

Board's Quarterly Progress Tracker 05/13/20

Section	08/21/19 Three Quarters Ago	11/20/19 Two Quarters Ago	02/19/20 One Quarter Ago	Current Quarter	Next Quarter Targets	Extra Meetings Needed	Total Points Possible
Vision 1	Masters Focus-15	Masters Focus-15	Masters Focus-15	Masters Focus-15	Masters Focus-15		15
Vision 2	Does Not Meet Focus-0	Meets Focus-12	Masters Focus-15	Masters Focus-15	Masters Focus-15		15
Vision 3	Meets Focus-9	Masters Focus-10	Masters Focus-10	Masters Focus-10	Masters Focus-10		10
Vision 4	Preparing to Focus-.5	Masters Focus-5	Masters Focus-5	Masters Focus-5	Masters Focus-5		5
Accountability 1	Approaches Focus-4	Approaches Focus-4	Approaches Focus-4	Approaches Focus-4	Approaches Focus-4		15
Accountability 2	Approaches Focus-1	Approaches Focus-1	Preparing to Focus-.5	Preparing to Focus-.5	Preparing to Focus-.5		5
Structure	Meets Focus-12	Meets Focus-12	Approaches Focus-4	Approaches Focus-4	Meets Focus-12		15
Advocacy	Approaches Focus-3	Approaches Focus-3	Approaches Focus-3	Preparing to Focus-1	Approaches Focus-3		10
Unity	Masters Focus-10	Approaches Focus-3	Approaches Focus-3	Approaches Focus-3	Meets Focus-9		10
Total	54.5	65	59.5	57.5	73.5	0	100













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
Tony Brown Board President		
Johnny Smecca Board Vice-President		
Monica Wagner Secretary		
Shae Jobe Trustee		
David O'Neal Trustee		
Mindy Lakin Trustee		
Ann Masel Trustee		

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
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have a vision.</p> <p>The Board does not have goals.</p> <p>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).</p>	<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>The Board has a Board-adopted vision statement.</p> <p>The Board has Board-adopted goals.</p> <p>The Board owned the vision development process while working collaboratively with the Superintendent.</p> <p>The Board owned the goals development process while working collaboratively with the Superintendent.</p> <p>The Board has adopted no fewer than 1 and no more than 5 goals. Three is the recommended number.</p>	<p>And...</p> <p>Each goal describes a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (date 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]")</p> <p>The deadline for each goal to reach target is no fewer than 3 years away. No more than 5 years are recommended.</p> <p>The Board has adopted an annual target for each goal in addition to its deadline target. These are not GPMS.</p>	<p>And...</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>And...</p> <p>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.</p> <p>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.</p>

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	
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>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.</p> <p>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).</p>		<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>The Board has Board-adopted GPMs for each student outcome goal.</p> <p>The Superintendent owned the GPM development process while working collaboratively with the Board.</p> <p>The current statuses of the GPMs that were adopted are able to be updated multiple times during each school year.</p>		<p>And...</p> <p>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 students completing algebra by the end of 9th grade will grow from [baseline] to [target] by [deadline]")</p> <p>The deadline for each GPM to reach target is no more than 5 years away. One to three year GPM deadlines are recommended.</p> <p>The Board has adopted an annual target for each GPM in addition to its deadline target.</p> <p>The Board has adopted no fewer than 1 and no more than 3 GPMs for each student outcome goal.</p>			<p>And...</p> <p>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.</p> <p>All Board Members and the Superintendent agree that the GPMs are all SMART.</p> <p>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.</p>		<p>And...</p> <p>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.</p>	

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
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have a vision.</p> <p>The Board does not have constraints (specific prohibitions on Superintendent authority that are aligned with the vision and grounded in community values).</p>	<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>The Board has a Board-adopted vision statement.</p> <p>The Board has Board-adopted constraints.</p> <p>The Board owned the vision development process while working collaboratively with the Superintendent.</p> <p>The Board owned the constraint development process while working collaboratively with the Superintendent.</p> <p>The Board has adopted no fewer than 1 and no more than 5 constraints. Three is the recommended number.</p>	<p>And...</p> <p>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")</p>	<p>And...</p> <p>All Board Members and the Superintendent agree that the constraints will challenge the organization, and will require adult behavior change.</p> <p>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.</p>	<p>And...</p> <p>References to research that suggests alignment with the vision are cited for constraints where appropriate.</p> <p>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.</p> <p>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.</p>






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	
<i>The Board does not meet focus if any of the following conditions are true:</i>	<i>The Board is preparing to focus if all of the following conditions are true:</i>		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
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have student outcome goals, GPMS, constraints, CPMs, or annual targets.</p> <p>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).</p> <p>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).</p>	<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>The Board has a Board-adopted monitoring calendar.</p> <p>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 (not met, approaching, meeting, mastering), and 4) supporting documentation that evidences the evaluation and describes any needed next steps.</p>	<p>And...</p> <p>The Superintendent owned the monitoring calendar development process while working collaboratively with the Board.</p> <p>The Board's monitoring calendar spans no fewer than 18 months. The recommended span is 24-36 months.</p> <p>Of the total 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.</p>	<p>And...</p> <p>Of the total 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.</p> <p>No more than two student outcome goals are monitored per month.</p> <p>Every student outcome goal is monitored at least four times per year and every constraint is monitored at least once per year.</p> <p>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.</p>	<p>And...</p> <p>Of the total 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.</p> <p>The Board's monitoring calendar spans across the Board's student outcome goals' 3 to 5 year deadlines.</p> <p>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.</p>					






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
<i>The Board does not meet focus if any of the following conditions are true:</i>		<i>The Board is preparing to focus if all of the following conditions are true:</i>		And...			And...		And...
<p>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.</p> <p>Any individual Board Member does not know whether or not there are low performing campuses and, if there are, how many.</p> <p>The Board does not schedule each student outcome goal to be progress monitored at least four times per year on its monitoring calendar.</p> <p>The Board does not schedule each constraint to be progress monitored at least once per year on its monitoring calendar.</p>		<p>The Board has been provided copies of -- but did not vote to approve / disapprove -- the Superintendent's plan(s) for implementing the Board's student outcome goals and ensured that the plan included both an implementation timeline and implementation integrity measures.</p> <p>The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.</p> <p>The most recent Superintendent evaluation took place no more than 12 months ago -- 18 if there has been a change of Superintendent.</p> <p>The most recent Board self-evaluation took place no more than 45 days prior to the most recent Superintendent evaluation.</p>		<p>The most recent Board self-evaluation evaluated the Board in part based on the results of student outcome goals.</p> <p>The most recent Superintendent evaluation evaluated the Superintendent in part based on the results of student outcome goals.</p> <p>All Board Members have completed a training that covered the state's accountability system and agree that they understand the system.</p> <p>The Board tracks the average quarterly 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.</p>			<p>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.</p> <p>The Board considers Superintendent performance as indistinguishable from school system performance.</p> <p>The Board created a self-constraint concerning the cost of staff time spent on governance.</p>		<p>The Board self-evaluates using this implementation integrity instrument quarterly.</p> <p>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.</p>

 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
<i>The Board does not meet focus if any of the following conditions are true:</i>		<i>The Board is preparing to focus if all of the following conditions are true:</i>		And...		And...		And...	
<p>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.</p> <p>There were more than 5 Board-authorized public meetings in a month.</p> <p>Any meeting of the Board lasted more than 10 hours.</p> <p>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.</p>		<p>The Board tracks its use of time in Board-authorized meetings, categorizing every minute used as follows:</p> <ul style="list-style-type: none"> - 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 (these activities are never a form of "monitoring") - Community Engagement: two-way stakeholder communication - Other 		<p>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.</p> <p>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.</p>		<p>There are no more than 4 Board-authorized public meetings per month and none lasts more than 3 hours.</p> <p>The Board schedules no more than 5 topics during any one Board-authorized public meeting.</p> <p>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.</p>		<p>There are no more than 3 Board-authorized public meetings per month and none lasts more than 2 hours.</p> <p>The Board schedules no more than 3 primary topics for discussion during any Board-authorized public meeting.</p> <p>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.</p> <p>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.</p>	



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
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>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.</p> <p>The Board has not publicly communicated the Board-adopted student outcome goals.</p>	<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>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.</p> <p>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.</p>	<p>And...</p> <p>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.]</p> <p>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.</p>		<p>And...</p> <p>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.]</p> <p>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.</p>		<p>And...</p> <p>Board Members included students in at least one of the Lone Star Governance trainings during the previous 12 month period.</p> <p>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.</p>			



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
<i>The Board does not meet focus if any of the following conditions are true:</i>		<i>The Board is preparing to focus if all of the following conditions are true:</i>		And...		And...		And...	
<p>The Board has not adopted policies that establish Board operating procedures.</p> <p>The Board was not able to achieve a quorum for at least two Board-authorized public meetings during the previous 3 month period.</p> <p>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.</p> <p>Board Members serve on committees formed by the Superintendent or staff.</p> <p>The Board has not voted to approve any Quarterly Progress Trackers.</p>		<p>Once annually, the Board affirms that it has reviewed all policies governing Board operating procedures.</p> <p>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.</p> <p>All Members understand that if the Board has committees, their role is only to advise the Board, not to advise the staff.</p> <p>All Members understand that a Board officers' role is to advise the Board, not to advise the staff.</p> <p>The Board is self-evaluating each quarter in pursuit of the continuous improvement timeline.</p>		<p>Attendance for all Board Members at Board-authorized public meetings was over 70% during the previous 3 month period.</p> <p>The Board was able to achieve a quorum at all Board-authorized public meetings during the previous 12 month period.</p> <p>The Board has set the expectation that information provided by the Superintendent to one Board Member is provided to all Board Members.</p> <p>The Board completed the most recent Quarterly Progress Tracker and voted to approve it.</p>		<p>Attendance for all Board Members at Board-authorized public meetings was equal to or greater than 80% during the previous 3 month period.</p> <p>All Board Members have completed all statutorily required trainings.</p> <p>The Board completed the most recent Quarterly Progress Tracker and a super majority of the Board voted to approve it.</p> <p>All Board Members agree that they are responsible for the outcomes of all students, not just students in their region of the school system.</p>		<p>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.</p> <p>Each quarter, the Board unanimously agreed that all Board Members adhered to all policies governing Board operating procedures during the previous 3 month period.</p> <p>The Board completed the most recent Quarterly Progress Tracker and the Board unanimously voted to approve it.</p> <p>All Board Members and the Superintendent agree that none of the Board Members have given operational advice or instructions to staff members.</p>	

