

**Mission / Vision
Statement**

All students will graduate prepared and ready for college or career.

Board's Role

1. Ensure creation of a shared mission/vision that promotes improved student outcomes. The Board shall accomplish this by incorporating the community's vision and values into student outcome goals, Superintendent constraints, and Board constraints.
2. Measure and communicate how well the mission/vision is being accomplished. The Board shall accomplish this by collectively ensuring accountability through monthly monitoring of District performance to ensure progress toward the vision and values and regular communications to the community.
3. Provide guidance and direction for accomplishing the mission/vision. The Board shall accomplish this by creating structure for the District through distinct Board and Superintendent roles and responsibilities, which includes selecting the Superintendent, delegating to the Superintendent the authority and responsibility to implement the Board's goals within law and the Superintendent constraints, and considering and voting on the Superintendent's recommendations.
4. Work with the Superintendent to lead the District toward the mission/vision. The Board shall accomplish this by behaving in a manner that demonstrates the unity of the Board and the District.
5. Promote the mission/vision. The Board shall accomplish this by providing advocacy for students, families, staff, and stakeholders.

In carrying out the above activities, the Board shall at all times comply with the Education Code and other law, as applicable.

**Superintendent's
Role**

The Superintendent, as the Board's sole designee (excluding the school attorney and the internal auditor) for managing District operations, shall be responsible for accomplishing the Board's student outcome goals within the boundaries provided by the Board and Superintendent constraints and state and federal law.

State and federal law require Board adoption of policies on a variety of topics. The Board's adopted policies in the District's local policy manual constitute compliance with these legal requirements.

In accordance with state law, the Superintendent shall be responsible for preparing recommendations for policies to be adopted by the Board, overseeing implementation of adopted policies, and developing appropriate administrative regulations. In recommending

policy for Board adoption, the Superintendent shall identify when the Board is required to adopt policy or has statutory decision-making authority that cannot be delegated to the Superintendent. Required Board policy addressing administrative issues shall be handled by consent agenda, with the Superintendent informing the Board of substantive changes.

Any operational issues not required to be Board-adopted shall be addressed in administrative regulations, and the Board shall take necessary steps to remove from all policies in C–G series within the local policy manual.

Board’s Student Outcome Goals for the Superintendent

The Board defines “improving student outcomes for all students” as meaning that:

1. The percentage of students in kindergarten–grade 2 who are reading on or above grade level on two measures shall increase from 50 percent to 75 percent by the end of school year 2020.
2. The percentage of students in grades 3–8 who meet passing standards (“approaches,” “meets,” or “masters”) on both reading and mathematics STAAR shall increase from 52 percent to 75 percent by the end of school year 2020.
3. The four-year graduation rate shall increase from 85 percent for the graduating class of 2015 (reported in November 2016) to 95 percent for the graduating class of 2020 (reported in November 2021).

Board’s Constraints for the Superintendent

While in pursuit of the Board’s student outcome goals, the Superintendent shall not allow:

1. Any campuses to not fully implement and maintain Professional Learning Communities,
2. Adult convenience or preference to take priority over the academic progress of our students, or
3. Any “improvement required” or formerly “improvement required” campus to have a principal with fewer than two years’ in-role experience.

Board’s Constraints for the Board

The Board shall not allow the Board to:

1. Make modifications to, additions to, or subtractions from policy AE(LOCAL) more than once per year,
2. Collectively, or any Trustee individually, perform or appear to perform any of the roles delegated to the Superintendent, or

3. Collectively, or any Trustee individually, violate Board policy.

Board Self-Evaluation

The Board shall conduct formative self-evaluations at least quarterly and, within 45 days prior to conducting the annual Superintendent evaluation, an annual summative evaluation. The Board shall self-evaluate using the TEA Implementation Fidelity Instrument.

Superintendent Evaluation

The Board shall annually evaluate the Superintendent based on the District's achievement of the Board's student outcome goals and compliance with the Superintendent constraints. Accomplishment of at least 80 percent of the adopted progress measures' (Goal Progress Measures and Constraint Progress Measures) annual targets shall be an automatic indicator of success; below that threshold, the Board's judgment shall be the indicator of success.

Theory of Action

Every MISD staff member shall have a growth mindset and a "no excuses" philosophy.

Midland ISD shall begin to transition from the Managed Instruction theory of action to an Earned Autonomy theory of action with the goal of having implemented a System of Great Schools theory of action by 2027.

In an Earned Autonomy theory of action, the central administration shall directly administer some campuses and shall grant varying levels of autonomy to other campuses. The central administration shall clearly define operational thresholds that deserve higher levels of autonomy and the specific autonomies earned, consistent with the Board's student outcome goals and constraints.

The administration shall methodically identify paths for performance improvement, align educator incentives with student performance, and ensure that educator placement is a function of student needs rather than adult preferences.

Responsibility for accomplishing the Board's student outcome goals while operating within the Board's constraints shall vary by context between the central administration and the campus administration.

Within no more than five years, the District shall have begun transition to a System of Great Schools theory of action where central administration grants autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high-performing schools and addressing low performers.

To begin this transition, the District shall immediately explore in-District charter opportunities. Campus performance contracts shall

require the campus to accomplish the Board's student outcome goals while operating within the Board's other constraints.