**Lone Star Governance SY19/20 Exemplar Cohort**

**Letter of Interest**

**Why? From Good to Great**

The Lone Star Governance (LSG) Exemplar Cohort is an intensive program designed for governing teams – school boards with their superintendent – that are dedicated to continually sharpening and cultivating their focus on one primary objective: *improving student outcomes*. It is a unique opportunity for governing teams that are committed to pushing themselves to do even more for their students. Through the LSG framework and customized supports, governing teams will be equipped for their journey from good to great to greater!

**What? Resources and Support**

The LSG Exemplar Cohort is a yearlong program, with the option of a one-year extension based on available funding, and includes the following at no cost to the LEA\*:

* Attendance at an LSG workshop with fellow cohort members;
* Dedicated LSG Coach;
* Monthly implementation support tailored for the board, board chair, superintendent, and staff;
* Quarterly board self-evaluation support;
* All statutorily required board member trainings;
* Early access to Lone Star Governance related trainings; and
* Collaboration with, learning from, and learning with other high-performing governing teams.

**Who? Leaders Willing to Focus**

Any ISD or Charter governing team is welcome to apply, though the cohort will be limited to no more than 12 governing teams. Cohort members will be selected based on their ability to demonstrate any effort to research and/or implement evidence based best practices related to board behaviors directly correlated with improvements in student outcomes. Selection will also be based on the ability to demonstrate a commitment to increasing board focus on improving student outcomes. For those selected, opportunities to provide mentoring to other school systems in their region on effective governance may also exist.

**How? Next Steps**

The selection process:

Phase 1: Complete and submit this letter of interest (LOI)

Phase 2: Respond to clarifying follow-up questions about responses to the LOI, if requested

Phase 3: Participate in an interview with the board chair and superintendent

Prior to completing this LOI, please thoroughly review the LSG Manual ([www.tea.texas.gov/lsg](http://www.tea.texas.gov/lsgs)). Ideally, the Board will review the questions and reach a consensus on responses to the items below.

**Completed LOIs must be submitted to** [**lsg@tea.texas.gov**](mailto:lsg@tea.texas.govn)

**no later than 6pm CST on March 8, 2019.**

For further information, contact AJ Crabill, Deputy Commissioner of Governance at [lsg@tea.texas.gov](mailto:lsg@tea.texas.gov).

\**Program Expenses: On a monthly basis the LEA will remit payment to the LSG Coach for services rendered and subsequently submit the paid expenses to TEA for reimbursement.*

1. **District Information**:

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| **District** |  |
| **Superintendent Name** |  |
| **Superintendent Email** |  |
| **Superintendent Phone** |  |
| **Leadership Roles Held\*** |  |
| **Administrative Assistant Name** |  |
| **Administrative Assistant Email** |  |
| **Primary District Contact for LSG Related Work** |  |
| **Primary Contact  Email** |  |
| **SY17/18 A-F  District Grade** |  |
| **ESC Region Number** |  |
| **Student Enrollment** |  |

1. **Board Information**:

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| --- | --- | --- |
| **Name** | **Email** | **Leadership Roles\*** |
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*\*Note: Leadership Roles may be within the school system (e.g. Board Vice Chair or Audit Committee Chair) or with related/member organizations (e.g. TASA Board Member or MASBO Executive Committee Member). Include all that apply.*

1. **Current Governance:**

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| **3a) Has the Board adopted student outcome goals – SMART goals focusing on what students know and are able to do? If yes, include a link to the goals below. If no, please describe your current process and why it was selected.** | **YES** |  | **NO** |  |
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| **3b) Has the Board adopted constraints – a limited set of actions or behaviors that the superintendent is not allowed to do? If yes, include a link to the constraints below. If no, please describe your current process and why it was selected.** | **YES** |  | **NO** |  |
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| **3c) Has the Board adopted a theory of action – a specific type of constraint that drives overall school system strategy? If yes, include a link below. If no, please describe your current process and why it was selected.** | **YES** |  | **NO** |  |
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| **3d) Has the Board conducted a self-evaluation within the past 12 months? If yes, include a link below to the completed evaluation. If no, please describe your current process and why it was selected.** | **YES** |  | **NO** |  |
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| **3e) Does the Board categorize and track how time is spent each month? If yes, include a link below to the most recent time tracker. If no, please describe your current process and why it was selected.** | **YES** |  | **NO** |  |
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| **3f) Does the entire Board commit to completing a 2-day Lone Star Governance workshop together prior to August 1, 2019?** | **YES** |  | **NO** |  |
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| **3g) What would you identify as the number one challenge holding your Board back from being even more effective than it is now?** | | | | |
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1. **Future Governance:**

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| **4a) Why is this the right time for your governing team to participate in the LSG Exemplar Cohort -- to implement evidence based Board behaviors most correlated with improvements in student outcomes?** |
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| **4b) If your governing team is invited to join the Cohort, what specific actions will you take to both educate and gain buy-in from family and community stakeholders on the governing team’s behavior changes?** |
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| **4c) If your governing team is invited to join the Cohort, what specific actions will you take to both educate and support other school systems in your region that want to increase their focus on student outcomes?** |
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| **4d) Which distraction from student outcomes does your governing team currently indulge that it most wants to give up?** |
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1. **Student Outcomes:**

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| **5a) What evidence does the governing team rely on to determine the school system’s overall performance?** |
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| **5b) Based on the definition and measure above, describe the school system’s overall performance.** |
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| **5c) What evidence does the governing team rely on to determine if the school system’s interim assessments are aligned with its summative assessments?** |
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| **5d) How does the governing team define and measure a low performing school?** |
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| **5e) Based on the definition and measure above, how many low performing schools does the school system have?** |
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| **5f) How does the governing team define and measure a high performing school?** |
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| **5g) Based on the definition and measure above, how many high performing schools does the school system have?** |
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| **5h) How does the governing team define and measure college, career, and military readiness?** |
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| **5i) Based on the definition and measure above, what percentage of students graduate from your system college, career, and military ready?** |
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| **5j) What is the difference between a student focused and a student outcome focused governing team? Which better describes your board? Why?** |
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