



Progress Monitoring

July 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.

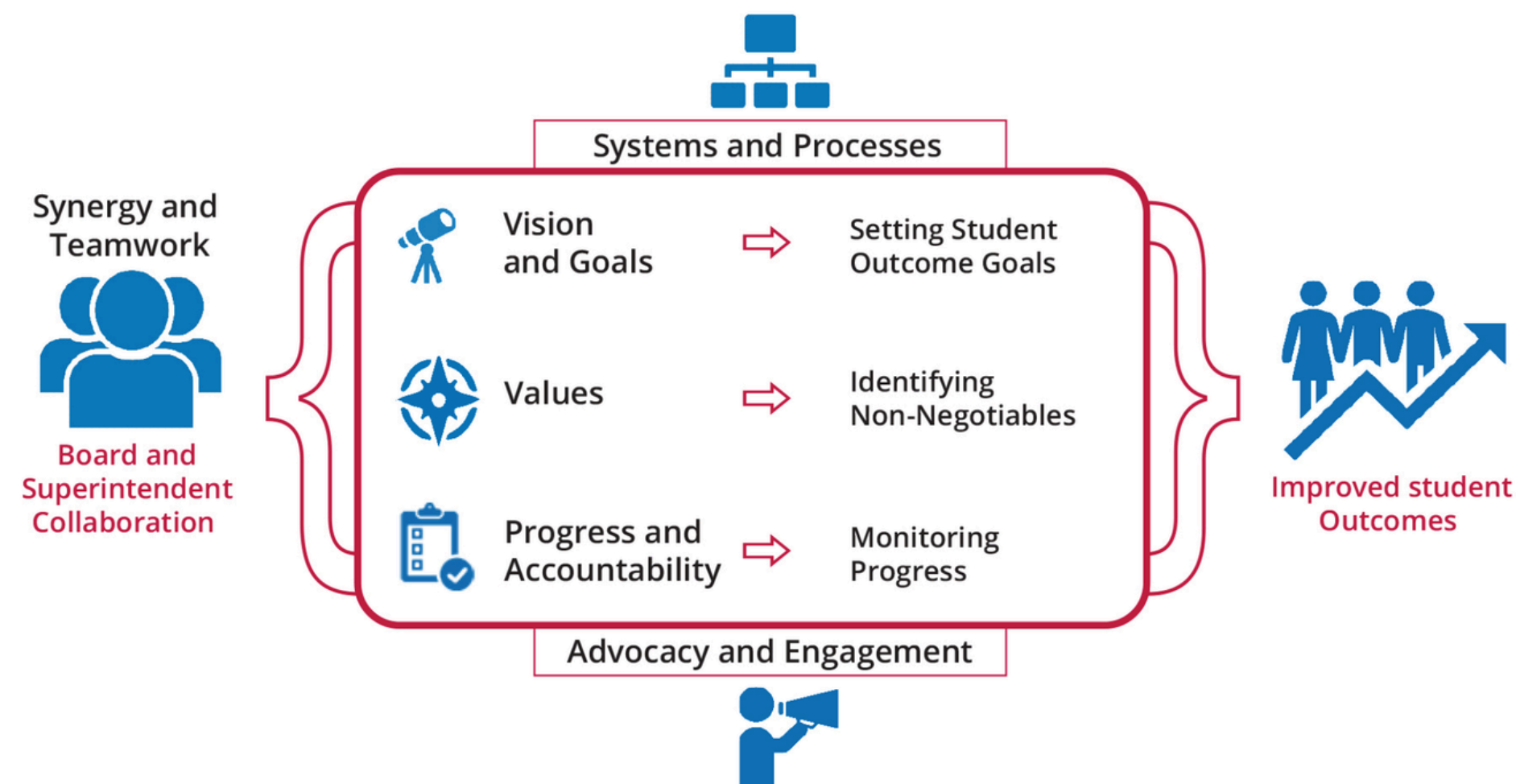
Lone Star Governance Focus Overview

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

July 2026





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.



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Progress Monitoring

JULY 2026

GPM 3.1-3.3 Inputs

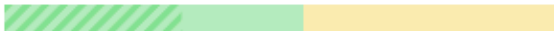
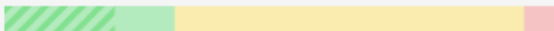
MOY	Process	Impact
Curriculum and Instruction	- The AF/IDL created slide decks included the following: - Number of the Day built number sense and place value understanding by having students represent the same number in multiple ways, creating flexibility in mathematical thinking. - Problem of the Day developed reasoning and critical thinking by exposing students to varied problem types daily, while also strengthening math vocabulary and reading comprehension. - PLCs centered on strengthening instructional delivery, student engagement, and foundational skills. Educators practiced and refined their math instruction through collaborative feedback and reflective discussions.	- Together, both routines established consistent structure, provided ongoing spiral review, and served as informal formative assessment tools while preparing students for STAAR 2.0 question formats. - Teachers were able to sharpen their instructional delivery through collaborative feedback and best practices. They were able to identify and address gaps early, preventing misconceptions from compounding and ensuring every student received the targeted instruction needed to demonstrate mastery.
Professional Development	AF/IDL facilitated a Professional Development session to review and align planning efforts aimed at preparing students for STAAR (Grade 3) and I-Ready End of Year assessments (K-3). A heavy focus was placed on high leverage TEKS.	Intentionally focusing instruction on high-leverage TEKS with depth and consistency ensured classroom alignment and calibration, driving meaningful growth on i-Ready EOY assessments.

PROGRESS MONITORING

JULY 2026



BOY TO EOY GRADE LEVELS

		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Diagnostic 3		58%	12%	29%	0%	0%	274/313
	Diagnostic 2		32%	22%	46%	0%	0%	
Grade 1	Diagnostic 3		36%	20%	42%	2%	0%	303/339
	Diagnostic 2		20%	11%	64%	6%	0%	
Grade 2	Diagnostic 3		27%	23%	40%	10%	0%	278/318
	Diagnostic 2		6%	16%	63%	15%	0%	
		 % Students Mid or Above Grade Level	 % Students Early On Grade Level					
		 % Students One Grade Level Below	 % Students Two Grade Levels Below					

PROGRESS MONITORING

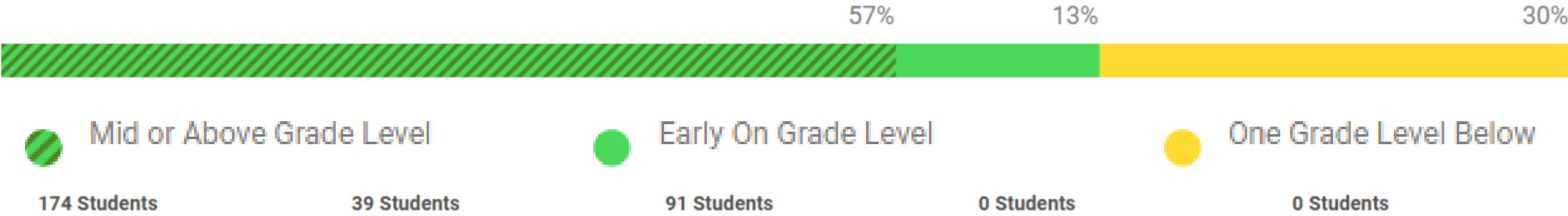
JULY 2026

GPM 3.1: The percentage of Kindergarten students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 51.4% in May, 2025 to 60% by May, 2030.



KINDERGARTEN

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



PROGRESS MONITORING

JULY 2026

GPM 3.1: The percentage of Kindergarten students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 51.4% in May, 2025 to 60% by May, 2030.



KINDERGARTEN

Desoto ISD Math i-Ready 2025–26

Placement by Domain **BOY**



Desoto ISD Math i-Ready 2025–26

Placement by Domain **EOY**



Mid or Above Grade Level



Early On Grade Level



One Grade Level Below

PROGRESS MONITORING

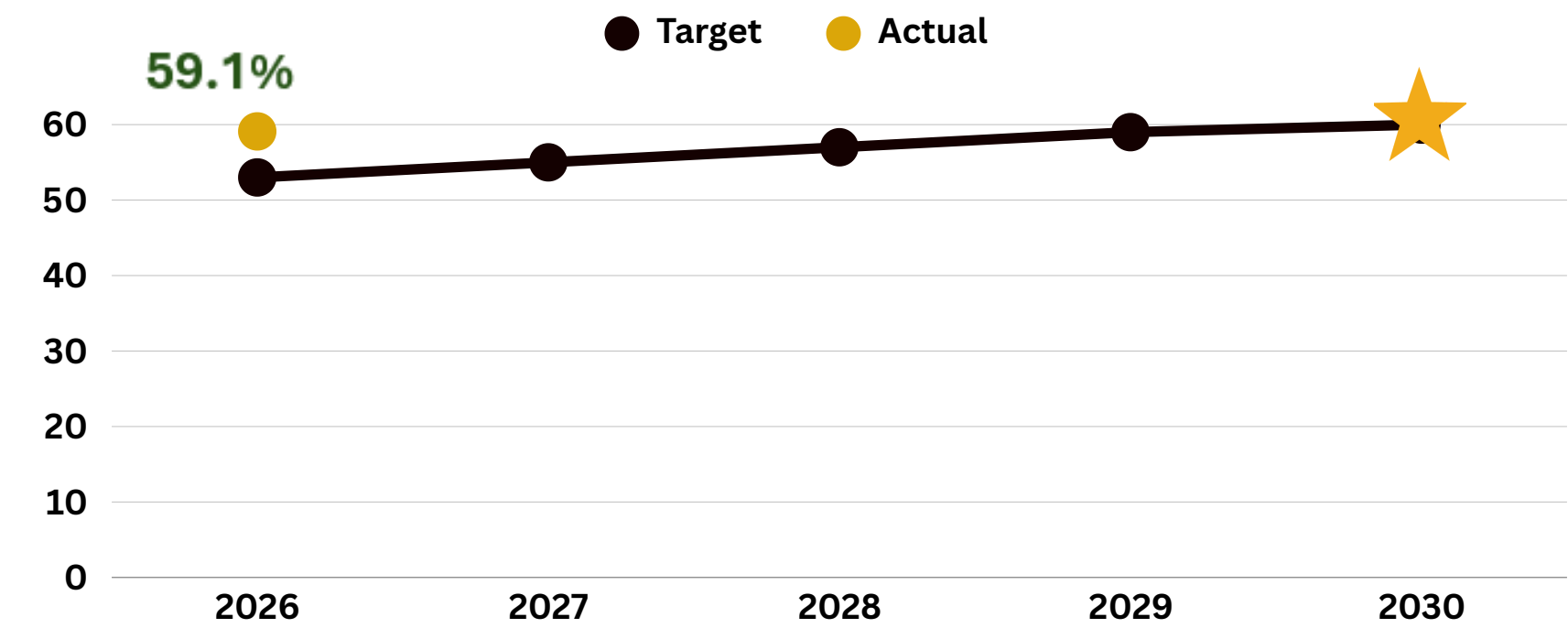
JULY 2026

GPM 3 .1: The percentage of Kindergarten students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 51.4% in May, 2025 to 60% 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.

GPM 3.1



Progress			
25-26 BOY	25-26 EOY	24-25 EOY	25-26 Annual Target
6.3%	59.1%	51.4%	53.0%

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	252	59.1%	6.3%	52.8%	53%	6.1%	Met 15 over
BLACK	184	59.8%	5.4%	54.4%	53%	6.8%	Met 12 over
HISPANIC	47	61.7%	7.3%	54.4%	53%	8.7%	Met 4 over
TOM	11	36.4%	20.0%	16.4%	53%	-16.6%	2
WHITE	*	*	*	*	*	*	*
SPED	16	31.3%	11.1%	20.1%	53%	-21.8%	3
ECODIS	117	55.6%	8.1%	47.4%	53%	2.6%	Met 3 over
EB	28	57.1%	6.9%	50.2%	53%	4.1%	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

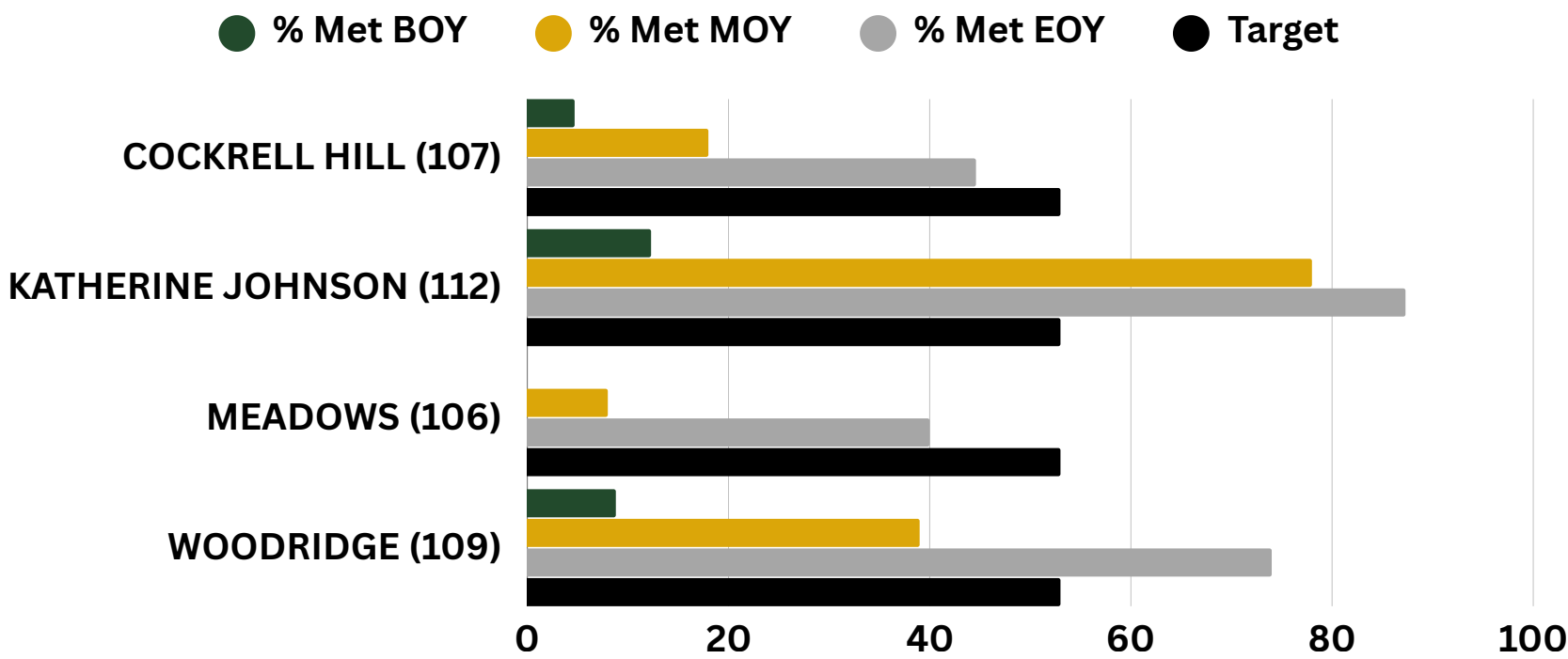
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GPM 3.1



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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	112	44.6%	4.7%	40.0%	53%	-8.4%	9
KJTMA	55	87.3%	12.3%	75.0%	53%	34.3%	Met 19 over
TME	35	40.0%	0.0%	40.0%	53%	-13.0%	5
WRE	50	74.0%	8.8%	65.2%	53%	21.0%	Met 11 over

PROGRESS MONITORING

JULY 2026



GPM 3 .1: The percentage of Kindergarten students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 51.4% in May, 2025 to 60% by May, 2030.

STRENGTHS

- Exceeded annual target by 6.1 percentage points, with 59.1% of students mid-on grade level or above.
- Strong subgroup performance, including Black (59.8%) and Hispanic (61.7%) students surpassing target.
- Large BOY → EOY growth (+52.8 pts), indicating strong instructional impact.
- EB and EcoDis students met or exceeded target, demonstrating equitable progress.

AREAS OF OPPORTUNITY

- Students receiving SPED services performance remains below target (31.3%, -21.8% from target).
- TOM subgroup significantly below target (36.4%, -16.6%).
- Need to strengthen early-year readiness, as BOY performance was only 6.3%.
- Domain-level gaps (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) require targeted instructional planning.

PROGRESS MONITORING

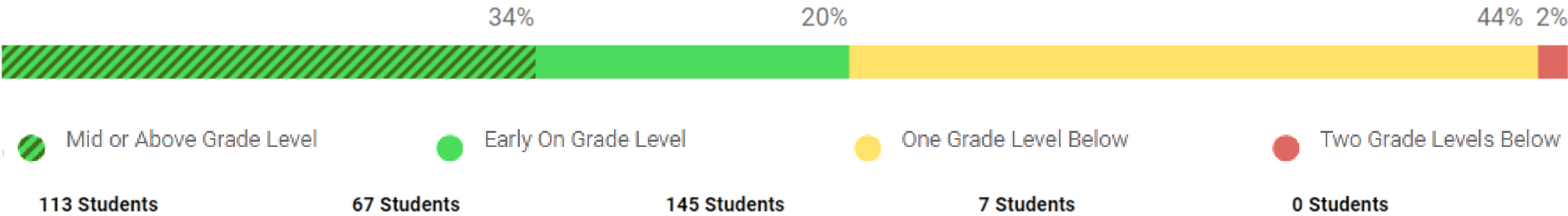
JULY 2026

GPM 3.2: The percentage of first grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 34.3% in May, 2025 to 45% by May, 2030.



FIRST GRADE

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



PROGRESS MONITORING

JULY 2026

GPM 3.2: The percentage of first grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 34.3% in May, 2025 to 45% by May, 2030.



FIRST GRADE

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



Desoto ISD Math 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

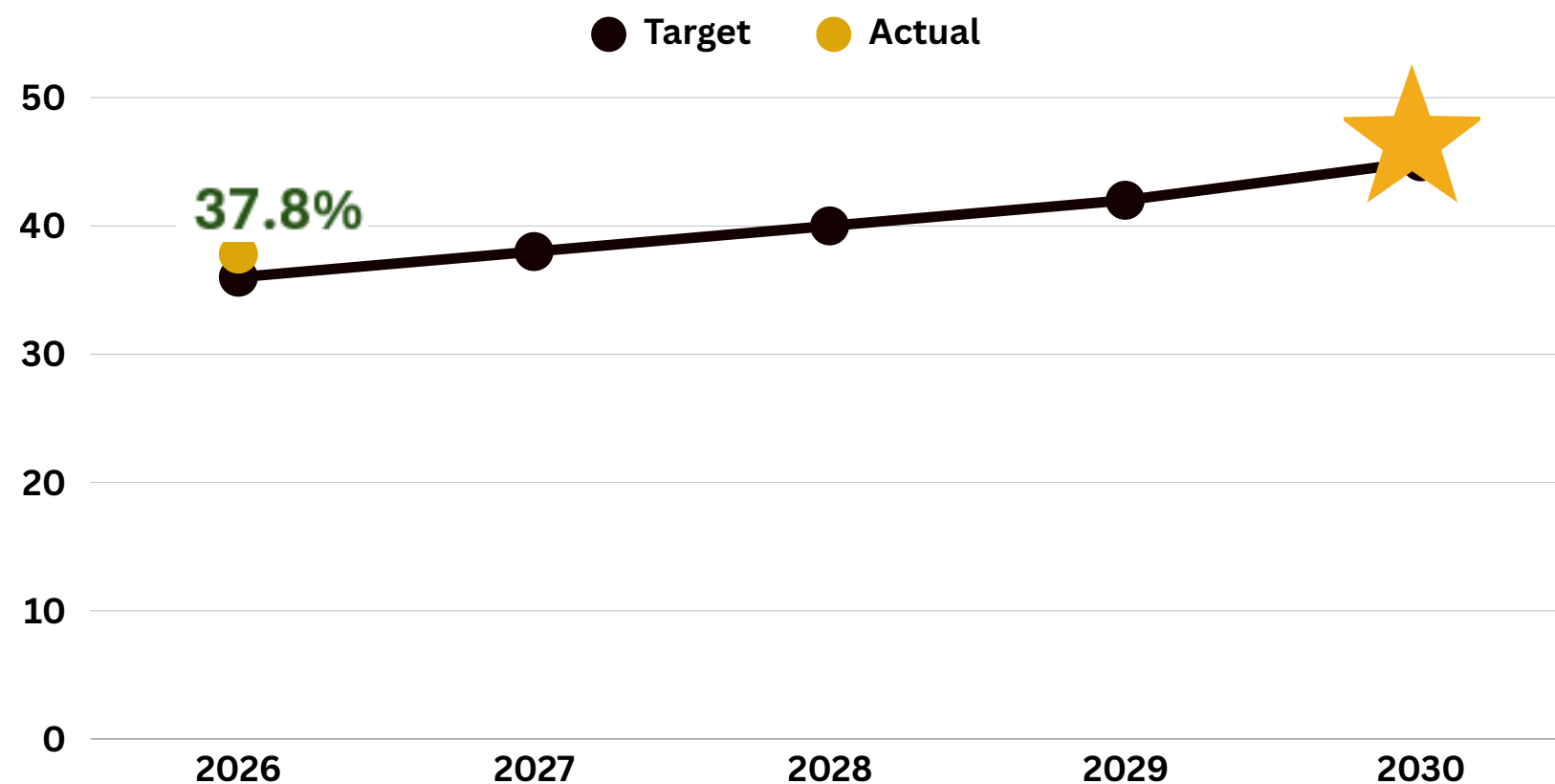
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Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

GPM 3.2



Progress			
25-26 BOY	25-26 EOY	24-25 EOY	25-26 Annual Target
0.3%	37.8%	34.3%	36.0%

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	291	37.8%	0.3%	37.5%	36%	1.8%	Met 5 over
BLACK	218	38.1%	0.5%	37.6%	36%	2.1%	Met 5 over
HISPANIC	57	31.6%	1.8%	29.8%	36%	-4.4%	3
TOM	11	45.5%	0.0%	45.5%	36%	9.5%	Met 1 over
WHITE	*	*	*	*	*	*	*
SPED	17	29.4%	5.0%	24.4%	36%	-6.6%	1
ECODIS	139	30.2%	2.0%	28.2%	36%	-5.8%	8
EB	34	29.4%	0.0%	29.4%	36%	-6.6%	2

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Positive Growth
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* Board Target not set 10 students or less

PROGRESS MONITORING

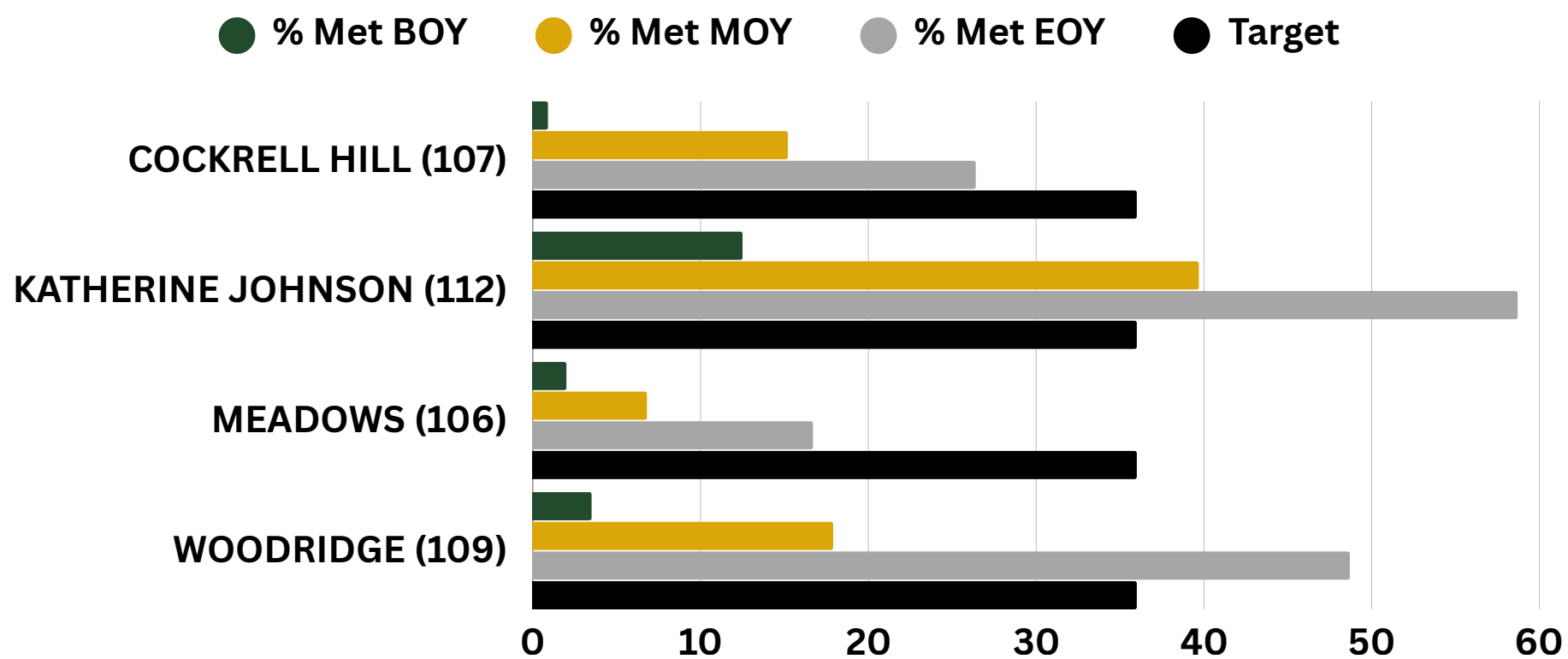
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GPM 3.2



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	110	26.4%	0.9%	25.5%	36%	-9.6%	11
KJTMA	63	58.7%	12.5%	46.2%	36%	22.7%	Met 14 over
TME	42	16.7%	2.0%	14.6%	36%	-19.3%	8
WRE	76	48.7%	3.5%	45.2%	36%	12.7%	Met 10 over

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PROGRESS MONITORING

JULY 2026



GPM 3.2: The percentage of first grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 34.3% in May, 2025 to 45% by May, 2030.

STRENGTHS

- Exceeded annual target by 1.8 percentage points, reaching 37.8%.
- Black students exceeded target (38.1%, +2.1%).
- Strong BOY → EOY growth (+37.5 pts), showing significant instructional acceleration.
- TOM subgroup exceeded target (45.5%).

AREAS OF OPPORTUNITY

- Hispanic students below target (31.6%, -4.4%).
- Students receiving SPED services significantly below target (29.4%, -6.6%).
- EcoDis students below target (30.2%, -5.8%).
- Campus-level variation (CHE and TME far below target).

PROGRESS MONITORING

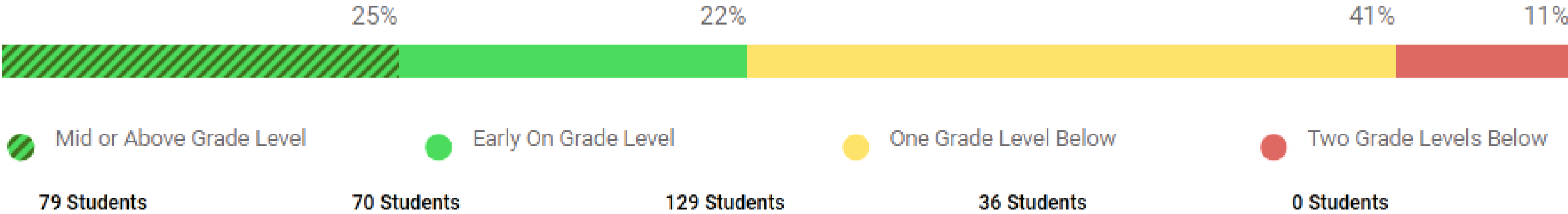
JULY 2026

GPM 3.3: The percentage of second grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 22.6% in May, 2025 to 45% May, 2030.



SECOND GRADE

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



PROGRESS MONITORING

JULY 2026

GPM 3.3: The percentage of second grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 22.6% in May, 2025 to 45% May, 2030.



SECOND GRADE

Desoto ISD Math i-Ready 2025–26
Placement by Domain BOY



Desoto ISD Math 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

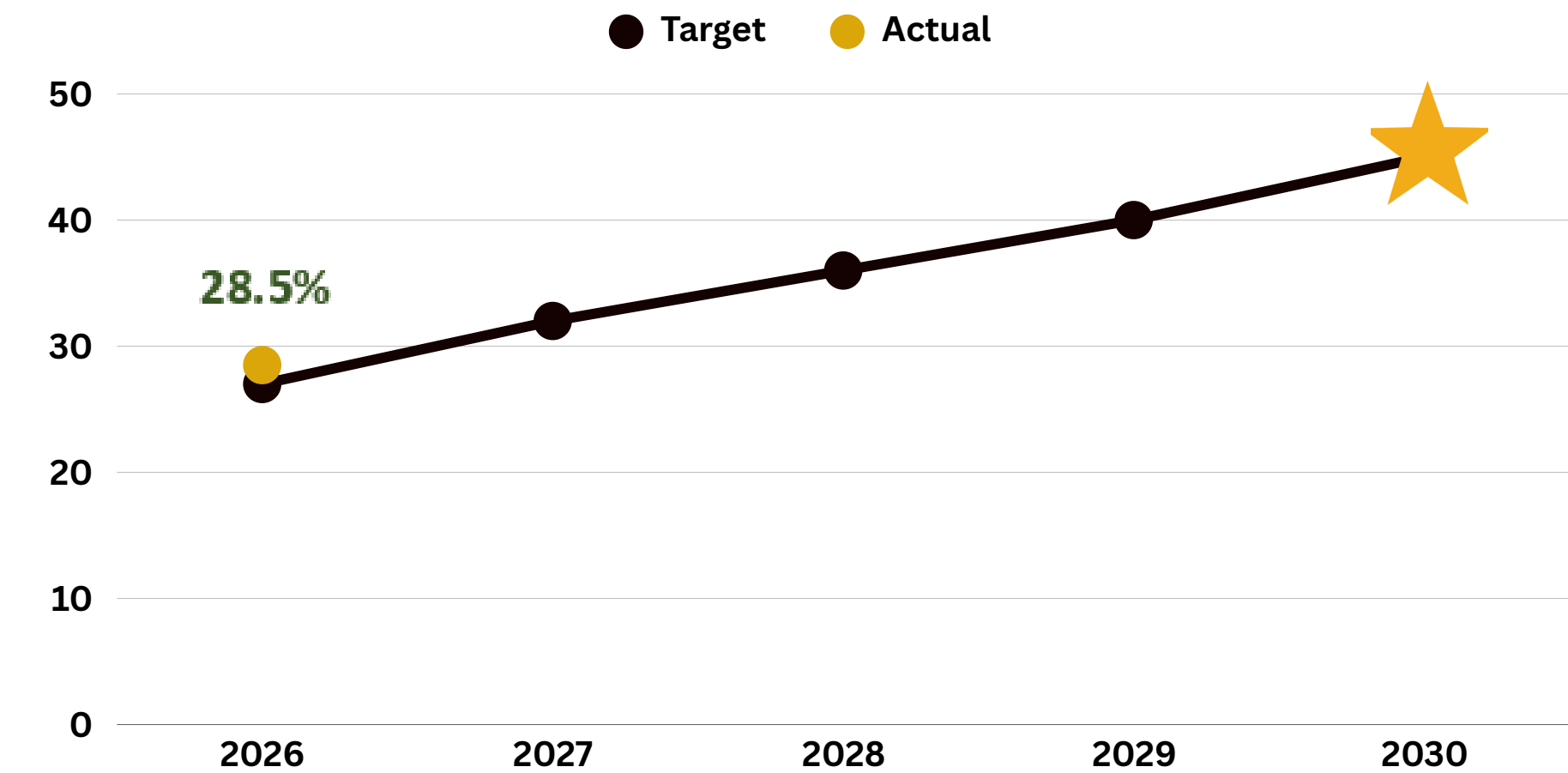
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GPM 3.3



Progress			
25-26 BOY	25-26 EOY	24-25 EOY	25-26 Annual Target
2.1%	28.5%	22.6%	27.0%

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	268	28.7%	2.1%	26.6%	27%	1.7%	Met 5 over
BLACK	188	28.2%	1.0%	27.2%	27%	1.2%	Met 2 over
HISPANIC	65	27.7%	4.2%	23.5%	27%	0.7%	Met
TOM	*	*	*	*	*	*	*
WHITE	*	*	*	*	*	*	*
SPED	27	14.8%	3.3%	11.5%	27%	-12.2%	3
ECODIS	125	27.2%	1.5%	25.7%	27%	0.2%	0
EB	31	19.4%	1.1%	18.3%	27%	-7.6%	2

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PROGRESS MONITORING

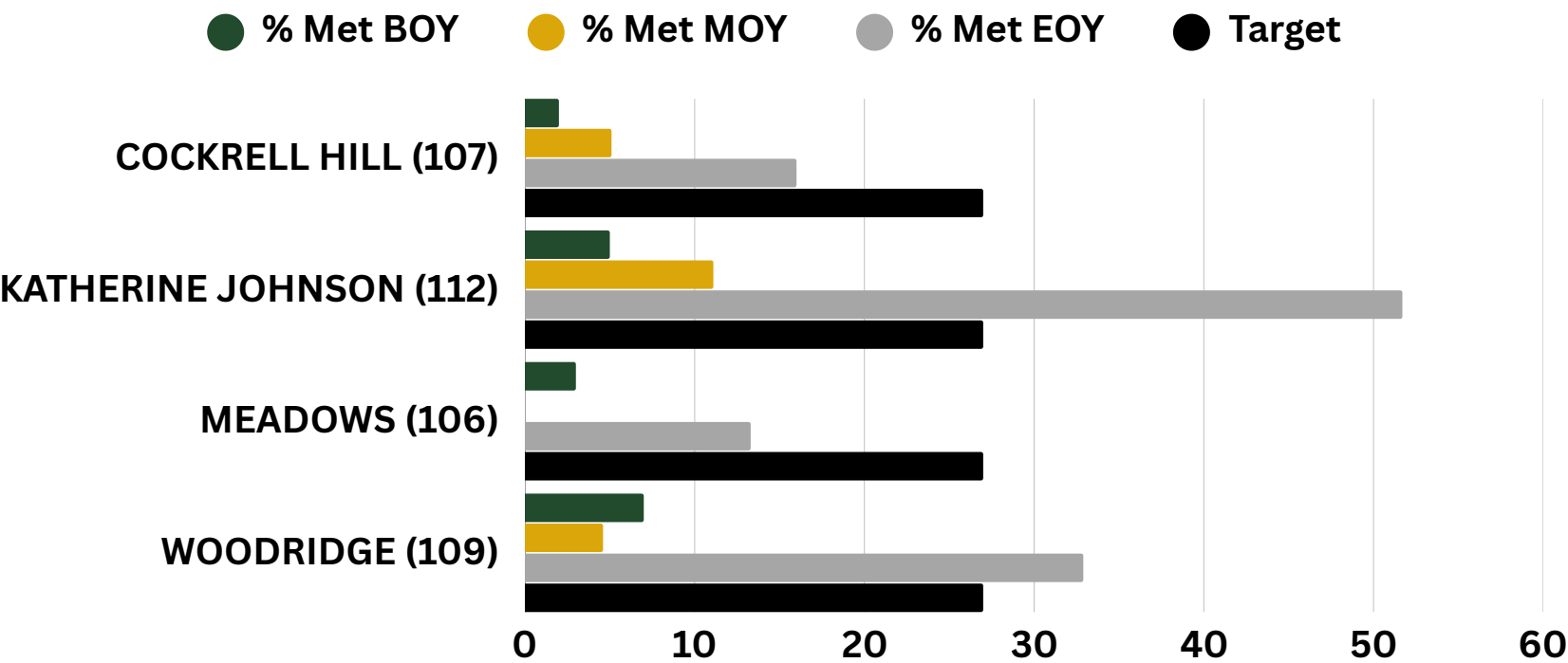
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Campus	25-26 EOY Total # of TESTED	25-26 EOY % of Student On Track	25-26 BOY % of Student On Track	Diff EOY 25-26 to BOY 25-26	25-26 Board Target %	% Distance from Board Target	Students Needed to meet Target
CHE	99	16.2%	1.9%	14.2%	27%	-10.8%	11
KJTMA	58	51.7%	5.1%	46.6%	27%	24.7%	Met 14 over
TME	30	13.3%	0.0%	13.3%	27%	-13.7%	4
WRE	81	33.3%	1.1%	32.2%	27%	6.3%	Met 5 over

PROGRESS MONITORING

JULY 2026



GPM 3.3: The percentage of second grade students that are meeting mid-on grade level on the iReady EOY Math diagnostic assessment will increase from 22.6% in May, 2025 to 45% May, 2030.

STRENGTHS

- Exceeded annual target by 1.7 percentage points, reaching 28.5%.
- Black and Hispanic students met or exceeded target, showing strong subgroup progress.
- Significant BOY → EOY growth (+26.6 pts), demonstrating strong instructional gains.
- EcoDis students met target (27.2%).

AREAS OF OPPORTUNITY

- Students receiving SPED services far below target (14.8%, -12.2%).
- EB students below target (19.4%, -7.6%).
- Campus-level disparities (CHE and TME significantly below target).
- High proportion of students one or more grade levels below at MOY (41% one grade below; 11% two grades below).



Thank You!

