



INTEGRITY INSTRUMENT

STUDENT OUTCOMES DO NOT CHANGE UNTIL ADULT BEHAVIORS CHANGE

STARTING WITH ME



A continuous improvement framework for school governing teams that commit to focus on improve student outcomes.



School Boards self-evaluate their performance every three months on research-based governance behaviors.



Frequently self-evaluating provides a rational means of continually improving and monitoring adult behaviors.



The definitions used throughout the LSG Instrument (shown in **bold**) are provided in the glossary.

TEXAS FRAMEWORK: VISION and GOALS

Vision 1: The Board has adopted student outcome goals

| Does Not Meet Focus | 0 | 1 | Approaches Focus | 4 | Meets Focus | 12 | Masters Focus | 15 |
|---|--|---|--|---|--|----|---------------|----|
| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board does not have a vision.</p> <p>The Board does not have goals.</p> <p>The Board does not consistently distinguish between inputs, outputs, and outcomes.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adopted a vision statement; <input type="checkbox"/> owned the vision development process while working collaboratively with the Superintendent; <input type="checkbox"/> adopted 3 to 5 goals; and <input type="checkbox"/> owned the goal development process while working collaboratively with the Superintendent. | <p>All goals are specific, quantifiable, student outcome goals that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a population; <input type="checkbox"/> a 5 year deadline of a month and year; <input type="checkbox"/> a baseline; and <input type="checkbox"/> annual student group targets. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p>All Board Members and the Superintendent agree that the student outcome goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization; <input type="checkbox"/> require adult behavior change; <input type="checkbox"/> are influenceable by the Superintendent; and <input type="checkbox"/> are the Superintendents first priority for resource allocation. <p><input type="checkbox"/> The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform the identification of and prioritization of all student outcome goals.</p> | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <p>All Board Members and the Superintendent:</p> <ul style="list-style-type: none"> <input 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. | | | |

| Vision 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 |
| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board does not have goal progress measures (GPMs).</p> <p>The Board is treating the annual targets for student outcome goals as if they are GPMs.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted GPMs for each student outcome goal. <input type="checkbox"/> The Superintendent owned the GPM development process while working collaboratively with the Board. <input type="checkbox"/> The status of each adopted GPM is able to be updated multiple times during each school year. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted no more than 3 GPMs for each student outcome goal. <p>All GPMs are student outputs, not adult inputs or outputs, that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a population; <input type="checkbox"/> a 5 year deadline of a month and year; <input type="checkbox"/> a baseline; and <input type="checkbox"/> annual student group targets. | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p>All Board Members and the Superintendent agree that the GPMs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization; <input type="checkbox"/> require adult behavior change; <input type="checkbox"/> are influenceable by the Superintendent; and <input type="checkbox"/> are all predictive of their respective student outcome goals. | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. | | | | | |

| Vision 3: The Board has adopted constraints | | | | | | | | | |
|---|--|---|--|---|---|-------------|---|---------------|----|
| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 3 | Meets Focus | 9 | Masters Focus | 10 |
| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board does not have constraints.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adopted 1 to 5 Superintendent constraints; and <input type="checkbox"/> owned the constraint development process while working collaboratively with the Superintendent. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each Superintendent constraint describes a single operational action or class of actions the Superintendent may not use or allow. | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted 1 to 5 Board self-constraints. <input type="checkbox"/> The Board, where appropriate, relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform the identification of and prioritization of Superintendent constraints. <input 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. | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <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. | | | | | |

Vision 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 | 5 |
|---|---|--|---|---|---|-------------|---|---|
| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board does not have constraint progress measures (CPMs).</p> <p>The Board is treating the annual targets for constraints as if they are CPMs.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted CPMs for each Superintendent constraint. <input type="checkbox"/> The Superintendent owned the CPM development process while working collaboratively with the Board. <input type="checkbox"/> The status of each adopted CPM is able to be updated multiple times during each school year. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Board has adopted no more than 3 CPMs for each Superintendent constraint. <p>All CPMs include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a 1 to 5 year deadline of a month and year; <input type="checkbox"/> a baseline; and <input type="checkbox"/> annual targets. | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p>All Board Members and the Superintendent agree that the CPMs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization to focus on the vision; <input type="checkbox"/> will challenge the organization to uphold community values; <input type="checkbox"/> are all predictive of their respective constraint; and <input type="checkbox"/> are influenceable by the Superintendent. | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Board Members and the Superintendent agree there is broad community ownership of the CPMs through involvement and communication with students, staff, and community members. | | | | |

TEXAS FRAMEWORK: PROGRESS and ACCOUNTABILITY

Accountability 1: The Board invests at least half of its time on improving student outcomes

| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 4 | Meets Focus | 12 | Masters Focus | 15 |
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| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board does not have student outcome goals, GPMs, Constraints, CPMs, or annual targets.</p> <p>The Board does not track its use of time in Board authorized public meetings.</p> <p>The Board does not have a Monitoring Calendar.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <p>The Superintendent owned the Monitoring Calendar development process while working collaboratively with the board to adopt a monitoring calendar that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> monitors each student outcome goal at least 4 times per year; <input type="checkbox"/> monitors no more than 2 student outcome goals per month; <input type="checkbox"/> monitors each constraint at least once per year; and <input type="checkbox"/> spans the length of the student outcome goals. <p><input type="checkbox"/> The Board tracks its monthly use of time in Board authorized public meetings, categorizing every minute according to the Time Use Tracker.</p> | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <p><input 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.</p> | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p><input 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.</p> | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <p><input 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.</p> | | | | | |

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>The board does not meet focus if any of the following statements are true:</p> <p>Any individual board member does not know if the school system is in low performing status and for how long.</p> <p>Any individual board member does not know if any campus is in low performing status and for how long.</p> <p>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.</p> <p>The Board has not voted to approve a self-evaluation within the past 12 months.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument; <input type="checkbox"/> performed a superintendent annual evaluation no more than 15 months ago; <input type="checkbox"/> been provided copies of the Superintendent’s implementation plan(s) to make progress towards the student outcome goals; and <input type="checkbox"/> not voted to approve the Superintendent’s implementation plan unless required by law. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> performs self-evaluations using the LSG Integrity Instrument; <input type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent Superintendent’s evaluation; and <input 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. | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p>The Board receives, at least annually, a report on the average cost of staff time spent on governance using the Staff Use Tracker.</p> <p>One quarter ago the Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performed a self-evaluation using the LSG Integrity Instrument; and <input type="checkbox"/> voted to approve the Quarterly Progress Tracker. | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> voted unanimously to approve the most current Quarterly Progress Tracker; <input type="checkbox"/> has not modified the adopted student outcome goals, GPMs, or constraints, CPMs, or targets during the school year or cycle applicable to the annual Superintendent evaluation; and <input type="checkbox"/> considers Superintendent performance as indistinguishable from school system performance by evaluating the Superintendent exclusively on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the Monitoring Calendar. | | | | | |

TEXAS FRAMEWORK: SYSTEMS and PROCESSES

Structure: The Board operates in a way to allow the Superintendent to accomplish the vision

| Does Not Meet Focus | 0 | 1 | Approaches Focus | 4 | Meets Focus | 12 | Masters Focus | 15 |
|--|--|---|---|--|-------------|----|---------------|----|
| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board has not received a monitoring report.</p> <p>There were 6 or more Board authorized public meetings in a month (unless a state of emergency was declared).</p> <p>Any meeting of the board lasted longer than 8 hours.</p> <p>Board Members did not receive the final version of materials to be voted on at least 3 calendar days in advance of the board authorized public meeting.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <p>The Board receives and votes on monitoring reports that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the student outcome goal and GPM or constraint and CPM being monitored; <input type="checkbox"/> the current status of the student outcome goal and GPM or constraint and CPM compared to previous, annual, and deadline targets; <input type="checkbox"/> the Superintendent’s interpretation of performance; and <input type="checkbox"/> supporting information that describes any needed next steps. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All consent-eligible items were placed on the consent agenda and more than ¾ of the items were voted on using a consent agenda. <input type="checkbox"/> The adopted monitoring calendar has not been modified during the past quarter. | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p>Board authorized public meetings in the last quarter did not exceed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an average of 4 meetings per month; <input type="checkbox"/> an average time of 3 hours per meeting; and <input type="checkbox"/> an average of 5 other topics per meeting. <p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reviewed its existing local policies; and <input type="checkbox"/> only adopted local policies pertaining to Board work. | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <p>Board authorized public meetings in the last quarter did not exceed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an average of 3 meetings per month; <input type="checkbox"/> an average time of 2 hours per meeting; and <input type="checkbox"/> an average of 3 other topics per meeting. <p>Board Members received the final version of materials to be voted on at least 7 calendar days in advance of the board authorized public meeting.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No edits were made to the Board’s regularly scheduled meeting agenda the 3 days prior to the meeting or during the meeting (unless a state of emergency was declared). | | | | |

TEXAS FRAMEWORK: ADVOCACY and ENGAGEMENT

Advocacy: The Board promotes the vision

| Does Not Meet Focus | 0 | Preparing To Focus | 1 | Approaches Focus | 3 | Meets Focus | 9 | Masters Focus | 10 |
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| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board has not publicly communicated the Board adopted student outcome goals.</p> <p>The Board has not arranged for any community engagement activities during the previous 12 month period beyond public comments during Board authorized public meetings and/or required hearings.</p> | | <p>The board is preparing to focus if all of the following conditions are true:</p> <p>The Board has a two-way communication system in place where the Board Members at least once per year:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen for and discuss the vision and values of their students; and <input type="checkbox"/> listen for and discuss the vision and values of their staff and community members. | | <p>The Board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provided time during regular scheduled Board authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and <input type="checkbox"/> hosted a community meeting to discuss progress toward student outcome goals within each feeder pattern with low performing campuses during the previous 12 month period. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the Board most frequently holds regularly scheduled meetings; and <input type="checkbox"/> has led or co-led at least one training on Lone Star Governance for its community during the previous 6 month period. | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and GPMs permanently and publicly in the room in which the Board most frequently holds regularly scheduled meetings; and <input type="checkbox"/> has led or co-led at least one training on Lone Star Governance for its community during the previous 6 month period. | | <p>The board masters focus if all prior conditions and the following conditions are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have been included in at least one Lone Star Governance training or two-way communication meeting in the previous 12 month period. <input type="checkbox"/> Newly selected Board Members have received an orientation on Lone Star Governance by fellow Board Members or an LSG Coach prior to being seated. | |

TEXAS FRAMEWORK: SYNERGY and TEAMWORK

Unity: 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 |
|--|---|---|--|---|---|-------------|---|---------------|----|
| <p>The board does not meet focus if any of the following statements are true:</p> <p>The Board has not adopted board operating procedures.</p> <p>The Board does not have a policy that contains a template of Ethics & Conflicts of Interest Statement;</p> <p>The board has not been able to achieve a quorum in 2 or more Board authorized public meetings during the previous 3 months.</p> <p>Board Members serve on committees formed by the superintendent or staff.</p> <p>A Board Member voted on an item for which they had a conflict of interest, as defined by law, during the previous 3 months.</p> | <p>The board is preparing to focus if all of the following conditions are true:</p> <p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> affirms that at least once every other year, it has reviewed all policies governing board operating procedures; <input type="checkbox"/> affirms that all Members have signed the Ethics & Conflict of Interest Statement in the past 12 months; <input type="checkbox"/> agrees that if the board has committees, their role is to advise the board not to advise the staff; <input type="checkbox"/> agrees that a Board officers' role is to advise the board not to advise the staff; and <input type="checkbox"/> maintained a quorum throughout all regularly scheduled board meetings over the previous 3 months. | <p>The board approaches focus if all prior conditions and the following conditions are true:</p> <p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> agrees that every member is responsible for the outcomes of all students, not just students in their region of the school system; <input type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous 3 months; <input type="checkbox"/> has set the expectation that information provided to one Board Member is provided to all Board Members. | <p>The board meets focus if all prior conditions and the following conditions are true:</p> <p>The Board:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous 3 months; <input type="checkbox"/> agrees that all Members have adhered to all policies governing board operating procedures; <input type="checkbox"/> agrees that every member has completed all statutorily required trainings; and <input type="checkbox"/> rather than the Superintendent, led the completion of Lone Star Governance tasks. | <p>All Board Members and the Superintendent:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed the Lone Star Governance Workshop; <input type="checkbox"/> agree that all Board Members have adhered to all adopted board constraints during the previous 3 months; and <input type="checkbox"/> agree that no Board Member has given operational advice or instructions to staff members during the previous 3 months. | <p>The board masters focus if all prior conditions and the following conditions are true:</p> | | | | |