

**2023 ANNUAL CONVENTION  
SATURDAY DECEMBER 2, 2023**

**How Your Board can govern to the full extent of its  
authority to improve student achievement**

**Presented by  
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Board President, Grants Cibola County Schools**

# ACCOUNTABILITY

- While Budget Control is still the bedrock of local school district governance, just paying the bills and getting through the budget process is not enough.
- PED Secretary – Accountability Memorandum (November 2023)
  - PED will work as your partner to ensure student success
  - PED will direct you on what to do and hold you responsible if it fails
- Student Data
  - Your Board needs to know it in public
  - Your Board needs to understand it in public
  - Work with your educational professionals (Superintendent & Administration) to fix it.
  - Put the money on what will or you expect to work to improve student outcomes

# LOCAL CONTROL/PED CONTROL

- PED Plenary and Exclusive Control
  - You operate within the area allowed by the PED
  - “subject to the rules of the Department” - know PED’s expectations
    - Superintendent is also “subject to the rules of the department” --PED may be directing him/her
  - Meet the requirements of the PED
    - Let them know your student data and ask for permission to do what you think is best
- There is still Local Control
  - You control curriculum and instruction when it is not a State-wide requirement for federal funding
  - Superintendent will be the educational expert and implement the educational policies and strategic plan of the Board to meet agreed to expectations

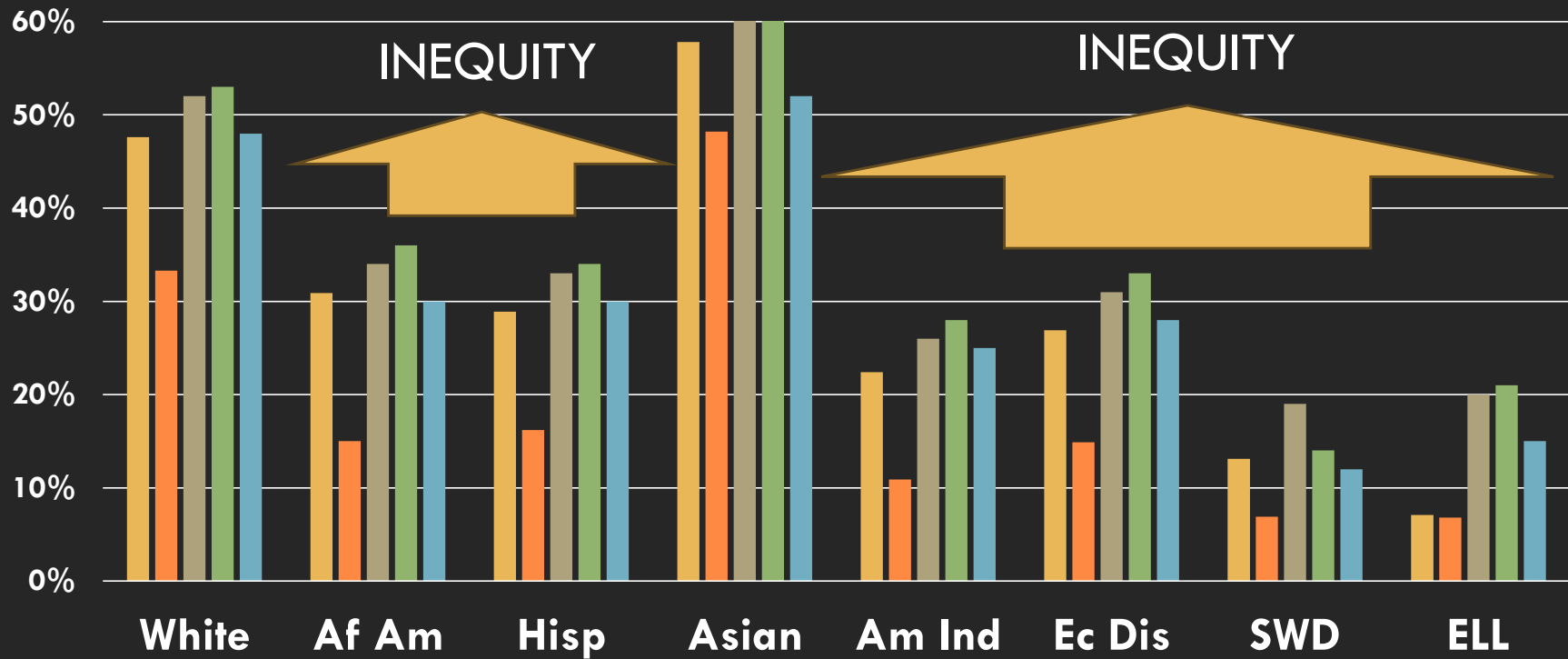
# WALKING THE LINE

- PED
  - Advocate for your students and their local needs
  - Advocate for your programs for student success
- PARENTS/STAKEHOLDERS
  - They hold you responsible locally, and the PED responsible for Statewide matters
  - You are the most accessible and the expectation is on the Board
  - Discord breeds suspicion and perception becomes reality
  - The Old Way – hold Superintendent responsible (new one every three years)
    - You need the Superintendent to administer academic success
    - Make you look good as a Board
    - Partnership/long term relationships

# STATEWIDE ELA

## PERCENT PROFICIENT

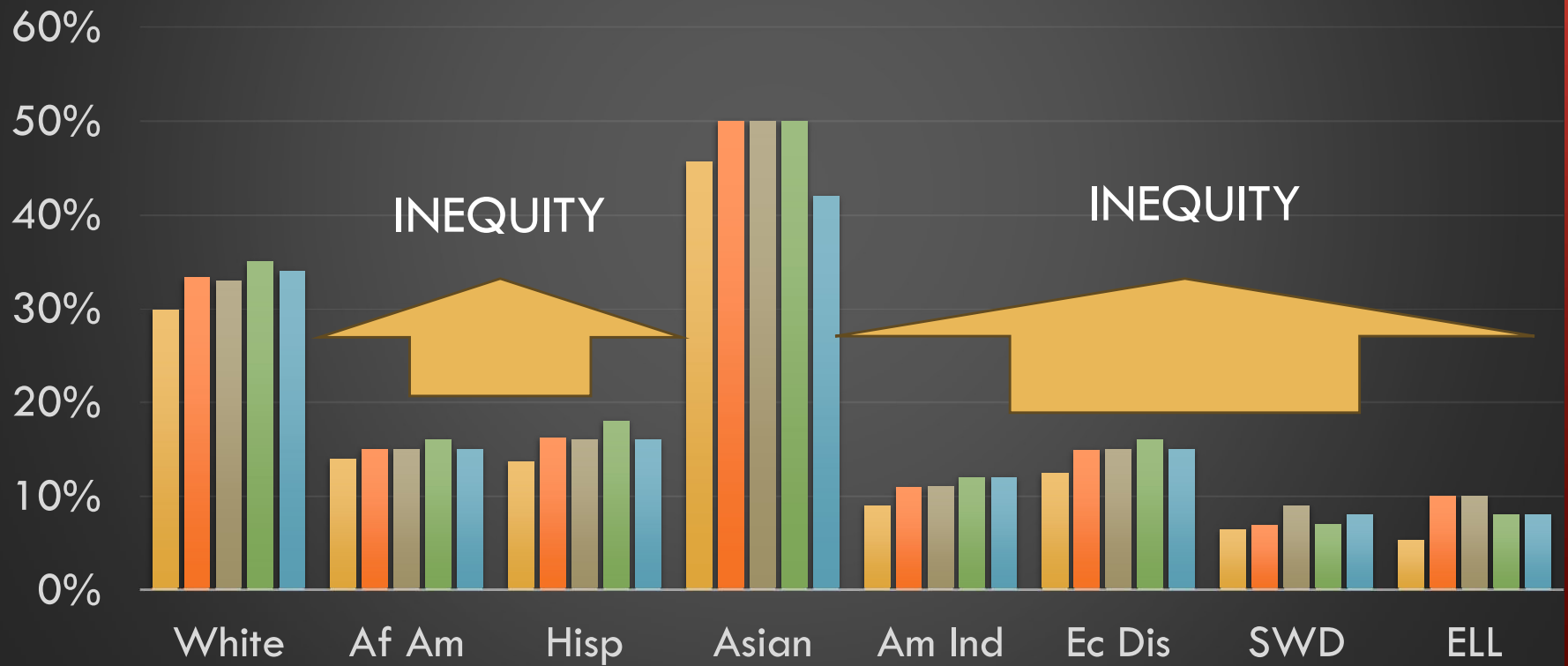
■ 2015 ■ 2016 ■ 2017 ■ 2018 ■ 2019



# STATEWIDE MATHEMATICS

PERCENT PROFICIENT

2015 2016 2017 2018 2019



# One Way towards Equity in School...

## EQUITY FOCUS, CULTURE, HERITAGE -SEL/CLRE

The District is committed to achieving the intended academic results for all students and will accomplish this through:

1. Rigorous implementation of a standards based District Learning Plan.
2. Student Performance-Work Product based analyses identifying any pattern of disproportionate outcomes that be related to subgroup characteristics.
3. PLC driven identification of learning factors affecting student standards performance such as school language ability-ELL, Disability, Economic Disadvantaged, attendance, SEL, Gifted and talented.
4. PLC inclusion of interventions and pedagogy that respond and connect learning to all students' cultural and linguistic heritage/CLRE.

We begin with...

# BOARD GOVERNANCE (POLICY BASED)

- A FOUNDATIONS AND BASIC COMMITMENTS
- B **SCHOOL BOARD GOVERNANCE AND OPERATIONS**
- C GENERAL SCHOOL ADMINISTRATION
- D FISCAL MANAGEMENT
- E SUPPORT SERVICES
- F FACILITIES DEVELOPMENT
- G PERSONNEL
- H NEGOTIATIONS
- I INSTRUCTIONAL PROGRAM
- J STUDENTS
- K SCHOOL - COMMUNITY RELATIONS
- L EDUCATION AGENCY RELATIONS



GOVERNANCE  
NOT  
MANAGEMENT

*“These comprise the standard business of the Board and can dominate agendas. Shifting to student focus requires beginning the the fundamentals....”*



<b>VISION HIGH EXPECTATIONS</b>	<b>1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision</b>
<b>SHARED BELIEFS AND VALUES</b>	<b>2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.</b>
<b>ACCOUNTABILITY DRIVEN Student Achievement vs Operations</b>	<b>3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.</b>
<b>STAKEHOLDER RELATIONSHIPS</b>	<b>4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.</b>
<b>DATA SAVVY</b>	<b>5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.</b>
<b>ALIGN AND SUSTAIN RESOURCES</b>	<b>6. Effective school boards align and sustain resources, such as professional development, to meet district goals.</b>
<b>UNIFIED TEACH SUPERINTENDENT AND BOARD</b>	<b>7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.</b>
<b>BOARD LEARNING TO IMPROVE</b>	<b>8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.</b>

# FUNDAMENTALS OF STUDENT FOCUSED GOVERNANCE

Back to the Basics....

**VISION**

**What do we aspire for our students?**

**GOALS**

**What measurable targets/outcomes will  
achieve our aspirations?**

**CURRICULUM/  
INSTRUCTION**

**What shall the students know and be able to do  
and how will this be accomplished?**

**EVALUATION**

**How will we know the students will have learned  
it? What will be done if they do not learn it? What  
will be done if they have learned it?**

# SETTING STUDENT ORIENTED GOALS

Goal 1: Foster Student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

Goal 2: Instill excellence in teaching and leadership

Goal 3: Create a school climate and environment that is safe, supportive, inclusive, and respectful.

Goal 4: Engage our diverse families and communities in student success.

## To operationalize the fundamentals

VISION

GOALS

CURRICULUM/  
INSTRUCTION

EVALUATION



Determine the  
Student Need

Equity  
Disparities

Cultural  
Responsiveness,  
Social Emotional  
Learning

## SETTING STUDENT ORIENTED GOALS

# STRATEGIC PLAN

**Goal 1:** Foster Student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

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**Goal 4:** Engage our diverse families and communities in student success.

## BUDGETING APPROACHES

Account Code-Line Item Budgeting

Site Based Budgeting

Zero Based Budgeting

Performance Based Budgeting

Goal Based Student Outcome Budgeting

# Can school budgets reflect District Goals ?

## District Goals

**Goal 1:** Foster Student excellence and academic achievement with a curriculum that recognizes our cultural diversity.

**Goal 2:** Instill excellence in teaching and leadership

**Goal 3:** Create a school climate and environment that is safe, supportive, inclusive, and respectful.

**Goal 4:** Engage our diverse families and communities in student success.

**Budget allocations should be based upon data or evidence relating to the academic performance of the students and the effectiveness of the programs**

**Budgets are the basis for the expenditure side of the District and reflect the goals and objectives driven by the Educational Plan for Student Success**

**Current operations should be evaluated as to their effectiveness in attaining the developed goals and objectives.**

**Equitable distribution of resources provided by the budget can enable at risk students to achieve individual and organizational goals.**

Two tools through which the Board  
empowers its student outcomes focused  
governance

**SUPERINTENDENCY**  
Team work for Systems Change



Contractual Expectations  
Performance Evaluation  
Professional Growth

**BOARD'S  
POWER OF THE PURSE**



Budget Development  
Review and  
Approval

**GOVERNANCE and  
MANAGEMENT  
STUDENT OUTCOMES MINDSET**

**What do students need to know, understand, and be able to?**

**How will we know if they have learned it?**

**What will we do when students do not learn it?**

**What will we do when students learn it?**



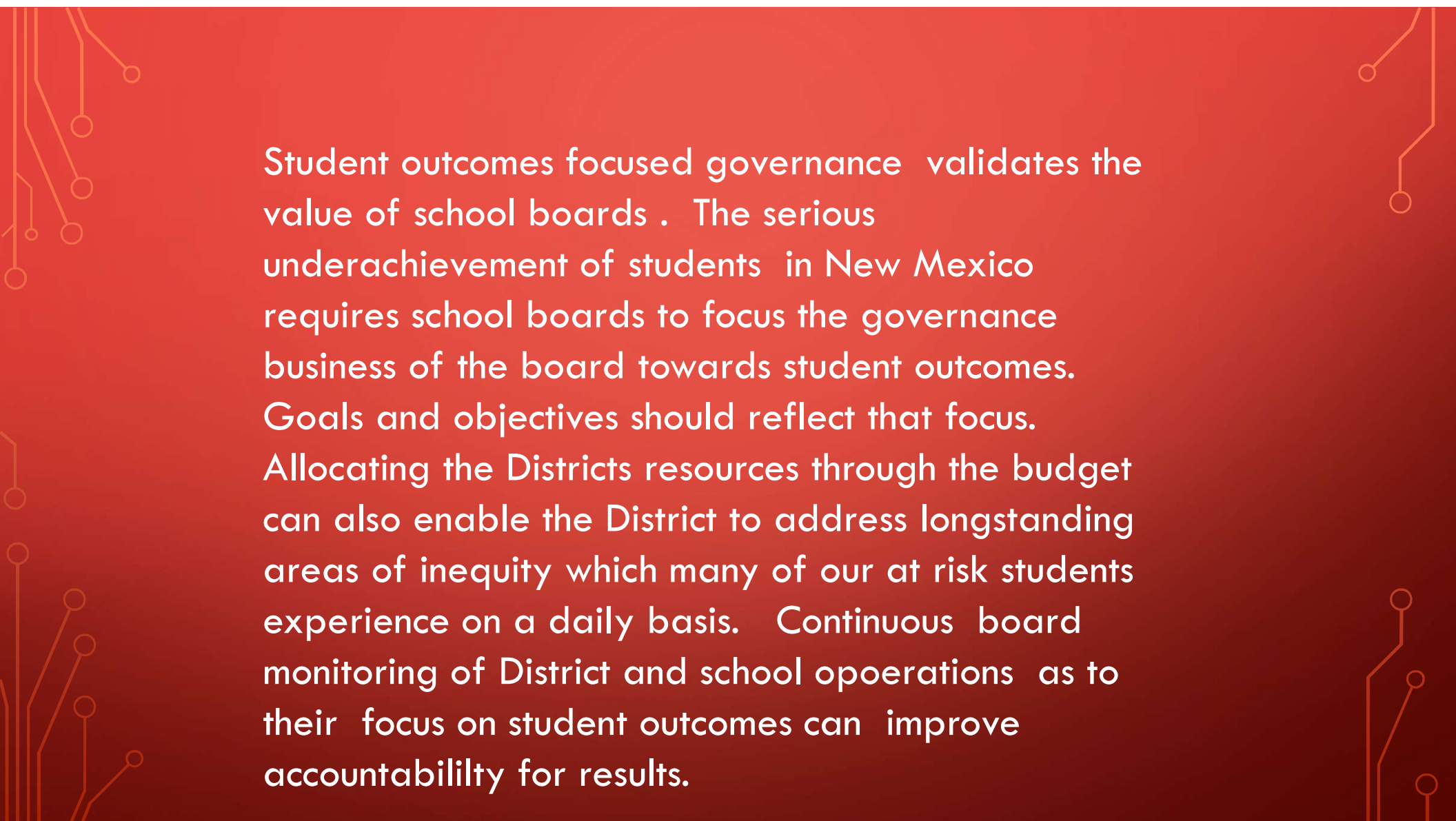
## GCCS Board Meeting agenda

### PRESENTATIONS

- A. Q1 Data Report: ELA and Math; At Risk Data, attendance, District Learning Plan Implementation, etc. Disaggregated by schools, at-risk subgroups, tribes, and ethnicity with discussion on interventions and enrichment (Apply PLC 4 Essential Questions in discussion).
- B. Reports on individual school progress by GHS, LA Midschool, Los Alamitos Middle School. (Dash Plans, 9<sup>th</sup> graders. Respond to questions using the PLC 4 Essential Questions.

# CONTINUOUS MONITORING OF STUDENT OUTCOMES

DuFour PLC 4 Essential Questions	AUGUST BOY	SEPT	OCT Q1	NOV	DEC	JAN Q2	FEB	MAR	APR Q3	MAY	JUNE/JULY EOY
<b>CURRICULUM</b> What did students need to know, understand and be able to do?	Curriculum Plan Presentation ELA MATH CLR SEL Gifted Spanish/Indigenous Language CTE Other	<p>Monthly Learning Plan Report</p> <p>Report on Instruction of Intended Curriculum</p> <p>Quarterly Report on Intended Curriculum</p> <p>Mid Yr Report on Intended Curriculum</p> <p>Professional Development Program</p> <p>The Board obtains evidence that a <u>systematic</u> delivery of all intended curriculum (standards, etc) is being delivered with rigor and integrity.</p> <p>If there are problems with the curriculum changes should be made so as to provide students with the learning necessary for achieving proficiency.</p>									Completion of Curriculum Plan. Curriculum Modifications
<b>ASSESSMENT</b> How will we know if they have learned it?	Assessment Plan	<p>Assessment Report</p> <p>Mid-year Assessment Report</p> <p>The Board will be informed on the plans for assessing student learning of the curriculum for all students.</p> <p>Students identified with learning difficulties, attendance, discipline, etc., will be monitored</p>									Student EOY Data Disaggregated Assessment Report
<b>INTERVENTION</b> What will we do when students don't learn it?	Intervention Plans for BOY At risk students	<p>Intervention Progress</p> <p>Monthly Intervention Plan Report</p> <p>Mid-Year Intervention Progress</p> <p>Quarterly Intervention Progress</p> <p>The Board will be informed on progress made by students identified as "at risk" or any other factor that may affect learning. Intervention plans will be reported on.</p>									EOY Evaluation on Equity Disparities: Change in at risk population.
<b>ENRICHMENT</b> What will we do when students do learn it?	High Performing students profile and Plan	<p>Monthly Enrichment Plan Report</p> <p>Quarterly Enrichment Progress Plan</p> <p>Mid Year Enrichment Progress</p> <p>The Board will be informed on academic progress made by students identified as gifted or advanced.</p>									EOY Enrichment Progress Evaluation



Student outcomes focused governance validates the value of school boards . The serious underachievement of students in New Mexico requires school boards to focus the governance business of the board towards student outcomes. Goals and objectives should reflect that focus. Allocating the Districts resources through the budget can also enable the District to address longstanding areas of inequity which many of our at risk students experience on a daily basis. Continuous board monitoring of District and school operations as to their focus on student outcomes can improve accountability for results.

# QUESTIONS



# CONTACT INFORMATION



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