



TEXAS FRAMEWORK: ACCOUNTABILITY

ACCOUNTABILITY 1: The Board invests at least half of its time focusing on its vision and 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 conditions are true:</i> The Board does not have student outcome goals, GPMs, constraints, CPMs, or annual targets. The Board does not have a monitoring calendar (a Board-adopted multi-year schedule that describes the months during which student outcome goals, constraints, and progress measures are reported to the Board). The Board does not track its use of time in Board-authorized public meetings (any non-closed meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, Board committees. Some statutorily required hearings are exempted from this definition).	<i>The Board is preparing to focus if all of the following conditions are true:</i> The Board has a Board-adopted monitoring calendar. The Board has received a monitoring report (a report that evidences to the Board whether or not reality matches the adopted student outcome goals, constraints, and progress measures). A monitoring report must contain 1) the goal/constraint being monitored, 2) the measures showing the previous three reporting periods, the current reporting period, and the annual and deadline targets, 3) the Superintendent's evaluation of performance, and 4) supporting documentation that evidences the evaluation and describes any needed next steps.	And... The Superintendent owned the monitoring calendar development process while working collaboratively with the Board. The Board's monitoring calendar spans no fewer than 18 months. The minimum recommended span is 24-36 months. Of the total monthly minutes spent in Board-authorized public meetings, no fewer than 10% are invested in progress monitoring (a process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and voting to accept or not accept them) or setting student outcome goals and GPMs.	And... Of the total monthly minutes spent in Board-authorized public meetings, no fewer than 25% are invested in progress monitoring the Board's student outcome goals or setting student outcome goals and GPMs. No more than two student outcome goals are monitored per month. Every student outcome goal is monitored at least four times per year and every constraint is monitored at least once per year. Only Board work (items required by law or items directly pertaining to the Board's adopted student outcome goals, constraints, or progress measures) was discussed and/or acted on during Board-authorized public meetings.	And... Of the total monthly minutes spent in Board-authorized public meetings, no fewer than 50% are invested in progress monitoring the Board's student outcome goals or setting student outcome goals and GPMs. The Board's monitoring calendar spans across the Board's student outcome goals' 3 to 5 year deadlines. The student outcome goals, constraints, and annual targets have not been changed since the monitoring calendar was adopted unless 1) 24 months has passed, or 2) the goal/constraint has been met.

ACCOUNTABILITY 2: The Board measures and communicates, but does not interfere in, progress toward the vision and student outcome goals

Does Not Meet Focus 	0	Preparing To Focus 	.5	Approaches Focus 	1	Meets Focus 	4	Masters Focus 	5
<i>The Board does not meet focus if any of the following conditions are true:</i>		<i>The Board is preparing to focus if all of the following conditions are true:</i>		And...		And...		And...	
Any individual Board Member does not know whether or not the school system is in low performing status and, if it is, for how long.		The Board has been provided copies of -- but did not vote to approve / disapprove unless required by law -- the Superintendent's plan(s) for implementing the Board's student outcome goals and ensured that the plan included both an implementation time-line and measures.		The most recent Superintendent evaluation evaluated the Superintendent in part based on the results of student outcome goals.		The Superintendent's annual evaluation is based only on the Board-adopted student outcome goals and constraints, using data reported as scheduled via the Board's monitoring calendar.		The Board self-evaluates using this LSG evaluation instrument quarterly.	
Any individual Board Member does not know whether or not there are low performing campuses and, if there are, how many.		The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.		All Board Members have completed a training that covered the state's accountability system and agree that they understand the system.		The Board considers Superintendent performance as indistinguishable from school system performance.		The Board modifies its student outcome goals, GPMs, constraints, CPMs, and monitoring calendar no more than once during any 12 month period. The recommended minimum amount of time between modifications is 24-36 months.	
The Board does not schedule each student outcome goal to be progress monitored at least four times per year on its monitoring calendar.		The most recent Superintendent evaluation took place no more than 12 months ago -- 18 if there has been a change of Superintendent.		The Board tracks the average annual cost of staff time spent on governance. This includes the time of any staff members spent preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings.					
The Board does not schedule each constraint to be progress monitored at least once per year on its monitoring calendar.		The most recent Board self-evaluation took place no more than 45 days prior to the most recent Superintendent evaluation.							