



# And How Are The Children? 2024 END-OF-YEAR RESULTS

San Antonio ISD

www.saisd.net

Our STAAR and End-of-Course assessments indicate general progress at the high school level and in certain grades and subjects. However, many of our campuses did not do as well as anticipated and significant challenges remain in meeting the expectations for academic excellence set by our families and Board Goals.

- ▶ We face low proficiency and high rates of students below grade level, indicating **widespread underperformance**.
- ▶ We are using **Always Learning** for systemwide improvement.
- ▶ **Rightsizing** was initiated to tackle resource inequities by consolidating smaller schools, allowing better allocation of resources to enhance student outcomes.
- ▶ **Now is the time to focus our plan**, strategically directing resources and organizing efforts to improve results school-by-school, classroom-by-classroom, and student-by-student.

## BEYOND STATE TEST RESULTS

“  
State achievement results are not merely reflections of our past efforts;  
they serve as blueprints for our future success.

We view these results as opportunities to embrace challenges, innovate,  
collaborate, and lead with purpose.

While state test results are important, it's crucial to recognize that  
they do not fully capture the overall performance of a school.

”  
*Dr. Jaime R. Aquino*  
SUPERINTENDENT OF SCHOOLS

# END-OF-COURSE BRIGHT SPOTS

WE ARE MAKING PROGRESS AT THE HIGH SCHOOL LEVEL.  
WE NEED TO ACCELERATE GROWTH AT THE ELEMENTARY AND MIDDLE SCHOOL LEVELS.

## POINT INCREASE of STUDENTS PASSING



## POINT INCREASE of STUDENTS AT MEETS



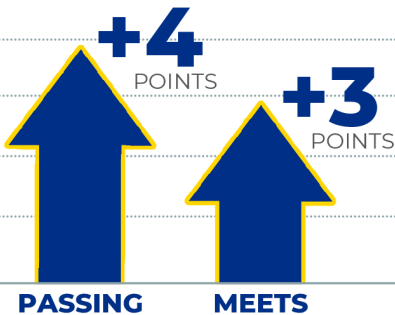
## POINT INCREASE of STUDENTS AT MASTERS



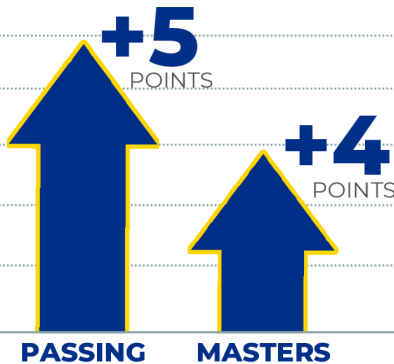
SAISD's performance on the End-of-Course exams also **surpassed the state's growth** at most performance levels, highlighting the district's progress in closing the achievement gaps with state averages.

# STAAR BRIGHT SPOTS

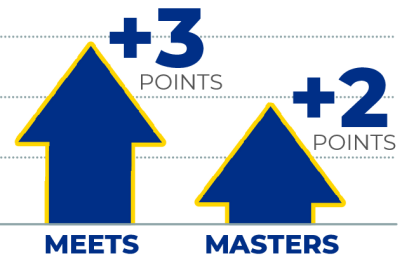
## GRADE 4 READING LANGUAGE ARTS



## GRADE 6 READING LANGUAGE ARTS



## GRADE 8 MATH



SAISD at times demonstrated **less of a decline or remained stable** in comparison to the State.

# RESULTS

## CLOSING THE GAPS WITH THE STATE

SAISD's performance increase on the End-of-Course exams was larger than the State at most performance levels.

EOC		STATE			SAISD		
		2023	2024	Diff	2023	2024	Diff
ALG I	Approaches	78	79	1	67	72	5
	Meets	45	45	0	26	28	2
	Masters	24	25	1	9	11	2
ENG I	Approaches	71	67	-4	55	51	-4
	Meets	54	54	0	35	36	1
	Masters	14	17	3	6	8	2
ENG II	Approaches	74	74	0	59	61	2
	Meets	56	60	4	37	45	8
	Masters	9	9	0	4	5	1
BIO	Approaches	89	91	2	80	84	4
	Meets	57	57	0	40	39	-1
	Masters	22	19	-3	10	6	-4
US HIST	Approaches	95	95	0	88	91	3
	Meets	71	69	-2	49	52	3
	Masters	39	37	-2	21	21	0

■ = GREATER DECREASE  
■ = DECREASE  
■ = INCREASE  
■ = GREATER INCREASE

### STATEWIDE READING RELATIVELY STABLE

SAISD's students meeting grade level expectations remained stable similar to the State. 32% of District students in Grades 3-8 are reading on grade level similar to last year.

RLA	STATE			SAISD		
	2023	2024	Diff	2023	2024	Diff
Approaches	77	76	-1	60	58	-2
Meets	51	51	0	32	32	0
Masters	24	25	1	12	12	0

### STATEWIDE DECLINES IN SCIENCE AND SOCIAL STUDIES

SAISD's performance decreases in Science and Social Studies were comparable to the State at Meets Grade Level, but slightly higher for students meeting the minimum passing standard of Approaches.

Science	STATE			SAISD		
	2023	2024	Diff	2023	2024	Diff
Approaches	68	62	-6	46	37	-9
Meets	39	34	-5	19	14	-5
Masters	16	13	-3	5	4	-1

### STATEWIDE DECLINES IN MATH

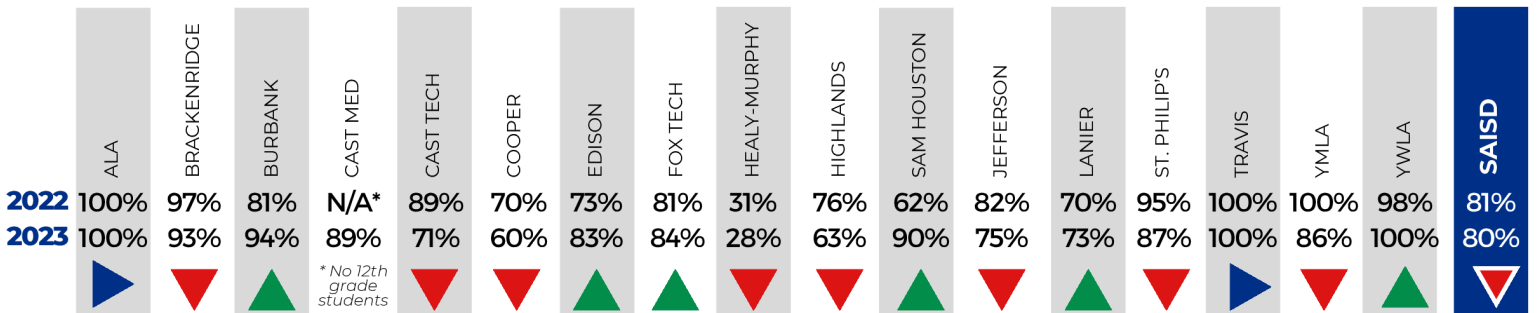
SAISD's performance decreases in Math were slightly higher than the State overall. 20% of District students in Grades 3-8 are on grade level in Math, a decrease of 3 points compared to last year.

MATH	STATE			SAISD		
	2023	2024	Diff	2023	2024	Diff
Approaches	72	67	-5	51	45	-6
Meets	42	40	-2	23	20	-3
Masters	17	15	-2	6	5	-1

Social Studies	STATE			SAISD		
	2023	2024	Diff	2023	2024	Diff
Approaches	60	57	-3	33	31	-2
Meets	31	31	0	10	11	1
Masters	15	16	1	3	4	1

Note: STAAR Social Studies is tested in Grade 8 only.

## COLLEGE, CAREER & MILITARY READINESS

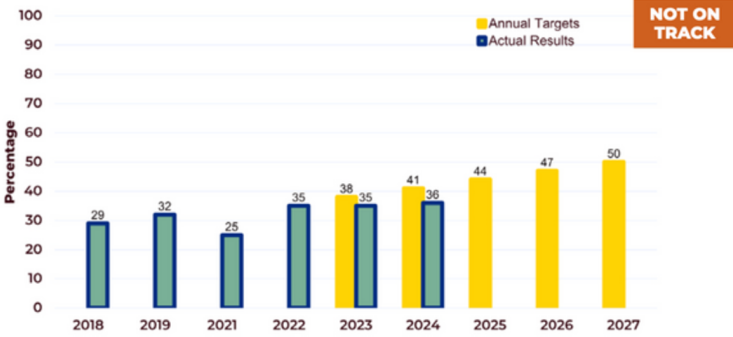


% OF GRADUATES MEETING ONE OR MORE CCMR CRITERIA BY HIGH SCHOOL

# BOARD GOALS

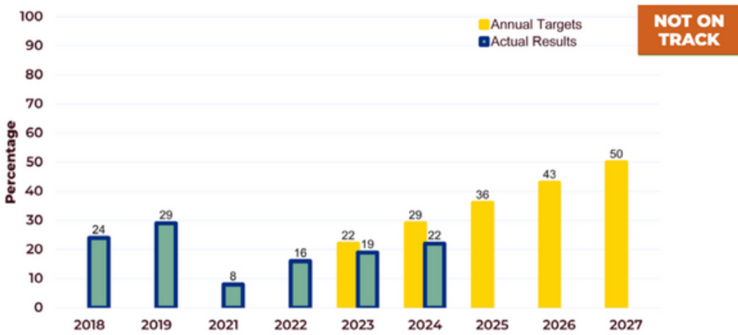
## GOAL 1 IMPROVE READING AND WRITING OUTCOMES FOR ALL STUDENTS

Increase the percentage of all students who are on grade level in Reading across all grades from **35% in August 2022 to 50% in August 2027.**  
(STAAR/MAP/CIRCLE)



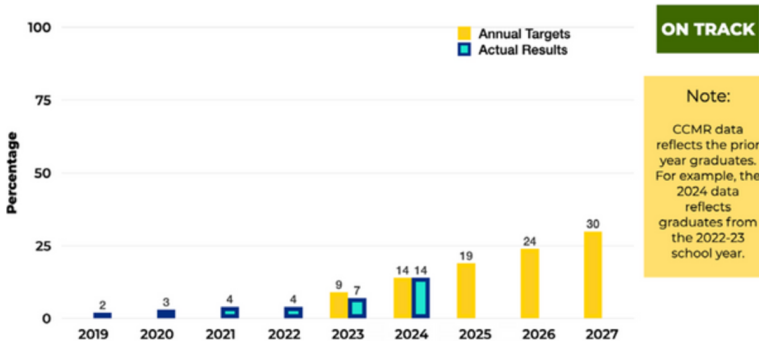
## GOAL 2 IMPROVE MATH OUTCOMES FOR BLACK STUDENTS

Increase the percentage of Black students who are on grade level in Math across all grades from **16% in August 2022 to 50% in August 2027.**  
(STAAR/MAP/CIRCLE)



## GOAL 3 IMPROVE COLLEGE READINESS FOR STUDENTS WITH DISABILITIES

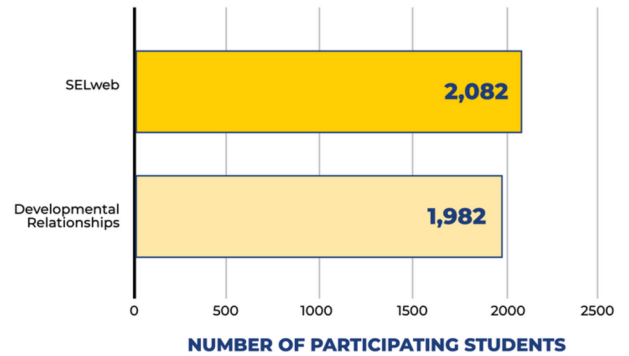
Increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who met the TSI College Ready standard in Reading & Math from **4% in August 2022 to 30% in August 2027.**



## GOAL 4 IMPROVE SOCIAL AND EMOTIONAL READINESS IN ALL STUDENTS

### 1 SY23/24 SURVEY PILOTS

IMPLEMENT PILOTS FOR (3) RESEARCH-BASED SURVEY OPTIONS



### 2 SY24/25 BASELINE DATA DISTRICT & CAMPUS REPORTING

DEVELOP A CULTURE AND CLIMATE REPORTING SYSTEM AND ESTABLISH BASELINE DATA

### 3 SY25/26 STUDENT-LEVEL REPORTING PILOT

PILOT STUDENT SEL COMPETENCY REPORTS AND POSSIBLE SENIOR CAPSTONE

# OUR APPROACH

IMPROVING ACADEMIC OUTCOMES WITH FOCUSED LEADERSHIP, TIGHTLY COUPLED SYSTEMS, AND A SCHOOL PERFORMANCE FRAMEWORK HELPING MONITOR PROGRESS.

## ACADEMICS

### IMPORTANCE

Academic performance is at the core of our mission to provide a high-quality education for all students.

It encompasses the curriculum, instruction, and assessment practices that drive student learning and achievement.

### FOCUS

We must continuously strive to enhance our academic programs, support our teachers with professional development, and use data-driven strategies to identify and address gaps in student learning.

## ENROLLMENT

### IMPORTANCE

Enrollment numbers are a vital indicator of the district's health and sustainability. They affect funding, resource allocation, and the ability to offer diverse programs and services.

### FOCUS

We need to implement effective strategies to attract and retain students, ensuring that our schools are welcoming and responsive to the needs of our community. Engaging with families and promoting the benefits of our educational offerings will be key.

## ATTENDANCE

### IMPORTANCE

Regular attendance is critical for student success. It is directly linked to academic performance and graduation rates. Chronic absenteeism can lead to significant learning loss and disengagement.

### FOCUS

We must create a culture of attendance where students and families understand the importance of being present every day. This involves addressing barriers to attendance such as health issues, transportation, and family challenges, and fostering a supportive and inclusive school environment.

## TIGHTLY COUPLED SYSTEMS AND NON-NEGOTIABLES

**NON-NEGOTIABLES ARE NECESSARY FOR AN INCREASE IN STUDENT ACHIEVEMENT AND A DIFFERENT VIEW OF DISTRICT LEADERSHIP.**



Guaranteed and Viable Curriculum



Observation and Feedback for Teachers



Professional Learning Communities

## SCHOOL PERFORMANCE FRAMEWORK

**SAISD's School Performance Framework** leads a transformative journey towards unparalleled success for both students and schools. It serves as a guiding beacon, inspiring educators in their tireless pursuit of elevating student outcomes at every level. By integrating student, staff, and family data in real-time, this dynamic tool reflects our unwavering commitment to excellence. Aligned with the visionary **Goals and Guardrails** set forth by the Board of Trustees and the **District's Strategic Management Plan, Always Learning**, especially the vibrant **Thriving Profiles**, it propels us towards a future where every learner thrives, every educator excels, and every community flourishes.



**SAN ANTONIO**  
INDEPENDENT SCHOOL DISTRICT



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