



LONE STAR GOVERNANCE MONTHLY MONITORING REPORT FEBRUARY 2023



Study Session B: Lone Star Governance Monthly Monitoring Report for February 2023

Priority 1: Focus on Student Success



Lone Star Governance Monitoring Calendar 2022-2023

Board Workshop Dates Board Meeting Dates YEAR 6 – 2022-2023	Student Outcome Goals Goal Progress Measures (GPM) Constraints and Board Self Evaluation
Board Workshop: September 6, 2022 Board Meeting: September 23, 2022	GPM 3.1 – Texas Success Initiative GPM 3.2 – Advanced Placement GPM 3.3 – Dual Course Credits GPM 3.4 – Industry-Based Certification
Board Workshop: October 4, 2022 Board Meeting: October 25, 2022	GPM 1.1 – Grades K Reading GPM 1.2 – Grade 1 Reading GPM 1.3 – Grade 2 Reading Board Quarterly Progress Tracker - (Q23)
Board Workshop: November 1, 2022 Board Meeting: November 15, 2022	GPM 2.1 – Grade K Math GPM 2.2 – Grade 1 Math GPM 2.3 – Grade 2 Math
Board Workshop: December 13, 2022 Board Meeting: None	CPM 2.1 – Professional Learning CPM 3.1 – Teacher Turnover Rate
Board Workshop: None Board Meeting: January 17, 2023	GPM 3.1 – Texas Success Initiative GPM 3.2 – Advanced Placement GPM 3.3 – Dual Course Credits GPM 3.4 – Industry-Based Certification Board Quarterly Progress Tracker - (Q24) Superintendent Annual Evaluation
Board Workshop: February 7, 2023 Board Meeting: February 21, 2023	GPM 1.1 – Grades K Reading GPM 1.2 – Grade 1 Reading GPM 1.3 – Grade 2 Reading
Board Workshop: None Board Meeting: March 28, 2023	GPM 2.1 – Grade K Math GPM 2.2 – Grade 1 Math GPM 2.3 – Grade 2 Math

Intended Learning Outcomes



LSG Goal 1: 3rd
Grade STAAR

- The percentage of students in grade 3 who score at "meets" or above on STAAR Reading will increase from 26 percent to 60 percent by June 2027 (Baseline Grade 3 STAAR Reading measure)

GPM 1.1: Grade
K Reading

- The percentage of students in kindergarten who score on or above grade level on a reading diagnostic assessment will increase from 36 percent to 52 percent by June 2027 (Baseline end of year reading measure June 2022).

GPM 1.2: Grade
1 Reading

- The percentage of students in grade 1 who score on or above grade level on a reading diagnostic assessment will increase from 35 percent to 61 percent by June 2027 (Baseline end of year reading measure June 2022).

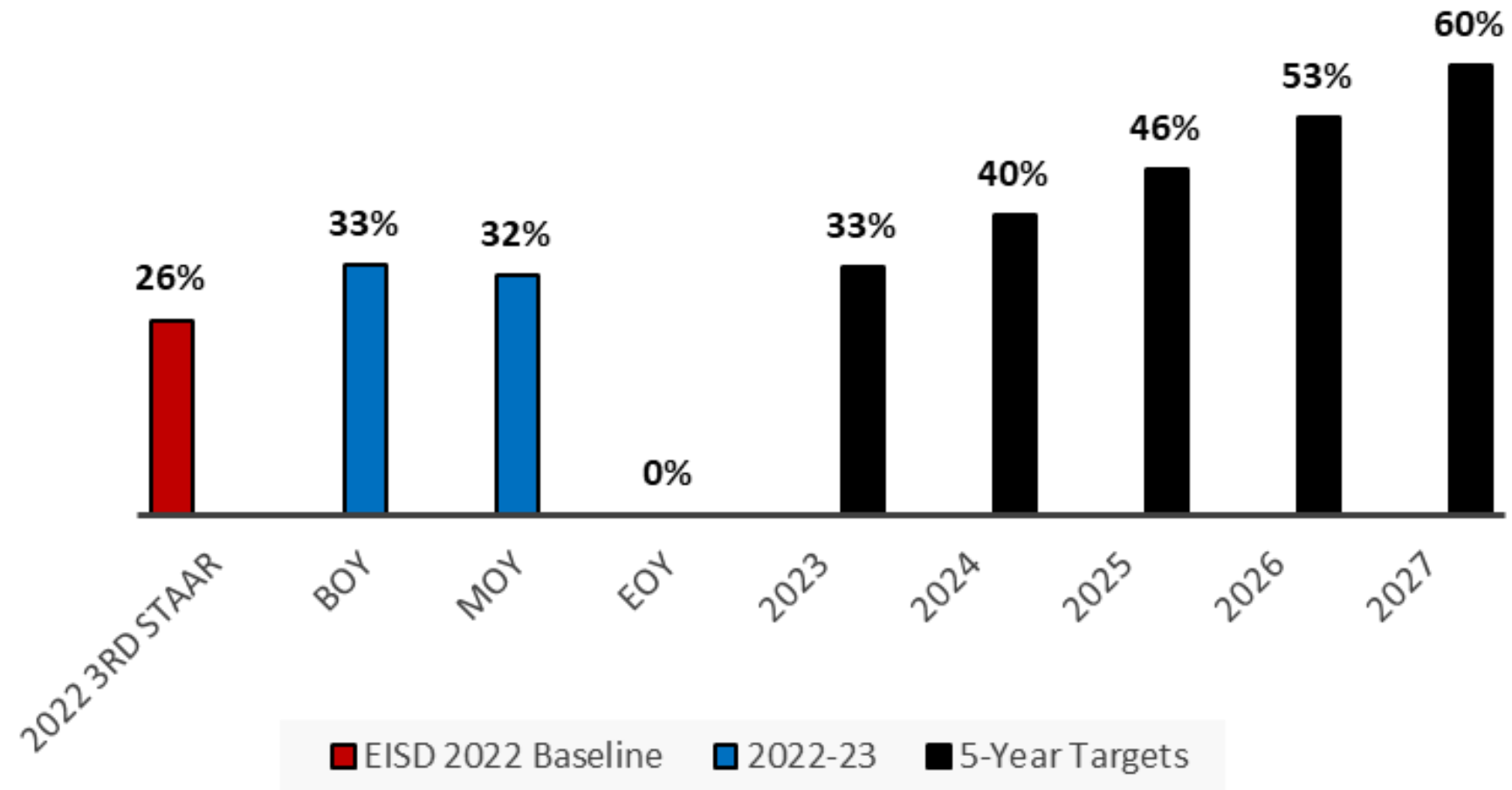
GMP 1.3: Grade
2 Reading

- The percentage of students in grade 2 who score on or above grade level on a reading diagnostic assessment will increase from 29 percent to 55 percent by June 2027 (Baseline end of year reading measure June 2022).



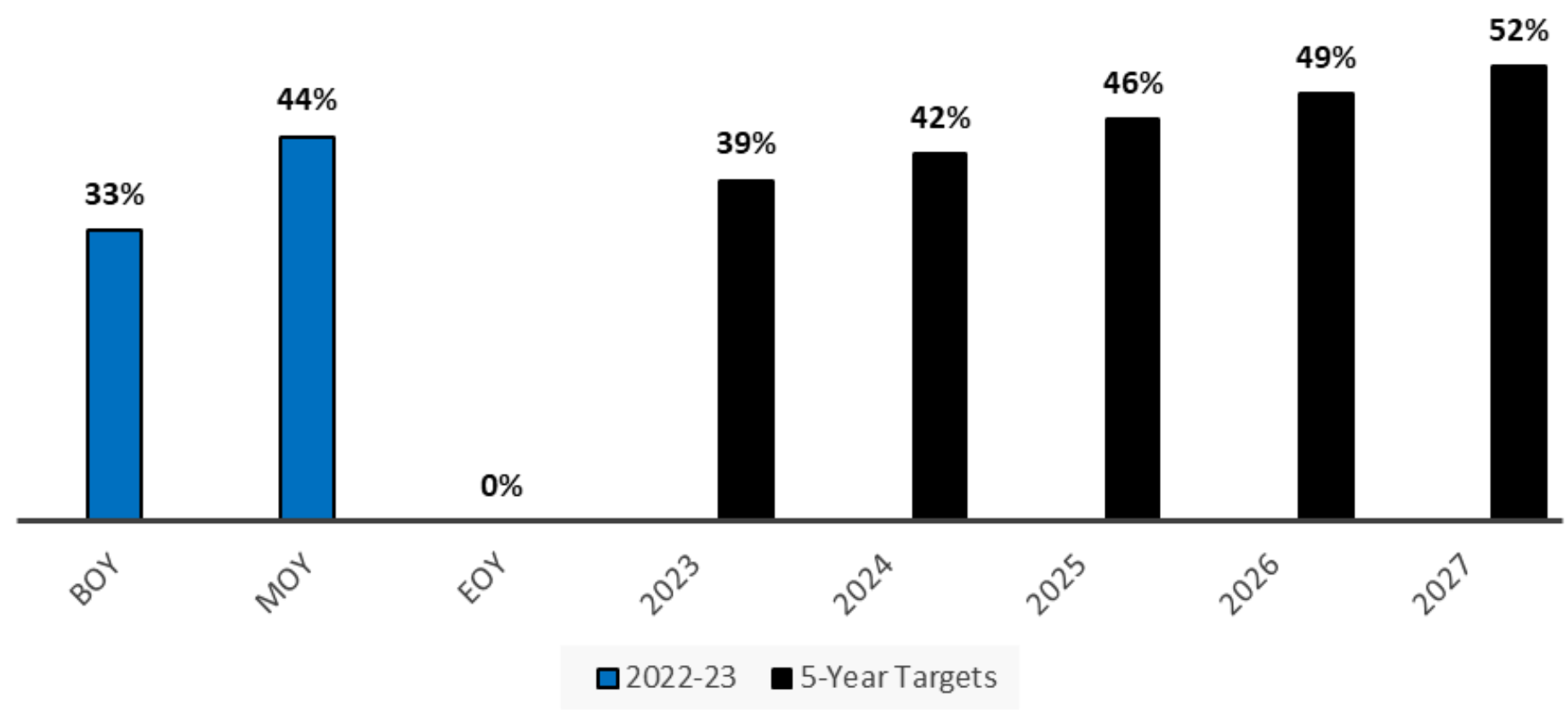
Goal 1: The percentage of students in grade 3 who score at "meets" or above on STAAR Reading will increase from 26 percent to 60 percent by June 2027 (Baseline Grade 3 STAAR Reading measure June 2022).

Goal 1: Grade 3 STAAR Reading



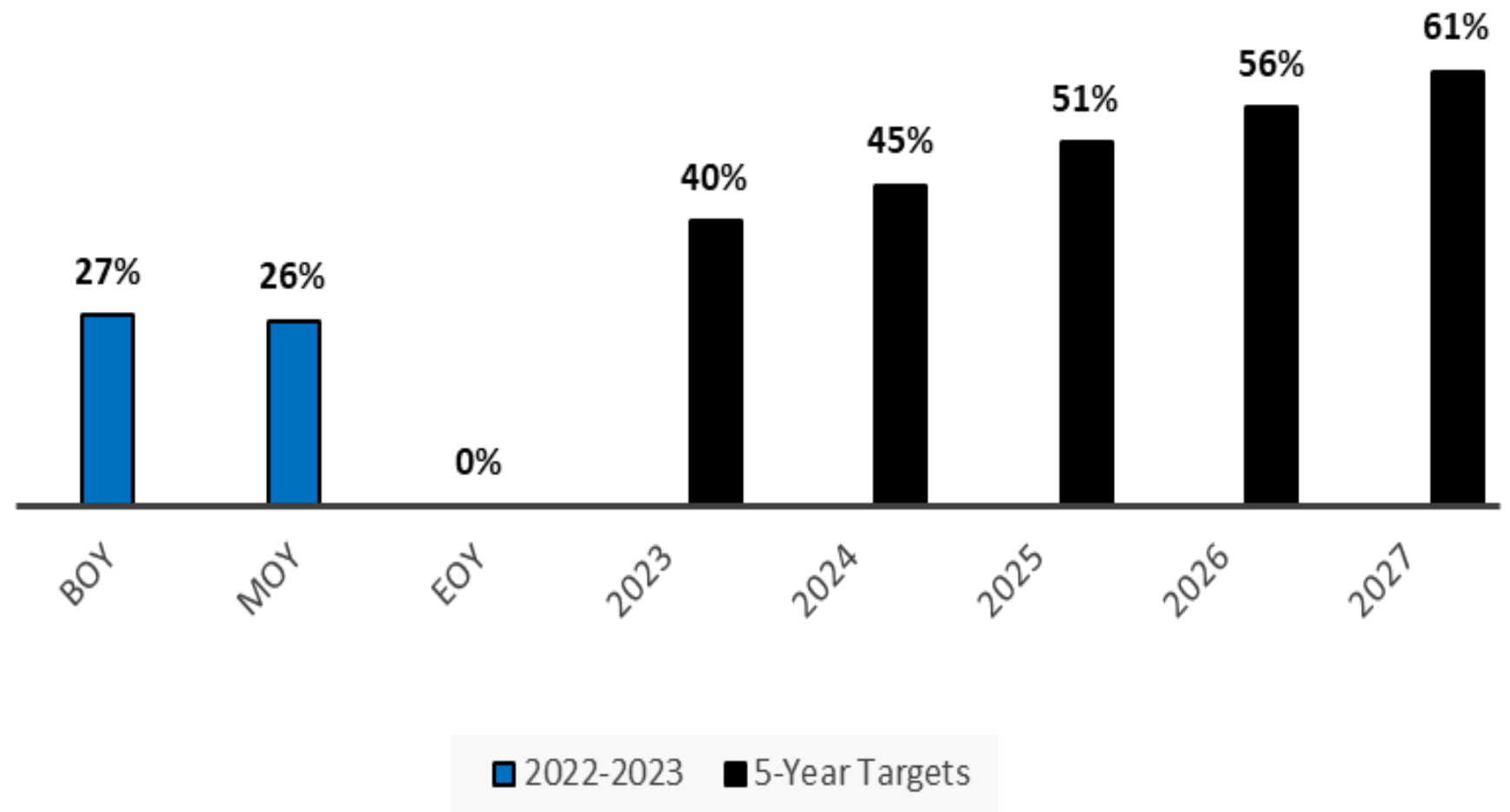
Goal Progress Measure 1.1 - The percentage of students in kindergarten who score on or above grade level on a reading diagnostic assessment will increase from 36 percent to 52 percent by June 2027 (Baseline end of year reading measure June 2022).

GPM 1.1: Kindergarten Reading



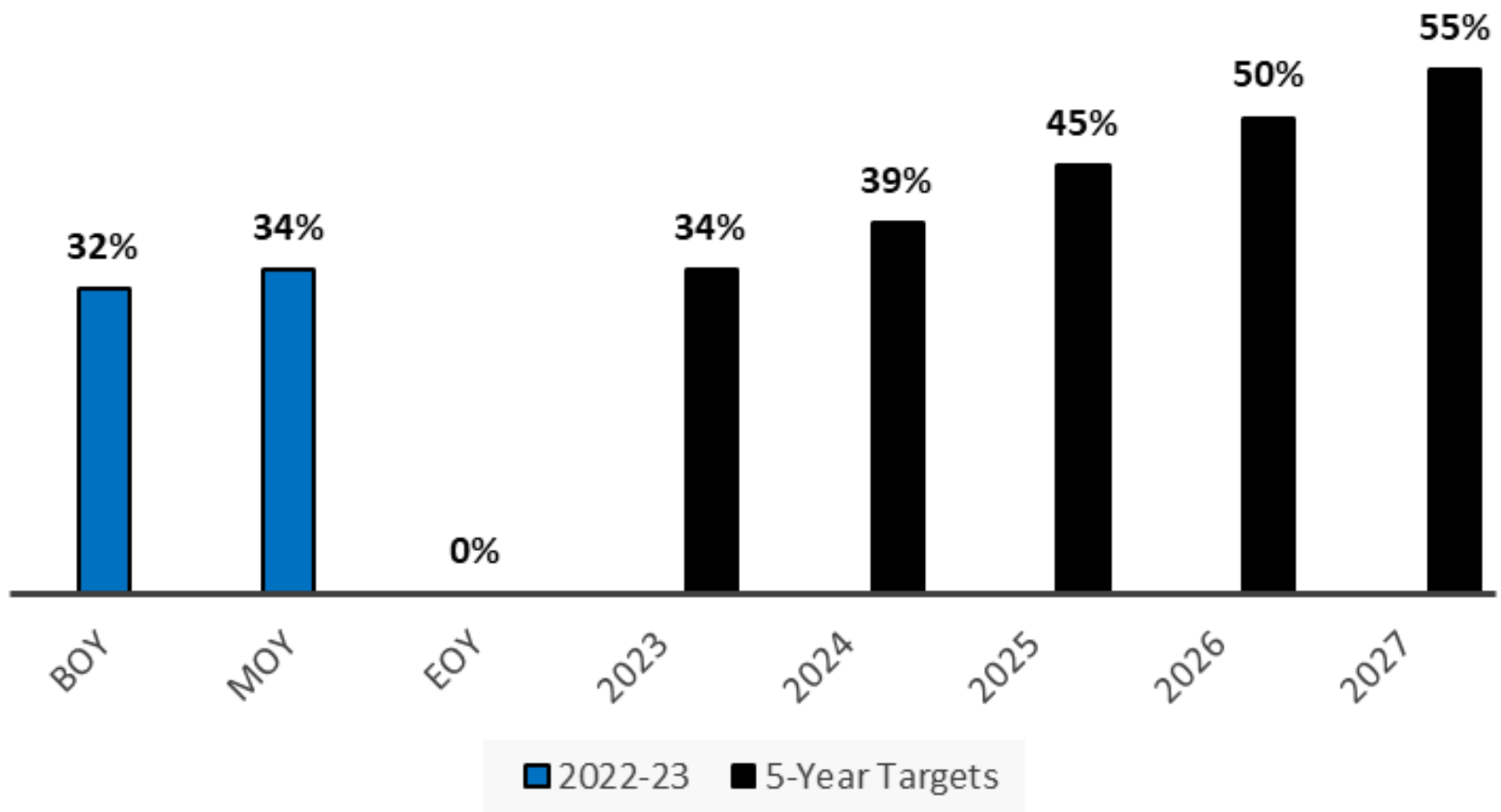
Goal Progress Measure 1.2 - The percentage of students in grade 1 who score on or above grade level on a reading diagnostic assessment will increase from 36 percent by June 2027 (Baseline end of year reading measure June 2022).

GPM 1.2: Grade 1 Reading



Goal Progress Measure 1.3 - The percentage of students in grade 2 who score on or above grade level on a reading diagnostic assessment will increase from 35 percent to 61 percent by June 2027 (Baseline end of year reading measure June 2022).

GPM 1.3: Grade 2 Reading



Superintendent's Evaluation



Model

Proficient

Monitor ✓

Develop

Intervene

LSG Updates - February



Reinforcements

- Focus on Foundational Skills Routines using Heggerty & HMH
- Monitor implementation of small group instruction using mClass and iStation interventions
- Admin focus on walks to ensure consistent instruction

Refinements

- Coaching cycles focused on priority grades 1 & 3 - 2 week cycles
- ICs supporting Tier 1 instruction in vacancies and/or teacher absences
- Teacher models for those who are showing minimal growth

Any
Questions
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Thank
You!