LONE STAR GOVERNANCE

Continuous Improvement for Governing Teams

Participant Manual

Participant Name: _____

Student outcomes don't change until adult behaviors change.

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"A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people..."

- **The Texas Constitution** on the need for an "efficient system of public free schools"

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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 framework for governing teams (Boards in collaboration with their Superintendents) that choose and commit 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

Advocacy

Unity

In addition to Lone Star Governance'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 commitment to and intense focus on improving student outcomes as described by the Lone Star Governance Instrument.

As a result of participating in the workshop, Board Members 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**
- **Vision** (continued)

Day Two

9:00 AM - 6:00 PM

- **Accountability**
- **Structure**
- **Lunch**
- **Advocacy**
- **Unity**

Day One Notes

Day One Notes Continued

Day Two Notes

Day Two Notes Continued

Appendices

- Board's Time Use Tracker
- Board's Staff Use Tracker
- Sample AE (local)
- Sample AE (exhibit)
- Sample Monitoring Calendar
- Sample Theories of Action
- Sample Superintendent Evaluation
- Sample Monitoring Report
- LSG Instrument
- Reference Material
- Board's Quarterly Progress Tracker
- Continuous Improvement Timeline
- Glossary

Board's Time Use Tracker

Framework	Activity	Minutes Used	% of Total Minutes Used	Descriptions
Vision	Student Outcome Goal Setting			Selecting student outcome goals, GPMs, and/or targets
Vision	Student Outcome Goal Monitoring			Progress monitoring Board-approved student outcome goals using monitoring reports in accordance with the Board-adopted monitoring calendar
Vision	Constraints Setting			Selecting constraints, CPMs, theories of action, and/or targets
Vision	Constraints Monitoring			Progress monitoring Board-approved constraints using monitoring reports in accordance with the Board-adopted monitoring calendar
Accountability	Superintendent Evaluation			Annual evaluation of superintendent/district performance
Accountability	Board Self-Evaluation			Meeting evaluation using this time use tracker; quarterly and/or annual board self-evaluation using the LSG instrument
Structure	Voting			Debating and voting on any item up for board consideration; these activities are never a form of "monitoring"
Advocacy	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members
Advocacy	Student/Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and families
Advocacy	Community Training			Board-hosted and Board Member-led or co-led training on student outcomes goals specifically or Lone Star Governance practices generally
Unity	Board Training			The Board fulfilling statutorily required, LSG-related, or other trainings
Other	Other			Any time spent on an activity that is not one of the above
Student Outcome Goal-focused Mins				Student Outcome Goal Setting and Monitoring combined
Total Minutes				All minutes combined

Board's Staff Use Tracker

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (E.g. Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Superintendent					
Senior Staff Members					

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours x Hourly Rate
Other Staff					
Totals					

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	The Board will: 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 school system 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 school system 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. Promote the vision. The Board shall accomplish this by providing **advocacy** for students, families, staff, and stakeholders. 5. Work with the superintendent to lead the school system toward the vision. The Board shall accomplish this by behaving in a manner that demonstrates the **unity** of the Board and the school system. In carrying out the above activities, the Board shall rely on the support of a Lone Star Governance coach and shall at all times comply with the Education Code and other laws, as applicable.

Superintendent's Role	The Superintendent, as the Board's sole delegate (excluding the internal auditor) for managing school system operations, shall be responsible for accomplishing any reasonable interpretation of the Board's student outcome goals within the boundaries provided by the Board and Superintendent constraints and state and federal law. State and federal law require board adoption of policies on a variety of topics. The Board's adopted policies in the school system'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.
Board's Student Outcome Goals for the Superintendent	The Board's student outcome goals, as aligned with the school system vision, are: 1. Number of high performing campuses will increase from X to Y by Z 2. Percentage of students persisting in their second year post-secondary will increase from X% to Y% by Z 3. Percentage of graduates having completed an associate's degree and/or been awarded an industry certification by graduation will grow from X to Y by Z 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. The Board's student outcome goals shall be the Superintendent's first priority for resource allocation.

Board's Constraints for the Superintendent	In attaining the Board's student outcome goals, the Superintendent shall not: • Allow the number or percentage of students in low performing campuses to increase or remain the same • Allow teacher/principal compensation or increases to be equal across a bell curve of teacher/principal performance • Allow teachers or principals in the bottom two quartiles of performance to serve in low performing campuses. The school system 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. The Superintendent shall interpret the Superintendent constraints and, in consultation with the Board, select constraint progress measures (CPMs) for each constraint [see AE (EXHIBIT)].
Board's Constraints for the Board	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 Board Members, shall not: • Invest less than 50% of its minutes each month into monitoring student outcome goals • Perform or appear to perform any of the responsibilities delegated to the Superintendent • Modify this policy, AE (local/exhibit), more than once per year • Violate this or any other Board-adopted policy or Board operating procedure
Board Self Evaluation	The Board shall conduct formative self-evaluations at least quarterly and, within 45 days prior to conducting the annual Superintendent evaluation, an annual summative evaluation. The Board shall self-evaluate using the most current version of the Board's Quarterly Progress Tracker found in the Lone Star Governance manual.
Superintendent Evaluation	The Board shall annually evaluate the Superintendent based on the school system's achievement of the Board's student outcome goals and compliance with the Superintendent constraints. Accomplishment of at least 80 percent of either the student outcome goals' or 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.

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. Number of high performing campuses will increase from X to Y by Z

- **Goal 1 Annual Targets**: SY17/18=A%, SY18/19=B%, SY19/20=C%, SY20/21=D%, SY21/22=E%
- **GPM 1.1**: Percentage of students in non-high performing campuses who demonstrate master grade level performance on STAAR-aligned school system literacy and numeracy benchmarks will increase from X% to Y% by Z
  - GPM 1.1 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **GPM 1.2**: Percentage of students at low performing campuses each quarter who are on pace to grow at least 1.5 grade levels per year will increase from X% to Y% by Z
  - GPM 1.4 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **GPM 1.3**: 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
  - GPM 1.5 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%

G2.	Percentage of students persisting in their second year post-secondary will increase from X% to Y% by Z

- **Goal 2 Annual Targets**: SY17/18=A%, SY18/19=B%, SY19/20=C%, SY20/21=D%
- **GPM 2.1**: Percentage of students who score above the college readiness thresholds on the SAT / ACT / TSIA will increase from X% to Y% by Z
  - GPM 2.1 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **GPM 2.2**: Percentage of juniors and seniors who demonstrate above average "grittiness" on a nationally administered student survey will increase from X% to Y% by Z
  - GPM 2.2 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **GPM 2.3**: Percentage of juniors and seniors scoring 4 or higher on multiple AP tests or earning an A in multiple dual credit courses will increase from X% to Y% by Z
  - GPM 2.3 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%

G3.	Percentage of graduates having completed an associate's degree and/or been awarded an industry certification by graduation will grow from X to Y by Z

- **Goal 3 Annual Targets**: SY17/18=A%, SY18/19=B%, SY19/20=C%, SY20/21=D%
- **GPM 3.1**: Percentage of students enrolled and on track in a coherent sequence of CTE courses that lead to an industry certification will increase from X% to Y% by Z
  - GPM 3.1 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **GPM 3.2**: Percentage of sophomores and juniors who have passed at least two college courses will increase from X% to Y% by Z
  - GPM 3.2 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **GPM 3.3**: Percentage of 7th-8th graders who have passed the Algebra I EOC will increase from X% to Y% by Z
  - GPM 3.3 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%

Sample Constraints & Constraint Progress Measures

C1. Do not allow the number or percentage of students in low performing campuses to increase or remain the same

- **CPM 1.1**: Percentage of IR3+ campuses restarted will increase from X to Y by Z
  - CPM 1.1 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **CPM 1.2**: Number of students in low performing campuses will decline from X to Y by Z
  - CPM 1.2 Annual Targets: SY17/18=A, SY18/19=B, SY19/20=C

C2. Do not allow teacher/principal compensation or increases to be equal across a bell curve of teacher/principal performance

- **CPM 2.1**: Percentage of teachers and principals evaluated using multiple measures that include a value added model and student surveys will increase from X% to Y% by Z
  - CPM 2.1 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **CPM 2.2**: Number of teachers at the top tier of performance in their school system who earn a base salary of $90k/yr or more will increase from X to Y by Z
  - CPM 2.2 Annual Targets: SY17/18=A, SY18/19=B, SY19/20=C

C3. Do not allow teachers or principals in the bottom two quartiles of performance to serve in low performing campuses.

- **CPM 3.1**: Percentage of principals at under performing schools whose evaluations, based in part on student performance, place them in the bottom half of all principals in the school system will decrease from X% to Y% by Z
  - CPM 3.1 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **CPM 3.2**: Percentage of teachers at under performing schools whose evaluations, based in part on student performance, place them in the bottom half of all teachers in the school system will decrease from X% to Y% by Z
  - CPM 3.2 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%
- **CPM 3.3**: Percentage of 1st year principals or 1st year teachers at under performing campuses will decrease from X% to Y% by Z
  - CPM 3.3 Annual Targets: SY17/18=A%, SY18/19=B%, SY19/20=C%

Sample Monitoring Calendar

Three-Year Monitoring Calendar			
Month	**Student Outcome Goals**	**Constraints & Leadership Evaluations**	**Trainings**
January	G1 -- GPM 1.1, 1.2 (PreK-5)	Self Eval (Board's Quarterly Progress Tracker)	
February	G2 -- GPM 2.2	Superintendent Annual Eval	
March	G3 -- GPM 3.1	C3 -- CPM 3.1	Board-led LSG Intro
April	G3 -- GPM 3.2	Self Eval (Board's Quarterly Progress Tracker)	
May	G3 -- GPM 3.1	C2 -- CPM 2.1, 2.2	
June	G2 -- GPM 2.2, 2.3	C1 -- CPM 1.1, 1.2	LSG (every other year)
July	G1 -- GPM 1.1, 1.2 (6-8)	Self Eval (Board's Quarterly Progress Tracker)	
August	G2 -- GPM 2.1 (IR); G3 -- GPM 3.3	C3 -- CPM 3.3	
September	G1 -- GPM 1.1, 1.2 (9-12)	C3 -- CPM 3.2	Board-led LSG Intro
October	G2 -- GPM 2.1 (Non IR)	Self Eval (Board's Quarterly Progress Tracker)	
November	G1 -- GPM 1.3		
December	G3 -- GPM 3.2		Teambuilding / EISO

The minimum recommended span for the Board's monitoring calendar is 24-36 months. Ideally, the Board's monitoring calendar spans across the Board's student outcome goals' 3 to 5 year deadlines.

Ideally Boards are reviewing one Board Self Constraint each month.

Sample Theories of Action

One Best School System: 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.

Managed Instruction: 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.

Earned Autonomy: 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.

Performance Management: 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.

System of Great Schools: 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.

Sample Theories of Action

	Performing	Potential Actions
_____ # of campuses	_____ # high	_____
		_____
		_____
		_____
	_____ # moderately	_____
		_____
		_____
		_____
	_____ # low	_____
		_____
		_____
		_____

Sample Superintendent Evaluation Template

Because Superintendent performance is considered indistinguishable from school system 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 / constraint actual results meet or exceed the targets or b) at least 2/3rds of the respective goal progress measure (GPM) / 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 CPMs That Met Target**

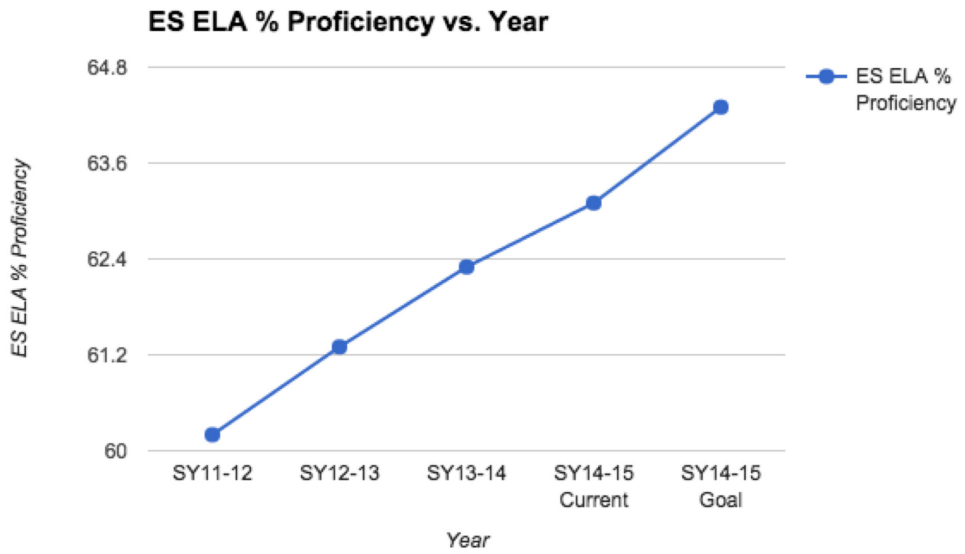
Constraint #2:			
CPM #2.1: (target/actual)	**CPM #2.2:** (target/actual)	**CPM #2.3:** (target/actual)	**% of CPMs That Met Target**
Constraint #3:			
CPM #3.1: (target/actual)	**CPM #3.2:** (target/actual)	**CPM #3.3:** (target/actual)	**% of CPMs That Met Target**
Constraint #4:			
CPM #4.1: (target/actual)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

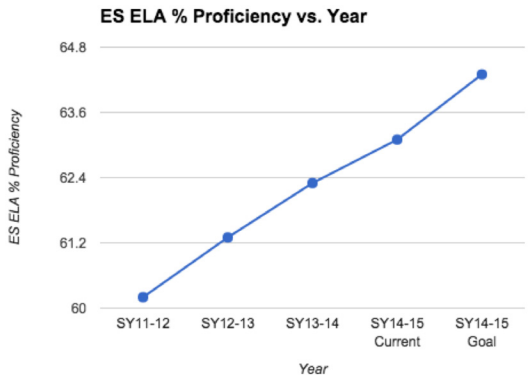
Overall Performance	
% of All CPMs That Met Target	

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 options. Actual appearance will vary based on school system-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 "red/yellow/green" or "on track/off track" 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 2019	
Student Outcome Goal #3	**Evaluation**
93% of graduates will have qualifying scores for college, military, or industry certification -- an increase from 81% -- by May 2022	On Track



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.
GPM 3.1 
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 "On Track" but it could be "Red/Yellow/Green" or "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, "Green / On Track / Meeting Goal / Compliant", it is reasonable for the Board to expect brief explanations for why the school system 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.

LSG Instrument

Student outcomes don't change until adult behaviors change. Starting with me.

These words describe the mindset adopted by those committed to using Lone Star Governance as their framework for improving student outcomes. School Boards use this Lone Star Governance instrument to self-evaluate their performance every three months. This provides a frequent and rational means of determining their growth -- their adult behavior change -- toward being intensely focused on the reason school systems exist: improving student outcomes.

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LSG Instrument Notes

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	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
The Board does not have a vision. The Board does not have goals. 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).		The Board has a Board-adopted vision statement. The Board has Board-adopted goals. The Board owned the vision development process while working collaboratively with the Superintendent. The Board owned the goals development process while working collaboratively with the Superintendent. The Board has adopted no fewer than 1 and no more than 5 goals. Three is the recommended number.		Each goal describes a **baseline** (current state), a **target** (future state), a **population** (which students will be impacted), and a **deadline** (month and year 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]") The deadline for each goal to reach target is no fewer than 3 years away. No more than 5 years are recommended. The Board has adopted an annual target for each goal in addition to its deadline target. These are not GPMs.		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. All Board Members and the Superintendent agree that the student outcome goals are all **SMART** (specific, measurable, attainable, results-focused, time-bound), will challenge the organization, and will require adult behavior change. 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.		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. All Board Members have committed the vision and student outcome goals to memory and know, at all times, the current status of each student outcome goal. All Board Members agree that the Board's student outcome goals are the Superintendent's first priority for resource allocation.	

VISION 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
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
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). 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).		The Board has Board-adopted GPMs for each student outcome goal. The Superintendent owned the GPM development process while working collaboratively with the Board. The current statuses of the GPMs that were adopted are able to be updated multiple times during each school year.		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 Algebra I students on track each quarter will grow from [baseline] to [target] by [deadline]") The deadline for each GPM to reach target is no more than 5 years away. One to three year GPM deadlines are recommended. The Board has adopted an annual target for each GPM in addition to its deadline target. The Board has adopted no fewer than 1 and no more than 3 GPMs for each student outcome goal.		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. All Board Members and the Superintendent agree that the GPMs are all SMART. All Board Members 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.		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.	

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	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
The Board does not have a vision. The Board does not have **constraints** (specific prohibitions on Superintendent authority that are aligned with the vision and grounded in community values).		The Board has a Board-adopted vision statement. The Board has Board-adopted constraints. The Board owned the vision development process while working collaboratively with the Superintendent. The Board owned the constraint development process while working collaboratively with the Superintendent. The Board has adopted no fewer than 1 and no more than 5 constraints. Three is the recommended number.		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")		All Board Members and the Superintendent agree that the constraints will challenge the organization, and will require adult behavior change. 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.		References to research that suggests alignment with the vision are cited for constraints where appropriate. The Board, in collaboration with the Superintendent, has adopted one or more **theories of action** (high level strategic constraints to which all school system 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. 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.	

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

Does Not Meet Focus	0	Preparing To Focus	.5	Approaches Focus	1	Meets Focus	4	Masters Focus	5
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
The Board does not have **constraint progress measures** (CPMs) (specific graph-plottable indicators used to determine if the constraint is likely to be honored or not).		The Board has Board-adopted CPMs for each constraint. The Superintendent owned the CPM development process while working collaboratively with the Board. The current statuses of the CPMs that were adopted are able to be updated multiple times during each school year.		Each CPM includes 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]") The Board has adopted no fewer than 1 and no more than 3 CPMs for each constraint. The deadline for each CPM to reach target is no more than 5 years away. One to three year CPM deadlines are recommended. The Board has adopted an annual target for each CPM in addition to its deadline target.		All Board Members and the Superintendent agree that the CPMs are all SMART. All Board Members 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.		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. 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.	

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	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
The Board does not have student outcome goals, GPMs, constraints, CPMs, or annual targets. 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). The Board does not track its use of time in **Board-authorized public meetings** (any non-closed 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).		The Board has a Board-adopted monitoring calendar. 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, and 4) supporting documentation that evidences the evaluation and describes any needed next steps.		The Superintendent owned the monitoring calendar development process while working collaboratively with the Board. The Board's monitoring calendar spans no fewer than 18 months. The minimum recommended span is 24-36 months. Of the total monthly minutes spent in Board-authorized public meetings, no fewer than 10% are invested in **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) or setting student outcome goals and GPMs.		Of the total monthly minutes spent in Board-authorized public meetings, no fewer than 25% are invested in progress monitoring the Board's student outcome goals or setting student outcome goals and GPMs. No more than two student outcome goals are monitored per month. Every student outcome goal is monitored at least four times per year and every constraint is monitored at least once per year. Only **Board work** (items required by law or items directly pertaining to the Board's adopted student outcome goals, constraints, or progress measures) was discussed and/or acted on during Board-authorized public meetings.		Of the total monthly minutes spent in Board-authorized public meetings, no fewer than 50% are invested in progress monitoring the Board's student outcome goals or setting student outcome goals and GPMs. The Board's monitoring calendar spans across the Board's student outcome goals' 3 to 5 year deadlines. The student outcome goals, constraints, and annual targets have not been changed since the monitoring calendar was adopted unless 1) 24 months has passed, or 2) the goal/constraint has been met.	

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	Preparing To Focus	.5	Approaches Focus	1	Meets Focus	4	Masters Focus	5
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
Any individual Board Member does not know whether or not the school system is in low performing status and, if it is, for how long. Any individual Board Member does not know whether or not there are low performing campuses and, if there are, how many. The Board does not schedule each student outcome goal to be progress monitored at least four times per year on its monitoring calendar. The Board does not schedule each constraint to be progress monitored at least once per year on its monitoring calendar.		The Board has been provided copies of -- but did not vote to approve / disapprove unless required by law -- the Superintendent's plan(s) for implementing the Board's student outcome goals and ensured that the plan included both an implementation timeline and measures. 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 took place no more than 12 months ago -- 18 if there has been a change of Superintendent. The most recent Board self-evaluation took place no more than 45 days prior to the most recent Superintendent evaluation.		The most recent Superintendent evaluation evaluated the Superintendent in part based on the results of student outcome goals. All Board Members have completed a training that covered the state's accountability system and agree that they understand the system. The Board tracks the average annual 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 Superintendent's annual evaluation is based only on the Board-adopted student outcome goals and constraints, using data reported as scheduled via the Board's monitoring calendar. The Board considers Superintendent performance as indistinguishable from school system performance.		The Board self-evaluates using this LSG evaluation instrument quarterly. 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.	

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	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
Board Members 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. There were more than 5 Board-authorized public meetings in a month. Any meeting of the Board lasted more than 8 hours. Any Board Member 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.		The Board tracks its monthly use of time in Board-authorized public meetings, categorizing every minute used as: - **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 (never a form of "monitoring") **- Community Engagement:** two-way stakeholder communication **- Training** **- Other**		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. The Board limits its adoption of local policies regarding school system 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.		There are no more than 4 Board-authorized public meetings per month and none lasts more than 3 hours. The Board schedules no more than 5 topics during any one Board-authorized public meeting. The Board has reviewed its local policies and has voted to remove policies regarding school system 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.		There are no more than 3 Board-authorized public meetings per month and none lasts more than 2 hours. The Board schedules no more than 3 primary topics for discussion during any Board-authorized public meeting. Board Members 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. 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.	

TEXAS FRAMEWORK: ADVOCACY

Advocacy: The Board promotes the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
The Board does not meet focus if any of the following conditions are true:		*The Board is preparing to focus if all of the following conditions are true:*		**And...**		**And...**		**And...**	
The Board has not arranged for any Board Member-led community engagement activities during the previous 12 month period beyond public comments during regularly scheduled Board meetings and/or statutorily required hearings. The Board has not publicly communicated the Board-adopted student outcome goals.		The Board has a two-way communication system in place where Board Members, at least once per year, listen for and discuss the vision and values of their students. The Board has a two-way communication system in place where Board Members, at least once per year, listen for and discuss the vision and values of their families, staff, and community members.		Board Members have 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.] 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.		The Board has hosted and the Board Members have led or co-led at least one training on Lone Star Governance for its community during the previous 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.] The Board has displayed 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 Board meetings.		Board Members included students in at least one of the Lone Star Governance trainings during the previous 12 month period. Prior to being seated, all newly selected Board Members received training on Lone Star Governance from fellow Board Members on their Board or from a TEA-certified Lone Star Governance Coach.	

TEXAS FRAMEWORK: UNITY

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

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

Reference Material - LSG Related

Framework

- **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/* *(website)*

Research

- **The Relationship Between School Board Governance Behaviors and Student Achievement**, Ivan J. Lorentzen: *http://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2406&context=etd* *(pdf)*
- **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* *(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* *(pdf)*
- **The Role of School Boards in Improving Student Achievement**, Washington State School Directors' Association: *http://files.eric.ed.gov/fulltext/ED521566.pdf* *(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* *(pdf)*
- **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* *(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* *(pdf)*

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

Reference Material - Accountability Related

TEKS

- **Texas Essential Knowledge & Skills**, TEA: *http://tea.texas.gov/curriculum/teks/ (website)*
- **TEKS Resource System**, ESCs: *http://teksresourcesystem.net/ (website)*

STAAR

- **What Is The STAAR Test?**, TEA: *http://www.texasassessment.com (video)*
- **The STAAR Is Born**, TEA: *http://www.texasassessment.com (video)*
- **STAAR Performance Labels**, TEA: *http://tea.texas.gov/student.assessment/STAAR_Performance_Labels_and_Policy_Definitions.pdf (pdf)*
- **STAAR Report Card Overview**, TEA: *https://www.youtube.com/watch?v=IlDGrnLW3ok (video)*
- **STAAR Technical Report**, TEA: *https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769804117&libID=25769804117 (pdf)*
- **STAAR Vertical Scale Technical Report**, TEA: *https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806053&libID=25769806056 (pdf)*
- **STAAR Performance Standards**, TEA: *https://tea.texas.gov/student.assessment/staar/performance-standards/ (website)*
- **Standardized Testing Primer**, Richard P. Phelps *(book)*

A-F

- **A-F Overview**, TEA: *https://www.youtube.com/watch?v=3UgmnNu58Qs (video)*
- **Student Achievement Domain Overview**, TEA: *https://www.youtube.com/watch?v=ZVjFSljcz_g (video)*
- **School Progress Domain Overview**, TEA: *https://www.youtube.com/watch?v=1n-nbAW0uwc (video)*
- **Closing The Gaps Domain Overview**, TEA: *https://www.youtube.com/watch?v=zqYw8Rzg6bg (video)*

Board's Quarterly 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 Board Member that this Lone Star Governance Quarterly Progress Tracker is complete and accurate.

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

Continuous Improvement Timeline

Quarter 0		
Period Three months prior to completing the Lone Star Governance Workshop	**Self-Evaluate By** Within 60 days of completing the Lone Star Governance Workshop	**Goal** Set Baseline

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Period 1st, 2nd, & 3rd month after completing the LSG Workshop **Self-Evaluate By** End of 4th month after LSG **Goal** +25 points over baseline or 30%	**Period** 4th, 5th, & 6th month after completing the LSG Workshop **Self-Evaluate By** End of 7th month after LSG **Goal** +20 points increase or 45%	**Period** 7th, 8th, & 9th month after completing the LSG Workshop **Self-Evaluate By** End of 10th month after LSG **Goal** +15 points increase or 60%	**Period** 10th, 11th, & 12th month after completing the LSG Workshop **Self-Evaluate By** End of 13th month after LSG **Goal** +15 points increase or 75%

Quarter 5	Quarter 6	Quarter 7	Quarter 8
Period 13th, 14th, & 15th month after completing the LSG Workshop **Self-Evaluate By** End of 16th month after LSG **Goal** +10 points increase or 80%	**Period** 16th, 17th, & 18th month after completing the LSG Workshop **Self-Evaluate By** End of 19th month after LSG **Goal** +5 points increase or 85%	**Period** 19th, 20th, & 21st month after completing the LSG Workshop **Self-Evaluate By** End of 22nd month after LSG **Goal** +5 points increase or 90%	**Period** 22nd, 23rd, & 24th month after completing the LSG Workshop **Self-Evaluate By** End of 25th month after LSG **Goal** +5 points increase 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 or vote passed 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.

Glossary

60x30TX: The Higher Education Coordinating Board's strategic plan to ensure that by 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

Baseline: The measure's agreed starting point. Used for comparing and monitoring growth. *Related: Deadline, Population, SMART, Target*

Board-authorized Public Meetings: Any non-closed meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, Board committees. Statutorily required employee-, student-, budget-, accountability-, and grievance-related hearings are exempt from this definition. Closed meetings, mandated annual team-building training, Lone Star Governance trainings, and Lone Star Governance related meetings -- where indicated in the Lone Star Governance instrument -- are exempt from this definition. *Related: Board Work*

Board Work: Items that are discussed and/or acted on during Board-authorized public meetings because either state or federal law/rule requires the Board to do so or because the items directly pertain to the Board's adopted student outcome goals, constraints, or progress measures. Items that are not legally required and that the Board has not designated as Board work through the Board's goals or constraints are, by default, Superintendent work. *Related: Board-authorized Public Meetings*

Community Engagement: Two-way stakeholder communication that is intentional, meaningful, and purposeful. Stakeholders include, but are not limited to, students, parents, residents, staff members, and business owners.

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. *Related: Board-authorized Public Meetings, Board Work*

Constraint: Specific prohibitions on Superintendent authority that are aligned with the vision and grounded in community values. Constraints are written as actions the Superintendent may not take and as such use negating language rather than permissive language. *Related: Constraint Progress Measure, Theory of Action*

Constraint Monitoring: The process of monitoring adherence to or progress toward the Board's adopted constraints. *Related: Constraint, Constraint Progress Measure, Progress Monitoring*

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

Constraint Setting: Selecting constraints, CPMs, theories of action, and/or targets. *Related: Constraint, Constraint Progress Measure, Target, Theory of Action*

Criterion-referenced: Assessment designed to cover a specified content domain (ie: criterion) that is usually identified by content standards, with results given relative to the level of mastery of those standards. This is in contrast to norm-referenced. Example: STAAR. *Related: Norm-referenced*

Deadline: Month and year by when the measure will reach the target. *Related: Baseline, Population, SMART, Target*

Formative: Assessments in the midst of an instructional cycle that measure student learning, narrowly tailored to specific student expectations. Generally created and/or administered on an ongoing basis by teachers or campuses for the purpose of refining instructional practice. Example: quiz. *Related: Interim, Output, Standardized, Summative*

Goal Monitoring: The process of monitoring adherence to or progress toward the Board's adopted student outcome goals. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. *Related: Board-authorized Public Meeting, Goal Progress Measure, Goal Setting, Progress Monitoring, Student Outcome Goal*

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

Goal Setting: Selecting student outcome goals, GPMs, and/or targets. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. *Related: Board-authorized Public Meeting, Goal Monitoring, Goal Progress Measure, Student Outcome Goal, Target*

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. *Related: Outcomes, Outputs*

Interim: Assessments in the midst of an instructional cycle that measure a cross-section of knowledge or skills. Generally administered up to two times per year by campuses or school systems for the purpose of predicting summative performance. Example: benchmark. *Related: Formative, Standardized, Summative, Output*

Leadership Evaluation: Routine monitoring of Board and Superintendent performance conducted by the Board. Boards use the LSG Instrument to self-evaluate quarterly as a means of monitoring whether or not their adult behaviors are increasingly focused on improving student outcomes. 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. *Related: Board Work, Constraint, Constraint Progress Measure, Goal Progress Measure, Student Outcome Goal*

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.

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. *Related: Constraint, Constraint Progress Measure, Goal Progress Measure, Leadership Evaluation, Monitoring Reports, Progress Monitoring, Student Outcome Goals*

Monitoring Report: A report that provides evidence of progress to the Board regarding their adopted student outcomes goals. 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 (not met, approaching, meeting, mastering), and 4) supporting documentation that evidences the evaluation and describes any needed next steps. *Related: Constraint, Constraint Progress Measure, Goal Progress Measure, Monitoring Calendar, Progress Monitoring, Student Outcome Goals*

Multi-Tiered Accountability: A type of accountability system where several levels of performance are identified and where campuses and school systems receive the label that describes their performance. In Texas, those labels will be A, B, C, D, and F. *Related: Pass/Fail Accountability*

Norm-referenced: An assessment designed to measure an assessment-taker's performance relative to others who take the assessment. This is in contrast to criterion-referenced. Example: SAT. *Related: Criterion-referenced, Standardized*

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. *Related: Outcomes, Student Outcomes*

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. *Related: Inputs, Other Outcomes, Outputs, Student Outcomes*

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. *Related: Formative, Inputs, Interim, Outcomes*

Pass/Fail Accountability: A type of accountability system where all campuses and school systems that are not at the lowest levels of performance are labeled as passing and those at the lowest levels are labeled as not passing. In Texas, those labels are "Met Standard" and "Improvement Required (IR)." IR was initially calculated by looking at the 5th percentile, but then the cut score was fixed. *Related: Multi-Tiered Accountability*

Population: The group of students who will be impacted and/or who are being measured. *Related: Baseline, Deadline, SMART, Target*

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. *Related: Monitoring Calendar, Monitoring Report*

SMART: An acronym, generally relating to goal setting, for specific, measurable, attainable, results-focused, and time-bound. At a minimum, goals that are SMART have a baseline, a target, a population, and a deadline. *Related: Baseline, Deadline, Goal Setting, Population, Student Outcome Goals, Target*

Standardized: An assessment where any aspect – format, procedures, or administration – is uniform across a group of test takers. Example: certain benchmarks, STAAR, Presidential Youth Fitness Test, UIL Concert & Sight-Reading Evaluations. *Related: Criterion-referenced, Norm-referenced*

State of Texas Assessments of Academic Readiness (STAAR): The STAAR is 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. *Related: Criterion-referenced, Standardized, Summative, Texas Essential Knowledge & Skills (TEKS)*

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. *Related: Other Outcomes, Outcomes, Student Outcome Goals*

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. A student outcome made SMART. In addition to being SMART, student outcome goals challenge the organization and require adult behavior change. A Board's student outcome goals are the Superintendent's first priority for resource allocation. It is recommended that the Board adopt three student outcome goals and that each one lasts three to five years. *Related: Board Work, Goal Progress Measures, SMART, Student Outcomes, Summative*

Summative: Assessments at the end of an instructional cycle that measure a cross-section of knowledge or skills over the course of an instructional cycle or school year. Generally administered at the end of a curricular unit, school year, or the transition to a new schooling experience by school systems or states for the purpose of evaluating student mastery of the content taught during the period. *Related: Formative, Interim, Standardized*

Target: The measure's desired future state. *Related: Baseline, Deadline, Population, SMART*

Texas Essential Knowledge & Skills (TEKS): The TEKS describe specific knowledge or skills that every child, K-12, in Texas is expected to know and be able to do. Example: In 3rd grade math, students are expected to have memorized their times tables (Grade 3 Standard 4(F)). *Related: State of Texas Assessments of Academic Readiness (STAAR)*

Theory 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. *Related: Constraint*

Voting: Debating and voting on any item. These activities are never a form of "monitoring."

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

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

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 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 to 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?

Student outcomes don't change until adult behaviors change.

Starting with me.

Continuous Improvement for Governing Teams

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