





















TEXAS FRAMEWORK: VISION

VISION 1: The Board works collaboratively with the Superintendent to develop the vision and student outcome goals

Does Not Meet Focus 	0	Preparing To Focus 	1	Approaches Focus 	4	Meets Focus 	12	Masters Focus 	15
<p><i>The Board does not meet focus if any of the following conditions are true:</i></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 (resources and activities invested in a particular program or strategy; usually knowable at the beginning of a cycle; a measure of effort applied), outputs (the result of a particular set of inputs; usually knowable in the midst of a cycle; a measure of the implementation of the program or strategy), and outcomes (the impact of the program or strategy; usually knowable at the end of a cycle; a measure of the effect on the intended beneficiary).</p>	<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>The Board has a Board-adopted vision statement.</p> <p>The Board has Board-adopted goals.</p> <p>The Board owned the vision development process while working collaboratively with the Superintendent.</p> <p>The Board owned the goals development process while working collaboratively with the Superintendent.</p> <p>The Board has adopted 1 to 5 goals. Three is the recommended number.</p>	<p>And...</p> <p>Each goal describes a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state).</p> <p>The deadline for each goal to reach target is 3 to 5 years away.</p> <p>The Board has adopted an annual target for each goal in addition to its deadline target (these are not GPMs).</p>	<p>And...</p> <p>The goals are all student outcome goals (they all describe what students know or are able to do) as distinct from adult inputs, adult outputs, student inputs, and student outputs.</p> <p>All Board Members and the Superintendent agree that the student outcome goals are all SMART (specific, measurable, attainable, results-focused, time-bound), will challenge the organization, and will require adult behavior change.</p> <p>The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential student outcome goals.</p>	<p>And...</p> <p>Students, families, teachers, and community members were involved in the vision and student outcome goals development process in such a manner that there is broad community ownership of the Board's vision and student outcome goals.</p> <p>All Board Members have committed the vision and student outcome goals to memory and know, at all times, the current status of each student outcome goal.</p> <p>All Board Members agree that the Board's student outcome goals are the Superintendent's first priority for resource allocation.</p>					

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><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have goal progress measures (GPMs) (specific graph-plottable indicators used to determine if the goal is likely to be met or not).</p> <p>The Board is treating annual targets for the student outcome goals as if they are GPMs (annual targets for student outcome goals are never goal progress measures).</p>		<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>The Board has Board-adopted GPMs for each student outcome goal.</p> <p>The Superintendent owned the GPM development process while working collaboratively with the Board.</p> <p>The current statuses of the GPMs that were adopted are able to be updated multiple times during each school year.</p>		<p>And...</p> <p>Each GPM includes a baseline, a target, a population, and a deadline.</p> <p>The Board has adopted 1 to 3 GPMs for each student outcome goal.</p> <p>The deadline for each GPM to reach target is 1 to 5 years away. GPM deadlines that are 1 to 3 years away are recommended.</p> <p>The Board has adopted an annual target for each GPM in addition to its deadline target.</p>		<p>And...</p> <p>The GPMs are all student outputs or student outcomes, as distinct from adult inputs, adult outputs, and student inputs. GPMs are most commonly student outputs.</p> <p>All Board Members and the Superintendent agree that the GPMs are all SMART.</p> <p>All Board Members and the Superintendent agree that the GPMs are all predictive of their respective student outcome goals, and are influenceable by the Superintendent. Predictive suggests that there is some evidence of a correlation between the progress measure and the goal. Influenceable suggests that the Superintendent has authority over roughly 80% of whatever the progress measure is measuring.</p>		<p>And...</p> <p>Students, families, teachers, and community members were involved in the GPM development process in such a way that there is broad community ownership of the Board's GPMs.</p>		

VISION 3: The Board has adopted a vision for what student outcomes will be and has adopted constraints aligned with that vision										
Does Not Meet Focus 	0	Preparing To Focus 	1	Approaches Focus 	3	Meets Focus 	9	Masters Focus 	10	
<p><i>The Board does not meet focus if any of the following conditions are true:</i></p> <p>The Board does not have a vision.</p> <p>The Board does not have constraints (specific prohibitions on Superintendent authority that are aligned with the vision and grounded in community values).</p>		<p><i>The Board is preparing to focus if all of the following conditions are true:</i></p> <p>The Board has Board-adopted constraints.</p> <p>The Board owned the vision development process while working collaboratively with the Superintendent.</p> <p>The Board owned the constraint development process while working collaboratively with the Superintendent.</p> <p>The Board has adopted 1 to 5 constraints. Three is the recommended number.</p>		<p>And...</p> <p>Each constraint describes a single operational action or class of actions the Superintendent may not use or allow.</p>			<p>And...</p> <p>All Board Members and the Superintendent agree that the constraints will challenge the organization, and will require adult behavior change.</p> <p>Separate from the constraints on the Superintendent's authority, the Board has adopted 3 to 5 self-constraints on its own behavior and self-evaluates against one of them each month.</p> <p>The Board, where appropriate, relied on a root cause analysis, comprehensive student needs assessment, and/or relevant research that suggests alignment with the vision to inform identification of and prioritization of potential constraints.</p>		<p>And...</p> <p>The Board, in collaboration with the Superintendent, has adopted one or more theories of action (high level strategic constraints to which all school system inputs and outputs must be aligned; they do not have CPMs) to drive overall strategic direction. Research has been cited for each theory of action.</p> <p>Students, families, teachers, and community members were involved in the vision and constraint development process in such a manner that there is broad community ownership of the Board's vision and constraints.</p>	

VISION 4: The Board has adopted constraint progress measures (CPMs) aligned to each constraint									
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...
The Board does not have constraint progress measures (CPMs) (specific graph-plottable indicators used to determine if the constraint is likely to be honored or not).		<p>The Board has Board-adopted CPMs for each constraint.</p> <p>The Superintendent owned the CPM development process while working collaboratively with the Board.</p> <p>The current statuses of the CPMs that were adopted are able to be updated multiple times during each school year.</p>			<p>Each CPM includes a baseline, a target, and a deadline.</p> <p>The Board has adopted 1 to 3 CPMs for each constraint.</p> <p>The deadline for each CPM to reach target is 1 to 5 years away. CPM deadlines that are 1 to 3 years away are recommended.</p> <p>The Board has adopted an annual target for each CPM in addition to its deadline target.</p>		<p>All Board Members and the Superintendent agree that the CPMs are all SMART.</p> <p>All Board Members and the Superintendent agree that the CPMs are all predictive of their respective constraints, and are influenceable by the Superintendent. Predictive suggests that there is some evidence of a correlation between the progress measure and the constraint. Influenceable suggests that the Superintendent has authority over roughly 80% of whatever the progress measure is measuring.</p>		Students, families, teachers, and community members were involved in the CPM development process in such a manner that there is broad community ownership of the Board's CPMs.