

# Lone Star Governance Progress Tracker

## 2025-2026

### Quarter 1: July-September, 2025

#### Why Board Self-Evaluation Matters

The Board exists to represent the community's vision and values in its promise to improve student outcomes—the sole reason for a school system's existence. Lone Star Governance is a framework designed to drive the board's ability to function most effectively and deliver on its promise to improve student outcomes.

Self-evaluation is the process of calibration and recalibration that allows the board to align and realign its behaviors with those most effective in creating the context for improving student outcomes. These behaviors are often not intuitive; therefore, it can be easy for board members to fall back to the behaviors that are more intuitive, which, more often than not, are more appropriate in the realm of project management and work that belongs to the Superintendent. The Board assessing itself with the LSG instrument in a consistent fashion (quarterly) assists the board in shifting and maintaining its focus on governance vs. management.

#### Aligning Saying with Doing

In collaboration with a Lone Star Governance Coach, the board has adopted an implementation timeline to identify the scope and sequence that will be deployed as its members implement the LSG framework. This is what the board says they intend to do. Along the process of implementing the framework, it should be expected that conditions may change, and the work plan must be adapted to align with reality. The quarterly progress tracker is a tool for the board to assess how well its intention of becoming most effective is aligned with the reality of how it is actually governing.

Self-evaluation is a continuous improvement exercise and is not about laying blame and pointing fingers. It serves as a reminder for the board to match its doings with its sayings. A board that says it wants to be student outcomes-focused will need to employ behaviors that create the conditions for systemwide focus on improving student outcomes. As the board continues to improve, the board's growth and accomplishments are cause for celebration. In the times when the board's intentions become misaligned with its reality, it is proper to identify this fact and adapt the plan as necessary.

#### Previous Results

##### Quarter 4 Reporting (April - June 2025)

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
- Vision and Goals 4- 4/5 point
- Progress and Accountability 1- 15/15 points
  - Quarterly Total Time: 58%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 point

#### Current Quarter

##### Quarter 1 Reporting (July - September 2025)

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
- Vision and Goals 4- 4/5 points
- Progress and Accountability 1- 15/15 points
  - The board has done a great job focusing its conversations around student outcomes.
    - July: Board meetings did not take place during this month.
    - August 14, 2025
      - Time focused on student outcome goals: 78%
    - September 11, 2025:
      - Time focused on student outcome goals: 82%

- September 27, 2025:
    - Time focused on student outcome goals: 98%
  - **Quarterly Total Time: 87%**
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points

**Next Implementation Priorities:**

- **Staying at “Masters Focus” in Progress and Accountability 1**
  - Continue focused conversations around student outcome goals and constraints
  - Engage in effective progress monitoring sessions.
- **Move to the “Meets Focus” level in the Systems and Processes category.**
  - Conduct a review of the board’s existing local policies and adopt only those policies that directly pertain to board governance and responsibilities.

**Next Quarterly Self-Evaluation:**

- January 2026
- Evaluating October - December 2025



## **Houston ISD Board of Managers Implementation Integrity Instrument**

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams—boards in collaboration with their superintendents—that choose to intensively focus on one primary objective: improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored execution of the five pillars of the Texas Framework for School Board Development, as adopted by the State Board of Education: Vision and Goals, Progress and Accountability, Systems and Processes, Synergy and Teamwork, and Advocacy and Engagement. In addition to its singular focus on improving student outcomes, Lone Star Governance provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the board.

The Houston ISD Board of Managers Implementation Integrity Instrument is based on the Lone Star Governance Instrument. It has been adapted to meet the exit criteria agreed upon with the Texas Education Agency. This instrument is designed to support the Board of Managers in their governance responsibilities

## 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>	
<input type="checkbox"/> The board does not have a vision. <input type="checkbox"/> The board does not have <b>goals</b> . <input type="checkbox"/> The board does not consistently distinguish between <b>inputs</b> , <b>outputs</b> , and <b>outcomes</b> .		The board has <input checked="" type="checkbox"/> adopted a vision statement; <input checked="" type="checkbox"/> owned the vision development process while working collaboratively with the superintendent; <input checked="" type="checkbox"/> adopted three to five <b>goals</b> ; and <input checked="" type="checkbox"/> owned the <b>goal</b> development process while working collaboratively with the superintendent.		All <b>goals</b> are specific, quantifiable, <b>student outcome goals</b> that include <input checked="" type="checkbox"/> a <b>population</b> ; <input checked="" type="checkbox"/> a five-year <b>deadline</b> of a month and year; <input checked="" type="checkbox"/> a <b>baseline</b> of a month and a year; <input checked="" type="checkbox"/> <b>annual targets</b> ; and <input checked="" type="checkbox"/> <b>annual student group targets</b> .		<input checked="" type="checkbox"/> All board members and the superintendent agree that the <b>student outcome goals</b> 1. will challenge the organization; 2. require adult behavior change; 3. are <b>influenceable</b> by the superintendent; and 4. are the superintendent's first priority for resource allocation.  <input checked="" type="checkbox"/> 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 <b>student outcome goals</b> .		All board members and the superintendent <input checked="" type="checkbox"/> have committed the vision and <b>student outcome goals</b> to memory; <input type="checkbox"/> know the current status of each <b>student outcome goal</b> ; and <input type="checkbox"/> agree there is broad community ownership of the board's vision and <b>student outcome goals</b> through involvement and communication with students, staff, and community members.	

## TEXAS FRAMEWORK: VISION AND GOALS

### 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>	
<input type="checkbox"/> The board does not have <b>goal progress measures (GPMs)</b> . <input type="checkbox"/> The board is treating the <b>annual targets</b> for <b>student outcome goals</b> as if they are GPMs.		<input checked="" type="checkbox"/> The board has adopted GPMs for each <b>student outcome goal</b> . <input checked="" type="checkbox"/> The superintendent owned the <b>GPM</b> development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted <b>GPM</b> is able to be updated multiple times during each school year.		<input checked="" type="checkbox"/> The board has adopted no more than three <b>GPMs</b> for each <b>student outcome goal</b> . <sup>*</sup> <input checked="" type="checkbox"/> All GPMs are student <b>outputs</b> , not adult <b>inputs</b> or <b>outputs</b> , that include <ol style="list-style-type: none"> <li>1. a <b>population</b>;</li> <li>2. a five-year deadline of a month and year;</li> <li>3. a <b>baseline of a month and a year</b>;</li> <li>4. <b>annual targets</b>; and</li> <li>5. <b>annual student group targets</b>.</li> </ol>		All board members and the superintendent agree that the <b>GPMs</b> : <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> will challenge the organization;</li> <li><input checked="" type="checkbox"/> require adult behavior change;</li> <li><input checked="" type="checkbox"/> are <b>influenceable</b> by the superintendent; and</li> <li><input checked="" type="checkbox"/> are all <b>predictive</b> of their respective <b>student outcome goals</b>.</li> </ul>		All board members and the superintendent agree there is broad community ownership of the <b>GPMs</b> through involvement and communication with students, staff, and community members.	

<sup>\*</sup>Framework flexibility was provided for this indicator in collaboration with Houston ISD to ensure alignment with the district's focus on student outcomes, as determined by the Texas Education Agency.

TEXAS FRAMEWORK: VISION AND GOALS									
Vision and Goals 3: The board has adopted constraints									
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 <b>constraints</b> .		<ul style="list-style-type: none"> <li>✓ adopted 1 to 5 <b>superintendent constraints</b>; and</li> <li>✓ owned the <b>constraint</b> development process while working collaboratively with the superintendent.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Each <b>superintendent constraint</b> describes a single operational action or class of actions the superintendent may not use or allow.</li> </ul>		<ul style="list-style-type: none"> <li>✓ The board has adopted one to five <b>board self-constraints</b>.</li> <li>✓ 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 <b>superintendent constraints</b>.</li> <li>✓ All board members and the superintendent agree that the <b>constraints</b> will challenge the organization to focus on the vision and uphold community values.</li> </ul>		<ul style="list-style-type: none"> <li>□ The board, in collaboration with the superintendent, has adopted one or more <b>theories of action</b> to drive overall strategic direction.</li> <li>□ All board members and the superintendent agree there is broad community ownership of the <b>constraints</b> through involvement and communication with students, staff, and community members.</li> </ul>	

## TEXAS FRAMEWORK: VISION AND GOALS

### Vision and Goals 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
<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>	
<input type="checkbox"/> The board does not have <b>superintendent constraint progress measures (CPMs)</b> .		<input checked="" type="checkbox"/> The board has adopted <b>CPMs</b> for each <b>superintendent constraint</b> . <input checked="" type="checkbox"/> The superintendent owned the <b>CPM</b> development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted <b>CPM</b> is able to be updated multiple times during each school year.		<input checked="" type="checkbox"/> The board has adopted no more than three <b>CPMs</b> for each <b>superintendent constraint</b> . <input checked="" type="checkbox"/> All <b>CPMs</b> include: <ol style="list-style-type: none"> <li>1. a one- to five-year <b>deadline</b> of a month and year;</li> <li>2. a <b>baseline of a month and a year</b>;</li> <li>and</li> <li>3. <b>annual targets</b>.</li> </ol>		All board members and the superintendent agree that the superintendent <b>CPMs</b> <input checked="" type="checkbox"/> will challenge the organization to focus on the vision; <input checked="" type="checkbox"/> will challenge the organization to uphold community values; <input checked="" type="checkbox"/> are all <b>predictive</b> of their respective <b>constraint</b> ; and <input checked="" type="checkbox"/> are <b>influenceable</b> by the superintendent.		All board members and the superintendent agree there is broad community ownership of the superintendent <b>CPMs</b> 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>	
<input type="checkbox"/> The board does not have <b>student outcome goals, GPMs, superintendent constraints, superintendent CPMs, or annual targets.</b> <input type="checkbox"/> The board does not track its use of time in <b>board authorized public meetings.</b> <input type="checkbox"/> The board does not have a <b>monitoring calendar.</b>		<input checked="" type="checkbox"/> The superintendent owned the <b>monitoring calendar</b> development, working with the board to adopt a calendar that monitors <ol style="list-style-type: none"> <li>1. each <b>student outcome goal</b> at least four times per year;</li> <li>2. no more than two <b>student outcome goals</b> per month;</li> <li>3. each <b>constraint</b> at least once per year.</li> </ol> <input checked="" type="checkbox"/> The calendar spans the length of the <b>student outcome goals.</b> <input checked="" type="checkbox"/> The board tracks its time in public meetings, identifying each minute according to the <b>time use tracker.</b>		<input checked="" type="checkbox"/> 10% or more of the total quarterly minutes in <b>board authorized public meetings</b> were invested in improving <b>student outcomes</b> according to the <b>time use tracker.</b>		<input checked="" type="checkbox"/> 25% or more of the total quarterly minutes in <b>board authorized public meetings</b> were invested in improving <b>student outcomes</b> according to the <b>time use tracker.</b>		<input checked="" type="checkbox"/> 50% or more of the total quarterly minutes in <b>board authorized public meetings</b> were invested in improving <b>student outcomes</b> according to the <b>time use tracker.</b>	



## 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>					
<div><div><input type="checkbox"/> Any individual board member does not know if the school system is in low performing status and for how long.</div><div><input type="checkbox"/> Any individual board member does not know if any campus is in low performing status and for how long.</div><div><input type="checkbox"/> 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.</div><div><input type="checkbox"/> The board has not voted to approve a self-evaluation within the past 12 months.</div></div>	<div><div><input checked="" type="checkbox"/> The board has performed a self-evaluation within the previous 12 months using a research aligned instrument;</div><div><input checked="" type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago;</div><div><input checked="" type="checkbox"/> been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the student outcome goals; and</div><div><input checked="" type="checkbox"/> not voted to approve the superintendent's implementation plan unless required by law.</div></div>	<div><div><input checked="" type="checkbox"/> The board performs self-evaluations using the LSG Integrity Instrument;</div><div><input checked="" type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and</div><div><input checked="" type="checkbox"/> 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.</div></div>	<div><div><input checked="" type="checkbox"/> The board receives, at least annually, a report on the average cost of staff time spent on governance using the staff use tracker.</div><div><input checked="" type="checkbox"/> One quarter ago the board<div>1. Performed a self-evaluation using the LSG Integrity Instrument; and</div></div><div><input checked="" type="checkbox"/> voted to approve the quarterly progress tracker.</div></div>	<div><div><input checked="" type="checkbox"/> The board unanimously approved the current quarterly progress tracker;</div><div><input checked="" type="checkbox"/> has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and</div><div><input type="checkbox"/> considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and constraints using information in monitoring reports according to the monitoring calendar.</div></div>					

\*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>	
<input type="checkbox"/> The board has not received a <b>monitoring report</b> . <input type="checkbox"/> There were six or more <b>board authorized public meetings</b> in a month (unless a state of emergency was declared). <input type="checkbox"/> Any meeting of the board lasted longer than eight hours. <input type="checkbox"/> 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 <b>monitoring reports</b> that include <input checked="" type="checkbox"/> the <b>student outcome goal</b> and <b>GPM</b> or <b>constraint</b> and <b>CPM</b> being monitored; <input checked="" type="checkbox"/> the current status of the <b>student outcome goal</b> and <b>GPM</b> or <b>constraint</b> and <b>CPM</b> compared to previous, annual, and <b>deadline targets</b> ; <input checked="" type="checkbox"/> the superintendent's interpretation of performance; and <input checked="" type="checkbox"/> supporting information that describes any needed next steps.		<input checked="" type="checkbox"/> All <b>consent-eligible items</b> were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. <input checked="" type="checkbox"/> The adopted <b>monitoring calendar</b> has not been modified during the past quarter.		<input type="checkbox"/> <b>Board authorized public meetings</b> in the last quarter did not exceed <input checked="" type="checkbox"/> an average of four meetings per month; <input checked="" type="checkbox"/> an average of three hours per meeting; and <input checked="" type="checkbox"/> an average of five <b>other topics</b> per meeting. <input type="checkbox"/> The board has 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to <b>board work</b> .		<input type="checkbox"/> <b>Board authorized public meetings</b> in the last quarter did not exceed <input checked="" type="checkbox"/> an average of three meetings per month; <input checked="" type="checkbox"/> an average of two hours per meeting; and <input checked="" type="checkbox"/> an average of three <b>other topics</b> per meeting. <input checked="" type="checkbox"/> Board members received the final materials to be voted on at least seven calendar days before the public meeting. <input checked="" type="checkbox"/> 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).	

## QUARTERLY PROGRESS TRACKER

School Board: Houston ISD				Date: October 9, 2025		Quarter: 1
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1	12	12	12	12	12	15
Vision and Goals 2	12	12	12	12	12	15
Vision and Goals 3	9	9	9	9	9	10
Vision and Goals 4	2	4	4	4	4	5
Progress and Accountability 1	12	12	15	15	15	15
Progress and Accountability 2	4	4	4	4	4	5
Systems and Processes	4	1	4	4	4	15
<b>Total</b>	55	54	60	60	60	80

The Lone Star Governance Instrument has been revised to align with the requirements outlined in the exit criteria agreement between the Houston Independent School District (HISD) and the Texas Education Agency (TEA).

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate			
<b>Board Member Signatures:</b>	% Student Outcome Minutes	Vote Count for	Vote Count Against
	87%		
<b>EVALUATION NOTES</b> 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 <a href="mailto:LSG@tea.texas.gov">LSG@tea.texas.gov</a> .			

TIME USE TRACKER		Houston ISD		QTR:	1	Date:	08/14/25
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	23		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	28		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
		1	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						2
Advocacy and Engagement	7		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						15
TOTALS	58	1	→ 76 ←				17
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
<div><div>59</div><div>÷</div><div>76</div><div>×</div><div>100</div><div>=</div><div>77.63%</div><div>% Student Outcome and Adult Behavior Minutes</div></div>							
Use For Student Outcome Minutes Percentage Calculation:							
<div><div>58</div><div>÷</div><div>76</div><div>×</div><div>100</div><div>=</div><div>76.32%</div><div>% Student Outcome Minutes</div></div>							

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
40	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
6	6	100.00%

TIME USE TRACKER		Houston ISD		QTR:	1	Date:	09/11/25
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	14		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	24		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
		6	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						5
Advocacy and Engagement	6		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						6
TOTALS	44	6	61				11

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:

50

÷

61

× 100 =

81.97%

% Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation:

44

÷

61

× 100 =

72.13%

% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
2	2	100.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
31	1	96.77%

GPMs Discussed	GPMs on Target	% on Target
5	5	100.00%

TIME USE TRACKER		Houston ISD		QTR:	1	Date:	09/27/25
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	90		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						
Advocacy and Engagement			← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						2
TOTALS	90	0	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">92</div> <div style="flex-grow: 1; border-bottom: 2px solid blue; position: relative;"> <div style="position: absolute; right: -10px; top: -5px;">←</div> </div> </div>				2
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">90</div> <div style="margin: 0 10px;">÷</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">92</div> <div style="margin: 0 10px;">× 100 =</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">97.83%</div> <div>% Student Outcome and Adult Behavior Minutes</div> </div>							
Use For Student Outcome Minutes Percentage Calculation: <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">90</div> <div style="margin: 0 10px;">÷</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">92</div> <div style="margin: 0 10px;">× 100 =</div> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">97.83%</div> <div>% Student Outcome Minutes</div> </div>							

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
		0.00%

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		Houston ISD - July to September		QTR:	1	Date:	09/30/25
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	127		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	52		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar				
		7	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar				
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs				
			← Minutes performing board self-evaluations using the LSG Integrity Instrument				
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						7
Advocacy and Engagement	13		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals				
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals				
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law						
Other	Any time spent on an activity that does not meet the conditions listed above →						23
TOTALS	192	7	229				30

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:

199

÷

229

× 100 =

86.90%

% Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation:

192

÷

229

× 100 =

83.84%

% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
2	2	100.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
71	1	98.59%

GPMs Discussed	GPMs on Target	% on Target
11	11	100.00%