

Lone Star Governance Progress Tracker

2025-2026

Quarter 3: January-March, 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

Current Quarter

Quarter 3 Reporting (January - March 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%

It is important to mention that this focus was sustained even in the absence of progress monitoring reports in January. Despite that gap, the Board did not lose sight of its core responsibility. Instead, you maintained alignment to the district's vision and student outcome goals, which is reflected in a meaningful increase in the percentage of board time spent on student outcomes—from 73% in the previous quarter to 91% this quarter. That growth is significant and speaks directly to intentional governance practice rather than circumstance.

This sustained focus was made possible by anchoring your discussions in the district's vision and student outcome priorities. Over the quarter, the Board consistently centered conversations on key topics that directly connect to student success, including:

- The December Family Sentiment Survey, ensuring community voice remained part of decision-making
- HISD 2026 – The Future is Now, reinforcing long-term vision and direction
- Programming changes for four high schools, with attention to student experience and outcomes
- NWEA Middle of the Year Measures of Academic Progress results, grounding discussion in academic performance data
- School closures, approached through the lens of system-wide student impact
- PreK 1882 partnerships, with a focus on early learning and long-term outcomes
- The HISD 2026–2027 Action Plan, connecting strategic planning to measurable student results

- Progress and Accountability 2- 4/5 points
- Systems and Processes- 4/15 points

Next Implementation Priorities:

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

Next Quarterly Self-Evaluation:

- August 2026
- Evaluating April - June 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>	
<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 .		The board has <input checked="" type="checkbox"/> adopted a vision statement; <input checked="" type="checkbox"/> owned the vision development process while working collaboratively with the superintendent; <input checked="" type="checkbox"/> adopted three to five goals ; and <input checked="" type="checkbox"/> owned the goal development process while working collaboratively with the superintendent.		All goals are specific, quantifiable, student outcome goals that include <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 .		<input checked="" type="checkbox"/> 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. <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 .		All board members and the superintendent <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>

*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 .		<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>			<p><input type="checkbox"/> The board does not have superintendent constraint progress measures (CPMs).</p>	<p><input checked="" type="checkbox"/> The board has adopted CPMs for each superintendent constraint.</p> <p><input checked="" type="checkbox"/> The superintendent owned the CPM development process while working collaboratively with the board.</p> <p><input checked="" type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year.</p>	<p><input checked="" type="checkbox"/> The board has adopted no more than three CPMs for each superintendent constraint.</p> <p><input checked="" type="checkbox"/> All CPMs include:</p> <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. 	<p>All board members and the superintendent agree that the superintendent CPMs</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> will challenge the organization to focus on the vision; <input checked="" type="checkbox"/> will challenge the organization to uphold community values; <input checked="" type="checkbox"/> are all predictive of their respective constraint; and <input checked="" type="checkbox"/> are influenceable by the superintendent. 	<p>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.</p>		

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"> <input checked="" type="checkbox"/> 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
<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"/> 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 <input checked="" type="checkbox"/> 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 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"> ✓ 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. 		<ul style="list-style-type: none"> ✓ 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. 		<ul style="list-style-type: none"> <input type="checkbox"/> Board authorized public meetings in the last quarter did not exceed <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ 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: January 15, 2026	Quarter: 2	
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	4	1	4	4	15
Total	60	60	57	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
	91%		
EVALUATION NOTES			
<p>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.</p>			

TIME USE TRACKER		HISD		QTR:	3	Date:	01/15/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	100		← 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	12		← 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 →				8
TOTALS	112	0	122				10
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{112}{122} \times 100 = 91.80\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{112}{122} \times 100 = 91.80\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
2

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
18	3	83.33%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER		HISD		QTR:	3	Date:	02/12/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	83		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	13		← 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	15		← 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 →				8
TOTALS	111	0	123				12
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{111}{123} \times 100 = 90.24\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{111}{123} \times 100 = 90.24\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
9	0	100.00%

Count of 'Other' Agenda Items
1

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
23	1	95.65%

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

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	57		← 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) →	1	
Advocacy and Engagement			← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	
Other			Any time spent on an activity that does not meet the conditions listed above →	2
TOTALS	57	0	60	3

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{57}{60} \times 100 = 95.00\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{57}{60} \times 100 = 95.00\%$ % 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		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
5	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER		Houston ISD		QTR:	3	Date:	03/19/26
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes
Vision and Goals	69		← Minutes setting student outcome goals				
			← Minutes setting constraints or theories of action				
Progress and Accountability	21		← 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	8		← 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 →				7
TOTALS	98	0	→ 107 ←				9
<p>Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{98}{107} \times 100 = 91.59\%$ % Student Outcome and Adult Behavior Minutes</p> <p>Use For Student Outcome Minutes Percentage Calculation: $\frac{98}{107} \times 100 = 91.59\%$ % Student Outcome Minutes</p>							

Trustees Present	Trustees Absent	% Attendance
7	2	77.78%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
19	0	100.00%

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

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	4	X	← Minutes setting student outcome goals	
	X	X	← Minutes setting constraints or theories of action	
Progress and Accountability	X	X	← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
	X	X	← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
	X	X	← 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	X	X	← 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	4	0	7	3

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: 4 ÷ 7 × 100 = 57.14% % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: 4 ÷ 7 × 100 = 57.14% % 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		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
5	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER **Houston ISD - Q3 Summary (Jan.-March 2026)** **QTR: 3** **Date: 03/31/26**

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	313		← Minutes setting student outcome goals ← Minutes setting constraints or theories of action	
Progress and Accountability	34		← 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	
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →	11
Advocacy and Engagement	35		← 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 →	26
TOTALS	382	0	419	37

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{382}{419} \times 100 = 91.17\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{382}{419} \times 100 = 91.17\%$ % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
45	2	95.74%

Count of 'Other' Agenda Items
3

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
70	4	94.29%

GPMs Discussed	GPMs on Target	% on Target
7	7	100.00%