

**LONE STAR GOVERNANCE
MONTHLY MONITORING REPORT
MARCH 2023**



Intended Learning Outcomes

Goal Progress Measure 2.1 - The percentage of students in kindergarten meeting the on-grade level standard on a mathematics diagnostic assessment will increase from 19 percent to 50 percent by June 2027 (Baseline end of year mathematics measure June 2022).

Goal Progress Measure 2.2- The percentage of students in grade 1 meeting the on-grade level standard on a mathematics diagnostic assessment will increase from 6 percent to 50 percent by June 2027 (Baseline end of year mathematics measure June 2022).

- Goal Progress Measure 2.3-The percentage of students in grade 2 meeting the grade level standard on a mathematics diagnostic assessment will increase from 8 percent to 50 percent by June 2027 (Baseline end of year mathematics measure June 2022).

Goal 2: The percentage of students in grade 3 who score at “meets” or above on STAAR Mathematics will increase from 20 percent to 50 percent by June 2027 (Baseline Grade 3 STAAR Mathematics measure June 2022).



5. Presentation/Discussions: A. Lone Star Governance Monthly Monitoring Report for March 2023
Priority 1: Focus on Student Success

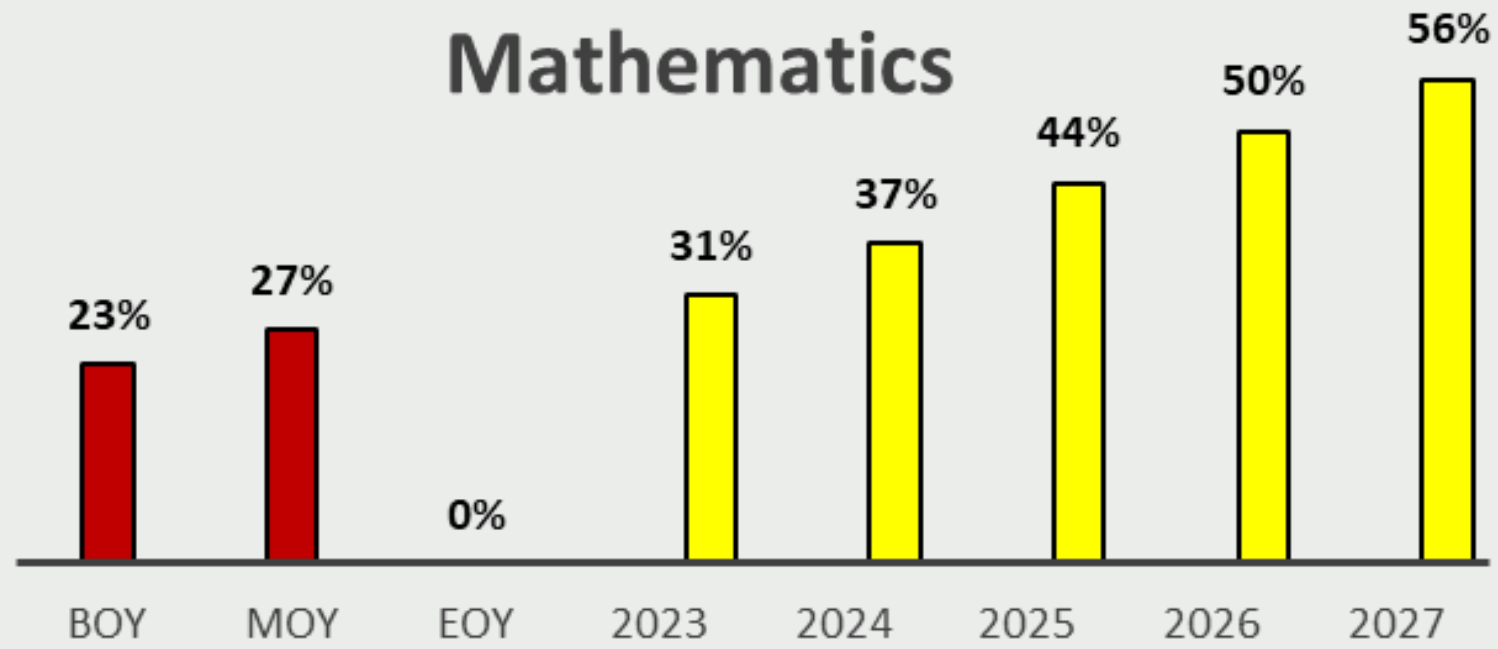


Lone Star Governance Monitoring Calendar 2022-2023

Board Workshop Dates Board Meeting Dates YEAR 6 – 2022-2023	Student Outcome Goals Goal Progress Measures (GPM) Constraints and Board Self Evaluation
Board Workshop: None Board Meeting: March 28, 2023	GPM 2.1 – Grade K Math GPM 2.2 – Grade 1 Math GPM 2.3 – Grade 2 Math

Goal Progress Measure 2.1 - The percentage of students in kindergarten meeting the on-grade level standard on a mathematics diagnostic assessment will increase from 19 percent to 50 percent by June 2027 (Baseline end of year mathematics measure June 2022).

GPM 2.1: Kindergarten Mathematics



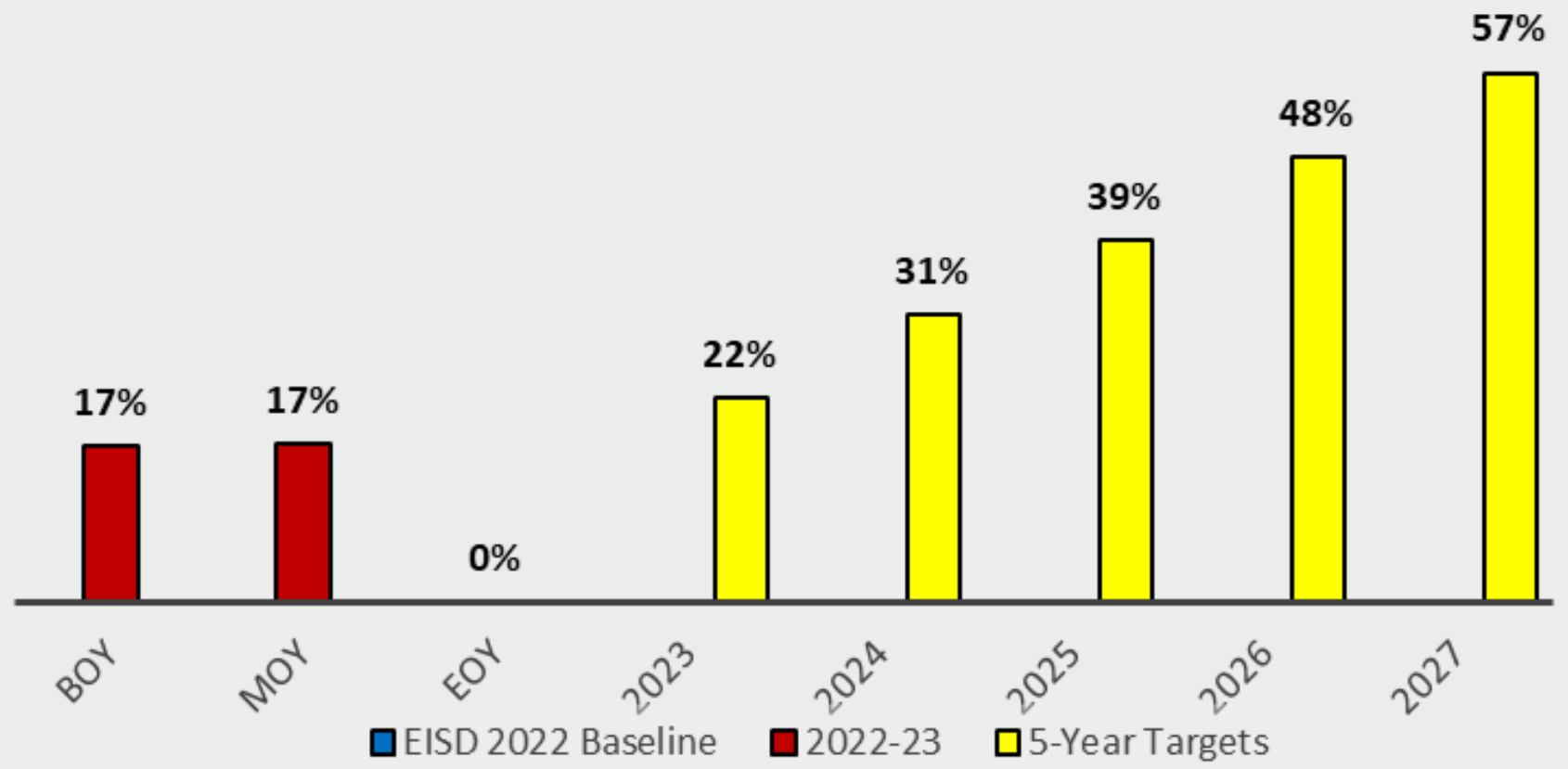
■ EISD 2022 Baseline ■ 2022-2023 ■ 5-Year Targets



Goal Progress Measure 2.2 - The percentage of students in grade 1 meeting the on-grade level standard on a mathematics diagnostic assessment will increase from 6 percent to 50 percent by June 2027 (Baseline end of year mathematics measure June 2022).

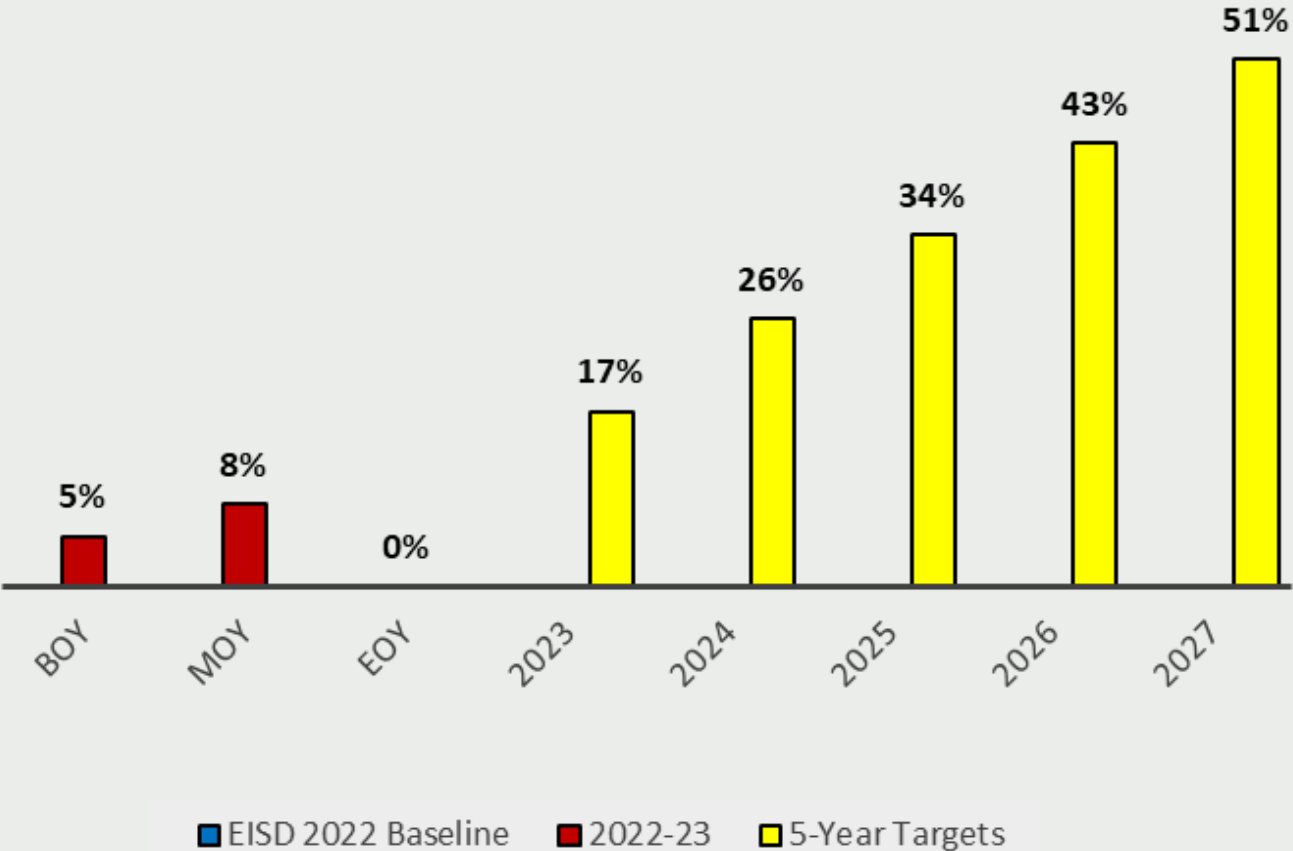


GPM 2.2: Grade 1 Mathematics



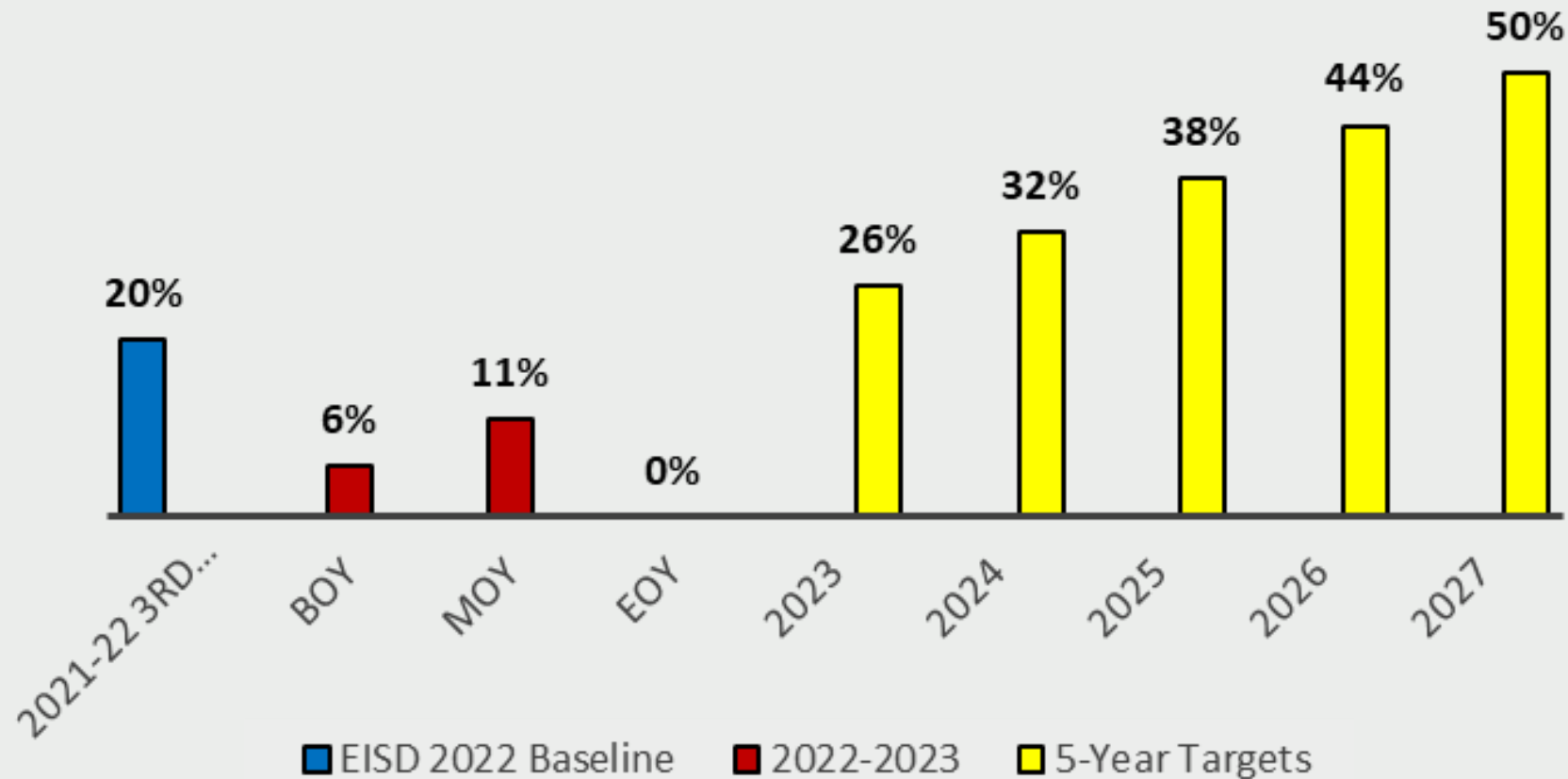
Goal Progress Measure 2.3 -The percentage of students in grade 2 meeting the grade level standard on a mathematics diagnostic assessment will increase from 8 percent to 50 percent by June 2027 (Baseline end of year mathematics measure June 2022).

GPM 2.3: Grade 2 Mathematics



Goal 2: The percentage of students in grade 3 who score at “meets” or above on STAAR Mathematics will increase from 20 percent to 50 percent by June 2027 (Baseline Grade 3 STAAR Mathematics measure June 2022).

Goal 2: Grade 3 STAAR Mathematics



Superintendent's Evaluation



Model
Proficient
Monitor ✓
Develop
Intervene

LSG Updates - Math



Reinforcements

- Focus on Math Foundational Skills Routines using Hand2Mind
- Monitor implementation of small group instruction using UPSE and Math Flow Chart interventions
- Admin focus on walks to ensure consistent small group intervention

Refinements

- Coaching cycles focused on priority grades 2 & 3 - 2 week cycles
- Instructional Coaches continue supporting Tier 1 instruction across the district

Elementary Math Instructional Resources Flow Chart



Instruction

Tier 1 Curriculum

STEM Scopes (Gr K-5) – lessons and practice are used from this resource as specified in the curriculum documents. Scope and Sequence is provided.

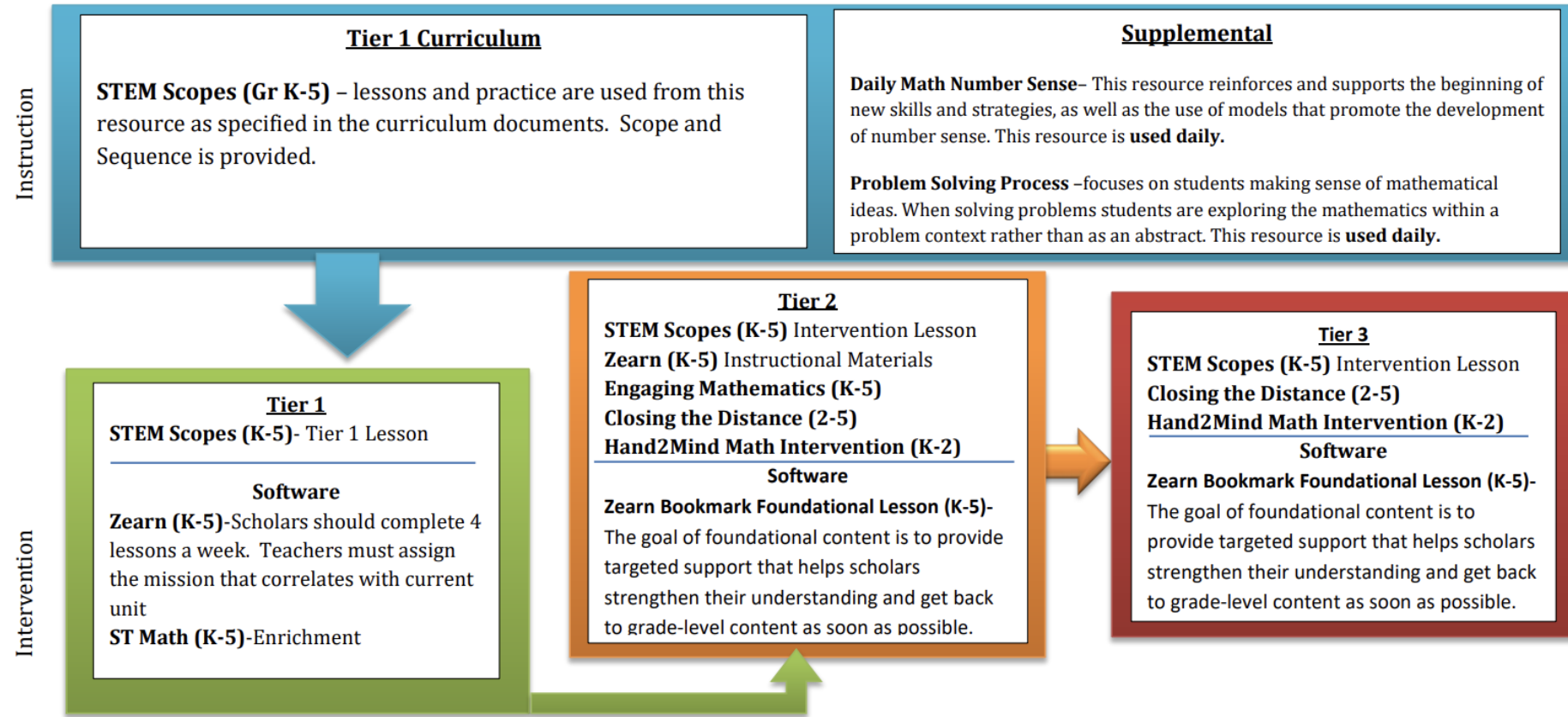
Supplemental

Daily Math Number Sense– This resource reinforces and supports the beginning of new skills and strategies, as well as the use of models that promote the development of number sense. This resource is **used daily**.

Problem Solving Process –focuses on students making sense of mathematical ideas. When solving problems students are exploring the mathematics within a problem context rather than as an abstract. This resource is **used daily**.



Elementary Math Instructional Resources Flow Chart



STAAR Review and Practice (3-5)

- Fast Focus
- Teach Transform

*Interventions should be determined in response to data from MAP, District Based Assessment (DBA), and STAAR Interim Assessment. Instructional resources and intervention lessons should be prepared according to the standard or set of related standards the student needs additional support on.

**For Kindergarten and 1st grade the resources available are STEM Scopes, Engaging Mathematics, and Hand2Mind Intervention. STEM Scopes can also be used for intervention. Software resources include Zearn, and Zearn Bookmark Foundational Lessons.

** 2nd – 5th grade resources include STEM Scopes, Engaging Mathematics, and Closing the Distance. Software resources include Zearn, and Zearn Bookmark Foundational Lessons.

- STAAR Resources and additional intervention resources for grades 3-5 include Fast Focus, Teach Transform, and Closing the Distance.

Note: Some resources are listed for more than one Tier. Teachers should ensure that the duration, frequency, and skills are adjusted based on the Tier and student need.

ELEMENTARY MATH USPE

3 Reads with UPSE-Elementary Problem-Solving Process

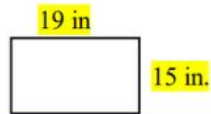
1

Read to understand the story (1st read).

UNDERSTAND/ANALYZE

1. *Read* the problem to understand the math (2nd read).
2. **Identify the question and think about what it is asking. ***
3. **Determine what important information is needed.**

Ex. Adam has 60 inches of ribbon. He wants to use the ribbon to make a border around the perimeter of a rectangular picture



Does Adam have enough ribbon to make a border around this picture?

3

SOLVE

1. Use your plan and data to solve.
2. Write an appropriate equation for the situation.
3. Write your solution with units if applicable.

Ex. Is $P = 60$ or $P < 60$?

$$\begin{aligned}P &= 2l + 2w \\P &= 2 \times 19 + 2 \times 15 \\P &= (38) + (30) \\P &= 68 \text{ inches}\end{aligned}$$

No, because P is not = 60 and P is not less than 60. $P > 60$

2

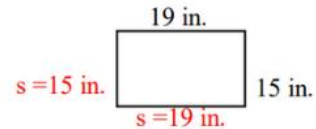
PLAN

1. *Read* the problem to create a plan (3rd read).
2. Record the information needed to solve the problem.
3. Draw a picture or diagram of the situation and label all parts.

Ex. Ribbon = 60 inches

To have enough ribbon, the perimeter must be equal to or less than 60 inches.

$$P=60 \text{ or } P<60$$



$$P = 2l + 2w \text{ or } P = s + s + s + s$$

4

EVALUATE/JUSTIFY

1. Justify your solution by checking your math.
2. **Did you answer the question? ***
3. Is your answer reasonable?

Ex. Verify computation $P=68$

$$\begin{aligned}P &= s + s + s + s \\19 + 19 + 15 + 15 &= 68 \\(19 + 19) + (15 + 15) &= 68 \\38 + 30 &= 68\end{aligned}$$

$68 > 60$ So the perimeter of the frame is greater than the piece of ribbon.

No, Adam does not have enough ribbon to make a border around the perimeter of the rectangular picture. ✓

Any
Questions
???



Thank
You!