



2026 Public Hearing: Regional Performance

August 20, 2026



WELCOME

Dr. Manuel Gomez, Jr., Chairperson

2025-2030 Region One ESC's Strategic Plan

OUR MISSION

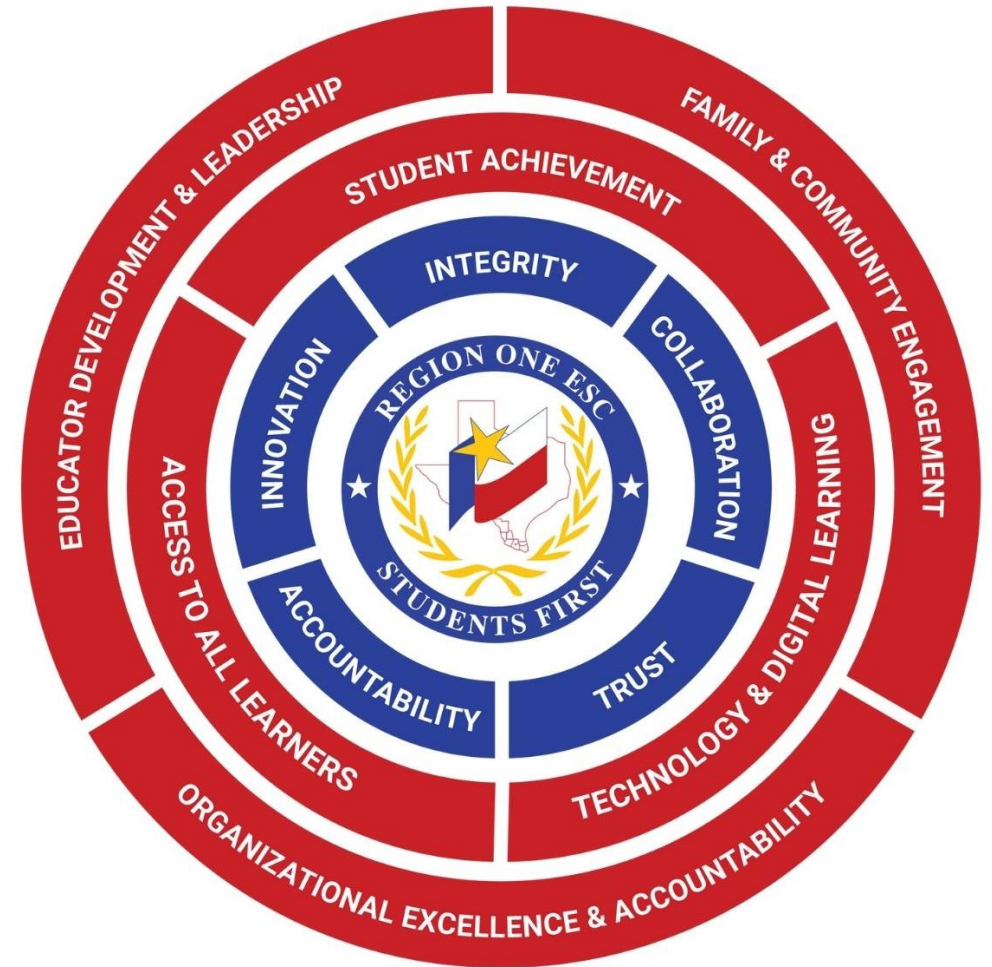
To be the premier partner for every school system in our region, empowering all learners to strive for educational excellence, personal and community success, and regional transformation.

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.*





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
 Evaluates the performance across all subjects for all students, on STAAR, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.	Academic Growth  Relative Performance 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.	 Uses disaggregated data to demonstrate differentials among racial or ethnic groups, socioeconomic backgrounds and other factors.
70% of Total Grade		30% of Total Grade



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.**



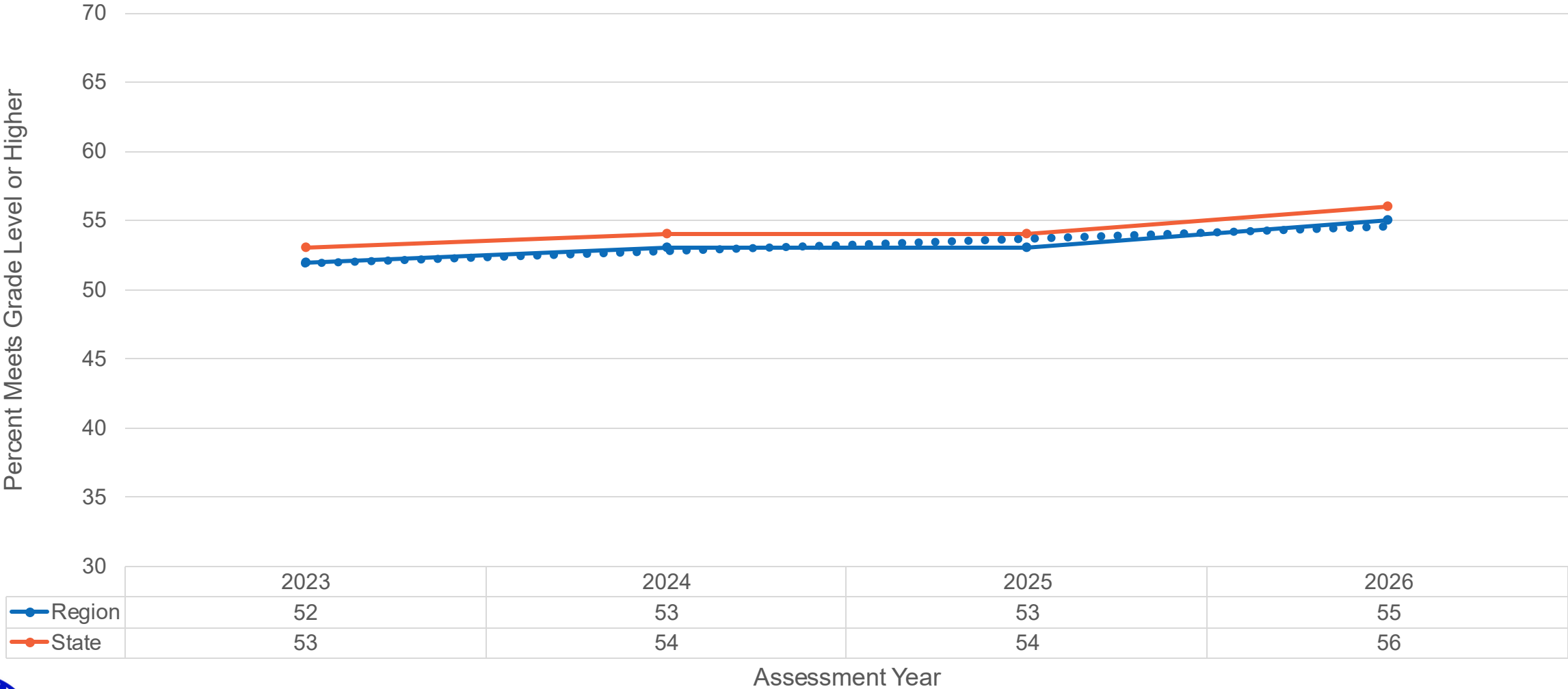
Masters

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, 2023-2026



Regional Performance Trend Line

Source: 2026 Texas Performance Reporting System (TPRS)



Reading Language Arts Insights

Aligning Instruction to the Depth of Thinking Required by STAAR

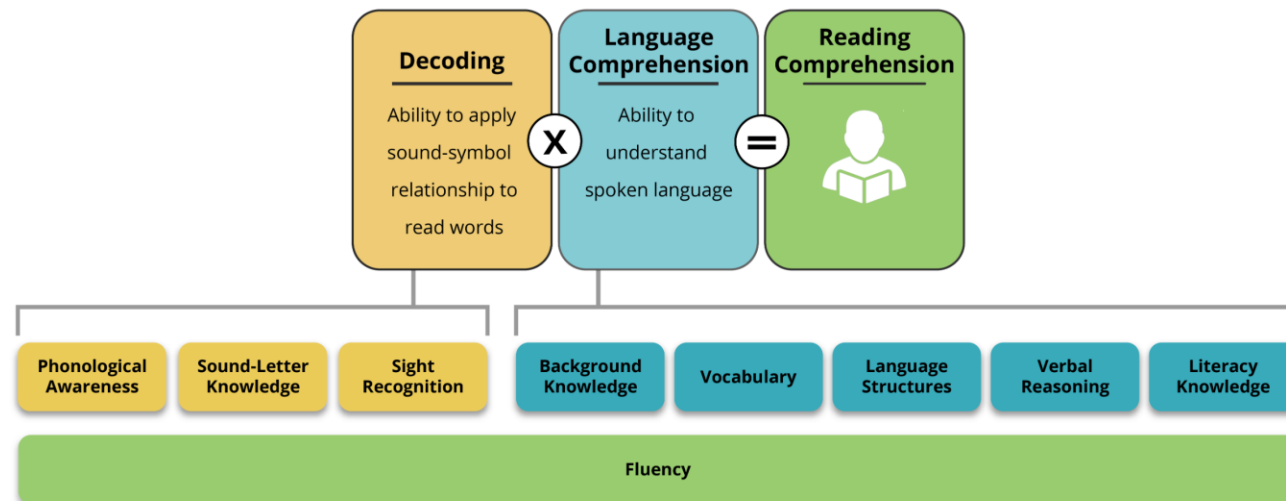


Region One demonstrated continued growth, increasing from 52% in 2023 to 55% in 2026, a 3 percentage-point gain.



Region One matched the State's year-over-year growth in 2026, maintaining a narrow 1-point performance gap.

The **Simple View of Reading** provides a causal framework for improving reading achievement.



Accelerating growth requires intentionally strengthening both components through evidence-based instruction.

Accelerating Reading Achievement Through Evidence-Based Instruction

Ensuring systematic, explicit instruction in **foundational skills**.

Developing accurate, automatic, and expressive reading **fluency**.

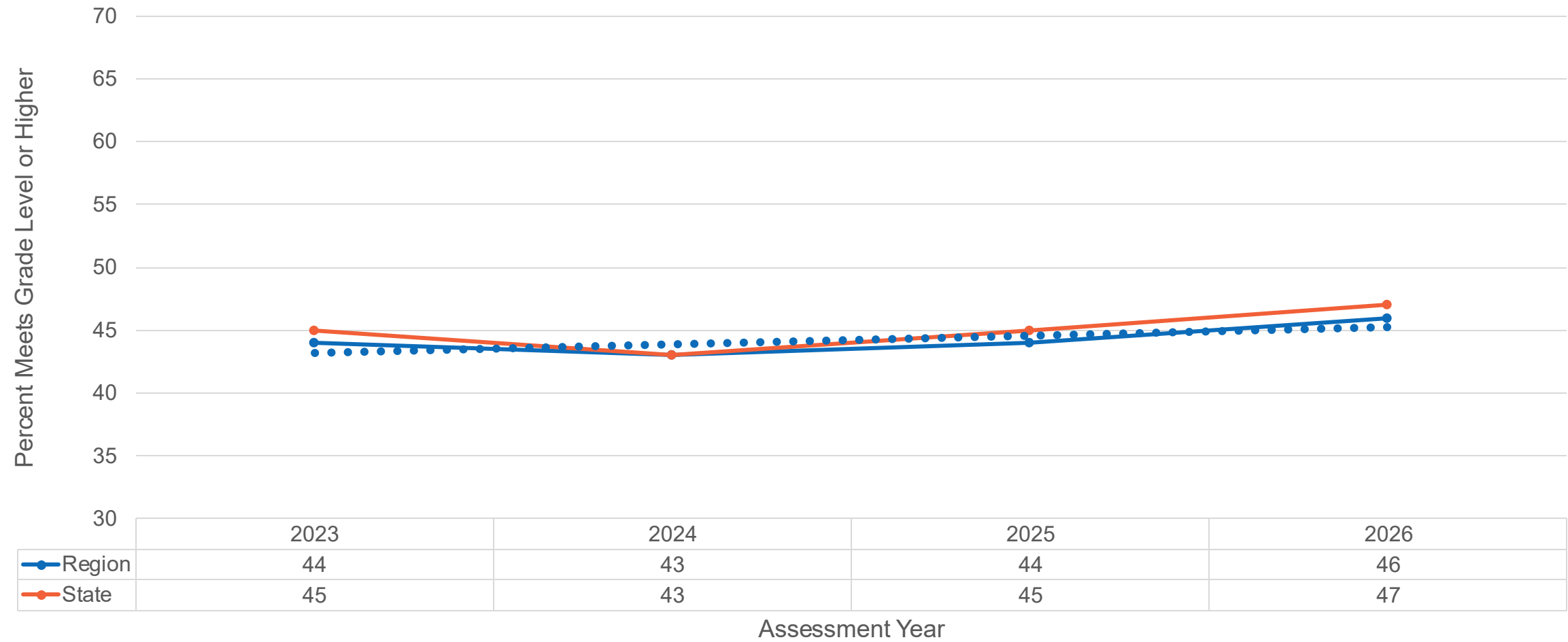
Building **coherent knowledge and academic vocabulary** through content-rich learning.

Integrating **text-dependent writing** to strengthen comprehension and evidence-based thinking.



Percentage of 3-8 Math. & Algebra 1 Assessments

At **Meets** Performance Level or Higher, 2023-2026

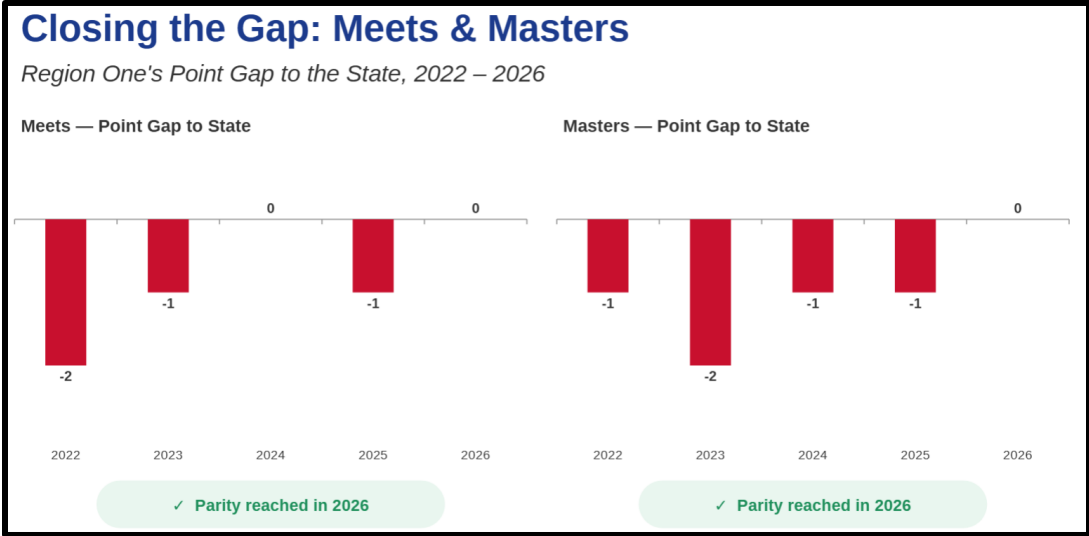


Regional Performance Trend Line

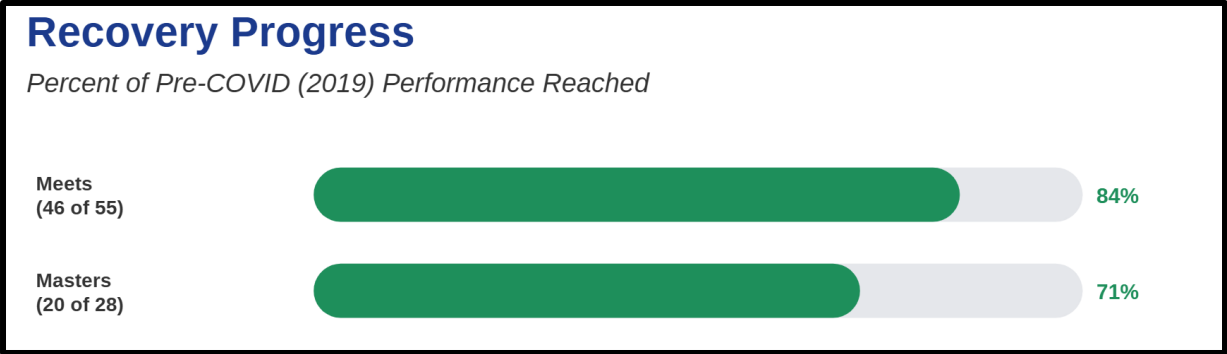
Source: 2026 Texas Performance Reporting System (TPRS)

Mathematics Insights

Strengthening Student Understanding Through Modeling and Representation



Since 2022, Region One has steadily closed the gap with the state at the Meets level. This isn't a one-year outlier – it is a sustained, multi-year trajectory that reflects consistent regional growth alongside the state's own progress.



Region One has recovered 84% of pre-pandemic Meets performance and 71% of pre-pandemic Masters performance – while simultaneously reaching full parity with the state.

Increased Tailoring of Support

Coaching support shifted from generic internalization protocols to district and campus specific coaching cycles.

Modeling and Student-First Internalization

Specialists modeled lessons during teacher professional development sessions, then extended that modeling into live lessons within teachers' own classrooms with their own students.



RBIS Depth and Training

Research-based instructional strategies training moved beyond awareness-level sessions into embedded, classroom-ready practice for teachers and administrators.

Coaching Continuity

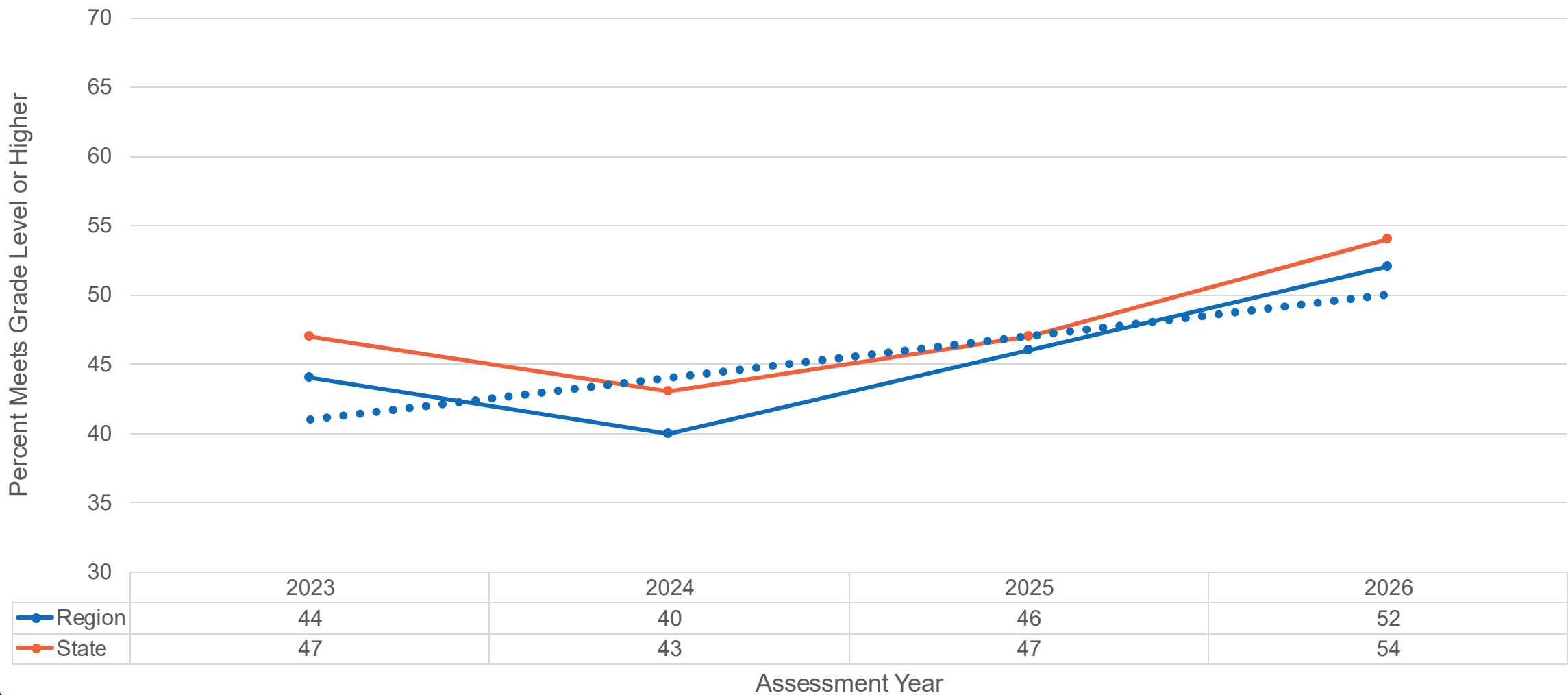
Consistent, year-long partnerships between specialists and districts let trust and instructional traction compound, rather than resetting with every visit.

Targeted STAAR Camps

STAAR Camps expanded in scale and were more precisely targeted toward students closest to the Meets cut score.

Percentage of Science Assessments

At **Meets** Performance Level or Higher, 2023-2026



Regional Performance Trend Line

Source: 2026 Texas Performance Reporting System (TPRS)



Science Insights

Foster Scientific Thinking and Authentic Learning Experiences



Science performance across the region has generally followed the statewide trend. Performance declined in 2024, and in 2025 and 2026 both the region and state demonstrated gains. Regional performance has increased narrowing the regional-to-state gap indicating a positive trajectory of mastery.



Data trends should also be interpreted within the context of changes to the Science TEKS. The 2023 and 2024 STAAR administrations reflect the previous science standards, while 2025 represents a transition year where the overlap content between previous and new standards was assessed. Continued attention to implementation of the new Science TEKS and new performance standards will be important as STAAR transitioned beyond the overlap curriculum in 2026.

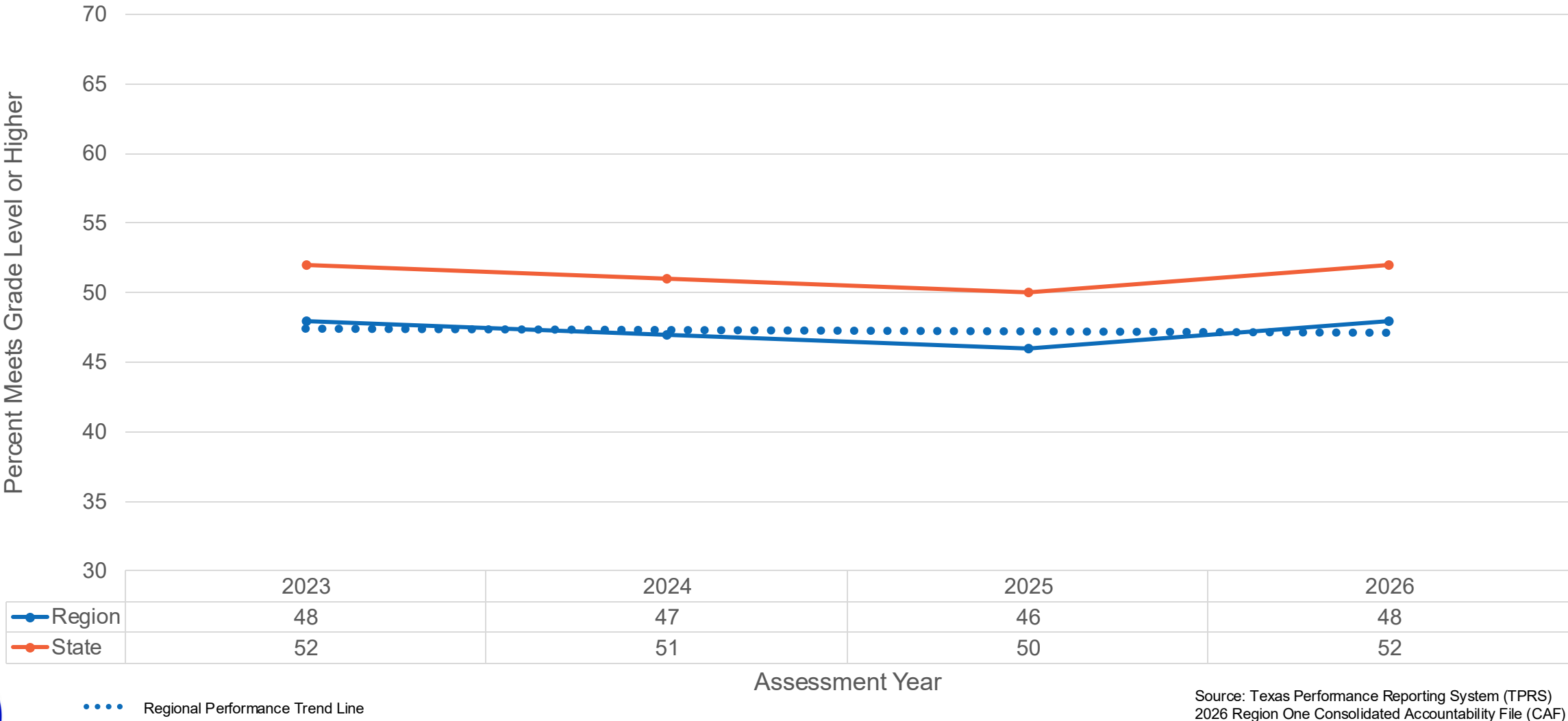
Accelerating Student Success in Science:

- Instruction is anchored in a phenomena and/or engineering problem.
- Integration of grade level scientific & engineering practices, recurring themes & concepts and content standards.
- Learning is intentionally sequenced and scaffolded.
- Opportunities for meaningful sense-making through, reading, writing, thinking and acting like scientists and engineers.



Percentage of Social Studies Assessments

At *Meets* Performance Level or Higher, 2023-2026

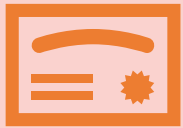


Source: Texas Performance Reporting System (TPRS)
2026 Region One Consolidated Accountability File (CAF)

Social Studies Insights: Moving Beyond Content Coverage to Foster Historical Thinking, Geographic Reasoning, and Real-World Relevance



Regional Social Studies STAAR results at the **Meets** performance level have remained largely stagnant over the past four years, with a slight overall decline between 2023-2026. Results indicate that Region One Social Studies has met expected performance.



State Social Studies STAAR performance at the **Meets** level has also remained relatively stable over the past four years reflecting a similar regional trend. Regional performance consistently remains slightly below the state average.

Accelerating Student Success in Social Studies:

- Chronological sequencing-building models of cause-and-effect relationships to gain a deeper understanding
- Primary Source Analysis-understanding point of view and context
- Opportunities to apply knowledge in multiple contexts, make connections and evaluate change over time
- Instructional alignment to the social studies knowledge and skills K-12



IMPROVING STUDENT OUTCOMES AT SCALE:

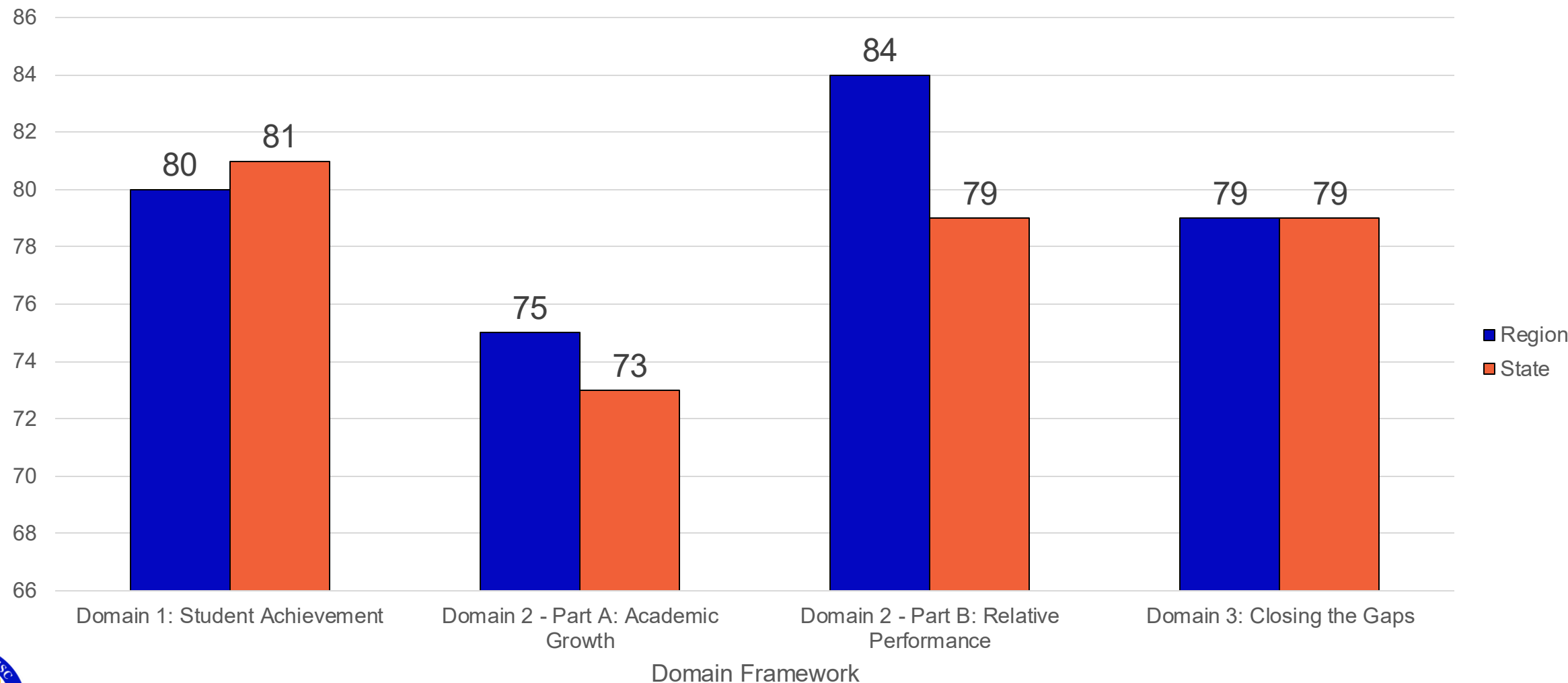
The path to victory requires aligned, impactful services across the State, every ESC, every School System, every Campus and every Classroom.

Academic Performance By the Numbers



Domain Framework - District

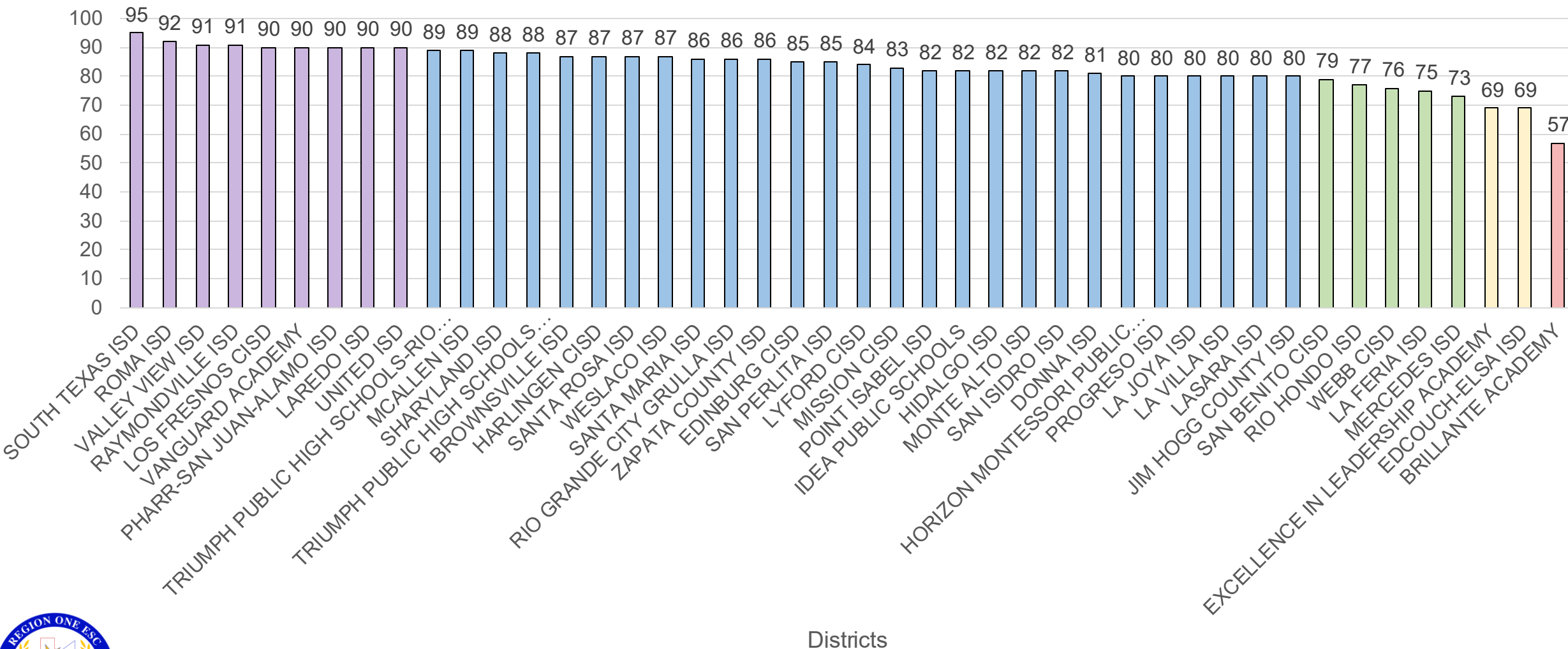
2026 State Accountability
Region vs State Performance Comparison



Source:2026 TPRS

District Overall Score

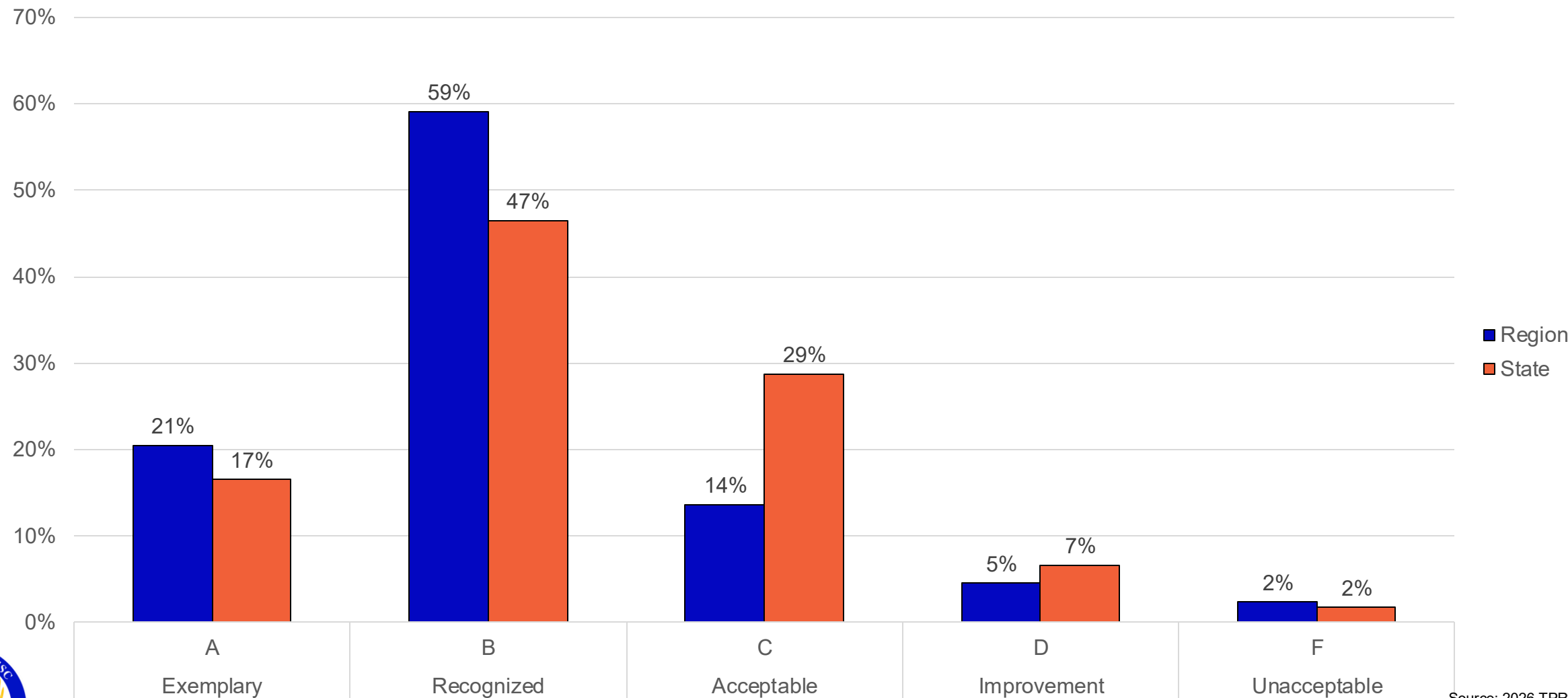
2026 Preliminary State Accountability



Source: 2026 TPRS

District Performance – All Ratings

2026 State Accountability
Region vs State Performance Comparison

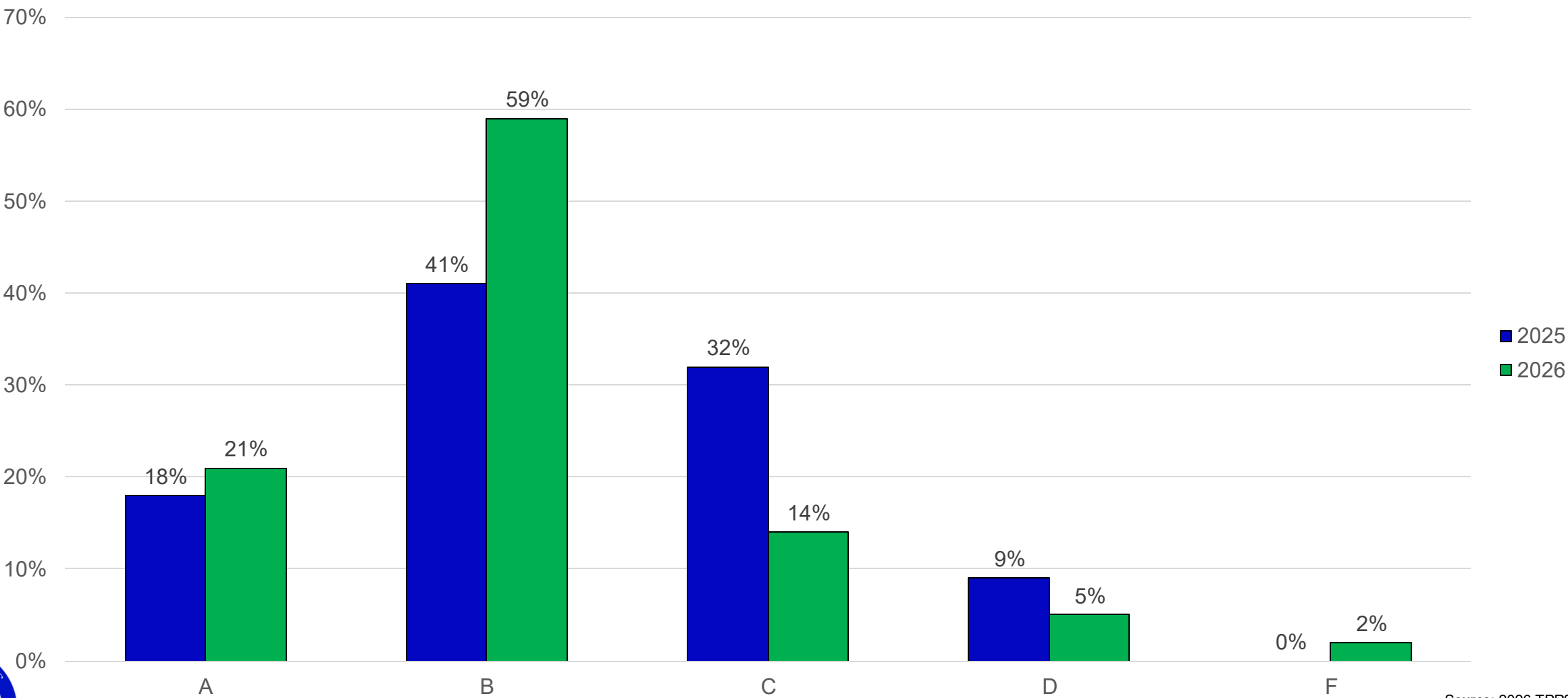


Source: 2026 TPRS



2025 to 2026 District Accountability Rating Comparison

2026 Preliminary Region One State Accountability



Source: 2026 TPRS



2025 to 2026 District Accountability Ratings

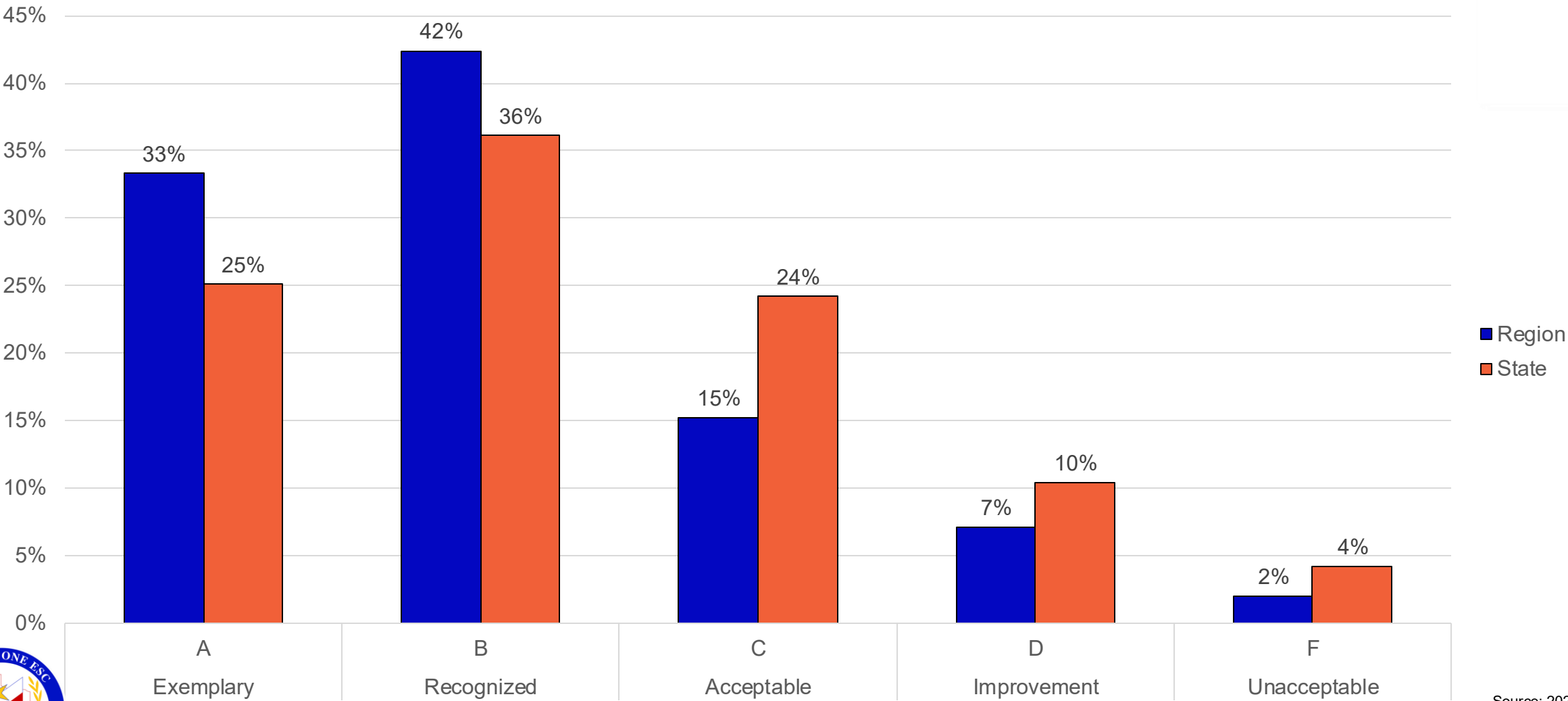
	REGION	STATE
Below A to A	11.4%	6.2%
Below B to $\geq$ B	64.7%	26.9%
Below C to $\geq$ C	100%	64.1%



Source: 2026 TPRS

Campus Performance – All Ratings

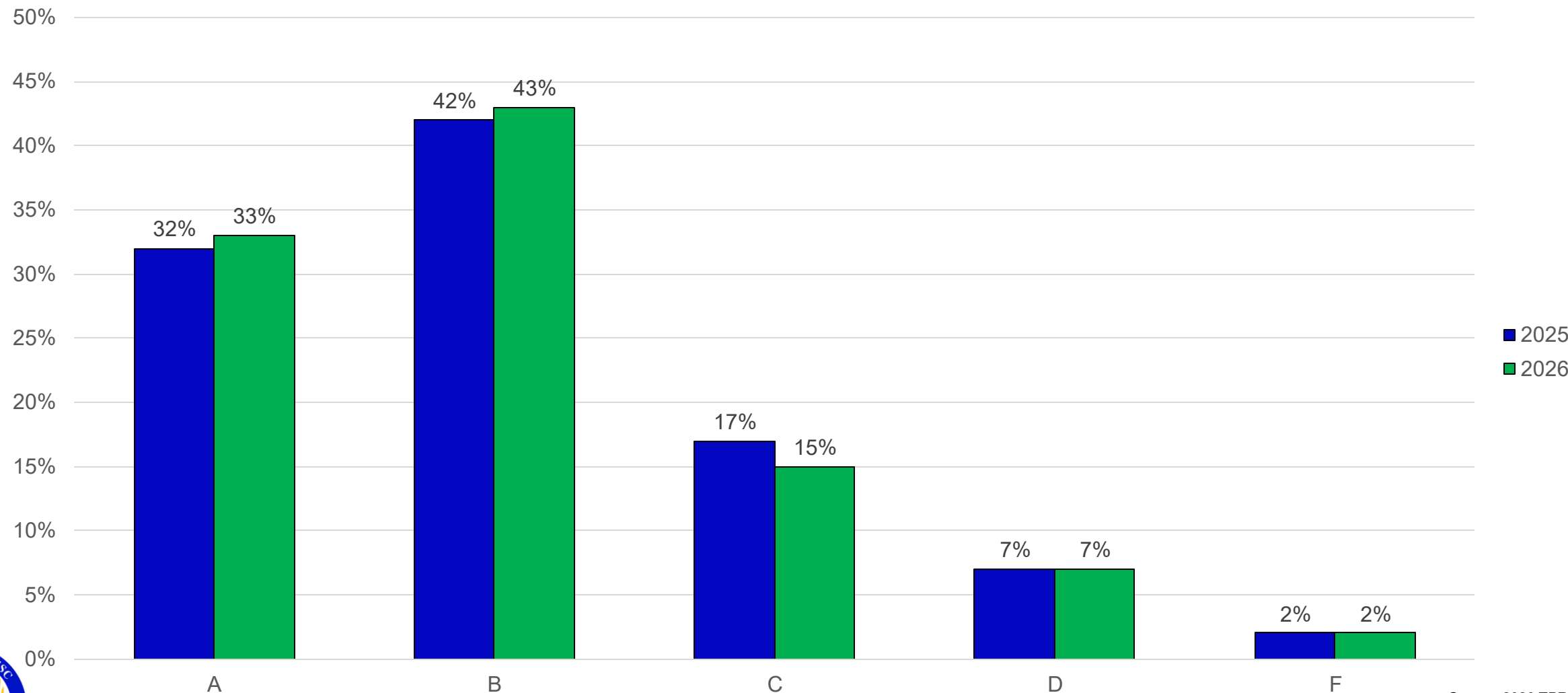
2026 State Accountability
Region vs State Performance Comparison



Source: 2026 TPRS

2025 to 2026 Campus Accountability Rating Comparison

2026 Preliminary Region One State Accountability



Source: 2026 TPRS



2025 to 2026 Campus Accountability Ratings

	REGION	STATE
Below A to A	14.2%	9.2%
Below B to $\geq$ B	39.8%	27.1%
Below C to $\geq$ C	64%	51.7%



Source: 2026 TPRS

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



2026 Postsecondary Readiness Distinction

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

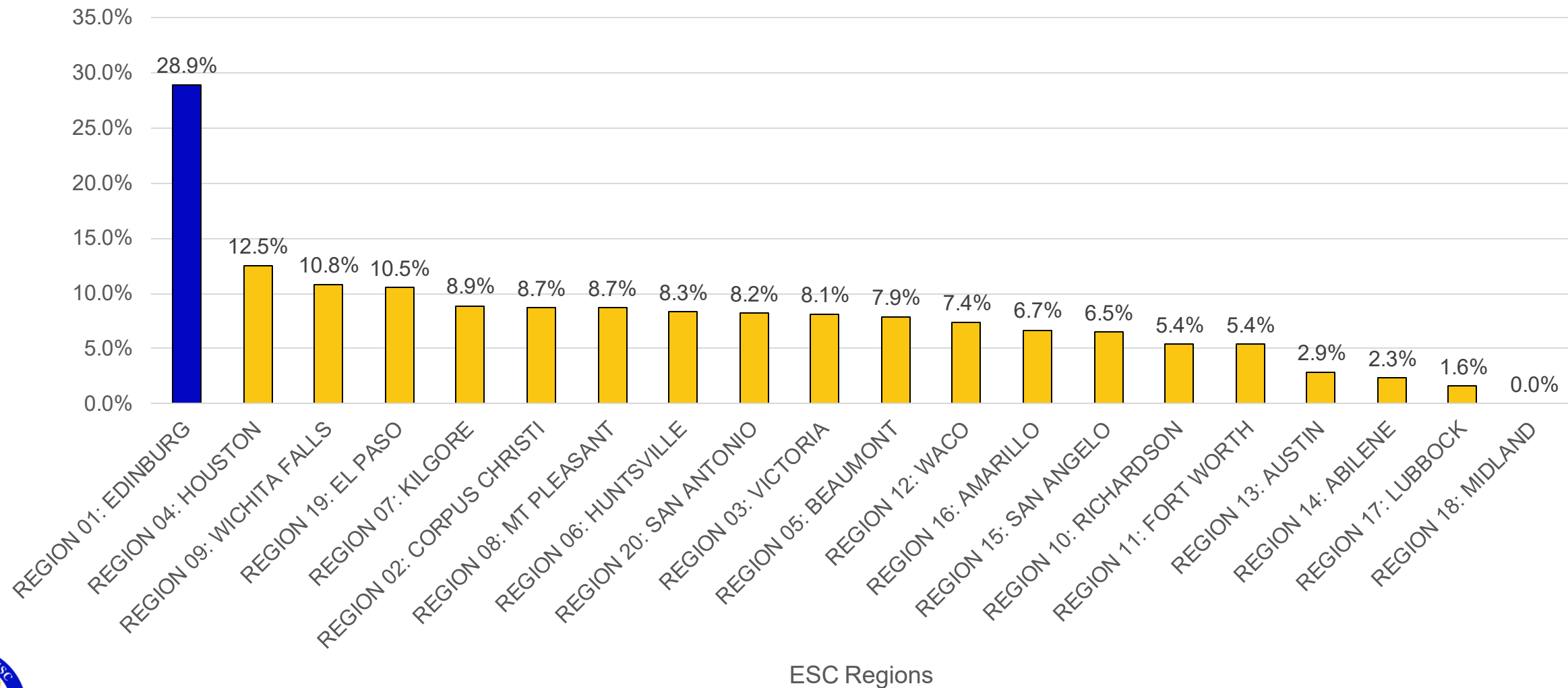
- **BROWNSVILLE ISD**
- **HARLINGEN CISD**
- **LAREDO ISD**
- **LOS FRESNOS CISD**
- **MCALLEN ISD**
- **PHARR-SAN JUAN-ALAMO ISD**
- **RAYMONDVILLE ISD**
- **ROMA ISD**
- **SANTA ROSA ISD**
- **SOUTH TEXAS ISD**
- **UNITED ISD**
- **VALLEY VIEW ISD**
- **WESLACO ISD**



Source: 2026 TPRS

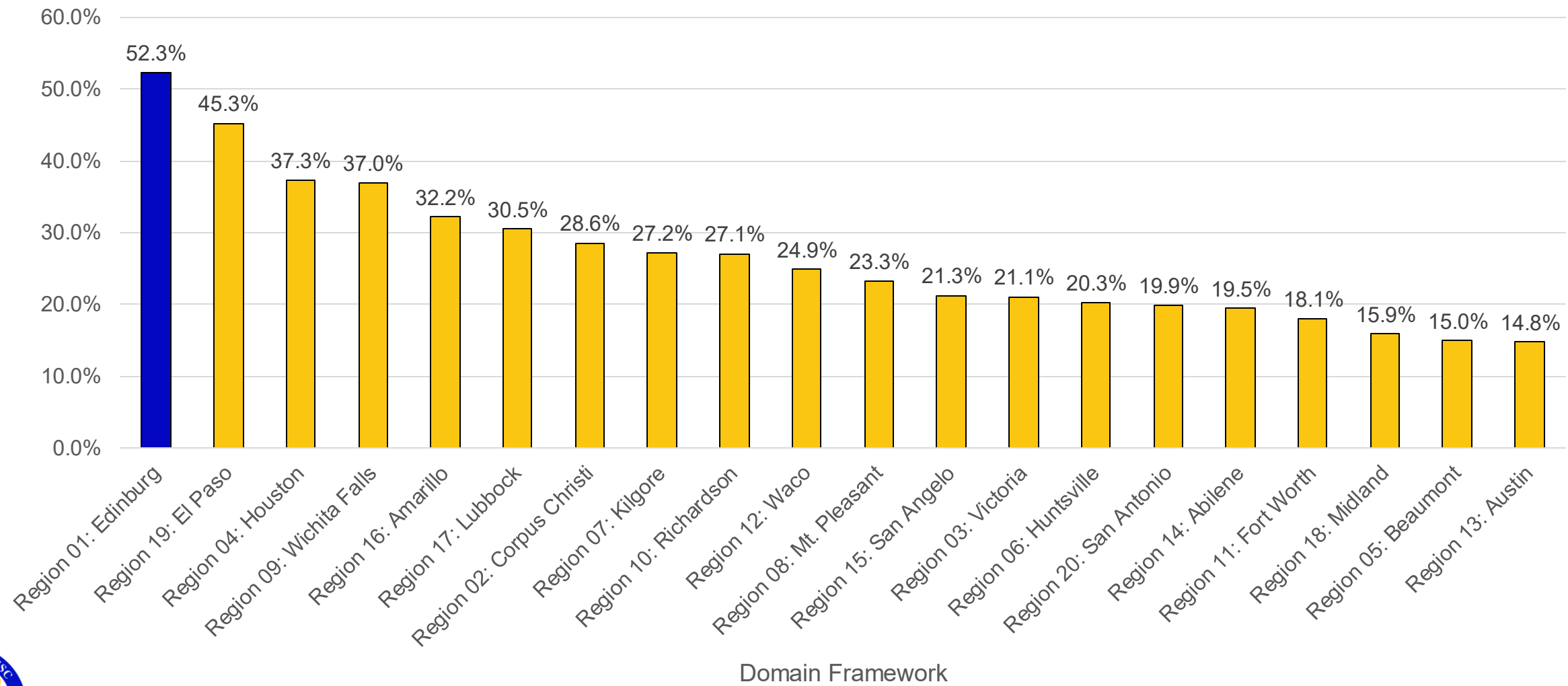
Academic Achievement Distinction Designation (AADD)

2026 State Accountability
Percent of Eligible **Districts** Earning Postsecondary Distinction by ESC



Academic Achievement Distinction Designation (AADD)

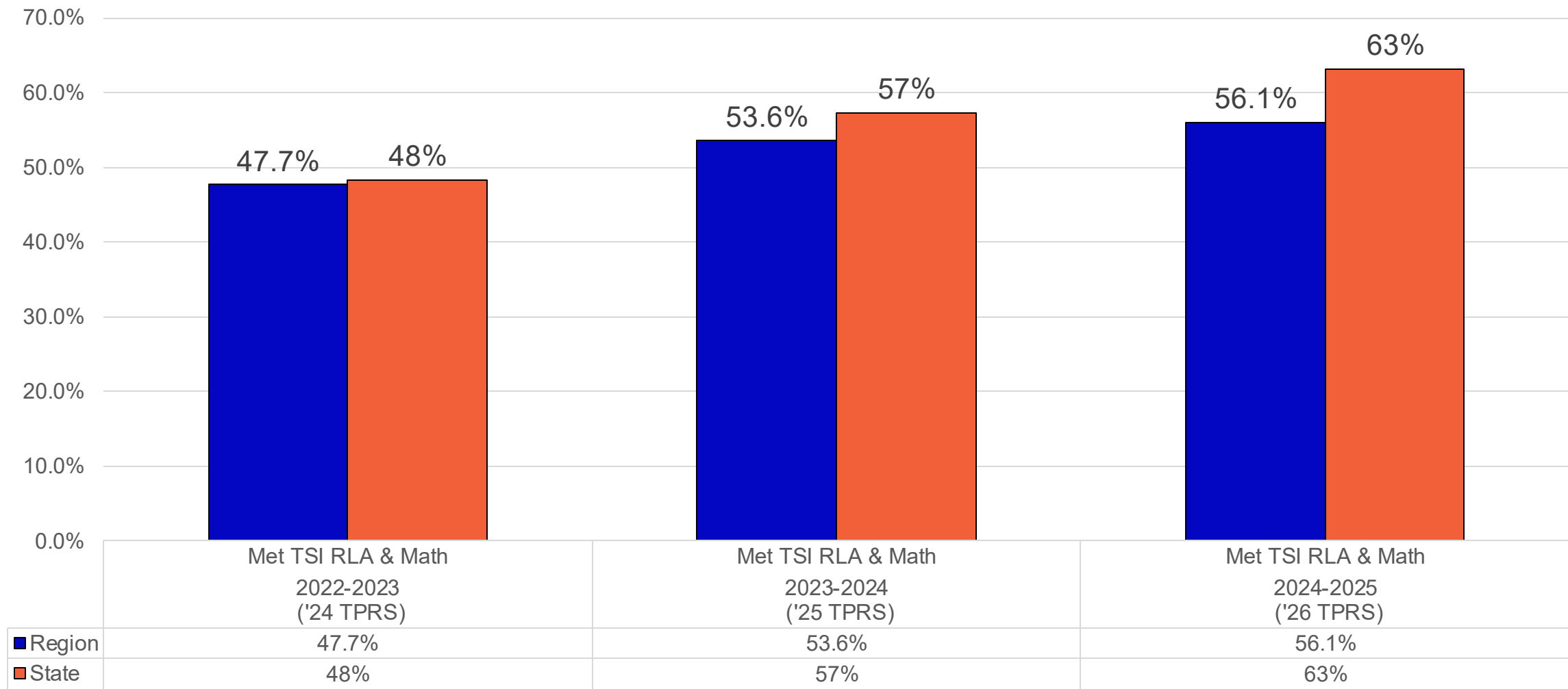
2026 State Accountability
Percent of Eligible **Campuses** Earning Postsecondary Distinction by ESC



Source: 2026 Data Downloads

College, Career, & Military Readiness (CCMR)

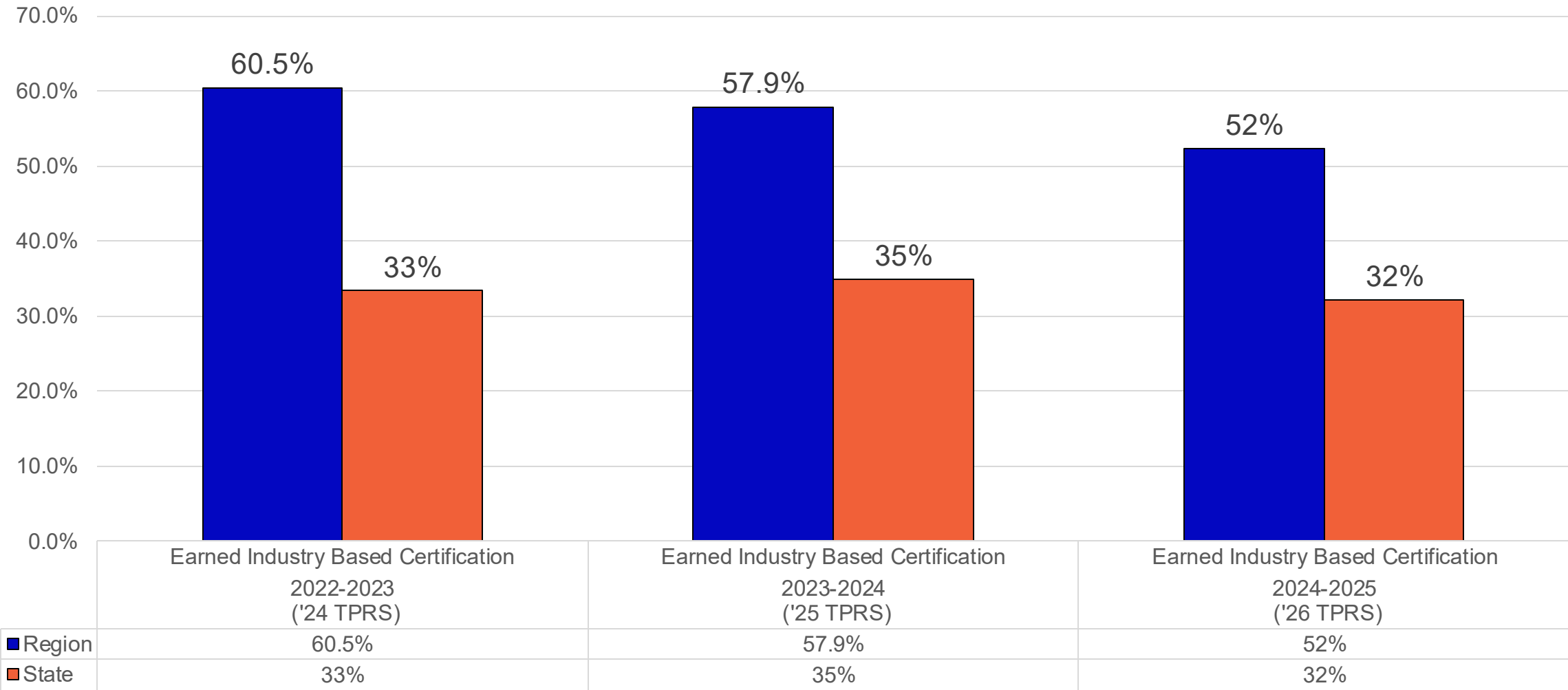
2026 State Accountability
Region vs State Performance Comparison – Met TSI RLA & Math



Source: 2026 TPRS

College, Career, & Military Readiness (CCMR)

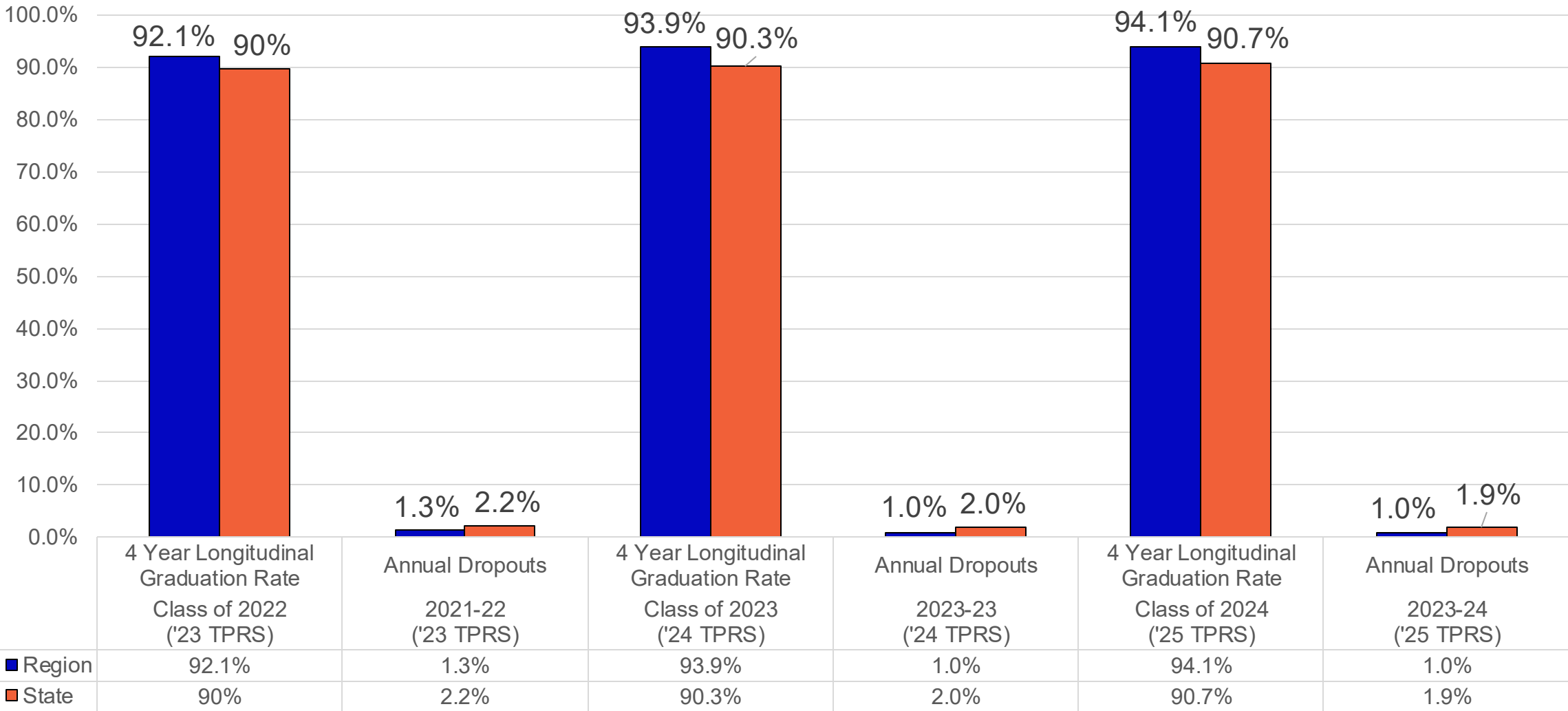
2026 State Accountability
Region vs State Performance Comparison – Earned Industry Based Certification



Source: 2026 TPRS

4-Year Longitudinal Graduation & Annual Dropout Rates

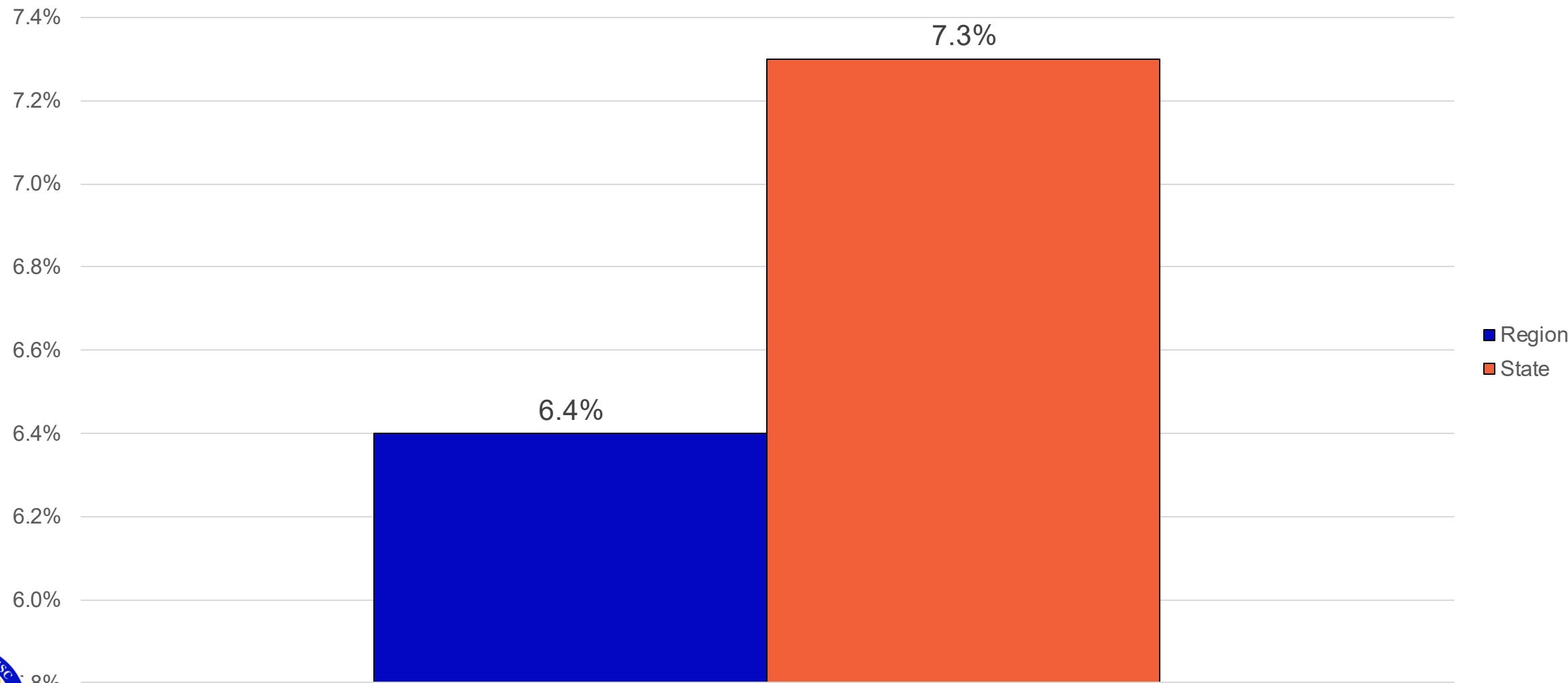
2025 State Accountability
Region vs State Performance Comparison



Source: 2025 TPRS

Percent of Federally Identified Comprehensive Campuses

2026 State Accountability
Region vs State Performance Comparison



Source: 2026 TPRS CSI & CSI Progress

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



Region One ESC

Questions and Comments

Dr. Daniel P. King, Executive Director

Sandra Garza-Cavazos

Deputy Director

Division of Instructional Support

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2025-2026 Preliminary Ratings

Based on Fiscal Year Data 2024-2025



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



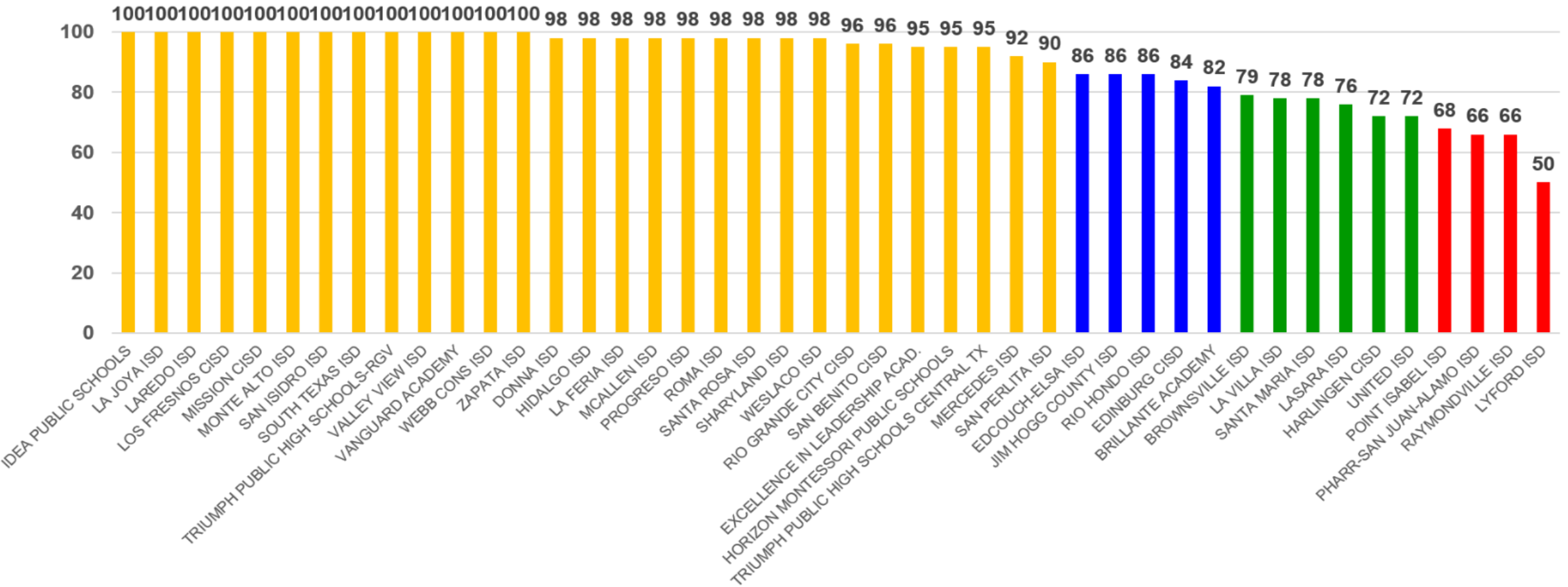
How Ratings are Assessed

- 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 School District FIRST Preliminary Ratings



School District *Preliminary Ratings*



Region One & State FIRST Ratings

Ratings	Two-Year Comparison Region One Ratings				Two-Year Comparison State Ratings			
	2024-2025 Final		2025-2026 Preliminary		2024-2025 Final		2025-2026 Preliminary	
	Count	% Total	Count	% Total	Count	% Total	Count	% Total
A	27	72.97%	23	62.16%	866	85.07%	830	81.53%
B	4	10.81%	4	10.81%	84	8.25%	111	11.00%
C	5	13.51%	6	16.22%	50	4.91%	58	5.70%
F	1	2.70%	4	10.81%	18	1.77%	19	1.87%
Total	37	100.00%	37	100.00%	1018	100.00%	1018	100.10%



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 Region One School Districts met these Critical Indicators.

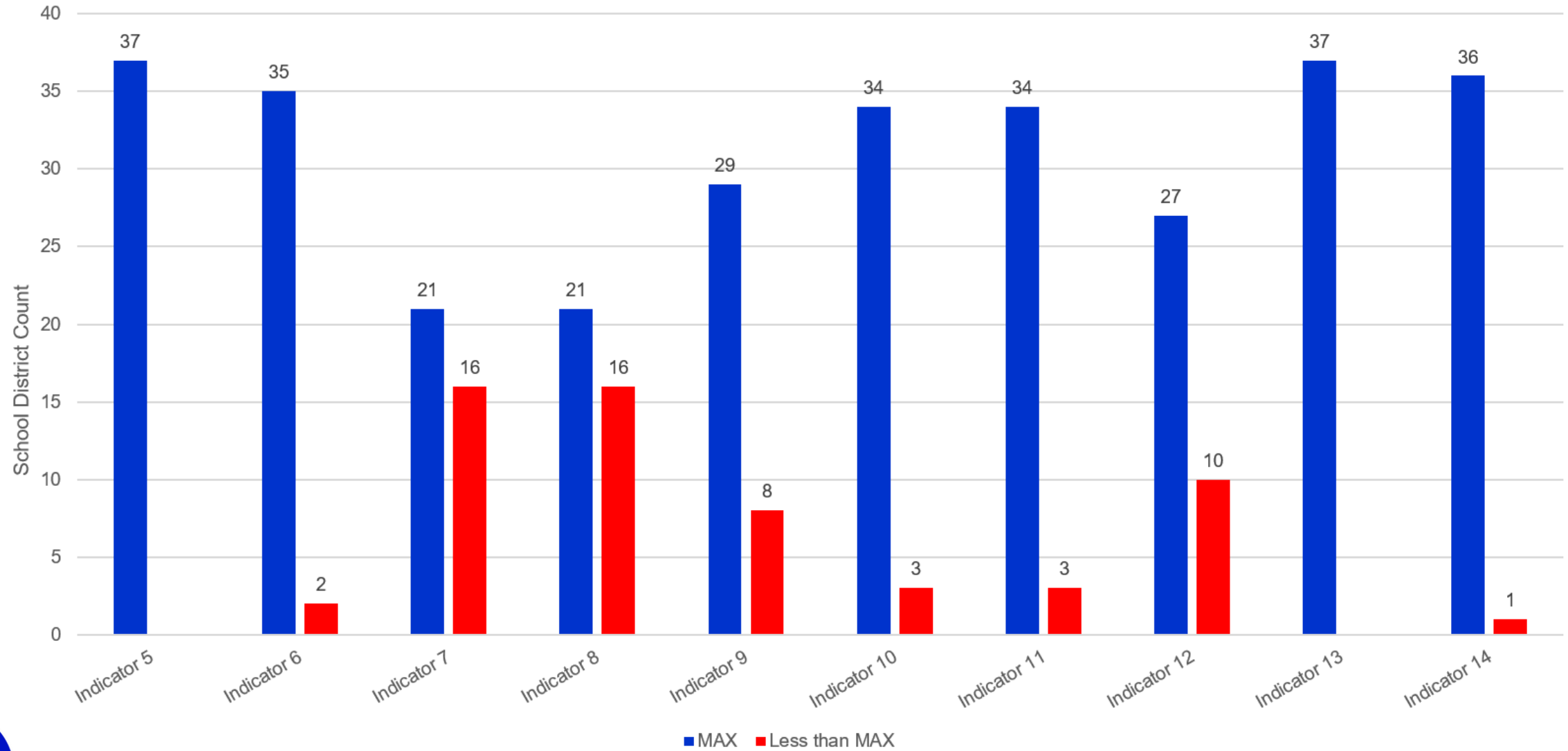


Solvency Indicators

- 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
- Indicator 11: Long-Term Liabilities to Total Assets Ratio
- Indicator 12: Debt per \$100 of Assessed Property Value
- Indicator 13: Administrative Cost Ratio (not being evaluated)
- Indicator 14: Student to Staff Ratio over 3 Year Period



Solvency Indicators 5-14

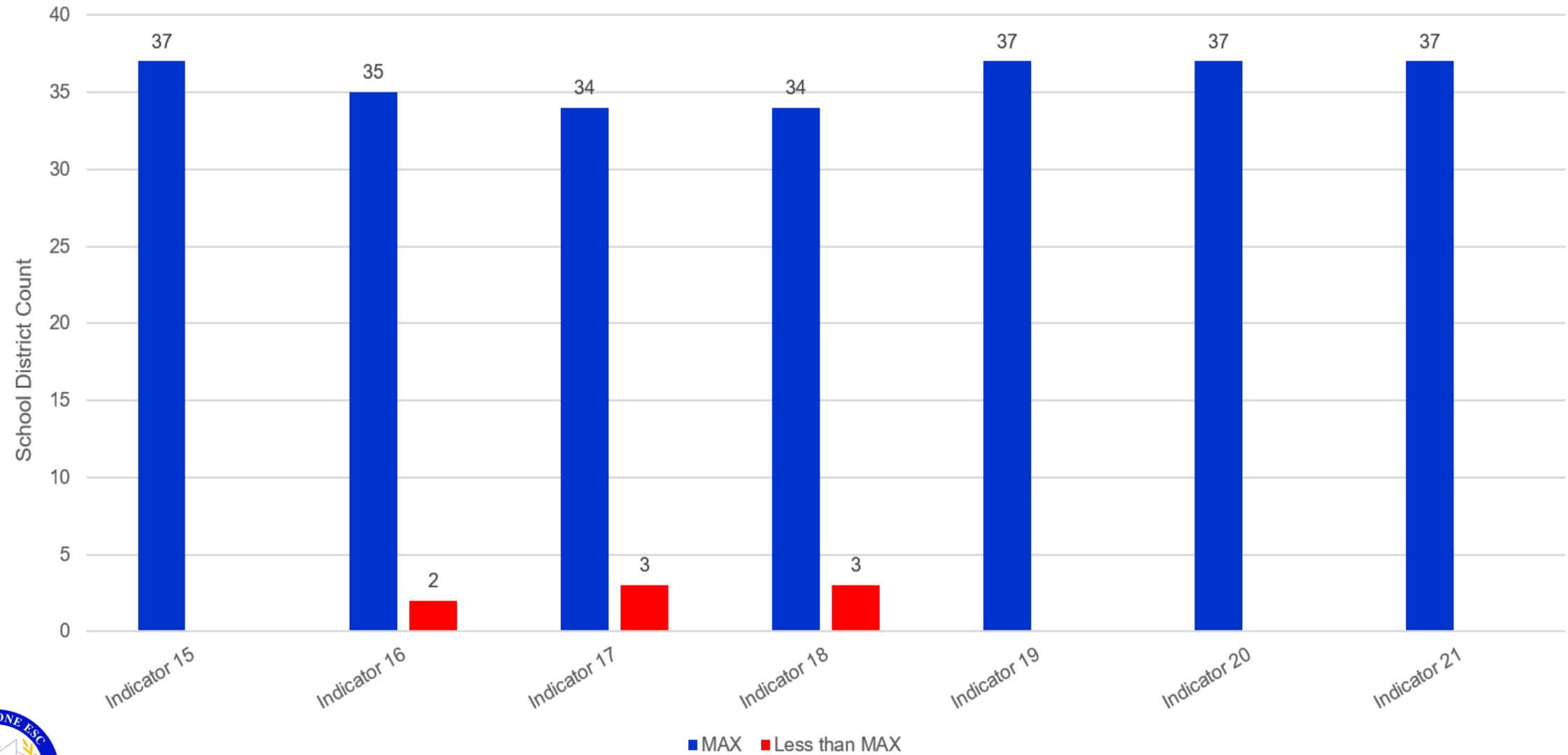


Financial Competency Indicators

- 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			
	2024-2025 Final		2025-2026 Preliminary		2024-2025 Final		2025-2026 Preliminary	
	Count	% Total	Count	% Total	Count	% Total	Count	% Total
A	3	42.86%	6	85.71%	103	59.88%	104	63.03%
B	3	42.86%	1	14.29%	37	21.51%	36	21.82%
C	1	14.29%	0	0.00%	24	13.95%	17	10.30%
F	0	0.00%	0	0.00%	8	4.65%	8	4.85%
Total	7	100.00%	7	100.00%	172	100.00%	165	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 Region One Charter Schools met these Critical Indicators.

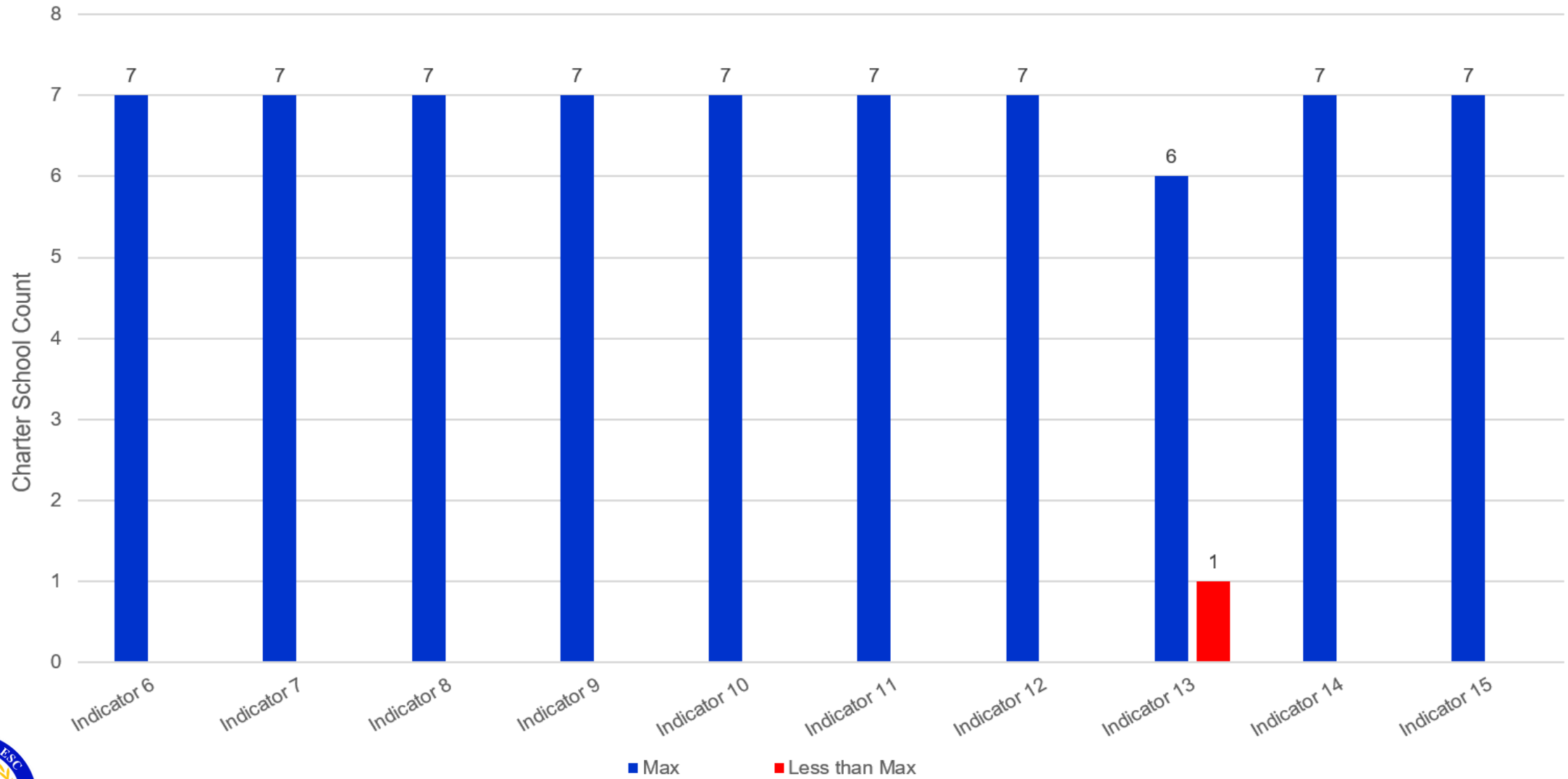


Solvency Indicators

- 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

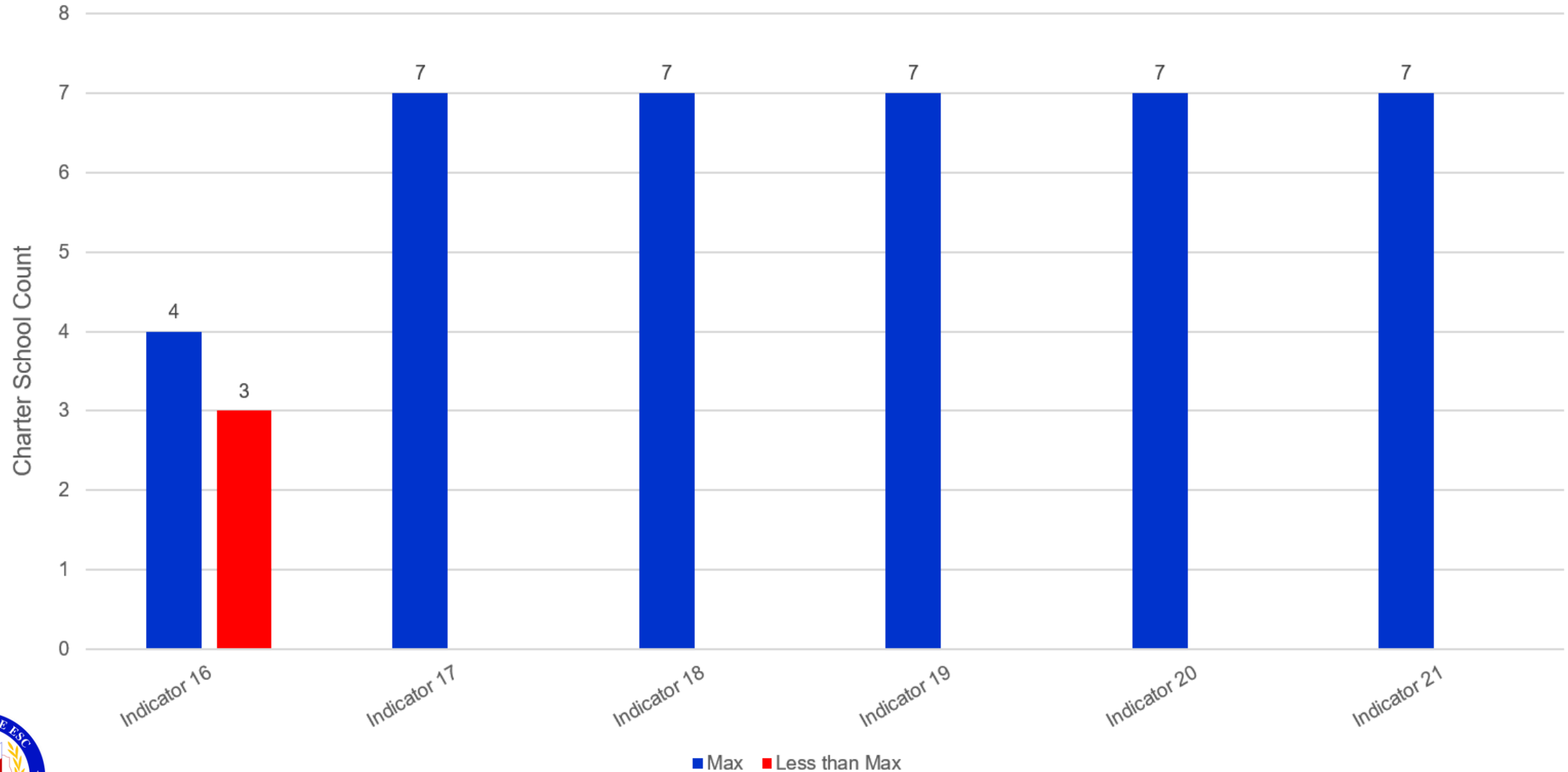


Financial Competency Indicators

- 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 Comments

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Satisfaction Survey

2025-2026

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	19	13	1	0	0	1	4.55
Mathematics	20	9	3	1	0	1	4.45
Social Studies	16	12	3	0	0	3	4.42
Science	15	14	2	0	0	3	4.42
Special Education	21	9	3	0	0	1	4.55
At-Risk and Compensatory Education	15	12	4	0	0	2	4.35
Bilingual and ESL Education	22	8	4	0	0	0	4.53
Advanced Academics Education (e.g., gifted and talented and AP)	17	11	4	0	0	2	4.41
Migrant Education	14	16	3	0	0	0	4.33
Services to help school system operate more efficiently and economically	21	10	2	0	0	1	4.58
Services & Support for PEIMS	22	9	2	0	0	1	4.61
Services to assist school systems in complying with federal and state regulations and guidelines	20	10	2	0	0	2	4.56
Services and assistance to help improve student performance	19	11	1	0	0	3	4.58
School board training services	18	9	4	0	0	3	4.45
Workshop Overall Evaluation	89,684	2,538	323	78	77	0	4.96

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

Average Score 4.52

Open-Ended Comments:

- [NAME] is a fantastic leader in Region 1. We really appreciate his passion to education and all the help he provides to our district.
- Services to add is to provide more resources for small districts, more support for small district administration.
- Region One has done a great job guiding and supporting rural districts. The level of support is high, and the quality is second to none. The various departments across the ESC reach out to be of help or assistance.
- Our district receives a lot of support with areas under the operational and compliance umbrellas. The service center has improved under the current leadership and is actively reaching out to ensure districts have what they need and to disseminate information as needed. They are extremely accessible and have designated meeting locations to fit the regional needs. Additionally, the various standing meetings, such as the ILN, are a tremendous help for our instructional team.



Open-Ended Comments:

- Region One does an amazing job. They have open communication with us and are always available to assist.
- Region One ESC is Rio Hondo ISD's premier partner for delivering curriculum, business, and shared services support. [NAME] ensures that all divisions of the Region One ESC prioritize true "service" to our district above all else.
- [NAME] and her staff have been very supportive and professional. Our teachers and staff appreciate their support.



Open-Ended Comments:

- Mission CISD maintains a strong and collaborative partnership with ESC1 to enhance the instructional core. We partner for a wide range of instructional services, particularly with instructional leadership professional learning. Through joint planning and consultation, ESC1 assists Mission CISD in refining district and campus systems to monitor progress toward district goals, including the overarching aim of becoming an A-rated district. ESC1's expertise supports the district's continuous improvement processes, ensuring alignment with the TEA's priorities and best practices (HQIM + Instructional Leadership + Talent) for student achievement. We can't do what we do without their support!
- [NAME] is a great leader, thus far we have used the ESC mostly for operational items, not instructional - not unless required for TEA compliance. Relationship with the ESC can be distant sometimes because of the political nature of some employees of the Region 1 ESC. Therefore, we sometimes are very cautious with our interactions due to our intervention status.



Open-Ended Comments:

- Region One and [NAME] are always willing to assist us with any possible support. They respond immediately to help out whenever we request support.
- Services provided by the ESC in our region have been strategic and on point.
- We are pleased with the guidance on state accountability.
- The services that Webb CISD receives from the Region 1 Service are crucial to our success. These services provide essential support, resources, and guidance that enhance our educational programs, strengthen our operations, and help us achieve our academic goals. Region 1 is recognized as a leading service center in Texas setting the benchmark for excellence and success throughout the state.





Region One ESC

Your Premier Partner in Excellence



REGIONAL ADVISORY COUNCIL CHAIR

Dr. Michelle C. Dewitt



PUBLIC COMMENT

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