

**Mission Statement** Preparing all students for success in college, career, and community leadership.

**District Racial and Ethnic Equity Policy** The District recognizes that major historical and societal factors in our nation impact the inequity that exists within public schools. Purposeful action can be taken to identify, acknowledge, and overcome racial and ethnic disparities between students. The responsibility for addressing these disparities among students rests with the adults, not with the students.

District students deserve a safe and respectful learning environment in which all students shall receive an education that maximizes their potential for success in college, a career, and community leadership. The District shall focus on improving its practices in order to ensure equity in education. Any achievement gap between white students and students of color (historically defined as black or African Americans, Africans, American Indians or Alaska natives, Asians, Latinos, native Hawaiian, or Pacific islanders) is unacceptable.

In order to advance racial and ethnic equity and improve student achievement for all students in District schools, the Board establishes the following goals:

1. The District shall provide every student with equitable access to high quality, culturally and personally relevant instruction, curricula, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.
2. The District shall actively monitor practices, including assessment practices, in special education. The District shall analyze and present annually the data regarding the representation and achievement of all students receiving special education services, regardless of race or ethnicity.
3. In order to ensure equitable practices regardless of race or ethnicity, the District shall actively monitor and work to eliminate the loss of instructional time due to disciplinary referrals. The District shall analyze and present annually the data regarding the number of students who lose instructional time due to disciplinary referrals.
4. The District shall actively work to encourage advanced academic opportunities. The District shall examine enrollment process and data annually to ensure no inequitable impact on students of color.
5. All employees and all students shall be given the opportunity to develop critical racial, ethnic, and cultural competence so

that they may understand the contexts in which they teach, work, and learn.

6. The District shall create opportunities for all students and families—including families of students of color and those whose first language may not be English—for leadership development and empowerment as partners in education, planning, and decision-making.
7. The District shall create welcoming environments that reflect support for racial and ethnic diversity.
8. The District shall include partners who have demonstrated culturally specific expertise in meeting educational outcomes.
9. The District shall develop employees' personal, professional, and organizational skills and knowledge in order to empower employees to address racial and ethnic disparities.
10. The District shall not tolerate lower academic achievement for any student racial or ethnic group compared to peers.
11. The District shall model racial and ethnic equity in business and operational practices.
12. The District shall include cultural responsiveness in reviews of the curriculum, instructional practices, and assessment design.
13. The District shall report annually on the recruiting, employment, placement, and retention of persons from underrepresented racial and ethnic groups at all organizational levels.

The Board shall hold the Superintendent, central staff, campus staff, and Board members accountable for implementation of this policy. The Superintendent shall develop procedures to implement this policy and metrics to measure achievement of the stated goals and shall report on progress at the beginning, middle, and end of each academic year.

**Lone Star  
Governance**

Board's Role

The Board shall:

1. Ensure creation of a shared mission that promotes improved student outcomes. The Board shall accomplish this by incorporating the District's mission into student outcome goals, Superintendent's constraints, and Board constraints.
2. Measure and communicate how well the mission is being accomplished. The Board shall accomplish this by collectively ensuring accountability through monthly monitoring of school

system performance to ensure progress toward the mission and regular communications to the community.

3. Provide guidance and direction for accomplishing the mission. The Board shall accomplish this by creating structure for the school system through distinct Board and Superintendent roles and responsibilities, which include selecting the Superintendent, delegating to the Superintendent the authority and responsibility to implement the Board's goals within law and the Superintendent's constraints, and considering and voting on the Superintendent's recommendations.
4. Work with the Superintendent to lead the school system toward the mission. The Board shall accomplish this by behaving in a manner that demonstrates the unity of the Board and the school system.
5. Promote the mission. 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 laws, as applicable.

Superintendent's  
Role

The Superintendent, as the Board's sole delegate (other than the internal auditor) for managing school system operations, shall be responsible for accomplishing the Board's student outcome goals within the boundaries provided by the Board's and Superintendent's 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 school system'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. [See BP]

In recommending policies for Board adoption, the Superintendent shall identify when the Board is required to adopt a 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 adopted by the Board shall be addressed in administrative regulations, and the Board shall take necessary steps to remove such issues from all policies in sections C–G of the District's localized Board policy manual.

Board's Student  
Outcome Goals for  
the Superintendent

*Goal 1: Early  
Literacy*

The Board's student outcome goals, as aligned with the school system mission, are:

1. The percentage of students in grade 3 reading on or above grade level, as measured by the STAAR on-level standard for reading, shall increase from 30 percent to 43 percent by 2019.

*Goal 2: Middle  
Grades—Math*

2. The percentage of students who meet or exceed standard on the STAAR Algebra I End-of-Course (EOC) examination by the end of grade 9 shall increase from 77 percent to 82 percent by 2019.

*Goal 3: College  
and Career  
Readiness*

3. The percentage of graduates who have met the criteria for post-secondary readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI, or industry preparation, shall increase from 53 percent to 66 percent by 2019.

The Superintendent shall interpret and implement the Board's student outcome goals and, in consultation with the Board, shall select goal progress measures (GPMs) for each student outcome goal [see AE(EXHIBIT)]. For any school year during which the Board's student outcome goals are not met, the Superintendent shall make reasonable progress toward meeting the student outcome goals.

Board's Constraints  
for the  
Superintendent

In attaining the Board's student outcome goals, the Superintendent shall not:

1. Allow a low level of campus culture satisfaction;
2. Allow low-performing campuses to have inequitable access to resources; or
3. Allow adult convenience or preference to take priority over the academic progress of our students.

The school system shall pursue a "System of Great Schools" theory of action in which the central administration devolves 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. Campus performance contracts shall require each campus to accomplish the Board's student outcome goals while operating within the Board's other constraints.

The Superintendent shall interpret the Superintendent's constraints and, in consultation with the Board, shall select constraint progress measures (CPMs) for each constraint [see AE(EXHIBIT)].

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

Board's Constraints for the Board	<p>The Board shall operate within the Board's role, as defined above, and the Board's operating procedures. The Board, either collectively or through the actions of individual Board members, shall not:</p> <ol style="list-style-type: none"><li>1. Modify this policy more than once per year;</li><li>2. Perform or appear to perform any of the responsibilities delegated to the Superintendent;</li><li>3. Violate this or any other Board-adopted policy or Board operating procedures; or</li><li>4. Allow the cost of staff time spent on governance to increase.</li></ol>
Board Self-Evaluation	<p>The Board shall conduct formative self-evaluations at least quarterly and, within 45 days prior to conducting the annual evaluation of the Superintendent, shall conduct an annual summative self-evaluation. The Board shall self-evaluate using the Quarterly Progress Tracker tool provided by Lone Star Governance.</p>
Superintendent's Evaluation	<p>The Board shall annually evaluate the Superintendent based on the school system's achievement of the Board's student outcome goals and compliance with the Superintendent's constraints. Accomplishment of at least 80 percent of the annual targets for either the student outcome goals (GPM) or of the adopted progress measures (CPM) shall be an automatic indicator of success; below that threshold, the Board's judgment shall be the indicator of success.</p>