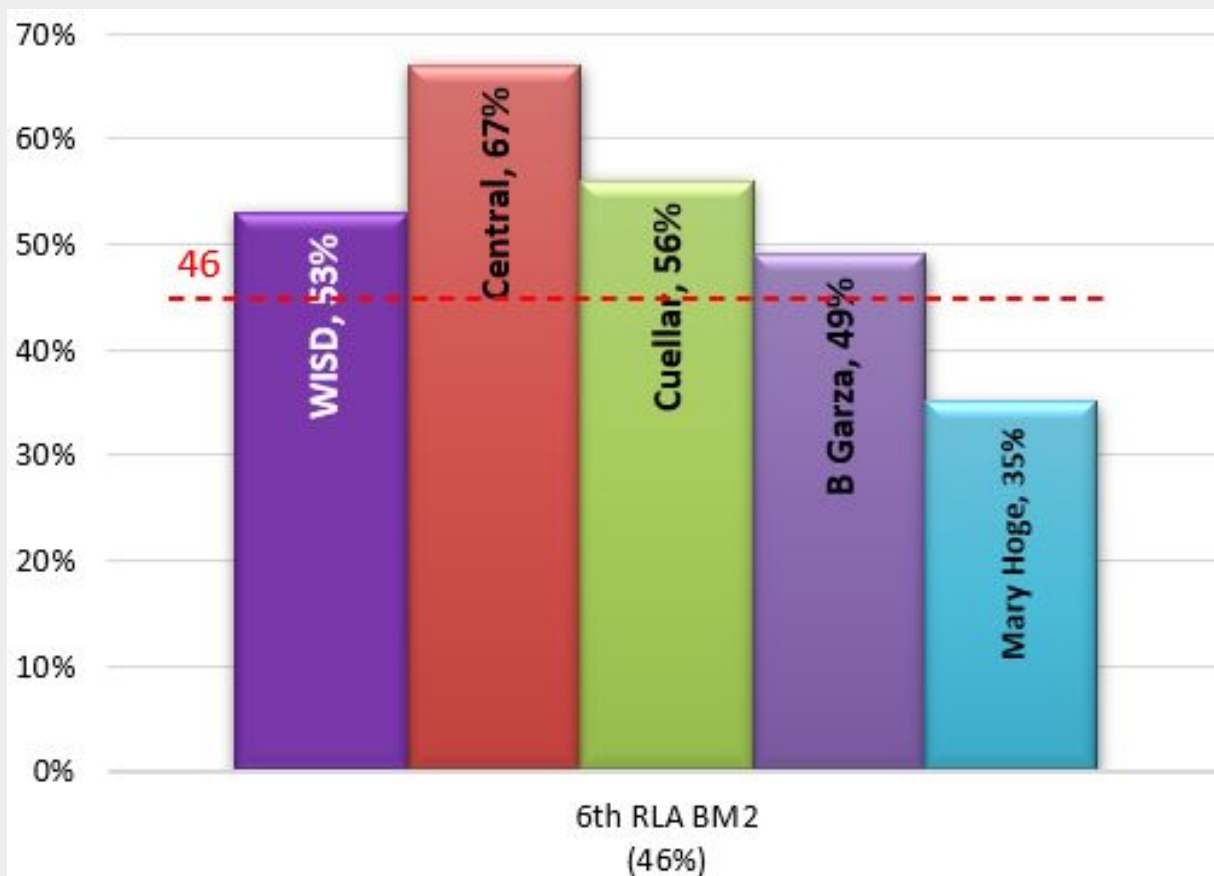
GPM 4.3 - The percent of 6th grade students achieving MEETS grade level on STAAR Benchmarks - Reading will increase from 42% to 46% by June 2026 [26 - 46% 27 -51% 28 - 53%]

Demographic Group Progress		BM1	BM2	2026 Target
All Students & Hispanic	6th	43%	53%	46%
Eco. Disadvantaged	6th	37%	47%	39%
Emergent Bilingual	6th	21%	29%	28%
Special Education	6th	7%	14%	15%



6th Grade Percent of Students Achieving MEETS PERFORMANCE on RLA BM2

CAMPUS



LSG Progress Monitoring - April

Weslaco ISD
HB 3 Board Goal 4

Goal 4: The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 38% in August 2023 to 53% by August 2028

GPM 4.1	- The percent of <u>4th grade</u> students achieving MEETS grade level on STAAR Benchmarks - Reading will increase from 45% to 50% by June 2026	[26 - 50%	27 -55%	28 - 60%]
GPM 4.2	- The percent of <u>5th grade</u> students achieving MEETS grade level on STAAR Benchmarks - Reading will increase from 49% to 54% by June 2026	[26 - 54%	27 -58%	28 - 62%]
GPM 4.3	- The percent of <u>6th grade</u> students achieving MEETS grade level on STAAR Benchmarks - Reading will increase from 42% to 46% by June 2026	[26 - 46%	27 -51%	28 - 53%]

What is working?

- Consistent implementation of the adoption and integration of supplemental resources
- Consistent implementation of aligned progress monitoring
- Meaningful data conversations to address student achievement
- High level collaboration centered on effective instruction

What needs attention?

- More consistent walkthrough feedback
- Ensure all students, including those requiring Tier 2 and Tier 3 supports, receive high-quality, grade-level Tier 1 instruction to maintain consistent student expectations
- Maintain the rigor of the grade-level curriculum by avoiding the simplification of content, ensuring that scaffolds do not compromise the essential student expectations

CPM 3.1 & 3.2

Panorama Survey



LSG Progress Monitoring- April

Weslaco ISD
Superintendent Constraint 3

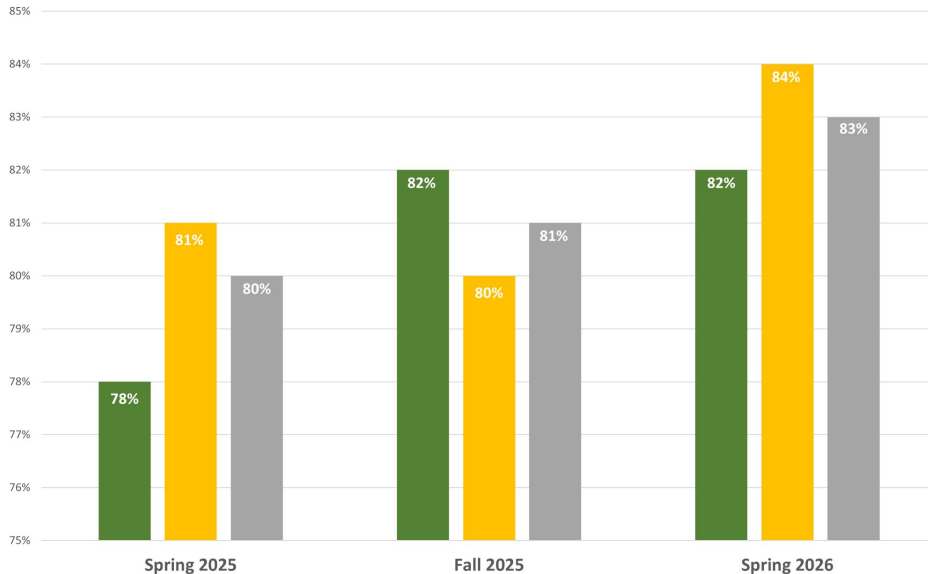
Constraint 3: The Superintendent shall not allow a low level of campus culture and climate.

On Track

CPM 3.1: The percentage of students who respond favorably to Emotional Regulation on the Student Panorama Survey will be at 46% by the Spring of 2026. [45%-2024, 45%-2025, **46%-2026**, 47%-2027, 48%-2028]

Emotion Regulation (Students)

■ Gr 3-5 ■ Gr 6-12 ■ Average



WHAT IS WORKING:

- Strategic use of data to target campus needs
- Campuses consistently delivering weekly SEL lessons
- Ongoing professional development for counselors, social workers, and LPCs on trauma informed practices (Restorative Circles, Crisis Response, and the use of evidence based therapies)
- Consistent implementation of the Panorama Action Plan with intentional followthrough for students with low SEL scores
- Monthly District SEL Committee meetings with presentations and collaboration
- SB 12 forms are now accessible through online registration

WHAT NEEDS MORE ATTENTION:

- Continued monitoring and refinement of Tiered Services
- Increased administrative buy-in, including staff recognition and positive reinforcement for SEL efforts
- Regular review of Panorama SEL data with both staff and students
- Expanded Tier 2 group interventions focused on coping skills, conflict resolution, and self regulation.

LSG Progress Monitoring- April

Weslaco ISD Superintendent Constraint 3

Constraint 3: The Superintendent shall not allow a low level of campus culture and climate.

CPM 3.1: The percentage of students who respond favorably to Emotional Regulation on the Student Panorama Survey will be at 46% by the Spring of 2026. [45%-2024, 45%-2025, **46%-2026**, 47%-2027, 48%-2028]

3-5 grade Questions (2,705 responses)

QUESTION	80%	1	▲ 2
When everybody around you gets angry, how relaxed can you stay?	responded favorably		from Fall 2025
QUESTION	85%	1	0
How often are you able to control your emotions when you need to?	responded favorably		from Fall 2025
QUESTION	83%	1	▼ 2
When you get upset, how often can you get yourself to relax?	responded favorably		from Fall 2025
QUESTION	79%	1	▲ 1
When things go wrong for you, how calm are you able to stay?	responded favorably		from Fall 2025

6-12 grade Questions (3,338 responses)

QUESTION	81%	1	▲ 5
How often are you able to pull yourself out of a bad mood?	responded favorably		from Fall 2025
QUESTION	87%	1	▲ 3
How often are you able to control your emotions when you need to?	responded favorably		from Fall 2025
QUESTION	85%	1	▲ 4
When you get upset, how often can you get yourself to relax?	responded favorably		from Fall 2025
QUESTION	84%	1	▲ 4
When things go wrong for you, how calm are you able to stay?	responded favorably		from Fall 2025
QUESTION	82%	1	▲ 2
When you get upset, how often do you stop to think before you act?	responded favorably		from Fall 2025

LSG Progress Monitoring- April

Weslaco ISD
Superintendent Constraint 3

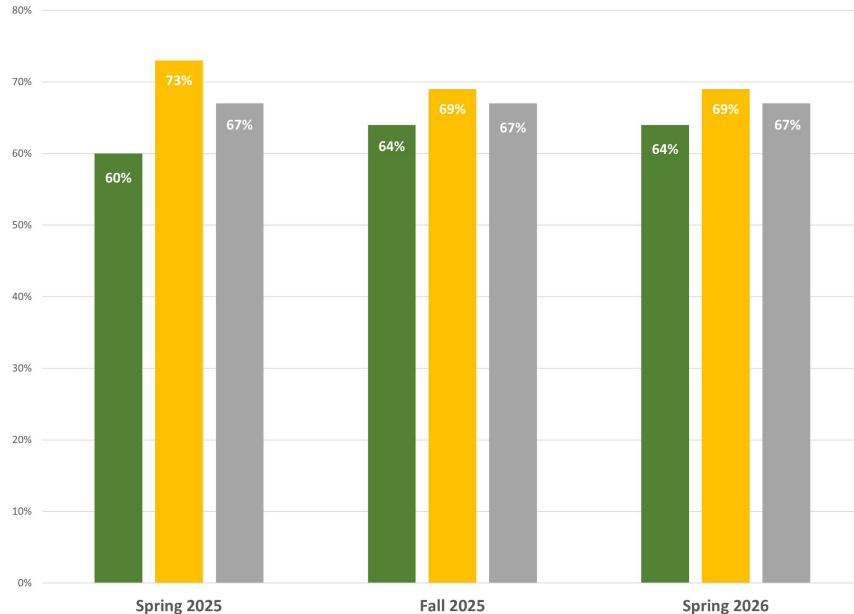
Constraint 3: The Superintendent shall not allow a low level of campus culture and climate.

On Track

CPM 3.2: The percentage of teachers and staff who respond favorably to School Climate on the Teachers and Staff Panorama Survey will be at 58% by the Spring of 2026. [57%-2024, 57%-2025, **58%-2026**, 59%-2027, 60%-2028]

School Climate (Teachers & Staff)

■ Teachers ■ Staff ■ Average



WHAT IS WORKING:

- Consistently recognizing and celebrating staff through shout-outs, awards, newsletters, and spotlights.
- Use of social media platforms (Facebook) to showcase campus successes
- Teacher collaboration and valuing staff input in decision-making
- Team-building activities, social events, and staff appreciation initiatives (coffee, snacks, zen rooms)
- Encouraging staff leadership and involvement through committees and shared responsibilities

WHAT NEEDS MORE ATTENTION:

- Clearly & consistently set and communicate the campus expectations and follow through
- Foster a culture where staff feel safe and supported in expressing concerns and needs
- Strengthen connections among staff to build a stronger sense of community and belonging
- Maintain a strong focus on staff well-being, including balance and wellness supports.
- Enhance communication by ensuring transparency and clarity around decisions and changes.
- Increase administrator visibility and encouragement to build trust and rapport
- Align teacher, staff & student school climate needs (target all three)

LSG Progress Monitoring- April

Weslaco ISD Superintendent Constraint 3

Constraint 3: The Superintendent shall not allow a low level of campus culture and climate.

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Teacher Questions

(982 responses)

QUESTION	58 %	▲ 1
On most days, how enthusiastic are the students about being at school?	responded favorably	from Fall 2025
QUESTION	63 %	▼ 3
How optimistic are you that your school will improve in the future?	responded favorably	from Fall 2025
QUESTION	57 %	▲ 3
How positive are the attitudes of your colleagues?	responded favorably	from Fall 2025
QUESTION	77 %	0
How respectful are the relationships between teachers and students?	responded favorably	from Fall 2025
QUESTION	67 %	▼ 3
Overall, how positive is the working environment at your school?	responded favorably	from Fall 2025
QUESTION	60 %	▲ 2
How confident are you that you can engage students who typically are not motivated?	responded favorably	from Fall 2025

Staff Questions

(770 responses)

QUESTION	75 %	▲ 2
To what extent are staff trusted to work in the way they think is best?	responded favorably	from Fall 2025
QUESTION	66 %	▼ 1
How optimistic are you that your school will improve in the future?	responded favorably	from Fall 2025
QUESTION	66 %	▼ 2
Overall, how positive is the working environment at your school?	responded favorably	from Fall 2025

Trustee Questions



LSG Questions

Trustee: J. Sustaita

Question:

In 4th grade math, performance increased from 35% (BM1) to 42% (BM2) and is approaching the 44% target, while 6th grade declined from 32% to 27% and is off track toward a 39% target. What do we know about the differences in implementation or student experience that may be contributing to these contrasting outcomes across grade levels?

Response:

Need deeper implementation and rehearsals. There is a larger amount of new content expectations in 6th grade compared to 4th grade. 6th grade tested prior to Spring break with the understanding that they had not completed teaching all of this year's expectations. 6th grade needs more Tier II interventions since their Tier I students are often accelerated in 6th grade advanced classes.



LSG Questions

Trustee: J. Sustaita

Question:

Across math benchmarks, Special Education students in 5th grade declined from 24% to 10%, and in 6th grade from 8% to 5%. What do we currently understand about why these student groups are not showing growth compared to other groups?

Response:

- Similar dips occurred across all student groups from both 5th grade and 6th grade for Math benchmarks 1 and 2.
- It is difficult to discern/pinpoint the exact reason for the decline. Potential causes will be examined further.
- In the meantime, the initiative for collaboration between regular and special education teachers who teach math will continue. The initiative to ensure that all teachers teaching and supporting math are content area experts will continue.



LSG Questions

Trustee: J. Sustaita

Question:

Student emotional regulation is projected to reach 46% by Spring 2026, with mixed results across grade spans. What do we know about which student groups or campuses are driving this performance, and where gaps still exist?

Response:

Through enhanced survey analysis, we can identify strengths and weaknesses across campuses, grade levels, gender groups, and special populations, including English Learners, students receiving Special Education, and students served under Section 504. The projected 46% emotional regulation rate is largely driven by stronger outcomes in grades 6–12, while grades 3–5 show a need for development. Results are fairly consistent across student groups, indicating equitable access to SEL supports. However, variation across campuses suggests inconsistent implementation, with key gaps in elementary SEL skills.

[Spring 2026 Panorama Demographic Survey Results](#)

