Lone Star Governance 2023–24 Exemplar Cohort
Letter of Interest

Why? From Good to Great

The Lone Star Governance (LSG) Exemplar Cohort is an intensive program designed for governing teams—school boards with their superintendents—that are dedicated to continually sharpening and cultivating their focus on one primary objective: *improving student outcomes*. It is a unique opportunity for governing teams that are committed to pushing themselves to do even more for their students.

What? Resources and Support

The LSG Exemplar Cohort is a yearlong program (with a possible extension) that includes the following at no cost to the LEA*:

- Attendance at an LSG workshop with fellow cohort members

- A dedicated LSG Coach

- Monthly implementation support tailored for the board, board chair, superintendent, and staff

- Quarterly board self-evaluation support

- Statutorily required board member trainings in teambuilding, needs (based on the framework for governance leadership), and evaluating and improving student outcomes

- Early access to Lone Star Governance-related training

- Collaboration with, learning from, and learning with other high-performing governing teams

Who? Leaders Willing to Focus

Any district or charter governing team is welcome to apply. The cohort will be limited to 10 governing teams. Cohort members will be selected based on their ability to research and/or implement evidence-based best practices in board behaviors directly correlated with improvements in student outcomes, as well as a demonstrated commitment to increasing board focus on improving student outcomes. Selected governing teams may have opportunities to mentor neighboring school systems on the philosophy and practices of effective governance.

How? Next Steps

The selection process:

> Step 1: Interested districts must complete and submit this letter of interest (LOI).

> Step 2: District must respond to any follow-up questions from TEA about responses on the LOI.

> Step 3: Board president and superintendent of select districts may be asked to participate in an interview.

**The board and superintendent should review the questions on the Letter of Interest together
and reach a consensus on their responses.**

**Completed LOIs must be submitted to lsg@tea.texas.gov
no later than 6:00 p.m. CDT on Friday, September 1, 2023.**

For further information, contact Lone Star Governance staff at lsg@tea.texas.gov.

Program Expenses: Each LEA remits payment to its LSG coach for services rendered then submits documentation of payment to TEA for reimbursement. More information about the reimbursement process will be provided to members of the 2023–24 cohort.

1. **District Information**:

District	
Superintendent Name	
Superintendent Email	
Superintendent Phone	
Leadership Roles Held*	
Administrative Assistant Name	
Administrative Assistant Email	
Primary District Contact Name for LSG-Related Work	
Primary Contact Email	
2021–22 District Accountability Grade	
ESC Region Number	
2022–23 Student Enrollment	

2. **Board Information**:

Name	Email	Leadership Roles*

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

3. <u>**Current Governance:**</u>

3a) Has the board adopted student outcome goals focusing on what students know and are able to do? If yes, include a link to the goals below. If not, please describe your current process and why it was selected.	YES	☐	NO	☐
3b) Has the board adopted constraints—a limited set of actions or behaviors that the superintendent is not allowed to do? If yes, include a link to the constraints below. If no, please describe your current process and why it was selected.	YES	☐	NO	☐
3c) Has the board adopted a theory of action—a specific type of constraint that drives overall school system strategy? If yes, include a link below. If no, please describe your current process and why it was selected.	YES	☐	NO	☐
3d) Has the board conducted a self-evaluation within the past 12 months? If yes, include a link below to the completed evaluation. If no, please describe your current process and why it was selected.	YES	☐	NO	☐
3e) Does the board categorize and track how time is spent each month? If yes, include a link below to the most recent time tracker. If no, please describe your current process and why it was selected.	YES	☐	NO	☐
3f) Does the entire board commit to completing a two-consecutive-day Lone Star Governance workshop together prior to December 31, 2023? If so, please list two available options for a workshop.	YES	☐	NO	☐

3g) What would you identify as the number one challenge holding your board back from being even more effective than it is now?

3h) Please provide links below to the minutes from your two most recent regular board meetings.

Latest Meeting:

Next Latest Meeting:

4. Future Governance:

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

5. Student Outcomes:

5a) What evidence does the governing team rely on to determine the school system's overall performance?
5b) Based on the definition and measure above, describe the school system's overall performance.
5c) What evidence does the governing team rely on to determine whether the school system's progress measures are aligned to, and predictive of, its summative goal targets?
5d) How does the governing team define and measure a low-performing school?
5e) Based on the definition and measure above, how many low-performing schools does the school system have?
5f) How does the governing team define and measure a high-performing school?

5g) Based on the definition and measure above, how many high-performing schools does the school system have?
5h) How does the governing team define and measure on-level performance in reading and mathematics?
5i) Based on the definition and measure above, what percentage of third-grade students are considered on level?
5j) How does the governing team define and measure college, career, and military readiness?
5k) Based on the definition and measure above, what percentage of students graduate from your system college, career, and military ready?
5l) What is the difference between a student focused and a student outcome focused governing team? Which better describes your board? Why?