# LONE STAR GOVERNANCE
## Locally Supported Growth

Continuous Improvement for Governing Teams

# Participant Manual

Participant Name:_____

Workshop Date:_____

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# Acknowledgements

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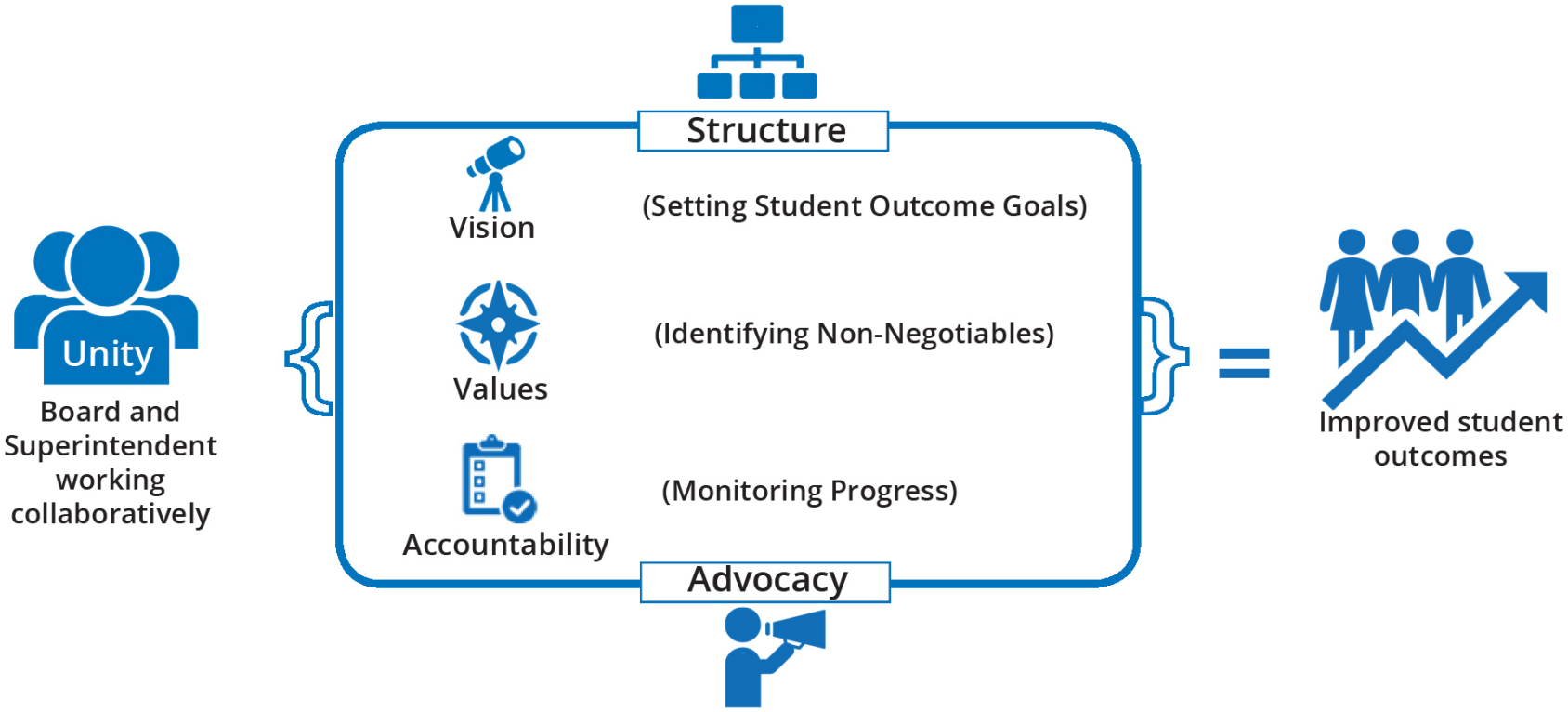
## Lone Star Governance Purpose

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

# School Board Behaviors That Improve Student Outcomes



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# Research & Reference Materials

## Lone Star Governance Materials

**LSG Participant Manual,** http://tea.texas.gov/lsg/
**LSG Templates,** https://drive.google.com/open?id=1tbWPPUary7lzyTEJJyTCCq6mdN1xonQ_.

## Research Studies & Articles

**The Relationship Between School Board Governance Behaviors and Student Achievement, Ivan J. Lorentzen**
*https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2406&context=etd*

**School District Leadership That Works, J. Timothy Waters & Robert J. Marzano**
*https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/4005rr_superintendent_leadership.pdf*

**The Impact of School Board Governance on Academic Achievement in Diverse States, Michael Ford**
*https://dc.uwm.edu/cgi/viewcontent.cgi?article=1334&context=etd*

**The Role of School Boards in Improving Student Achievement, Washington State School Directors' Association**
*https://files.eric.ed.gov/fulltext/ED521566.pdf*

**Eight Characteristics of Effective School Boards, Center for Public Education**
*https://www.nyssba.org/clientuploads/nyssba_pdf/Events/nsbma-buffalo-07152016/Eight-characteristics-of-effective-school-boards_-full-report.pdf*

**Does School Board Leadership Matter?, Arnold F. Shober & Michael T. Hartney**
*https://fordhaminstitute.org/national/research/does-school-board-leadership-matter*

**The Governance Factor: A Predictive Study of School Board Influence on Student Achievement in Texas Public Schools, Marc Puig**
*http://umhblibrary.contentdm.oclc.org/cdm/ref/collection/p16668coll9/id/1197*

**The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement, The Iowa Association of School Boards**
*https://pdfs.semanticscholar.org/1a17/5f1a9c65712a0de98ef80480668036b06be9.pdf?_ga=2.40299559.401498268.1574903128-2028656576.1574903128*

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

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

**Pennsylvania Public School Board Effectiveness: Does It Influence Student Performance?, Aiko Maurer**
https://pdfs.semanticscholar.org/26c1/4ec04b28874ad2676e8056f4d22721adf3b9.pdf?_ga=2.179077734.334774726.1581705918-1784715400.1581705918

**Roles and Responsibilities of Local School Board Members in Relation to Student Achievement, Mary Delagardelle**
https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2504&context=rtd


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# Research & Reference Materials

## Recommended Books

**Improving School Board Effectiveness- Thomas L. Alsbury & Phil Gore**
**What School Boards Can Do- Donald R. McAdams**
**The 4 Disciplines of Execution- Chris McChesney, Sean Covey, & Jim Huling**
**The Future of School Board Governance- Thomas L. Alsbury**
**Boards That Make A Difference- John Carver**
**Good To Great & Great by Choice- Jim Collins**
**Start with Why & The Infinite Game- Simon Sinek**
**The Fifth Discipline- Peter M. Senge**
**Influencer- Joseph Grenny, Kerry Patterson, David Maxfield, Ron McMillan, & Al Switzler**
**The Power of Habit & Smarter, Better, Faster- Charles Duhigg**
**Switch: How to Change Things When Change is Hard- Dan & Chip Heath**

## School Board Training

**Framework for School Board Development**, *http://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training/Framework_for_School_Board_Development/*
**State Board Of Education Rules,** *http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61a.html*
**HB 3 Board Adopted Plans & Goals,** http://www.tea.texas.gov/hb3
**Board Training Requirements & Training Providers,** *https://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training*

## State Accountability (TEKS, STAAR, A–F)

**Texas Essential Knowledge & Skills**, *http://tea.texas.gov/curriculum/teks/*
**TEKS Resource System**, *http://www.tcmpc.org/uploads/TCMPC_TEKS_Resource_System_Component_Chart_(revised_06.2016).pdf*
**Student Assessment Overview,** *https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview*
**STAAR Report Card Overview**, *https://www.youtube.com/watch?v=IlDGrnLW3ok*
**STAAR Technical Report**, *https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769804117&libID=25769804117*
**STAAR Vertical Scale Technical Report**, *https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806053&libID=25769806056*
**STAAR Performance Standards**, *https://tea.texas.gov/student.assessment/staar/performance-standards/*
**Student Portal,** *http://www.texasassessment.com*
**A–F Resources, Overview, and Information**, *https://tea.texas.gov/a-f*


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# Legal Notice

## Regional LSG Workshops

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

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

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

## Local LSG Workshops

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

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



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# LSG Details

## LSG Workshop Details

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

## LSG Continual Coaching and Support

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

## LSG Training Hours & Certificates

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

## LSG Tools & Templates

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

## LSG Leaderboard

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



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# Participant Notes



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# INTEGRITY INSTRUMENT

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

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

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

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

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



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# TEXAS FRAMEWORK: VISION

## Vision 1: The Board has adopted student outcome goals

| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 4 | Meets Focus | 12 | Masters Focus | 15 |
|---|---|---|---|---|---|---|---|---|---|
| *The board does not meet focus if any of the following statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board does not have a **vision**.<br><br>The Board does not have **goals**.<br><br>The Board does not consistently distinguish between **inputs, outputs,** and **outcomes.** | | The Board has:<br>❑ adopted a vision statement;<br>❑ owned the vision development process while working collaboratively with the Superintendent;<br>❑ adopted 3 to 5 goals; and<br>❑ owned the goal development process while working collaboratively with the Superintendent. | | All goals are specific, quantifiable, **student outcome goals** that include:<br>❑ a **population;**<br>❑ a 5 year **deadline** of a month and year;<br>❑ a **baseline**; and<br>❑ **annual student group targets.** | | All Board Members and the Superintendent agree that the student outcome goals:<br>❑ will challenge the organization;<br>❑ require adult behavior change;<br>❑ are **influenceable** by the Superintendent; and<br>❑ are the Superintendents first priority for resource allocation.<br><br>❑ The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform the identification of and prioritization of all student outcome goals. | | All Board Members and the Superintendent:<br>❑ have committed the vision and student outcome goals to memory;<br>❑ know the current status of each student outcome goal; and<br>❑ agree there is broad community ownership of the Board's vision and student outcome goals through involvement and communication with students, staff, and community members. | |



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| 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 statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board does not have **goal progress measures (GPMs)**.<br><br>The Board is treating the annual targets for student outcome goals as if they are GPMs. | | ❑ The Board has adopted GPMs for each student outcome goal.<br><br>❑ The Superintendent owned the GPM development process while working collaboratively with the Board.<br><br>❑ The status of each adopted GPM is able to be updated multiple times during each school year. | | ❑ The Board has adopted no more than 3 GPMs for each student outcome goal.<br><br>All GPMs are student outputs, not adult inputs or outputs, that include:<br>❑ a population;<br>❑ a 5 year deadline of a month and year;<br>❑ a baseline; and<br>❑ annual student group targets. | | All Board Members and the Superintendent agree that the GPMs:<br>❑ will challenge the organization;<br>❑ require adult behavior change;<br>❑ are influenceable by the Superintendent; and<br>❑ are all **predictive** of their respective student outcome goals. | | ❑ All Board Members and the Superintendent agree there is broad community ownership of the GPMs through involvement and communication with students, staff, and community members. | |



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## Vision 3: The Board has adopted constraints

| 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 statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board does not have **constraints**. | | The Board has:<br>❑ adopted 1 to 5 **Superintendent constraints**; and<br>❑ owned the constraint development process while working collaboratively with the Superintendent. | | ❑ Each Superintendent constraint describes a single operational action or class of actions the Superintendent may not use or allow. | | ❑ The Board has adopted 1 to 5 **Board self-constraints**.<br>❑ The Board, where appropriate, relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform the identification of and prioritization of Superintendent constraints.<br>❑ All Board Members and the Superintendent agree that the constraints will challenge the organization to focus on the vision and uphold community values. | | ❑ The Board, in collaboration with the Superintendent, has adopted one or more **theories of action** to drive overall strategic direction.<br>❑ All Board Members and the Superintendent agree there is broad community ownership of the constraints through involvement and communication with students, staff, and community members. | |



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| Vision 4: The Board has adopted Superintendent constraint progress measures (CPMs) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Does Not Meet Focus** | 0 | **Preparing To Focus** | 1 | **Approaches Focus** | 2 | **Meets Focus** | 4 | **Masters Focus** | 5 |
| *The board does not meet focus if any of the following statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board does not have **constraint progress measures (CPMs)**.<br><br>The Board is treating the annual targets for constraints as if they are CPMs. | | ❑ The Board has adopted CPMs for each Superintendent constraint.<br><br>❑ The Superintendent owned the CPM development process while working collaboratively with the Board.<br><br>❑ The status of each adopted CPM is able to be updated multiple times during each school year. | | ❑ The Board has adopted no more than 3 CPMs for each Superintendent constraint.<br><br>All CPMs include:<br>❑ a 1 to 5 year deadline of a month and year;<br>❑ a baseline; and<br>❑ **annual targets**. | | All Board Members and the Superintendent agree that the CPMs:<br>❑ will challenge the organization to focus on the vision;<br>❑ will challenge the the organization to uphold community values;<br>❑ are all predictive of their respective constraint; and<br>❑ are influenceable by the Superintendent. | | ❑ All Board Members and the Superintendent agree there is broad community ownership of the CPMs through involvement and communication with students, staff, and community members. | |



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# TEXAS FRAMEWORK: ACCOUNTABILITY

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

| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 4 | Meets Focus | 12 | Masters Focus | 15 |
|---|---|---|---|---|---|---|---|---|---|
| *The board does not meet focus if any of the following statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board does not have student outcome goals, GPMs, Constraints, CPMs, or annual targets.<br><br>The Board does not track its use of time in **Board authorized public meetings.**<br><br>The Board does not have a **Monitoring Calendar.** | | The Superintendent owned the Monitoring Calendar development process while working collaboratively with the board to adopt a monitoring calendar that:<br>❑ monitors each student outcome goal at least 4 times per year;<br>❑ monitors no more than 2 student outcome goals per month;<br>❑ monitors each constraint at least once per year; and<br>❑ spans the length of the student outcome goals.<br><br>❑ The Board tracks its monthly use of time in Board authorized public meetings, categorizing every minute according to the **Time Use Tracker.** | | ❑ 10% or more of the total quarterly minutes in Board authorized public meetings were invested in improving student outcomes according to the Time Use Tracker. | | ❑ 25% or more of the total quarterly minutes in Board authorized public meetings were invested in improving student outcomes according to the Time Use Tracker. | | ❑ 50% or more of the total quarterly minutes in Board authorized public meetings were invested in improving student outcomes according to the Time Use Tracker. | |



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

| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 2 | Meets Focus | 4 | Masters Focus | 5 |
|---|---|---|---|---|---|---|---|---|---|
| *The board does not meet focus if any of the following statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| Any individual board member does not know if the school system is in low performing status and for how long.<br><br>Any individual board member does not know if any campus is in low performing status and for how long.<br><br>Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving student outcomes.<br><br>The Board has not voted to approve a self-evaluation within the past 12 months. | | The Board has:<br>❑ performed a self-evaluation within the previous 12 months using a research aligned instrument;<br>❑ performed a superintendent annual evaluation no more than 15 months ago;<br>❑ been provided copies of the Superintendent's implementation plan(s) to make progress towards the student outcome goals; and<br>❑ not voted to approve the Superintendent's implementation plan unless required by law. | | The Board:<br>❑ performs self-evaluations using the **LSG Integrity Instrument;**<br>❑ performed a self-evaluation no more than 45 days prior to the most recent Superintendent's evaluation; and<br>❑ evaluates the Superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the Monitoring Calendar. | | ❑ The Board receives, at least annually, a report on the average cost of staff time spent on governance using the **Staff Use Tracker**.<br><br>One quarter ago the Board:<br>❑ Performed a self-evaluation using the LSG Integrity Instrument; and<br>❑ voted to approve the **Quarterly Progress Tracker.** | | The Board:<br>❑ voted unanimously to approve the most current Quarterly Progress Tracker;<br>❑ has not modified the adopted student outcome goals, GPMs, constraints, CPMs, or targets during the school year or cycle applicable to the annual Superintendent evaluation; and<br>❑ considers Superintendent performance as indistinguishable from school system performance by evaluating the Superintendent exclusively on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the Monitoring Calendar. | |



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# TEXAS FRAMEWORK: STRUCTURE

## Structure: The Board operates in a way to allow the Superintendent to accomplish the vision

| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 4 | Meets Focus | 12 | Masters Focus | 15 |
|---|---|---|---|---|---|---|---|---|---|
| *The board does not meet focus if any of the following statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board has not received a **monitoring report.**<br><br>There were 6 or more Board authorized public meetings in a month (unless a state of emergency was declared).<br><br>Any meeting of the board lasted longer than 8 hours.<br><br>Board Members did not receive the final version of materials to be voted on at least 3 calendar days in advance of the board authorized public meeting. | | The Board receives and votes on monitoring reports that include:<br>❑ the student outcome goal and GPM or constraint and CPM being monitored;<br>❑ the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets;<br>❑ the Superintendent's interpretation of performance; and<br>❑ supporting information that describes any needed next steps. | | ❑ All **consent-eligible items** were placed on the consent agenda and more than ¾ of the items were voted on using a consent agenda.<br><br>❑ The adopted monitoring calendar has not been modified during the past quarter. | | Board authorized public meetings in the last quarter did not exceed:<br>❑ an average of 4 meetings per month;<br>❑ an average time of 3 hours per meeting; and<br>❑ an average of 5 **other topics** per meeting.<br><br>The Board has:<br>❑ reviewed its existing local policies; and<br>❑ only adopted local policies pertaining to **Board work**. | | Board authorized public meetings in the last quarter did not exceed:<br>❑ an average of 3 meetings per month;<br>❑ an average time of 2 hours per meeting; and<br>❑ an average of 3 other topics per meeting.<br><br>❑ Board Members received the final version of materials to be voted on at least 7 calendar days in advance of the board authorized public meeting.<br><br>❑ No edits were made to the Board's regularly scheduled meeting agenda the 3 days prior to the meeting or during the meeting (unless a state of emergency was declared). | |



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# 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 statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board has not publicly communicated the Board adopted student outcome goals.<br><br>The Board has not arranged for any community engagement activities during the previous 12 month period beyond public comments during Board authorized public meetings and/or required hearings. | | The Board has a **two-way communication** system in place where the Board Members at least once per year:<br>❑ listen for and discuss the vision and values of their students; and<br>❑ listen for and discuss the vision and values of their staff and community members. | | The Board has:<br>❑ provided time during regular scheduled Board authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and<br>❑ hosted a community meeting to discuss progress toward student outcome goals within each feeder pattern with low performing campuses during the previous 12 month period. | | The Board:<br>❑ displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the Board most frequently holds regularly scheduled meetings; and<br>❑ has led or co-led at least one training on Lone Star Governance for its community during the previous 6 month period. | | ❑ Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12 month period.<br><br>❑ Newly selected Board Members have received an orientation on Lone Star Governance by fellow Board Members or an LSG Coach prior to being seated. | |



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# TEXAS FRAMEWORK: UNITY

## Unity: The Board works collaboratively and with the Superintendent to lead toward the vision

| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 3 | Meets Focus | 9 | Masters Focus | 10 |
|---|---|---|---|---|---|---|---|---|---|
| *The board does not meet focus if any of the following statements are true:* | | *The board is preparing to focus if all of the following conditions are true:* | | *The board approaches focus if all prior conditions and the following conditions are true:* | | *The board meets focus if all prior conditions and the following conditions are true:* | | *The board masters focus if all prior conditions and the following conditions are true:* | |
| The Board has not adopted board operating procedures.<br><br>The Board does not have a policy that contains a template of Ethics & Conflicts of Interest Statement;<br><br>The board has not been able to achieve a quorum in 2 or more Board authorized public meetings during the previous 3 months.<br><br>Board Members serve on committees formed by the superintendent or staff.<br><br>A Board Member voted on an item for which they had a conflict of interest, as defined by law, during the previous 3 months. | | The Board:<br>❑ affirms that at least once every other year, it has reviewed all policies governing board operating procedures;<br>❑ affirms that all Members have signed the Ethics & Conflict of Interest Statement in the past 12 months;<br>❑ agrees that if the board has committees, their role is to advise the board not to advise the staff;<br>❑ agrees that a Board officers' role is to advise the board not to advise the staff; and<br>❑ maintained a quorum throughout all regularly scheduled board meetings over the previous 3 months. | | The Board:<br>❑ agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system;<br>❑ maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous 3 months; and<br>❑ has set the expectation that information provided to one Board Member is provided to all Board Members. | | The Board:<br>❑ maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous 3 months;<br>❑ agrees that all Members have adhered to all policies governing board operating procedures;<br>❑ agrees that every member has completed all statutorily required trainings; and<br>❑ rather than the Superintendent, led the completion of Lone Star Governance tasks. | | All Board Members and the Superintendent:<br>❑ have completed the Lone Star Governance Workshop;<br>❑ agree that all Board Members have adhered to all adopted board constraints during the previous 3 months; and<br>❑ agree that no Board Member has given operational advice or instructions to staff members during the previous 3 months. | |



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# QUARTERLY PROGRESS TRACKER

| School Board: | | | | Date: | | Quarter: |
|---|---|---|---|---|---|---|
| **Framework** | **Three Quarters Ago** | **Two Quarters Ago** | **One Quarter Ago** | **Current Quarter** | **Next Quarter** | **Total Possible Points** |
| Vision 1 | | | | | | 15 |
| Vision 2 | | | | | | 15 |
| Vision 3 | | | | | | 10 |
| Vision 4 | | | | | | 5 |
| Accountability 1 | | | | | | 15 |
| Accountability 2 | | | | | | 5 |
| Structure | | | | | | 15 |
| Advocacy | | | | | | 10 |
| Unity | | | | | | 10 |
| TOTAL SCORE | | | | | | 100 |

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

| *Board Member Signatures:* | % Student Outcome Minutes | Vote Count For | Vote Count Against |
|---|---|---|---|
| | | | |

**EVALUATION NOTES**

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



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# GOAL & CONSTRAINT (EXAMPLES)

## Student Outcome Goal

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

**GPM 1.1:**

**GPM 1.2:**

**GPM 1.3:**



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# GOAL & CONSTRAINT (EXAMPLES)

## Board Self-Constraint

## Superintendent Constraint

| CPM 4.1: | | | | | |
|---|---|---|---|---|---|
| Baseline | | | | | |
| | | | | | |

| CPM 4.2: | | | | | |
|---|---|---|---|---|---|
| Baseline | | | | | |
| | | | | | |

| CPM 4.3: | | | | | |
|---|---|---|---|---|---|
| Baseline | | | | | |
| | | | | | |



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| THEORY OF ACTION (EXAMPLES) | |
|---|---|
| **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. |


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# THEORY OF ACTION (EXAMPLES)

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

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



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# TIME USE TRACKER

**Date:**

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

*Use For Student Outcome Minutes Percentage Calculation:*



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# STAFF USE TRACKER (EXAMPLES)

**Date:**

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



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# BOARD AGENDA (EXAMPLE)

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

**NOTES**

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



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## BOARD AGENDA (EXAMPLE) – Your ideal agenda

| Agenda Item | Time Use Tracker | Estimated Time |
|---|---|---|
| | | |
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# MONITORING CALENDAR (EXAMPLE)

**School Board:** Lone Star ISD | **Years:** 2019/20 - 2023/24

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



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# MONITORING REPORT (EXAMPLE)

**Date:**

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

**OVERALL PROGRESS**

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

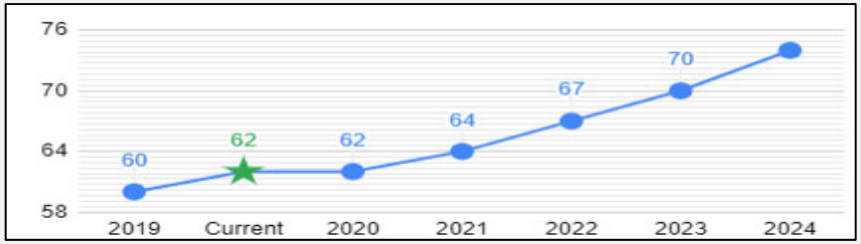
## Annual Targets

## Student Group Targets

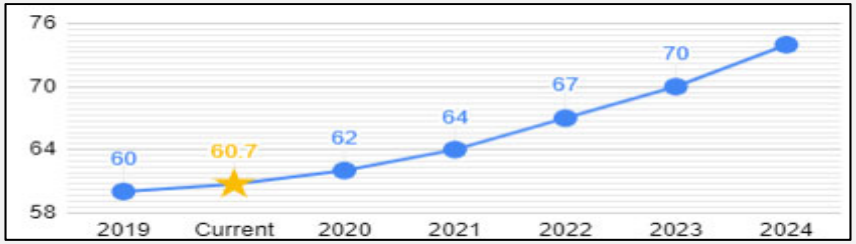
| | Current | Target |
|---|---|---|
| African American | xx% | xx% |
| American Indian | xx% | xx% |
| Asian | xx% | xx% |
| Dyslexia | xx% | xx% |
| Economic Disadv. | xx% | xx% |
| EL | xx% | xx% |
| Hispanic | xx% | xx% |
| Special Ed | xx% | xx% |
| White | xx% | xx% |

## Evidence & Future Plans

**Campus 1: 38% Economically Disadvantaged Students**




**Campus 2: *74%* Economically Disadvantaged Students**




**The plan moving forward is…….**



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## SUPERINTENDENT EVALUATION (EXAMPLE)

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

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

**By signing below, I affirm that the information being evaluated is complete and accurate**

| | | | |
|---|---|---|---|
| | *Board President* | **Targets Met** | **6** |
| | *Board Secretary* | **Targets Not Met** | **2** |
| | *Superintendent* | **% Targets Met** | **75** |

**EVALUATION NOTES**

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

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

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



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# Glossary

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

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

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

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

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

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

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

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

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

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


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

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

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

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

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

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

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

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

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

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


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

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

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

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

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

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

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

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

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

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

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

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


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

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

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

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

**Target:** The measure’s desired future state.

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

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

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

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


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# LONE STAR GOVERNANCE
## Locally Supported Growth

Continuous Improvement for Governing Teams

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

# STARTING WITH ME