



LONE STAR GOVERNANCE

Locally Supported Growth

Continuous Improvement for Governing Teams

Participant Manual

Participant Name: _____

Workshop Date: _____



















Acknowledgements

The work of locally supporting the growth of governance teams across the State of Texas could not happen without the dedication and willingness of the LSG Coaches. Thank you for your work!

Rick Alvarado
Patricia Arvanitis
Kara Belew
Wayne Blount
John Conley
Jeff Cottrill
AJ Crabill
Dee Ann Drummond-Estlack
Laurie Elliott
Drew Howard
Monica Jaloma

Stephanie Kucera
Dale Latham
Larry Lee
Larry D Lewis
Delic Loyde
Linda McAnelly
Robby McGowen
Marcia McMahan
Charlene Simpson
Nicole Smith
Ed Vara

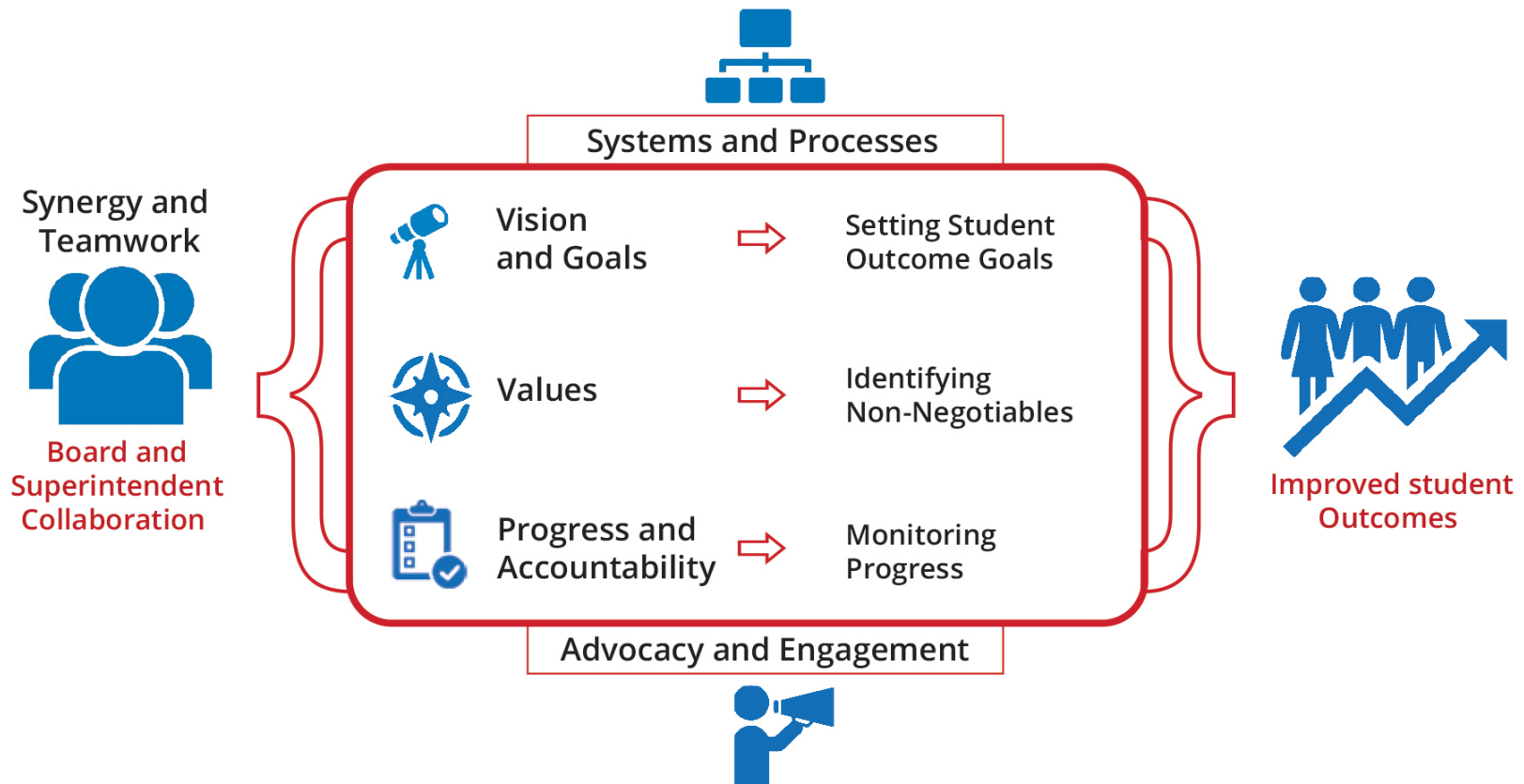
Table of Contents

	LSG Purpose	4		Time Use Tracker	30
	Research & References	5		Staff Use Tracker Example	31
	Legal Notice	7		Board Agenda Examples	32
	LSG Details	8		Monitoring Calendar Example	34
	Participant Notes	9		Monitoring Report Example	35
	LSG Integrity Instrument	15		Superintendent Eval Example	36
	Quarterly Progress Tracker	25		Glossary	37
	Goal & Constraint Examples	26		Integrity Commitment Letters	41
	Theories of Action Example	28		Workshop Evaluation	43

Lone Star Governance Purpose

The purpose of Lone Star Governance is to provide coaching and support, through a continuous improvement framework, for school governing teams (Boards in collaboration with their Superintendents) that choose and commit to intensively focus on the objective to improve student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision & Goals, Progress & Accountability, Systems & Processes, Advocacy & Engagement and Synergy & Teamwork. In addition to the primary focus on improving student outcomes, Lone Star Governance provides systems for governing legal and fiscal responsibilities.

School Board Behaviors That Improve Student Outcomes



Research & Reference Materials

Lone Star Governance Materials

LSG Participant Manual, <http://tea.texas.gov/lsg/>

LSG Templates, <https://drive.google.com/open?id=1tbWPPUary7lzyTEJyTCCq6mdN1xonQ> .

Research Studies & Articles

The Relationship Between School Board Governance Behaviors and Student Achievement, Ivan J. Lorentzen

<https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2406&context=etd>

School District Leadership That Works, J. Timothy Waters & Robert J. Marzano

https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/4005rr_superintendent_leadership.pdf

The Impact of School Board Governance on Academic Achievement in Diverse States, Michael Ford

<https://dc.uwm.edu/cgi/viewcontent.cgi?article=1334&context=etd>

The Role of School Boards in Improving Student Achievement, Washington State School Directors' Association

<https://files.eric.ed.gov/fulltext/ED521566.pdf>

Eight Characteristics of Effective School Boards, Center for Public Education

https://www.nyssba.org/clientuploads/nyssba_pdf/Events/nsbma-buffalo-07152016/Eight-characteristics-of-effective-school-boards_-full-report.pdf

Does School Board Leadership Matter?, Arnold F. Shober & Michael T. Hartney

<https://fordhaminstitute.org/national/research/does-school-board-leadership-matter>

The Governance Factor: A Predictive Study of School Board Influence on Student Achievement in Texas Public Schools, Marc Puig

<http://umhblibrary.contentdm.oclc.org/cdm/ref/collection/p16668coll9/id/1197>

The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement, The Iowa Association of School Boards

https://pdfs.semanticscholar.org/1a17/5f1a9c65712a0de98ef80480668036b06be9.pdf?_ga=2.40299559.401498268.1574903128-2028656576.1574903128

School Board Governance and Student Achievement: School Board Members' Perceptions of Their Behaviors and Beliefs, Bobbie Plough <https://files.eric.ed.gov/fulltext/EJ1028871.pdf>

School Boards and Student Achievement: The Relationship between Previously Identified School Board Characteristics and Improved Student Learning, Jonathon Holmen https://digitalcommons.spu.edu/cgi/viewcontent.cgi?&article=1013&context=soe_etd

Pennsylvania Public School Board Effectiveness: Does It Influence Student Performance?, Aiko Maurer

https://pdfs.semanticscholar.org/26c1/4ec04b28874ad2676e8056f4d22721adf3b9.pdf?_ga=2.179077734.334774726.1581705918-1784715400.1581705918

Roles and Responsibilities of Local School Board Members in Relation to Student Achievement, Mary Delagardelle

<https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2504&context=rtcd>

Research & Reference Materials

Recommended Books

Improving School Board Effectiveness- Thomas L. Alsbury & Phil Gore

What School Boards Can Do- Donald R. McAdams

The 4 Disciplines of Execution- Chris McChesney, Sean Covey, & Jim Huling

The Future of School Board Governance- Thomas L. Alsbury

Boards That Make A Difference- John Carver

Good To Great & Great by Choice- Jim Collins

Start with Why & The Infinite Game- Simon Sinek

The Fifth Discipline- Peter M. Senge

Influencer- Joseph Grenny, Kerry Patterson, David Maxfield, Ron McMillan, & Al Switzler

The Power of Habit & Smarter, Better, Faster- Charles Duhigg

Switch: How to Change Things When Change is Hard- Dan & Chip Heath

School Board Training

Framework for School Board Development, http://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training/Framework_for_School_Board_Development/

State Board Of Education Rules, <http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61a.html>

HB 3 Board Adopted Plans & Goals, <http://www.tea.texas.gov/hb3>

Board Training Requirements & Training Providers, https://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training

State Accountability (TEKS, STAAR, A–F)

Texas Essential Knowledge & Skills, <http://tea.texas.gov/curriculum/teks/>

TEKS Resource System, [http://www.tcmpec.org/uploads/TCMPC_TEKS_Resource_System_Component_Chart_\(revised_06.2016\).pdf](http://www.tcmpec.org/uploads/TCMPC_TEKS_Resource_System_Component_Chart_(revised_06.2016).pdf)

Student Assessment Overview, https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview

STAAR Report Card Overview, <https://www.youtube.com/watch?v=IIDGrnLW3ok>

STAAR Technical Report, <https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769804117&libID=25769804117>

STAAR Vertical Scale Technical Report, <https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806053&libID=25769806056>

STAAR Performance Standards, <https://tea.texas.gov/student.assessment/staar/performance-standards/>

Student Portal, <http://www.texasassessment.com>

A-F Resources, Overview, and Information, <http://www.tea.texas.gov/a-f/>

Legal Notice

Regional LSG Workshops

Section 551.001(4)(B) of the Texas Government Code permits School Boards to participate in regional workshops held outside the governmental body's jurisdiction if the members do not take final action or deliberate regarding public business. Therefore, although board members are encouraged to ask questions during this workshop, the questions must be limited to clarification of the content of the workshop, not an attempt to obtain guidance or legal advice regarding circumstances specific to pending or future board matters.



Board Members are cautioned not to discuss anything that could be construed as deliberation of a current or future board action item on the ride to and from the workshop or over meals. Attendance at this workshop does not relieve board members of their responsibility to ensure compliance with the Open Meetings Act.



Regional LSG Workshops are posted on the TEA website: <https://www.TEA.Texas.gov/LSG>.

Local LSG Workshops

Workshops conducted for a single School Board involving a quorum of the Members must be posted as a board meeting under the Open Meeting Act according to Texas Government Code § 551.041, be posted expressly for the delivery of board member continuing education according to 19 Texas Administrative Code §61.1(e), be open to the public according to Texas Government Code § 551.002, and take place within the boundaries of the district according to the Texas Education Code § 26.007.



For additional guidance regarding the Open Meetings Act, please consult the Open Meetings Handbook from the Office of the Attorney General at https://www.texasattorneygeneral.gov/sites/default/files/2018-06/OMA_handbook_2018.pdf and/or contact your Board's legal counsel.

LSG Details



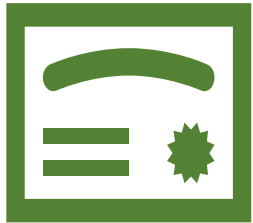
LSG Workshop Details

The Intention of the Lone Star Governance 2-Day Workshop is to create a supportive space in which governing teams can learn about and can prepare for the commitment to intensely focus on improving student outcomes as described by the Lone Star Governance Integrity Instrument. The workshop is a conversation about researched school board behaviors that improve student outcomes. The Workshop draws from the participants' respective experiences and their school's performance. The underlying belief is that leadership matters and that leaders' choices have the power to be transformative in the lives of our students.



LSG Continual Coaching and Support

Lone Star Governance Coaches are committed to provide continual coaching and support to school boards as they work to implement the behaviors that have been shown to increase student outcomes. The continual engagement between a school board and coach has been shown to make the difference in successful implementation to improve student outcomes.



LSG Training Hours & Certificates

The Lone Star Governance workshop earns School Boards and individual board members continuing education training credit. School Boards, in which, all members attend the LSG Workshop earn credit to satisfy the required annual Team Building, bi-annual Evaluating and Improving Student Performance, all additional annual Framework Hours, the Opens Meeting Act, and earn a School Board LSG Certificate. School Boards, through continual engagement with an LSG Coach, will be supported with all required trainings and the implementation of best practices to improve student outcomes.



LSG Tools & Templates

In order to support School Boards, LSG tools and templates, as well as actual examples from various schools across Texas are available by clicking [HERE](#). The templates are downloadable and designed to be customized to meet your local vision and values. Texas State accountability scores for each school system can be viewed at <https://txschools.gov/>.



LSG Leaderboard

The LSG Leaderboard celebrates those that have made the choice to continually improve their behaviors in order to improve student outcomes using the LSG Integrity Instrument to self-evaluate progress. A LSG Coach verified Quarterly Tracker score of 60 or above earns a spot on the LSG Leaderboard that can be viewed at <http://www.tea.Texas.gov/lsg>.



INTEGRITY INSTRUMENT

STUDENT OUTCOMES DO NOT CHANGE UNTIL ADULT BEHAVIORS CHANGE
STARTING WITH ME



A continuous improvement framework for school governing teams that commit to focus on improve student outcomes.



School Boards self-evaluate their performance every three months on research-based governance behaviors.



Frequently self-evaluating provides a rational means of continually improving and monitoring adult behaviors.



The definitions used throughout the LSG Instrument (shown in **bold**) are provided in the glossary.

TEXAS FRAMEWORK: VISION & GOALS

Vision & Goals 1: The Board has adopted student outcome goals

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following statements are true:</i>		<i>The board is preparing to focus if all the following conditions are true:</i>		<i>The board approaches focus if all prior conditions and the following conditions are true:</i>		<i>The board meets focus if all prior conditions and the following conditions are true:</i>		<i>The board masters focus if all prior conditions and the following conditions are true:</i>	
<p>The Board does not have a vision.</p> <p>The Board does not have goals.</p> <p>The Board does not consistently distinguish between inputs, outputs, and outcomes.</p>		<p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adopted a vision statement; <input type="checkbox"/> owned the vision development process while working collaboratively with the Superintendent; <input type="checkbox"/> adopted 3 to 5 goals; and <input type="checkbox"/> owned the goal development process while working collaboratively with the Superintendent. 		<p>All goals are specific, quantifiable, student outcome goals that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a population; <input type="checkbox"/> a 5-year deadline of a month and year; <input type="checkbox"/> a baseline; and <input type="checkbox"/> annual student group targets. 		<p>All Board Members and the Superintendent agree that the student outcome goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization; <input type="checkbox"/> require adult behavior change; <input type="checkbox"/> are influenceable by the Superintendent; and <input type="checkbox"/> are the Superintendents first priority for resource allocation. <p><input type="checkbox"/> The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform the identification of and prioritization of all student outcome goals.</p>		<p>All Board Members and the Superintendent:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have committed the vision and student outcome goals to memory; <input type="checkbox"/> know the current status of each student outcome goal; and <input type="checkbox"/> agree there is broad community ownership of the Board’s vision and student outcome goals through involvement and communication with students, staff, and community members. 	

Vision & Goals 2: The Board has adopted goal progress measures (GPMs) aligned to each student outcome goal

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following statements are true:</i>		<i>The board is preparing to focus if all the following conditions are true:</i>		<i>The board approaches focus if all prior conditions and the following conditions are true:</i>		<i>The board meets focus if all prior conditions and the following conditions are true:</i>		<i>The board masters focus if all prior conditions and the following conditions are true:</i>	
<p>The Board does not have goal progress measures (GPMs).</p> <p>The Board is treating the annual targets for student outcome goals as if they are GPMs.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted GPMs for each student outcome goal. <input type="checkbox"/> The Superintendent owned the GPM development process while working collaboratively with the Board. <input type="checkbox"/> The status of each adopted GPM is able to be updated multiple times during each school year. 		<ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted no more than 3 GPMs for each student outcome goal. <p>All GPMs are student outputs, not adult inputs or outputs, that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a population; <input type="checkbox"/> a 5-year deadline of a month and year; <input type="checkbox"/> a baseline; and <input type="checkbox"/> annual student group targets. 		<p>All Board Members and the Superintendent agree that the GPMs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization; <input type="checkbox"/> require adult behavior change; <input type="checkbox"/> are influenceable by the Superintendent; and <input type="checkbox"/> are all predictive of their respective student outcome goals. 		<ul style="list-style-type: none"> <input type="checkbox"/> All Board Members and the Superintendent agree there is broad community ownership of the GPMs through involvement and communication with students, staff, and community members. 	

Vision & Goals 3: The Board has adopted constraints

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<p><i>The board does not meet focus if any of the following statements are true:</i></p>	<p><i>The board is preparing to focus if all the following conditions are true:</i></p>	<p><i>The board approaches focus if all prior conditions and the following conditions are true:</i></p>	<p><i>The board meets focus if all prior conditions and the following conditions are true:</i></p>	<p><i>The board masters focus if all prior conditions and the following conditions are true:</i></p>					
<p>The Board does not have constraints.</p>	<p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adopted 1 to 5 Superintendent constraints; and <input type="checkbox"/> owned the constraint development process while working collaboratively with the Superintendent. 		<ul style="list-style-type: none"> <input type="checkbox"/> Each Superintendent constraint describes a single operational action or class of actions the Superintendent may not use or allow. 	<ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted 1 to 5 Board self-constraints. <input type="checkbox"/> The Board, where appropriate, relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform the identification of and prioritization of Superintendent constraints. <input type="checkbox"/> All Board Members and the Superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values. 		<ul style="list-style-type: none"> <input type="checkbox"/> The Board, in collaboration with the Superintendent, has adopted one or more theories of action to drive overall strategic direction. <input type="checkbox"/> All Board Members and the Superintendent agree there is broad community ownership of the constraints through involvement and communication with students, staff, and community members. 			

Vision & Goals 4: The Board has adopted Superintendent constraint progress measures (CPMs)

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<i>The board does not meet focus if any of the following statements are true:</i>		<i>The board is preparing to focus if all the following conditions are true:</i>		<i>The board approaches focus if all prior conditions and the following conditions are true:</i>		<i>The board meets focus if all prior conditions and the following conditions are true:</i>		<i>The board masters focus if all prior conditions and the following conditions are true:</i>	
<p>The Board does not have constraint progress measures (CPMs).</p> <p>The Board is treating the annual targets for constraints as if they are CPMs.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted CPMs for each Superintendent constraint. <input type="checkbox"/> The Superintendent owned the CPM development process while working collaboratively with the Board. <input type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year. 		<ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted no more than 3 CPMs for each Superintendent constraint. <p>All CPMs include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a 1 to 5 year deadline of a month and year; <input type="checkbox"/> a baseline; and <input type="checkbox"/> annual targets. 		<p>All Board Members and the Superintendent agree that the CPMs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization to focus on the vision; <input type="checkbox"/> will challenge the the organization to uphold community values; <input type="checkbox"/> are all predictive of their respective constraint; and <input type="checkbox"/> are influenceable by the Superintendent. 		<ul style="list-style-type: none"> <input type="checkbox"/> All Board Members and the Superintendent agree there is broad community ownership of the CPMs through involvement and communication with students, staff, and community members. 	

TEXAS FRAMEWORK: PROGRESS & ACCOUNTABILITY

Progress & Accountability 1: The Board invests at least half of its time on improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following statements are true:</i>		<i>The board is preparing to focus if all the following conditions are true:</i>		<i>The board approaches focus if all prior conditions and the following conditions are true:</i>		<i>The board meets focus if all prior conditions and the following conditions are true:</i>		<i>The board masters focus if all prior conditions and the following conditions are true:</i>	
<p>The Board does not have student outcome goals, GPMs, Constraints, CPMs, or annual targets.</p> <p>The Board does not track its use of time in Board authorized public meetings.</p> <p>The Board does not have a Monitoring Calendar.</p>		<p>The Superintendent owned the Monitoring Calendar development process while working collaboratively with the board to adopt a monitoring calendar that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> monitors each student outcome goal at least 4 times per year; <input type="checkbox"/> monitors no more than 2 student outcome goals per month; <input type="checkbox"/> monitors each constraint at least once per year; and <input type="checkbox"/> spans the length of the student outcome goals. <p><input type="checkbox"/> The Board tracks its monthly use of time in Board authorized public meetings, categorizing every minute according to the Time Use Tracker.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> 10% or more of the total quarterly minutes in Board authorized public meetings were invested in improving student outcomes according to the Time Use Tracker. 		<ul style="list-style-type: none"> <input type="checkbox"/> 25% or more of the total quarterly minutes in Board authorized public meetings were invested in improving student outcomes according to the Time Use Tracker. 		<ul style="list-style-type: none"> <input type="checkbox"/> 50% or more of the total quarterly minutes in Board authorized public meetings were invested in improving student outcomes according to the Time Use Tracker. 	

Progress & Accountability 2: The Board evaluates, but does not interfere with, progress toward improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
<p><i>The board does not meet focus if any of the following statements are true:</i></p>		<p><i>The board is preparing to focus if all the following conditions are true:</i></p>		<p><i>The board approaches focus if all prior conditions and the following conditions are true:</i></p>		<p><i>The board meets focus if all prior conditions and the following conditions are true:</i></p>		<p><i>The board masters focus if all prior conditions and the following conditions are true:</i></p>	
<p>Any individual board member does not know if the school system is in low performing status and for how long.</p> <p>Any individual board member does not know if any campus is in low performing status and for how long.</p> <p>Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving student outcomes.</p> <p>The Board has not voted to approve a self-evaluation within the past 12 months.</p>		<p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument; <input type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago; <input type="checkbox"/> been provided copies of the Superintendent’s implementation plan(s) to make progress towards the student outcome goals; and <input type="checkbox"/> not voted to approve the Superintendent’s implementation plan unless required by law. 		<p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> performs self-evaluations using the LSG Integrity Instrument; <input type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent Superintendent’s evaluation; and <input type="checkbox"/> evaluates the Superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the Monitoring Calendar. 		<ul style="list-style-type: none"> <input type="checkbox"/> The Board receives, at least annually, a report on the average cost of staff time spent on governance using the Staff Use Tracker. <p>One quarter ago the Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performed a self-evaluation using the LSG Integrity Instrument; and <input type="checkbox"/> voted to approve the Quarterly Progress Tracker. 		<p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> voted unanimously to approve the most current Quarterly Progress Tracker; <input type="checkbox"/> has not modified the adopted student outcome goals, GPMs, constraints, CPMs, or targets during the school year or cycle applicable to the annual Superintendent evaluation; and <input type="checkbox"/> considers Superintendent performance as indistinguishable from school system performance by evaluating the Superintendent exclusively on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the Monitoring Calendar. 	

TEXAS FRAMEWORK: SYSTEMS & PROCESSES

Systems & Processes: The Board operates in a way to allow the Superintendent to accomplish the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<p><i>The board does not meet focus if any of the following statements are true:</i></p>	<p><i>The board is preparing to focus if all the following conditions are true:</i></p>	<p><i>The board approaches focus if all prior conditions and the following conditions are true:</i></p>	<p><i>The board meets focus if all prior conditions and the following conditions are true:</i></p>	<p><i>The board masters focus if all prior conditions and the following conditions are true:</i></p>					
<p>The Board has not received a monitoring report.</p> <p>There were 6 or more Board authorized public meetings in a month (unless a state of emergency was declared).</p> <p>Any meeting of the board lasted longer than 8 hours.</p> <p>Board Members did not receive the final version of materials to be voted on at least 3 calendar days in advance of the board authorized public meeting.</p>	<p>The Board receives and votes on monitoring reports that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the student outcome goal and GPM or constraint and CPM being monitored; <input type="checkbox"/> the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; <input type="checkbox"/> the Superintendent’s interpretation of performance; and <input type="checkbox"/> supporting information that describes any needed next steps. 	<ul style="list-style-type: none"> <input type="checkbox"/> All consent-eligible items were placed on the consent agenda and more than ¾ of the items were voted on using a consent agenda. <input type="checkbox"/> The adopted monitoring calendar has not been modified during the past quarter. 	<p>Board authorized public meetings in the last quarter did not exceed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an average of 4 meetings per month; <input type="checkbox"/> an average time of 3 hours per meeting; and <input type="checkbox"/> an average of 5 other topics per meeting. <p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reviewed its existing local policies; and <input type="checkbox"/> only adopted local policies pertaining to Board work. 	<p>Board authorized public meetings in the last quarter did not exceed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an average of 3 meetings per month; <input type="checkbox"/> an average time of 2 hours per meeting; and <input type="checkbox"/> an average of 3 other topics per meeting. <ul style="list-style-type: none"> <input type="checkbox"/> Board Members received the final version of materials to be voted on at least 7 calendar days in advance of the board authorized public meeting. <input type="checkbox"/> No edits were made to the Board’s regularly scheduled meeting agenda the 3 days prior to the meeting or during the meeting (unless a state of emergency was declared). 					

TEXAS FRAMEWORK: ADVOCACY & ENGAGEMENT

Advocacy & Engagement: The Board promotes the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following statements are true:</i>		<i>The board is preparing to focus if all the following conditions are true:</i>		<i>The board approaches focus if all prior conditions and the following conditions are true:</i>		<i>The board meets focus if all prior conditions and the following conditions are true:</i>		<i>The board masters focus if all prior conditions and the following conditions are true:</i>	
<p>The Board has not publicly communicated the Board adopted student outcome goals.</p> <p>The Board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during Board authorized public meetings and/or required hearings.</p>		<p>The Board has a two-way communication system in place where the Board Members at least once per year:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen for and discuss the vision and values of their students; and <input type="checkbox"/> listen for and discuss the vision and values of their staff and community members. 		<p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provided time during regular scheduled Board authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and <input type="checkbox"/> hosted a community meeting to discuss progress toward student outcome goals within each feeder pattern with low performing campuses during the previous 12-month period. 		<p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the Board most frequently holds regularly scheduled meetings; and <input type="checkbox"/> has led or co-led at least one training on Lone Star Governance for its community during the previous 6-month period. 		<ul style="list-style-type: none"> <input type="checkbox"/> Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12-month period. <input type="checkbox"/> Newly selected Board Members have received an orientation on Lone Star Governance by fellow Board Members or an LSG Coach prior to being seated. 	

TEXAS FRAMEWORK: SYNERGY & TEAMWORK

Synergy & Teamwork: The Board works collaboratively and with the Superintendent to lead toward the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<p><i>The board does not meet focus if any of the following statements are true:</i></p>		<p><i>The board is preparing to focus if all the following conditions are true:</i></p>		<p><i>The board approaches focus if all prior conditions and the following conditions are true:</i></p>		<p><i>The board meets focus if all prior conditions and the following conditions are true:</i></p>		<p><i>The board masters focus if all prior conditions and the following conditions are true:</i></p>	
<p>The Board has not adopted board operating procedures.</p> <p>The Board does not have a policy that contains a template of Ethics & Conflicts of Interest Statement;</p> <p>The board has not been able to achieve a quorum in 2 or more Board authorized public meetings during the previous 3 months.</p> <p>Board Members serve on committees formed by the superintendent or staff.</p> <p>A Board Member voted on an item for which they had a conflict of interest, as defined by law, during the previous 3 months.</p>		<p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> affirms that at least once every other year, it has reviewed all policies governing board operating procedures; <input type="checkbox"/> affirms that all Members have signed the Ethics & Conflict of Interest Statement in the past 12 months; <input type="checkbox"/> agrees that if the board has committees, their role is to advise the board not to advise the staff; <input type="checkbox"/> agrees that a Board officers' role is to advise the board not to advise the staff; and <input type="checkbox"/> maintained a quorum throughout all regularly scheduled board meetings over the previous 3 months. 		<p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system; <input type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous 3 months; and <input type="checkbox"/> has set the expectation that information provided to one Board Member is provided to all Board Members. 		<p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous 3 months; <input type="checkbox"/> agrees that all Members have adhered to all policies governing board operating procedures; <input type="checkbox"/> agrees that every member has completed all statutorily required trainings; and <input type="checkbox"/> rather than the Superintendent, led the completion of Lone Star Governance tasks. 		<p>All Board Members and the Superintendent:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed the Lone Star Governance Workshop; <input type="checkbox"/> agree that all Board Members have adhered to all adopted board constraints during the previous 3 months; and <input type="checkbox"/> agree that no Board Member has given operational advice or instructions to staff members during the previous 3 months. 	

QUARTERLY PROGRESS TRACKER

School Board:				Date:		Quarter:
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter	Total Possible Points
Vision & Goals 1						15
Vision & Goals 2						15
Vision & Goals 3						10
Vision & Goals 4						5
Progress & Accountability 1						15
Progress & Accountability 2						5
Systems & Processes						15
Advocacy & Engagement						10
Synergy & Teamwork						10
TOTAL SCORE						100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures:

% Student Outcome Minutes	Vote Count For	Vote Count Against

EVALUATION NOTES

The Standard of evidence for items where board action is required will be the minutes of the meeting during which the Board voted to take the described action. Where an opinion of the Board is required, a resolution or vote passed by the Board will meet the standard of evidence. Any Board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the Board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.

GOAL & CONSTRAINT (EXAMPLES)

Student Outcome Goal

TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline														

GPM 1.1:

GPM 1.2:

GPM 1.3:

GOAL & CONSTRAINT (EXAMPLES)

Board Self-Constraint

Superintendent Constraint

CPM 4.1:					
Baseline					
CPM 4.2:					
Baseline					
CPM 4.3:					
Baseline					

THEORY OF ACTION (EXAMPLES)

<p>One Best School System</p>	<p>If the district empowers individual educators to determine instructional materials and methods for their classes; and if the central administration directs all operational and budgetary functions; then teachers will be able to accomplish the Board's student outcome goals while central administration ensures that all operations remain within the Board's constraints.</p>
<p>Managed Instruction</p>	<p>If the district's central administration directs all instructional materials and methods; and if the central administration ensures that students experience consistency and quality of instructional delivery across all campuses; then the district, through the central administration, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.</p>
<p>Earned Autonomy</p>	<p>If the district's central administration directly administers some campuses and grants varying levels of autonomy to other campuses; and if the central administration clearly defines operational thresholds that deserve higher levels of autonomy; and if the central administration clearly defines the specific autonomies earned; and if campuses having earned autonomies agree to operate in pursuit of the Board's student outcomes goals while operating within the Board's constraints; then the district, directly and through autonomous campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.</p>
<p>Performance Management</p>	<p>If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district provides differentiated paths of continuous improvement for all educators -- whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is a function of student needs rather than adult preferences; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.</p>
<p>System of Great Schools</p>	<p>If the district devolves autonomy from the central administration to campuses; and if the district empowers parents to make choices; and if the district creates performance contracts with campuses; and if the district annually evaluates performance of and demand for high performing campuses; and if the district makes strategic decisions regarding growing access to high performing schools and addressing low performers; then campuses will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.</p>

THEORY OF ACTION (EXAMPLES)

Number of Total Campuses		Number of Low Performing		Number of Moderate Performing		Number of High Performing	
Possible Theory:		Possible Theory:		Possible Theory:		Possible Theory:	

Possible Theories of Action...What could work for you?

TIME USE TRACKER

Date: _____

Framework	Student Outcome Minutes	The Board tracks its time invested during public authorized meetings	Other Topic Minutes
Vision & Goals		← Minutes setting student outcome goals ← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the Monitoring Calendar	
		← Minutes setting constraints or theories of action ← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the Monitoring Calendar	
		Minutes setting timelines, deadlines, goals, or plans on other items or outcomes → Minutes receiving reports, discussing, debating, and/or voting on other items or outcomes →	
Progress & Accountability		← Minutes performing Board self-evaluations using the LSG Integrity Instrument ← Minutes evaluating the Superintendent on student outcome goals, GPMs, constraints, and CPMs	
		Minutes performing Board self-evaluations using instruments other than the LSG Integrity Instrument → Minutes evaluating the Superintendent on items other than student outcome goals, GPMs, constraints, and CPMs →	
Systems & Processes		Minutes discussing, debating, and voting on items removed from or on the consent agenda → Time used for public comments on items not on the Board meeting agenda →	
Advocacy & Engagement		← Minutes hosting two-way communication meetings on student outcome goals, constraints, or theories of action ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
		Minutes hosting all other Board led, co-led, or called community or committee meetings → Minutes for all other recognitions →	
Synergy & Teamwork		Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	
Other		Any time spent on an activity that does not meet the conditions listed above →	
TOTALS			

Use For Student Outcome Minutes Percentage Calculation:

÷

× 100 =

% Student Outcome Minutes

STAFF USE TRACKER (EXAMPLES)					Date:	
STAFF	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Total Average Monthly Hours	Hourly Rate (compensation/2080)	Total Average Monthly Hours X Hourly Rate
SUPERINTENDENT						
Superintendent	10	6	6	22	72	1650
SENIOR STAFF						
Asst. Superintendent	8	6	6	20	58	1160
CFO	8	6	6	20	55	1100
OTHER STAFF						
Executive Assistant	4	6	6	16	40	640
Principal	3	6	6	15	50	750
Principal	3	6	6	15	50	750
Principal	3	6	6	15	45	675
TOTALS	39	42	42	123	54.67	6725

BOARD AGENDA (EXAMPLE)

Agenda Item	Time Use Tracker	Estimated Time
I. Call to Order	Other	< 1 Minute
II. Pledge	Other	1 - 3 Minutes
III. Public Comments on Agenda Items	Synergy & Teamwork	Required by Law
IV. Closed Session	Synergy & Teamwork	Not Public
V. Reconvene to Public Session		
A. Actions on Discussions in Closed Session	Systems & Processes	1 - 5 Minutes
VI. Progress Monitoring Reports		
A. Goal/Constraint Report	Vision & Goals: Student Outcomes	45 - 60 Minutes
B. Goal Progress Recognitions	Advocacy & Engagement: Student Outcome Recognition	
C. Board Self-Evaluation	Progress & Accountability: Using LSG Integrity Instrument	
VII. Consent Agenda	Systems & Processes	< 1 Minute
VIII. Discussion & Action Items	Systems & Processes	20 - 30 Minutes
IX. Other Business		
A. Required Hearing	Synergy & Teamwork	Required by Law
B. Financial Reports	Vision & Goals: Other Outcomes	15 - 20 Minutes
C. Committee Reports	Vision & Goals: Other Outcomes	
D. Public Recognition	Advocacy & Engagement: Other Recognition	
X. Adjourn	Other	< 1 Minute

NOTES

The ideal board agenda should strive to invest 50% of the Board's time during meetings on student outcomes, keep the length of meetings to an average of 2 hours, and limit the average number of topics discussed per meeting to 3.

BOARD AGENDA (EXAMPLE) – Your ideal agenda

Agenda Item	Time Use Tracker	Estimated Time

MONITORING CALENDAR (EXAMPLE)

School Board: Lone Star ISD

Years: 2019/20 - 2023/24

Month	Student Outcome Goals GPMs	Constraints CPMs	Leadership Evaluations	Trainings	Other
August	<i>G5: GPM 5.1</i>		<i>Board Self-Evaluation</i>	<i>Team Building</i>	<i>Budget Hearing</i>
September	<i>Goals : Yearly Target Report</i>	<i>Constraint: Yearly Target Report</i>	<i>Superintendent Annual Evaluation</i>	<i>TASB Conference</i>	<i>TAPR Hearing</i>
October	<i>G1: GPM 1.1, 1.2, 1.3</i> <i>G2: GPM 2.1, 2.2, 2.3</i>				<i>FIRST Hearing</i>
November	<i>G4: 4.3</i>		<i>Board Self-Evaluation</i>		
December	<i>G5: GPM 5.1</i>				
January	<i>G3: GPM 3.1, 3.2</i> <i>G4: GPM 4.1, 4.2</i>	<i>C1: CPM 1.1, 1.2</i>			
February	<i>G1: GPM 1.1, 1.2, 1.3</i> <i>G2: GPM 2.1, 2.2, 2.3</i>		<i>Board Self-Evaluation</i>		
March	<i>G3: GPM 3.3</i>	<i>C2: CPM 2.1</i>			
April	<i>G4: GPM 4.1, 4.2</i>			<i>Local Orientation</i>	
May	<i>G5: GPM 5.1</i>		<i>Board Self-Evaluation</i>	<i>Into/Update to the code</i>	
June	<i>G1: GPM 1.1, 1.2, 1.3</i> <i>G2: GPM 2.1, 2.2, 2.3</i>	<i>C1: CPM 1.1, 1.2</i>		<i>EISO Training</i>	
July	<i>G3: GPM 3.1, 3.2</i>			<i>Cyber Security</i> <i>Human Trafficking</i>	<i>Budget Workshop</i>

MONITORING REPORT (EXAMPLE)

Date:

Goal 1: The score of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 64% by June 2024. (**Current 2019: 45%** 2020: 48% 2021: 52% 2022: 56% 2023: 60% 2024: 64%)

**OVERALL
PROGRESS**

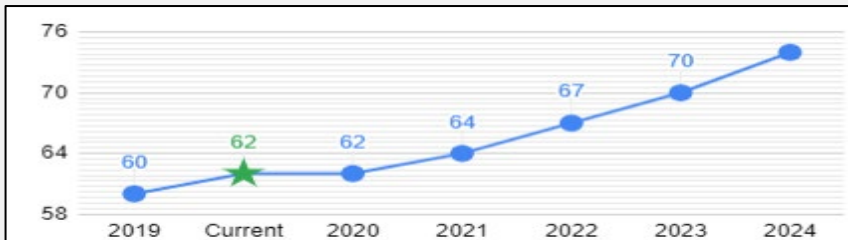
Goal Progress Measure 1.2: The percent of Kindergarten students that are reading on grade level will increase from 60% to 73% by June 2024. (2019: 60% 2020: 62% 2021: 64% 2022: 67% 2023: 70% 2024: 73%)



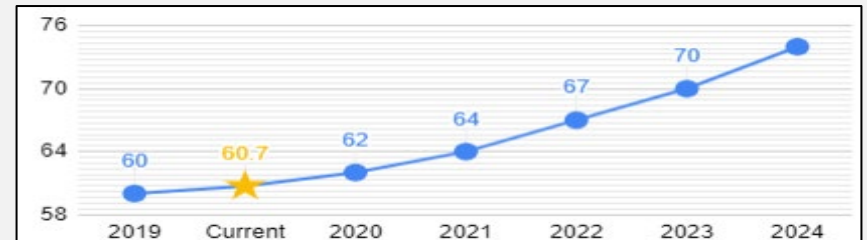
Student Group Targets		
	Current	Target
African American	xx%	xx%
American Indian	xx%	xx%
Asian	xx%	xx%
Dyslexia	xx%	xx%
Economic Disadv.	xx%	xx%
EL	xx%	xx%
Hispanic	xx%	xx%
Special Ed	xx%	xx%
White	xx%	xx%

Evidence & Future Plans

Campus 1: 38% Economically Disadvantaged Students



Campus 2: 74% Economically Disadvantaged Students



The plan moving forward is.....

SUPERINTENDENT EVALUATION (EXAMPLE)

STUDENT OUTCOME GOAL and GPMs	TARGET	ACTUAL	MET or 2/3 MET
Student Outcome Goal 1	65%	68%	Y
GPM 1.1	70%	71%	
GPM 1.2	67%	68%	
GPM 1.3	65%	63%	
Student Outcome Goal 2	70%	68%	Y
GPM 2.1	70%	71%	
GPM 2.2	74%	72%	
GPM 2.3	70%	71%	
Student Outcome Goal 3	65%	67%	Y
GPM 3.1	68%	70%	
GPM 3.2	70%	71%	
GPM 3.3	68%	70%	
Student Outcome Goal 4	65%	62%	N
GPM 4.1	67%	66%	
GPM 4.2	65%	67%	
GPM 4.3	70%	68%	
Student Outcome Goal 5	55%	57%	Y
GPM 5.1	21	23	
GPM 5.2	41%	53%	
GPM 5.3	3.0	3.2	

CONSTRAINT and CPMs	TARGET	ACTUAL	MET or 2/3 MET
Constraint 1	< 742	748	Y
CPM 1.1	< 5	4	
Constraint 2	4%	5%	N
CPM 2.1	5%	6%	
CPM 2.2	3%	6%	
CPM 2.3	3%	5%	
Constraint 3	2	2	Y
CPM 3.1	2	3	
CPM 3.2	2	1	
N/A			-
N/A			-

By signing below, I affirm that the information being evaluated is complete and accurate			
	<i>Board President</i>	Targets Met	6
	<i>Board Secretary</i>	Targets Not Met	2
	<i>Superintendent</i>	% Targets Met	75

EVALUATION NOTES

Superintendent summative evaluation targets are considered met if the Student Outcome Goal or Constraint is met OR 2/3 of the respective GPMs or CPMs are met.

Superintendent performance is considered met if 75% or more summative evaluation targets are met.

If 75% of the evaluation targets are not met, The Board will use their own judgement for performance based upon the Monitoring Reports received and voted on according to the Monitoring Calendar.

Glossary

Annual Targets: A measure's yearly outcomes. The aggregate of all student groups identified by the population. These are never Goal Progress Measures.

Annual Student Group Targets: A measure's yearly outcomes for each applicable student group identified by the closing the gaps domain with 25 or more students.

Baseline: The measure's agreed starting point, current state. Used for comparing and monitoring growth.

Board Authorized Public Meetings: Any non-closed meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, and Board committees.

Board Self-Constraints: Specific operational actions or class of actions the Board places on itself and/or members that support behaviors that keep the boards' focus on board work, align with the vision, and grounded in community values.

Board Self-Evaluation: Boards use the LSG Integrity Instrument to self-evaluate quarterly as a means of monitoring whether or not their adult behaviors are increasingly focused on improving student outcomes.

Board Work: Operations designated by state or federal law/rule or items designated by the Board's adopted student outcome goals, constraints, vision, and/or values. Items that are not legally required and that the Board has not designated as Board work are, by default, Superintendent work.

Consent-eligible Items: All items for Board consideration that may be placed by default on the Board's consent agenda. Examples: personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, non-monitoring administrative reports, committee reports, enrollment updates, regular financial reports where financial activities remained within budgetary parameters, and any other item up for Board consideration.

Constraint: Specific operational actions or class of actions that are not used or allowed and are aligned with the vision and grounded in community values.

Constraint Progress Measures (CPMs): Specific graph-plottable indicators used to determine if the superintendent constraint is likely to be honored or not. CPMs include a baseline, target, population, and deadline, are predictive of the constraint, and influenceable by the Superintendent.

Deadline: Month and year by when the measure's current state will equal the future state by reaching the target.

Goals: Specific, measurable, attainable, results-based, and timebound statements that describe a desired state.

Goal Progress Measures (GPMs): Specific graph-plottable indicators used to determine if the goal is likely to be met or not. GPMs include a baseline, target, population, and deadline, are predictive of the goal, and influenceable by the Superintendent. It is recommended that the Superintendent select one to three GPMs per Student Outcome Goal.

Inputs: Resources and activities invested in a particular program, process, or strategy; usually knowable at the beginning of a cycle; a measure of effort applied. In school systems, operational and instructional inputs are selected by the Superintendent.

Influenceable: The Superintendent has authority over roughly 80% of whatever the progress measure is measuring.

Leadership Evaluations: Routine monitoring of Board and Superintendent performance conducted by the Board. Superintendent evaluation is indistinguishable from district evaluation. As such, the Superintendent's evaluation is based only on accomplishment of the student outcome goals, avoidance of the constraints, and progress as determined by their respective progress measures.

Lone Star Governance (LSG): The State of Texas' continuous improvement framework for governing teams -- Boards and their Superintendents -- that choose to be intensely focused on improving student outcomes. Governing teams that implement the LSG framework with integrity understand that student outcomes don't change until adult behaviors change. Starting with me.

LSG Integrity Instrument: A continuous improvement framework, used for quarterly self-evaluations on researched based behaviors, for school governance teams that commit to focus on improving student outcomes.

Monitoring Calendar: A Board-adopted multi-year schedule that describes the months during which student outcome goals, constraints, and progress measures are reported to the Board and when leadership evaluations are conducted.

Monitoring Report: A report that provides evidence of progress to the Board regarding their adopted Student Outcomes Goals, Goal Progress Measures, Constraints, and Constraint Progress Measures according to the Monitoring Calendar. A monitoring report must contain: the student outcome goal and GPM or constraint and CPM being monitored; the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; the Superintendent's interpretation of performance; and supporting information that describes any needed next steps.

Other Outcomes: A measure of school system results that are not student results; outcomes that are not student outcomes. Examples: parent engagement, financial performance, staff retention.

Other Topics: Items that require board debate, discussion, and/or discernment during a board authorized public meeting that are categorized as Other Topic Minutes according to the Time Use Tracker.

Outcomes: The impact of the program or strategy; usually knowable at the end of a cycle; a measure of the effect on the intended beneficiary.

Outputs: The result of a particular set of inputs; usually knowable in the midst of a cycle; a measure of the implementation of the program, process, or strategy. In school systems, operational and instructional outputs are selected by the Superintendent. Example: interim assessment.

Population: The group of students who will be impacted, evaluated, and/or who are being measured.

Predictive: There is some evidence of a correlation between the progress measure and the student outcome goal or constraint.

Quarterly Progress Tracker: A tool used to monitor the progress of Board self-evaluation scores using the LSG Integrity Instrument.

Staff Use Tracker: A tool used to report the average cost of staff time spent on governance.

Standard of Evidence: Physical evidence that can be provided to support the score in the LSG Integrity Instrument. Items where board action is required will be the minutes of the meeting during which the Board voted to take the described action. Where an opinion of the Board is required, a resolution or vote passed by the Board will meet the standard of evidence.

Standard of Integrity: Doing what I have allowed people to expect of me --- to the degree I have allowed them to expect it --- by when I have allowed them to expect it.

State of Texas Assessments of Academic Readiness (STAAR): A criterion-referenced group of TEKS-based, standardized summative assessments that measure the extent to which Texas students have learned and are able to apply the knowledge and skills defined in the TEKS. Every STAAR question is directly aligned to the TEKS for the grade/subject or course being assessed.

Student Outcomes: A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Example: summative assessment.

Student Outcome Goals: Student outcomes that describe what students know or be able to do -- as distinct from adult inputs, adult outputs, student inputs, and student outputs. Student Outcome Goals include a baseline, target, population, and deadline. They challenge the organization and require adult behavior change. A Board's student outcome goals are the Superintendent's first priority for resource allocation.

Superintendent Evaluation: A tool used to report performance towards achieving student outcome goals and constraints. As Superintendent performance is indistinguishable from school performance, evaluation targets are considered met if the annual targets of the student outcome goals or Constraints are met OR 2/3 of the respective GPMs or CPMs are met. Superintendent performance is considered met if 75% or more evaluation targets are met. If 75% or more of the evaluation targets are not met, the Board will use their own judgement for performance based upon the Monitoring Reports received and voted upon according to the Monitoring Calendar.

Superintendent Constraints: Specific operational actions or class of actions the Superintendent may not use or allow that are aligned with the vision and grounded in community values.

Superintendent Work: The operational inputs and outputs of the school system, except the operations legally required by state or federal law/rule or items directly pertaining to the Board's adopted student outcome goals, constraints, progress measures, or theories of action.

Target: The measure's desired future state.

Texas Essential Knowledge & Skills (TEKS): Specific knowledge or skills that every child, K-12, in Texas is expected to know and be able to do.

Theories of Action: A research-based high-level strategic constraint with which inputs and outputs must be aligned and which drives overall strategic direction. Unlike other constraints, the theory of action does not have CPMs.

Time Use Tracker: A tool used to track the Board's use of time during board authorized public meetings.

Two-way Communication: Communication that is intentional, meaningful, and purposeful that allows for input from stakeholders and responses from Board Members and Administrative Staff. Stakeholders include, but are not limited to, students, parents, residents, staff members, and business owners.

"Student outcomes do not change until adult behaviors change"



This is a commitment to constantly be willing to change our own behavior for the benefit of our students. To show this commitment, you are invited to write three letters that reflect on this commitment.



You are invited to self-address an envelope. In 30 days, your letters will be mailed to remind you of the commitment you have made to change your adult behaviors to improve student outcomes.



Dear Colleague,

A behavior of mine that may have made it harder for the board to be focused on student outcomes was...

The benefit to me was...

The cost to you and/or to students was...

In that moment, I was pretending that...

Dear Students,

As an education leader, my behavior lacked integrity when...

The benefit to me was...

The cost to you was ...

What you can expect from me going forward is...

Dear Self,

I'm giving up...

When I behaved that way, the benefit to me was...

But the cost was...

Because of my commitment to improving student outcomes, I'm giving it up.

Workshop Pre-Evaluation

1) How proficient are you at distinguishing between educational inputs, outputs, and outcomes?				
1 Not at all proficient	2 Somewhat proficient	3	4 Proficient	5 Very Proficient

2) How often do you want your board to review and discuss the measurable progress toward the board’s student outcome goals?				
1 Not At All Often (once per year)	2 Somewhat Often (twice per year)	3 (quarterly)	4 Often (every other month)	5 Very Often (monthly)

3) How useful do you expect this workshop to be?				
1 Not At All Useful	2 Somewhat Useful	3	4 Useful	5 Very Useful

4) How proficient are you with setting goal progress measure targets for student outcome goals?				
1 Not at all proficient	2 Somewhat proficient	3	4 Proficient	5 Very Proficient

5) How likely are you to recommend this workshop to other board members and superintendents?				
1 Not At All likely	2 Somewhat Likely	3	4 Likely	5 Very Likely

6) Comments?				

Workshop Post-Evaluation

1) How proficient are you at distinguishing between educational inputs, outputs, and outcomes?				
1 Not at all proficient	2 Somewhat proficient	3	4 Proficient	5 Very Proficient

2) How often do you want your board to review and discuss the measurable progress toward the board’s student outcome goals?				
1 Not At All Often (once per year)	2 Somewhat Often (twice per year)	3 (quarterly)	4 Often (every other month)	5 Very Often (monthly)

3) How useful was this workshop for you?				
1 Not At All Useful	2 Somewhat Useful	3	4 Useful	5 Very Useful

4) How proficient are you with setting goal progress measure targets for student outcome goals?				
1 Not at all proficient	2 Somewhat proficient	3	4 Proficient	5 Very Proficient

5) How likely are you to recommend this workshop to other board members and superintendents?				
1 Not At All likely	2 Somewhat Likely	3	4 Likely	5 Very Likely

6) Comments?				



LONE STAR GOVERNANCE

Locally Supported Growth

Continuous Improvement for Governing Teams

**STUDENT OUTCOMES DO NOT CHANGE
UNTIL ADULT BEHAVIORS CHANGE**

STARTING WITH ME