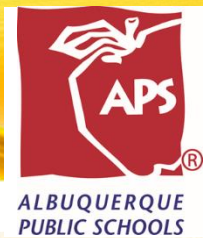


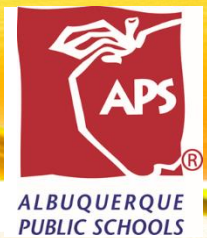
Student Outcomes Focused Governance

*Presenters: Yolanda Montoya-Cordova, Barbara Petersen,
and Josefina Domínguez*

Albuquerque Public Schools Board of Education



Student outcomes
don't change until
adult behaviors change.





Barbara Petersen
District 4

Peggy Muller-Azagon
District 2

Yolanda Montoya-Cordova
District 1

Courtney L. Jackson
District 7



**Student outcomes
don't change until
adult behavior changes.**



Effective School Board Governance Framework

WHY – School systems exist for one reason and one reason only: **To improve student outcomes**

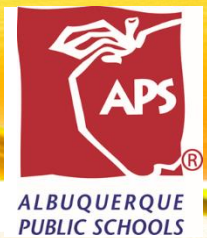
WHAT – The Council of the Great City Schools' Student Outcomes Focused Governance is a research-based framework that helps school boards deepen their focus on student outcomes.

Effective School Board Governance Framework

HOW - The framework focuses on five areas of school board behavior change that are presented through an implementation tool.

The most successful school boards are guided through implementation by a certified coach after attending a two-day orientation workshop.

5 Practice Areas For Effective School Boards



Focus Mindset

- Does the school board distinguish between adult inputs and student outcomes?
- Have school board members embraced that adult behavior change will need to begin with them?

Clear Priorities

The school board's work centers on the vision and values of the community to support what it wants its students to know and be able to do.

- Goals reflect the community's vision
- Guardrails honor the community's values

Progress Monitoring

- How will the school board know if the school system is improving and on track to meet its goals while honoring its guardrails?
- How will the school board know if the district needs to make a strategic pivot?

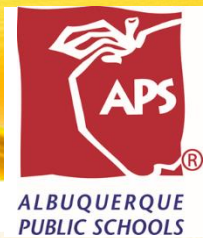
Align Resources

- How will the school board ensure that the community's Goals and Guardrails are the primary focus of resource allocation?
- How will the school board change its own behaviors to center the community's priorities in its own work?

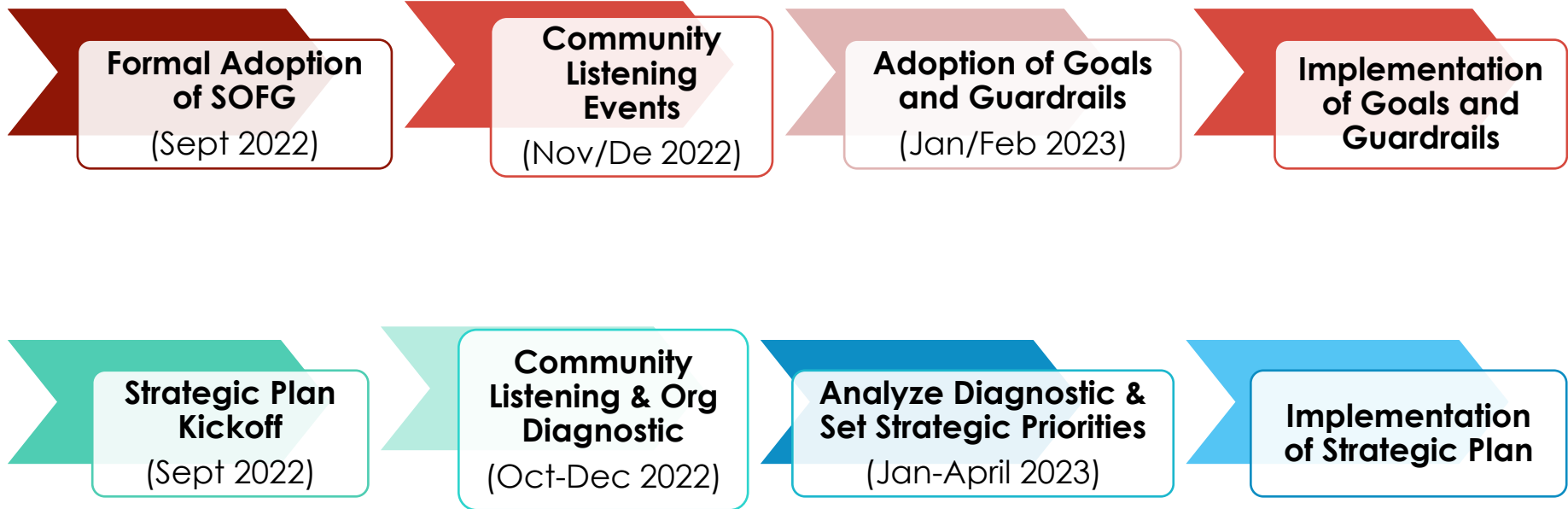
Communicate Results

- How will the school board update the community regarding the priorities?

Student Outcomes Focused Governance and the APS Board of Education



SOFG Timeline



The Board's goals identify **where** we are going as a system, and the strategic plan outlines **how** we will get there



Where we are going: The **Board Goals** identify what we are striving to achieve as a school system over the next five years so that all students are successful.



How we will get there: The **Strategic Plan** outlines the work we will carry out over the next five years in order to achieve the goals. It identifies four major priorities and an aligned set of initiatives for the district to implement, in partnership with schools.



The rules of the road: The **Guardrails** are implementation norms for how to effectively go about implementing the strategic plan.



Knowing how far we have gone: The interim goals and interim guardrails are measures to help us know if we are on track to achieve goals and working within the rules of the road.

APS Goals



Goal 1: Early Literacy

- The percentage of third-grade students identified in the Yazzie-Martinez decision plus African American students who demonstrate grade level proficiency or above on the state English Language Arts (ELA) summative assessment will increase from X in May 2023 to Y in May 2028. (Metric to be determined upon receipt of 2023 results from the state assessment but shall not be less than a 10-point increase over 5 years.)

Goal 2: Math Proficiency

- The percentage of eighth-grade students identified in the Yazzie-Martinez decision plus African American students who demonstrate grade level proficiency or above on the state mathematics summative assessment will increase from X in May 2023 to Y in May 2028. (Metric to be determined upon receipt of 2023 results from the state assessment but shall not be less than a 10-point increase over 5 years.)

Goal 3: Post-Secondary Readiness

- The percentage of high school graduates who earn credit in two or more Advanced Placement, International Baccalaureate, or Dual Credit courses, or earn an industry certification or Bilingual Seal, will increase from X in September 2023 to Y in September 2028.

Goal 4: Skills, Habits, and Mindsets for Life Success

- Increase the percentage of students who demonstrate the skills, mindsets, and habits most aligned to life success: perseverance, self-regulation, self-efficacy, and social awareness from X in 2023 to Y in 2029 as measured by an evidence-based and aligned tool.



GOALS AND GUARDRAILS



GOAL 1

The percentage of third-grade students identified in the Yazzie-Martinez decision plus African American students who demonstrate grade level proficiency or above on the state English Language Arts (ELA) summative assessment will increase from X in May 2023 to Y in May 2028. (Metric to be determined upon receipt of 2023 results from the state assessment but shall not be less than a 10-point increase over 5 years.)



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The percentage of eighth-grade students identified in the Yazzie-Martinez decision plus African American students who demonstrate grade level proficiency or above on the state mathematics summative assessment will increase from X in May 2023 to Y in May 2028. (Metric to be determined upon receipt of 2023 results from the state assessment but shall not be less than a 10-point increase over 5 years.)



GOAL 3

The percentage of high school graduates who earn credit in two or more Advanced Placement, International Baccalaureate, or Dual Credit courses, or earn an industry certification or Bilingual Seal, will increase from X in September 2023 to Y in September 2028.



GOAL 4

Increase the percentage of students who demonstrate the skills, mindsets, and habits most aligned to life success: perseverance, self-regulation, self-efficacy, and social awareness from X in 2023 to Y in 2028 as measured by an evidence-based and aligned tool.



ALBUQUERQUE PUBLIC SCHOOLS



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APS Guardrails



Guardrail 1: Wraparound Support Systems

- The superintendent will not allow the district to operate with inequitable distribution of school and/or community-based wraparound and support systems.

Guardrail 2: Equity

- The superintendent will not allow resources to be allocated inequitably.

Guardrail 3: High-Quality Curriculum and Instruction

- The superintendent will not allow curriculum and instruction that is not district and standards-aligned, challenging, culturally and linguistically responsive, and differentiated to meet the academic needs of all students.



Guardrail 4: Voice and Engagement

- The superintendent will not exclude parent/legal guardian, student, and community voice and engagement in school and district operations.

Guardrail 5: Staff Support

- The superintendent will not implement programs or procedures in schools without staff voice, high-quality professional development, and essential material and human resources.



GOALS AND GUARDRAILS



GUARDRAIL 1

The superintendent will not allow the district to operate with inequitable distribution of school and/or community-based wraparound and support systems.



GUARDRAIL 2

The superintendent will not allow resources to be allocated inequitably.



GUARDRAIL 3

The superintendent will not allow curriculum and instruction that is not district and standards-aligned, challenging, culturally and linguistically responsive, and differentiated to meet the academic needs of all students.



ALBUQUERQUE PUBLIC SCHOOLS



GUARDRAIL 4

The superintendent will not exclude parent/legal guardian, student, and community voice and engagement in school and district operations.



GUARDRAIL 5

The superintendent will not implement programs or procedures in schools without staff voice, high-quality professional development, and essential material and human resources.



ALBUQUERQUE PUBLIC SCHOOLS

11-Month SOFG Implementation Timeline



Board Self Evaluation

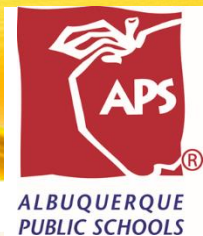
BOARD QUARTERLY SELF-EVALUATION TEMPLATE						
<i>Please make a copy of this Google Sheet for your own use. Instructions may be found here.</i>						
Current Date	4.19.23		Votes For/Against	Unanimous Approval		
	Past	Present	Future Expectations			
	Baseline	January - March*	April - June*	July-September*	October - December*	Total Possible
Vision & Goals	0	0	35	35	35	35
Values & Guardrails	0	0	15	15	15	15
Monitoring & Accountability	0	0	0	0	10	30
Communication & Collaboration	0	0	0	1	1	10
Unity & Trust	0	0	0	5	5	5
Continuous Improvement	0	0	0	0	5	5
Total	0	0	50	56	71	100

Opportunity to Adopt a Statewide Framework

For more information:

<https://studentoutcomesfocused.org/>

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Thank You!

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