



# *Progress Monitoring*

# April 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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# GPM 3.1-3.3 Inputs

**Progress Monitoring**  
**APRIL 2026**

<b>MOY</b>	<b>Process</b>	<b>Impact</b>
<p><b>Curriculum and Instruction</b></p>	<ul style="list-style-type: none"> <li>• Weekly Professional Learning Communities (PLCs) focused on strengthening core math instruction, deepening understanding of the TEKS, and applying high-impact teaching strategies with hands-on math tools to increase student conceptual understanding.</li> <li>• Through immediate coaching and guided practice with the Academic Facilitator, teachers were able to strengthen and rehearse recommended instructional strategies before implementing them in front of students.</li> <li>• Our district strategically invested in IXL as a supplemental resource, providing students with targeted practice to reinforce and solidify foundational math skills that support overall fluency..</li> <li>• Utilization of i-Ready Pathways during W.I.N. Time, for minimum of 45 minutes a week</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly PLCs directly impacted classroom instruction by building teacher capacity in TEKS-aligned, hands-on math strategies – resulting in stronger conceptual understanding and more engaging, effective math lessons for K-2 students.</li> <li>• Real-time feedback and rehearsal accelerate the transfer of professional learning into classrooms, ensuring high-quality instruction is implemented with fidelity across teachers and campuses.</li> <li>• The district's investment in IXL has produced measurable gains in math fluency, with 2nd grade students answering 200,585 questions and logging 1,215 hours of practice, reflecting a significant increase in student engagement, stamina, and math skill development.</li> <li>• YTD: i-Ready Math Ind. Pathways revealed Kindergarten usage with average of 17h 14 min, 88% of students passing with 70% and above; First grade students usage with average of 25h 14 min, 98% of students passing with 70% and above; and Second grade students usage with average of 23h 47 min with 99% of students passing with 70% and above.</li> </ul>
<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>• Instructional Specialists adjusted targeted TIER 3 support list based on outcomes and cadence of systematic support, data progress monitoring, and aligned parental communications.</li> <li>• Clearly defined Tier 3 student adjusted lists and consistent support cycles</li> <li>• W.I.N. Time class walks to support campus leaders and Instructional Specialists in coaching teachers with W.I.N. Time engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive immediate, targeted intervention, resulting in increased skill acquisition and reduction in learning gaps.</li> <li>• Increased calibration through W.I.N. Time walks reduced variability, ensuring all students had access to high-quality, data-driven intervention regardless of classroom or campus.</li> </ul>

# PROGRESS MONITORING

APRIL 2026



## BOY TO MOY GRADE LEVELS

Grade K	Diagnostic 2		32%	23%	45%	0%	0%	260/310
	Diagnostic 1		6%	9%	85%	0%	0%	
Grade 1	Diagnostic 2		20%	11%	63%	6%	0%	290/336
	Diagnostic 1		4%	6%	77%	13%	0%	
Grade 2	Diagnostic 2		6%	17%	64%	14%	0%	260/312
	Diagnostic 1		2%	5%	54%	38%	0%	
Grade 3	Diagnostic 2		10%	14%	45%	18%	12%	266/321
	Diagnostic 1		2%	5%	44%	29%	19%	

# PROGRESS MONITORING

APRIL 2026



## Desoto ISD Math i-Ready 2025-26 Overall Placement by Grade Level **BOY**

Grade	Overall Grade-Level Placement	%	%	%	%	%	Students Assessed/Total
Grade K		6%	9%	85%	0%	0%	265/310
Grade 1		4%	6%	76%	14%	0%	294/336
Grade 2		2%	6%	54%	38%	0%	267/312
Grade 3		2%	5%	44%	29%	19%	276/321

- % Students Mid or Above Grade Level
- % Students One Grade Level Below
- % Students Three or More Grade Levels Below

## Desoto ISD Math i-Ready 2025-26 Overall Placement by Grade Level **MOY**

Grade	Overall Grade-Level Placement	%	%	%	%	%	Students Assessed/Total
Grade K		32%	22%	46%	0%	0%	279/310
Grade 1		20%	11%	64%	6%	0%	306/336
Grade 2		6%	16%	63%	15%	0%	279/312
Grade 3		9%	14%	44%	19%	14%	288/321

- % Students Early On Grade Level
- % Students Two Grade Levels Below



# PROGRESS MONITORING

APRIL 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 **MOY**



Mid or Above Grade Level

89 Students

Early On Grade Level

61 Students

One Grade Level Below

129 Students

Two Grade Levels Below

0 Students

Three or More Grade Levels Below

0 Students

# PROGRESS MONITORING

APRIL 2026

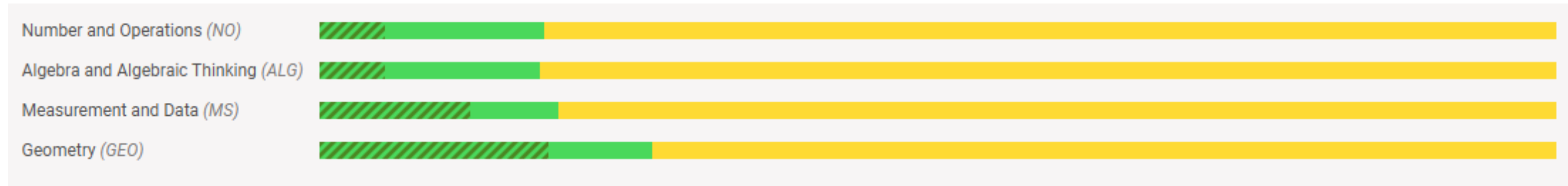
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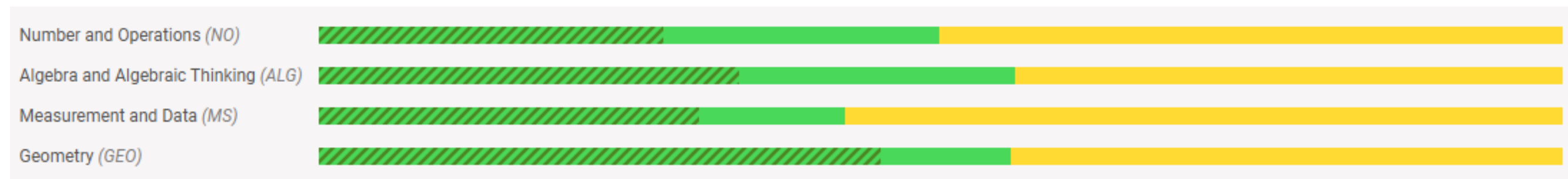
## KINDERGARTEN

Desoto ISD Math i-Ready 2025-26

Placement by Domain **BOY**



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



# PROGRESS MONITORING

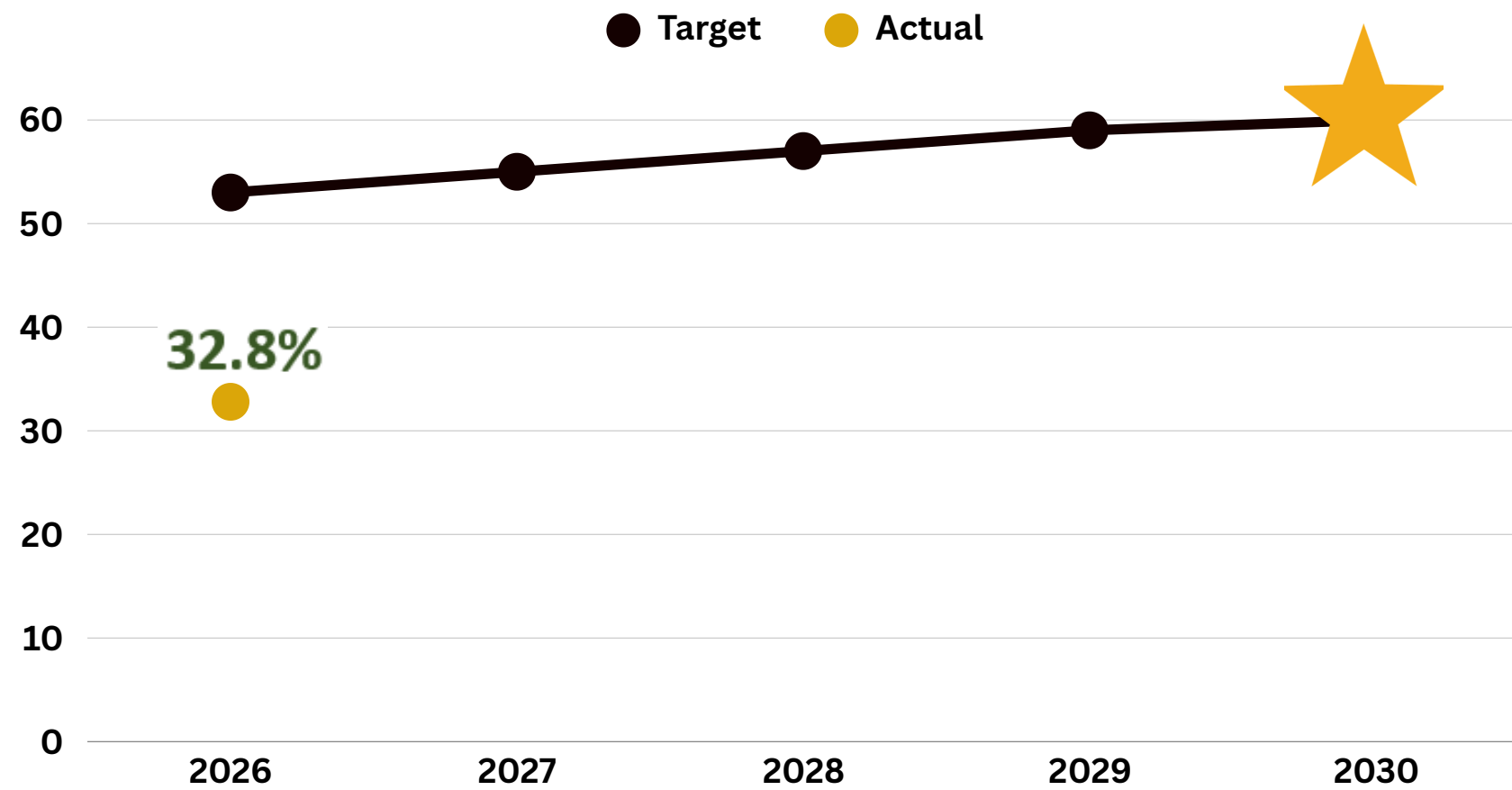
APRIL 2026

**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



	25-26 MOY Total # of TESTED	Total Mid or Above Grade Level	25-26 BOY % of Student On Track	Diff MOY 2025 to BOY 2025	25-26 Annual Target %	% Distance from Target	Students needed to meet Target
ALL	268	32.8%	6.3%	26.5%	53%	-20.2%	54
BLACK	190	33.7%	5.4%	28.3%	53%	-19.3%	37
HISPANIC	54	29.6%	7.3%	22.4%	53%	-23.4%	13
TOM	11	9.1%	20.0%	-10.9%	53%	-43.9%	5
WHITE	10	40.0%	7.7%	32.3%	53%	-13.0%	1
SPED	17	23.5%	11.1%	12.4%	53%	-29.5%	5
ECODIS	125	30.4%	8.1%	22.3%	53%	-22.6%	28
EB	28	28.6%	6.9%	21.7%	53%	-24.4%	7

Progress			
25-26 BOY	25-26 MOY	24-25 EOY	25-26 Annual Target
6.3%	32.8%	51.4%	53.0%

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

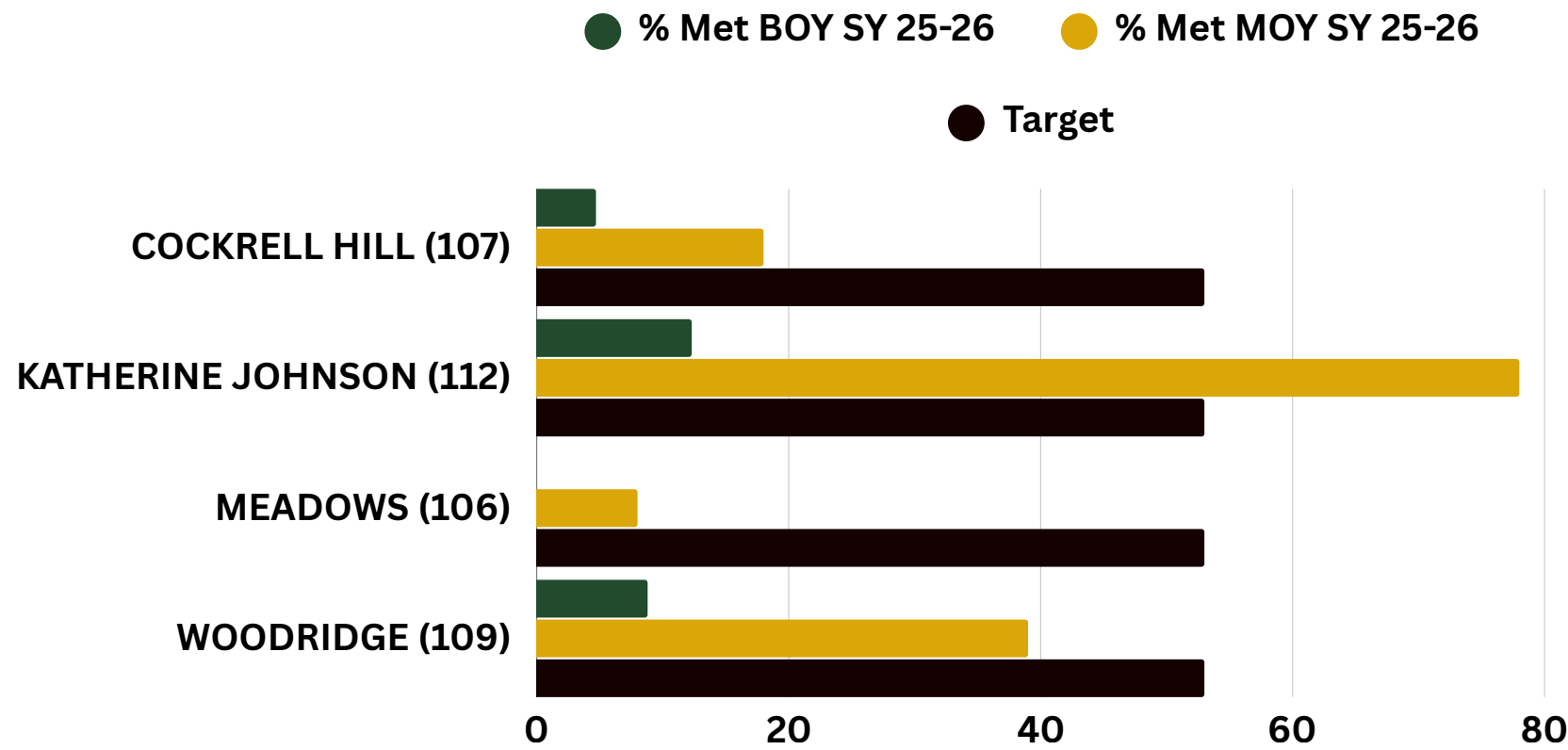
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## GPM 3.1



Campus	25-26 MOY Total # of TESTED	25-26 MOY % of Student On Track	25-26 BOY % of Student On Track	Diff MOY 2025 to BOY 2025	25-26 Board Target %	% Distance from Board Target	Students Needed to meet Target
CHE	119	17.6%	4.7%	13.0%	53%	-35.4%	42
KJTMA	54	77.8%	12.3%	65.5%	53%	24.8%	-13
TME	39	7.7%	0.0%	7.7%	53%	-45.3%	18
WRE	56	39.3%	8.8%	30.5%	53%	-13.7%	8

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
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# PROGRESS MONITORING

APRIL 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

- Strong BOY to MOY growth districtwide, with several campuses showing substantial gains.
- KJTMA exceeding the board target showing strong early numeracy success.
- Growing student performance in Number & Operations, Geometry, and early Algebraic Thinking.
- Movement from multiple grades below to one grade below indicates foundational skill development.
- Teachers are implementing hands-on instruction and small-group structures with increasing fidelity.

## AREAS OF OPPORTUNITY

- Continue accelerating students who remain one grade level below to move them to on-grade level by EOY.
- Further strengthen early numeracy skills (counting, composing/decomposing numbers, comparing quantities).
- Front-load Measurement & Data concepts to address domains not fully assessed by MOY.
- Increase consistency of manipulatives and visual models across campuses.
- Leverage successful campus practices to scale early-grade success districtwide.

# PROGRESS MONITORING

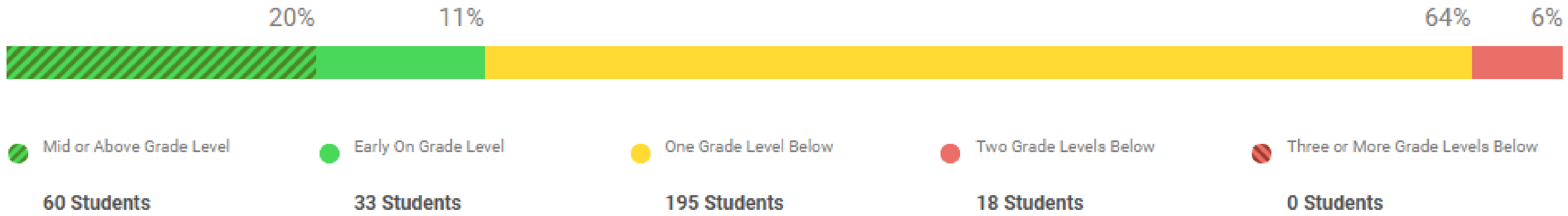
APRIL 2026

**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 MOY**



# PROGRESS MONITORING

APRIL 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.



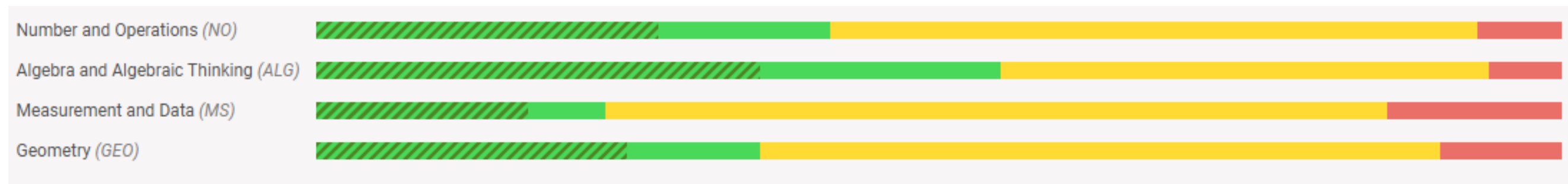
## FIRST GRADE

**Desoto ISD Math i-Ready 2025-26**

**Placement by Domain BOY**



## Desoto ISD Math i-Ready 2025-26 Placement by Domain MOY



- % Students Three or More Grade Levels Below
- % Students Mid or Above Grade Level
- % Students One Grade Level Below
- % Students Early On Grade Level
- % Students Two Grade Levels Below

# PROGRESS MONITORING

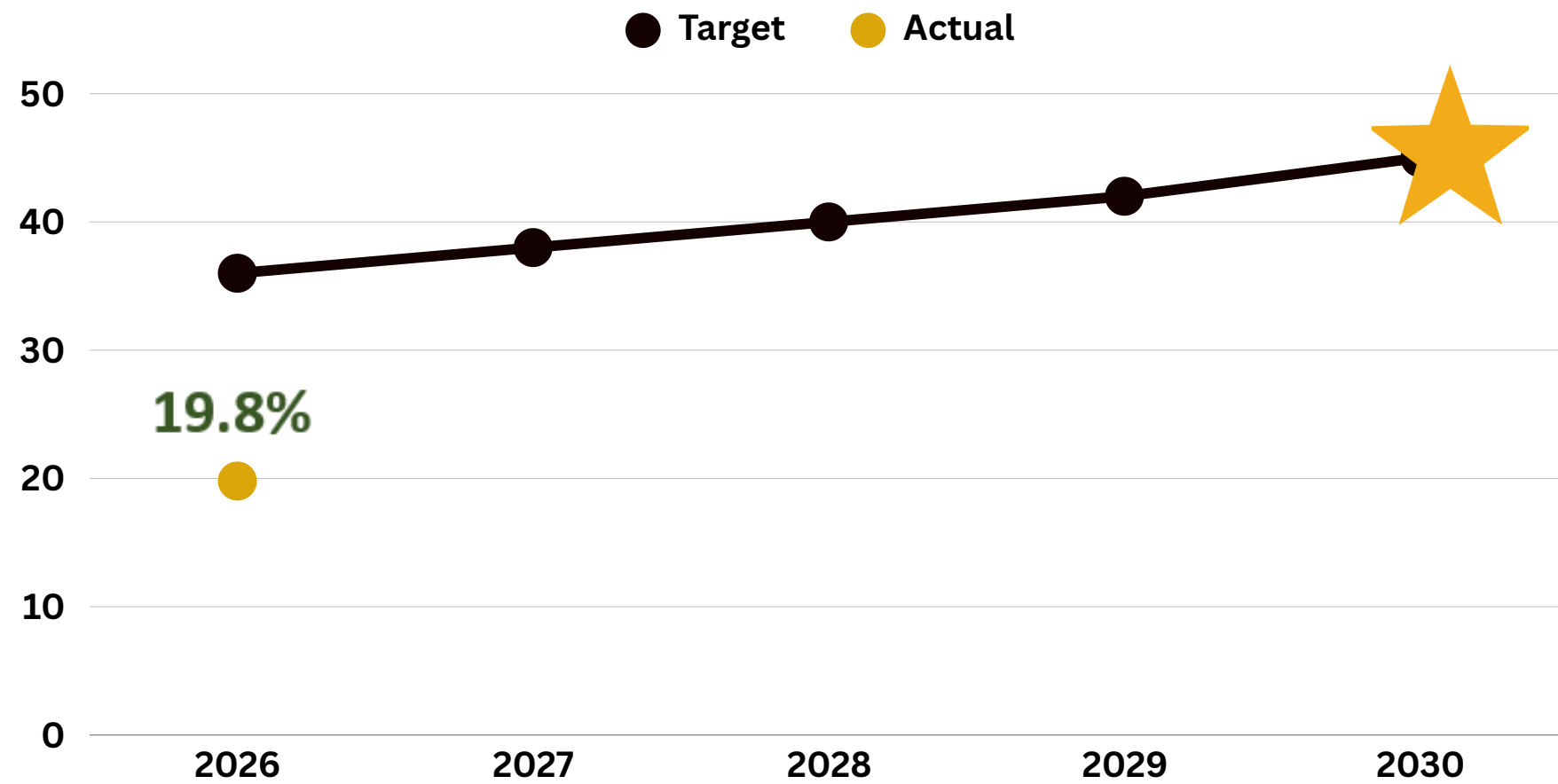
APRIL 2026



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## GPM 3.2



	25-26 MOY Total # of TESTED	25-26 MOY % of Students On Track	25-26 BOY % of Student On Track	Diff MOY 2025 to BOY 2025	25-26 Annual Target %	% Distance from Target	Students needed to meet Target
ALL	303	19.8%	0.3%	19.5%	36.0%	-16.2%	49
BLACK	227	19.8%	0.4%	19.4%	36.0%	-16.2%	37
HISPANIC	59	15.3%	1.7%	13.6%	36.0%	-20.7%	12
TOM	12	33.3%	0.0%	33.3%	36.0%	-2.7%	1
WHITE	*	*	*	*	*	*	*
SPED	18	16.7%	5.0%	11.7%	36.0%	-19.3%	4
ECODIS	144	17.4%	2.0%	15.4%	36.0%	-18.6%	27
EB	34	11.8%	0.0%	11.8%	36.0%	-24.2%	8

Progress			
25-26 BOY	25-26 MOY	24-25 EOY	25-26 Annual Target
0.3%	19.8%	34.3%	36.0%

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

APRIL 2026

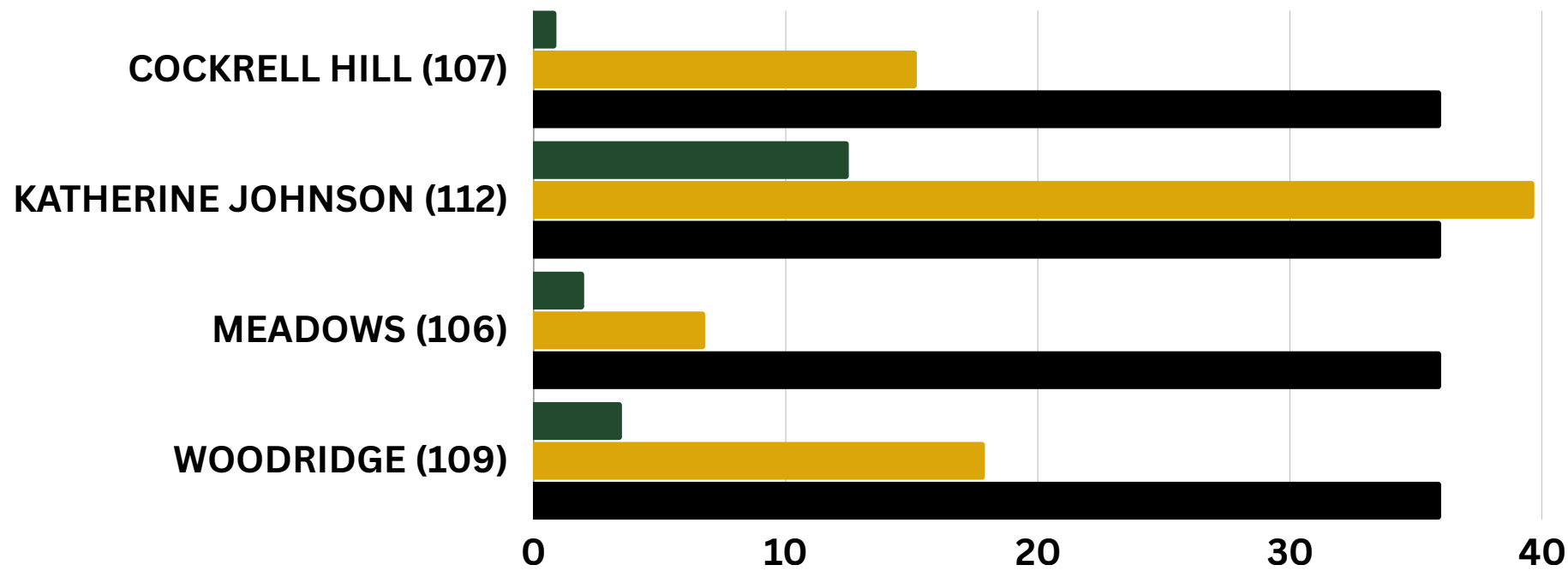


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## GPM 3.2

● % Met BOY SY 25-26 ● % Met MOY SY 25-26 ● Target



Campus	25-26 MOY Total # of TESTED	25-26 MOY % of Student On Track	25-26 BOY % of Student On Track	Diff MOY 2025 to BOY 2025	25-26 Board Target %	% Distance from Board Target	Students Needed to meet Target
CHE	112	15.2%	0.9%	14.3%	36.0%	-20.8%	23
KJTMA	63	39.7%	12.5%	27.2%	36.0%	3.7%	-2
TME	44	6.8%	2.0%	4.8%	36.0%	-29.2%	13
WRE	84	17.9%	3.5%	14.3%	36.0%	-18.1%	15

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Less than or equal to 5% below EOY Target
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# PROGRESS MONITORING

APRIL 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

- Positive BOY to MOY gains across most campuses show improving instructional impact.
- Stronger performance in Algebraic Thinking and Geometry provides a solid foundation for future learning.
- Increased use of small-group instruction, WIN time, and targeted interventions.
- One campus meeting/exceeding targets confirms growth is achievable with aligned practices.
- Teachers are increasingly focused on monitoring student progress and adjusting supports.

## AREAS OF OPPORTUNITY

- Continue moving the large group of students approaching grade level to full proficiency.
- Strengthen addition/subtraction fluency and place value understanding to support grade-level rigor.
- Expand opportunities for word problem solving and mathematical reasoning.
- Increase instructional emphasis on Measurement & Data as pacing allows.
- Support students in building independence and mathematical discourse during problem solving.

# PROGRESS MONITORING

APRIL 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 MOY**



Mid or Above Grade Level

16 Students

Early On Grade Level

44 Students

One Grade Level Below

177 Students

Two Grade Levels Below

42 Students

Three or More Grade Levels Below

0 Students

# PROGRESS MONITORING

APRIL 2026

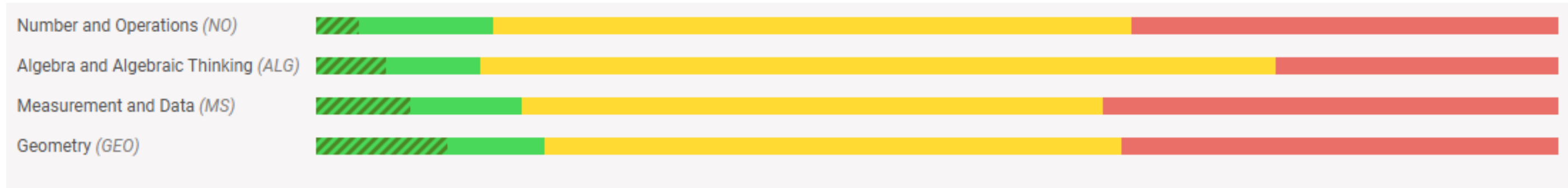
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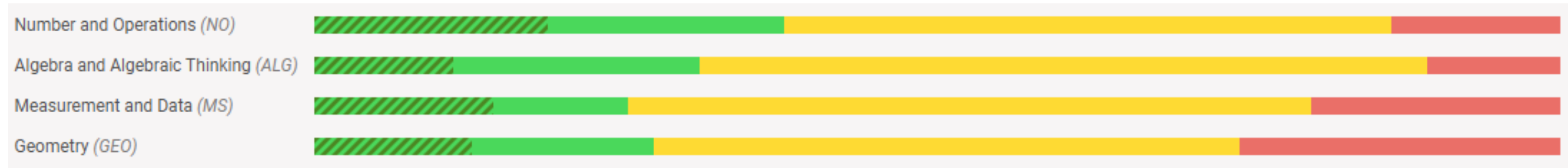
## SECOND GRADE

Desoto ISD Math i-Ready 2025-26

Placement by Domain **BOY**



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



■ % Students Mid or Above Grade Level

■ % Students Early On Grade Level

■ % Students One Grade Level Below

■ % Students Two Grade Levels Below

■ % Students Three or More Grade Levels Below

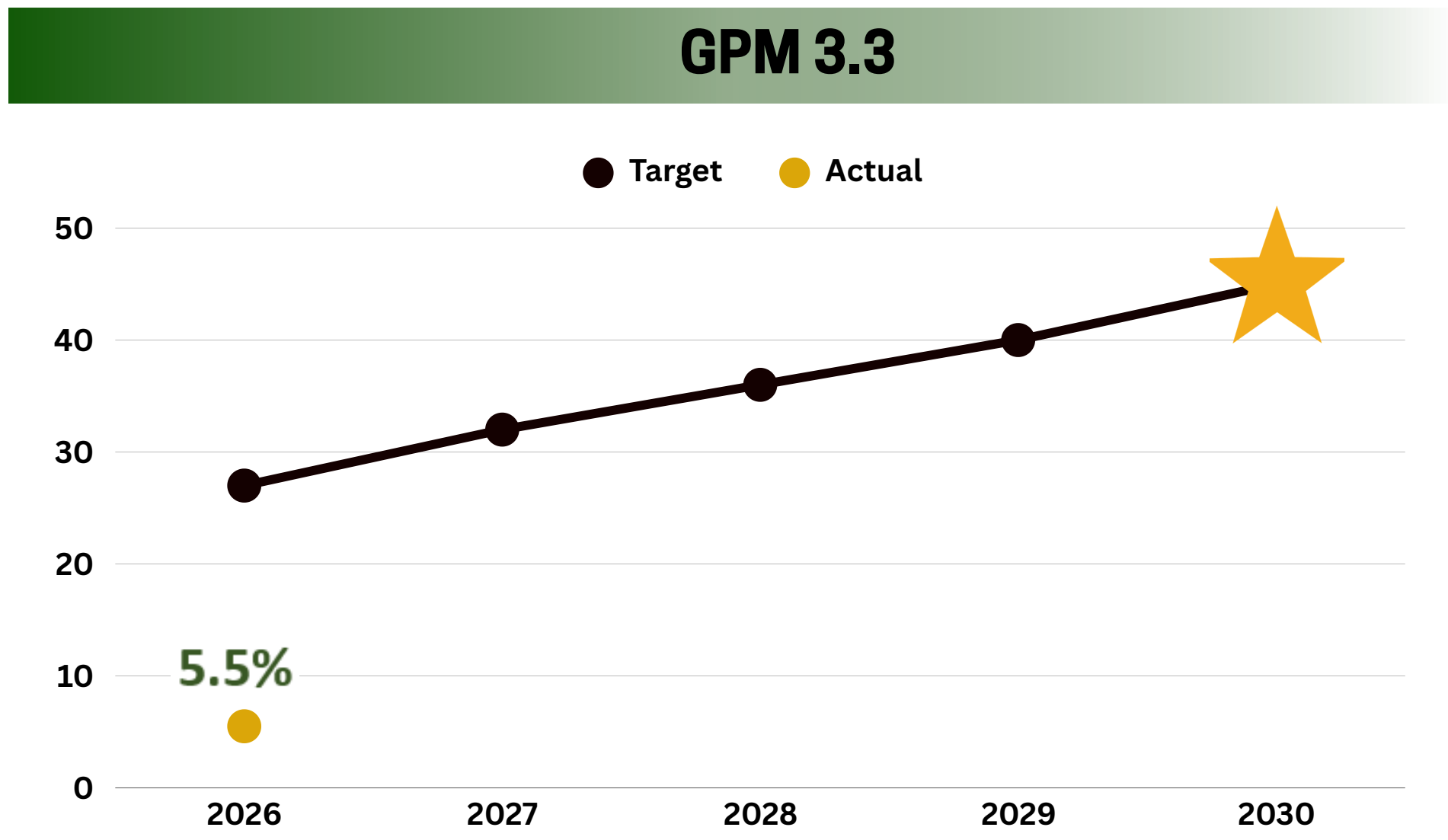
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APRIL 2026



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ALL	273	5.5%	2.1%	3.4%	27.0%	-21.5%	59
BLACK	190	4.7%	1.0%	3.7%	27.0%	-22.3%	42
HISPANIC	68	4.4%	4.2%	0.2%	27.0%	-22.6%	15
TOM	*	*	*	*	*	*	*
WHITE	*	*	*	*	*	*	*
SPED	29	10.3%	3.3%	7.0%	27.0%	-16.7%	5
ECODIS	128	4.7%	1.5%	3.2%	27.0%	-22.3%	29
EB	32	6.3%	1.1%	5.2%	27.0%	-20.8%	7

Progress			
25-26 BOY	25-26 MOY	24-25 EOY	25-26 Annual Target
2.1%	5.5%	22.6%	27.0%

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
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Negative Growth
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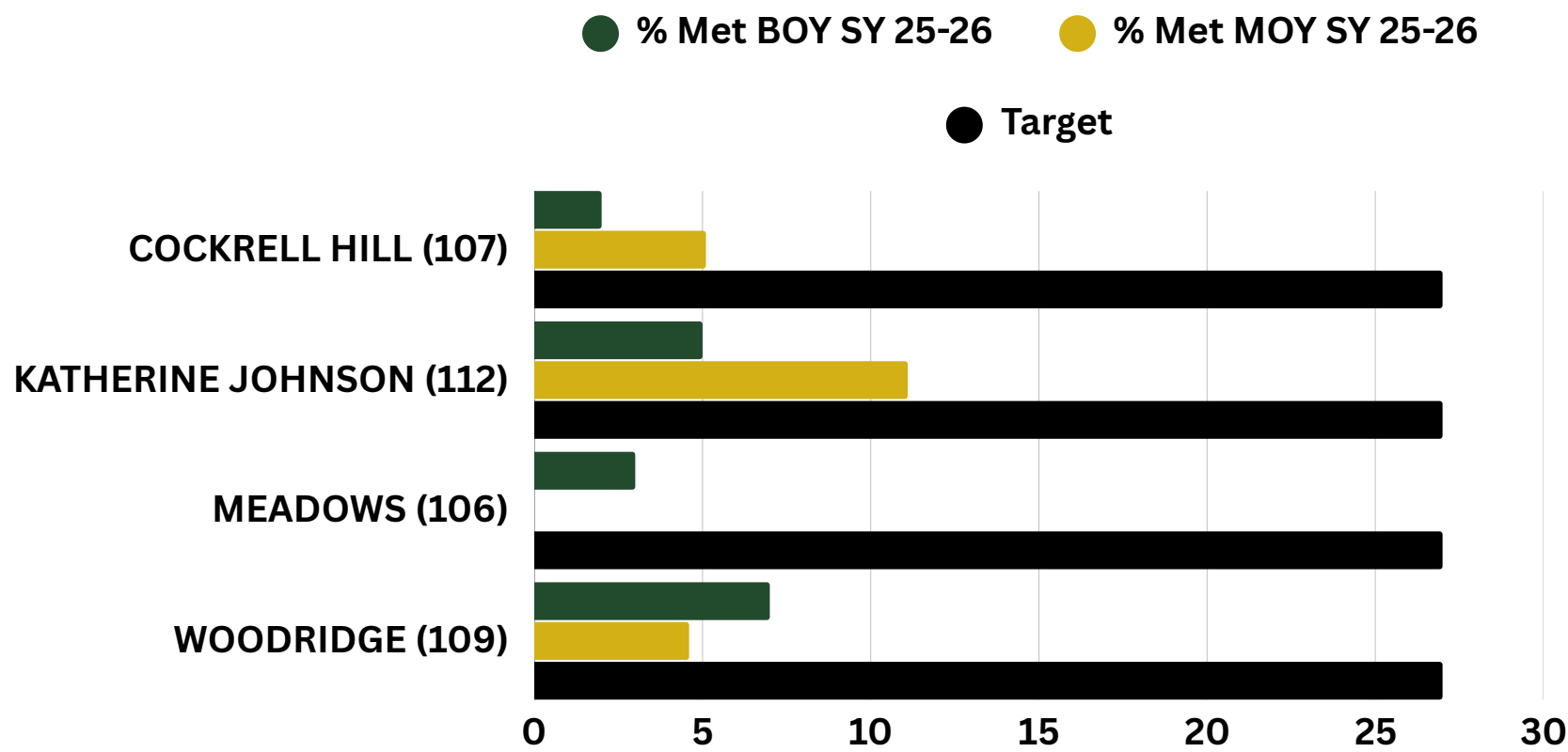
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## GPM 3.3



Campus	25-26 MOY Total # of TESTED	25-26 MOY % of Student On Track	25-26 BOY % of Student On Track	Diff MOY 2025 to BOY 2025	25-26 Board Target %	% Distance from Target	Students Needed to meet Target
CHE	99	5.1%	1.9%	3.1%	27.0%	-21.9%	22
KJTMA	54	11.1%	5.1%	6.0%	27.0%	-15.9%	9
TME	33	0.0%	0.0%	0.0%	27.0%	-27.0%	9
WRE	87	4.6%	1.1%	3.5%	27.0%	-22.4%	19

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Less than or equal to 5% below EOY Target
More than 5% below EOY Target
Positive Growth
Negative Growth
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**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

- Some BOY to MOY growth is evident, indicating foundational systems are in place.
- Identified strengths in Algebraic Thinking and Number & Operations offer leverage points for acceleration.
- Existing small-group frameworks allow for targeted instructional shifts.
- Students receiving SPED services demonstrating relative growth compared to other subgroups, highlighting effective supports.
- Clear data visibility helps campuses identify priority needs quickly.

## AREAS OF OPPORTUNITY

- Intensify focus on grade 2 acceleration, a critical transition year before STAAR.
- Increase instructional time and support for place value and multi-digit operations.
- Strengthen problem-solving instruction with explicit modeling and guided practice.
- Move beyond remediation to accelerated, grade-level instruction with scaffolds.
- Tighten progress monitoring cycles to ensure rapid instructional adjustments.



***Thank You!***

