



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 Reading

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 1: Early Reading: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Reading from 34 in June 2025 to 60 by June 2030.

Progress Measures:

- 1.1 - PK Reading: Phonemic Awareness (CIRCLE)
- 1.2 - K-2 MAP Reading 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 Reading

PK Reading: Phonemic Awareness (CIRCLE)



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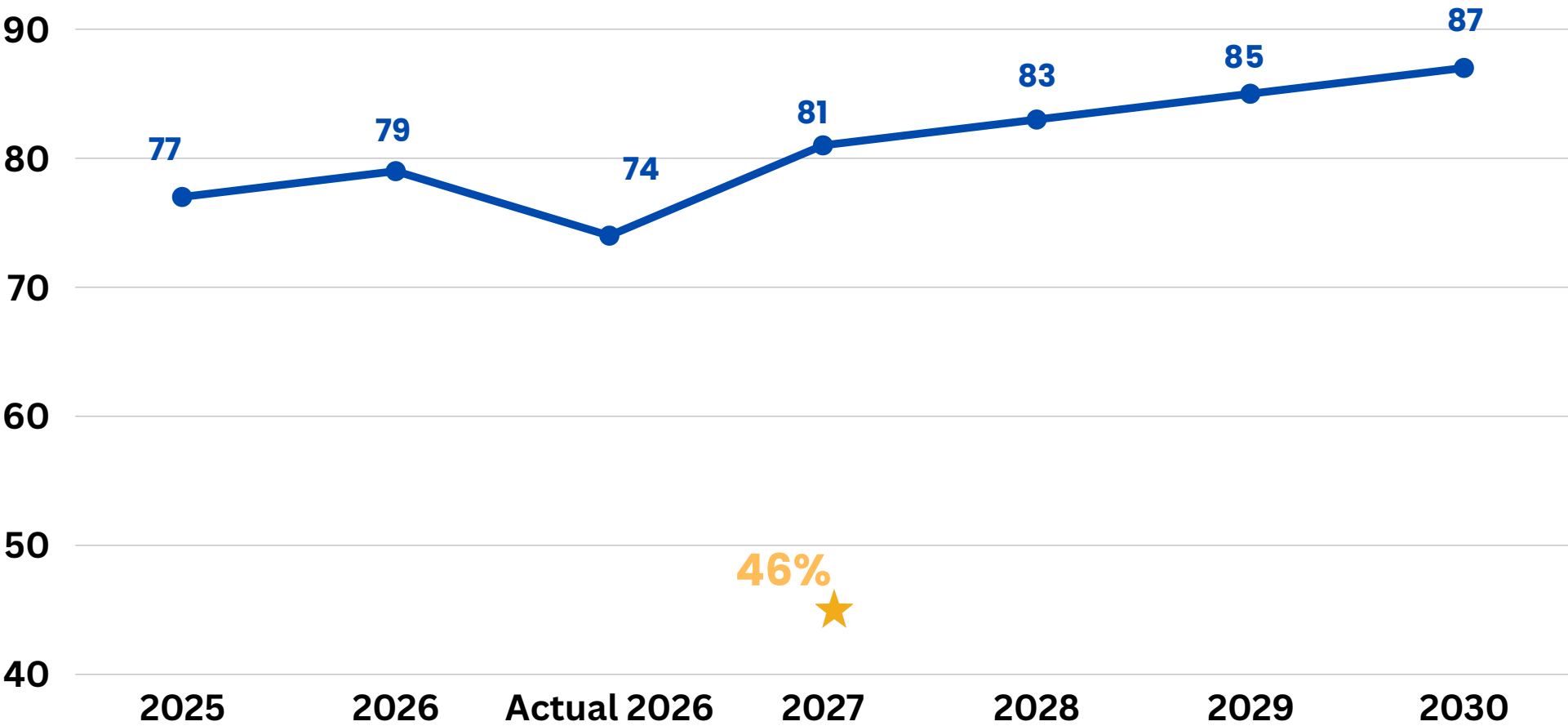
Monitoring Report

09/21/2026

Goal 1: Early Reading: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Reading from 34 in June 2025 to 60 by June 2030.
(2025: 34 | 2026: 39 | **Actual 2026: 39** | 2027: 44 | 2028: 49 | 2029: 54 | 2030: 60)

Goal Progress Measure 1.1: The percentage of SSAISD pre-kindergarten students that score “on track” on the Phonemic Awareness CIRCLE assessment will increase from 77% in June 2025 to 87% by June 2030.
(2025: 77% | 2026: 79% | **Actual 2026: 74%** | 2027: 81% | 2028: 83% | 2029: 85% | 2030: 87%)

PK Reading: Phonemic Awareness (CIRCLE)



Slightly Off Track

Student Group Targets			
	2025 BOY	Current BOY	2027 Target
All Students (414)	63%	46%	81%
African American (9)	100%	0%	79%
Hispanic (336)	64%	45%	80%
White (63)	58%	50%	78%
Special Ed. (19)	44%	37%	59%
Economic Disadv. (264)	63%	49%	80%
Emergent Bilingual (115)	67%	72%	85%

We were slightly off track because...

09/21/2026

- **Establishing a Baseline:** BOY CIRCLE data provides a starting point for understanding students' current ability to hear, identify, and manipulate sounds in spoken language.
- **Varying Prior Experiences:** Students enter Pre-K with different levels of exposure to early literacy experiences, including rhyming, syllables, beginning sounds, songs, books, and oral language.
- **Building Skills Progressively:** Phonological awareness develops along a learning progression, moving from larger units of sound, such as words and syllables, toward more complex sound identification and manipulation.
- **Developing Through Explicit Practice:** Mastery of phonological awareness requires intentional modeling, repetition, and daily opportunities to practice and apply these foundational skills.
- **Growing Toward EOY Expectations:** EOY targets represent the 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

- **Dedicated Pre-K Leadership:** Assigning one Pre-K Master Teacher per campus to provide focused instructional support, coaching, and monitoring.
- **Early Literacy Training:** Providing Pre-K Master Teachers with targeted professional learning in early literacy to strengthen foundational reading practices.
- **Data-Driven Support:** Using BOY CIRCLE data as the baseline to identify student needs, monitor growth, and adjust instruction throughout the year.
- **Consistent Progress Monitoring:** Reviewing Pre-K data throughout the year to ensure students are on track toward EOY targets and responding when growth is not occurring as expected.
- **Stronger Instructional Alignment:** Building greater consistency in high-quality Pre-K instruction across campuses so students enter Kindergarten with stronger foundational skills.
- **Strengthening Lesson Internalization:** Refining our lesson internalization protocols to ensure content objectives, learning objectives, and success criteria are intentionally aligned before instruction begins.

District Goal Progress Monitoring: Early Reading

K-2 MAP Reading Growth



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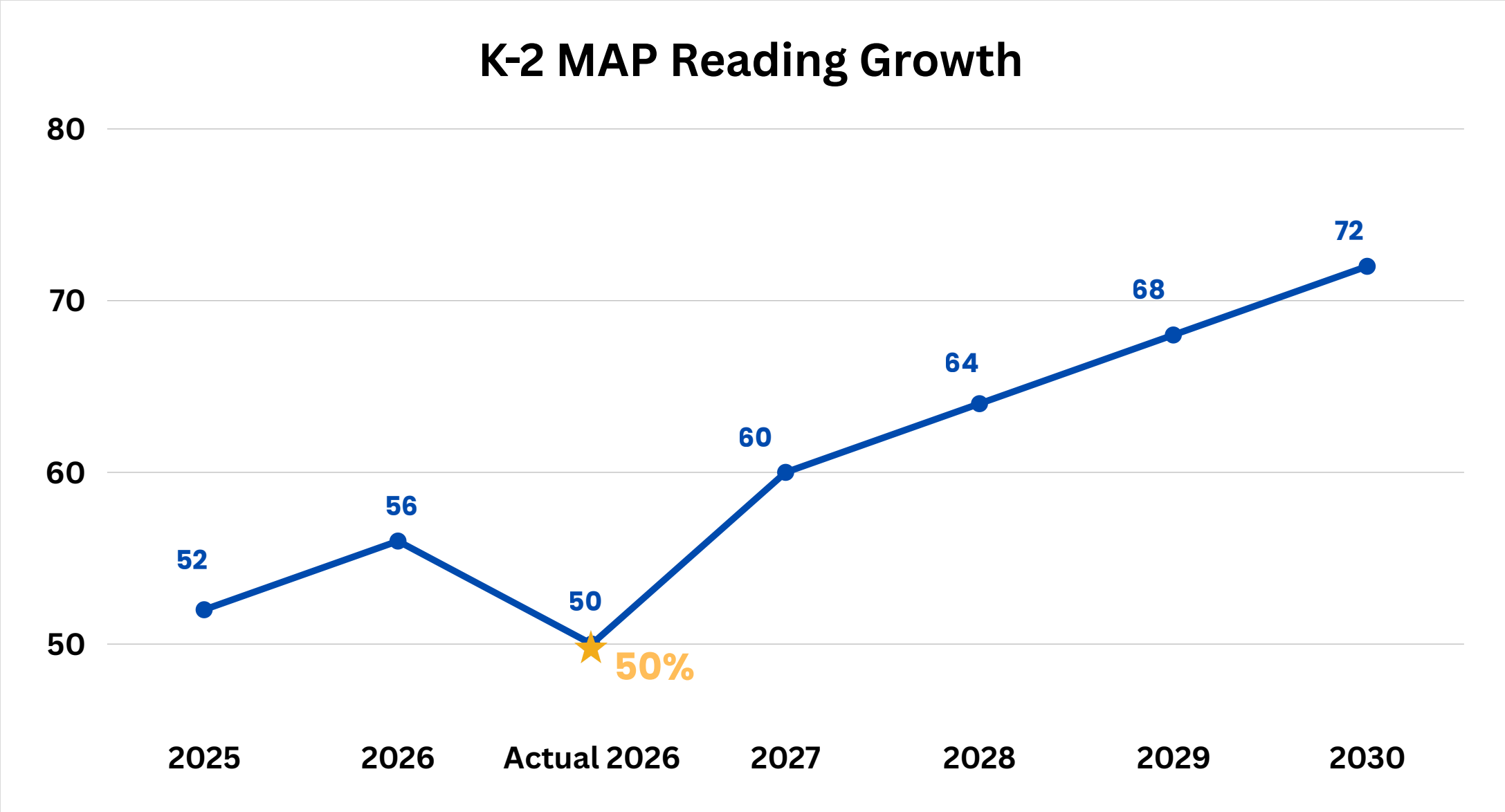
Monitoring Report

09/21/2026

Goal 1: Early Reading: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Reading from 34 in June 2025 to 60 by June 2030. (2025: 34 | 2026: 39 | **Actual 2026: 39** | 2027: 44 | 2028: 49 | 2029: 54 | 2030: 60)

Goal Progress Measure 1.2: The percentage of SSAISD kindergarten through 2nd grade students that meet or exceed their MAP growth reading goal will increase from 52% in June 2025 to 72% in June 2030. (2025: 52% | 2026: 56% | **Actual 2026: 50%** | 2027: 60% | 2028: 64% | 2029: 68% | 2030: 72%)

K-2 MAP Reading Growth



**** 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. **

Slightly Off Track

Student Group Targets		
	Actual 2026	2027 Target
All Students (1219)	50%	60%
African American (16)	51%	48%
Hispanic (1099)	50%	62%
White (90)	50%	51%
Special Ed. (144)	43%	53%
Economic Disadv. (1219)	50%	60%
Emergent Bilingual (337)	48%	51%

Monitoring Report: SSAISD K-2 MAP Growth Achievement

09/21/2026

Goal 1: Early Reading: SSAISD will increase the overall Domain 1 index score on 3rd grade STAAR Reading from 34 in June 2025 to 60 by June 2030.
(2025: 34 | 2026: 39 | **Actual 2026: 39** | 2027: 44 | 2028: 49 | 2029: 54 | 2030: 60)

Achievement Percentiles

	BOY 2025	BOY 2026
All Students K-3 (1670)	43rd	44th
Kindergarten (364)	47th	41st
1 st Grade (420)	47th	52nd
2 nd Grade (435)	39th	36th
3 rd Grade (450)	39th	44th

We were slightly off track because...

09/21/2026

- **Developing Internalization Protocols:** Lesson planning and internalization was not focused on foundation skills until MOY 2026.
- **Developing Horizontal Alignment:** Early in the year, lesson internalization was often approached lesson by lesson rather than across a connected sequence of instruction, making it more difficult to see how skills intentionally build toward the end goal.
- **Foundational Gaps:** Students in grades 1–2 had significant gaps in phonics which made it difficult for kids to keep pace with the on grade level curriculum.
- **Inconsistent Fluency Monitoring:** Fluency was not being monitored from K–2 grade.
- **Limited use of foundational literacy data to drive instruction:** Foundational skills data was not consistently analyzed and used to create targeted instructional groups and determine specific skills requiring reteaching or intervention.

Looking Ahead: 26–27 Measures

09/21/2026

- **Strengthening Lesson Internalization:** Revising K–2 lesson planning and internalization protocols to prioritize the intentional development of early reading and writing skills.
- **Building Collaborative Expertise:** Strengthening collaboration between RLA Master Teachers and Instructional Support Teachers (ISTs) to build a shared understanding of early literacy goals and instructional expectations.
- **Prioritizing Early Literacy:** Leveraging Instructional Support Teachers to provide targeted support in foundational reading and writing, ensuring early literacy remains a campus-wide instructional priority.
- **Strengthening Data Literacy:** Building campus administrators' capacity to interpret MAP Growth and Reading Fluency data and use results to identify needs, monitor progress, and guide instructional decisions.
- **Refining K–2 Assessments:** Revising K–2 assessments to ensure we are collecting the right data at the right time and using it to monitor progress and respond to student needs.
- **Expanding Professional Learning:** Providing targeted after-school professional learning focused on effective small-group instruction and purposeful literacy centers to strengthen differentiated support for students.