

Lone Star Governance Annual Evaluation

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

BASELINE: The board conducted a baseline self-evaluation in September 2023 at a regional LSG workshop. Unsurprisingly, the board's baseline was zero.

Q1 Results: The self-evaluation score for work completed in this quarter was 31 points. This progress was made because the board had completed the process of adopting their student outcome goals, goal progress measures, superintendent constraints, and constraint progress measures in the Fall and early Winter.

Q2 Results: The self-evaluation score for work completed in this quarter was 53 points. This increase came as a result of the board's progress monitoring practice and efficiencies in The Board's meeting management processes. Because this quarter is when the board began progress monitoring, the governance team also began keeping track of how much of that time was spent monitoring progress toward achieving the student outcome goals. During this quarter, the board spent 51.68% of its Board Authorized Public Meeting Minutes focused on their adopted Goals.

Q3 Results: The board of managers estimates their self-evaluation score to be 35 points for the months of April, May, and June 2024. The score declined primarily due to a reduction in the time spent in board-authorized public meetings monitoring student outcome goals. It is common for this metric to fluctuate across quarters. The takeaway from this quarter is that the board has met the 50% time-use threshold in the previous quarter, and it is reasonable to believe that the board can and will meet that threshold again.

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 3/10 points
- Vision and Goals 4- 2/5 points
- Progress and Accountability 1- 1/15 points
- Progress and Accountability 2- 0/5 points
- Systems and Processes- 4/15 points
- Advocacy and Engagement- 1/10 points*
- Synergy and Teamwork- 0/10 points*
- Time Use- 14.77%

*Sections shown in red font are not included in TEA's exit criteria.

Q4 Reporting- Overall Q4 evaluation results are rolled into the annual results

- Time Use- 31.9%

Annual Results

- Vision and Goals 1- 12/15 points
- Vision and Goals 2- 12/15 points
- Vision and Goals 3- 9/10 points
 - Up from 3 points last quarter because the board has formalized board constraints.
- Vision and Goals 4- 2/5 points
- Progress and Accountability 1- 9/15 points
- Progress and Accountability 2- 4/5 points
 - Up from 0 points last quarter because of the following changes:
 - Annual board self-evaluation at least 45 days before the superintendent's annual evaluation.
 - Annual superintendent evaluation that considers, in part, the progress/achievement of the board's adopted goals and constraints using information in progress monitoring reports in accordance with the monitoring calendar.
 - Received a report on the cost of staff time dedicated to supporting governance no later than the annual
- **Systems and Processes-** 4/15 points
- **Advocacy and Engagement-** 1/10 points*
- **Synergy and Teamwork-** 0/10 points*
- Annual Time Use- 33.4%
- Staff Time- missing from this calculation are the suggested “other” category, and the delineation between time required by the board and time that would have been spent anyway. These are elements to include next time.

Month	Avg Hrs Preparing	Avg Hrs Attending	Avg Hrs Debriefing	Total Hours	Cost of Staff Time
March	101.75	195.15	15	348.4	\$30,629
February	91.25	137.4	2	293.4	\$23,654
January	90	120.5	1	234.75	\$18,981
Average Monthly	94.3	151	6	292.18	\$24,421
Average Annual Cost	1131.6	1812	72	3506	\$293,052

Next Implementation Priorities: The board has the following Steps to achieve the 64-point target by the next quarter

- **Move to “Meets Focus” in Vision and Goals 4**
 - Refine Constraint #3 language to clarify the definitions of "significant" and "programming options" and make it clearer that the constraint does not block program changes, only that significant changes should be supported by data-driven decision-making so that the CPM can be more reflective of the desired behavior change.
- **Move to the “masters focus” level in the “Progress and Accountability 1” category.**
 - Spend an average of at least 50% of minutes in all board-authorized public meetings monitoring student outcome goals.
- **Move to the “Approaches Focus” level in the “Synergy and Teamwork” category.**
 - Although this section is not part of TEA’s formal exit criteria, the board still must spend 50% of their board meetings monitoring goals. This is rarely sustainable in the absence of a comprehensive governing policy review and refinement. When boards align their governing policies with processes that have been informally implemented through the continuous improvement process, they create the conditions for changes in governing behavior to sustain for boards that will come after them. This is how the board literally rewrites the governing behaviors that create the conditions for systemic transformation.

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>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board does not have a vision. <input type="checkbox"/> The board does not have goals. <input type="checkbox"/> The board does not consistently distinguish between inputs, outputs, and outcomes. 		<p>The board has</p> <ul style="list-style-type: none"> <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 goals; and <input checked="" type="checkbox"/> owned the goal development process while working collaboratively with the superintendent. 		<p>All goals are specific, quantifiable, student outcome goals that include</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> a population; <input checked="" type="checkbox"/> a five-year deadline of a month and year; <input checked="" type="checkbox"/> a baseline of a month and a year; <input checked="" type="checkbox"/> annual targets; and <input checked="" type="checkbox"/> annual student group targets. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All board members and the superintendent agree that the student outcome goals <ol style="list-style-type: none"> 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. <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 student outcome goals. 		<p>All board members and the superintendent</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> have committed the vision and student outcome goals to memory; <input type="checkbox"/> know the current status of each student outcome goal; and <input type="checkbox"/> 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. 	

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>					
<ul style="list-style-type: none"> <input type="checkbox"/> The board does not have goal progress measures (GPMs). <input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are GPMs. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board has adopted GPMs for each student outcome goal. <input checked="" type="checkbox"/> The superintendent owned the GPM development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted GPM is able to be updated multiple times during each school year. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The board has adopted no more than three GPMs for each student outcome goal. <input checked="" type="checkbox"/> All GPMs are student outputs, not adult inputs or outputs, that include <ol style="list-style-type: none"> 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. 	<p>All board members and the superintendent agree that the GPMs:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> will challenge the organization; <input checked="" type="checkbox"/> require adult behavior change; <input checked="" type="checkbox"/> are influenceable by the superintendent; and <input checked="" type="checkbox"/> are all predictive of their respective student outcome goals. 	<p>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.</p>					

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

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 superintendent constraint progress measures (CPMs) .	<input checked="" type="checkbox"/> The board has adopted CPMs for each superintendent constraint . <input checked="" type="checkbox"/> The superintendent owned the CPM development process while working collaboratively with the board. <input checked="" type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year.	<input checked="" type="checkbox"/> The board has adopted no more than three CPMs for each superintendent constraint . <input checked="" type="checkbox"/> All CPMs include: <ol style="list-style-type: none"> 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 CPMs <input checked="" type="checkbox"/> will challenge the organization to focus on the vision; <input type="checkbox"/> will challenge the organization to uphold community values; <input type="checkbox"/> are all predictive of their respective constraint ; and <input checked="" type="checkbox"/> are influenceable by the superintendent.	All board members and the superintendent agree there is broad community ownership of the superintendent CPMs 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>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board does not have student outcome goals, GPMs, superintendent constraints, superintendent CPMs, or annual targets. <input type="checkbox"/> The board does not track its use of time in board authorized public meetings. <input type="checkbox"/> The board does not have a monitoring calendar. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors <ol style="list-style-type: none"> 1. each student outcome goal at least four times per year; 2. no more than two student outcome goals per month; 3. each constraint at least once per year. <input checked="" type="checkbox"/> The calendar spans the length of the student outcome goals. <input checked="" type="checkbox"/> The board tracks its time in public meetings, identifying each minute according to the time use tracker. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. 		<ul style="list-style-type: none"> 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>	
<ul style="list-style-type: none"> <input type="checkbox"/> Any individual board member does not know if the school system is in low performing status and for how long. <input type="checkbox"/> Any individual board member does not know if any campus is in low performing status and for how long. <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. <input type="checkbox"/> The board has not voted to approve a self-evaluation within the past 12 months. 		<p>The board has</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument; <input checked="" type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago; <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 <input checked="" type="checkbox"/> not voted to approve the superintendent's implementation plan unless required by law. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> performs self-evaluations using the LSG Integrity Instrument; <input checked="" type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and <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. 		<ul style="list-style-type: none"> <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. <input checked="" type="checkbox"/> One quarter ago the board <ol style="list-style-type: none"> 1. Performed a self-evaluation using the LSG Integrity Instrument; and 2. voted to approve the quarterly progress tracker. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> unanimously approved the current quarterly progress tracker; <input checked="" type="checkbox"/> has not modified outcome goals, GPMs, constraints, CPMs, or targets during the cycle applicable to the annual superintendent evaluation; and <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. 	

*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>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not received a monitoring report. <input type="checkbox"/> There were six or more board authorized public meetings 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. 		<p>The board receives and votes to accept monitoring reports that include</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the student outcome goal and GPM or constraint and CPM being monitored; <input checked="" type="checkbox"/> the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; <input checked="" type="checkbox"/> the superintendent's interpretation of performance; and <input checked="" type="checkbox"/> supporting information that describes any needed next steps. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All consent-eligible items 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 monitoring calendar has not been modified during the past quarter. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board authorized public meetings in the last quarter did not exceed <ol style="list-style-type: none"> 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. <input type="checkbox"/> The board has <ol style="list-style-type: none"> 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to board work. 		<ul style="list-style-type: none"> <input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed <ol style="list-style-type: none"> 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. <input type="checkbox"/> Board members received the final materials to be voted on at least seven calendar days before the public meeting. <input 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). 	

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		
<p><i>The board does not meet focus if any of the following are true:</i></p>	<p><i>The board is preparing to focus if the following is true.</i></p>	<p><i>The board approaches focus if all prior conditions and the following are true.</i></p>	<p><i>The board meets focus if all prior conditions and the following are true.</i></p>	<p><i>The board masters focus if all prior conditions and the following are true.</i></p>		<ul style="list-style-type: none"> <input type="checkbox"/> The board has not publicly communicated the board adopted student outcome goals. <input type="checkbox"/> 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. 	<p>The board has a two-way communication system in place where the board members at least once per year</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> listen for and discuss the vision and values of their students; and <input checked="" type="checkbox"/> listen for and discuss the vision and values of their staff and community members. 	<p>The board has</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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. 	<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> has led or co-led at least one training on Lone Star Governance for its community during the previous six-month period. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12-month period. <input type="checkbox"/> 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>	
<ul style="list-style-type: none"> <input type="checkbox"/> The board has not adopted board operating procedures. <input type="checkbox"/> The board does not have a policy that contains a template of ethics and conflicts of interest statement; <input type="checkbox"/> The board has not achieved a quorum in two or more board-authorized public meetings during the previous three months. <input type="checkbox"/> Board members serve on committees formed by superintendent or staff, unless serving is required by law. <input type="checkbox"/> A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> affirms that at least every two years, it has reviewed all policies governing board operating procedures; <input checked="" type="checkbox"/> affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; <input checked="" type="checkbox"/> agrees that a committees' role is to advise the board, not to advise the staff; <input checked="" type="checkbox"/> agrees that a board officers' role is to advise the board, not to advise the staff; and <input checked="" type="checkbox"/> maintained a quorum throughout all regularly scheduled meetings for the past three months. 		<p>The board</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system; <input checked="" type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and <input checked="" type="checkbox"/> has set the expectation that information provided to one board member is provided to all board members. 		<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months; <input checked="" type="checkbox"/> agrees that all members have adhered to all policies governing board operating procedures; <input checked="" type="checkbox"/> agrees that every member has completed all statutorily required trainings; and <input type="checkbox"/> rather than the superintendent, led the completion of Lone Star Governance tasks. 		<p>All board members and the superintendent</p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed the Lone Star Governance Workshop; <input type="checkbox"/> agree that all board members have adhered to all adopted board constraints during the previous three months; and <input type="checkbox"/> agree that no board member has given operational advice or instructions to staff members during the previous three months. 	

QUARTERLY PROGRESS TRACKER

School Board: Houston ISD					Date: 9/14/2024		Quarter: 4		
Framework	Three Quarters Ago		Two Quarters Ago		One Quarters 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	3		3		3		9	9	10
Vision and Goals 4	4		4		2		2	4	5
Progress and Accountability 1	0		15		4		99	15	15
Progress and Accountability 2	0		2		0		4	4	5
Systems and Processes	0		4		4		4	4	15
Advocacy and Engagement	0		1		1		1	1	10
Synergy and Teamwork	0		0		0		00	3	10
Total	31	31	53	53	35	38	53	64	100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against
	31 931.9%		

EVALUATION NOTES
 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 LSG@tea.texas.gov.