

Lone Star Governance Progress Tracker

2025-2026

Quarter 4: April-June, 2026

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 Quarters

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
 - Quarterly Total Time: 87%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 point

Quarter 2 Reporting (October - December 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
 - Quarterly Total Time: 73%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 1/15 point

Quarter 3 Reporting (January - April 2026)

- 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
 - Quarterly Total Time: 91%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points

Current Quarter

Quarter 4 Reporting (April - June 2026)

- 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
 - Quarterly Total Time: 65%
- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points

The Board's Quarter 4 self-evaluation reflects a governing team that has established and maintained a strong student-outcomes focus while demonstrating consistency across the major components of the Lone Star Governance framework. The Board earned a score of 60 out of 80 possible points and maintained performance levels consistent with prior quarters. The quarterly progress tracker shows stable implementation across all framework domains and no significant regression during the year.

Areas of Strength

1. Student Outcomes Remained the Central Focus of Governance

Across Quarter 4, the Board of Managers invested 282 of 433 public meeting minutes (65%) on student outcomes and governance-related work. This exceeds the Board Evaluation "Masters Focus" threshold requiring at least 50% of board meeting time be devoted to improving student outcomes.

2. Effective Board Accountability Practices

The Board maintained a score of 4 out of 5 in Progress and Accountability Indicator 2, demonstrating:

- Ongoing self-evaluation practices.
- Reliance on monitoring reports rather than operational interventions.
- Continued adherence to the governance-accountability distinction.

These practices reflect mature governance behavior and reinforce the Board's commitment to accountability through results rather than management of day-to-day operations.

3. Effective Meeting Management

The Systems and Processes indicator remained stable and reflected strong operational governance habits, including:

- Extensive use of consent agendas.
- Advance distribution of materials.
- Limited agenda modifications.
- Meeting structures aligned with governance priorities.

Regular meetings frequently retained more than 90% of consent items on the consent agenda, signaling discipline around keeping routine business from consuming governance time.

Looking Ahead

As the Board enters the next governance cycle, the primary coaching recommendation is not to change direction but to deepen practice.

The Board has built a strong governance foundation:

- Student outcome goals are established.
- Monitoring systems are functioning.
- Accountability structures are being used.
- Meeting time is largely aligned with governance priorities.

The next level of growth involves moving from implementation to mastery by ensuring:

- Every board member can confidently articulate current goal performance.
- Student outcome conversations continue to drive agenda design.
- Governance practices remain strong regardless of changing circumstances.

Closing Reflection

The Board should be commended for maintaining a consistent focus on student outcomes throughout the year. Quarterly performance demonstrates a governing team that understands its role, protects time for strategic oversight, and remains committed to the framework established for Houston ISD. With deeper mastery of outcomes data and continued governance discipline, the Board is well-positioned to build upon the strong foundation established during the 2025-2026 school year.

Next Quarterly Self-Evaluation:

- October 2026: Evaluating July - September 2026.



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>	
☐ 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
<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 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
<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 .		✓ 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
<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 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
<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 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
<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>	
☐ 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 ☒ 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 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>	
☐ 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 ✓ 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 ✓ 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 ✓ 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).	

QUARTERLY PROGRESS TRACKER

School Board: Houston ISD				Date: August 13, 2026		Quarter: 4
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	4	4	4	4	4	5
Progress and Accountability 1	15	15	15	15	15	15
Progress and Accountability 2	4	4	4	4	4	5
Systems and Processes	4	1	4	4	4	15
Total	60	57	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			
Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against
	65%		
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 .			

TIME USE TRACKER		HISD Regular Board Meeting		QTR:	4	Date:	04/09/26
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	26		← 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) →						4
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 →						63
TOTALS	33	0	100				67
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 33 ÷ 100 × 100 = 33.00% % Student Outcome and Adult Behavior Minutes Use For Student Outcome Minutes Percentage Calculation: 33 ÷ 100 × 100 = 33.00% % 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
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
13	1	92.31%

GPMs Discussed	GPMs on Target	% on Target
4	4	100.00%

TIME USE TRACKER			Houston ISD - Budget Workshop		QTR: 4		Date: 04/24/26	
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes	
Vision and Goals	52		← 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 →					
TOTALS	52	0	53				1	

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:

52

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53

× 100 =

98.11%

% Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation:

52

÷

53

× 100 =

98.11%

% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance	Count of 'Other' Agenda Items	Goals Discussed	Goals on Target	% on Target
9	0	100.00%				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		HISD - Regular Board Meeting		QTR:	4	Date:	05/14/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	48		← 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) →						5
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 →						14
TOTALS	55	0	74				19
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:							
55 ÷ 74 × 100 = 74.32% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation:							
55 ÷ 74 × 100 = 74.32% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
25	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		HISD - Budget Workshop and Special Mtg		QTR:	4	Date:	05/20/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	72		← 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) →				2
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 →				1
TOTALS	72	0	72 → 75 ← 3				3
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 72 ÷ 75 × 100 = 96.00% % Student Outcome and Adult Behavior Minutes Use For Student Outcome Minutes Percentage Calculation: 72 ÷ 75 × 100 = 96.00% % Student Outcome Minutes							

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		HISD - Regular Meeting		QTR:	4	Date:	06/11/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	48		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	15		← 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) →						8
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 →						11
TOTALS	70	0	89				19
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 70 ÷ 89 × 100 = 78.65% % Student Outcome and Adult Behavior Minutes							
Use For Student Outcome Minutes Percentage Calculation: 70 ÷ 89 × 100 = 78.65% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
8	2	80.00%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
44	4	90.91%

GPMs Discussed	GPMs on Target	% on Target
1	1	100.00%

TIME USE TRACKER			HISD -- Special Board Meeting		QTR:	4	Date:	06/25/26
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			← 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) →							28
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 →							14
TOTALS	0	0	42 ← 42					42
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 0 ÷ 42 × 100 = 0.00% % Student Outcome and Adult Behavior Minutes								
Use For Student Outcome Minutes Percentage Calculation: 0 ÷ 42 × 100 = 0.00% % Student Outcome Minutes								

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
9	1	88.89%

GPMs Discussed	GPMs on Target	% on Target
		0.00%

TIME USE TRACKER		HISD - Q4 Summary		QTR:	4	Date:	07/01/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	220		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	41		← 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) →						47
Advocacy and Engagement	21		← 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 →						104
TOTALS	282	0	433				151
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 282 ÷ 433 × 100 = 65.13% % Student Outcome and Adult Behavior Minutes Use For Student Outcome Minutes Percentage Calculation: 282 ÷ 433 × 100 = 65.13% % Student Outcome Minutes							

Trustees Present	Trustees Absent	% Attendance
		0.00%

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%