

Why? **From Good to Great**

The Lone Star Governance (LSG) Cohort is an intensive program designed for governing teams—school boards with their superintendents—that are dedicated to continually sharpening and cultivating their focus on one primary objective: *improving student outcomes*. It is a unique opportunity for governing teams that are committed to pushing themselves to do even more for their students. Through the LSG framework and customized supports, governing teams will be equipped for their journey from good to great to greater!

What? **Resources and Support**

The LSG Cohort is a yearlong program (with a possible one-year extension) that includes the following at no cost to the LEA*:

- Attendance at an LSG workshop with fellow cohort members
- A dedicated LSG Coach
- Monthly implementation support tailored for the board, board chair, superintendent, and staff
- Quarterly board self-evaluation support
- Statutorily required board member trainings in teambuilding, needs (based on the framework for governance leadership), and evaluating and improving student outcomes
- Early access to Lone Star Governance-related training
- Collaboration with, learning from, and learning with other high-performing governing teams

Who? **Leaders Willing to Focus**

Any district or charter governing team is welcome to apply. The cohort will be limited to 12 governing teams. Cohort members will be selected based on their ability to research and/or implement evidence-based best practices in board behaviors directly correlated with improvements in student outcomes and a demonstrated commitment to increasing board focus on improving student outcomes. Selected governing teams may have opportunities to mentor neighboring school systems on the philosophy and practices of effective governance.

How? **Next Steps**

The selection process:

Phase 1: Complete and submit this letter of interest (LOI)

Phase 2: Respond to follow-up questions from TEA about responses on the LOI, if needed

Phase 3: Participate in an interview (board chair and superintendent)

Prior to completing this LOI, please thoroughly review the LSG Manual (tea.texas.gov/lsg). Ideally, the board will review the questions and reach a consensus on responses to the following pages.

**Completed LOIs must be submitted to lsg@tea.texas.gov
no later than 6:00 p.m. CST on Friday, January 31, 2020.**

For further information, contact Lone Star Governance staff at lsg@tea.texas.gov.

**Program Expenses: Each LEA remits payment to its LSG coach for services rendered then submits documentation of payment to TEA for reimbursement. More information about the reimbursement process will be provided to members of the 2020–21 cohort.*

Lone Star Governance 2020–21 Cohort

Letter of Interest

December 2019

1. District Information:

District	
Superintendent Name	
Superintendent Email	
Superintendent Phone	
Leadership Roles Held*	
Administrative Assistant Name	
Administrative Assistant Email	
Primary District Contact for LSG Related Work	
Primary Contact Email	
2018–19 District Accountability Grade	
ESC Region Number	
Student Enrollment	

2. Board Information:

Name	Email	Leadership Roles*

**Note: Leadership Roles may be within the school system (e.g. Board Vice Chair or Audit Committee Chair) or with related/member organizations (e.g. TASA Board Member or TASBO Executive Committee Member). Include all that apply.*

3. Current Governance:

<p>3a) Has the board adopted student outcome goals focusing on what students know and are able to do? If yes, include a link to the goals below. If no, please describe your current process and why it was selected.</p>	<p>YES</p>	<input type="checkbox"/>	<p>NO</p>	<input type="checkbox"/>
<p>3b) Has the board adopted constraints—a limited set of actions or behaviors that the superintendent is not allowed to do? If yes, include a link to the constraints below. If no, please describe your current process and why it was selected.</p>	<p>YES</p>	<input type="checkbox"/>	<p>NO</p>	<input type="checkbox"/>
<p>3c) Has the board adopted a theory of action—a specific type of constraint that drives overall school system strategy? If yes, include a link below. If no, please describe your current process and why it was selected.</p>	<p>YES</p>	<input type="checkbox"/>	<p>NO</p>	<input type="checkbox"/>
<p>3d) Has the board conducted a self-evaluation within the past 12 months? If yes, include a link below to the completed evaluation. If no, please describe your current process and why it was selected.</p>	<p>YES</p>	<input type="checkbox"/>	<p>NO</p>	<input type="checkbox"/>
<p>3e) Does the board categorize and track how time is spent each month? If yes, include a link below to the most recent time tracker. If no, please describe your current process and why it was selected.</p>	<p>YES</p>	<input type="checkbox"/>	<p>NO</p>	<input type="checkbox"/>
<p>3f) Does the entire board commit to completing a two-day Lone Star Governance workshop together prior to August 1, 2020?</p>	<p>YES</p>	<input type="checkbox"/>	<p>NO</p>	<input type="checkbox"/>
<p>3g) What would you identify as the number one challenge holding your board back from being even more effective than it is now?</p>				

4. Future Governance:

<p>4a) Why is this the right time for your governing team to participate in the LSG Cohort—to implement research-based board behaviors most correlated with improvements in student outcomes?</p>
<p>4b) If your governing team is invited to join the cohort, what specific actions will you take to both educate and gain buy-in from family and community stakeholders on the governing team’s behavior changes?</p>

4c) If your governing team is invited to join the cohort, what specific actions will you take to both educate and support other school systems in your region that want to increase their focus on student outcomes?

4d) Which distraction from student outcomes does your governing team currently participate in that it most wants to give up?

5. Student Outcomes:

5a) What evidence does the governing team rely on to determine the school system’s overall performance?

5b) Based on the definition and measure above, describe the school system’s overall performance.

5c) What evidence does the governing team rely on to determine whether the school system’s progress measures are aligned to, and predictive of, its summative goal targets?

5d) How does the governing team define and measure a low-performing school?

5e) Based on the definition and measure above, how many low-performing schools does the school system have?

5f) How does the governing team define and measure a high-performing school?

5g) Based on the definition and measure above, how many high-performing schools does the school system have?

5h) How does the governing team define and measure on-level performance in reading and mathematics?

5i) Based on the definition and measure above, what percentage of third-grade students are considered on level?

5j) How does the governing team define and measure college, career, and military readiness?

5k) Based on the definition and measure above, what percentage of students graduate from your system college, career, and military ready?

5l) What is the difference between a student focused and a student outcome focused governing team? Which better describes your board? Why?