Lone Star Governance Progress Tracker
2024-2025
Quarter 3: January -March

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.

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

- Time Use- 31.9%
- 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- 2/5 points
- Progress and Accountability 1- 9/15 points
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points
- Advocacy and Engagement- 1/10 points*
- Synergy and Teamwork- 0/10 points*

Q2 Results: This self-evaluation was completed in February 2025 for October, November, and December 2024). The board will acknowledge work done on Constraint 3 as the language was refined to provide more clarity.

- 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- 2/5 points
- Progress and Accountability 1- 12/15 points
  - Quarterly Time-Use- 37.24%
- Progress and Accountability 2- 4/5 points
  - The board engaged in an annual board self-evaluation on November 14, 2024
- Systems and Processes- 4/15 points
- Advocacy and Engagement- 1/10 points*
- Synergy and Teamwork- 0/10 points*

Quarter 3 Reporting (January - March 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: During the January 2025 board meeting, the board adopted language to clarify Constraint 3.
- Progress and Accountability 1- 12/15 points
  - January 16, 2025: 20%
  - February 13, 2025: 28%
  - March 20. 2025: 54%
  - March 26, 2025: 94%
  - **Quarterly Total Time: 46%**
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 1/15 points
  - The board adopted a revised Monitoring Calendar on March 20, 2025. This was needed, as GPMs were revised since the target was met. This is an expected step in this process. We will get back to the previous score next quarter.
- Advocacy and Engagement- 1/10 points*
- Synergy and Teamwork- 0/10 points*

Next Implementation Priorities:

- **Move to "Masters Focus" in Progress and Accountability 1**
  - This quarter board invested 46% of its time focused on student outcomes. Let's continue to focus our conversations and increase to 50%.
- **Move to the "Meets Focus" level in Systems and Processes category.**
  - This quarter, we moved from Meets to Approaches since the board adopted a revised monitoring calendar. We will get back to Aproaches during the next quarter.
  - To move to Meets Focus, we need to focus on the average of "other topics" to be 5 or less per quarter. Other topics refer to items that require board debate, discussion, and/or discernment during a board-authorized public meeting that are categorized as Other Topic Minutes according to the Time Use Tracker.
- **Move to the "Approaches Focus" level in the "Synergy and Teamwork" category.**
  - Now that the board has adopted board constraints, it must establish a process to self-evaluate on them.

Next Quarterly Self-Evaluation:

- July 2025
- Evaluating April - June 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
The board does not meet focus if any of the following are true:		The board is preparing to focus if the following is true.		The board approaches focus if all prior conditions and the following are true.		The board meets focus if all prior conditions and the following are true.		The board masters focus if all prior conditions and the following are true.	
☐ The board does not have a vision. ☐ The board does not have **goals**. ☐ The board does not consistently distinguish between **inputs**, **outputs**, and **outcomes**.		The board has ☑ adopted a vision statement; ☑ owned the vision development process while working collaboratively with the superintendent; ☑ adopted three to five **goals**; and ☑ owned the **goal** development process while working collaboratively with the superintendent.		All **goals** are specific, quantifiable, **student outcome goals** that include ☑ a **population**; ☑ a five-year **deadline** of a month and year; ☑ a **baseline of a month and a year**; ☑ **annual targets**; and ☑ **annual student group targets**.		☑ All board members and the superintendent agree that the **student outcome goals** 1. will challenge the organization; 2. require adult behavior change; 3. are **influenceable** by the superintendent; and 4. are the superintendent's first priority for resource allocation. ☑ The board relied on a root-cause analysis, comprehensive student needs assessment, or a similar research-based tool to inform the identification and prioritization of all **student outcome goals**.		All board members and the superintendent ☑ have committed the vision and **student outcome goals** to memory; ☐ know the current status of each **student outcome goal**; and ☐ agree there is broad community ownership of the board's vision and **student outcome goals** through involvement and communication with students, staff, and community members.	

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
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	
☐ The board does not have **goal progress measures (GPMs)**. ☐ The board is treating the **annual targets** for **student outcome goals** as if they are GPMs.		☑ The board has adopted GPMs for each **student outcome goal**. ☑ The superintendent owned the **GPM** development process while working collaboratively with the board. ☑ The status of each adopted **GPM** is able to be updated multiple times during each school year.		☑ The board has adopted no more than three **GPMs** for each **student outcome goal***. ☑ All **GPMs** are student **outputs**, not adult **inputs** or **outputs**, that include 1. a **population**; 2. a five-year deadline of a month and year; 3. a **baseline of a month and a year**; 4. **annual targets**; and 5. **annual student group targets**.		All board members and the superintendent agree that the **GPMs**: ☑ will challenge the organization; ☑ require adult behavior change; ☑ are **influenceable** by the superintendent; and ☑ are all **predictive** of their respective **student outcome goals**.		All board members and the superintendent agree there is broad community ownership of the **GPMs** through involvement and communication with students, staff, and community members.	

*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
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	
The board does not have **constraints**.		The board has ☑ adopted 1 to 5 **superintendent constraints;** and ☑ owned the **constraint** development process while working collaboratively with the superintendent.		☑ Each **superintendent constraint** describes a single operational action or class of actions the superintendent may not use or allow.		☑ The board has adopted one to five **board self-constraints**. ☑ 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**. ☑ All board members and the superintendent agree that the **constraints** will challenge the organization to focus on the vision and uphold community values.		☐ The board, in collaboration with the superintendent, has adopted one or more **theories of action** to drive overall strategic direction. ☐ All board members and the superintendent agree there is broad community ownership of the **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
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	
☐ The board does not have **superintendent constraint progress measures (CPMs)**.		☑ The board has adopted **CPMs** for each **superintendent constraint**. ☑ The superintendent owned the **CPM** development process while working collaboratively with the board. ☑ The status of each adopted **CPM** is able to be updated multiple times during each school year.		☑ The board has adopted no more than three **CPMs** for each **superintendent constraint**. ☑ All **CPMs** include: 1. a one- to five-year **deadline** of a month and year; 2. a **baseline of a month and a year**; and 3. **annual targets**.		All board members and the superintendent agree that the superintendent **CPMs** ☑ will challenge the organization to focus on the vision; ☑ will challenge the organization to uphold community values; ☑ are all **predictive** of their respective **constraint**; and ☑ 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
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	
☐ The board does not have **student outcome goals, GPMs, superintendent constraints,** superintendent **CPMs,** or **annual targets**. ☐ The board does not track its use of time in **board authorized public meetings**. ☐ The board does not have a **monitoring calendar**.		☑ The superintendent owned the **monitoring calendar** development, working with the board to adopt a calendar that monitors 1. each **student outcome goal** at least four times per year; 2. no more than two **student outcome goals** per month; 3. each **constraint** at least once per year. ☑ The calendar spans the length of the **student outcome goals**. ☑ The board tracks its time in public meetings, identifying each minute according to the **time use tracker**.		☑ 10% or more of the total quarterly minutes in **board authorized public meetings** were invested in improving **student outcomes** according to the **time use tracker**.		☑ 25% or more of the total quarterly minutes in **board authorized public meetings** were invested in improving **student outcomes** according to the **time use tracker**.		50% or more of the total quarterly minutes in **board authorized public meetings** were invested in improving **student outcomes** according to the **time use tracker**.	

TEXAS FRAMEWORK: Progress and Accountability

Progress and Accountability 2: The board evaluates, but does not interfere with, progress toward improving student outcomes

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	2	Meets Focus	4	Masters Focus	5
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	

Does Not Meet Focus	Preparing To Focus	Approaches Focus	Meets Focus	Masters Focus
❑ Any individual board member does not know if the school system is in low performing status and for how long. ❑ Any individual board member does not know if any campus is in low performing status and for how long. ❑ Any individual board member agrees that their first loyalty is owed to staff or vendors, rather than the vision, community values, and improving **student outcomes**. ❑ The board has not voted to approve a **self-evaluation** within the past 12 months.	The board has ☑ performed a **self-evaluation** within the previous 12 months using a research aligned instrument; ☑ performed a **superintendent annual evaluation** no more than 15 months ago; ☑ been provided copies of the superintendent's implementation plan(s), that include campus goals*, to make progress towards the **student outcome goals**; and ☑ not voted to approve the superintendent's implementation plan unless required by law.	The board ☑ performs **self-evaluations** using the **LSG Integrity Instrument**; ☑ performed a **self-evaluation** no more than 45 days prior to the most recent **superintendent's evaluation**; and ☑ evaluates the superintendent in part on the results and progress toward the **student outcome goals** and **constraints** using information within **monitoring reports** according to the **monitoring calendar**.	☑ The board receives, at least annually, a report on the average cost of staff time spent on governance using the **staff use tracker**. ☑ One quarter ago the board 1. Performed a **self-evaluation** using the **LSG Integrity Instrument**; and 2. voted to approve the **quarterly progress tracker**.	The board ☑ unanimously approved the current **quarterly progress tracker**; ❑ has not modified outcome **goals**, **GPMs**, **constraints**, **CPMs**, or **targets** during the cycle applicable to the annual **superintendent evaluation**; and ❑ considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward **student outcome goals** and **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 House Bill 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
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	
❑ The board has not received a **monitoring report**. ❑ There were six or more **board authorized public meetings** in a month (unless a state of emergency was declared). ❑ Any meeting of the board lasted longer than eight hours. ❑ Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board authorized public meeting.		The board receives and votes to accept **monitoring reports** that include 1. the **student outcome goal** and **GPM** or **constraint** and **CPM** being monitored; 2. the current status of the **student outcome goal** and **GPM** or **constraint** and **CPM** compared to previous, annual, and **deadline targets**; 3. the superintendent's interpretation of performance; and 4. supporting information that describes any needed next steps.		☑ All **consent-eligible items** were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. ❑ The adopted **monitoring calendar** has not been modified during the past quarter.		❑ Board authorized **public meetings** in the last quarter did not exceed 1. an average of four meetings per month; 2. an average of three hours per meeting; and 3. an average of five **other topics** per meeting. ❑ The board has 1. reviewed its existing local policies; and 2. only adopted local policies pertaining to **board work**.		❑ Board authorized **public meetings** in the last quarter did not exceed 1. an average of three meetings per month; 2. an average of two hours per meeting; and 3. an average of three **other topics** per meeting. ❑ Board members received the final materials to be voted on at least seven calendar days before the public meeting. ❑ No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared).	

TEXAS FRAMEWORK: Advocacy and Engagement

Advocacy and Engagement: The board promotes the vision

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	
❑ The board has not publicly communicated the board adopted **student outcome goals**. ❑ The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board authorized public meetings and/or required hearings.		The board has a **two-way communication** system in place where the board members at least once per year ☑ listen for and discuss the vision and values of their students; and ☑ listen for and discuss the vision and values of their staff and community members.		The board has ❑ provided time during regular scheduled **board-authorized public meetings** to recognize the accomplishments of its students and staff regarding progress on **student outcome goals**; and ❑ hosted a community meeting to discuss progress toward **student outcome goals** within each feeder pattern with low performing campuses during the previous 12-month period.		The board ❑ displays and keeps updated the status and **targets** of all **student outcome goals** and **GPMs** permanently and publicly in the room in which the board most frequently holds regularly scheduled meetings; and ❑ has led or co-led at least one training on **Lone Star Governance** for its community during the previous six-month period.		❑ Students have been included in at least one **Lone Star Governance** training or **two-way communication** meeting in the previous 12-month period. ❑ Newly selected board members have received an orientation on **Lone Star Governance** by fellow board members or an **LSG** Coach prior to being seated.	

TEXAS FRAMEWORK: Synergy and Teamwork

Synergy and Teamwork: The board works collaboratively and with the superintendent to lead toward the vision.

Does Not Meet Focus	0	Preparing To Focus	1	Approaches Focus	3	Meets Focus	9	Masters Focus	10
The board does not meet focus if any of the following are true:		*The board is preparing to focus if the following is true.*		*The board approaches focus if all prior conditions and the following are true.*		*The board meets focus if all prior conditions and the following are true.*		*The board masters focus if all prior conditions and the following are true.*	
❏ The board has not adopted board operating procedures. ❏ The board does not have a policy that contains a template of ethics and conflicts of interest statement; ❏ The board has not achieved a quorum in two or more **board-authorized public meetings** during the previous three months. ❏ Board members serve on committees formed by superintendent or staff, unless serving is required by law. ❏ A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.		The board ❏ affirms that at least every two years, it has reviewed all policies governing board operating procedures; ☑ affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; ☑ agrees that a committees' role is to advise the board, not to advise the staff; ☑ agrees that a board officers' role is to advise the board, not to advise the staff; and ☑ maintained a quorum throughout all regularly scheduled meetings for the past three months.		The board ☑ agrees that every member is responsible for the **outcomes** of all students, not just students in their region of the school system; ☑ maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; and ☑ has set the expectation that information provided to one board member is provided to all board members.		The board ☑ maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months; ❏ agrees that all members have adhered to all policies governing board operating procedures; ❏ agrees that every member has completed all statutorily required trainings; and ❏ rather than the superintendent, led the completion of **Lone Star Governance** tasks.		All board members and the superintendent ❏ have completed the **Lone Star Governance** Workshop; ❏ agree that all board members have adhered to all adopted board **constraints** during the previous three months; and ❏ agree that no board member has given operational advice or instructions to staff members during the previous three months.	

QUARTERLY PROGRESS TRACKER

School Board: **Houston ISD**				Date: April 16, 2025		Quarter: 3
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	3	9	9	9	9	10
Vision and Goals 4	2	2	2	4	4	5
Progress and Accountability 1	4	9	12	12	15	15
Progress and Accountability 2	0	4	4	4	4	5
Systems and Processes	4	4	4	1	4	15
Total	37	52	55	54	60	80

The Lone Star Governance Integrity Instrument has been revised to align with the requirements outlined in the exit criteria agreement between Houston ISD and the Texas Education Agency.

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**
	46%		

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.

QUARTERLY PROGRESS TRACKER

School Board: **Houston ISD**				Date: April 16, 2025		Quarter: 3
Framework	**Three Quarters Ago**	**Two Quarters Ago**	**One Quarter Ago**	**Current Quarter**	**Next Quarter Targets**	Total Points Possible
Advocacy and Engagement	1	1	1	1	1	10
Synergy and Teamwork	0	0	0	0	0	10

| TIME USE TRACKER | Houston ISD | | | | QTR: | 3 | Date: | 01/16/25 |

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals			← Minutes setting student outcome goals	
			← Minutes setting constraints or theories of action	
Progress and Accountability	20		← 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) →	60
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 →	18
TOTALS	20	0	→ 98 ←	78

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:	20	÷	98	× 100 =	20.41%	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation:	20	÷	98	× 100 =	20.41%	% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance		Count of 'Other' Agenda Items		Goals Discussed	Goals on Target	% on Target
9	0	100.00%		8		0	0	0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda				GPMs Discussed	GPMs on Target	% on Target
17	4	76.47%				1	1	100.00%

TIME USE TRACKER	Houston ISD				QTR:	3	Date:	03/20/25

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	12		← Minutes setting student outcome goals	
			← Minutes setting constraints or theories of action	
Progress and Accountability	38		← 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) →	32
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 →	10
TOTALS	50	0	→ 92 ←	42

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 50 ÷ 92 × 100 = **54.35%** % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: 50 ÷ 92 × 100 = **54.35%** % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed	Goals on Target	% on Target
8	0	**100.00%**	5	0	0	**0.00%**

Consent Items	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed	GPMs on Target	% on Target
15	3	**80.00%**		2	2	**100.00%**

TIME USE TRACKER	Houston ISD				QTR:	3	Date:	03/26/25

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) →	3
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 →	3
TOTALS	**90**	**0**	**96**	**6**

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: **90** ÷ **96** × 100 = **93.75%** **% Student Outcome and Adult Behavior Minutes**

Use For Student Outcome Minutes Percentage Calculation: **90** ÷ **96** × 100 = **93.75%** **% Student Outcome Minutes**

Trustees Present	Trustees Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed	Goals on Target	% on Target
8	**0**	**100.00%**		**0**	**0**	**0.00%**

Consent Items	Consent Items Removed	% Remaining on Consent Agenda		GPMs Discussed	GPMs on Target	% on Target
		0.00%				**0.00%**

TIME USE TRACKER	Houston ISD - Quarter 6 Total			QTR:	3	Date:	03/31/25

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	102		← Minutes setting student outcome goals	
			← Minutes setting constraints or theories of action	
Progress and Accountability	105		← 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) →	107
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 →	137
TOTALS	207	0	451	244

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:	207	÷	451	× 100 =	45.90%	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation:	207	÷	451	× 100 =	45.90%	% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance		Count of 'Other' Agenda Items		Goals Discussed	Goals on Target	% on Target
35	1	97.22%		21		0	0	0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda				GPMs Discussed	GPMs on Target	% on Target
50	10	80.00%				5	5	100.00%