SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: September 21, 2026

Agenda Section: Presentations/Reports/Possible Action

Agenda Item Title: District Goal Progress Monitoring: Early Math

From/Presenters: Dr. Jennifer Gutierrez, Deputy Superintendent

Description: The Board of Managers will receive a progress monitoring update aligned to our district's Board Outcome Goals. This item provides an overview of current performance and growth trends for the following Progress Measures:

Goal 2: Early Math: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Math from 32 in June 2025 to 60 by June 2030.

Progress Measures:

- 2.1 - PK Math: On Track (CIRCLE)
- 2.2 - K-2 MAP Math Growth (MAP)

The presentation will highlight baseline data, interim progress, and trends for each measure, allowing the Board to monitor progress toward established goals and identify areas of strength and continued focus. This update supports the Board's responsibility to govern by results and ensure alignment between district strategies and desired student outcomes.

Historical Data: The Lone Star Governance Monitoring Calendar was initially approved at the November 17, 2025 Board Meeting and updated at the August 17, 2026 Board Meeting.

Recommendation: Accept the report as presented.

Purchasing Director and Approval Date: N/A

Funding Budget Code and Amount: N/A

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

District Goal Progress Monitoring: Early Math

PK Math (CIRCLE)

South San Antonio

Independent School District

"ONE Team, ONE Voice, ONE Purpose"

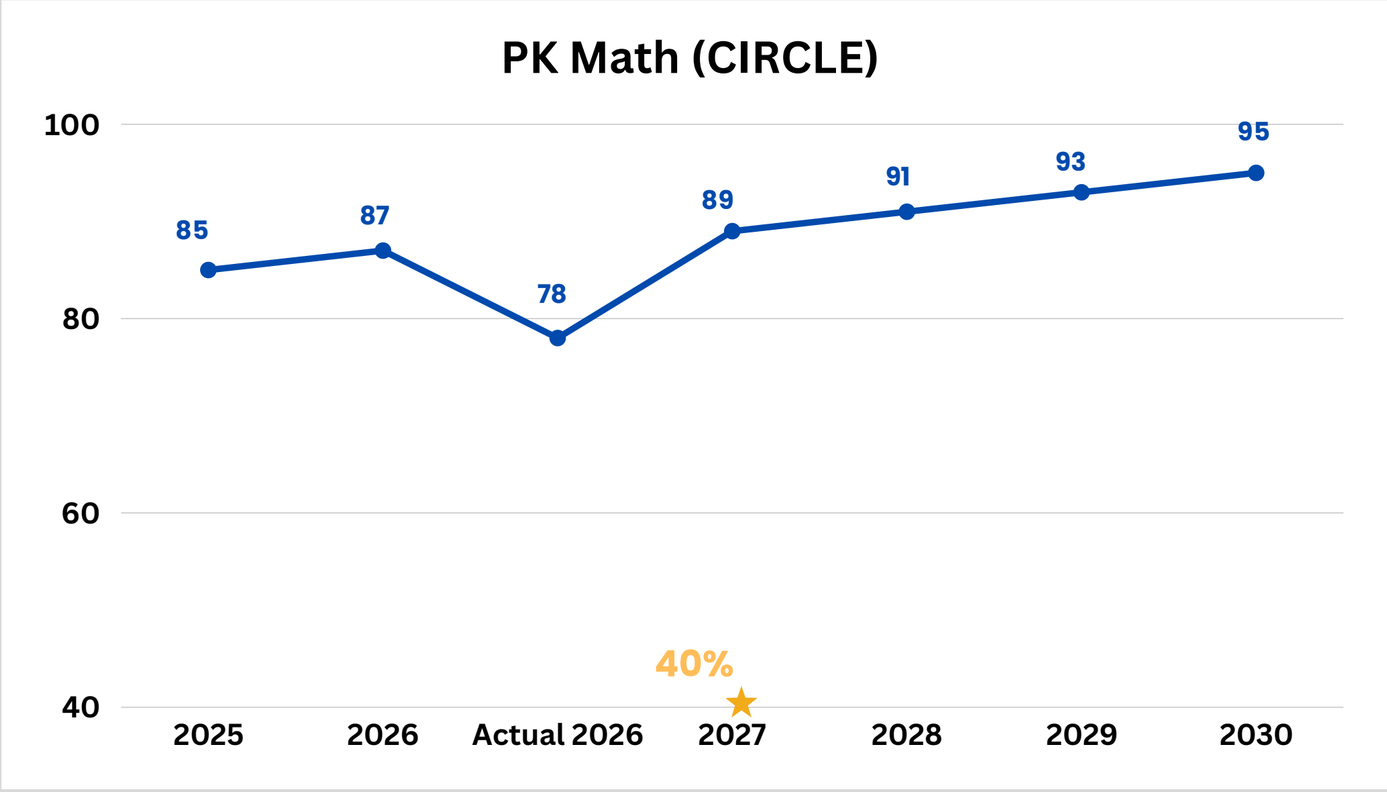
Monitoring Report

09/21/2026

Goal 2: Early Math: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Math from 32 in June 2025 to 60 by June 2030.
(Current 2025: 32 | 2026: 37 | **Actual 2026: 31** | 2027: 43 | 2028: 49 | 2029: 55 | 2030: 60)

Goal Progress Measure 2.1: The percentage of SSAISD pre-kindergarten students that score "on track" on the math CIRCLE assessment will increase from 85% in June 2025 to 95% by June 2030.
(2025: 85% | 2026: 87% | **Actual 2026: 78%** | 2027: 89% | 2028: 91% | 2029: 93% | 2030: 95%)

Slightly Off Track



Student Group Targets			
	2025 BOY	Current BOY	2027 Target
All Students (414)	83%	40%	**89%**
African American (9)	100%	0%	**93%**
Hispanic (336)	83%	41%	**86%**
White (63)	77%	41%	**86%**
Special Ed. (19)	70%	26%	**68%**
Economic Disadv. (264)	82%	37%	**86%**
Emergent Bilingual (115)	85%	55%	**91%**

We were slightly off track because...

09/21/2026

- **Establishing a True Baseline**: BOY CIRCLE data provides a starting point for many Pre-K students who are entering a formal school setting for the first time.
- **Varying Prior Experiences:** Students enter Pre-K with different levels of exposure to early numeracy concepts, including counting, number recognition, shapes, and patterns.
- **Developing Mathematical Language:** Students are building the language and vocabulary needed to communicate and demonstrate mathematical understanding, even when they may already have emerging conceptual knowledge.
- **Learning Through Hands-On Experiences:** Early numeracy develops through intentional, hands-on learning, concrete representations, modeling, and repeated opportunities for practice throughout the year.
- **Growing Toward EOY Expectations:** EOY targets represent the mathematical knowledge and skills students are expected to develop across the full Pre-K year, rather than skills they are expected to have mastered upon entry.

Looking Ahead: 26-27 Measures

09/21/2026

- **Early Numeracy Training:** Providing Pre-K Master Teachers with targeted professional learning in early numeracy to strengthen foundational math practices.
- **Data-Driven Support:** Using BOY CIRCLE math data as the baseline to identify student needs, establish instructional priorities, and monitor growth.
- **Building Strong Foundations:** Increasing intentional opportunities for students to develop number sense, counting, quantity, patterns, shapes, and mathematical thinking through daily instruction and hands-on learning.
- **Consistent Progress Monitoring:** Reviewing Pre-K math data throughout the year to determine whether students are on track toward EOY targets and adjusting support based on student progress.

District Goal Progress Monitoring:

K-2 MAP Math Growth

South San Antonio

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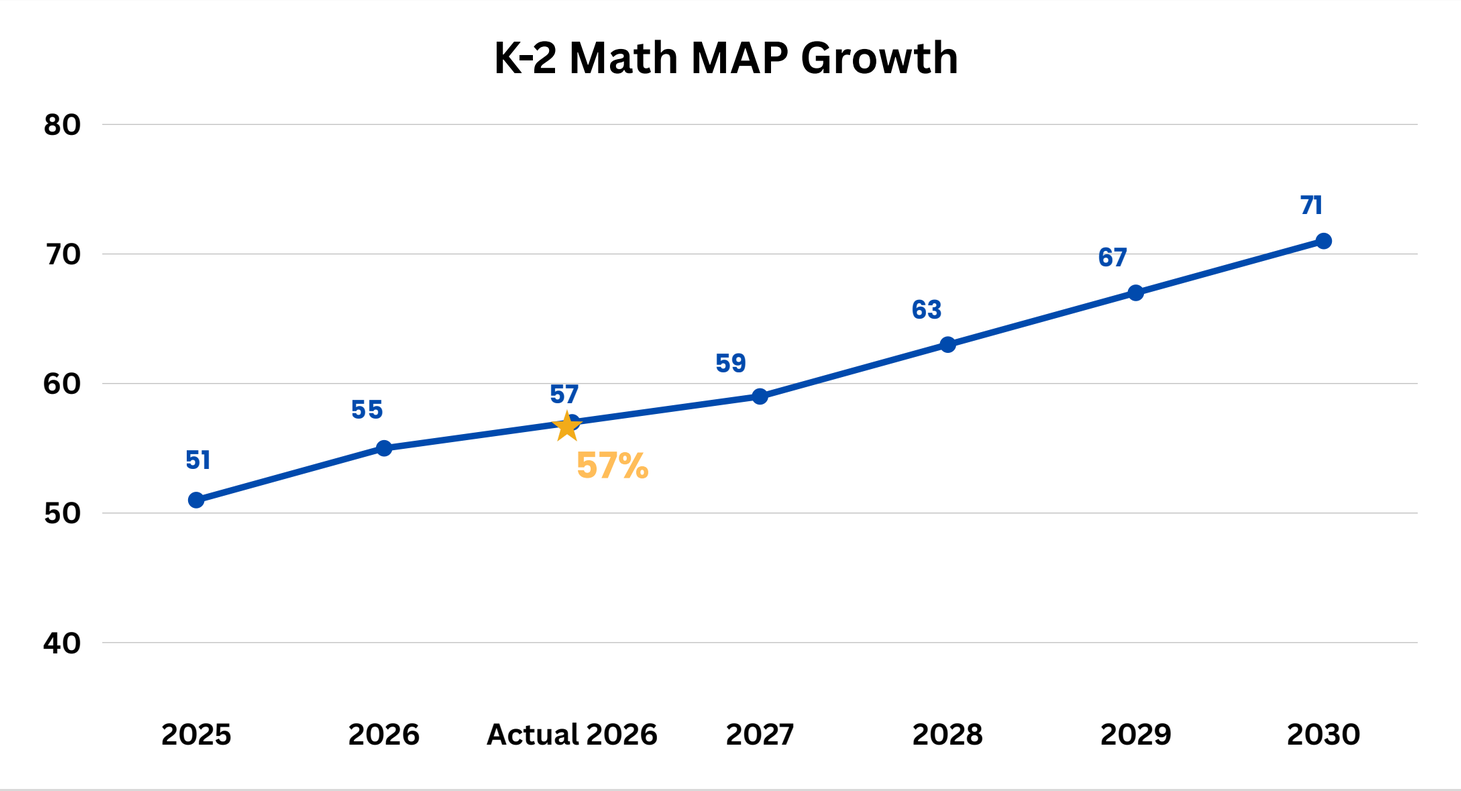
"ONE Team, ONE Voice, ONE Purpose"

Monitoring Report

09/21/2026

Goal 2: Early Math: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Math from 32 in June 2025 to 60 by June 2030.
(Current 2025: 32 | 2026: 37 | **Actual 2026: 31** | 2027: 43 | 2028: 49 | 2029: 55 | 2030: 60)

Goal Progress Measure 1.2: The percentage of SSAISD kindergarten through 2nd grade students that meet or exceed their MAP growth math goal will increase from 51% in June 2025 to 71% in June 2030.
(2025: 51% | 2026: 55% | **Actual 2026: 57%** | 2027: 59% | 2028: 63% | 2029: 67% | 2030: 71%)



**** BOY 2026 MAP scores establish the baseline for projecting student growth at MOY (2026) and EOY (2027).** Actual 2026 growth data provides historical context by showing each student's actual growth from BOY to EOY. ******

On Target

Student Group Targets		
	Current	2027 Target
All Students (1219)	57%	59%
African American (16)	59%	64%
Hispanic (1099)	57%	59%
White (90)	54%	53%
Special Ed. (144)	53%	53%
Economic Disadv. (1219)	57%	58%
Emergent Bilingual (337)	58%	62%

Monitoring Report: SSAISD K-2 MAP Growth Achievement

09/21/2026

Goal 2: Early Math: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Math from 32 in June 2025 to 60 by June 2030.
(Current 2025: 32 | 2026: 37 | **Actual 2026: 31** | 2027: 43 | 2028: 49 | 2029: 55 | 2030: 60)

Achievement Percentiles		
	BOY 2025	**BOY 2026**
All Students K-3 (1656)	40th	**44th**
Kindergarten (354)	37th	**44th**
1st Grade (417)	44th	**48th**
2nd Grade (434)	38th	**36th**
3rd Grade (450)	45th	**46th**

We were on track because...

09/21/2026

- Lessons in Bluebonnet Math have a more cohesive lesson structure making lesson planning and internalization more intentional.
- **Math learning is relentlessley hierarchical:** Foundational skills build intentionally from one concept to the next, allowing students to develop new learning on a strong base of prerequisite skills.
- **Stronger alignment to TEKS and grade-level expectations:** The Bluebonnet Math curriculum provided a more intentional alignment between daily instruction, grade-level standards, and the mathematical knowledge and skills measured by MAP Growth.
- **Strong Math Content Knowledge:** Math Master Teachers demonstrated strong content knowledge, allowing them to effectively support teachers with instructional planning, modeling, and addressing misconceptions.
- **Improved exposure to grade-level rigor:** Bluebonnet Math increased opportunities for students to engage with grade-level tasks rather than consistently simplifying content because of unfinished learning. This allowed students to experience the level of complexity expected by grade-level standards.

Looking Ahead: 26-27 Measures

09/21/2026

- **Focus on Foundational Skill Development:** K–2 instruction prioritizes critical early numeracy skills such as number sense, counting, place value, operations, and mathematical reasoning.
- **Alignment Between Instruction and Assessment:** Consistent focus on grade-level standards and foundational skills helped ensure that daily instruction prepared students for the skills measured at EOY.
- **Opportunity for Professional Development:** Math Master Teachers and Instructional Support Teachers are attending Texas Math Academies.
- **Early Intervention Support:** Instructional Support Teachers (ISTs) provide targeted support through small-group pull-out instruction, in-class intervention, and the MTSS process, allowing learning gaps to be addressed early.
- **Beginning with the End in Mind:** Teachers identify what students must know, understand, and demonstrate by the end of the lesson, then plan instruction and checks for understanding around that desired outcome.