Midland on the Move
Call for Quality Schools Application
2018-2019
I. Overview of the Call for Quality Schools

Midland ISD’s vision is to ensure all students graduate prepared and ready for college or career. To realize this vision, Midland ISD (MISD) is committed to establishing and nurturing new in-district partnerships to cultivate, augment, and recruit the best leadership and talent to serve Midland’s kids.

Through the Call for Quality Schools (Request for Information), MISD is seeking partners inside the district as well as outside to design new and reimagine existing in-district schools, programs, and to identify new and existing talent to support our most at-need students.

Several guiding principles are core to MISD’s vision and expectations for future partnerships. The ideal partner will be aligned with MISD on its commitment to quality, equity, and collaboration, as outlined below.

**QUALITY**

- All partners must be committed to serving students and families through a shared definition of student success, the MISD School Performance Framework
- All partners commit to and will describe how they will meet MISD board goals (see Appendix) as outlined in MISD Board Goal AE(LOCAL) and AE(EXHIBIT).

**EQUITY**

- All means all: partners must focus on meeting the needs of all students, particularly Midland’s most at need populations.
- All partners must receive the same access to funding and resources to ensure all schools have the opportunity to achieve success for its students.

**COLLABORATION**

- All partners will commit to collaborating with MISD to provide high quality options for all of Midland’s children and to sharing effective practices.
- MISD is committed to supporting partners as best as possible in developing great schools.
II. Opportunities for Partnership with MISD

MISD is seeking partners across the following: school models, program, and talent. Each of these opportunities is outlined below:

**Whole School Models**

MISD is seeking partners to help us ensure we provide all of Midland’s children with a high-quality education. To that end, MISD is looking to collaborate on the following to build more great schools in Midland, especially for its most at-need students:

- Innovative School Models
- Improvement Required Campuses
- Priority Campuses
- In-District Charter Partnerships

**Programs**

MISD is seeking innovative programmatic partners to help meet the needs of our students. Top among programmatic needs is college and career focused programs. Ensuring Midland’s students are prepared for college or career is central to MISD’s mission.

MISD is also seeking partners to fulfill a variety of programmatic needs including, but not limited to:

- Personalized and Competency Based Learning
- College and Career Ready supports including mentorships / internships / externships
- Career and Technical educational opportunities. Connections to certifications in industry, and direct linkages to workforce pathways are strongly encouraged
- Opportunity Youth programs including for students significantly overage or under-credited or serving other vulnerable populations including, but not limited to, special education students and English-language learners
- STEAM/STEM

**Talent**

MISD is seeking partners to make Midland and the Permian Basin a hub for top tier educator talent. Opportunities for partnership include, but are not limited to:

- Developing robust teacher and school leader talent pipelines
- Providing targeted induction, professional development, or ongoing support to retain and support educators, including high performers
- Partnership models that integrate pipeline, support, and professional learning in collaboration with high-quality research institutions
III. MISD Support for Partnerships

MISD will provide partners access to a variety of supports and ensure a central point of contact to engage with the district. Details for supports will be negotiated via a Memorandum of Understanding but could include:

- Funding
- Facilities
- Human capital
- Academic program
- Operational supports such as transportation, food, and maintenance

Additionally, select partners may be eligible for additional funding with regards to planning and implementation from the Texas Education Agency (TEA). MISD will be following up with these select partners during the Shared Due Diligence phase to discuss potential grant opportunities and a timeline of when these opportunities will be made available.

IV. Partnership Application and Shared Due Diligence Process

This application will be due electronically to MISD (mailto:midlandonthemove@midlandisd.net) by 5pm CT on September 7, 2018.

The full application process consists of three main phases outlined below, beginning with the submission of this written application.

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<tr>
<th>Application Phase</th>
<th>Description</th>
<th>Important Dates</th>
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<tbody>
<tr>
<td>Phase One&lt;br&gt;Aug 12-Sep 7, 2018</td>
<td><strong>Written Application</strong>&lt;br&gt;Proposal submitted to MISD</td>
<td>• 8/12 – Application goes live&lt;br&gt;• 8/20-24 – Webinar / Q&amp;A (9am CT)&lt;br&gt;• 9/7 – Application is due</td>
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<td>Phase Two&lt;br&gt;Sep 20-Nov 9, 2018</td>
<td><strong>Interviews &amp; Shared Due Diligence</strong>&lt;br&gt;In-person interviews with MISD and activate shared Due Diligence by MISD and partners</td>
<td>• 9/20-10/5 – Interviews and shared due diligence begin with MISD&lt;br&gt;• 10/15-11/9 - Interviews and shared due diligence continue with MISD</td>
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<td>Phase Three&lt;br&gt;Nov 12-Dec 11, 2018</td>
<td><strong>Selection and Board Vote</strong>&lt;br&gt;Complete Diligence, Board interviews and final MOU, and Board vote</td>
<td>• 11/12-11/30 – Begin MOU negotiations (prior to vote)&lt;br&gt;• 12/10 – Board vote&lt;br&gt;• 12/11 – Partners notified</td>
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MISD will be hosting an optional 60 min webinar on August 24, 2018 with interested partners to discuss this application and partnership opportunities as well as answer any questions on the application and process writ large.

If you are interested in attending the webinar, please register here to be included on the calendar invite.

V. Partnership Application (Request for Information)

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<th>Applicant Name</th>
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<tr>
<td>Title</td>
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Please check the box next to the opportunity you are applying for (you may select more than one – if so, please explain in your application)

☐ Whole School Model*
The MISD Partner Application (Request for Information) consists of 5 sections and should, in aggregate be no longer than 10 pages. If you have any questions about the application or prompts below, please email: midlandonthemove@midlandisd.net

A. Applicant Description (maximum of 250 words): Please describe your organization and the team envisioned to lead the partnership work (maximum of 250 words)

B. Description of Proposed Model (2 pages maximum): Please describe your proposed model for school, program, or talent, including (at minimum) the following: mission or vision for your model, students or community you intend to serve, your approach to design and implementation, and expected outcomes.

C. Applicant Experience and Demonstration of Results (1 page maximum): Please describe any relevant experience (and, if applicable, provide a list of clients or cities) with designing and implementing your proposed model. Please also include specific results (e.g. school or student outcomes or other changes observed).

D. Operational Model and Cost Summary (2 page maximum): Briefly describe your operating model including a short narrative summary of budget requirements for 3-5 years in addition to any relevant financial models to provide a clear view of cost and operations.

E. Relevant Appendices (no more than 5 pages): Please attach any relevant resumes, budgets, demonstration of results that would inform MISD’s review of the application.
A. Applicant Description (maximum of 250 words): Please describe your organization and the team envisioned to lead the partnership work (maximum of 250 words in the space below)
B. Description of Proposed Model (2 pages maximum, using the space below): Please describe your proposed model for school, program, or talent, including (at minimum) the following: mission or vision for your model, students or community you intend to serve, your approach to design and implementation, and expected outcomes.
C. **Applicant Experience and Demonstration of Results (1 page maximum, using the space below):** Please describe any relevant experience (and, if applicable, provide a list of clients or cities) with designing and implementing your proposed model. Please also include specific results (e.g. school or student outcomes or other changes observed).
D. **Operational Model and Cost Summary (2 page maximum, using the space below):** Briefly describe your operating model including a short narrative summary of budget requirements for 3-5 years in addition to any relevant financial models to provide a clear view of cost and operations.
E. **Relevant Appendices (no more than 5 pages):** Please attach any relevant resumes, budgets, demonstration of results that would inform MISD’s review of the application.
VI. Appendix: MISD Board Goals

**AE(LOCAL)**

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<th>Vision/Mission</th>
<th>All students will graduate prepared and ready for college or career.</th>
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| **Board’s Role** | 1. Ensures 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. Measures and communicates 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. Provides 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. Works 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. Promotes 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 delegate (excluding the school attorney and 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 such issues from all policies in the C-G Local Policy series. |
| Board’s Student Outcome Goals for the Superintendent | The Board defines, “Improving outcomes for all students” as meaning that:  
1. The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 50% to 75% by the end of school year 2020.  
2. The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 52% to 75% by the end of school year 2020.  
3. The 4 year graduation rate will increase from 85% for the graduating class of 2015 (reported in November 2016) to 95% 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.  
3. Improvement Required or Formerly Improvement Required campuses to have a principal with fewer than two years in-role experience. |
| Board’s Constraints for the Board | The Board will not allow the Board to:  
1. Make modifications, additions, or subtractions, to policy AE(LOCAL) more than once a year.  
2. Collectively or any Trustee individually to perform or appear to perform any of the roles delegated to the Superintendent.  
3. Collectively or any Trustee individually to violate Board policy AE(LOCAL). |
| 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’ (GPMs and CPMs) annual targets shall be an automatic indicator of success; below that threshold, the Board’s judgement shall be the indicator of success. |
| Theory of Action | Every MISD staff member will have a growth mindset and a no excuses philosophy. Midland ISD will begin to transition from a 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 will directly administer some campuses and grant varying levels of autonomy to other campuses. The central administration will clearly define operational thresholds that deserve higher levels of autonomy, and the specific autonomies earned, consistent with Board student outcome goals and constraints. The administration will 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 will vary by context between central administration and campus administration. Within no more than 5 years, the District will 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 will immediately explore in-district charter opportunities. Campus performance contracts will require the campus to accomplish the Board’s student outcome goals while operating within the Board’s other constraints.
Student Outcome Goals & Goal Progress Measures

G1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 50% to 75% by the end of school year 2020. (Annual Targets: SY 16-17 = 55%; SY 17-18 = 62%; SY 18-19 = 69%; SY 19-20 = 75%)

1. The percentage of students in grades K-2 who are reading on or above grade level on iStation/iEspañol will increase from 57% to 85% by the end of school year 2020. (December 2016 baseline of 57%)
   a. Annual Targets:
      i. School Year 16-17 = 60%
      ii. School Year 17-18 = 69%
      iii. School Year 18-19 = 77%
      iv. School Year 19-20 = 85%

2. The percentage of students in grades K-2 who are reading on or above grade level on Fountas & Pinnell (F&P) will increase from 68% to 85% by the end of school year 2020. (December 2016 baseline of 68%)
   a. Annual Targets:
      i. School Year 16-17 = 70%
      ii. School Year 17-18 = 75%
      iii. School Year 18-19 = 80%
      iv. School Year 19-20 = 85%

3. The percentage of PreKindergarten students producing 40 letter sounds on a district checkpoint will increase from an expected performance of 72% to 85% by the end of school year 2020.
   a. Annual Targets:
      i. School Year 16-17 = 72%
      ii. School Year 17-18 = 75%
      iii. School Year 18-19 = 80%
      iv. School Year 19-20 = 85%
1. The percentage of students in grades 3-8 on track to meet passing standard (Approaches, Meets or Masters Grades Level) on both reading and math district checkpoints will increase from 52% to 75% by the end of school year 2020. (On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.) (Goal Progress Measure Annual Targets set using 2015-2016 STAAR Reading and Math data -- 52% meeting standard on both.)
   a. Annual Targets:
      i. School Year 17-18 = 65%
      ii. School Year 18-19 = 70%
      iii. School Year 19-20 = 75%

2. The percentage of economically disadvantaged students in grades 3-8 on track to meet passing standard (Approaches, Meets or Masters Grades Level) on both reading and math district checkpoints will increase from 39% to 70% by the end of school year 2020. (On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.) (Goal Progress Measure Annual Targets set using 2015-2016 STAAR Reading and Math data -- 39% meeting standard on both.)
   a. Annual Targets:
      i. School Year 17-18 = 50%
      ii. School Year 18-19 = 60%
      iii. School Year 19-20 = 70%

3. The percentage of students in grades 3-8 on track to meet highest passing standard (Masters Grade Level) on both math and reading will increase from 6% to 15% by the end of school year 2020. (On track progress during the year will require 40% of the questions on both math and reading district checkpoints to be answered correctly in September and 75% in February.) (Goal Progress Measure Annual Targets set using 2015-2016 STAAR Reading and Math data -- 6% meeting Level III on both.)
   a. Annual Targets:
      i. School Year 17-18 = 9%
      ii. School Year 18-19 = 12%
      iii. School Year 19-20 = 15%

4. The percentage of students in grades 3-8 who score on or above grade level in both reading (utilizing iStation/iEspañol) and math (utilizing Imagine Math) will increase from X% to Y% by the end of school year 2020. (Baseline will be established in School Year 2017-2018 when grades 6-8 implement iStation.)
   a. Annual Targets:
      i. School Year 17-18 = Y% (Baseline year)
      ii. School Year 18-19 = Y%
      iii. School Year 19-20 = Y%
**G3: The 4 year graduation rate will increase from 85% for the graduation class of 2015 (reported in November 2016) to 95% for the graduating class of 2020 (reported in November 2021). (Annual Targets: School Year 16-17 [Class of 2016] = 87%; School Year 17-18 [Class of 2017] = 89%; School Year 18-19 [Class of 2018] = 91%; School Year 19-20 [Class of 2019] = 93%; School Year 20-21 [Class of 2020] = 95%)**

1. The percentage of first year freshmen leaving 9th grade with Algebra I credit will increase from 79% to 91% by the end of school year 2020. (Baseline data based on May 2016)
   a. Annual Targets:
      i. School Year 16-17 = 82%
      ii. School Year 17-18 = 85%
      iii. School Year 18-19 = 88%
      iv. School Year 19-20 = 91%

2. The percentage of first year 9th grade students earning 6 or more credits will increase from 79% to 88% by the end of school year 2020. (Baseline data based on May 2016)
   a. Annual Targets:
      i. School Year 16-17 = 80%
      ii. School Year 17-18 = 82%
      iii. School Year 18-19 = 85%
      iv. School Year 19-20 = 88%
Constraints & Constraint Progress Measures

C1: The superintendent shall not allow any campuses to not fully implement and maintain Professional Learning Communities.

1. In all 5 elements of the PLC Implementation Rubric, at least 80% of teams at each campus will achieve or maintain “Refinement” or “Internalized” and remaining teams will show annual growth by the end of school year 2020.
   a. Annual Targets:
      i. School Year 16-17 = 9
      ii. School Year 17-18 = 18
      iii. School Year 18-19 = 27
      iv. School Year 19-20 = 35

C2: The superintendent shall not allow adult convenience or preference to take priority over the academic progress of our students.

1. The percent of students in Improvement Required campuses will decrease from 21% to 0% by the end of the school year 2020. (Baseline established in 2016-2017 school year.)
   I. School Year 2017-2018 - 10%
   II. School Year 2018-2019 - 5%
   III. School Year 2019-2020 - 0%

2. The number of elementary assistant principals gaining in-role experience at complex campuses will increase from 17 to 23 by end of school year 2020.
   a. Annual Targets:
      i. School Year 17-18 = 19
      ii. School Year 18-19 = 21
      iii. School Year 19-20 = 23

C3: The superintendent shall not allow improvement Required or Formerly Improvement Required campuses to have a principal with fewer than two years in-role experience.

1. The number of improvement required or formerly improvement required campuses to have a principal with fewer than two years in-role experience will decrease from 2 to 0 by the beginning of school year 2020.
   a. Annual Targets:
      i. School Year 17-18 = 0
      ii. School Year 18-19 = 0
      iii. School Year 19-20 = 0