

Lone Star Governance Exemplar Cohort

Letter of Interest: Inaugural Cohort - SY18/19

Why? **From Good to Great**

The Lone Star Governance (LSG) Exemplar Cohort is designed for high-performing governing teams – school boards with their superintendents – that are committed to continually honing their intense focus on one primary objective: improving student outcomes. This Cohort is about going from good to great to greater! If a governing team is already high performing but wants to push itself to do even more for their students, this is that opportunity.

What? **Resources and Support**

The LSG Exemplar Cohort (a year-long process, with the option of an extension to two years) includes:

- Attendance at an LSG workshop with fellow cohort members;
- Monthly board, board chair, superintendent, and staff implementation support;
- Quarterly self-evaluation support;
- All statutorily required board member trainings;
- Support to earn a district-level distinction in exemplary governance on the A-F Report Card and Texas Academic Performance Report (TAPR), beginning with 2019 accountability ratings;
- Early access to Lone Star Campus and Lone Star Restorative Discipline trainings; and
- Collaborating with, learning from, and learning with other high-performing governing teams.

Who? **Leaders Willing to Focus**

All ISD and charter governing teams are welcome to apply, though the inaugural cohort will be limited to no more than 12 governing teams. These governing teams will be selected based on their ability to demonstrate efforts to explore and implement research concerning board behaviors correlated with improvements in student outcomes and their willingness and commitment to increase their intense focus on improving student outcomes. Those selected for the Cohort will also be able to provide mentoring to other school systems in their region on effective governance.

How? **Next Steps**

The selection process will include three phases:

Phase 1: Complete this letter of interest (LOI)

Phase 2: Respond to any clarifying follow-up questions about the LOI

Phase 3: Interview with the board chair and superintendent

Completed letters of interest can be sent to lsg@tea.texas.gov and must be received no later than 6pm CST on August 31, 2018.

This LOI provides governing teams the opportunity to highlight the extent to which they are already student outcomes focused and to demonstrate their commitment to further increasing their focus on improving student outcomes. Prior to completing this LOI, please thoroughly review the LSG Participant Manual (SY18/19 version dated 8.1.18 or later: www.tea.texas.gov/lsg). Ideally, the Board will review this document and reach a consensus on responses to the items below. For further information, contact Jeff Cottrill, Director of Governance at lsg@tea.texas.gov.

1. District Information:

District	
Superintendent Name	
Superintendent Email	
Superintendent Phone	
Leadership Roles	
Administrative Assistant Name	
Administrative Assistant Email	
Primary District Contact for LSG Related Work	
Primary Contact Email	
Anticipated District A-F Grade	
ESC Region Number	
Enrollment	

2. Board Information:

Name	Email	Leadership Roles

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

3. Current Governance:

3a) Has the Board adopted student outcome goals – goals that are SMART and that focus what students know and are able to do? If yes, include a link below. If no, are there any plans to begin the student outcome goals development process?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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 below. If no, are there any plans to begin the constraints development process?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
3c) Has the Board adopted a theory of action – a special type of constraint that drives overall school system strategy? If yes, include a link below. If no, are there any plans to begin the theory of action development process?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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, are there any plans to conduct one and if so, using which instrument?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
3e) Does the Board categorize and track how it actually used its time each month? If yes, include a link below to the most recent tracker. If no, are there any plans to begin tracking its use of time?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
3f) Is the entire Board willing to commit to attending a Lone Star Governance workshop (2 days) together in October, November, or December 2018?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
3g) What is the number one thing holding your Board back from being even more effective than it is now?				

4. Future Governance:

4a) Why is this the right time for your governing team to join the LSG Exemplar Cohort -- to implement research on which Board behaviors most correlate 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) Using the above definition and measure, describe the school system's overall performance.

5c) What evidence does the governing team rely on to determine whether or not the school system's interim assessments are aligned to its summative assessments?

5d) How does the governing team define and measure a low performing school?

5e) Using the above definition and measure, how many low performing schools does the school system have?

5f) How does the governing team define and measure a high performing school?

5g) Using the above definition and measure, how many high performing schools does the school system have?

5h) How does the governing team define and measure college, career, and military readiness?

5i) Using the above definition and measure, what percentage of students graduate from your system college, career, and military ready?

5j) What is the difference between a governing team being student focused and being student outcome focused? Which better describes your board? Why?