

Continuous Improvement for Governing Teams

Participant Manual

Participant Name: _____



LONE STAR GOVERNANCE

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Legal Notice

Section 551.001(4)(B) of the Government Code

The Open Meetings Act, excludes from the definition of a meeting, “the attendance by a quorum of a governmental body at a regional, state, or national convention or workshop . . . , if formal action is not taken and any discussion of public business is incidental [to the workshop.]”



This section permits members of a governmental body 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.



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

Additional Guidance

For additional guidance regarding the Open Meetings Act, please consult the Open Meetings Handbook from the Office of the Attorney General at https://texasattorneygeneral.gov/files/og/OMA_handbook_2016.pdf and/or contact your board's legal counsel.

Workshop Details

Lone Star Governance Intention

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective:

Improving Student Outcomes.



Lone Star Governance accomplishes this intense focus through tailored execution of the five points of the Texas Framework for School Board Development:



Vision



Accountability



Structure



Unity



Advocacy

In addition to Lone Star's singular focus on improving student outcomes, it provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the Board.

Workshop Intention

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 intense focus on improving student outcomes as described by the Lone Star Governance implementation integrity instrument.

As a result of participating in the workshop, Trustees and Superintendents will be able to:

1 Distinguish between inputs, outputs and outcomes	2 Effectively monitor student outcomes	3 Distinguish between program/project evaluation and performance evaluation
4 Understand the concepts of student outcome goals and constraints	5 Effectively hold the Superintendent accountable for improving student outcomes	6 Draft a Lone Star Governance implementation timeline
7 Reveal Presence & Patterns	8 Reveal I As Genesis	9 Reveal Integrity As Access

Workshop Agenda

The workshop is a conversation about governance behaviors that improve student outcomes and it draws from governance-related research as well as promising practices from the participants' respective experiences. The underlying belief is that leadership matters; that leaders' choices have the power to be transformative in the lives of our students. The workshop is about governance behaviors that exemplify this belief.

Day One

9:00 AM - 6:00 PM



Vision



Lunch (Not Provided by TEA)



Vision (continued)

Day Two

9:00 AM - 6:00 PM



Accountability



Structure



Lunch (Not Provided by TEA)



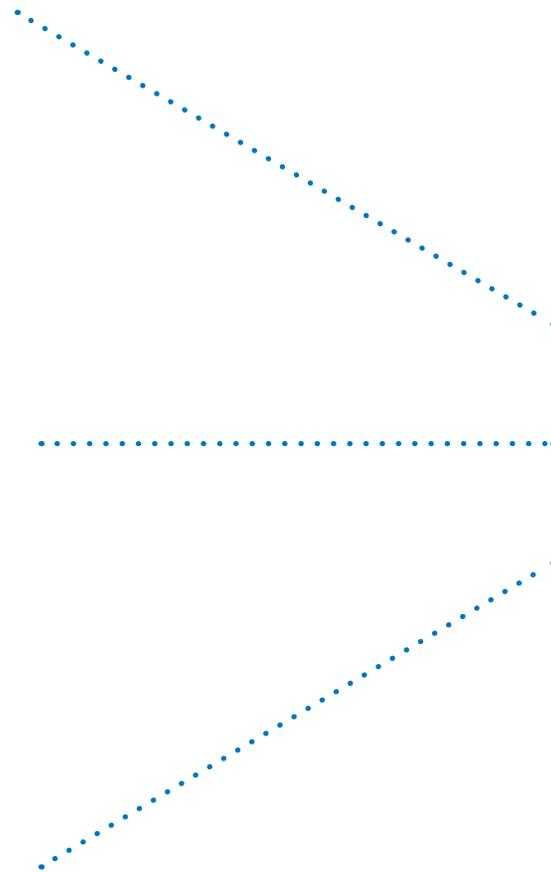
Unity



Advocacy

Appendices

- **Board Time Use Tracker**
- **Board Staff Use Tracker**
- **Sample AE (local)**
- **Sample AE (exhibit)**
 - Sample Student Outcome Goals
 - Sample Constraints
 - Sample Monitoring Calendar
- **Sample Goals, Constraints, Progress Measures**
- **Sample Superintendent Evaluation**
- **Sample Monitoring Report**
- **Implementation Integrity Instrument**
 - Recommended Reading
 - Quarterly Board Progress Tracker
 - Continuous Improvement Timeline
- **Workshop Pre/Post Evaluations**



Board Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Notes
Vision	Student Outcome Goal Setting			
Vision	Student Outcome Goal Monitoring			
Vision	Constraints Setting			
Vision	Constraints Monitoring			
Accountability	Superintendent Evaluation			
Accountability	Board Self-Evaluation			
Structure	Voting			
Advocacy	Community Engagement			
Advocacy	Student/Family Engagement			
Advocacy	Community Training			
Other	Other			
Total Vision-focused Minutes				
Total Minutes				

SAMPLE AE (local)

This is not intended to be copy/pasted or adopted as written. This is only intended as one example of what a sample AE (local) could look like. For shorthand below, X represents baselines, Y represents targets, and Z represents deadlines.

Vision	Every child, prepared for success in college, a career or the military
Mission	Improving outcomes for all students by providing leadership, guidance, and support to schools
Board's Role	<p>The Board will:</p> <ol style="list-style-type: none"> 1. Ensure creation of a shared vision that promotes improved student outcomes. The Board shall accomplish this by incorporating the community's vision and values into student outcome goals, Superintendent constraints, and Board constraints. 2. Measure and communicate how well the vision is being accomplished. The Board shall accomplish this by collectively ensuring accountability through monthly monitoring of District performance to ensure progress toward the vision and values and regular communications to the community. 3. Provide guidance and direction for accomplishing the vision. The Board shall accomplish this by creating structure for the District through distinct Board and Superintendent roles and responsibilities, which includes selecting the Superintendent, delegating to the Superintendent the authority and responsibility to implement the Board's goals within law and the Superintendent constraints, and considering and voting on the Superintendent's recommendations. 4. Works with the superintendent to lead the District toward the vision. The Board shall accomplish this by behaving in a manner that demonstrates the unity of the Board and the District. 5. Promote the vision. The Board shall accomplish this by providing advocacy for students, families, staff, and stakeholders. <p>In carrying out the above activities, the Board shall at all times comply with the Education Code and other law, as applicable.</p>

<p>Superintendent's Role</p>	<p>The Superintendent, as the Board's sole delegate (excluding the internal auditor) for managing district operations, shall be responsible for accomplishing the Board's student outcome goals within the boundaries provided by the Board and Superintendent constraints and state and federal law.</p> <p>State and federal law require board adoption of policies on a variety of topics. The Board's adopted policies in the district's local policy manual constitute compliance with these legal requirements. In accordance with state law, the Superintendent shall be responsible for preparing recommendations for policies to be adopted by the Board, overseeing implementation of adopted policies, and developing appropriate administrative regulations. In recommending policy for Board adoption, the Superintendent shall identify when the Board is required to adopt policy or has statutory decision-making authority that cannot be delegated to the Superintendent. Required board policy addressing administrative issues shall be handled by consent agenda, with the Superintendent informing the Board of substantive changes. Any operational issues not required to be Board adopted shall be addressed in administrative regulations and the Board shall take necessary steps to remove such issues from all policies in the C-G Local Policy series.</p>
<p>Board's Student Outcome Goals for the Superintendent</p>	<p>The Board's student outcome goals, as aligned with the District vision, are:</p> <ol style="list-style-type: none"> 1. Students who exhibit Satisfactory or above performance on State assessments or, if they are below Satisfactory performance, who demonstrate more than 1 year of academic growth will increase in percentage from X% to Y% by Z 2. Y% of entering kindergarten students are school-ready on a multidimensional assessment by Z -- up from X% 3. The percent of students at low performing campuses who meet or exceed standard will increase from X% to Y% by Z <p>The Superintendent shall interpret and implement the Board's student outcome goals and, in consultation with the Board, select goal progress measures (GPMs) for each student outcome goal [see AE (exhibit)]. For any school year during which the Board's student outcome goals are not met, the Superintendent shall make reasonable progress toward meeting the student outcome goals.</p>

<p>Board's Constraints for the Superintendent</p>	<p>In attaining the Board's student outcome goals, the Superintendent shall not: :</p> <ol style="list-style-type: none"> 1. The District to undermine the authority and autonomy of individual schools to implement changes designed to improve student outcomes 2. Low performing campuses to have inequitable access to experienced and effective staff 3. The number of students in low performing campuses to increase or remain the same <p>The District will pursue a System of Great Schools theory of action where central administration devolves autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers. Campus performance contracts will require the campus to accomplish the Board's student outcome goals while operating within the Board's other constraints.</p> <p>The Superintendent shall interpret the Superintendent constraints and, in consultation with the Board, select constraint progress measures (CPMs) for each constraint [see AE(EXHIBIT)].</p>
<p>Board's Constraints for the Board</p>	<p>The Board shall operate within the Board's role, as defined above, and the Board's operating procedures. The Board, either collectively or through the actions of individual Trustees, shall not:</p> <ul style="list-style-type: none"> • Modify this policy, AE (local), more than once per year • Perform or appear to perform any of the responsibilities dele-gated to the Superintendent; • Violate this or any other Board-adopted policy; • Violate the Board's operating procedures; or • Violate state or federal law.
<p>Board Self Evaluation</p>	<p>The Board shall conduct formative self-evaluations at least quarter-ly and, within 45 days prior to conducting the annual Superintendent evaluation, an annual summative evaluation. The Board shall self-evaluate using the TEA Implementation Fidelity Instrument.</p>

Superintendent Evaluation	The Board shall annually evaluate the Superintendent based on the District's achievement of the Board's student outcome goals and compliance with the Superintendent constraints. Accomplishment of at least 80 percent of the adopted progress measures' (GPMs and CPMs) annual targets shall be an automatic indicator of success; below that threshold, the Board's judgment shall be the indicator of success.
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SAMPLE AE (exhibit)

This is not intended to be copied and pasted. This is only intended as one example of what a revised AE (exhibit) could look like. For shorthand below, X represents baselines, Y represents targets, and Z represents deadlines.

Sample Student Outcome Goals & Goal Progress Measures

G1. Students who exhibit Satisfactory or above performance on State assessments or, if they are below Satisfactory performance, who demonstrate more than 1 year of academic growth will increase in percentage from X% to Y% by Z
<ol style="list-style-type: none"> 1. Percentage of students who demonstrate grade level proficiency on STAAR-aligned District literacy benchmarks will increase from X% to Y% by Z 2. Percentage of students who demonstrate grade level proficiency on STAAR-aligned District numeracy benchmarks will increase from X% to Y% by Z 3. Percentage of students who exceed the STAAR Progress Measure on state exams will increase from X% to Y% by Z

G2. Y% of entering kindergarten students are school-ready on a multidimensional assessment by Z -- up from X%

1. Percentage of kindergarten students who attended PreK classrooms who meet the “school ready” standard, disaggregated by District-sponsored PreK programs, PreK programs operated by other entities and students who did not attend PreK will increase from X% to Y% by Z
2. Percentage of PreK students making growth/progress on the District’s assessment will increase from X% to Y% by Z

G3. The percent of students at low performing campuses who meet or exceed standard will increase from X% to Y% by Z

1. Percentage of students at low performing campuses growing at least 1.5 grade levels per year will increase from X% to Y% by Z
2. Percentage of the total student population at low performing HS campuses who scored a 3 or better on an AP course will increase from X% to Y% by Z

Sample Constraints & Constraint Progress Measures

C1. Do not allow the District to undermine the authority and autonomy of individual schools to implement changes designed to improve student outcomes

1. Percentage of principal survey responses indicating they were able to select every member of their staff will increase from X% to Y% by Z

C2. Do not allow low performing campuses to have inequitable access to experienced and effective staff

1. Percentage of principals at under performing schools whose performance evaluations place them in the bottom half of all principals in the district will decrease from X% to Y% by Z
2. Percentage of teachers at under performing schools whose performance evaluations place them in the bottom half of all teachers in the district will decrease from X% to Y% by Z
3. Percentage of 1st year principals or 1st year teachers at under performing campuses will decrease from X% to Y% by Z

C3. Do not allow the number of students at low performing campuses to increase or remain the same

1. Number of campus restarts will increase from X to Y by Z
2. Number of students in low performing campuses will decline from X to Y by Z

Sample Monitoring Calendar

Month	1st Meeting of the Month (1 of 2 hours)	2nd Meeting of the Month (1 of 2 hours)
January	G2 -- Gap Focus	G2 -- Gap Focus
February	G3 -- On Track Focus	G3 -- CCR Focus
March	G2 -- Early Literacy Focus	G2 -- Early Numeracy Focus
April	G1 -- Growth Focus (K-8)	G1 -- Growth Focus (9-12)
May	G3 -- On Track Focus	G3 -- CCR Focus
June	G2 -- School Readiness Focus (P3)	G2 -- School Readiness Focus (P4)
August	G1 -- Literacy/Reading Focus (3-12)	G1 -- Literacy/Reading Focus (PreK-2)
September	G1 -- Math Focus (K-5, 9-12)	G1 -- Math Focus (6-8)
October	G1 -- Science Focus (K-8)	G1 -- Science Focus (9-12)
November	G1 -- Social Studies Focus (K-8)	G1 -- Social Studies Focus (9-12)
December	G3 -- AP Focus	G3 -- On Track Focus

Sample Student Outcome Goals, Constraints, & Progress Measures

These are not intended to be copied and pasted. They are only intended as examples of what goals, constraints, and/or their progress measures could look like. The items below are modified from actual Districts in Texas. For shorthand below, X represents baselines, Y represents targets, and Z represents deadlines.

Student Outcome Goals & Goal Progress Measures

- All students will exhibit Satisfactory or above performance on State assessments, and students below Satisfactory performance will demonstrate more than 1 year of academic growth, up from X%, by Z
- The achievement gap by race, ethnicity and socioeconomic status will decline from X and be no greater than Y percentage points on all academic measures by Z
- Y% of students will graduate with qualifying scores for community college, college, military, or industry certification by Z, up from X%
- All entering kindergarten students will be school-ready on a multidimensional assessment by Z; X is the current percentage
- All students, instead of the current X%, will participate in at least one extracurricular or co-curricular activity each year by Z
- Percentage of students who meet the standard on the state exams will increase from X% to Y% by Z
- Percentage of students who meet the STAAR Progress Measure on the state exams will increase from X% to Y% by Z
- Percentage of students who exceed the STAAR Progress Measure on state exams will increase from X% to Y% by Z
- Percentage of students who meet standard or exceeded the STAAR Progress Measure on state exams will increase from X% to Y% by Z
- Percentage of students who did not meet standard and did not Exceed STAAR Progress Measure on the state exams will decrease from X% to Y% by Z
- STAAR gap: State White vs. District African American will decrease from X% to Y% by Z
- STAAR gap: State White vs. District Hispanic will decrease from X% to Y% by Z
- STAAR gap: District Hispanic vs. District African American will decrease from X% to Y% by Z
- STAAR gap: State Economically Disadvantaged vs. District Economically Disadvantaged will decrease from X% to Y% by Z
- STARR gap: State non-Economically Disadvantaged vs. District Economically Disadvantaged will decrease from X% to Y% by Z

- Percentage of HS students graduating in four years will increase from X% to Y% by Z
- Percentage of the original 9th grade cohort of students who stay on track to graduate throughout their HS career will increase from X% to Y% by Z
- Percentage of graduates who have earned any one of the following: “college credit qualifying” score on the AP, SAT, ACT, TSI, or military ASVAB exams, or received an industry certification will increase from X% to Y% by Z
- Percentage of HS students (disaggregated for African American, Hispanic and economically disadvantaged groups) participating in AP, CTE courses/certifications and other rigorous courses will increase from X% to Y% by Z
- Percentage of kindergarten students who attended District PreK classrooms who meet the “school ready” standard, disaggregated by District-sponsored PreK programs, PreK programs operated by other entities and students who did not attend PreK will increase from X% to Y% by Z
- Percentage of students reading on or above grade level (iStation) will increase from X% to Y% by Z
- Percentage of students who did not meet PSR but exceeded one year's growth in Reading will increase from X% to Y% by Z
- Percentage of students who did not meet PSR but exceeded one year's growth in Writing will increase from X% to Y% by Z
- Percentage of students who did not meet PSR but exceeded one year's growth in Math will increase from X% to Y% by Z
- Percentage of 12th graders demonstrating proficiency on a capstone project will increase from X% to Y% by Z
- Percentage of Distinguished Level Graduates will increase from X% to Y% by Z
- Percentage of high school students participating in community service will increase from X% to Y% by Z
- Percentage of annual graduates completing a 4th year of high school math will increase from X% to Y% by Z
- NAEP gap: District White v. African American, Hispanic in 4th grade Reading Proficient will decrease from X% to Y% by Z
- NAEP gap: District White v. African American, Hispanic in 8th grade Math Proficient will decrease from X% to Y% by Z

Sample Constraints & Constraint Progress Measures

- The Superintendent will not allow teacher attendance at under performing campuses to drop below 95%
- The Superintendent will not allow the District to be fiscally unsound
- The Superintendent will not allow a negative student experience

- The Superintendent will not allow the District to undermine the authority and autonomy of individual schools to implement changes designed to improve student outcomes
- The Superintendent will not allow under performing campuses to have inequitable access to experienced and effective staff
- Number of campus restarts will increase from X to Y by Z
- Number of students in low performing campuses will decline from X to Y by Z
- Difference between the percent of all students in AP courses and the percent of African-American students in AP courses will decrease from X% to Y% by Z
- Difference between the percent of all ISD students in AP courses and the percent of Hispanic students in AP courses will decrease from X% to Y% by Z
- Number of TEA or District program review exceptions will decrease from X% to Y% by Z
- Number of TEA or District audit exceptions will decrease from X% to Y% by Z
- Number of major state and local test security violations will decrease from X% to Y% by Z
- Number of student privacy violations will decrease from X% to Y% by Z
- Fund balance ratio (percent of overall budget represented by the fund balance) will decrease/increase from X% to Y% by Z
- Unrestricted fund balance ratio will decrease/increase from X% to Y% by Z
- Percentage of budget representing use of reserve funds to balance budget will decrease from X% to Y% by Z
- Percentage variance between final budget and actual will decrease from X% to Y% by Z
- Number of years since qualified opinion on audit report will increase from X to Y by Z
- Percent of PreK students (disaggregated by 3 and 4 year olds) enrolled in district classrooms will increase from X% to Y% by Z
- Percent of PreK students (disaggregated by 3 and 4 year olds) enrolled in partnership classrooms will increase from X% to Y% by Z
- Annual percentage of Distinguished Teachers retained will increase from X% to Y% by Z
- Annual staff retention rate of Proficient I and higher teachers will increase from X% to Y% by Z
- Percentage positive ratings on climate survey about the “direction of the district” will increase from X% to Y% by Z
- Percentage positive ratings on climate survey about the “direction of the campus” will increase from X% to Y% by Z

- Staff attendance rate will increase from X% to Y% by Z
- Percentage of new hires citing ISD initiatives as reason for coming to the district will increase from X% to Y% by Z
- Percentage of Proficient I and higher-rated teachers leaving the district due to dissatisfaction with district policies/working conditions will decrease from X% to Y% by Z
- Percentage of students participating in extracurricular activities by elementary, middle and high school will increase from X% to Y% by Z
- Percentage of students absent for more than 10% of the days in a semester will decrease from X% to Y% by Z
- Percentage of students in out-of-school suspension or removed to alternative setting will decrease from X% to Y% by Z
- Percentage of students taught by a non-certified substitute teacher in a classroom with a vacancy for more than 20 days in semester one or 35 days in semester 2 will decrease from X% to Y% by Z
- Percentage of students responding positively to student survey about whether they are “feeling supported” will increase from X% to Y% by Z
- Percentage of elementary students participating in at least one co-curricular activity will increase from X% to Y% by Z
- Percentage of principal survey responses indicating they were able to select every member of their staff will increase from X% to Y% by Z
- Percentage of IR campuses with a Proficient 1 and above principal will increase from X% to Y% by Z
- Percentage of Proficient I and above teachers at IR campuses will increase from X% to Y% by Z
- Percentage of MBE and WBE participation in all district contracts will increase from X% to Y% by Z
- Difference between the percentage of African-American/Hispanic students and the percent of African-American/Hispanic staff will decrease from X% to Y% by Z
- Difference between the median salary including benefits for the District vs. surrounding districts will decrease from X% to Y% by Z
- Percentage of parents who feel their involvement is welcome will increase from X% to Y% by Z
- Percentage of parents who feel they are treated courteously by teachers will increase from X% to Y% by Z
- Percentage and number of schools with active parent organizations will increase from X% to Y% by Z
- Number of PEIMS ID errors and Under-Reports will decrease from X to Y by Z

Sample Theories of Action

One Best School System

The District will pursue a One Best System theory of action where individual educators are empowered to determine instructional materials and methods for their classes. Central administration will direct all operational and budgetary functions to ensure compliance with the Board's other constraints. Teachers will direct classrooms to ensure accomplishment of the Board's student outcome goals.

Managed Instruction

The District will pursue a Managed Instruction theory of action where instructional materials and methods will be directed by the central administration to ensure that students experience consistency and quality of instructional delivery across a system of campuses. Central administration will be responsible for accomplishing the Board's student outcome goals while operating within the Board's other constraints.

Earned Autonomy

The District will pursue an Earned Autonomy theory of action where the central administration directly administers some campuses and grants varying levels of autonomy to other campuses. The central administration will clearly define operational thresholds that deserve higher levels of autonomy, and the specific autonomies earned, consistent with Board student outcome goals and constraints. Responsibility for accomplishing the Board's student outcome goals while operating within the Board's constraints will vary by context between central administration and campus administration.

(continued on next page)

Performance Management

The District will pursue a Performance Management theory of action where the most critical functions of central administration are campus accountability and HR support that provides a differentiated path of continuous improvement for all educators -- whether in administrative roles or classroom roles. This differentiated HR system methodically identifies path for performance improvement, aligns educator incentives with student performance, and ensures that educator placement is a function of student needs rather than adult preferences.

System of Great Schools

The District will pursue a System of Great Schools theory of action where central administration devolves autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers. Campus performance contracts will require the campus to accomplish the Board's student outcome goals while operating within the Board's other constraints.

Sample Superintendent Evaluation Template

Because Superintendent performance is considered indistinguishable from District performance, the Superintendent's annual evaluation is simply the amalgam of all monthly monitoring reports. A student outcome goal or constraint is considered met if a) the goal actual results meet or exceed the targets or b) at least 2/3rds of the respective goal progress measure (GPM) or constraint progress measure (CPM) actual results meet or exceed the targets. Overall Superintendent performance is met if at least 4/5ths of the goals and constraints are met.

Student Outcome Goals Scorecard

Student Outcome Goal #1 (target/actual):			
GPM #1.1: (target/actual)	GPM #1.2: (target/actual)	GPM #1.3: (target/actual)	% of GPMs That Met Target
Student Outcome Goal #2 (target/actual):			
GPM #2.1: (target/actual)	GPM #2.2: (target/actual)	GPM #2.3: (target/actual)	% of GPMs That Met Target
Student Outcome Goal #3 (target/actual):			
GPM #3.1: (target/actual)	GPM #3.2: (target/actual)	GPM #3.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #4 (target/actual):			
GPM #4.1: (target/actual)	GPM #4.2: (target/actual)	GPM #4.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #5 (target/actual):			
GPM #5.1: (target/actual)	GPM #5.2: (target/actual)	GPM #5.3: (target/actual)	% of GPMs That Met Target

Overall Performance	
% of All GPMs That Met Target	

Constraints Scorecard

Constraint #1:			
CPM #1.1: (target/actual)	CPM #1.2: (target/actual)	CPM #1.3: (target/actual)	% of GPMs That Met Target

Constraint #2:			
CPM #2.1: (target/actual)	CPM #2.2: (target/actual)	CPM #2.3: (target/actual)	% of GPMs That Met Target
Constraint #3:			
CPM #3.1: (target/actual)	CPM #3.2: (target/actual)	CPM #3.3: (target/actual)	% of GPMs That Met Target
Constraint #4:			
CPM #4.1: (target/actual)	CPM #4.2: (target/actual)	CPM #4.3: (target/actual)	% of GPMs That Met Target
Constraint #5:			
CPM #5.1: (target/actual)	CPM #5.2: (target/actual)	CPM #5.3: (target/actual)	% of GPMs That Met Target

Overall Performance	
% of All CPMs That Met Target	



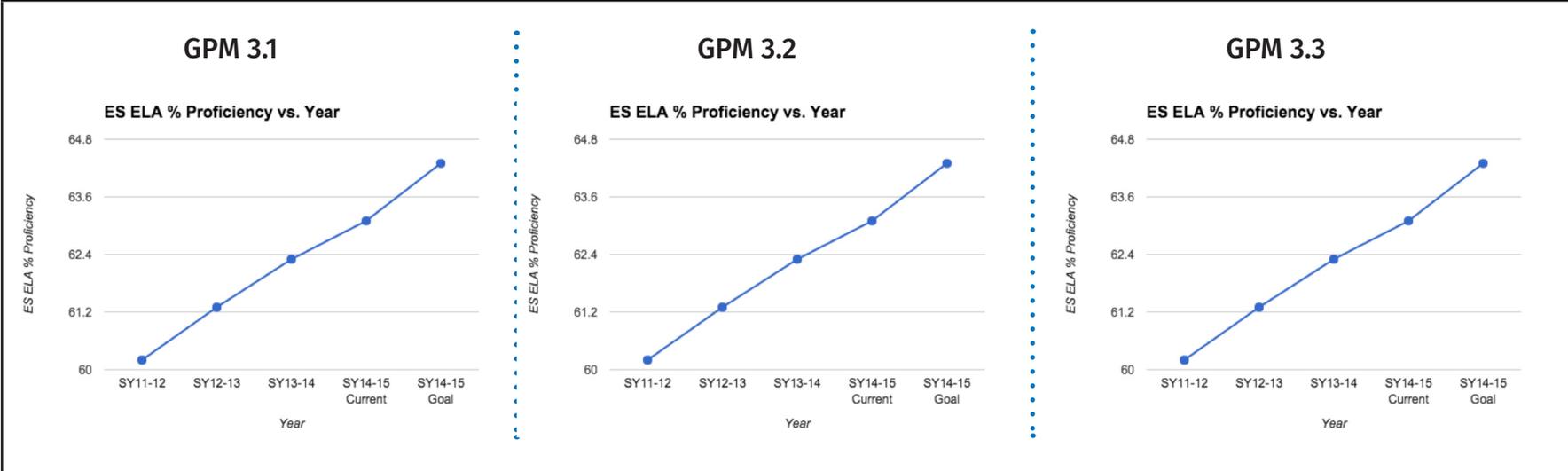
Sample Monitoring Report

There are many different ways a monitoring report can appear. This sample is not intended to be a model; this is just one of many ways it could appear. Actual appearance will vary based on District-specific factors. What will not vary is the minimum elements necessary for an effective monitoring report: 1) it identifies which student outcome goal or constraint is being monitored and on which date, 2) the GPMs/CPMs showing the previous three reporting periods, the current reporting period, the annual target, and the deadline target 3) the Superintendent’s evaluation of performance (not meeting, approaching, meeting, mastering or whatever evaluation language the Superintendent and Board agree on), and 4) supporting documentation the Superintendent believes evidences their evaluation of performance or that describes corrective actions to be taken.

Sample Monitoring Report, May 2017 Graduation Rates													
Student Outcome Goal #3	Evaluation												
93% of graduates will have qualifying scores for college, military, or industry certification -- an increase from 81% -- by 2020	Approaching Goal												
<p style="text-align: center;">ES ELA % Proficiency vs. Year</p> <table border="1"> <caption>ES ELA % Proficiency vs. Year Data</caption> <thead> <tr> <th>Year</th> <th>ES ELA % Proficiency</th> </tr> </thead> <tbody> <tr> <td>SY11-12</td> <td>60.2</td> </tr> <tr> <td>SY12-13</td> <td>61.2</td> </tr> <tr> <td>SY13-14</td> <td>62.4</td> </tr> <tr> <td>SY14-15 Current</td> <td>63.2</td> </tr> <tr> <td>SY14-15 Goal</td> <td>64.2</td> </tr> </tbody> </table>		Year	ES ELA % Proficiency	SY11-12	60.2	SY12-13	61.2	SY13-14	62.4	SY14-15 Current	63.2	SY14-15 Goal	64.2
Year	ES ELA % Proficiency												
SY11-12	60.2												
SY12-13	61.2												
SY13-14	62.4												
SY14-15 Current	63.2												
SY14-15 Goal	64.2												

Goal Progress Measures (GPMs)

3.1 - Percent of HS students graduating in four years will increase from X% to Y% by Z. **3.2** - Percent of the original 9th grade cohort of students who stay on track to graduate throughout their HS career will increase from X% to Y% by Z. **3.3** - Percent of graduates who have earned any one of the following: “college credit qualifying” score on the AP, SAT, ACT, TSI, or military ASVAB exams, or received an industry certification will increase from X% to Y% by Z



Support Data

This is where information that supports the GPMs/CPMs belongs. In addition, any other information the Superintendent wants to provide to support the evaluation (in this sample report, it’s listed as “Approaching Goal” but it could be Compliant/Non-Compliant/Partially Compliant or whatever other descriptors the Board and Superintendent agree on) goes here. In the event that the Superintendent’s evaluation is anything other than, “Meeting Goal / Compliant”, it is reasonable for the Board to expect brief explanations for why the District is not performing as intended, what the strategy (not necessarily a list of tactics -- that’s likely too much detail) for improving performance is, and the timeline for when the Superintendent expects to return to expected performance levels. It is strongly recommended that disaggregated data be included in the support data consistent with the Superintendent’s understanding of what the Board cares about.



Implementation Integrity Instrument

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored execution of the five points of the Texas Framework for School Board Development, as adopted by the Texas State Board of Education: Vision, Accountability, Structure, Unity, and Advocacy. In addition to Lone Star's singular focus on improving student outcomes, it provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the Board.

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TEXAS FRAMEWORK: VISION

VISION 1: The Board works collaboratively with the Superintendent to develop the vision and student outcome goals

Does Not Meet Focus 	0	Begins Focus 	1	Approaches Focus 	4	Meets Focus 	12	Masters Focus 	15	
<i>The Board does not meet focus if any of the following conditions are true:</i>	<i>The Board begins to focus if all of the following conditions are true:</i>	And...		And...		And...				
<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 (resources and activities invested in a particular program or strategy; usually knowable at the beginning of a cycle; a measure of effort applied), 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 or strategy), and 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).</p>	<p>The Board has a Board-adopted vision statement.</p> <p>The Board has Board-adopted goals.</p> <p>The Board owned the vision development process while working collaboratively with the Superintendent.</p> <p>The Board owned the goals development process while working collaboratively with the Superintendent.</p> <p>The Board has adopted no fewer than 1 and no more than 5 goals. Three is the recommended number.</p>		<p>Each goal describes a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (date by when the current state will equal the future state). (e.g. "[population]'s ability to demonstrate [measure] is currently at [baseline] and will be at [target] by [deadline]" or "The number of high performing campuses will increase from [baseline] to [target] by [deadline]")</p> <p>The deadline for each goal to reach target is no fewer than 3 years away. No more than 5 years are recommended.</p> <p>The Board has adopted an annual target for each goal in addition to its deadline target.</p>		<p>The goals are all student outcome goals (they all describe what students know or are able to do) as distinct from adult inputs, adult outputs, student inputs, and student outputs.</p> <p>All Trustees and the Superintendent agree that the student outcome goals are all SMART (specific, measurable, attainable, results-focused, time-bound), but will challenge the organization and require adult behavior change.</p> <p>The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential student outcome goals.</p>		<p>References to research that suggests alignment with the vision are cited for each student outcome goal.</p> <p>Students, families, teachers, and community members were involved in the vision and student outcome goals development process in such a manner that there is broad community acceptance of the Board's vision and student outcome goals.</p> <p>All Trustees have committed the vision and student outcome goals to memory and know, at all times, the current status of each student outcome goal.</p>			

VISION 2: The Board has adopted goal progress measures (GPMs) aligned to each student outcome goal									
Does Not Meet Focus 	0	Begins Focus 	1	Approaches Focus 	4	Meets Focus 	12	Masters Focus 	15
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have goal progress measures (GPMs) (specific graph-plottable indicators used to determine if the goal is likely to be met or not.</p> <p>The Board is treating annual targets for the student outcome goals as if they are GPMs (annual targets for student outcome goals are never goal progress measures).</p>		<p><i>The Board begins to focus if all of the following conditions are true:</i></p> <p>The Board has Board-adopted GPMs for each student outcome goal.</p> <p>The Superintendent owned the GPM development process while working collaboratively with the Board.</p> <p>The current status of the GPMs that were adopted is able to be updated at least 4 times per year.</p>		<p>And...</p> <p>Each GPM includes a baseline, a target, a population, and a deadline. (e.g. "Percent and/or number of [population]'s [measure] currently at [baseline] will be [target] by [deadline]" or "Percent of students completing algebra by the end of 9th grade will grow from [baseline] to [target] by [deadline]")</p> <p>The deadline for each GPM to reach target is no more than 5 years away. One to three year GPM deadlines are recommended.</p> <p>The Board has adopted an annual target for each GPM in addition to its deadline target.</p> <p>The Board has adopted no fewer than 1 and no more than 3 GPMs for each student outcome goal.</p>		<p>And...</p> <p>The GPMs are all student outputs or student outcomes, as distinct from adult inputs, adult outputs, and student inputs. GPMs are most commonly student outputs.</p> <p>All Trustees and the Superintendent agree that the GPMs are all SMART.</p> <p>All Trustees and the Superintendent agree that the GPMs are all predictive of their respective student outcome goals, and are influenceable by the Superintendent. Predictive suggests that there is some evidence of a correlation between the progress measure and the goal. Influenceable suggests that the Superintendent has authority over roughly 80% of whatever the progress measure is measuring.</p>		<p>And...</p> <p>Students, families, teachers, and community members were involved in the GPM development process in such a way that there is broad community acceptance of the Board's GPMs.</p>	

VISION 3: The Board has adopted a vision for what student outcomes will be and has adopted constraints aligned with that vision										
Does Not Meet Focus 	0	Begins Focus 	1	Approaches Focus 	3	Meets Focus 	9	Masters Focus 	10	
<i>The Board does not meet focus if any of the following conditions are true:</i>		<i>The Board begins to focus if all of the following conditions are true:</i>		And...			And...		And...	
<p>The Board does not have a vision.</p> <p>The Board does not have constraints (specific prohibitions on Superintendent authority that are aligned with the vision and grounded in community values).</p>		<p>The Board has a Board-adopted vision statement.</p> <p>The Board has Board-adopted constraints.</p> <p>The Board owned the vision development process while working collaboratively with the Superintendent.</p> <p>The Board owned the constraint development process while working collaboratively with the Superintendent.</p> <p>The Board has adopted no fewer than 1 and no more than 5 constraints. Three is the recommended number.</p>		<p>Each constraint describes a single operational action or class of actions the Superintendent may not use or allow. (e.g. "Do not allow hiring criteria at low performing campuses to require less than 2 years of in-role experience and/or demonstrated effectiveness at improving student outcomes" or "Do not allocate resources/funds in a manner that disadvantages students in low performing campuses" or "Do not allow the number of students in low performing campuses to increase or remain the same")</p>			<p>All Trustees and the Superintendent agree that the constraints are all SMART.</p> <p>Separate from the constraints on the Superintendent's authority, the Board has adopted 3 to 5 self-constraints on its own behavior and self-evaluates against one of them each month.</p>		<p>References to research that suggests alignment with the vision are cited for constraints where appropriate.</p> <p>The Board, in collaboration with the Superintendent, has adopted one or more theories of action (high level strategic constraints to which all District inputs and outputs must be aligned; they do not have CPMs) to drive overall strategic direction. Research has been cited for each theory of action.</p> <p>Students, families, teachers, and community members were involved in the vision and constraint development process in such a manner that there is broad community acceptance of the Board's vision and constraints.</p>	

VISION 4: The Board has adopted constraint progress measures (CPMs) aligned to each constraint.

Does Not Meet Focus 	0	Begins Focus 	.5	Approaches Focus 	1	Meets Focus 	4	Masters Focus 	5	
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have constraint progress measures (CPMs) (specific graph-plottable indicators used to determine if the constraint is likely to be avoided or not.</p>	<p><i>The Board begins to focus if all of the following conditions are true:</i></p> <p>The Board has Board-adopted CPMs for each constraint.</p> <p>The Superintendent owned the CPM development process while working collaboratively with the Board.</p> <p>The current status of the CPMs that were adopted is able to be updated at least 4 times per year.</p>		<p>And...</p> <p>Each CPM describes a baseline, a target, and a deadline. (e.g. "Percent of teachers teaching at low performing campuses who are first year teachers will decline from [baseline] to [target] by [deadline]" or "Percent of campuses funded using an equitable student-based budgeting formula will increase from [baseline] to [target] by [deadline]")</p> <p>The Board has adopted no fewer than 1 and no more than 3 CPMs for each constraint.</p> <p>The deadline for each CPM to reach target is no more than 5 years away. One to three year CPM deadlines are recommended.</p> <p>The Board has adopted an annual target for each CPM in addition to its deadline target.</p>			<p>And...</p> <p>All Trustees and the Superintendent agree that the CPMs are all SMART.</p> <p>All Trustees and the Superintendent agree that the CPMs are all predictive of their respective constraints, and are influenceable by the Superintendent. Predictive suggests that there is some evidence of a correlation between the progress measure and the constraint. Influenceable suggests that the Superintendent has authority over roughly 80% of whatever the progress measure is measuring.</p>		<p>And...</p> <p>Students, families, teachers, and community members were involved in the CPM development process in such a manner that there is broad community acceptance of the Board's CPMs.</p> <p>The Board has adopted no fewer than 1 and no more than 3 Board self-constraint progress measures (SCPMs) for each of the self-constraints the Board adopted.</p>		



TEXAS FRAMEWORK: ACCOUNTABILITY

ACCOUNTABILITY 1: The Board invests at least half of its time focusing on its vision and student outcome goals

Does Not Meet Focus 	0	Begins Focus 	1	Approaches Focus 	4	Meets Focus 	12	Masters Focus 	15
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have student outcome goals, GPMs, constraints, CPMs, or annual targets.</p> <p>The Board does not have a 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).</p> <p>The Board does not track its use of time in Board-authorized public meetings (any non-privileged meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, Board committees. Some statutorily required hearings are exempted from this definition).</p>	<p><i>The Board begins to focus if all of the following conditions are true:</i></p> <p>The Board has a Board-adopted monitoring calendar.</p> <p>The Board has received a monitoring report (a report that evidences to the Board whether or not reality matches the adopted student outcome goals, constraints, and progress measures). A monitoring report must contain 1) the goal/constraint being monitored, 2) the measures showing the previous three reporting periods, the current reporting period, and the annual and deadline targets, 3) the Superintendent's evaluation of performance (compliant, partially compliant, non-compliant), and 4) supporting documentation that evidences the evaluation and describes any needed next steps.</p>	<p>And...</p> <p>The Superintendent owned the monitoring calendar development process while working collaboratively with the Board.</p> <p>The Board's monitoring calendar spans no fewer than 18 months. The recommended span is 24-36 months.</p> <p>Of the total minutes spent in Board-authorized public meetings, no fewer than 25% are invested in either setting student outcomes goals and constraints, or progress monitoring (a process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and voting to accept or not accept them).</p>	<p>And...</p> <p>Of the total minutes spent in Board-authorized public meetings, no fewer than 25% are invested specifically in progress monitoring the Board's student outcome goals.</p> <p>No more than two student outcome goals are monitored per month.</p> <p>Every student outcome goal is monitored at least four times per year.</p>	<p>And...</p> <p>Of the total minutes spent in Board-authorized public meetings, no fewer than 50% are invested in progress monitoring the Board's student outcome goals.</p> <p>The Board's monitoring calendar spans across the Board's student outcome goals' 3 to 5 year deadlines.</p> <p>The student outcome goals, constraints, and annual targets have not been changed since either the monitoring calendar was adopted or 36 months as passed, whichever is longer.</p>					

ACCOUNTABILITY 2: The Board measures and communicates, but does not interfere in, progress toward the vision and student outcome goals														
Does Not Meet Focus	!	0	Begins Focus	🚩	.5	Approaches Focus	➡	1	Meets Focus	✓	4	Masters Focus	🏆	5
<i>The Board does not meet focus if any of the following conditions are true:</i>		<i>The Board begins to focus if all of the following conditions are true:</i>			And...					And...		And...		
Any individual Trustee does not know whether or not the District is in low performing status and, if it is, for how long.		The Board has been provided copies of -- but did not vote to approve / disapprove -- the Superintendent's plan(s) for implementing the Board's student outcome goals and ensured that the plan included both an implementation timeline and implementation integrity measures.			The most recent Board self-evaluation evaluated the Board in part based on the results of student outcome goals.					The Superintendent is evaluated on only the Board-adopted student outcome goals and constraints, using data reported as scheduled via the Board's monitoring calendar.		The Board self-evaluates using this implementation integrity instrument quarterly.		
Any individual Trustee does not know whether or not there are low performing campuses and, if there are, how many.		The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.			The most recent Superintendent evaluation evaluated the Superintendent in part based on the results of student outcome goals.					The Board considers Superintendent performance as indistinguishable from District performance.		The Board modifies its student outcome goals, GPMs, constraints, CPMs, and monitoring calendar no more than once during any 12 month period. The recommended minimum amount of time between modifications is 24-36 months.		
The Board does not schedule each student outcome goal to be progress monitored at least four times per year on its monitoring calendar.		The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.			All Trustees have completed a training that covered the state's accountability system and agree that they understand the system.					The Board created a self-constraint concerning the cost of staff time spent on governance.				
The Board does not schedule each constraint to be progress monitored at least once per year on its monitoring calendar.		The most recent Superintendent evaluation took place no more than 12 months ago.			The Board tracks the average quarterly cost of staff time spent on governance. This includes the time of any staff members spent preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings.									
		The most recent Board self-evaluation took place no more than 45 days prior to the most recent Superintendent evaluation.												

TEXAS FRAMEWORK: STRUCTURE

Structure: The Board delegates to the Superintendent operational authority to accomplish the vision and student outcome goals

Does Not Meet Focus 	0	Begins Focus 	1	Approaches Focus 	4	Meets Focus 	12	Masters Focus 	15
<i>The Board does not meet focus if any of the following conditions are true:</i>	<i>The Board begins to focus if all of the following conditions are true:</i>	And...		And...		And...			
<p>Trustees did not receive the final version of the materials to be voted on at least three calendar days in advance of the Board-authorized public meeting during which the materials would be considered.</p> <p>There were more than 5 Board-authorized public meetings in a month.</p> <p>Any meeting of the Board lasted more than 6 hours.</p> <p>Any Trustee agrees that their first loyalty is owed to the staff or to vendors, rather than to the community, the vision, and to improving student outcomes.</p>	<p>The Board tracks its use of time in Board-authorized meetings, categorizing every minute used as follows:</p> <ul style="list-style-type: none"> - Goal Setting: selecting student outcome goals, GPMs, and/or targets - Goal Monitoring: progress monitoring student outcome goals - Constraint Setting: selecting constraints, CPMs, theories of action, and/or targets - Constraint Monitoring: progress monitoring constraints - Leadership Evaluation: Board self-evaluations and Superintendent evaluations - Voting: debating and voting on any item (these activities are never a form of "monitoring") - Community Engagement - Other 	<p>All consent-eligible items (includes but is not limited to 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) were placed on the consent agenda and more than three quarters of the items were voted on using a consent agenda.</p> <p>The Board limits its adoption of local policies regarding District operations to matters that are required by law or an appropriate exercise of the Board's oversight authority as defined by the Board's adopted constraints.</p>		<p>There are no more than 4 Board-authorized public meetings per month and none lasts more than 3 hours.</p> <p>The Board schedules no more than 5 topics during any one Board-authorized public meeting.</p> <p>The Board has reviewed its local policies and has voted to remove policies regarding district operations that are neither required by law nor an appropriate exercise of the Board's oversight authority as defined by the Board's adopted constraints. The review addressed operational directives in all "local" policies in the C-G series, and Board-adopted "exhibit" policies, and any components unrelated to Board operating procedures that may be in the B series.</p>		<p>There are no more than 3 Board-authorized public meetings per month and none lasts more than 2 hours.</p> <p>The Board schedules no more than 3 primary topics for discussion during any Board-authorized public meeting.</p> <p>Trustees received the final version of the materials to be voted on at least seven calendar days in advance of the Board-authorized public meeting during which the materials would be considered.</p> <p>No edits are made to the Board's regularly scheduled meeting agenda during the meeting or during the three business days prior to the meeting unless a state of emergency has been declared.</p>			



TEXAS FRAMEWORK: ADVOCACY

Advocacy: The Board promotes the vision

Does Not Meet Focus 	0	Begins Focus 	1	Approaches Focus 	3	Meets Focus 	9	Masters Focus 	10
<i>The Board does not meet focus if any of the following conditions are true:</i>	<i>The Board begins to focus if all of the following conditions are true:</i>	And...			And...			And...	
<p>The Board has not arranged for any community engagement activities during the previous 12 month period beyond public comments during regularly scheduled Board meetings and/or statutorily required hearings.</p>	<p>The Board has a two-way communication system in place for, at least once per year, listening for and discussing the vision and values of its students.</p> <p>The Board has a two-way communication system in place for, at least once per year, listening for and discussing the vision and values of its families, staff, and community members.</p>	<p>The Board has hosted a community meeting to discuss progress toward student outcome goals at each feeder pattern with low performing campuses during the previous 12 month period. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.]</p> <p>The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals.</p>			<p>The Board has hosted and the Trustees have led or co-led at least one training on Lone Star Governance for its community during the pervious 6 month period. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.]</p> <p>The Board has displayed and keeps updated the status and targets of all student outcome goals, GPMs, constraints, and CPMs permanently and publicly in the room in which the Board most frequently holds regularly scheduled Board meetings.</p>			<p>Trustees included students in at least one of the Lone Star Governance trainings during the previous 12 month period.</p> <p>Prior to being elected, all newly elected Trustees received training on Lone Star Governance from fellow Trustees on their Board or from a TEA-certified Lone Star Governance facilitator.</p>	



TEXAS FRAMEWORK: UNITY

Unity: The Board works collaboratively with the Superintendent to lead the District toward the vision and student outcome goals

Does Not Meet Focus 	0	Begins Focus 	1	Approaches Focus 	3	Meets Focus 	9	Masters Focus 	10
<i>The Board does not meet focus if any of the following conditions are true:</i>		<i>The Board begins to focus if all of the following conditions are true:</i>		And...		And...		And...	
<p>The Board has not adopted policies that establish Board operating procedures.</p> <p>The Board was not able to achieve a quorum for at least two Board-authorized public meetings during the previous 3 month period.</p> <p>A Trustee voted on an item for which they had a conflict of interest, as defined by law, during the previous 3 month period.</p> <p>Trustees serve on committees formed by the Superintendent or staff.</p> <p>The Board has not voted to approve any Quarterly Board Progress Trackers.</p>		<p>Once annually, the Board affirms that is has reviewed all policies governing Board operating procedures.</p> <p>The Board has a policy that contains a template Ethics & Conflicts of Interest Statement and all Trustees have signed with statement during the previous 12 month period.</p> <p>All Trustees understand that if the Board has committees, their role is only to advise the Board, not to advise the staff.</p> <p>All Trustees understand that Board officers' role is to advise the Board, not to advise the staff.</p> <p>The Board is self-evaluating each quarter in pursuit of the continuous improvement timeline.</p>		<p>Attendance for all Trustees at Board-authorized public meetings was over 70% during the previous 3 month period.</p> <p>The Board was able to achieve a quorum at all Board-authorized public meetings during the previous 12 month period.</p> <p>The Board has set the expectation that information provided by the Superintendent to one Trustee is provided to all Trustees.</p> <p>The Board completed the most recent Quarterly Board Progress Tracker and voted to approved it.</p>		<p>Attendance for all Trustees at Board-authorized public meetings was equal to or greater than 80% during the previous 3 month period.</p> <p>All Trustees have completed all statutorily required trainings.</p> <p>The Board completed the most recent Quarterly Board Progress Tracker and a super majority of the Board voted to approve it.</p> <p>All Trustees agree that none of the Trustees have given operational advice or instructions to staff members.</p> <p>All Trustees agree that they are responsible for the outcomes of all students, not just students in their region of the District.</p>		<p>The Board received a certificate of completion (all Trustees and the Superintendent attended the entirety of both days together) from TEA for the Lone Star Governance workshop.</p> <p>Each quarter, the Board unanimously agreed that all policies governing Board operating procedures during the previous 3 month period.</p> <p>The Board completed the most recent Quarterly Board Progress Tracker and the Board unanimously voted to approve it.</p>	

Recommended Reading

Online Resources

- **Texas Framework for School Board Development**, Texas State Board of Education
http://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training/Framework_for_School_Board_Development/
- **The Relationship Between School Board Governance Behaviors and Student Achievement**, Ivan J. Lorentzen
<http://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2406&context=etd>
- **School District Leadership That Works**, J. Timothy Waters & Robert J. Marzano
https://www.mcrel.org/wp-content/uploads/2016/03/McREL-research-paper_-Sept2006_District-Leadership-That-Works-Effect-of-Superintendent-Leadership-on-Student-Achievement-.pdf
- **The Impact of School Board Governance on Academic Achievement in Diverse States**, Michael Ford
<http://dc.uwm.edu/cgi/viewcontent.cgi?article=1334&context=etd>
- **The Role of School Boards in Improving Student Achievement**, Washington State School Directors' Association
<http://files.eric.ed.gov/fulltext/ED521566.pdf>
- **Eight Characteristics of Effective School Boards**, Center for Public Education
<http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html>
- **Does School Board Leadership Matter?**, Arnold F. Shober & Michael T. Hartney
<https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Does-School-Board-Leadership-Matter-FINAL.pdf>
- **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>

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**, Jim Collins
- **The Fifth Discipline**, Peter M. Senge
- **Influencer**, Joseph Grenny, Kerry Patterson, David Maxfield, Ron McMillan, & Al Switzler

Quarterly Board Progress Tracker

Section	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter Targets	Extra Meetings Needed	Total Points Possible
Vision 1							15
Vision 2							15
Vision 3							10
Vision 4							5
Accountability 1							15
Accountability 2							5
Structure							15
Advocacy							10
Unity							10
Total							100

Affirmations

By signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is complete and accurate.

Trustees	Initial Here To Affirm Adherence To All Board Operating Procedures	Signature
Board President		
Board Vice-President		

Continuous Improvement Timeline

2016

Quarter 0

Period Oct / Nov / Dec 2016	Self-Evaluate By January 27, 2017	Goal Set Baseline
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2017

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Period Jan / Feb / Mar 2017	Period Apr / May / Jun 2017	Period Jul / Aug / Sep 2017	Period Oct / Nov / Dec 2017
Self-Evaluate By April 28, 2017	Self-Evaluate By July 28, 2017	Self-Evaluate By October 27, 2017	Self-Evaluate By January 26, 2018
Goal +25 points over baseline or 90%	Goal +20 points over baseline or 90%	Goal +15 points over baseline or 90%	Goal +15 points over baseline or 90%

2018

Quarter 5	Quarter 6	Quarter 7	Quarter 8
Period Jan / Feb / Mar 2018	Period Apr / May / Jun 2018	Period Jul / Aug / Sep 2018	Period Oct / Nov / Dec 2018
Self-Evaluate By April 27, 2018	Self-Evaluate By July 27, 2018	Self-Evaluate By October 27, 2018	Self-Evaluate By January 27, 2019
Goal +10 points over baseline or 90%	Goal +5 points over baseline or 90%	Goal +5 points over baseline or 90%	Goal +5 points over baseline or 90%

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 adopted by a majority of the Board will meet the standard of evidence. Any Board wanting an independent evaluation of its quarterly progress tracker may request a review from TEA staff. When available, recordings of Board meetings may be used in the independent evaluation process. For decision-making purposes, TEA will rely on both the self-evaluation and TEA staff-led independent evaluation.

Student outcomes don't change until adult behaviors change.



Workshop Pre Evaluation

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
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2) How often do you want your board to review and discuss the measurable results of the Board's annual student performance 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)
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3) How useful do you expect this workshop to be?

1 Not At All Useful	2 Somewhat Useful	3	4 Useful	5 Very Useful
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4) How proficient are you with setting key performance indicator targets for student outcome goals?

1 Not at all proficient	2 Somewhat proficient	3	4 Proficient	5 Very Proficient
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5) How likely are you to recommend this workshop to other Trustees and Superintendents?

1 Not At All likely	2 Somewhat Likely	3	4 Likely	5 Very Likely
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Workshop Post Evaluation

Post Evaluation

1) How proficient are you at distinguishing between 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 results of the Board's annual student performance 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 to you?				
1 Not At All Useful	2 Somewhat Useful	3	4 Useful	5 Very Useful

4) How proficient are you with setting key performance indicator 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 Trustees and Superintendents?				
1 Not At All likely	2 Somewhat Likely	3	4 Likely	5 Very Likely

Continuous Improvement for Governing Teams

