



Progress Monitoring

August 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.



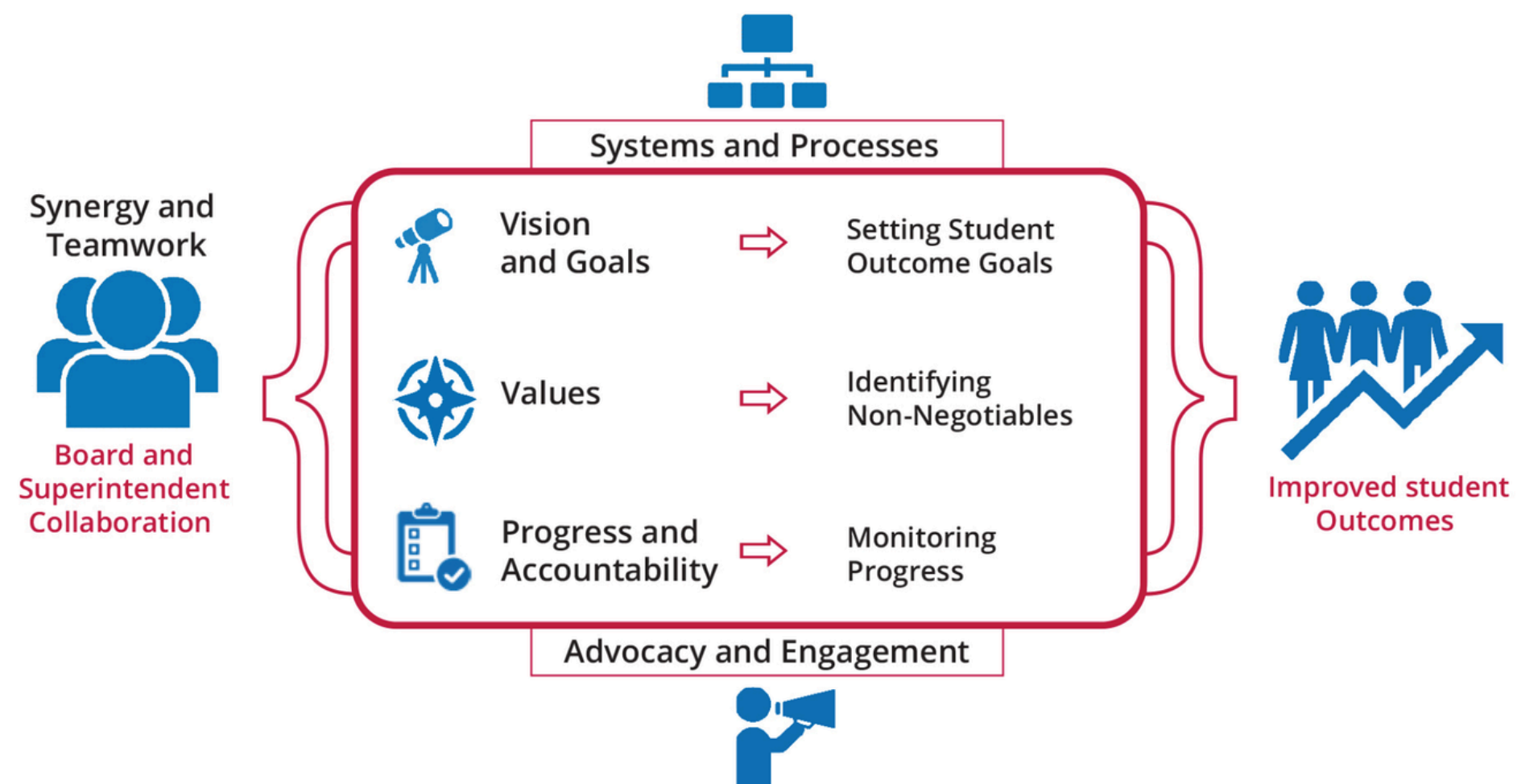
Lone Star Governance Focus Overview

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 2025 to 96% by May 2030.

Goal 2: The percentage of DeSoto ISD students who perform at the meets level or above on the Third 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 Third Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

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

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



Superintendent Guardrails

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

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

Guardrail 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.

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

Guardrail 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.

Guardrail 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

August 2026





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



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AUGUST 2026

Goal 2 Inputs

MOY	Process	Impact
Curriculum and Instruction	- The Reading 10-Day STAAR Review was organized around high-leverage TEKS, providing teachers with a day-by-day instructional calendar to support focused and consistent review leading up to STAAR. - Teachers used Daily Objective Lesson (DOL) data to drive instructional decisions, transitioning to rotations and learning stations while using the teacher table for targeted small-group instruction to address student misconceptions and learning gaps. - Academic Facilitators and Instructional Design Leaders provided targeted small group instruction for students and teachers.	- Ensured consistent, standards-aligned instruction across all campuses. - Provided students with targeted small-group support focused on high-priority STAAR question types, strengthening both skills and confidence. - Used frequent DOL data to identify learning gaps early, adjust instruction, and keep intervention groups responsive to student needs. - Equipped teachers with a clear understanding of student readiness on high-leverage standards before STAAR review began.
Professional Development	In February, professional development focused on unpacking the ELAR 10-Day STAAR Review TEKS, exploring engaging instructional strategies, examining student reading data to identify learning trends, and prioritizing the standards that would have the greatest impact on fourth-quarter instruction.	Teachers developed a focused fourth-quarter instructional plan with strategies to enhance core instruction, address diverse student needs, and provide purposeful small-group support.

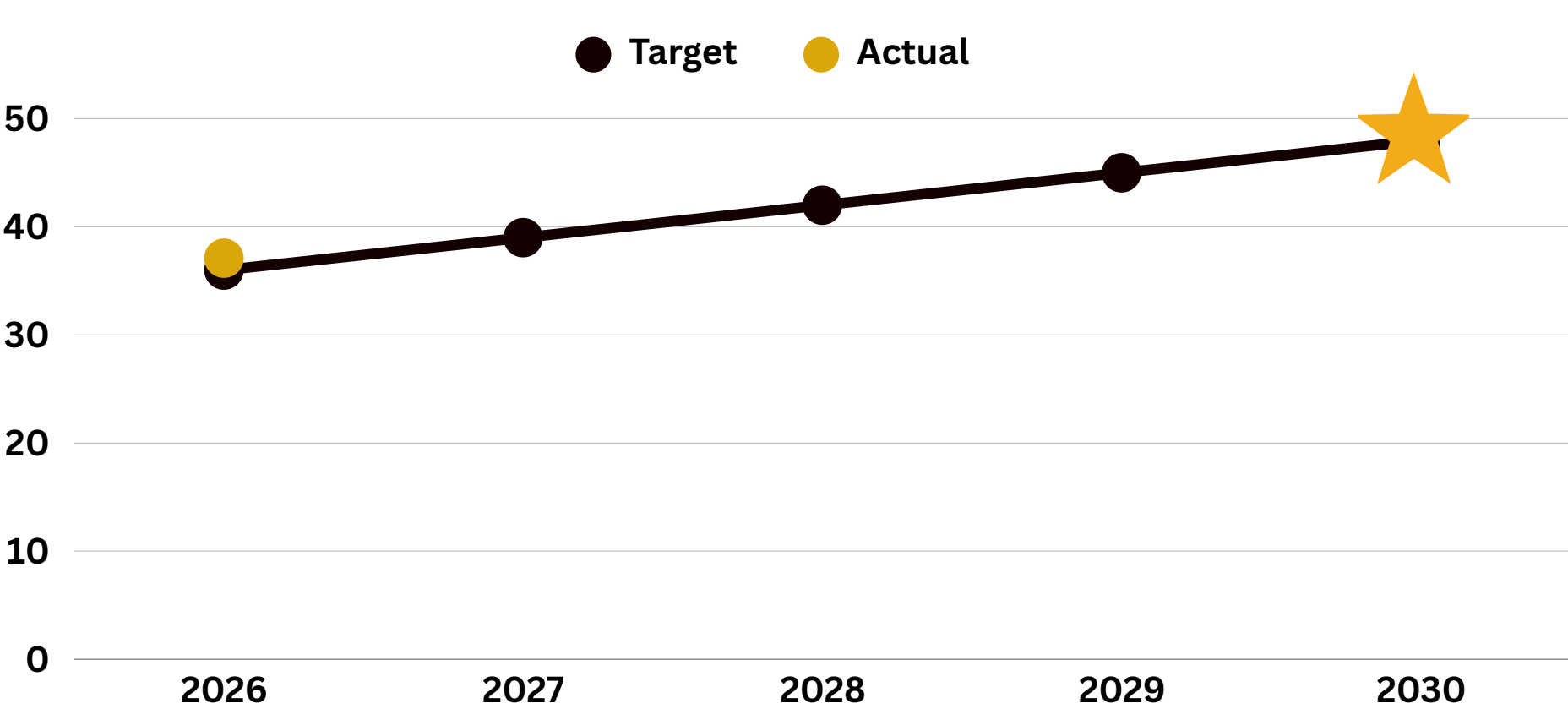
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Goal 2: The percentage of DeSoto ISD students who perform at the meets level or above on the Third Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030

GOAL 2



Progress		
25-26 STAAR	24-25 STAAR	25-26 Annual Target
37.1%	36.3%	36%

We met and surpassed the yearly target by May 2026.

	25-26 EOY Total # of TESTED	2025-2026 EOY % of Students at Meets	2024-2025 EOY % of Students at Meets	Diff (EOY 25 to EOY 26)	25-26 Board Target %	% Distance to Board Target
ALL	291	37.1%	36.3%	0.8%	36%	1.1%
BLACK	208	38.0%	38.8%	-0.8%	36%	2.0%
HIS	66	34.8%	28.4%	6.4%	36%	-1.2%
TOM	11	36.4%	31.3%	5.1%	36%	0.4%
ASIAN	*	*	*	*	*	*
WHITE	*	*	*	*	*	*
SPED	55	16.4%	14.3%	2.1%	36%	-19.6%
ECODIS	220	35.5%	29.8%	5.7%	36%	-0.5%
EB	46	32.6%	25.0%	7.6%	36%	-3.4%

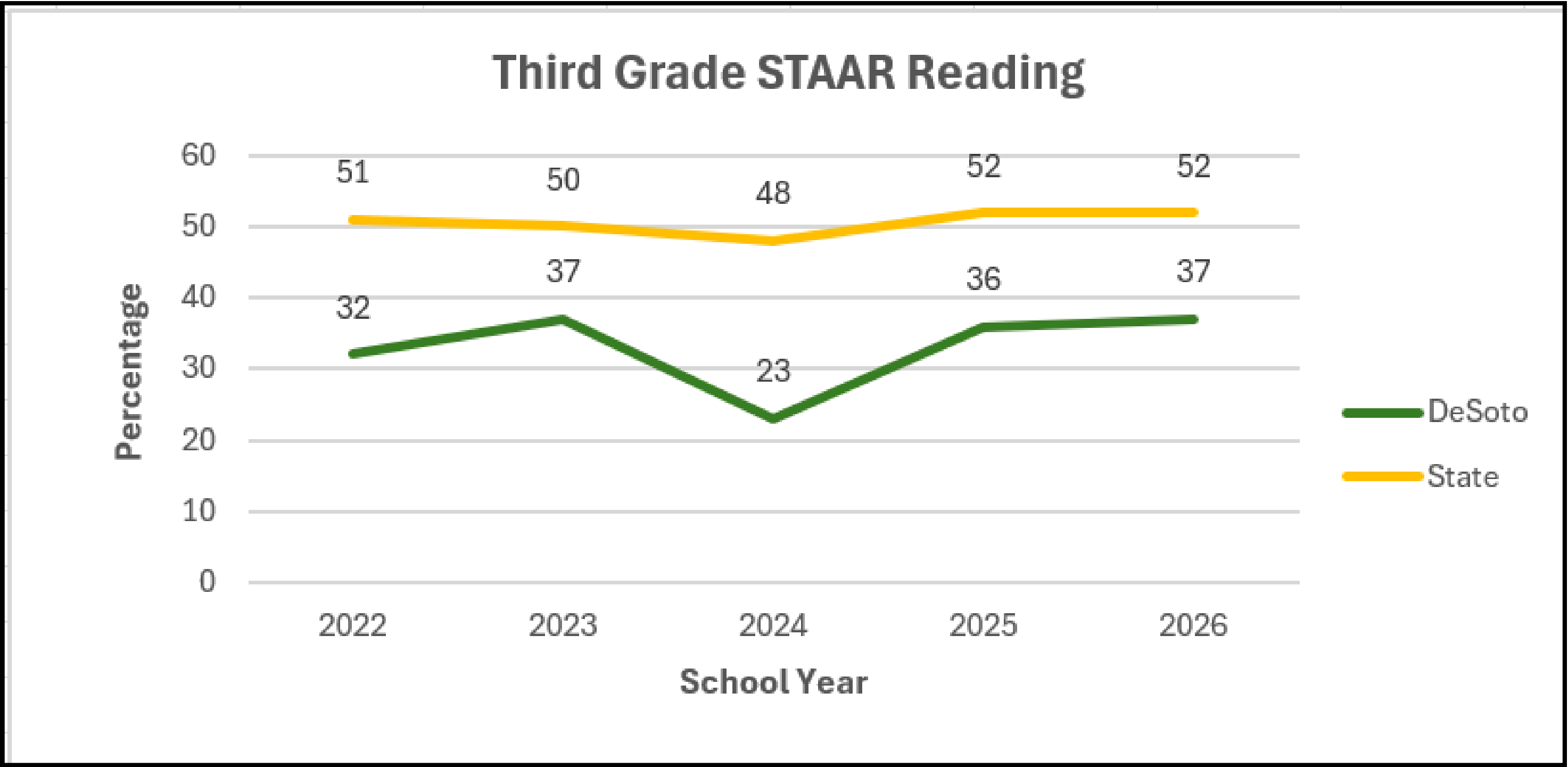
Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

PROGRESS MONITORING

AUGUST 2026



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



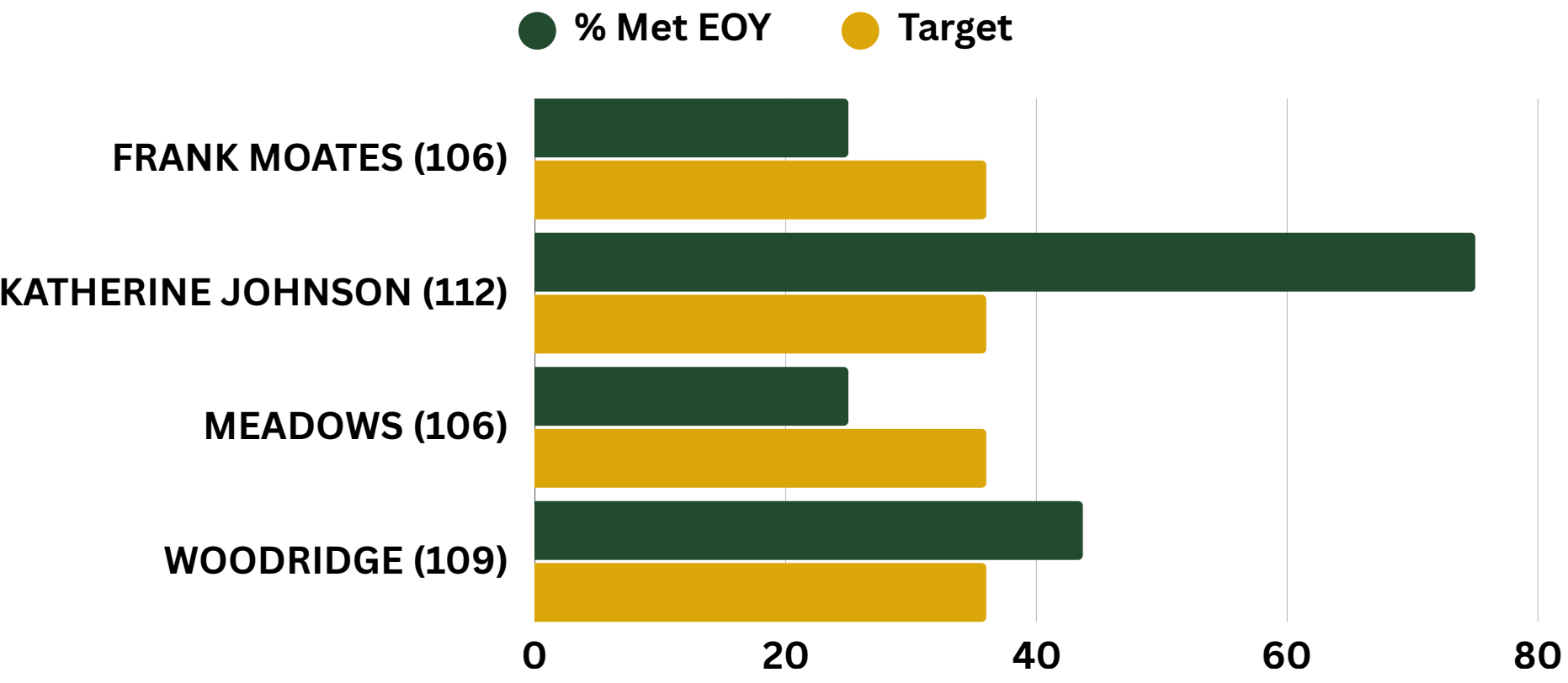
PROGRESS MONITORING

AUGUST 2026



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

GOAL 2



Campus	25-26 EOY Total # of TESTED	2025-2026 EOY % of Students at Meets	2024-2025 EOY % of Students at Meets	Diff (EOY 25 to EOY 26)	25-26 Board Target %	% Distance to Board Target
FME	116	25.0%	32.8%	-7.8%	36%	-11.0%
KJTMA	44	75.0%	55.7%	19.3%	36%	39.0%
TME	60	25.0%	20.4%	4.6%	36%	-11.0%
WRE	71	43.7%	33.3%	10.4%	36%	7.7%

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
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PROGRESS MONITORING

AUGUST 2026



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

Goal 2 - Third Grade STAAR Reading

STRENGTHS

- **District:** The district met and surpassed the 25-26 annual target: 37.1% Meets, up 0.8 points from 24-25, and 1.1 points above the 36% Board target.
- **Subgroups:** Black students (38.0%, +2.0 pts above target) and the Two-or-More-Races subgroup (36.4%, +0.4 pts above target) both cleared the Board target.
- **Campus:** Katherine Johnson (KJTMA) result in the district - 75.0% Meets, a 19.3-point gain over 24-25 and 39.0 points above the annual target.
- **Campus:** Woodridge also exceeded target (43.7%, +7.7 pts above target) with solid year-over-year growth (+10.4 pts).
- **KJTMA narrative:** At KJTMA, students showed strong vocabulary and word-analysis mastery - 94% mastery on TEKS 3.3(B) (using context to determine word meaning) and 97% mastery on TEKS 3.3(C) (prefixes/suffixes/affixes) - providing a solid foundation for comprehension.
- **TME narrative:** The Meadows reports 5% ELAR growth year-over-year and credits its departmentalized 3rd-grade model - a single, content-focused ELAR teacher for the grade level - as the structure that produced the gain and that the campus intends to protect and build on.
- **WRE narrative:** WRE credits targeted small-group instruction, WIN intervention, TEKS-aligned instruction, frequent checks for understanding, data-driven regrouping, and increased scholar discourse/written response for its reading results, and reports scholars are already engaging in daily accountable talk and evidence-based writing.

PROGRESS MONITORING

AUGUST 2026



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

Goal 2 - Third Grade STAAR Reading

AREAS OF OPPORTUNITY

- **District:** SPED students remain far below target - 16.4% Meets, 19.6 points below the 36% target - the largest subgroup gap on Goal 2.
- **Subgroups:** Hispanic (34.8%, -1.2 pts) and EB (32.6%, -3.4 pts) students also trail the target.
- **Campus:** Frank Moates (25.0%, down 7.8 pts YoY, 11.0 points below target) and TME (25.0%, 11.0 points below target) are the two campuses furthest from goal.
- **FME narrative:** FME identifies its own priority as strengthening Tier I Reading Language Arts instruction, with teachers needing heavy support and ongoing coaching specifically in explicit writing and language arts instruction, and instructional materials/resources needing tighter alignment with the rigor of state standards.
- **FME narrative:** FME's plan centers on explicit teacher training in the writing process (pre-write, draft, revise, edit, publish) and in grammar/writing conventions, a 3-year review of the RLA TEKS where students struggle most, extended/tiered reading instructional planning, acceleration support for students one year below grade level, and recovery/remediation support for students two-plus grade levels below.
- **TME narrative:** At The Meadows, Goal 2 was disrupted by a mid-year staffing change: the campus's reading teacher was reassigned, and the campus inherited a first-year teacher who had previously taught 2nd grade and was not yet prepared for 3rd-grade ELAR rigor during a critical STAAR year. The campus notes 2nd-grade i-Ready data shows students entering 3rd grade with significant unfinished learning.
- **KJTMA narrative:** At KJTMA, only 53% mastery was reached on distinguishing fact from opinion (TEKS 3.9(E)(ii)) and only 29% mastery on composing argumentative texts (TEKS 3.12(C)) - both directly tied to the STAAR Extended Constructed Response.
- **Trend:** District performance (37%) continues to trail the state average (52%), a 15-point gap the 2030 trajectory must close.



Goal 3: Percentage of students at the Meets level on the Third grade STAAR Math exam increases from 31.0% in May 2019 to 53.0% by May 2025.



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

AUGUST 2026

Goal 3 Inputs

MOY	Process	Impact
Curriculum and Instruction	• Math 20-Day STAAR Review was built around high-leverage TEKS (predominately readiness standards, which accounts for 60 - 65% of the 3rd grade STAAR Assessment), with teachers given a daily calendar to guide instruction. • Direct teaching shifted to rotations and stations, with the teacher table used to pull small groups and address misconceptions. • IXL was implemented as a supplemental resource for grades 2–5, providing adaptive, personalized practice with immediate feedback. • A tracking-period incentive program (100 minutes per period) drove consistent student engagement with IXL. • District-created Math DOLs were administered every 2–4 weeks, aligned to high-leverage TEKS and delivered under STAAR-like testing conditions (lockdown browser, randomized items). • DOL data gave teachers ongoing insight to guide small-group instruction between assessment windows.	• Consistent, standards-aligned instruction across all campuses. • Students received targeted small-group support on STAAR question types, building both skill and confidence. • 3rd grade students logged 3,605+ hours of IXL practice, answering 641,627 questions mastering 34,911+ skills. • Math practice shifted from a chore into a challenge students pursued eagerly, boosting confidence and willingness to participate in interventions. • Frequent DOL data allowed teachers to catch and close gaps early and keep intervention groups current. • Teachers entered STAAR review with a clear picture of student readiness on high-leverage standards.
Professional Development	February PD guided teachers through reviewing the Math 20-Day STAAR Review TEKS and engagement strategies, analyzing current math data to identify trends, and determining high-leverage priority standards for the 4th quarter.	Teachers left with a clear, actionable 4th-quarter instructional plan which strengthened Tier 1 instruction and building in targeted differentiation and small-group supports.

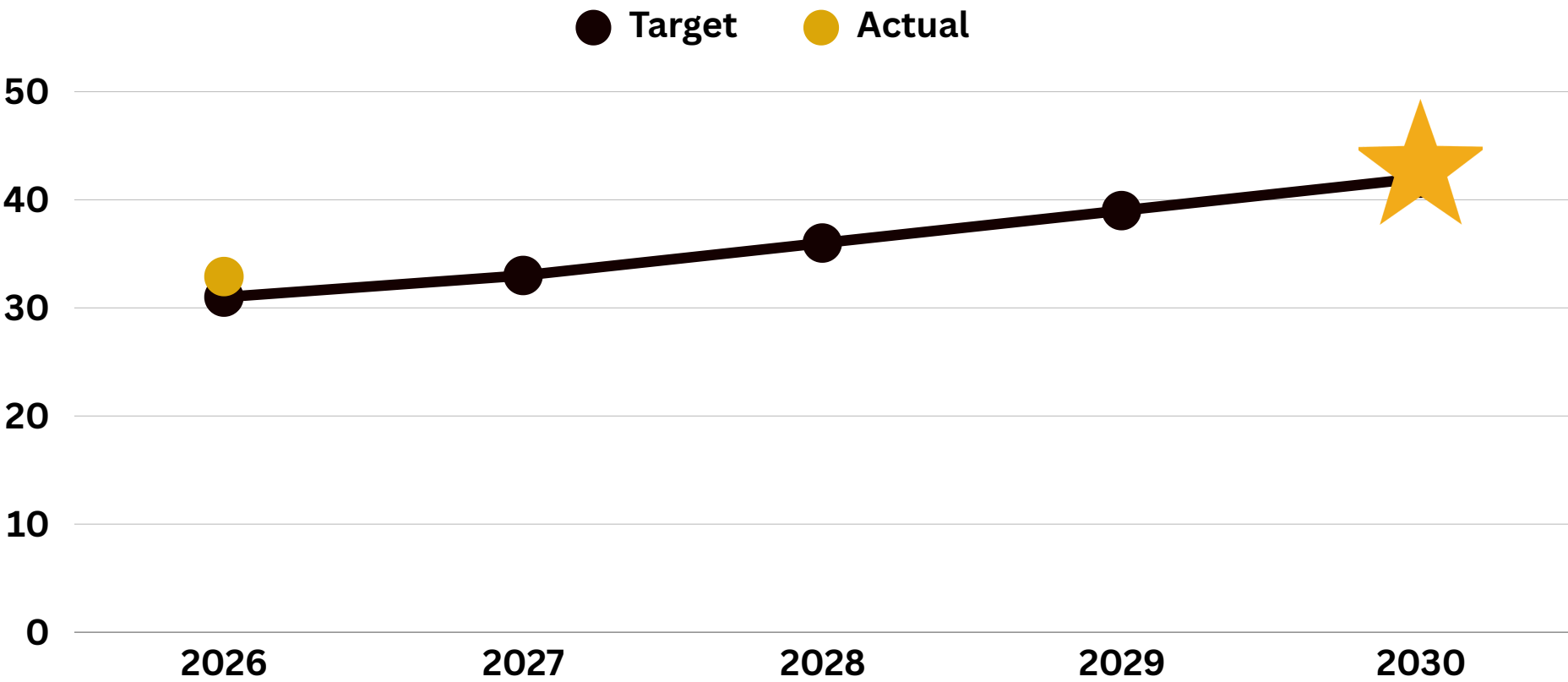
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Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the Third Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

GOAL 3



Progress		
25-26 EOY	24-25 EOY	25-26 Annual Target
32.9%	30.7%	31%

We met and surpassed the yearly target by May 2026.

	25-26 EOY Total # of TESTED	2025-2026 EOY % of Students at Meets	2024-2025 EOY % of Students at Meets	Diff (EOY 25 to EOY 26)	25-26 Board Target %	% Distance to Board Target
ALL	292	32.9%	30.7%	2.2%	31%	1.9%
BLACK	208	32.7%	30.6%	2.1%	31%	1.7%
HIS	67	32.8%	32.8%	0.0%	31%	1.8%
TOM	11	36.4%	18.8%	17.6%	31%	5.4%
ASIAN	*	*	*	*	*	*
WHITE	*	*	*	*	*	*
SPED	56	14.3%	14.3%	0.0%	31%	-16.7%
ECODIS	221	29.0%	24.1%	4.9%	31%	-2.0%
EB	46	30.4%	30.0%	0.4%	31%	-0.6%

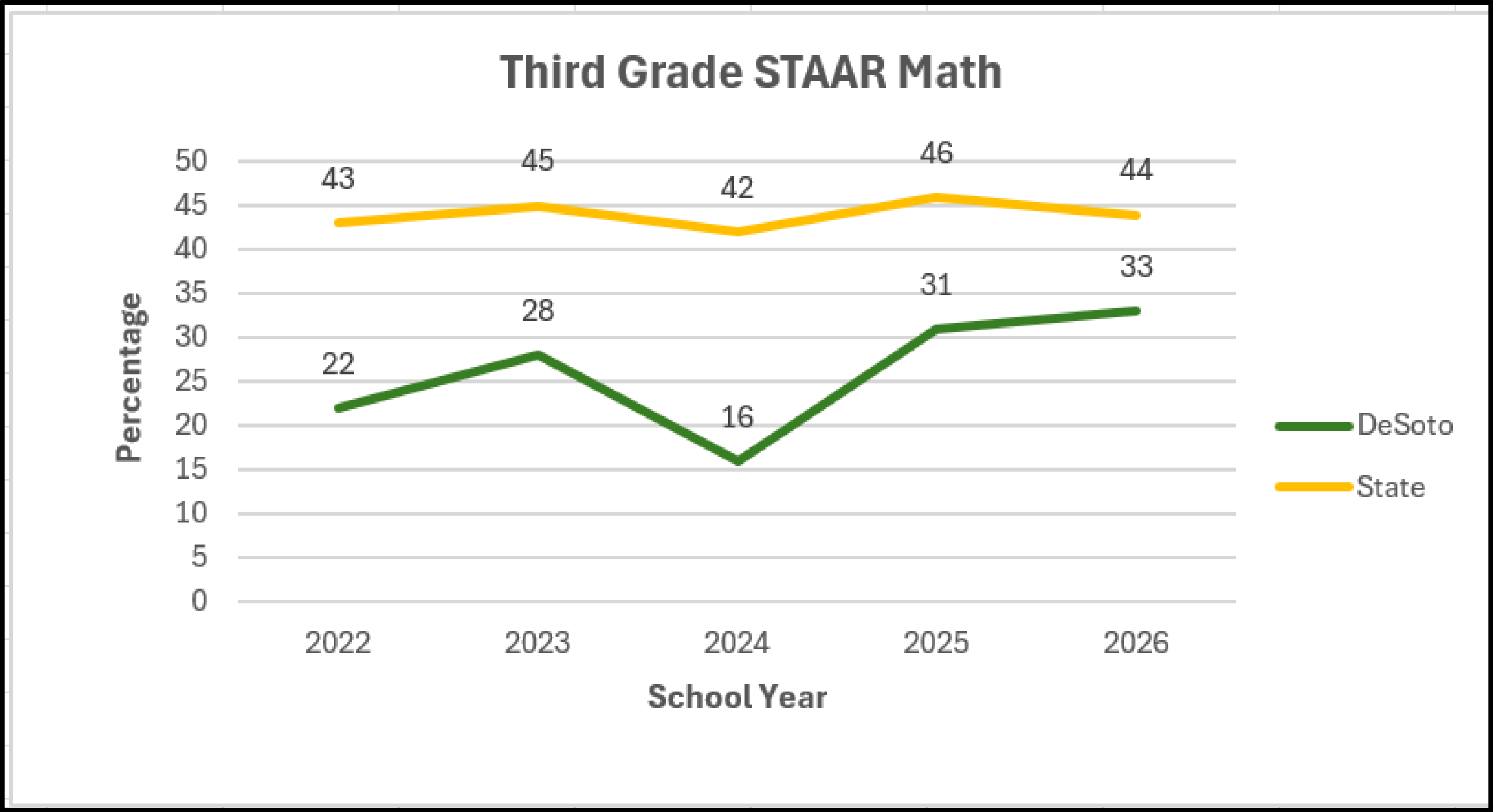
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THIRD GRADE MATH TREND COMPARISON

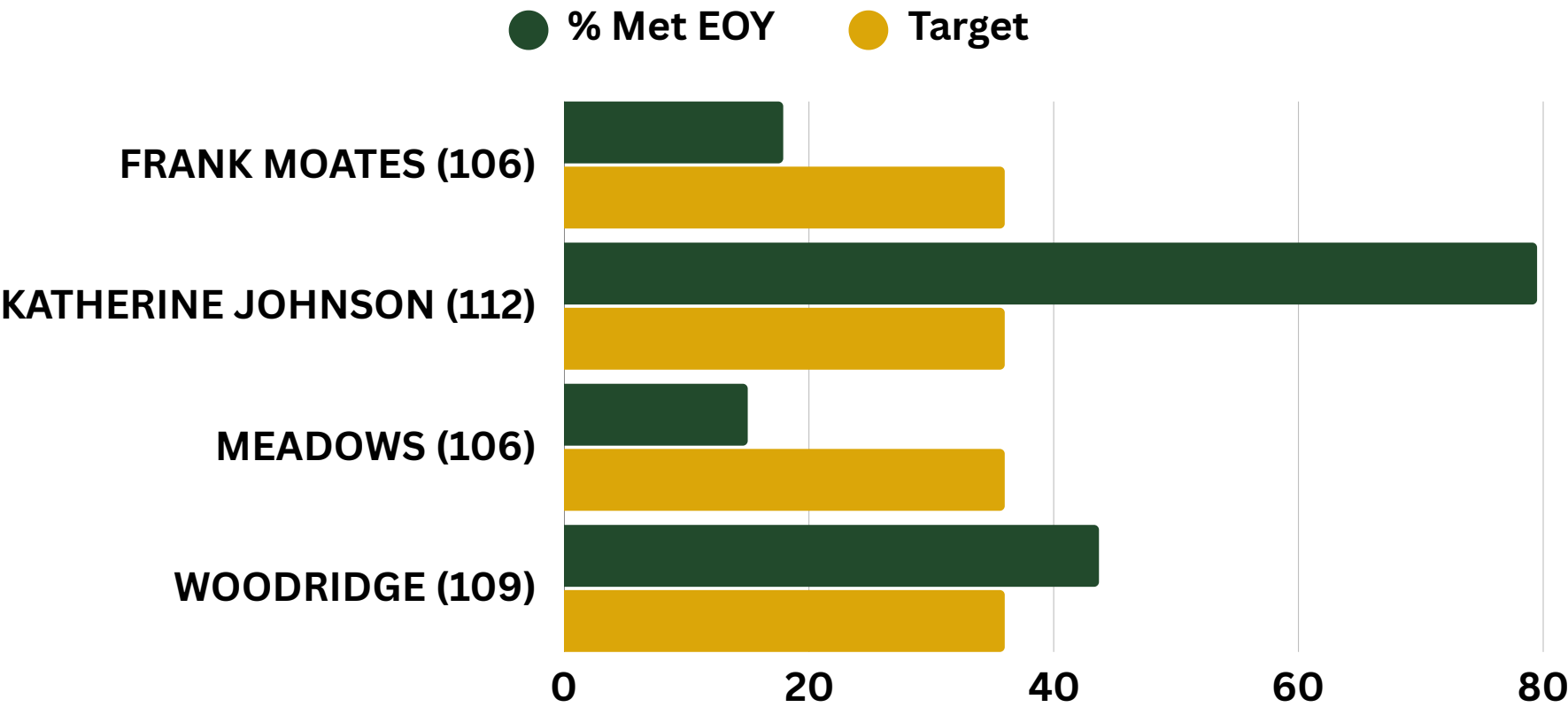
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Goal 3: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the Third Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

GOAL 3



Campus	25-26 EOY Total # of TESTED	2025-2026 EOY % of Students at Meets	2024-2025 EOY % of Students at Meets	Diff (EOY 25 to EOY 26)	25-26 Board Target %	% Distance to Board Target
FME	117	17.9%	25.8%	-7.9%	31%	-13.1%
KJTMA	44	79.5%	41.0%	38.5%	31%	48.5%
TME	60	15.0%	14.3%	0.7%	31%	-16.0%
WRE	71	43.7%	52.4%	-8.7%	31%	12.7%

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

Goal 3 - Third Grade STAAR Math

STRENGTHS

- **District:** The district met and surpassed the 25-26 annual target: 32.9% Meets, +2.2 pts vs. prior year, 1.9 points above the 31% target.
- **Subgroups:** The Two-or-More-Races subgroup posted the largest single-year gain of any subgroup on Goal 3 - 36.4% Meets, up 17.6 points, 5.4 points above target.
- **Campus:** Katherine Johnson (KJTMA) - 79.5% Meets, +38.5 pts year-over-year, 48.5 points above target, the strongest single result in the entire August 2026 data set.
- **Campus:** Woodridge (43.7%, 12.7 points above target) exceeded target despite a slight year-over-year dip.
- **KJTMA narrative:** At KJTMA, students showed strong mastery of foundational number-sense and data standards: 95% mastery comparing/ordering whole numbers (3.2D) and 91% mastery summarizing data sets (3.8A).
- **WRE narrative:** WRE (Woodridge) reports 44% Meets on Goal 3 in its own narrative - 2 points above the district's 2030 long-term target and 15 points above its own May 2025 baseline - and credits a veteran, TIA-designated Master Teacher delivering consistent Tier I instruction, small-group support, and data-driven regrouping.

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 Third Grade STAAR Math assessment, will increase from 29% in May 2025 to 42% by May 2030.

Goal 3 - Third Grade STAAR Math

AREAS OF OPPORTUNITY

- **District:** SPED students are the furthest from target - 14.3% Meets, 16.7 points below the 31% target, with 0.0-point growth year-over-year.
- **Subgroups:** ECODIS (29.0%, -2.0 pts) and EB (30.4%, -0.6 pts) students also sit slightly below target.
- **Campus:** Frank Moates (17.9%, down 7.9 pts YoY, 13.1 points below target) and TME (15.0%, 16.0 points below target) remain the lowest-performing campuses.
- **FME narrative:** FME identifies its own priority areas as a consistent campus-wide problem-solving protocol, building fluency and number sense into daily routines, and heavier coaching and feedback during live instruction.
- **FME narrative:** FME's plan centers on a 3-year campus data review of commonly low-performing state standards, vertical planning to align instructional focus areas and strategies, aggressive daily monitoring during instruction with a goal of 80% of students mastering the daily exit ticket, ongoing exposure to new STAAR interactive question types, and a Read-Draw-Write problem-solving model.
- **TME narrative:** The Meadows reports less than 1% math growth year-over-year and attributes this to staffing instability - the campus did not consistently have an experienced math teacher or math coach available to model lessons, observe instruction, and provide ongoing feedback in what it identifies as students' first, and highest-stakes, STAAR-tested year.
- **KJTMA narrative:** At KJTMA, two priority TEKS emerged as clear gaps despite overall campus strength: only 31% mastery on one- and two-step word problems (3.4K) and 31% mastery on perimeter (3.7B) - both multi-step application skills rather than foundational recall.
- **Trend:** District performance (33%) still trails the state (44%), an 11-point gap.



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



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Goal 4, GPM 4.1 - 4.3 Inputs

JULY 2026

MOY	Process	Impact
Curriculum and Instruction	• District made slidedecks were created for teachers to internalize during PLCs prior to instruction in the classroom • Monitored weekly ALEKS usage monitoring by campus from October 2025 to April 2026 • Academic Facilitators and Secondary Math Instructional Design Leader conducted small-group pull-outs, in-class support, and after school targeted tutoring for students at KJTMA, CMMS, and WMS • Monitored district-made DOLs and exit tickets to assess student achievement on various readiness TEKS throughout the 2025-2026 school year	• Increased teacher usage and math achievement in some of the low-performing readiness standards in Grade 6 - 8 Mathematics and Algebra I • Moderate usage of ALEKS in Grade 6 Math with a range use of 30 to 60 minutes weekly but high use in Grade 7 Math, Grade 8 Math, and Algebra I with a range from 120 minutes to 240 minutes • Increased performance on district-made DOL assessments and exit tickets in Grade 6 Math, Grade 8 Math, and Algebra I, however, there was staggering performance in Grade 7 Math. • Low mathematics achievement overall for Grade 7 Math due to slow rate of growth from spiraling of fluency concepts from previous grade levels.
Professional Development	• Provided EOC STAAR Preparation Profession Development session in February 2026 for secondary teachers to develop an action plan to address readiness standards prior to the STAAR exam • Provided iReady training for teachers during Feburary 2026 Professional Development session to implement Standards Mastery in the classroom	• Teacher-made action plan deliverables were developed across in Grades 6-8 to review readiness standards in middle school courses and Algebra 1 • Increased implementation of small group instruction in class to address low-scoring readiness standards during the 5th marking period prior to secondary math STAAR examinations • Little to moderate use of iReady standards mastery use for teachers due to limited availability of technology in middle school and high school classrooms

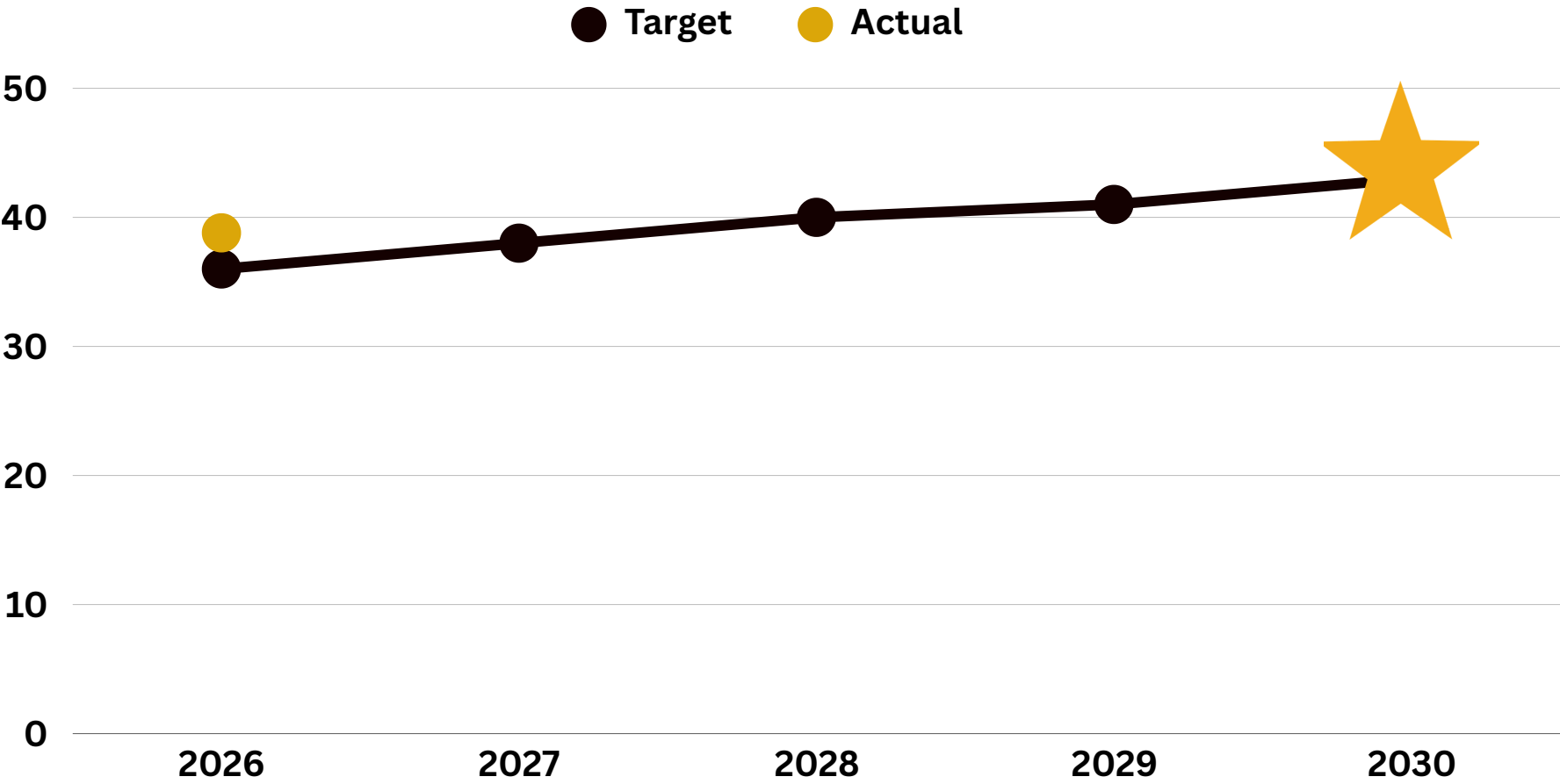
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GOAL 4



Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
38.8%	47.2%	36.0%

We met and surpassed the yearly target by May 2026.

Desoto ISD Math STAAR Eighth/Algebra 1

	25-26 EOY Total # of TESTED	2025-2026 EOY % of Students at Meets	2024-2025 EOY % of Students at Meets	Diff (EOY 25 to EOY 26)	25-26 Board Target %	% Distance to Board Target
ALL	603	38.8%	47.2%	-8.4%	36%	2.8%
BLACK	419	39.1%	45.4%	-6.3%	36%	3.1%
HIS	145	36.6%	54.9%	-18.3%	36%	0.6%
TOM	25	40.0%	35.3%	4.7%	36%	4.0%
WHITE	*	*	*	*	*	*
SPED	76	18.4%	17.9%	0.5%	36%	-16.7%
ECODIS	370	36.8%	44.7%	-7.9%	36%	-2.0%
EB	81	43.2%	48.7%	-5.5%	36%	-0.6%

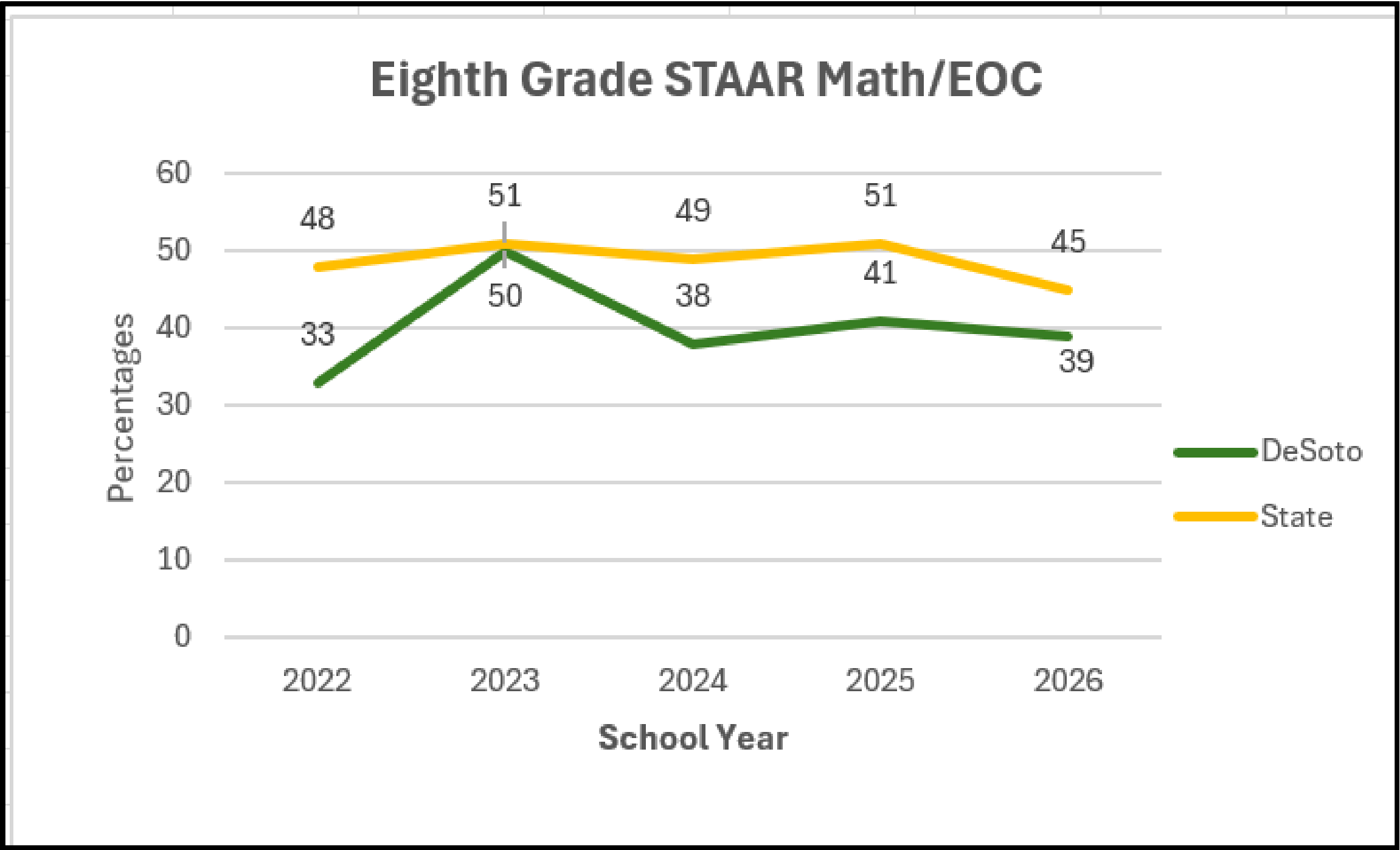
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EIGHTH GRADE MATH TREND COMPARISON

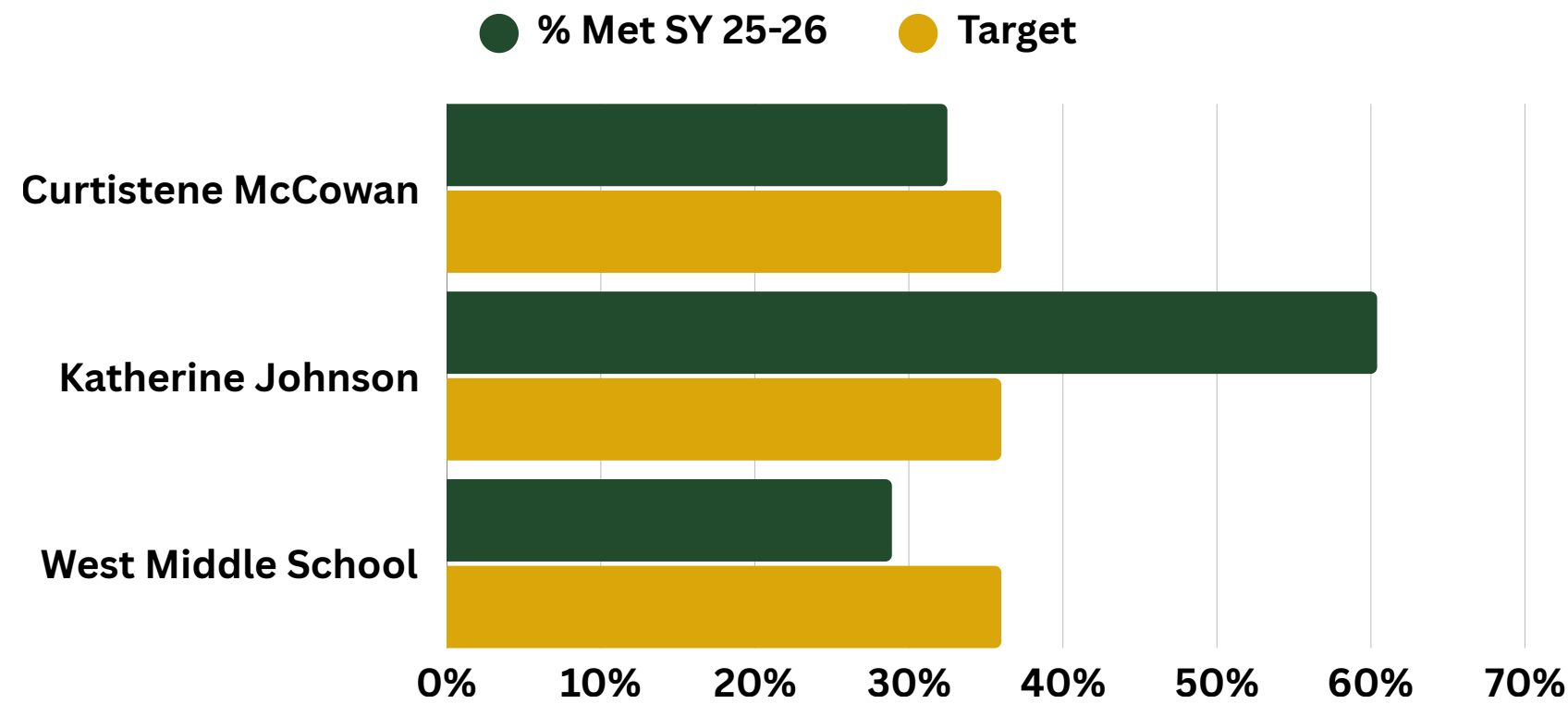
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GOAL 4



EIGHTH GRADE

Desoto ISD Math STAAR Eighth/Algebra I

CAMPUS	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 BOY % of Student On Track	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Curtistene McCowan	295	32.5%	41.7%	36%	-3%	10
Katherine Johnson	154	60.4%	53.8%	36%	24%	Met 38 over
West Middle School	152	28.9%	22.1%	36%	-7%	11

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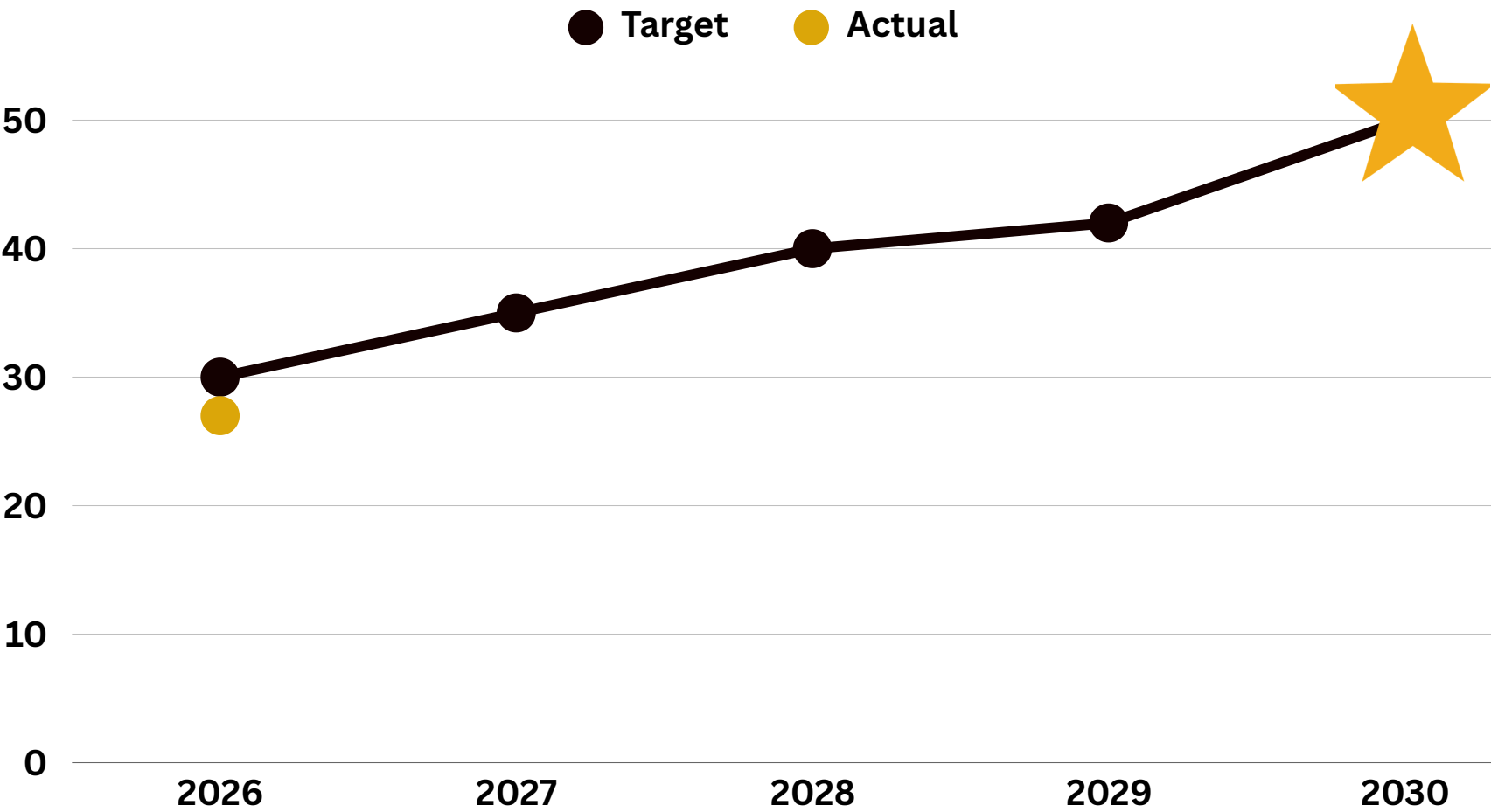
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GPM 4.1: The percentage of Fifth grade students achieving meets or higher on the STAAR math assessment will increase from 28% in May of 2025 to 50% May 2030.

GPM 4.1



	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	366	27.0%	30.0%	-3.0%	11
BLACK	263	25.5%	30.0%	-4.5%	12
HISPANIC	88	29.5%	30.0%	-0.5%	0
WHITE	*	*	*	*	*
TOM	*	*	*	*	*
SPED	58	6.9%	30.0%	-23.1%	13
ECODIS	253	26.1%	30.0%	-3.9%	10
EB	55	29.1%	30.0%	-0.9%	1

Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
27.0%	28.0%	30.0%

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

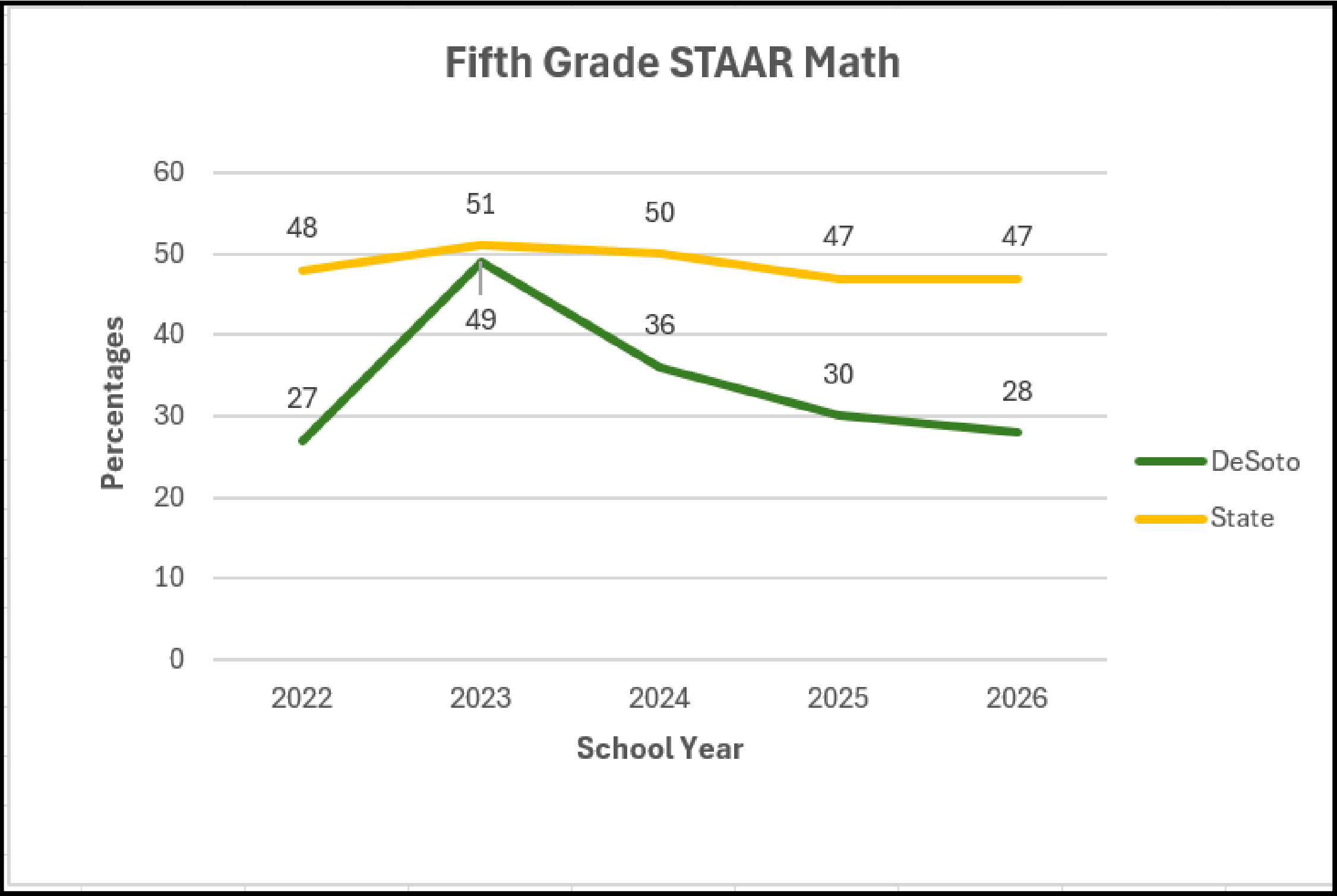
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FIFTH GRADE MATH TREND COMPARISON

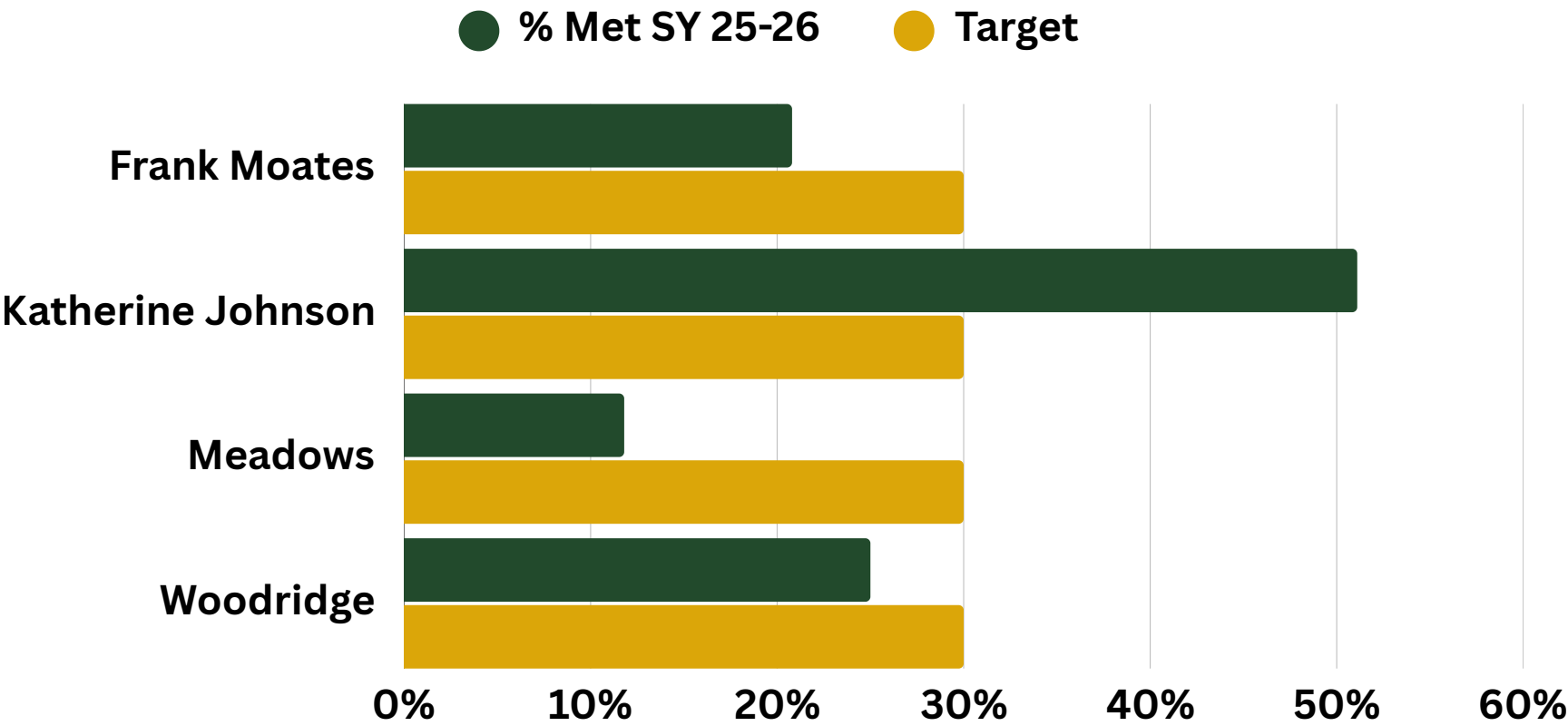
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AUGUST 2026



GPM 4.1: The percentage of Fifth grade students achieving meets or higher on the STAAR math assessment will increase from 28% in May of 2025 to 50% May 2030.

GPM 4.1



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

FIFTH GRADE

Desoto ISD Math STAAR

CAMPUS	25-26 STAAR Total # of TESTED	Total Meets or higher	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Frank Moates	168	35	20.8%	30%	-9.2%	15
Katherine Johnson	90	46	51.1%	30%	21.1%	Met 19 over
Meadows	68	8	11.8%	30%	-18.2%	12
Woodridge	40	10	25.0%	30%	-5.0%	2

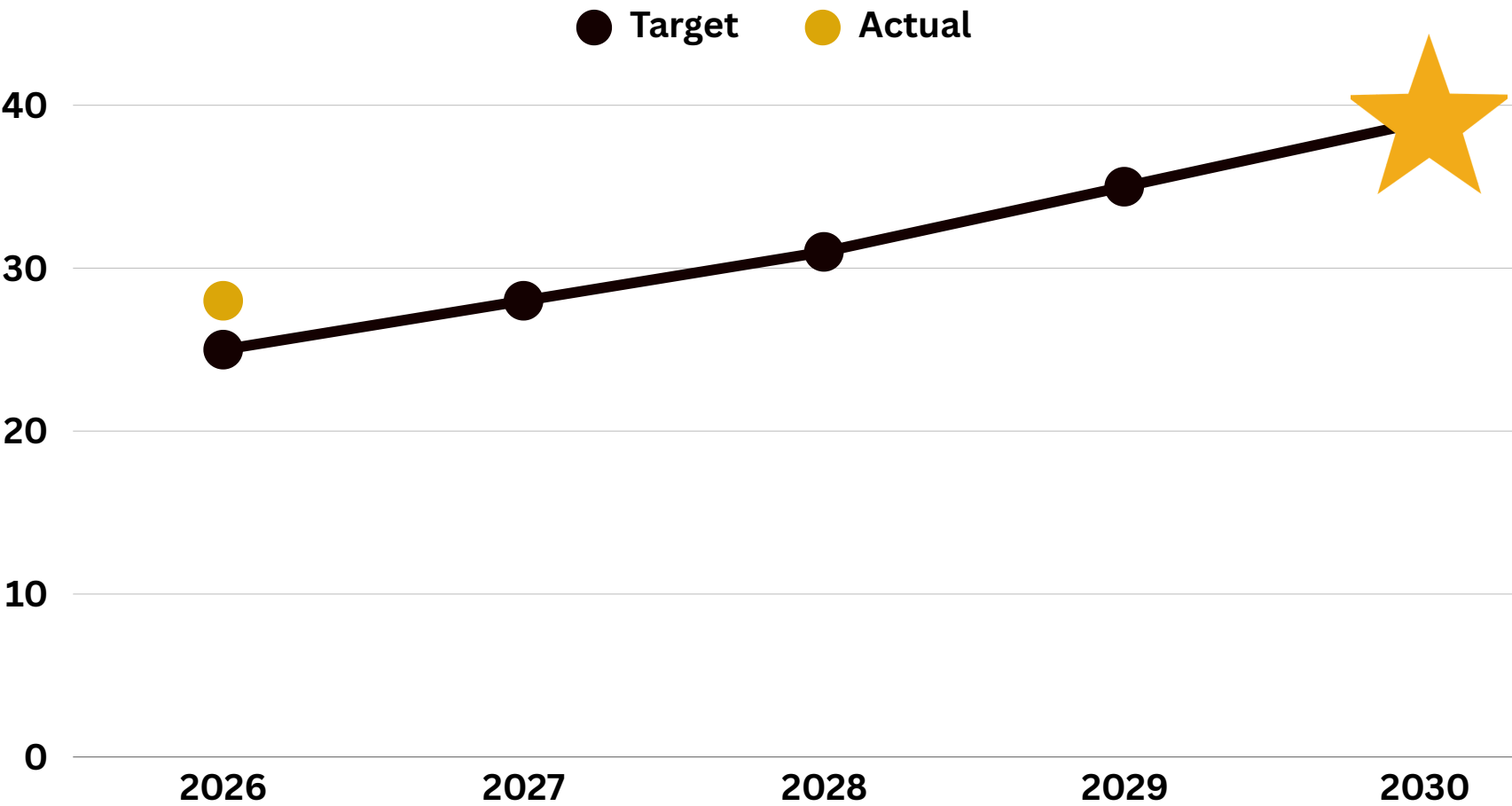
PROGRESS MONITORING

AUGUST 2026



GPM 4.2: The percentage of Sixth-grade students at meets or higher on the STAAR math assessment will increase from 22% in May of 2025 to 39% by May 2030

GPM 4.2



	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	329	28.0%	25.0%	3.0%	-10
BLACK	240	27.1%	25.0%	2.1%	-5
HISPANIC	71	32.4%	25.0%	7.4%	-5
WHITE	*	*	*	*	*
TOM	12	25.0%	25.0%	0.0%	0
SPED	55	7.3%	25.0%	-17.7%	10
ECODIS	223	29.6%	25.0%	4.6%	-10
EB	42	28.6%	25.0%	3.6%	-2

Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
28.0%	22.0%	25.0%

We met and surpassed the yearly target by May 2026.

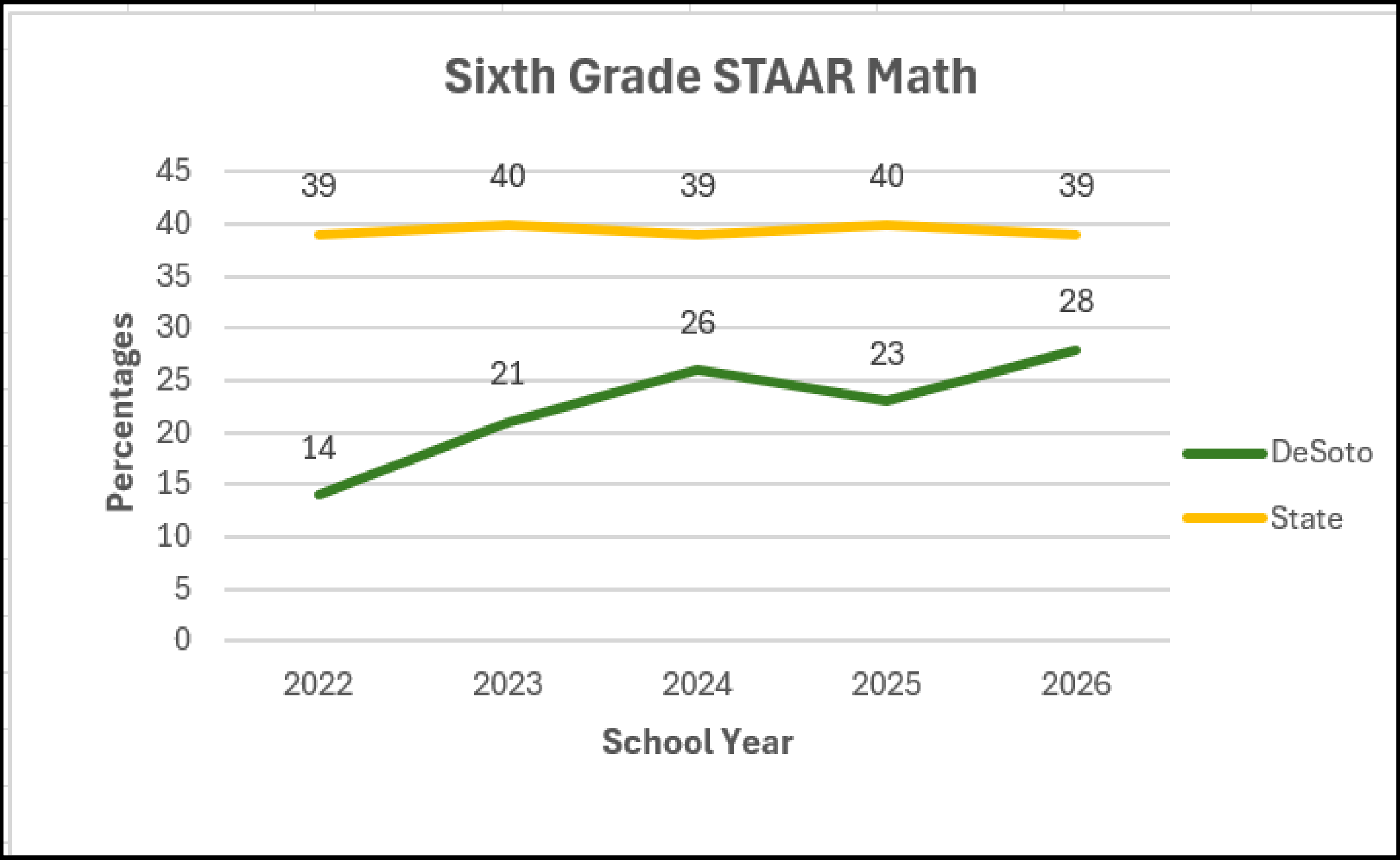
Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
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PROGRESS MONITORING

AUGUST 2026



GPM 4.2: The percentage of Sixth-grade students at meets or higher on the STAAR math assessment will increase from 22% in May of 2025 to 39% by May 2030



SIXTH GRADE MATH TREND COMPARISON

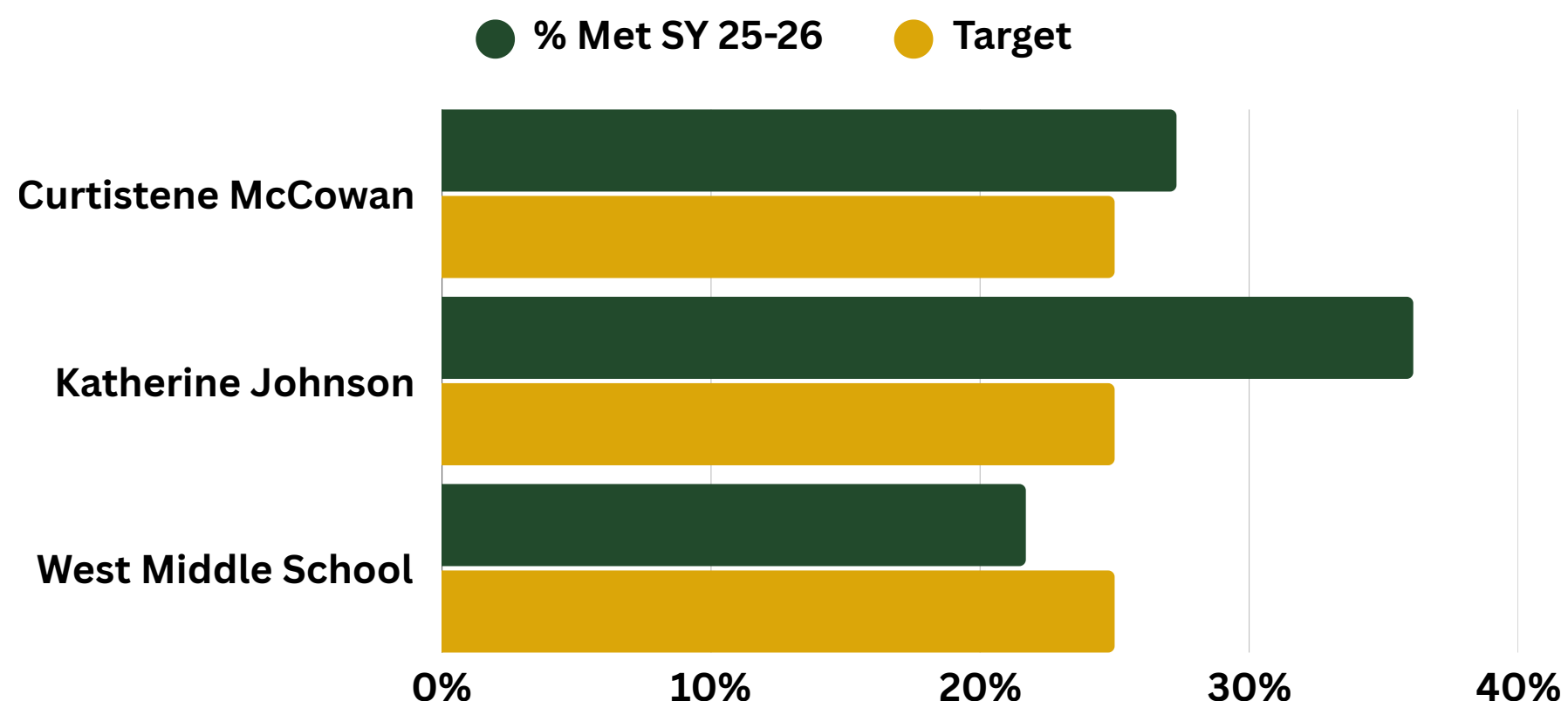
PROGRESS MONITORING

AUGUST 2026



GPM 4.2: The percentage of Sixth-grade students at meets or higher on the STAAR math assessment will increase from 22% in May of 2025 to 39% by May 2030

GPM 4.2



SIXTH GRADE

Desoto ISD Math STAAR

CAMPUS	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Curtistene McCowan	154	27.3%	25%	2%	Met 4 over
Katherine Johnson	83	36.1%	25%	11%	Met 9 over
West Middle School	92	21.7%	25%	-3%	3

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

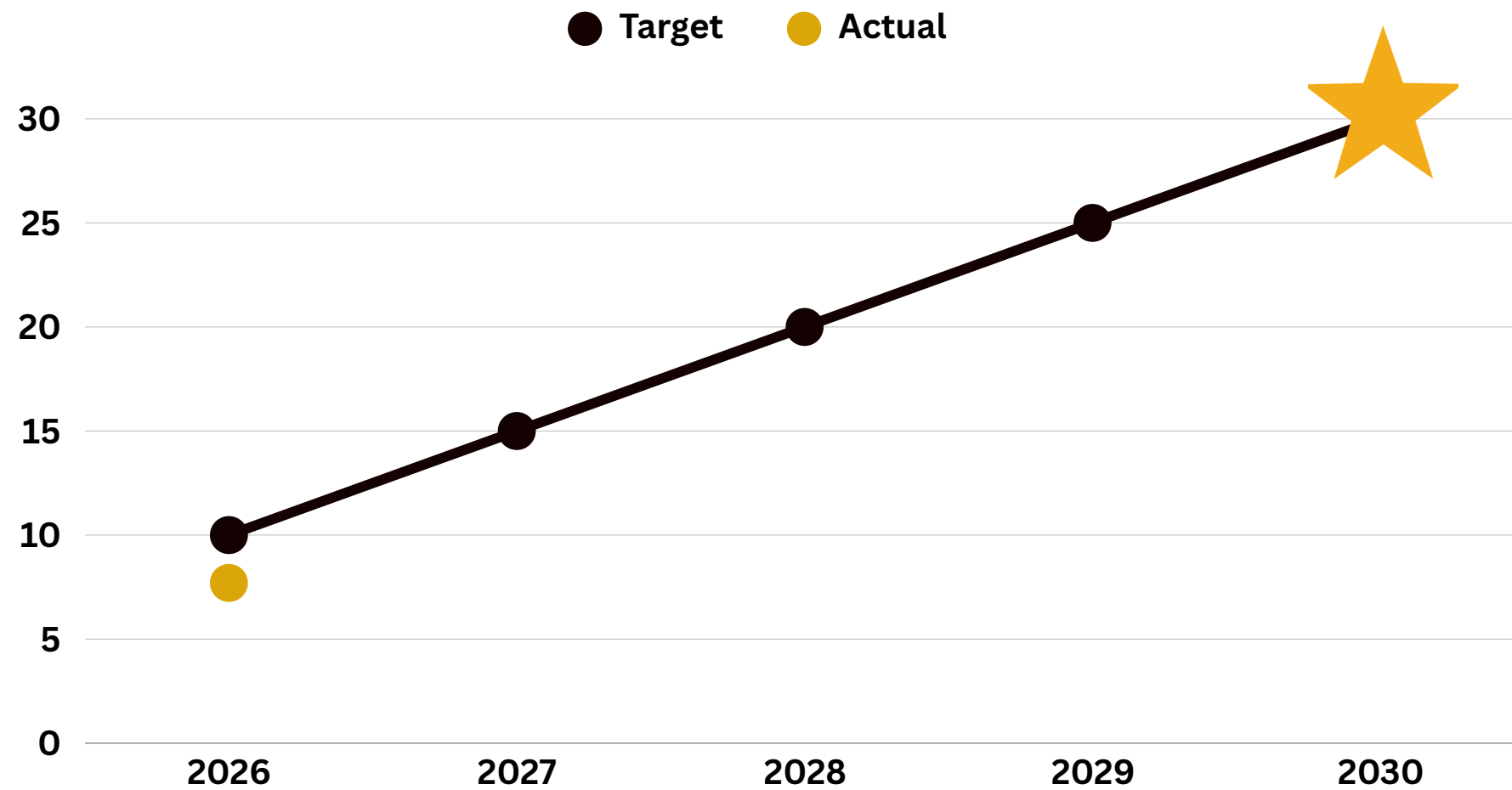
PROGRESS MONITORING

AUGUST 2026



GPM 4.3: The percentage of Seventh-grade students at meets or higher on the STAAR math assessment will increase from 5% in May 2025 by 30% May of 2030.

GPM 4.3



	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	222	7.7%	10.0%	-2.3%	5
BLACK	164	6.7%	10.0%	-3.3%	5
HISPANIC	50	6.0%	10.0%	-4.0%	2
WHITE	*	*	*	*	*
TOM	*	*	*	*	*
SPED	57	0.0%	10.0%	-10.0%	6
ECODIS	176	6.8%	10.0%	-3.2%	6
EB	30	6.7%	10.0%	-3.3%	1

Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
7.7%	5.0%	10.0%

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

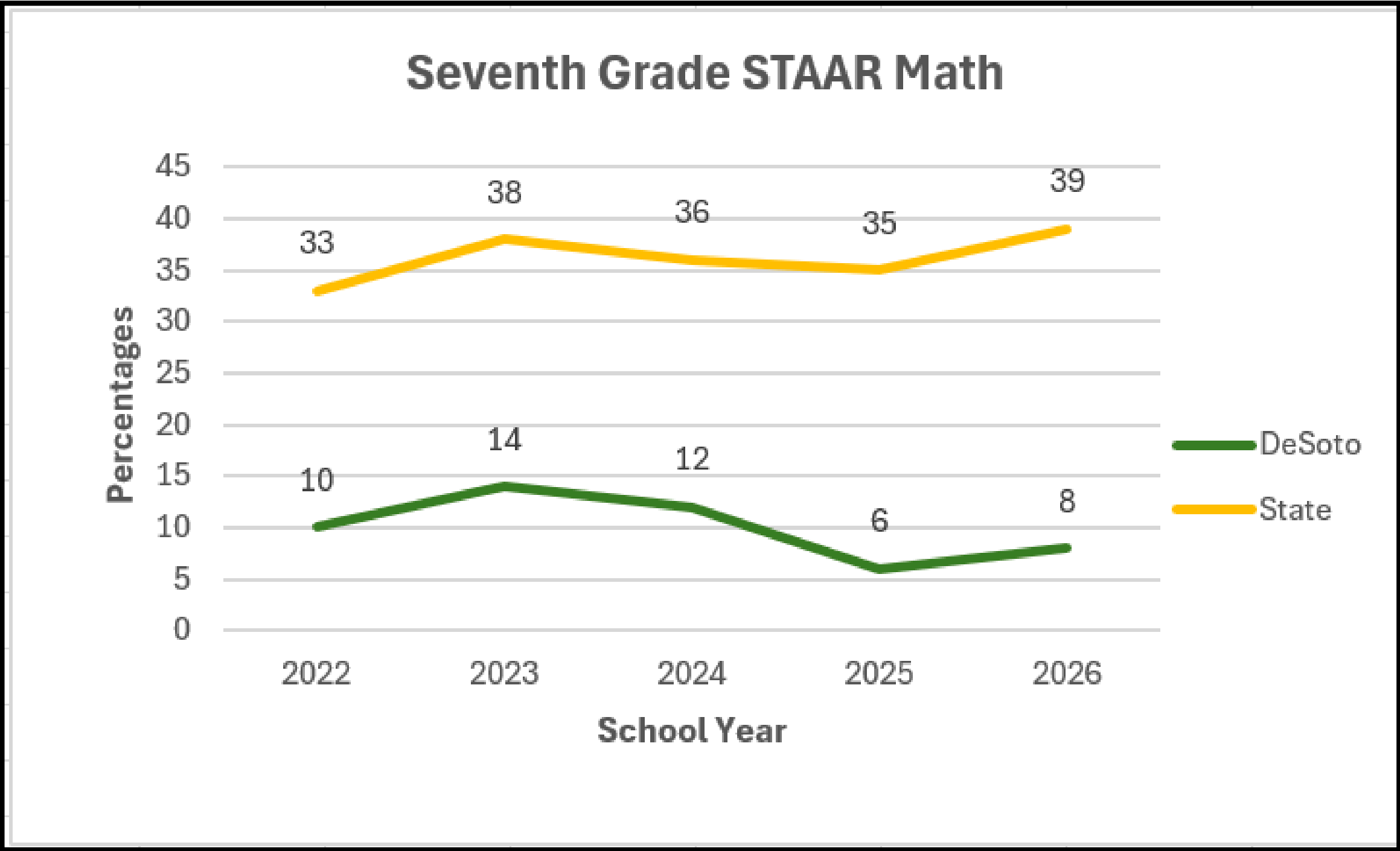
Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

PROGRESS MONITORING

AUGUST 2026



GPM 4.3: The percentage of Seventh-grade students at meets or higher on the STAAR math assessment will increase from 5% in May 2025 by 30% May of 2030.



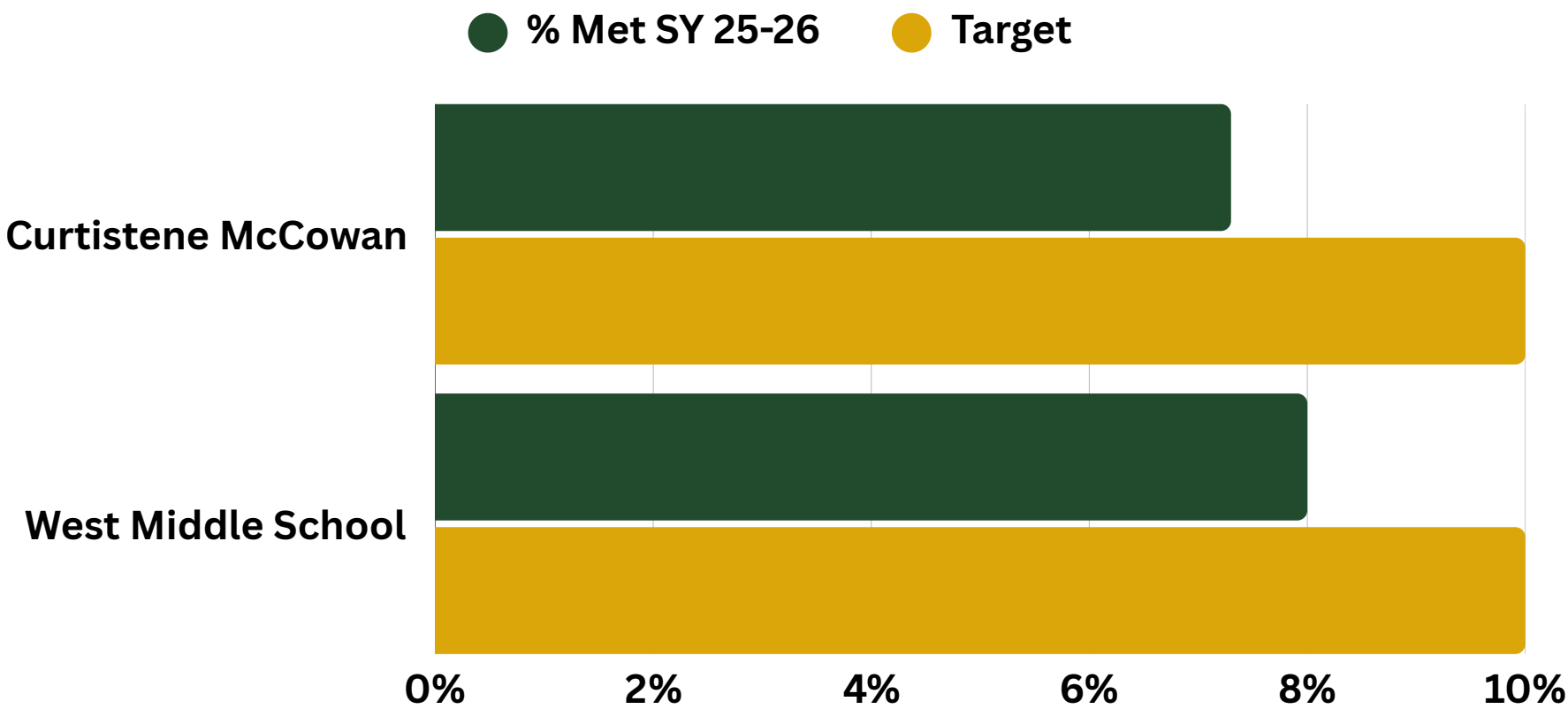
PROGRESS MONITORING

AUGUST 2026



GPM 4.3: The percentage of Seventh-grade students at meets or higher on the STAAR math assessment will increase from 5% in May 2025 by 30% May of 2030.

GPM 4.3



SEVENTH GRADE

Desoto ISD Math STAAR

CAMPUS	25-26 Interim #1 (BOY)Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Curtistene McCowan	110	7.3%	10%	-6%	3
West Middle School	112	8.0%	10%	-4%	2

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

PROGRESS MONITORING

AUGUST 2026



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

Goal 4 - Eighth Grade STAAR/EOC Math (includes GPM 4.1–4.3)

STRENGTHS

- **District:** Goal 4 (all Grade 8/Algebra I): the district remains above the 36% annual target - 38.8% Meets, 2.8 points above target - despite a year-over-year decline of 8.4 points.
- **District:** GPM 4.2 (Grade 6): the district met and surpassed target - 28.0% vs. the 25% target (+3.0 pts) - the only one of the three feeder GPMs to hit target this cycle.
- **Campus:** Katherine Johnson is the standout campus across every math grade band: 60.4% on Goal 4 (24 points above target, 38 students over), 21.1 points above target on GPM 4.1, and 11 points above target on GPM 4.2.
- **CMMS narrative:** The Algebra I EOC cohort is a genuine bright spot - 94% Approaches, 64% Meets, 33% Masters - proof that students can perform at a high level under strong instruction.
- **KJTMA narrative:** Grade 8 Math results reflect the strength of the accelerated program: these scores were earned by current 7th-grade Honors/Accelerated students taking the Grade 8 assessment a year early, with many reaching Meets/Masters on above-grade-level content.
- **CMMS narrative:** Sixth grade math (GPM 4.2) is a relative strength district-wide; per CMMS, 66% of McCowan's Grade 6 students reached Approaches - a strong base to convert to Meets.
- **WMS narrative:** West Middle School frames Goal 4 (8th grade) as within reach: 152 students represented, a 28.9% Meets-or-Above baseline (nearly a third of students already there), and only 11 additional students needed to hit the annual target.

PROGRESS MONITORING

AUGUST 2026



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

Goal 4 - Eighth Grade STAAR/EOC Math (includes GPM 4.1–4.3)

AREAS OF OPPORTUNITY

- **District:** GPM 4.1 (Grade 5, 27.0% vs. 30% target, -3.0 pts, 11 students needed) and GPM 4.3 (Grade 7, 7.7% vs. 10% target, -2.3 pts, 5 students needed) both missed their annual targets.
- **TME narrative:** On GPM 4.1, The Meadows attributes its low result (11.8% Meets, 18.2 points below target) to a last-minute teacher resignation that left the campus without a permanent 5th-grade math teacher until October; the campus states the resulting instructional inconsistency made it difficult to establish routines, maintain pacing, and build students' problem-solving stamina.
- **WRE narrative:** On GPM 4.1, WRE reports 25% Meets, 5 points below the district target, and attributes the gap to a mid-year staffing change - its 5th-grade math teacher joined at the start of the second semester, entering the instructional cycle midway through the year with limited time to establish systems or complete the full sequence of district PD. The campus has since paired the teacher with a 4th-grade TIA Exemplary Teacher as a mentor and relocated the classroom to enable ongoing collaboration.
- **CMMS narrative:** Seventh grade math is the single weakest area in the math pipeline. Per CMMS, only 6% of McCowan's 7th graders reached Meets, with 113 of 128 students not meeting grade level - the lowest improvement rate and highest decline rate of any tested area.
- **District:** SPED students are far below target at every grade band feeding Goal 4: -16.7% on Goal 4, -23.1% on GPM 4.1, and 0.0% Meets on GPM 4.3 (-10 pts below target).
- **Subgroups:** Hispanic students saw an 18.3-point year-over-year decline on Goal 4 - the largest single-subgroup drop in the entire data set.
- **Campus:** West Middle School trails target on Goal 4 (-7%, 11 students needed) and GPM 4.3 (-4%, 2 needed); McCowan trails on Goal 4 (-3%, 10 needed) and GPM 4.3 (-6%, 3 needed).
- **CMMS narrative:** Grade 6 Math shows strong Approaches (66%) but weak conversion to Meets (only 20%) - a distinct “bubble group” issue separate from the Grade 7 crisis.
- **WMS narrative:** WMS identifies its own Goal 4 gap as a Tier I instruction issue - specifically algebraic reasoning, problem-solving, and mathematical discourse - though the campus notes this is its own inference from the performance gap rather than a direct finding in the data.
- **WMS narrative:** WMS's shared math action plan (Goal 4 and GPM 4.1–4.3) centers on weekly common formative assessments and STAAR-aligned exit tickets, daily rigorous Tier I tasks and discourse, small-group intervention for “bubble” students during WIN time, after-school tutorials, Saturday academies, and individualized learning plans, backed by frequent leadership walkthroughs and weekly PLC reteach planning.



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



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

AUGUST 2026

Goal 5, GPM 5.1 - 5.3 Inputs

MOY	Process	Impact
Curriculum and Instruction	• The Reading 10-Day STAAR Review was organized around high-leverage TEKS, providing teachers with a day-by-day instructional calendar to support focused and consistent review leading up to STAAR. • Teachers used Daily Objective Lesson (DOL) data to drive instructional decisions, transitioning to rotations and learning stations while using the teacher table for targeted small-group instruction to address student misconceptions and learning gaps. • Academic Facilitators and Instructional Design Leaders provided targeted small group instruction for students and teachers.	• Ensured consistent, standards-aligned instruction across all campuses. • Provided students with targeted small-group support focused on high-priority STAAR question types, strengthening both skills and confidence. • Used frequent DOL data to identify learning gaps early, adjust instruction, and keep intervention groups responsive to student needs. • Equipped teachers with a clear understanding of student readiness on high-leverage standards before STAAR review began.
Professional Development	• In February, professional development focused on unpacking the ELAR 10-Day STAAR Review TEKS, exploring engaging instructional strategies, examining student reading data to identify learning trends, and prioritizing the standards that would have the greatest impact on fourth-quarter instruction. • Academic Facilitators and Instructional Design Leaders conducted targeted PLCs for STAAR using DOL data.	• Teachers developed a focused fourth-quarter instructional plan with strategies to enhance core instruction, address diverse student needs, and provide purposeful small-group support.

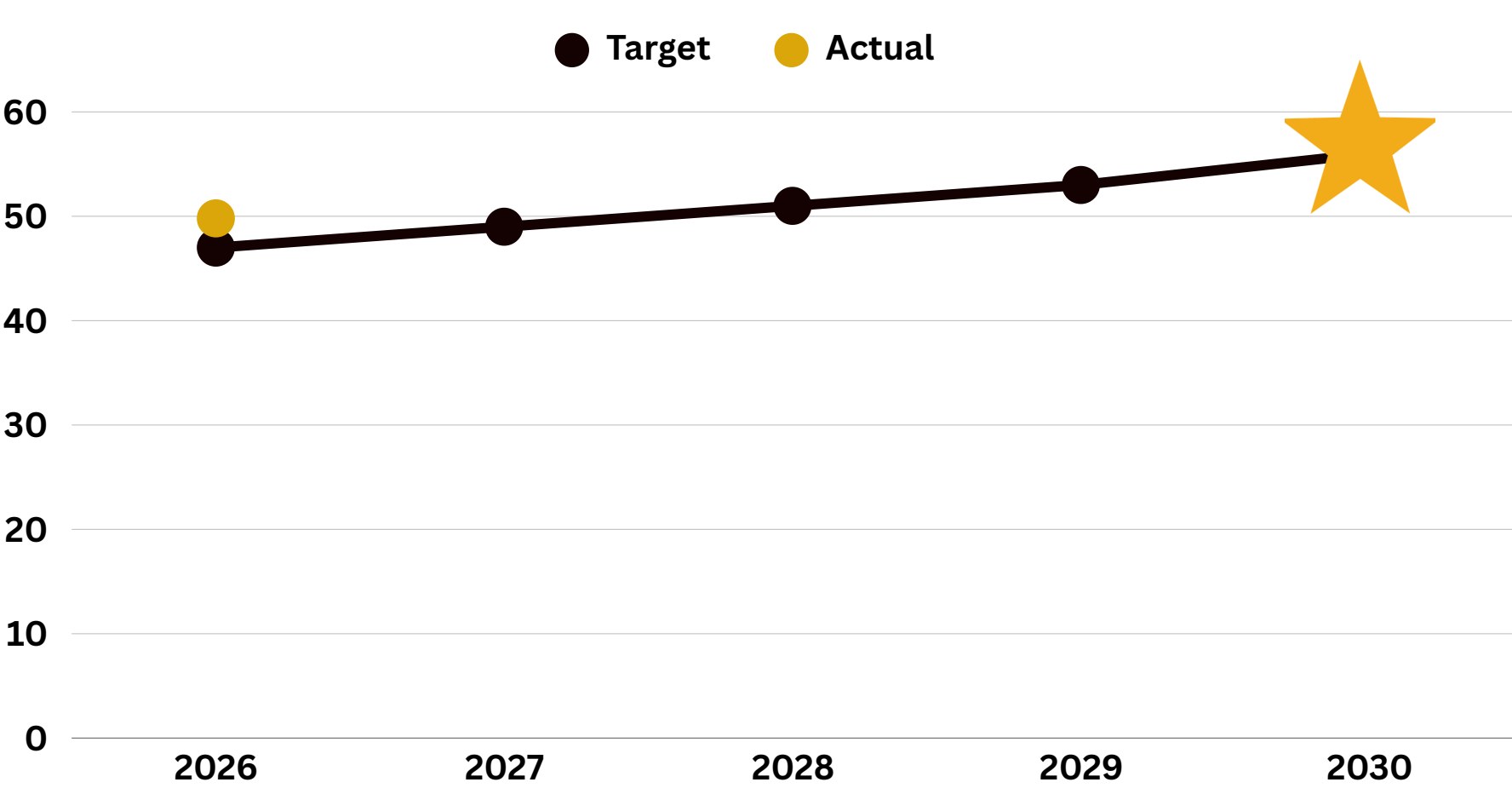
PROGRESS MONITORING

AUGUST 2026



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

GOAL 5



	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	408	49.8%	47%	2.8%	Met 11 over
BLACK	292	50.0%	47%	3.0%	Met 9 over
HISPANIC	95	46.3%	47%	-0.7%	1
TOM	14	64.3%	47%	17.3%	Met 2 over
WHITE	*	*	*	*	*
SPED	67	17.9%	47%	-29.1%	19
ECODIS	264	45.5%	47%	-1.5%	4
EB	57	42.1%	47%	-4.89%	3

Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
49.8%	45.0%	47.0%

We met and surpassed the yearly target by May 2026.

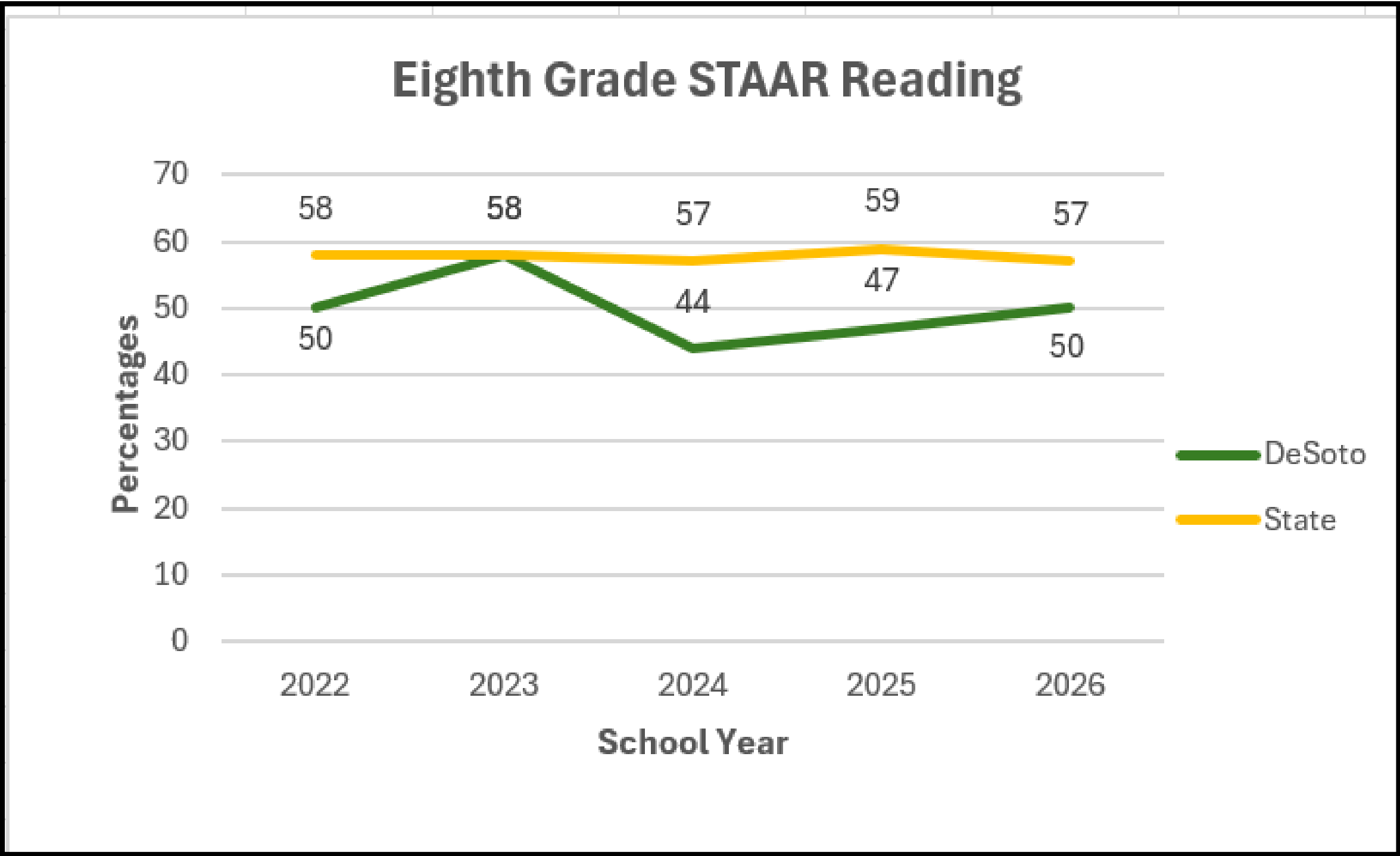
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Less than or equal to 5% below EOY Target
More than 5% below EOY Target
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PROGRESS MONITORING

AUGUST 2026



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



EIGHTH GRADE READING TREND COMPARISON

PROGRESS MONITORING

AUGUST 2026

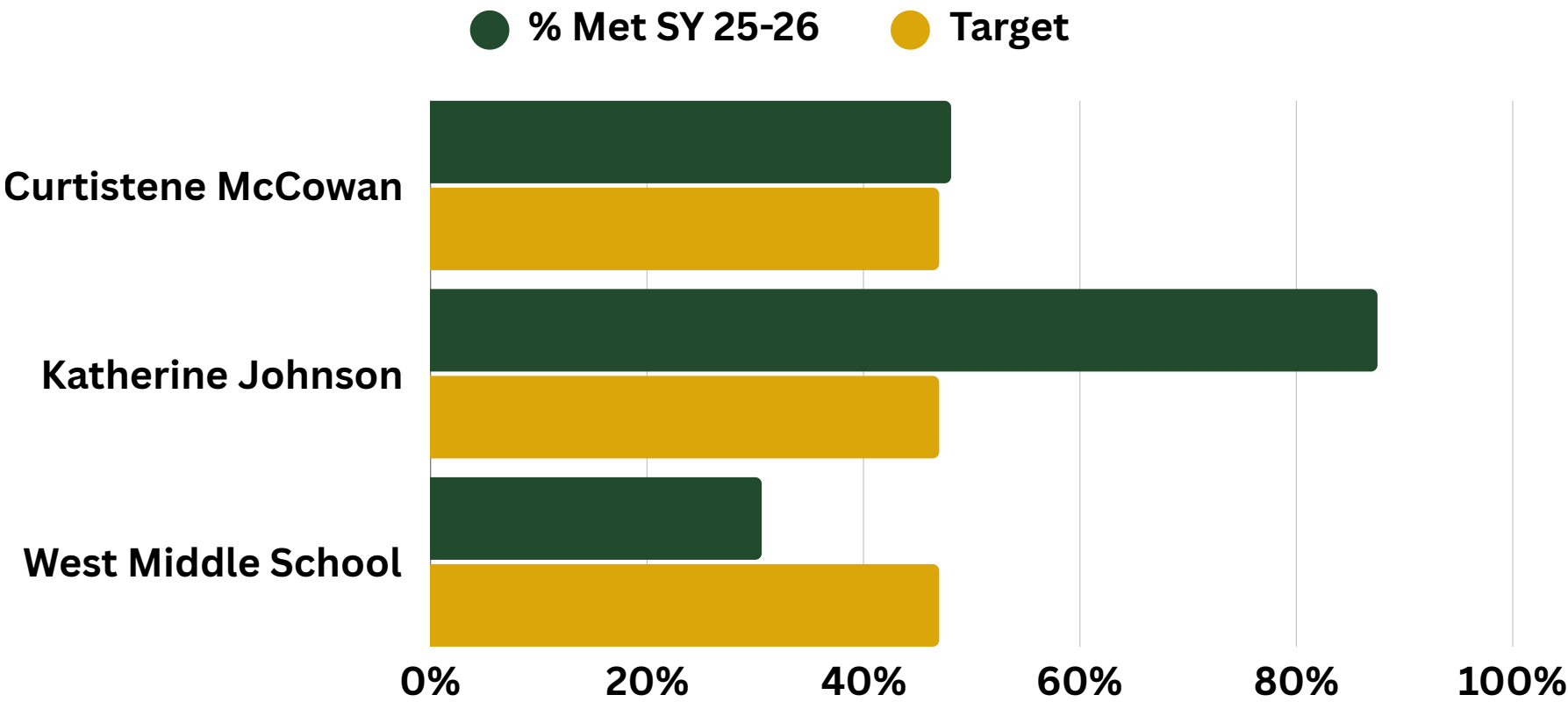


Goal 5: The percentage of Eighth grade students achieving meets or higher on the STAAR reading assessment will increase from 45% in May 2025 to 56% by May 2030.

GOAL 5

EIGHTH GRADE

Desoto ISD Reading STAAR



CAMPUS	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Curtistene McCowan	212	48.1%	47%	1.1%	Met 2 over
Katherine Johnson	72	87.5%	47%	40.5%	Met 29 over
West Middle School	124	30.6%	47%	-16.4%	20

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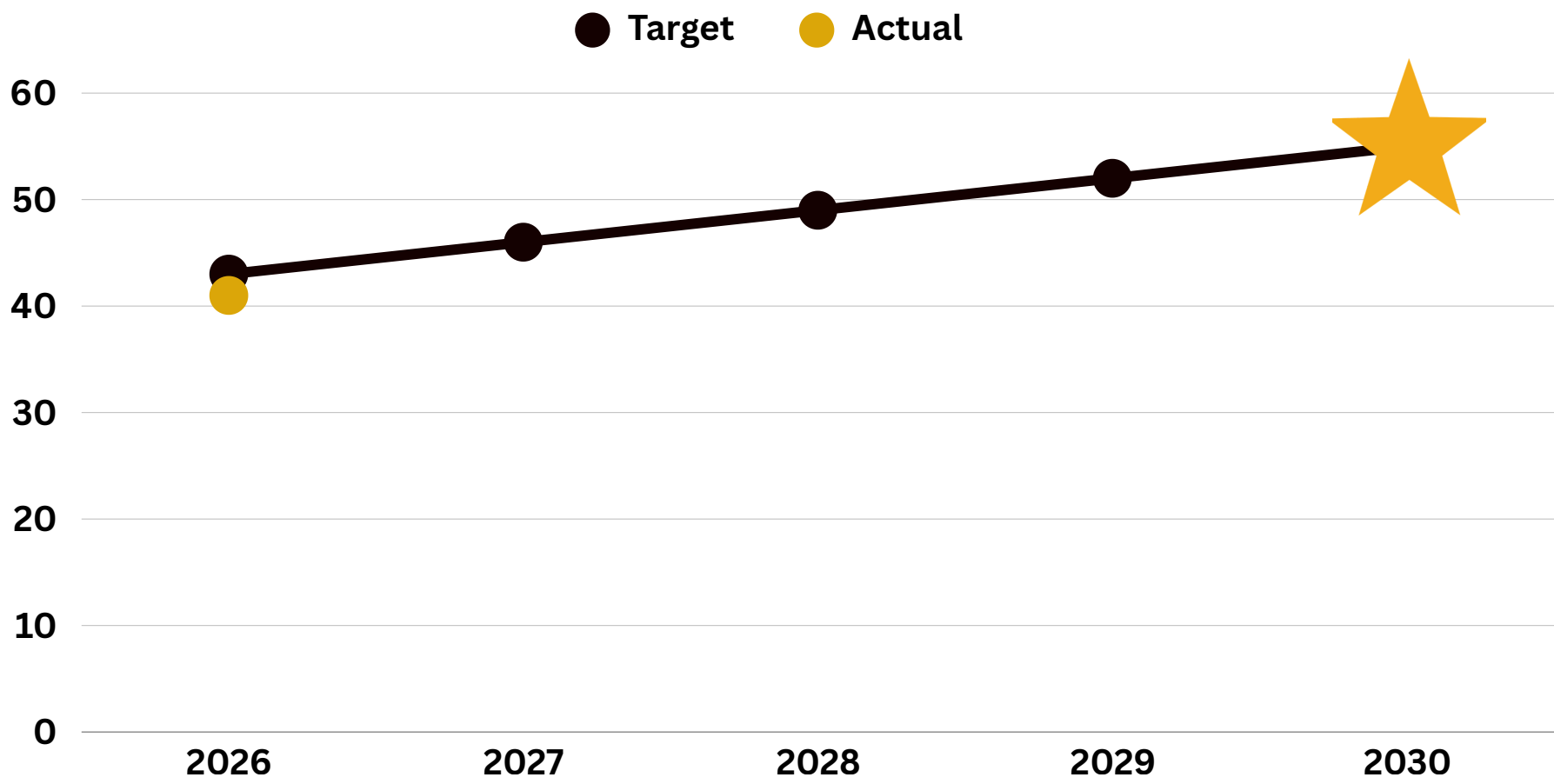
PROGRESS MONITORING

AUGUST 2026



GPM 5.1: The percentage of Fifth-grade students achieving meets or higher on the STAAR reading assessment will increase from 41% in May of 2025 by 55% May of 2030.

GPM 5.1



	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	366	41.0%	43%	-2.0%	7
BLACK	263	41.4%	43%	-1.6%	4
HISPANIC	88	37.5%	43%	-5.5%	5
TOM	*	*	*	*	*
WHITE	*	*	*	*	*
SPED	56	19.6%	43%	-23.4%	13
ECODIS	253	39.1%	43%	-3.9%	10
EB	55	34.5%	43%	-8.5%	5

Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
41.0%	41.0%	43.0%

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

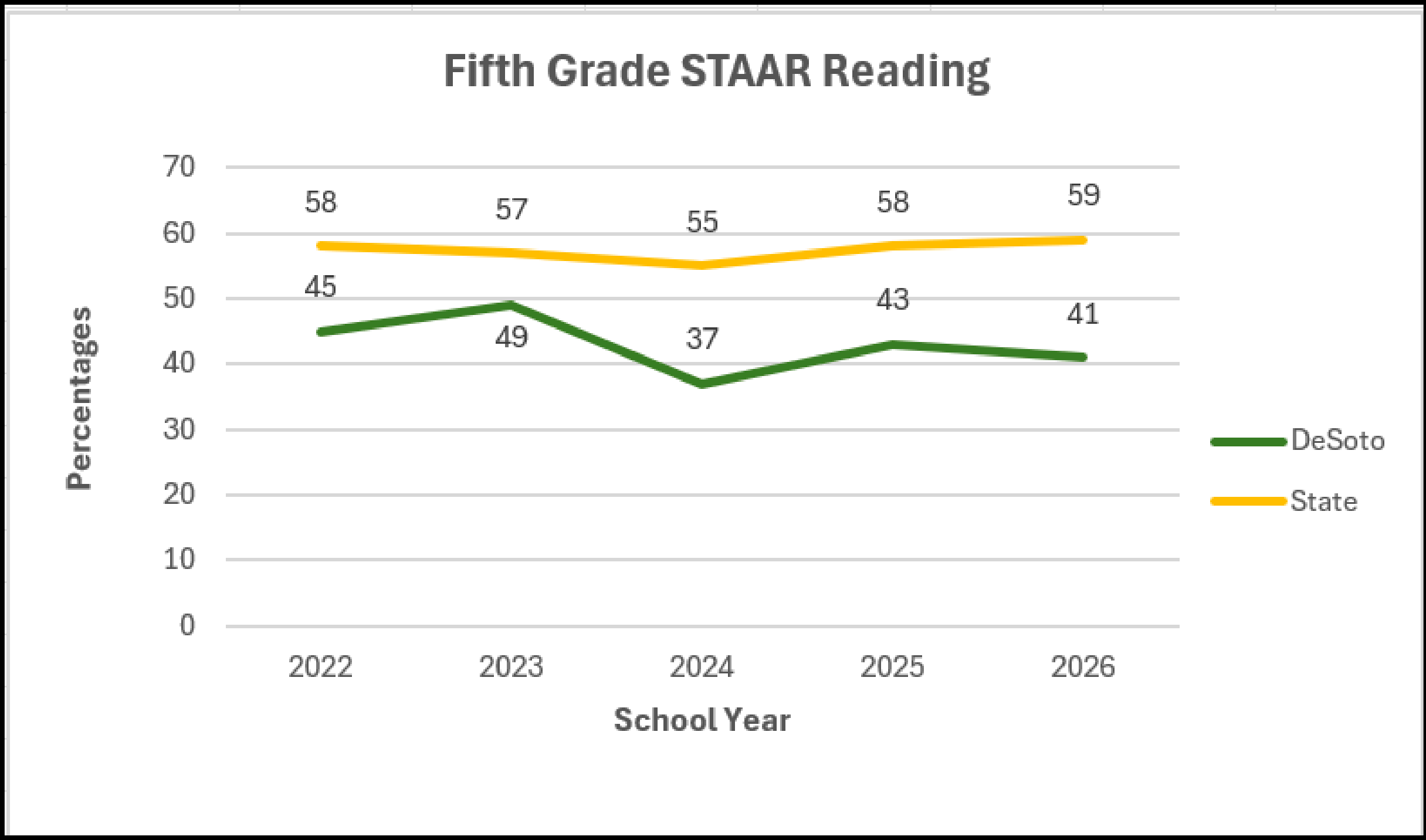
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PROGRESS MONITORING

AUGUST 2026



GPM 5.1: The percentage of Fifth-grade students achieving meets or higher on the STAAR reading assessment will increase from 41% in May of 2025 by 55% May of 2030.



FIFTH GRADE READING TREND COMPARISON

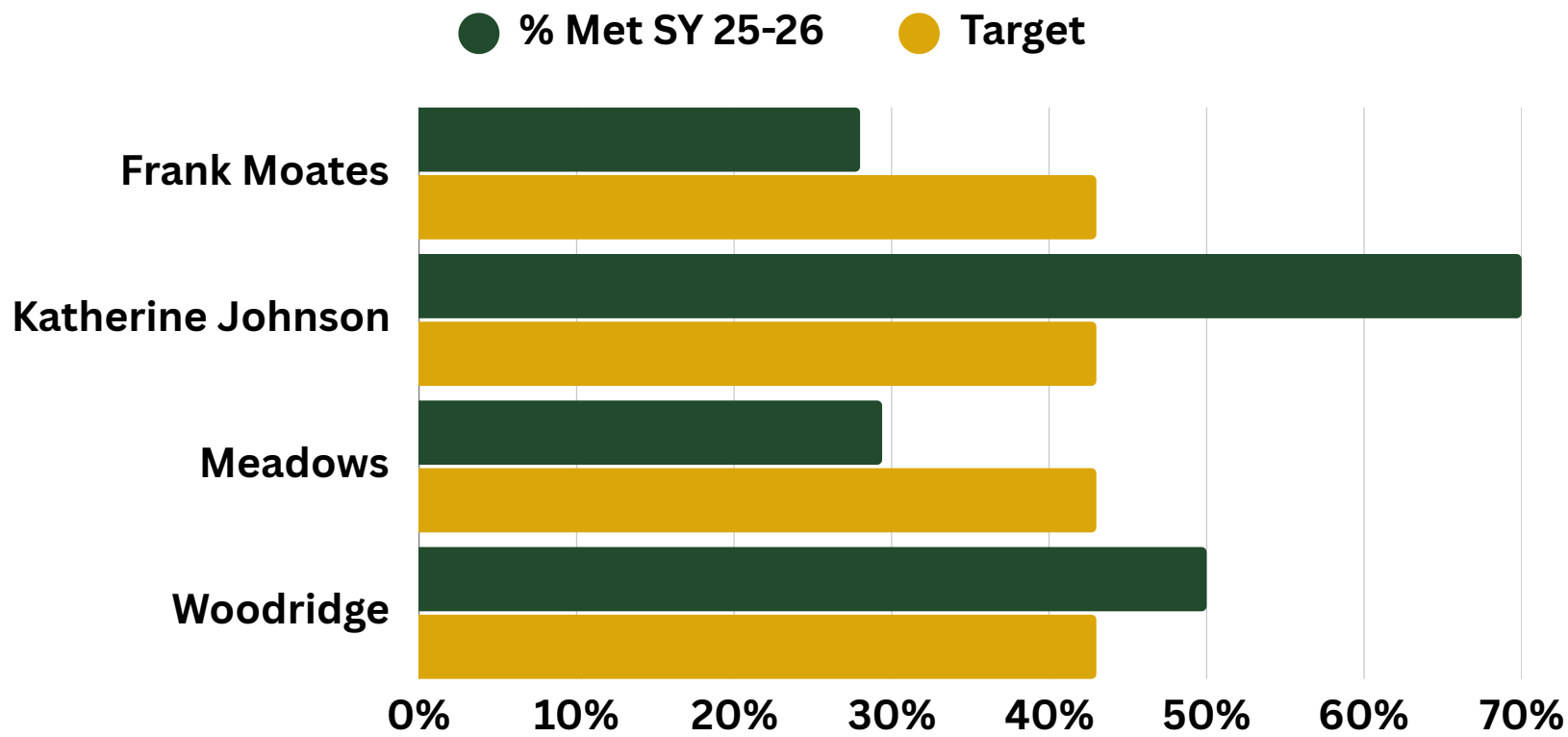
PROGRESS MONITORING

AUGUST 2026



GPM 5.1: The percentage of Fifth-grade students achieving meets or higher on the STAAR reading assessment will increase from 41% in May of 2025 by 55% May of 2030.

GPM 5.1



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

FIFTH GRADE

Desoto ISD Reading STAAR

CAMPUS	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Frank Moates	168	28.0%	43%	-15.0%	25
Katherine Johnson	90	70.0%	43%	27.0%	Met 24 over
Meadows	68	29.4%	43%	-13.6%	9
Woodridge	40	50.0%	43%	7.0%	Met 3 over

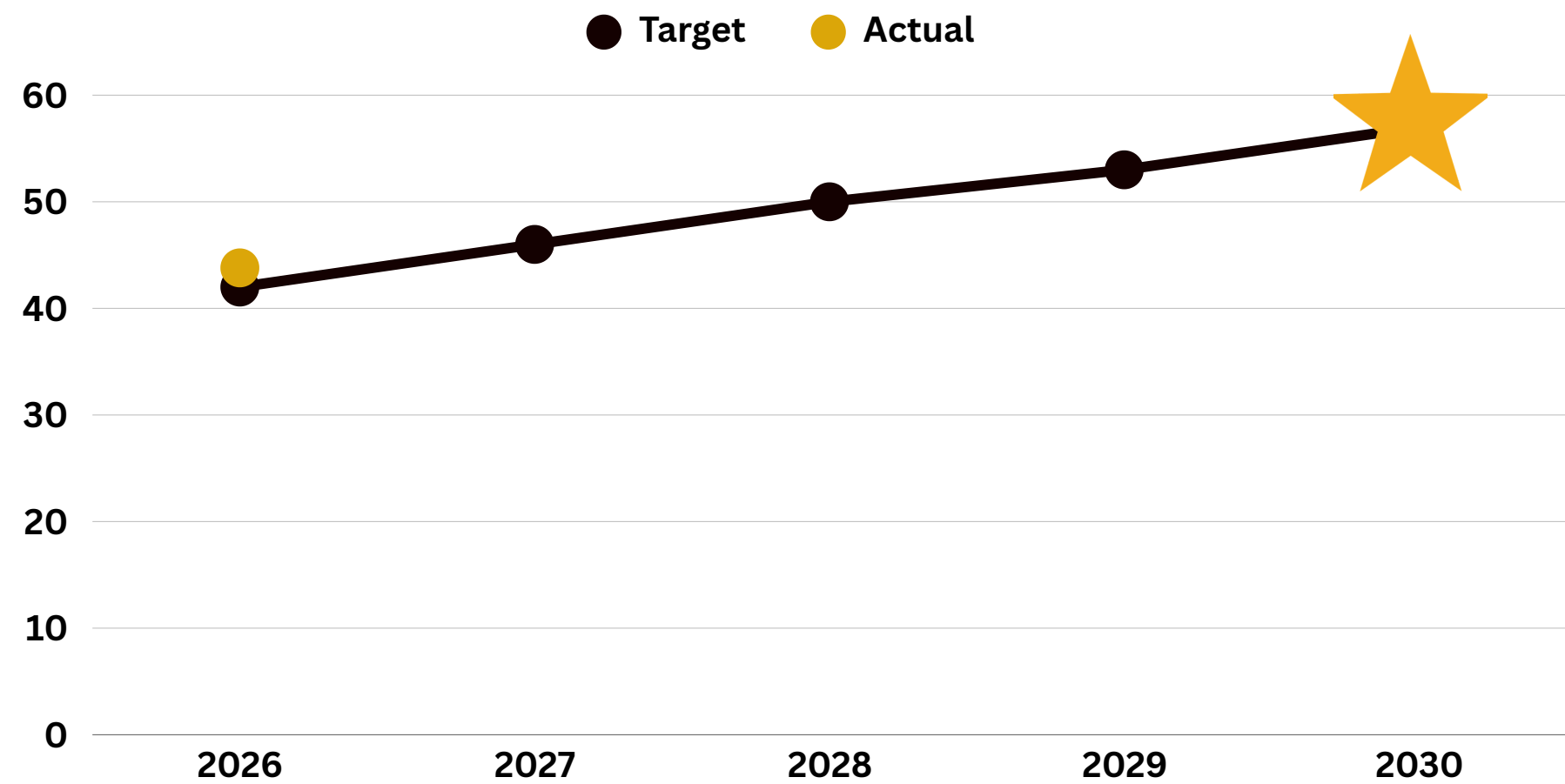
PROGRESS MONITORING

AUGUST 2026



GPM 5.2:The percentage of Sixth grade students meets or higher on the STAAR reading assessment will increase from 39% in May of 2025 to 57% by May of 2030.

GPM 5.2



	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	329	43.8%	42%	1.8%	Met 6 over
BLACK	240	46.7%	42%	4.7%	Met 11 over
HISPANIC	71	40.8%	42%	-1.2%	1
TOM	12	25.0%	42%	-17.0%	2
WHITE	*	*	*	*	*
SPED	55	16.4%	42%	-25.6%	14
ECODIS	223	37.7%	42%	-4.3%	10
EB	42	33.3%	42%	-8.7%	4

Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
43.8%	39.0%	42.0%

We met and surpassed the yearly target by May 2026.

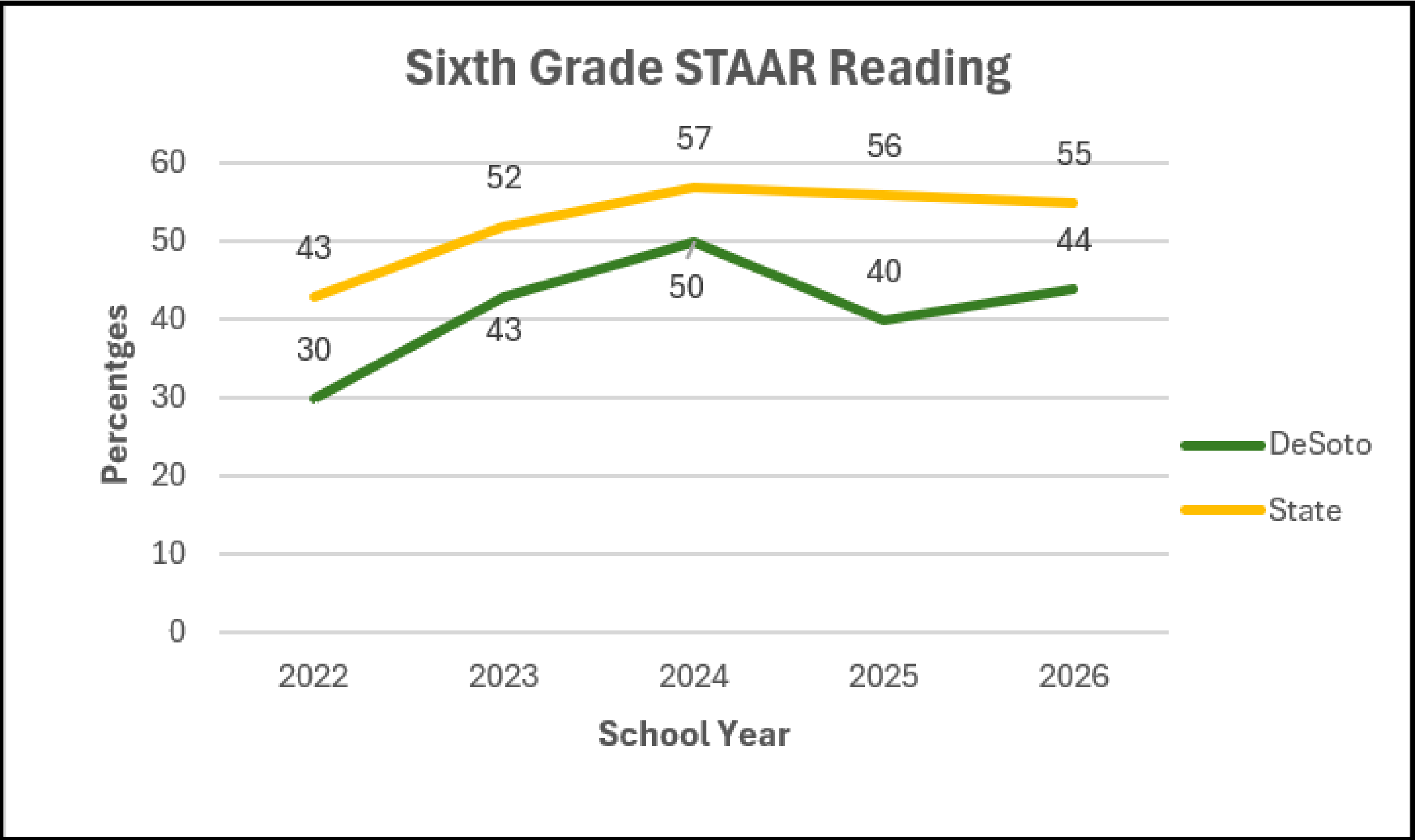
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PROGRESS MONITORING

AUGUST 2026



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SIXTH GRADE READING TREND COMPARISON

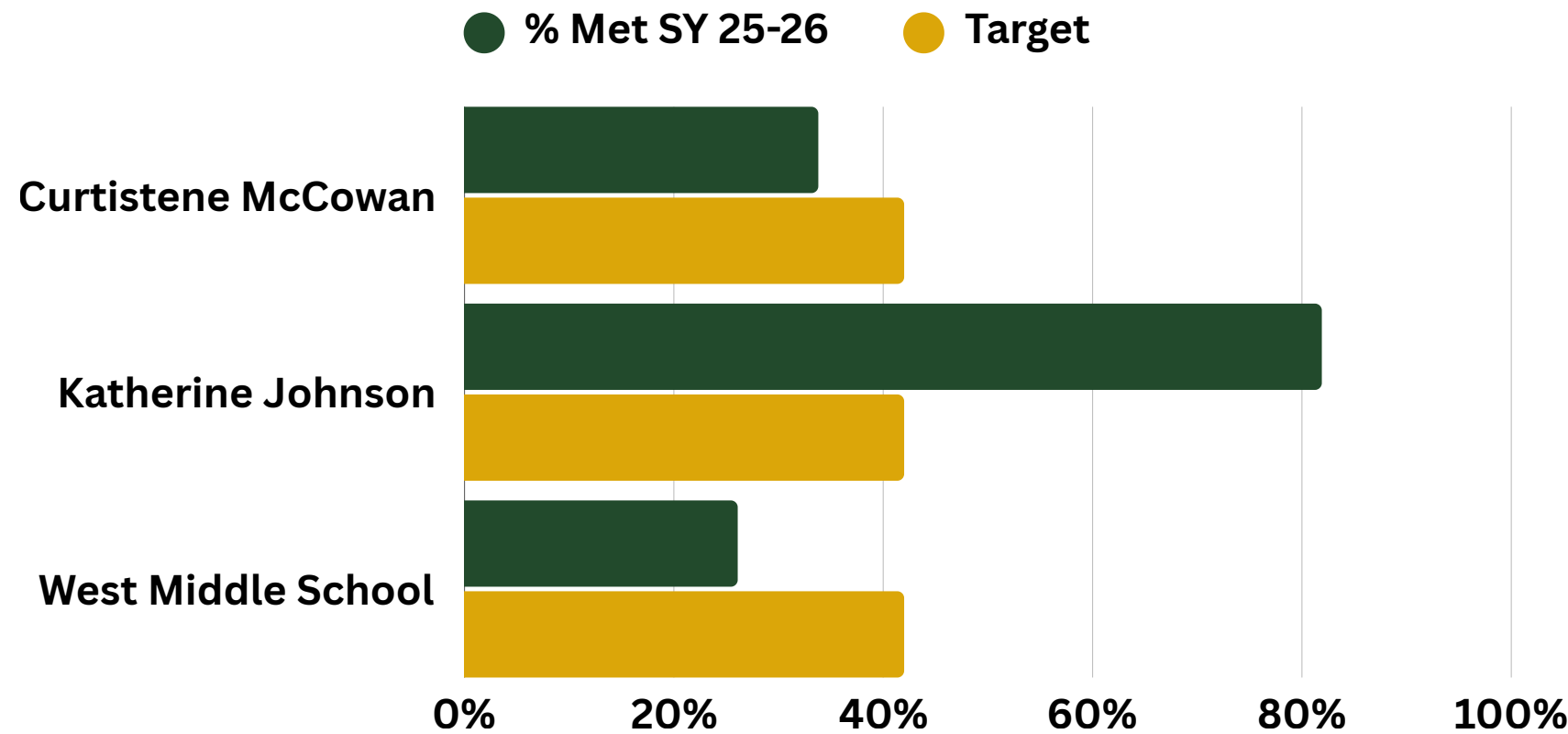
PROGRESS MONITORING

AUGUST 2026



GPM 5.2:The percentage of Sixth grade students meets or higher on the STAAR reading assessment will increase from 39% in May of 2025 to 57% by May of 2030.

GPM 5.2



SIXTH GRADE

Desoto ISD Reading STAAR

CAMPUS	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Curtistene McCowan	154	33.8%	42%	-8%	13
Katherine Johnson	83	81.9%	42%	40%	Met 33 over
West Middle School	92	26.1%	42%	-16%	15

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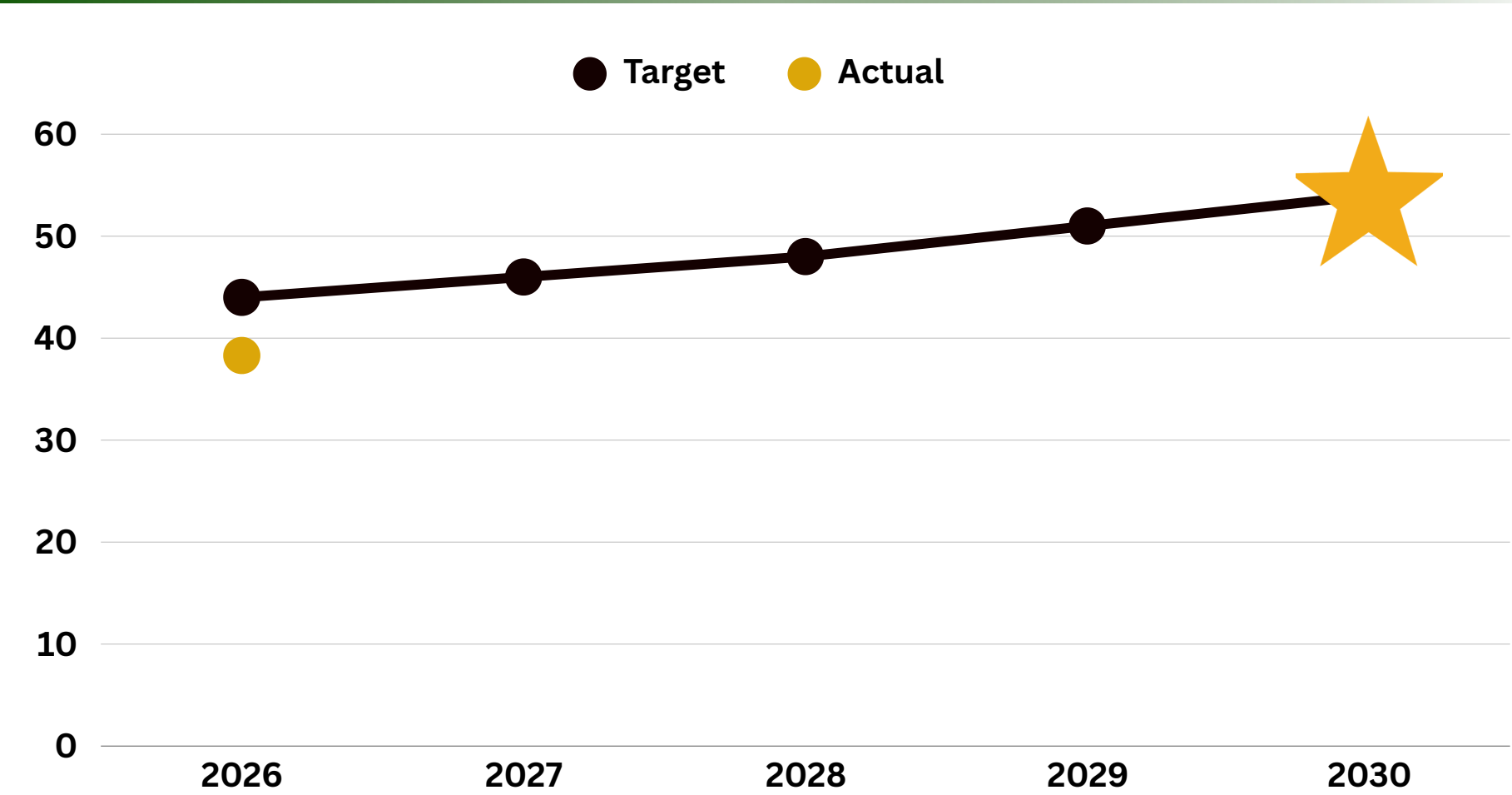
PROGRESS MONITORING

AUGUST 2026



GPM 5.3: The percentage of Seventh-grade students meets or higher on the STAAR reading assessment will increase from 42% in May of 2025 to 54% by May of 2030.

GPM 5.3



	25-26 STAAR Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
ALL	415	43.1%	44%	-0.9%	4
BLACK	289	42.6%	44%	-1.4%	4
HISPANIC	100	40.0%	44%	-4.0%	4
TOM	16	62.5%	44%	18.5%	Met 3 over
WHITE	*	*	*	*	*
SPED	64	7.8%	44%	-36.2%	23
ECODIS	282	37.6%	44%	-6.4%	18
EB	56	37.5%	44%	-6.50%	4

Progress		
25-26 EOY	25 STAAR	25-26 Annual Target
43.1%	42.0%	44.0%

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

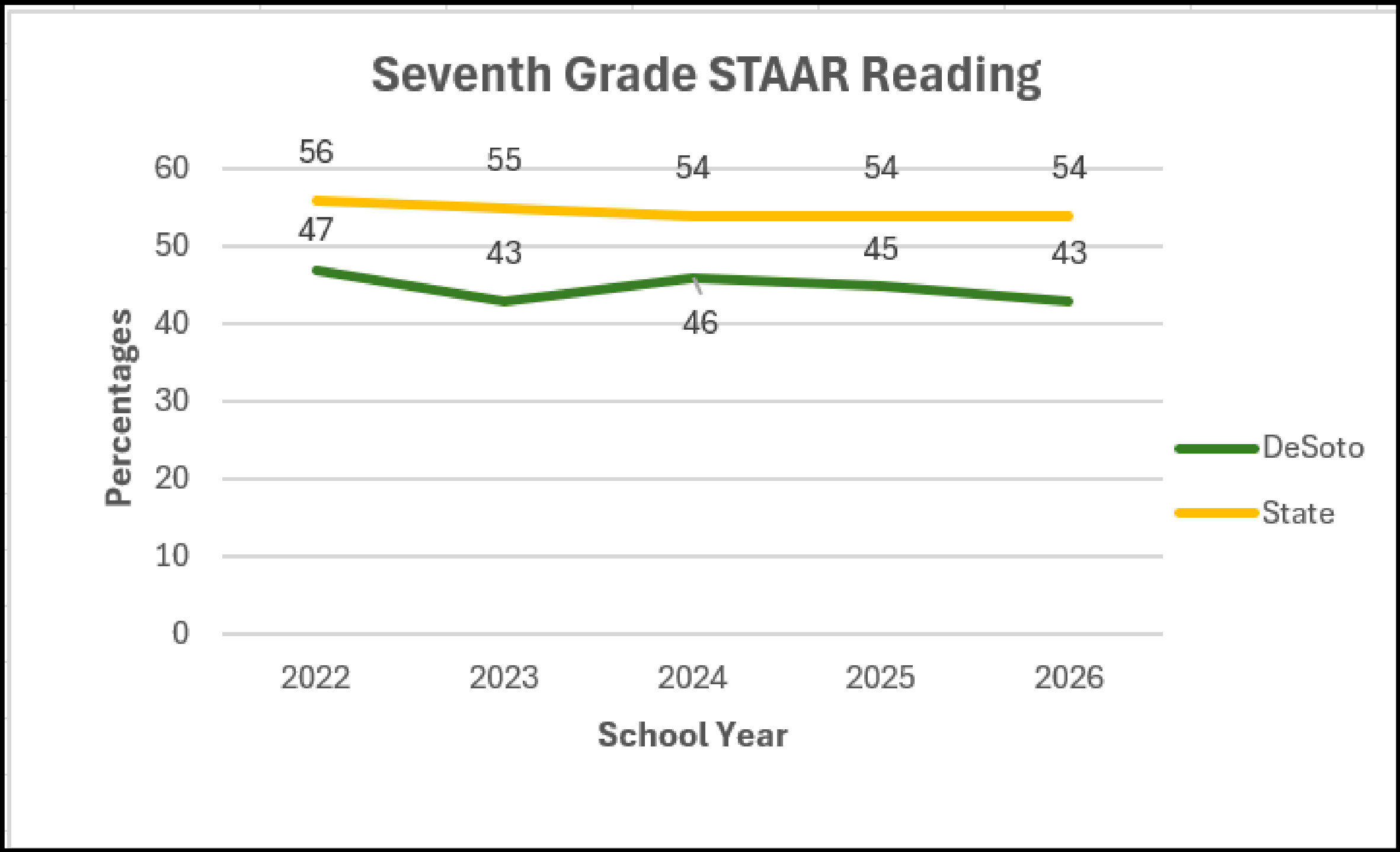
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PROGRESS MONITORING

AUGUST 2026



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SEVENTH GRADE READING TREND COMPARISON

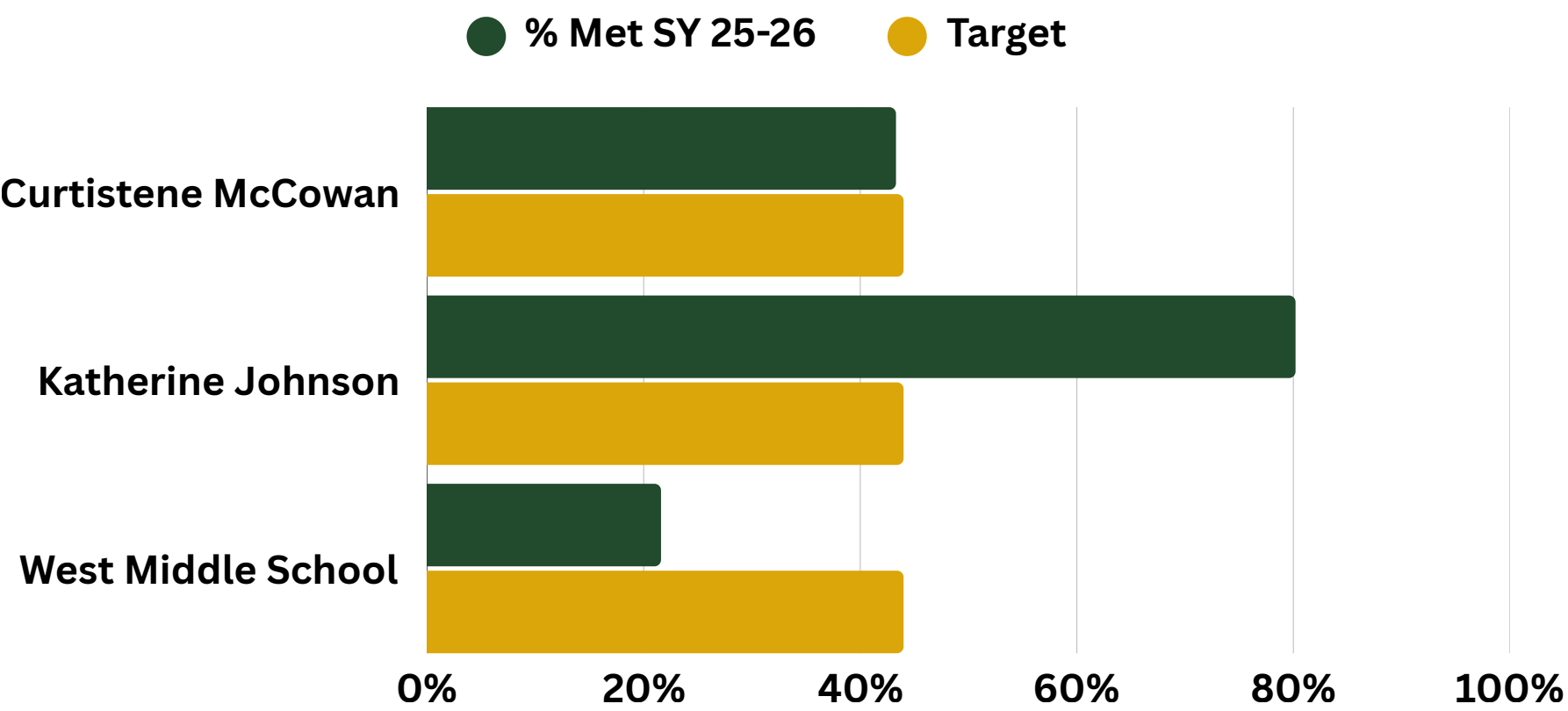
PROGRESS MONITORING

AUGUST 2026



GPM 5.3: The percentage of Seventh-grade students meets or higher on the STAAR reading assessment will increase from 42% in May of 2025 to 54% by May of 2030.

GPM 5.3



SEVENTH GRADE

Desoto ISD Reading STAAR

CAMPUS	25-26 Interim #1 (BOY)Total # of TESTED	25-26 EOY % of Student Met Target	25-26 Annual Target %	% Distance from Annual Target	# of Students Needed
Curtistene McCowan	194	43.3%	44%	-1%	1
Katherine Johnson	81	80.2%	44%	36%	Met 29 over
West Middle School	139	21.6%	44%	-22%	31

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

PROGRESS MONITORING

AUGUST 2026



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

Goal 5 - Eighth Grade STAAR Reading (includes GPM 5.1–5.3)

STRENGTHS

- **District:** Goal 5 (all Grade 8): the district comfortably exceeded target - 49.8% Meets vs. the 47% target (+2.8 pts, 11 students over), up from 45.0% the prior year.
- **District:** GPM 5.2 (Grade 6): the district also beat target - 43.8% vs. 42% (+1.8 pts, 6 students over).
- **Subgroups:** Black students (+3.0 pts above target) and the Two-or-More-Races subgroup (+17.3 pts above target) both exceeded target on Goal 5.
- **Campus:** Katherine Johnson - 87.5% on Goal 5 (29 students over target), 27 points above target on GPM 5.1, 40 points above target on GPM 5.2, and 36 points above target on GPM 5.3 - the strongest reading results in the district.
- **CMMS narrative:** Grade 8 Reading is McCowan's strongest regular-subject area - 74% Approaches, 46% Meets, 10% Masters - built on consistent, replicable routines the campus plans to carry into Grades 6-7.
- **District & CMMS narrative:** Grade 7 reading is essentially on pace with the Board's long-term trajectory: district-wide 43.1% vs. 44% target (only 0.9 pts off), and per CMMS, McCowan's Grade 7 sits at 43.3% vs. 44% target (only 1 point off).
- **WMS narrative:** On GPM 5.2 (Grade 6) and GPM 5.3 (Grade 7), WMS reports an established “foundation” of students at Meets, crediting existing PLC routines and formative-assessment practices as a base the campus can build on and use to identify near-Meets students for focused acceleration.
- **WRE narrative:** On GPM 5.1, WRE reports 50% Meets, 7 points above target, and credits scholars' use of individual data-tracking beginning on Day 1 - scholars track their own reading data, identify strengths and growth areas, and set attainable goals - alongside consistent use of scholar-level data across all performance bands.

PROGRESS MONITORING

AUGUST 2026



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

Goal 5 - Eighth Grade STAAR Reading (includes GPM 5.1–5.3)

AREAS OF OPPORTUNITY

- **District:** GPM 5.1 (Grade 5, 41.0% vs. 43% target, -2.0 pts, 7 students needed) and GPM 5.3 (Grade 7, 43.1% vs. 44% target, -0.9 pts, 4 students needed) both missed target, though narrowly.
- **District:** SPED students show the largest gaps of any subgroup on any goal in the August 2026 report: -29.1% on Goal 5, -23.4% on GPM 5.1, -25.6% on GPM 5.2, and -36.2% on GPM 5.3.
- **TME narrative:** On GPM 5.1, The Meadows reports a 13-point year-over-year decline in 5th-grade reading and attributes it to having only one reading teacher for the grade level, which limited opportunities for instructional collaboration and consistent small-group support.
- **Campus:** West Middle School is well below target across the board - Goal 5 (-16.4%, 20 students needed), GPM 5.2 (-16%, 15 needed), and GPM 5.3 (-22%, 31 needed) - the most significant campus-level gap in reading.
- **CMMS narrative:** Grade 6 Reading is McCowan's clearest opportunity: only 37% Meets, with 67 of 163 students not meeting grade level, and a whole-group writing gap affecting more than 85% of rising 7th and 8th graders - a pattern the campus describes as requiring a whole-classroom response rather than a pull-out fix.
- **CMMS narrative:** EB students are not progressing at the needed rate - only about a third moved forward on TELPAS per CMMS - consistent with the district-wide EB gap of -4.89% on Goal 5.
- **Subgroups:** ECODIS students are also slightly below target (-1.5% on Goal 5; -6.4% on GPM 5.3).
- **WMS narrative:** On both GPM 5.2 and GPM 5.3, WMS confirms performance remains below target and identifies the same core need: moving more students from Approaches to Meets through more consistent exposure to complex grade-level texts, evidence-based written responses, and higher-order questioning, with targeted support for “bubble” students and subgroups showing gaps.
- **WMS narrative:** WMS's shared reading action plan (GPM 5.1–5.3) centers on weekly common formative assessments and exit tickets, small-group WIN-time intervention for near-Meets students, after-school tutorials and STAAR Reading acceleration sessions, weekly PLC data meetings with reteach plans, walkthroughs focused on engagement and evidence-based responses, individual data trackers with biweekly data conferences, and family partnership on at-home literacy support.
- **Trend:** District Goal 5 performance (50%) still trails the state (57%), a 7-point gap.



Thank You!

