



# ***Progress Monitoring***

## **June 2026**







# MISSION

To ensure all students, without exception, learn and grow at their highest levels.







# VISION

To inspire curiosity and consciousness, develop character, build courage, and nurture compassion.



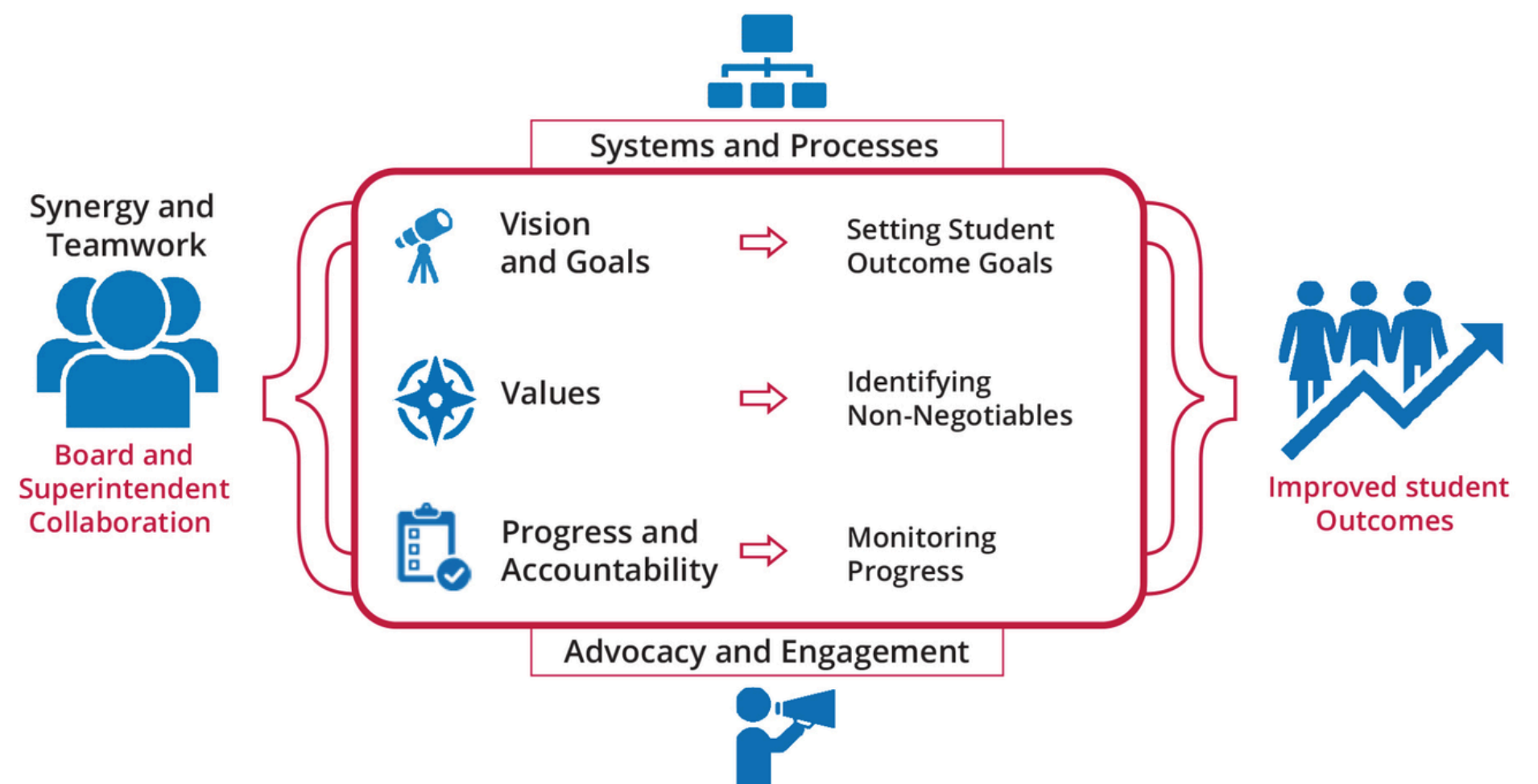
# Lone Star Governance Focus Overview

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes:

- **Vision & Goals**
- **Values & Guardrails**
- **Monitoring & Accountability**
- **Communication & Collaboration**
- **Unity, Trust & Continuous Improvement**



## School Board Behaviors That Improve Student Outcomes





**Student Outcomes  
Don't Change Until  
Adult Behaviors  
Change**





# Board Goals

**Goal 1:** The percentage of DeSoto ISD students who graduate college, career, and military ready will increase from 88% in May 2024 to 96% by May 2030.

**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.

**Goal 3:** The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

**Goal 4:** The percentage of 8th grade students achieving meets or higher on STAAR/EOC math assessments will increase from 35% in May 2025 to 43% by Spring 2030.

**Goal 5:** The percentage of 8th grade students achieving meets or higher on the STAAR reading assessment will increase from 45% in May 2025 to 56% by Spring 2030.





# Superintendent Constraints

**In attaining the Board's student outcome goals, the Superintendent shall not allow:**

**Constraint 1:** The Superintendent shall not allow ineffective teaching, coaching, or instructional supports that do not directly contribute to improved classroom effectiveness and student outcomes.

**Constraint 2:** The Superintendent shall not manage district finances in a manner that is inconsistent with the law or compromises long-term fiscal health, transparency, or alignment with student-centered priorities.

**Constraint 3:** The Superintendent shall not make major decisions affecting district programming or restructuring without presenting a draft proposal to the Board prior to implementation.

**Constraint 4:** The Superintendent shall not enforce or tolerate practices that undermine a positive school culture; ensuring all policies and actions promote inclusivity, respect, and a supportive environment for students and staff.

**Constraint 5:** The Superintendent shall not pursue talent strategies that fail to prioritize the recruitment, retention, and support of highly qualified and diverse educators.



# ***Goal Progress Monitoring***

## ***June 2026***







**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.





**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.

**Progress Monitoring**  
**JUNE 2026**

# GPM 2.1-2.3 Inputs

| MOY                        | Process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum and Instruction | <ul style="list-style-type: none"><li>High-quality instructional materials and district-provided lesson slides were implemented with fidelity throughout the year to ensure consistent, standards-aligned lesson delivery across all campuses.</li><li>Weekly coaching and planning support focused on internalization protocols and first-teach mastery were sustained through the end of the school year.</li><li>Campus PLCs maintained a focus on Tier 1 instruction, data-driven planning, and high-yield strategies aligned to TEKS throughout the year.</li><li>Tools for Instruction and Phonics of Reading materials were reviewed along side Tier 3 student performance data to support refined Tier 3 pull-outs and push-in student interventions with Instructional Specialists.</li></ul> | <ul style="list-style-type: none"><li>Significant BOY to EOY growth was observed across all grade levels and sub-populations, reflecting the effectiveness of aligned instruction, targeted interventions, and consistent PLC implementation.</li><li>The sustained use of high-quality instructional materials and district-provided lesson slides created equity and clarity for teachers, resulting in more engaging and rigorous learning experiences for all students.</li><li>Data-driven emergent literacy intervention resulted in targeted instructional consistency and increased support for foundational literacy growth.</li></ul> |
| Professional Development   | <ul style="list-style-type: none"><li>Teachers and campus leaders participated in ongoing professional development focused on data-driven instruction, intervention planning, and effective Tier I practices.</li><li>Coaching cycles and PLCs emphasized internalization, rigorous questioning, vocabulary routines, and student discourse.</li><li>Teachers received support on utilizing i-Ready diagnostic data to create responsive small-group instruction and targeted intervention plans.</li><li>Instructional leaders collaborated with teachers to strengthen intervention systems and align instructional practices to board goals and student outcome targets.</li></ul>                                                                                                                  | <ul style="list-style-type: none"><li>Teachers demonstrated stronger implementation of data-driven instructional practices and targeted intervention strategies.</li><li>Increased alignment between Tier I instruction, intervention support, and progress monitoring contributed to student growth across campuses.</li><li>Student performance improved across multiple student groups and grade levels from BOY to EOY.</li><li>Continued coaching and professional learning contributed to stronger instructional consistency and improved literacy outcomes districtwide.</li></ul>                                                       |



# PROGRESS MONITORING

JUNE 2026



## BOY TO EOY GRADE LEVELS

|         |              | Overall Grade-Level Placement |     |     |     |     |    | Students Assessed/Total |
|---------|--------------|-------------------------------|-----|-----|-----|-----|----|-------------------------|
| Grade K | Diagnostic 3 |                               | 54% | 33% | 13% | 0%  | 0% | 258/312                 |
|         | Diagnostic 1 |                               | 6%  | 25% | 69% | 0%  | 0% |                         |
| Grade 1 | Diagnostic 3 |                               | 48% | 16% | 35% | 1%  | 0% | 289/339                 |
|         | Diagnostic 1 |                               | 12% | 8%  | 75% | 5%  | 0% |                         |
| Grade 2 | Diagnostic 3 |                               | 34% | 21% | 33% | 11% | 0% | 267/319                 |
|         | Diagnostic 1 |                               | 6%  | 15% | 43% | 36% | 0% |                         |

% Students Mid or Above Grade Level

% Students Early On Grade Level

% Students One Grade Level Below

% Students Two Grade Levels Below



# PROGRESS MONITORING

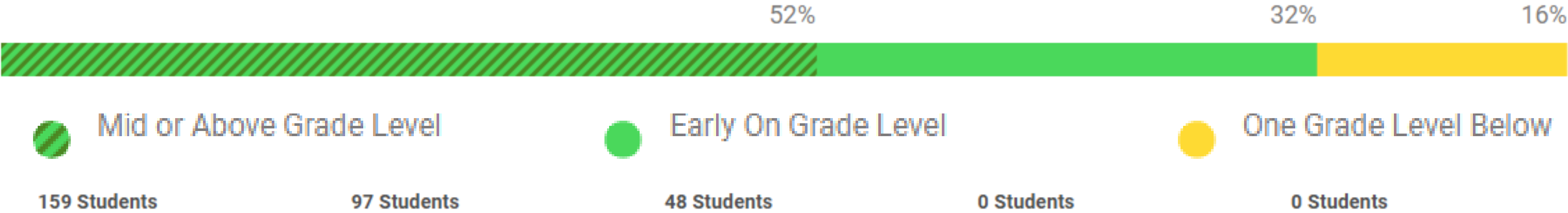
JUNE 2026

**GPM 2.1:** The percentage of kindergarten students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 56.2% in May 2025 to 65% by May 2030.



## KINDERGARTEN

**Desoto ISD Reading i-Ready 2025-26  
Overall Placement **EOY****



# PROGRESS MONITORING

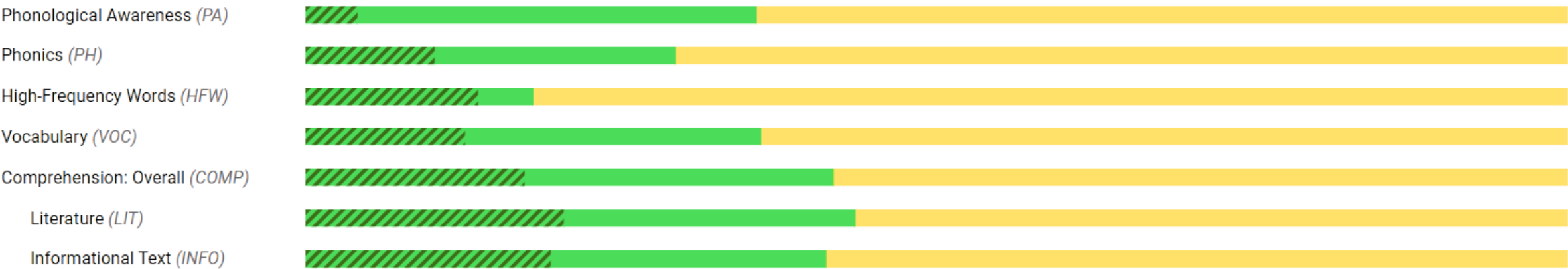
JUNE 2026

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## KINDERGARTEN

### Desoto ISD Reading i-Ready 2025–26 Placement by Domain **BOY**



### Desoto ISD Reading i-Ready 2025–26 Placement by Domain **EOY**



Mid or Above Grade Level



Early On Grade Level



One Grade Level Below



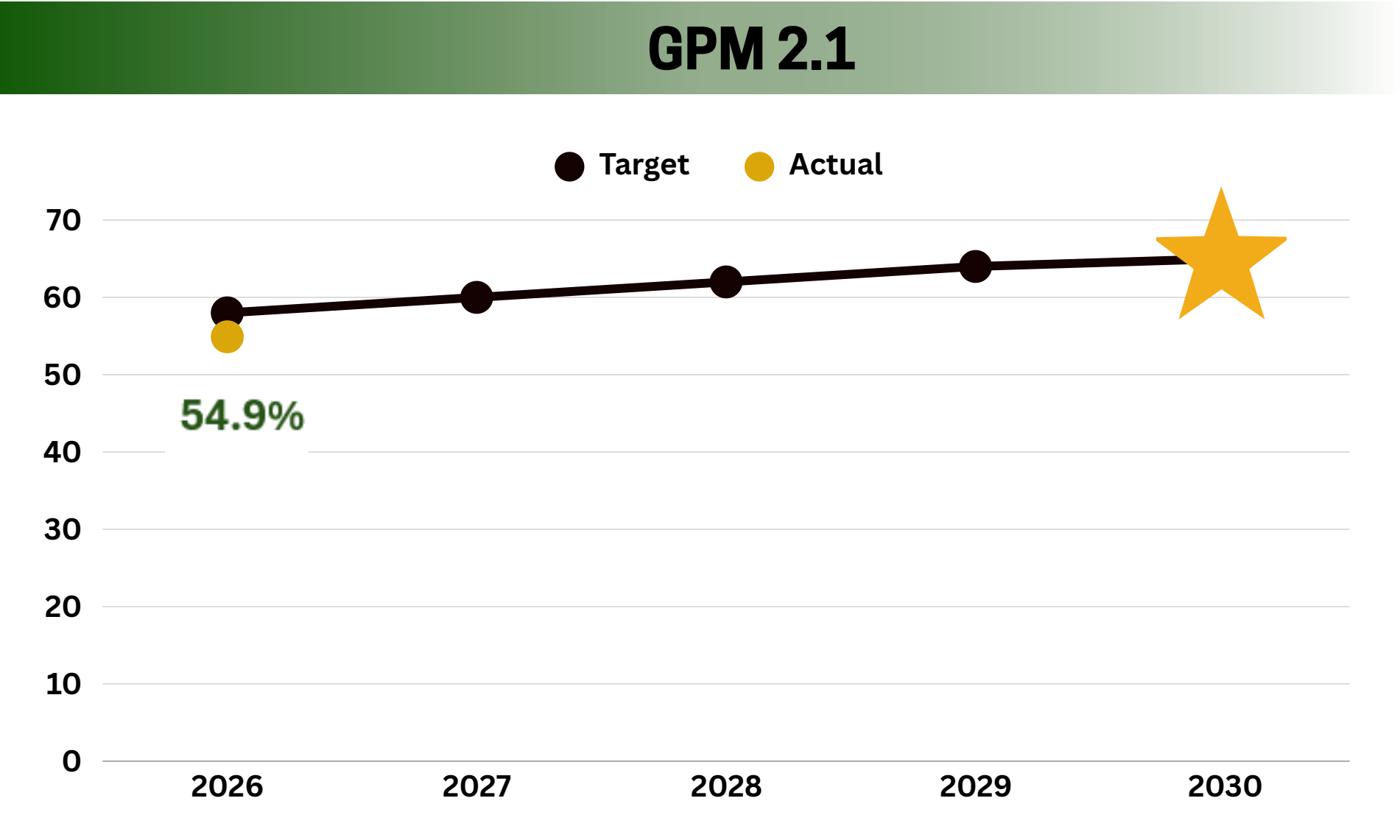
# PROGRESS MONITORING

## JUNE 2026

**GPM 2.1:** The percentage of kindergarten students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 56.2% in May 2025 to 65% by May 2030.



**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.



|          | 25-26 EOY<br>Total # of<br>TESTED | 25-26 EOY %<br>of Students<br>On<br>Track | 25-26 BOY %<br>of Students<br>On<br>Track | Diff<br>EOY 25-26<br>to BOY 25-<br>26 | 25-26 Annual<br>Target % | % Distance<br>from Target | Students<br>needed to<br>meet<br>Target |
|----------|-----------------------------------|-------------------------------------------|-------------------------------------------|---------------------------------------|--------------------------|---------------------------|-----------------------------------------|
| ALL      | 253                               | 54.9%                                     | 6.3%                                      | 48.6%                                 | 58%                      | -3.1%                     | 8                                       |
| BLACK    | 185                               | 58.4%                                     | 7.3%                                      | 51.1%                                 | 58%                      | 0.4%                      | Met<br>1 over                           |
| HISPANIC | 47                                | 42.6%                                     | 3.6%                                      | 38.9%                                 | 58%                      | -15.4%                    | 7                                       |
| TOM      | 11                                | 27.3%                                     | 7.7%                                      | 19.6%                                 | 58%                      | -30.7%                    | 3                                       |
| WHITE    | *                                 | *                                         | *                                         | *                                     | *                        | *                         | *                                       |
| SPED     | 16                                | 43.8%                                     | 0.0%                                      | 43.8%                                 | 58%                      | -14.3%                    | 2                                       |
| ECODIS   | 117                               | 51.3%                                     | 6.7%                                      | 44.6%                                 | 58%                      | -6.7%                     | 8                                       |
| EB       | 28                                | 50.0%                                     | 3.4%                                      | 46.6%                                 | 58%                      | -8.0%                     | 2                                       |

| Progress  |           |           |                        |
|-----------|-----------|-----------|------------------------|
| 25-26 BOY | 25-26 EOY | 24-25 EOY | 25-26 Annual<br>Target |
| 6.3%      | 54.9%     | 56.2%     | 58.0%                  |

We **did not meet** the yearly target by May 2026.

| Key                                        |
|--------------------------------------------|
| At or Above EOY Target                     |
| Less than or equal to 5% below EOY Target  |
| More than 5% below EOY Target              |
| Positive Growth                            |
| Negative Growth                            |
| * Board Target not set 10 students or less |

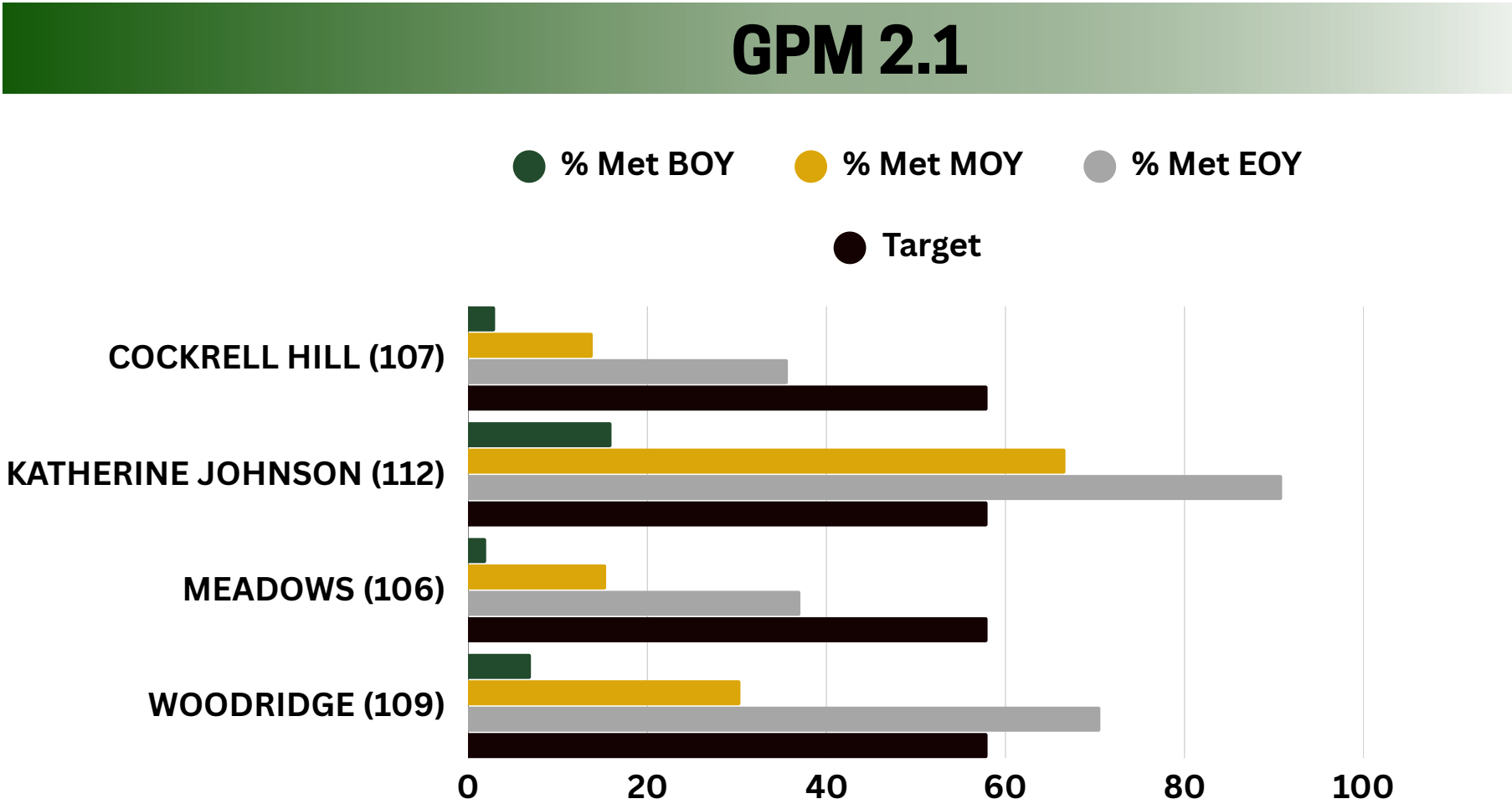
# PROGRESS MONITORING

## JUNE 2026

**GPM 2.1:** The percentage of kindergarten students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 56.2% in May 2025 to 65% by May 2030.



**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.



| Campus | 25-26 EOY<br>Total #<br>of TESTED | 25-26 EOY<br>% of<br>Student<br>On<br>Track | 25-26 BOY<br>% of<br>Student On<br>Track | Diff<br>EOY 25-<br>26 to BOY<br>25-26 | 25-26<br>Board<br>Target % | %<br>Distance<br>from<br>Board<br>Target | Students<br>Needed<br>to meet<br>Target |
|--------|-----------------------------------|---------------------------------------------|------------------------------------------|---------------------------------------|----------------------------|------------------------------------------|-----------------------------------------|
| CHE    | 112                               | 35.7%                                       | 3.10%                                    | 32.61%                                | 58%                        | -22.29%                                  | 25                                      |
| KJTMA  | 55                                | 90.9%                                       | 15.79%                                   | 75.12%                                | 58%                        | 32.91%                                   | Met<br>18 over                          |
| TME    | 35                                | 37.1%                                       | 2.33%                                    | 34.82%                                | 58%                        | -20.86%                                  | 7                                       |
| WRE    | 51                                | 70.6%                                       | 7.02%                                    | 63.57%                                | 58%                        | 12.59%                                   | Met<br>6 over                           |

| Key                                        |
|--------------------------------------------|
| At or Above EOY Target                     |
| Less than or equal to 5% below EOY Target  |
| More than 5% below EOY Target              |
| Positive Growth                            |
| Negative Growth                            |
| * Board Target not set 10 students or less |



# PROGRESS MONITORING

JUNE 2026



**GPM 2.1:** The percentage of kindergarten students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 56.2% in May 2025 to 65% by May 2030.

## STRENGTHS

- Strong districtwide BOY to EOY growth of +48.6 percentage points (6.3% to 54.9%), reflecting the impact of consistent Tier 1 instruction throughout the school year
- Black students achieved 58.4% EOY, meeting and slightly exceeding the 58% annual target with a gain of +51.1 points
- KJTMA leads at 90.9% EOY, surpassing the 58% board target by 32.9 points
- Woodridge (70.6%) also exceeded the annual target, demonstrating strong kindergarten literacy growth
- All students are performing at or within one grade level by EOY, with zero students three or more grade levels below

## AREAS OF OPPORTUNITY

- The district fell just 3.1 percentage points short of the 58% annual target; with 8 additional students needed overall, intensified Tier 1 support remains critical for next year's incoming kindergartners
- Hispanic students (42.6%) and Two or More Races students (27.3%) show the largest gaps from the annual target and will require intentional language-rich instructional support and precision grouping in SY 26-27
- EB students reached 50.0% EOY (+46.6 pts from BOY)
  - Students who took the test in Spanish reached 80% mid or above grade level and 19% reached early on grade level.
- Cockrell Hill (35.7%) and Meadows (37.1%) remain significantly below the 58% target; focused campus-level instructional coaching and strategic intervention planning are priorities for next school year

# PROGRESS MONITORING

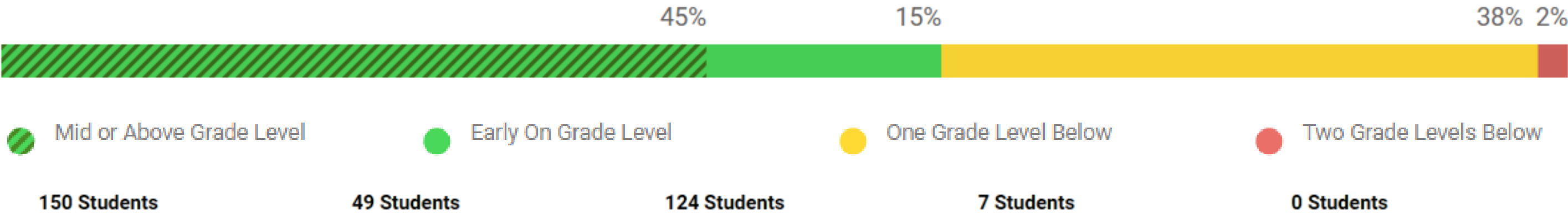
JUNE 2026

**GPM 2.2:** The percentage of first grade students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 44.1% in May 2025 to 54% by May 2030.



## FIRST GRADE

### Desoto ISD Reading i-Ready 2025–26 Overall Placement **EOY**





# PROGRESS MONITORING

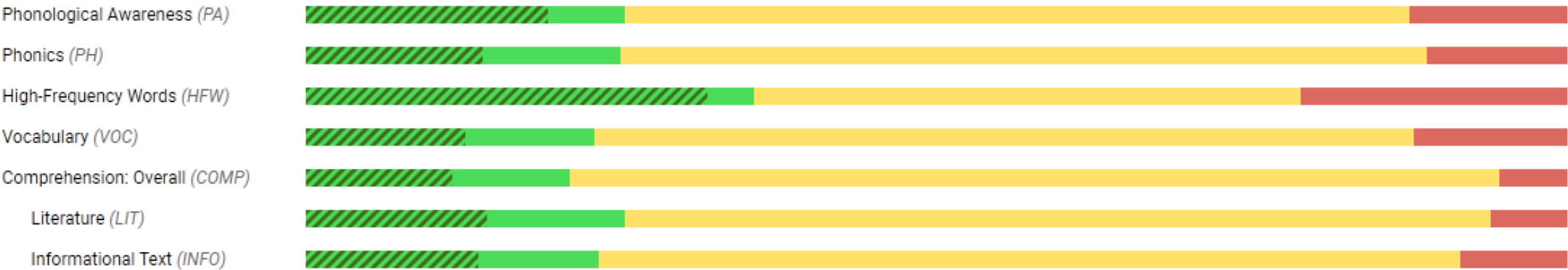
JUNE 2026

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## FIRST GRADE

### Desoto ISD Reading i-Ready 2025-26 Placement by Domain **BOY**



### Desoto ISD Reading i-Ready 2025-26 Placement by Domain **EOY**



Mid or Above Grade Level    Early On Grade Level    One Grade Level Below    Two Grade Levels Below

# PROGRESS MONITORING

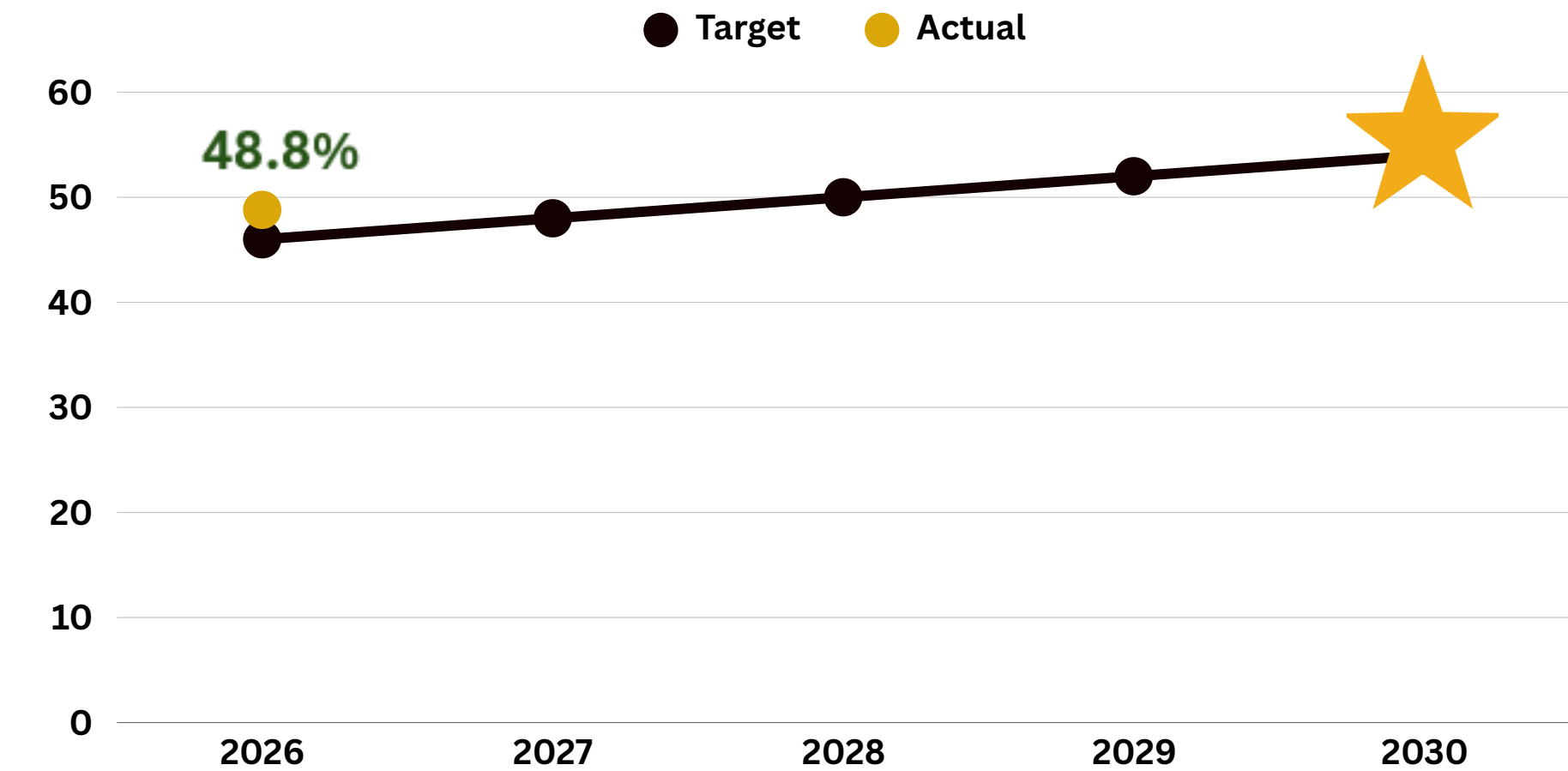
## JUNE 2026

**GPM 2.2:** The percentage of first grade students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 44.1% in May 2025 to 54% by May 2030.



**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.

### GPM 2.2



| Progress  |           |           |                     |
|-----------|-----------|-----------|---------------------|
| 25-26 BOY | 25-26 EOY | 24-25 EOY | 25-26 Annual Target |
| 10.8%     | 48.8%     | 44.1%     | 46.0%               |

We met and surpassed the yearly target by May 2026.

|          | 25-26 EOY Total # of TESTED | 25-26 EOY % of Students On Track | 25-26 BOY % of Students On Track | Diff EOY 25-26 to BOY 25-26 | 25-26 Annual Target % | % Distance from Target | Students needed to meet Target |
|----------|-----------------------------|----------------------------------|----------------------------------|-----------------------------|-----------------------|------------------------|--------------------------------|
| ALL      | 293                         | 48.8%                            | 10.8%                            | 38.0%                       | 46%                   | 2.8%                   | Met 8 over                     |
| BLACK    | 219                         | 53.4%                            | 11.9%                            | 41.5%                       | 46%                   | 7.4%                   | Met 16 over                    |
| HISPANIC | 58                          | 27.6%                            | 3.3%                             | 24.3%                       | 46%                   | -18.4%                 | 11                             |
| TOM      | 11                          | 54.5%                            | 21.4%                            | 33.1%                       | 46%                   | 8.6%                   | Met 1 over                     |
| WHITE    | *                           | *                                | *                                | *                           | *                     | *                      | *                              |
| SPED     | 17                          | 35.3%                            | 5.0%                             | 30.3%                       | 46%                   | -10.7%                 | 2                              |
| ECODIS   | 141                         | 38.3%                            | 7.9%                             | 30.4%                       | 46%                   | -7.7%                  | 11                             |
| EB       | 34                          | 17.6%                            | 5.7%                             | 11.9%                       | 46%                   | -28.4%                 | 10                             |

| Key                                        |
|--------------------------------------------|
| At or Above EOY Target                     |
| Less than or equal to 5% below EOY Target  |
| More than 5% below EOY Target              |
| Positive Growth                            |
| Negative Growth                            |
| * Board Target not set 10 students or less |



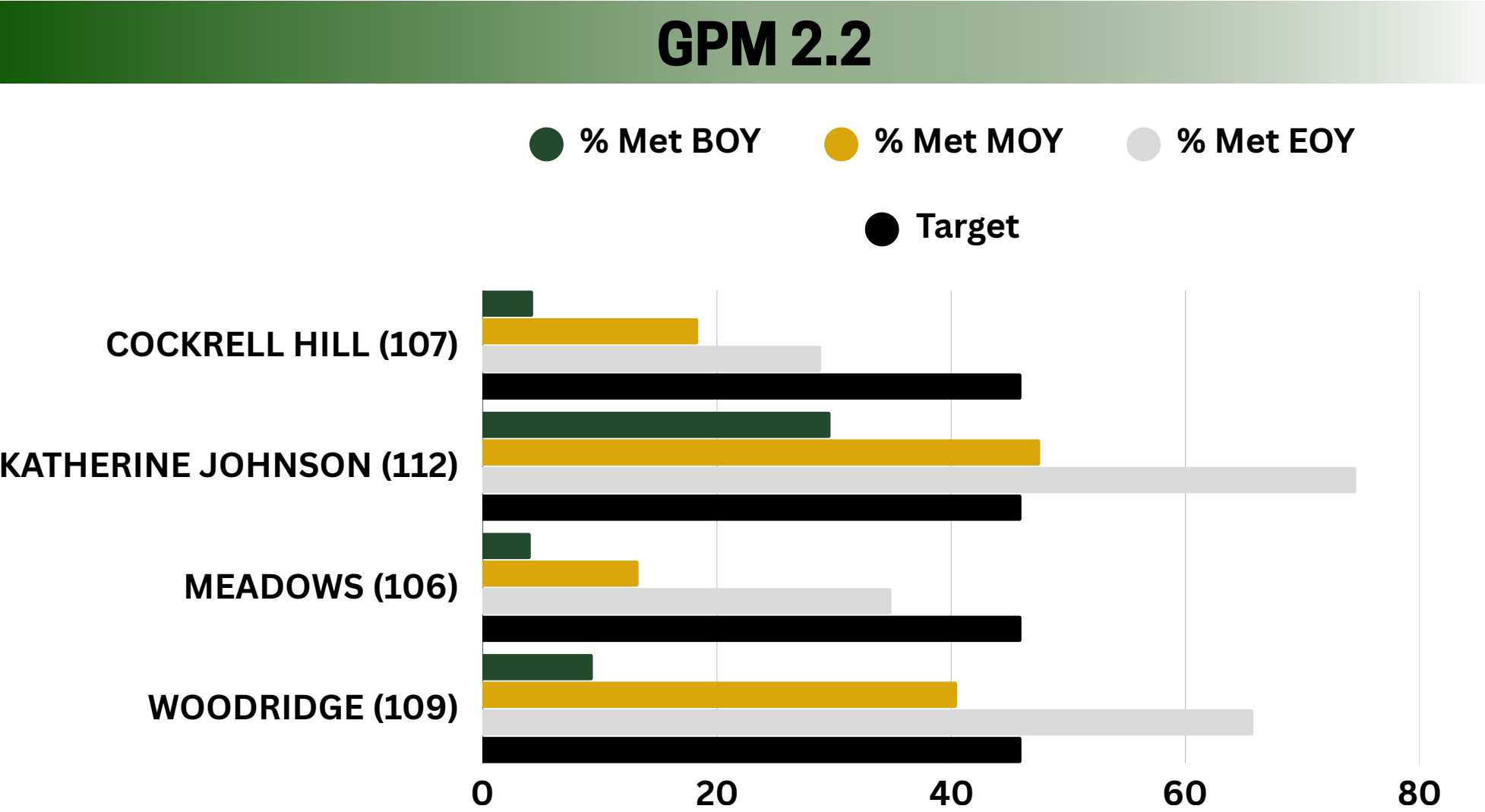
# PROGRESS MONITORING

## JUNE 2026

**GPM 2.2:** The percentage of first grade students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 44.1% in May 2025 to 54% by May 2030.



**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.



| Campus | 25-26<br>EOY<br>Total #<br>of<br>TESTED | 25-26<br>EOY % of<br>Student<br>On<br>Track | 25-26<br>BOY % of<br>Student<br>On<br>Track | Diff<br>EOY<br>25-26<br>to BOY<br>25-26 | 25-26<br>Board<br>Target % | %<br>Distance<br>from<br>Board<br>Target | Studen<br>ts<br>Needed<br>to meet<br>Target |
|--------|-----------------------------------------|---------------------------------------------|---------------------------------------------|-----------------------------------------|----------------------------|------------------------------------------|---------------------------------------------|
| CHE    | 111                                     | 27.9%                                       | 4.3%                                        | 23.7%                                   | 46%                        | -18.1%                                   | 20                                          |
| KJTMA  | 63                                      | 74.6%                                       | 29.7%                                       | 44.9%                                   | 46%                        | 28.6%                                    | Met<br>18 over                              |
| TME    | 43                                      | 34.9%                                       | 4.1%                                        | 30.8%                                   | 46%                        | -11.1%                                   | 5                                           |
| WRE    | 76                                      | 65.8%                                       | 9.4%                                        | 56.4%                                   | 46%                        | 19.8%                                    | Met<br>15 over                              |

| Key                                        |
|--------------------------------------------|
| At or Above EOY Target                     |
| Less than or equal to 5% below EOY Target  |
| More than 5% below EOY Target              |
| Positive Growth                            |
| Negative Growth                            |
| * Board Target not set 10 students or less |

# PROGRESS MONITORING

JUNE 2026



**GPM 2.2:** The percentage of first grade students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 44.1% in May 2025 to 54% by May 2030.

## STRENGTHS

- First grade met and surpassed the 46% annual target districtwide with 48.8% EOY, a remarkable gain of +38.0 percentage points from BOY
- Black students led all subgroups with 53.4% EOY (+41.5 pts from BOY), exceeding the 46% annual target by 7.4 points
- KJTMA (74.6%) and Woodridge (65.8%) both significantly surpassed the board target, demonstrating exemplary first grade literacy growth
- Two or More students exceeded the target at 54.5% EOY, performing 8.6 points above goal
- First grade showed the strongest overall performance of any grade level measured in this report

## AREAS OF OPPORTUNITY

- EB students (17.6% EOY) remain 28.4 points below the annual target. They showed a growth of 11.9% from BOY.
  - Students who tested in Spanish - 64% were mid or above grade level, 27% were early on grade level and 9% were one grade level below.
- Hispanic students (27.6%) are 18.4 points below target with 11 additional students needed; precision grouping and sustained vocabulary and comprehension-focused instruction must continue
- Cockrell Hill (27.9%) and Meadows (34.9%) remain below target; data-driven intervention cycles and focused instructional coaching should be prioritized going into next year
- SPED students (35.3%) are 10.7 points below target; strengthening specialized literacy supports and co-teaching models will be essential to close the gap



# PROGRESS MONITORING

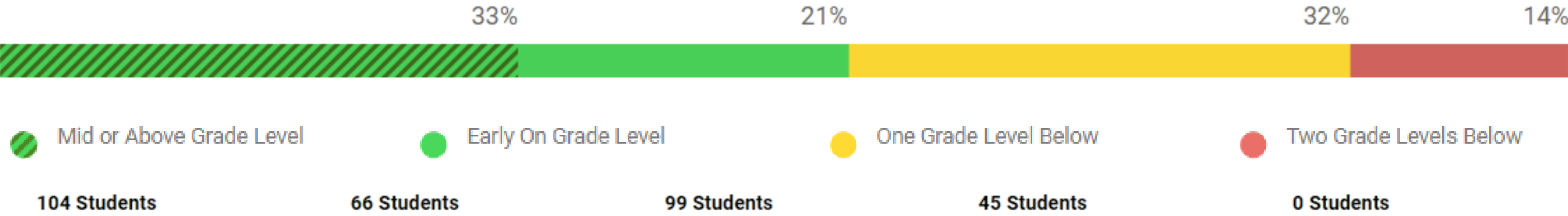
JUNE 2026

**GPM 2.3:**The percentage of second grade students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 31.7% in May 2025 to 50% by May 2030.



## SECOND GRADE

**Desoto ISD Reading i-Ready 2025-26  
Overall Placement **EOY****



# PROGRESS MONITORING

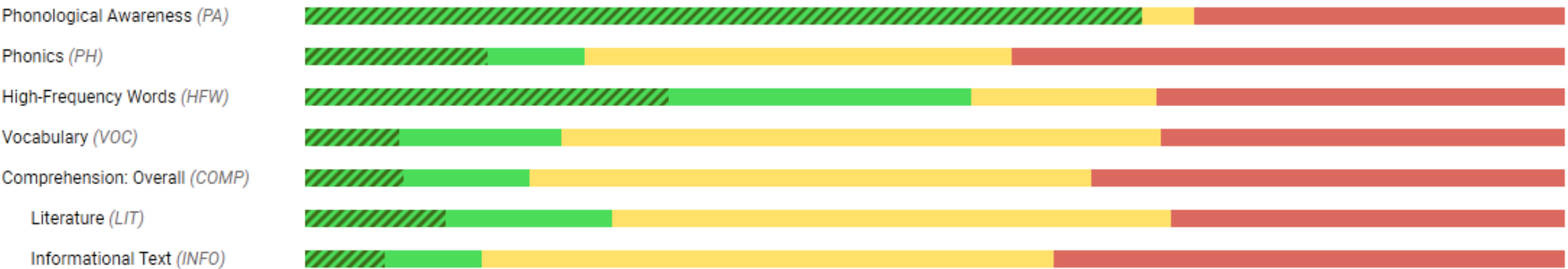
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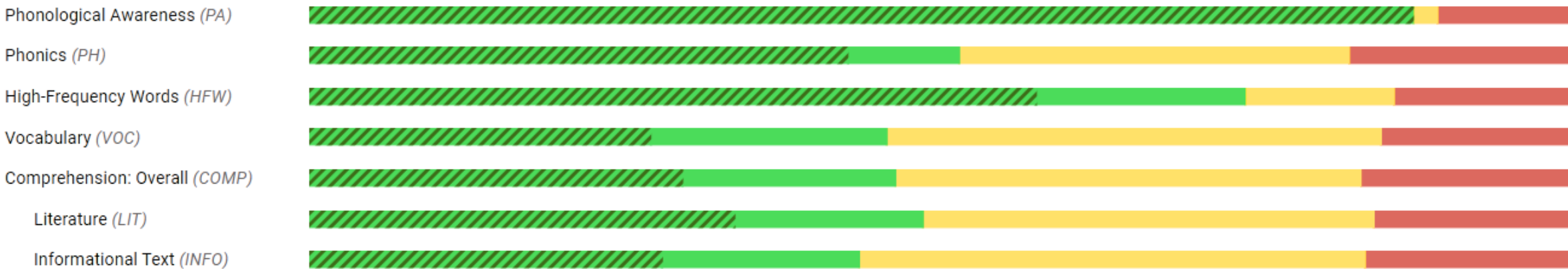


## SECOND GRADE

### Desoto ISD Reading i-Ready 2025–26 Placement by Domain **BOY**



### Desoto ISD Reading i-Ready 2025–26 Placement by Domain **EOY**



Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below



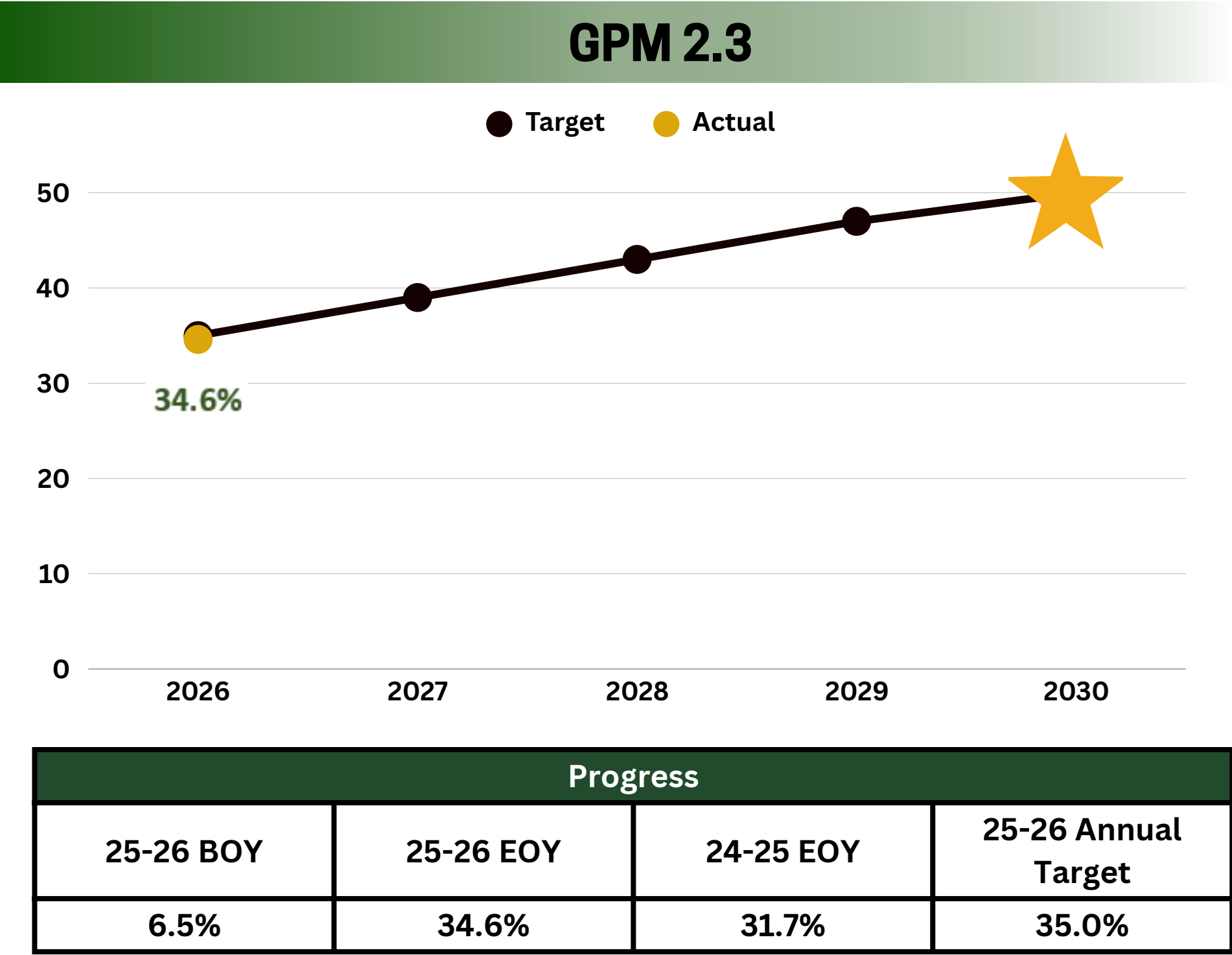
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## JUNE 2026

**GPM 2.3:**The percentage of second grade students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 31.7% in May 2025 to 50% by May 2030.



**Goal 2:** The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.



We **did not meet** the yearly target by May 2026.

|          | 25-26 EOY<br>Total # of<br>TESTED | 25-26 EOY %<br>of Students<br>On<br>Track | 25-26 BOY % of<br>Students On<br>Track | Diff<br>EOY 25-26<br>to BOY 25-26 | 25-26 Annual<br>Target % | % Distance from<br>Target | Students needed<br>to meet Target |
|----------|-----------------------------------|-------------------------------------------|----------------------------------------|-----------------------------------|--------------------------|---------------------------|-----------------------------------|
| ALL      | 269                               | 34.6%                                     | 6.5%                                   | 28.0%                             | 35%                      | -0.4%                     | 1                                 |
| BLACK    | 189                               | 36.0%                                     | 7.4%                                   | 28.6%                             | 35%                      | 1.0%                      | Met<br>2 over                     |
| HISPANIC | 65                                | 27.7%                                     | 4.2%                                   | 23.5%                             | 35%                      | -7.3%                     | 5                                 |
| TOM      | *                                 | *                                         | *                                      | *                                 | *                        | *                         | *                                 |
| WHITE    | *                                 | *                                         | *                                      | *                                 | *                        | *                         | *                                 |
| SPED     | 28                                | 10.7%                                     | 3.2%                                   | 7.5%                              | 35%                      | -24.3%                    | 7                                 |
| ECODIS   | 126                               | 33.3%                                     | 4.3%                                   | 29.0%                             | 35%                      | -1.7%                     | 2                                 |
| EB       | 31                                | 22.6%                                     | 0.0%                                   | 22.6%                             | 35%                      | -12.4%                    | 4                                 |

| Key                                        |
|--------------------------------------------|
| At or Above EOY Target                     |
| Less than or equal to 5% below EOY Target  |
| More than 5% below EOY Target              |
| Positive Growth                            |
| Negative Growth                            |
| * Board Target not set 10 students or less |

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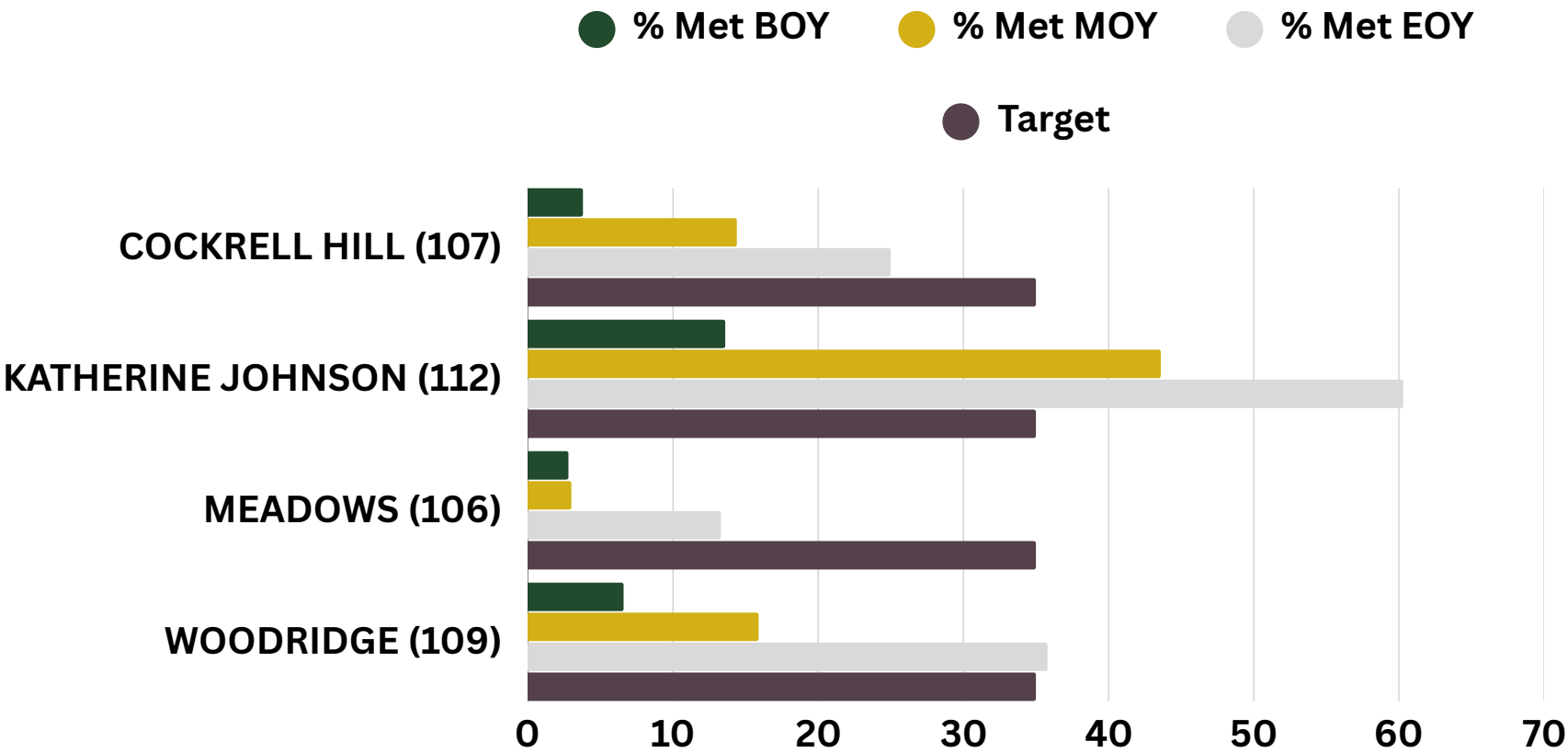
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### GPM 2.3



| Campus | 25-26 EOY Total # of TESTED | 25-26 EOY % of Student On Track | 25-26 BOY % of Student On Track | Diff EOY 25-26 to BOY 25-26 | 25-26 Board Target % | % Distance from Board Target | Students Needed to meet Target |
|--------|-----------------------------|---------------------------------|---------------------------------|-----------------------------|----------------------|------------------------------|--------------------------------|
| CHE    | 100                         | 25.0%                           | 3.8%                            | 21.2%                       | 35%                  | -10.0%                       | 10                             |
| KJTMA  | 58                          | 60.3%                           | 13.6%                           | 46.8%                       | 35%                  | 25.3%                        | Met 15 over                    |
| TME    | 30                          | 13.3%                           | 2.8%                            | 10.6%                       | 35%                  | -21.7%                       | 7                              |
| WRE    | 81                          | 35.8%                           | 6.6%                            | 29.2%                       | 35%                  | 0.8%                         | Met 1 over                     |

| Key                                        |
|--------------------------------------------|
| At or Above EOY Target                     |
| Less than or equal to 5% below EOY Target  |
| More than 5% below EOY Target              |
| Positive Growth                            |
| Negative Growth                            |
| * Board Target not set 10 students or less |

# PROGRESS MONITORING

JUNE 2026



**GPM 2.3:**The percentage of second grade students that are meeting mid-on grade level on the i-Ready EOY Reading diagnostic assessment will increase from 31.7% in May 2025 to 50% by May 2030.

## STRENGTHS

- Strong districtwide BOY to EOY growth of +27.8 percentage points (6.5% to 34.3%), reflecting meaningful progress over the course of the school year
- Black students reached 35.6% EOY (+28.2 pts from BOY), slightly surpassing the 35% annual target
- KJTMA leads at 60.3% EOY, well above the 35% board target with a +25.3 point lead
- Woodridge (35.4%) nearly met the board target, reflecting meaningful second grade literacy growth
- EcoDis students grew from 4.3% to 33.3% EOY (+29 pts), closing to within just 2 students of the annual target

## AREAS OF OPPORTUNITY

- The district missed the 35% annual target by just 0.7 percentage points (2 students total overall), underscoring that sustained momentum into next year can close this gap
- SPED students at 10.7% EOY are 24.3 points below target with 7 students needed; intensive specialized literacy intervention and co-teaching support must be a priority in SY 26-27
- EB students grew from 0% to 22.6% EOY (+22.6 pts), but remain 12.4 points below target; sustained vocabulary-rich Tier 1 instruction and bilingual small-group support are critical to move the 4 additional EB students needed to meet the goal
  - Students who tested in Spanish 47% were mid or above grade level, 27% were early on grade level and 23% were one grade level below
- TME (13.3% EOY) remains significantly below the 35% target (-21.7 pts), representing the most urgent campus-level opportunity for focused instructional coaching, data-driven strategy adjustments, and increased Tier II/III intervention support





# *Thank You!*

