

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 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
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have a vision. ☐ The board does not have goals . ☐ The board does not consistently distinguish between inputs , outputs , and outcomes .		The board has ☐ adopted a vision statement; ☐ owned the vision development process while working collaboratively with the superintendent; ☐ adopted three to five goals ; and ☐ owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include ☐ a population ; ☐ a five-year deadline of a month and year; ☐ a baseline of a month and a year ; ☐ annual targets ; and ☐ annual student group targets .		☐ All board members and the superintendent agree that the student outcome goals 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the superintendent; and 4. are the superintendent's first priority for resource allocation. ☐ The board relied on a root-cause analysis, comprehensive student needs assessment, or a similar research-based tool to inform the identification and prioritization of all student outcome goals .		All board members and the superintendent ☐ have committed the vision and student outcome goals to memory; ☐ know the current status of each student outcome goal ; and ☐ 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 and Goals 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
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have goal progress measures (GPMs) . ☐ 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 . ☐ The superintendent owned the GPM development process while working collaboratively with the board. ☐ The status of each adopted GPM is able to be updated multiple times during each school year.		☐ The board has adopted no more than three GPMs for each student outcome goal . ☐ All GPMs are student outputs , not adult inputs or outputs , that include 1. a population; 2. a five-year deadline of a month and year; 3. a baseline of a month and a year; 4. annual targets; and 5. annual student group targets.		All board members and the superintendent agree that the GPMs : ☐ will challenge the organization; ☐ require adult behavior change; ☐ are influenceable by the superintendent; and ☐ 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.	

TEXAS FRAMEWORK: VISION AND GOALS

Vision and Goals 3: The board has adopted guardrails

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
The board does not have guardrails.		The board has ☐ adopted 1 to 5 superintendent guardrails; and ☐ owned the guardrail development process while working collaboratively with the superintendent.		Each superintendent guardrail describes a single operational action or class of actions the superintendent may not use or allow.		☐ The board has adopted one to five board self-guardrails. ☐ The board, where appropriate, relied on a root-cause analysis, comprehensive student needs assessment, or similar research-based tool to inform the identification of and prioritization of superintendent guardrails. ☐ All board members and the superintendent agree that the guardrails 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. ☐ All board members and the superintendent agree there is broad community ownership of the guardrails through involvement and communication with students, staff, and community members.	

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Vision and Goals 4: The board has adopted superintendent operational performance metrics (OPM)

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

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 1: The board invests at least half of its time to improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board does not have student outcome goals, GPMs, superintendent guardrails, superintendent OPMs, or annual targets. ☐ The board does not track its use of time in board authorized public meetings. ☐ The board does not have a monitoring calendar.		☐ The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors 1. each student outcome goal at least four times per year; 2. no more than two student outcome goals per month; 3. each guardrail at least once per year. ☐ The calendar spans the length of the student outcome goals. ☐ The board tracks its time in public meetings, identifying each 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.	

TEXAS FRAMEWORK: Progress and Accountability

Progress and 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
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ Any individual board member does not know if the school system is in low performing status and for how long. ☐ Any individual board member does not know if any campus is in low performing status and for how long. ☐ 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. ☐ The board has not voted to approve a self-evaluation within the past 12 months.		The board has ☐ performed a self-evaluation within the previous 12 months using a research aligned instrument; ☐ performed a superintendent annual evaluation no more than 15 months ago; ☐ been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the student outcome goals; and ☐ not voted to approve the superintendent's implementation plan unless required by law.		The board ☐ performs self-evaluations using the LSG Integrity Instrument; ☐ performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and ☐ evaluates the superintendent in part on the results and progress toward the student outcome goals and guardrails 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. ☐ One quarter ago the board 1. Performed a self-evaluation using the LSG Integrity Instrument; and 2. voted to approve the quarterly progress tracker.		The board ☐ unanimously approved the current quarterly progress tracker; ☐ has not modified outcome goals, GPMs, guardrails, OPMs, or targets during the cycle applicable to the annual superintendent evaluation; and ☐ considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and guardrails using information in monitoring reports according to the monitoring calendar.	

*Campus goals should be aligned to the district's early childhood literacy and mathematics proficiency goals and CCMR goals required by H.B. 3 (86th Texas Legislature)

TEXAS FRAMEWORK: Systems and Processes

Systems and Processes: The board operates in a way that allows the superintendent to accomplish the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	4	Meets Focus	12	Masters Focus	15
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board has not received a monitoring report. ☐ There were six or more board authorized public meetings in a month (unless a state of emergency was declared). ☐ Any meeting of the board lasted longer than eight hours. ☐ Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting.		The board receives and votes to accept monitoring reports that include 1. the student outcome goal and GPM or guardrail and OPM being monitored; 2. the current status of the student outcome goal and GPM or guardrail and OPM compared to previous, annual, and deadline targets; 3. the superintendent's interpretation of performance; and 4. supporting information that describes any needed next steps.		☐ All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. ☐ The adopted monitoring calendar has not been modified during the past quarter.		☐ Board authorized public meetings in the last quarter did not exceed 1. an average of four meetings per month; 2. an average of three hours per meeting; and 3. an average of five other topics per meeting. ☐ The board has 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to board work.		☐ Board authorized public meetings in the last quarter did not exceed 1. an average of three meetings per month; 2. an average of two hours per meeting; and 3. an average of three other topics per meeting. ☐ Board members received the final materials to be voted on at least seven calendar days before the public meeting. ☐ No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared).	

TEXAS FRAMEWORK: Advocacy and Engagement

Advocacy and Engagement: The board promotes the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board has not publicly communicated the board adopted student outcome goals. ☐ 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 ☐ listen for and discuss the vision and values of their students; and ☐ listen for and discuss the vision and values of their staff and community members.		The board has ☐ 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 ☐ 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 ☐ 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 ☐ has led or co-led at least one training on Lone Star Governance for its community during the previous six-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. ☐ Newly selected board members have received an orientation on Lone Star Governance by fellow board members or an LSG Coach prior to being seated.	

TEXAS FRAMEWORK: Synergy and Teamwork

Synergy and Teamwork: 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
<i>The board does not meet focus if any of the following are true:</i>		<i>The board is preparing to focus if the following is true.</i>		<i>The board approaches focus if all prior conditions and the following are true.</i>		<i>The board meets focus if all prior conditions and the following are true.</i>		<i>The board masters focus if all prior conditions and the following are true.</i>	
☐ The board has not adopted board operating procedures. ☐ The board does not have a policy that contains a template of ethics and conflicts of interest statement; ☐ The board has not achieved a quorum in two or more board-authorized public meetings during the previous three months. ☐ Board members serve on committees formed by superintendent or staff, unless serving is required by law. ☐ A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.		The board ☐ affirms that at least every two years, it has reviewed all policies governing board operating procedures; ☐ affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; ☐ agrees that a committees' role is to advise the board, not to advise the staff; ☐ agrees that a board officers' role is to advise the board, not to advise the staff; and ☐ maintained a quorum throughout all regularly scheduled meetings for the past three months.		The board ☐ agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system; ☐ maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and ☐ has set the expectation that information provided to one board member is provided to all board members.		The board ☐ maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months; ☐ agrees that all members have adhered to all policies governing board operating procedures; ☐ agrees that every member has completed all statutorily required trainings; and ☐ rather than the superintendent, led the completion of Lone Star Governance tasks.		All board members and the superintendent ☐ have completed the Lone Star Governance Workshop; ☐ agree that all board members have adhered to all adopted board guardrails during the previous three months; and ☐ agree that no board member has given operational advice or instructions to staff members during the previous three months.	