



Socorro Consolidated Schools Student Outcomes Focused Governance

Empowering Every Path. Inspiring Every Future.

The Journey of Student Outcomes Focused Governance



SOFG FRAMEWORK: the anatomy of a strategic plan



The Core Framework

Mission

Socorro Consolidated Schools' mission is to improve student outcomes through high quality instruction and meaningful opportunities in a supportive, collaborative environment. Each and every student is empowered to thrive and shape their own path.

**Empowering Every Path.
Inspiring Every Future.**

Vision

Empowering all students to discover their passion, adapt to change, forge their life path, and confidently contribute to their community.

Trust

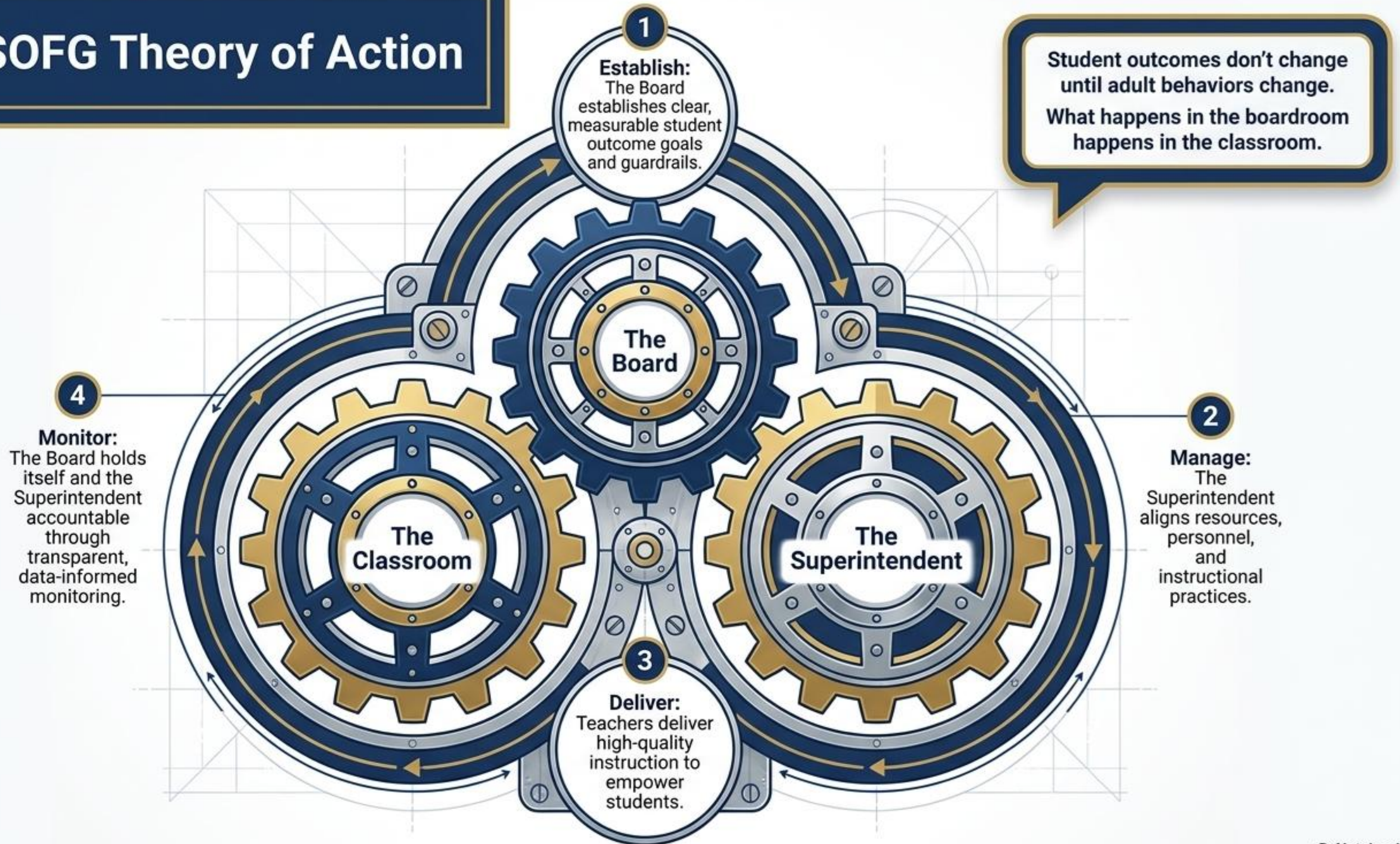
Service

Collaboration

Accountability

Integrity

The SOFG Theory of Action



Defining Student Outcomes: Our 2029 Targets



Goal 1: Literacy

50%

Proficient or Advanced in
3rd-Grade Reading
(NMMSSA).

(Increasing from 39%
baseline in Spring 2024).



Goal 2: Numeracy

40%

Proficient or Advanced in
6th-Grade Math
(NMMSSA).

(Increasing from 14%
baseline in Spring 2024).



Goal 3: Post-Secondary Readiness

70%

High School Graduates
earning industry certs, dual
credit, AP, or bilingual seals.

(Increasing from
50.4% baseline).

Protecting Our Values: The 3 Guardrails

Student Engagement and Well-Being

The environment must support social-emotional needs. **Increase students reporting they are a valued member of the community to 52%.**

Whole Child Focus

Extracurriculars and curriculum must offer a balanced focus on academics, arts, career pathways, athletics, and exploration.

Collaboration and Community Engagement

Major program or resource allocation decisions cannot be made without adequate input from the board, staff, parents/guardians, and the community.

The Governance Shift: Governing vs. Managing

The Board

GOVERNS (Decides the WHAT)

Spends at least 50% of time on student outcomes.

Establishes vision and priorities

Adopts Policy

Approves Budget

Monitors Progress via data

Evaluates the Superintendent

The Superintendent

MANAGES (Decides the HOW)

Focuses on conditions for improved outcomes.

Executes Board priorities

Develops Administrative Procedures

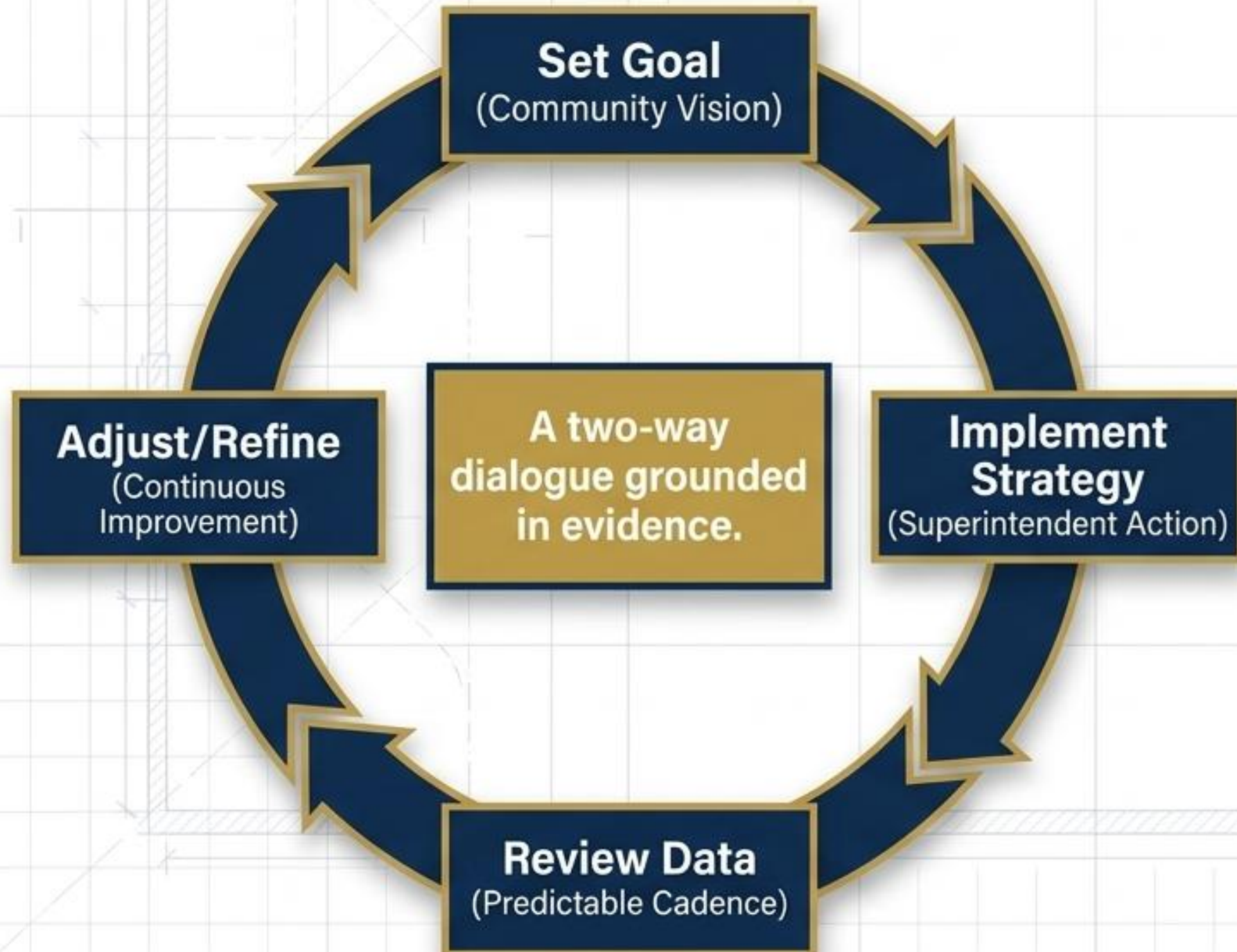
Prepares Budget

Assigns and supervises all personnel

Shares student data transparently

The Board sets the destination. The Superintendent charts the path

The Accountability Engine: Progress Monitoring



Focus on Strategy, Not Blame

Lack of growth is only catastrophic if there are no aggressive strategies in place to fix it.

Avoid "Gotcha Governance"

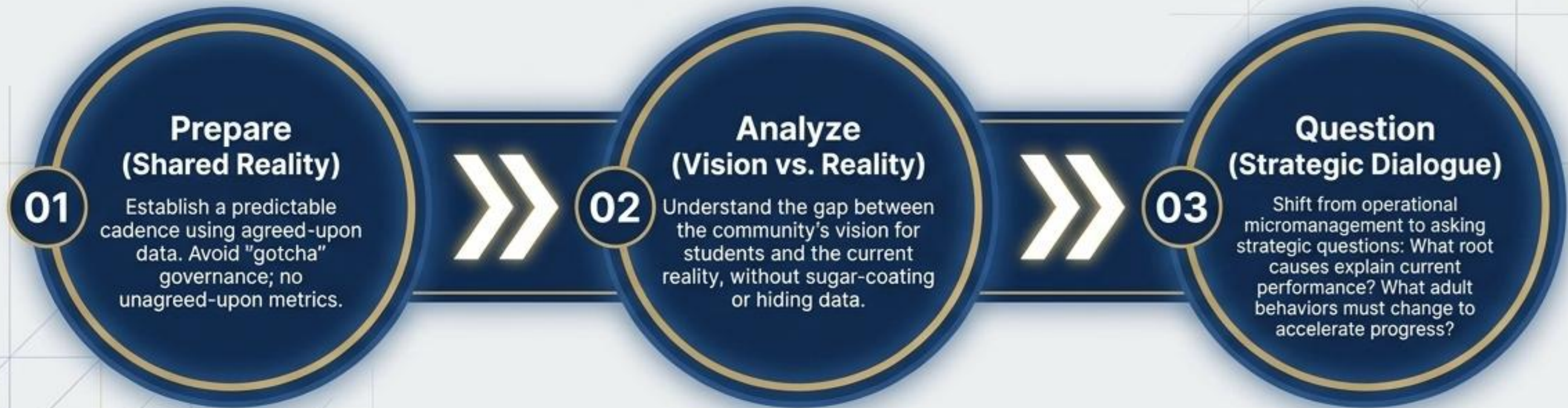
No surprise data requests; questions submitted in advance.

Prevents "Silver Bullets"

Stops frequent program changes by requiring disciplined alignment.

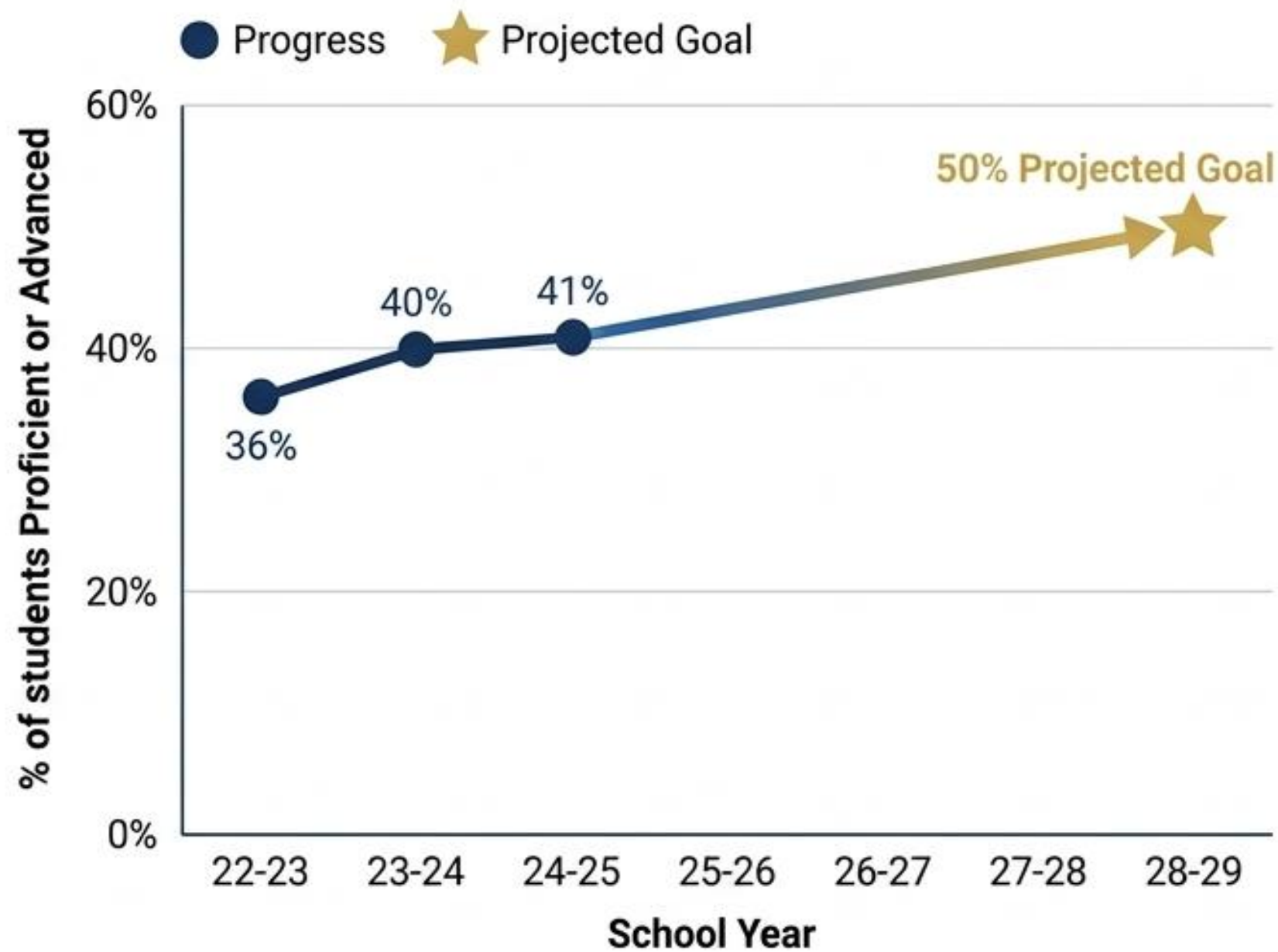
The Anatomy of Effective Monitoring

Lack of growth is only catastrophic if the Superintendent does not have aggressive strategies in place.



SYSTEM INITIALIZING... MONITORING PROTOCOLS ENGAGED

Data in Action: Monitoring Goal 1 (Literacy)



The Data

We achieved a 4.7 percentage point increase leading into our baseline year, operating at an accelerated pace toward the 50% target.

Strategic Insights

The Board uses this data to identify key subgroup gaps to inform precise instructional support without micromanaging the methods.

Subgroup Diagnostic: Uncovering the Equity Gaps

Disability Status (SWD)



The Largest Gap: A significant achievement gap exists, exacerbated by changing assessment standards.

ELL Status



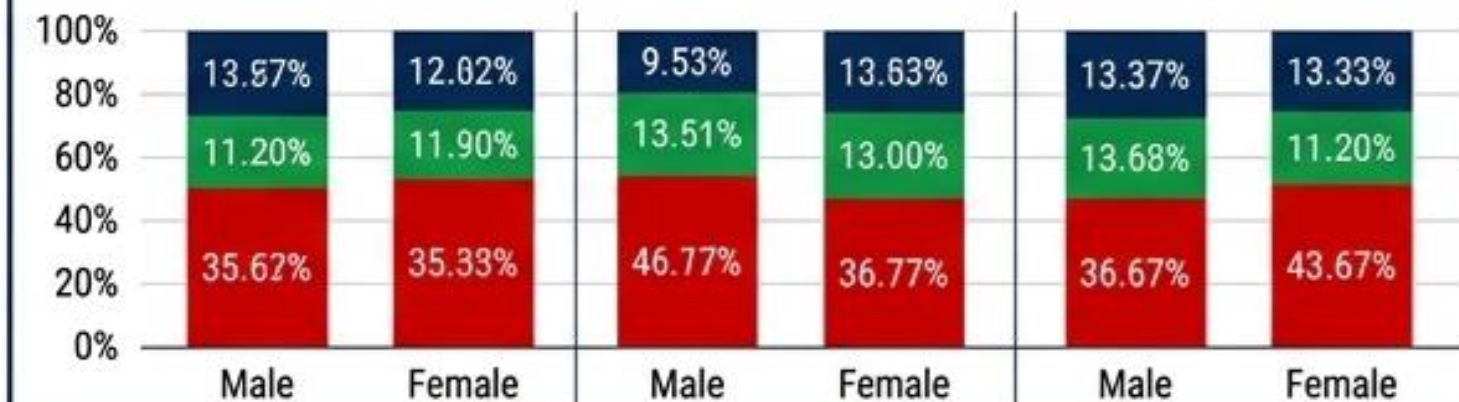
Novice Concentration: A disproportionately high percentage of ELL students are stuck at the 'Novice' level.

Economic Status



Persistent Disparity: In 24-25, 28% of Economically Disadvantaged Students were Proficient/Advanced vs 35% of non-EDS.

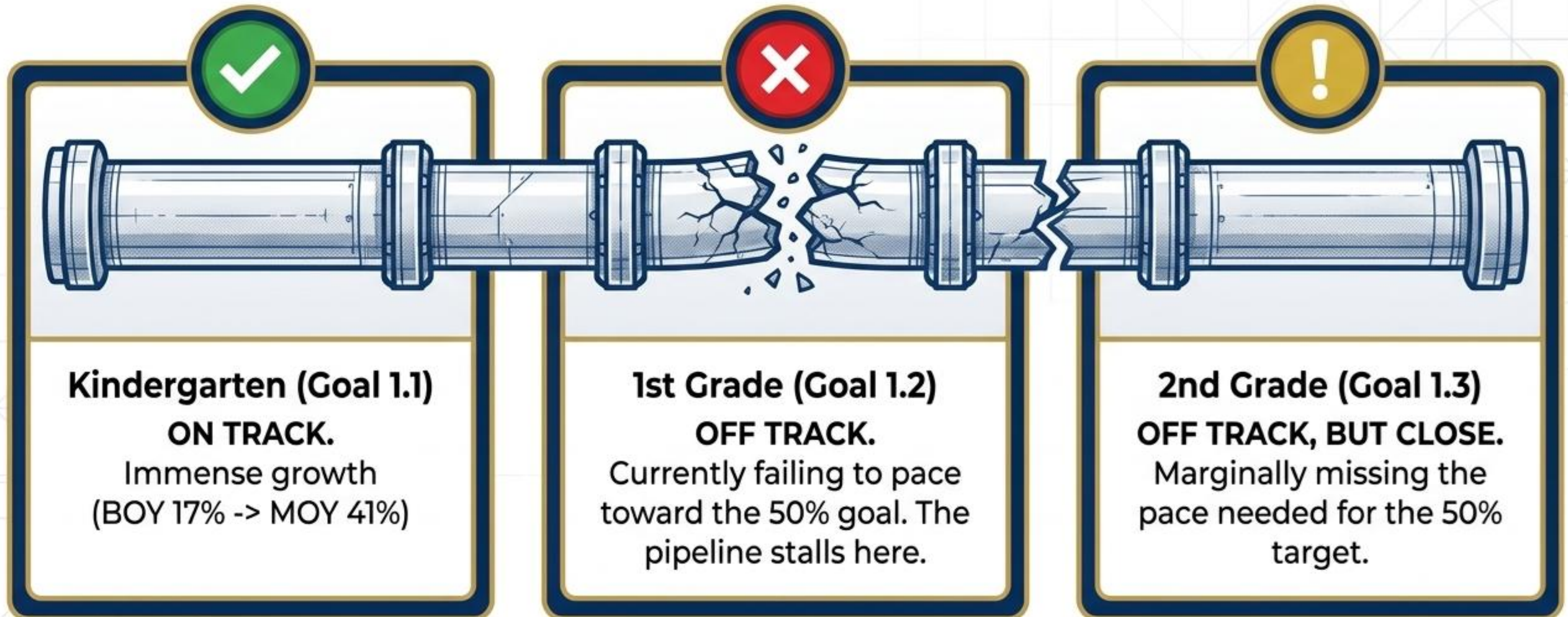
Gender



Inconsistent Disparity: Data reveals inconsistent performance gaps between male and female students across the three-year trend.

The K-2 Pipeline: Interim Measures (Goals 1.1, 1.2, 1.3)

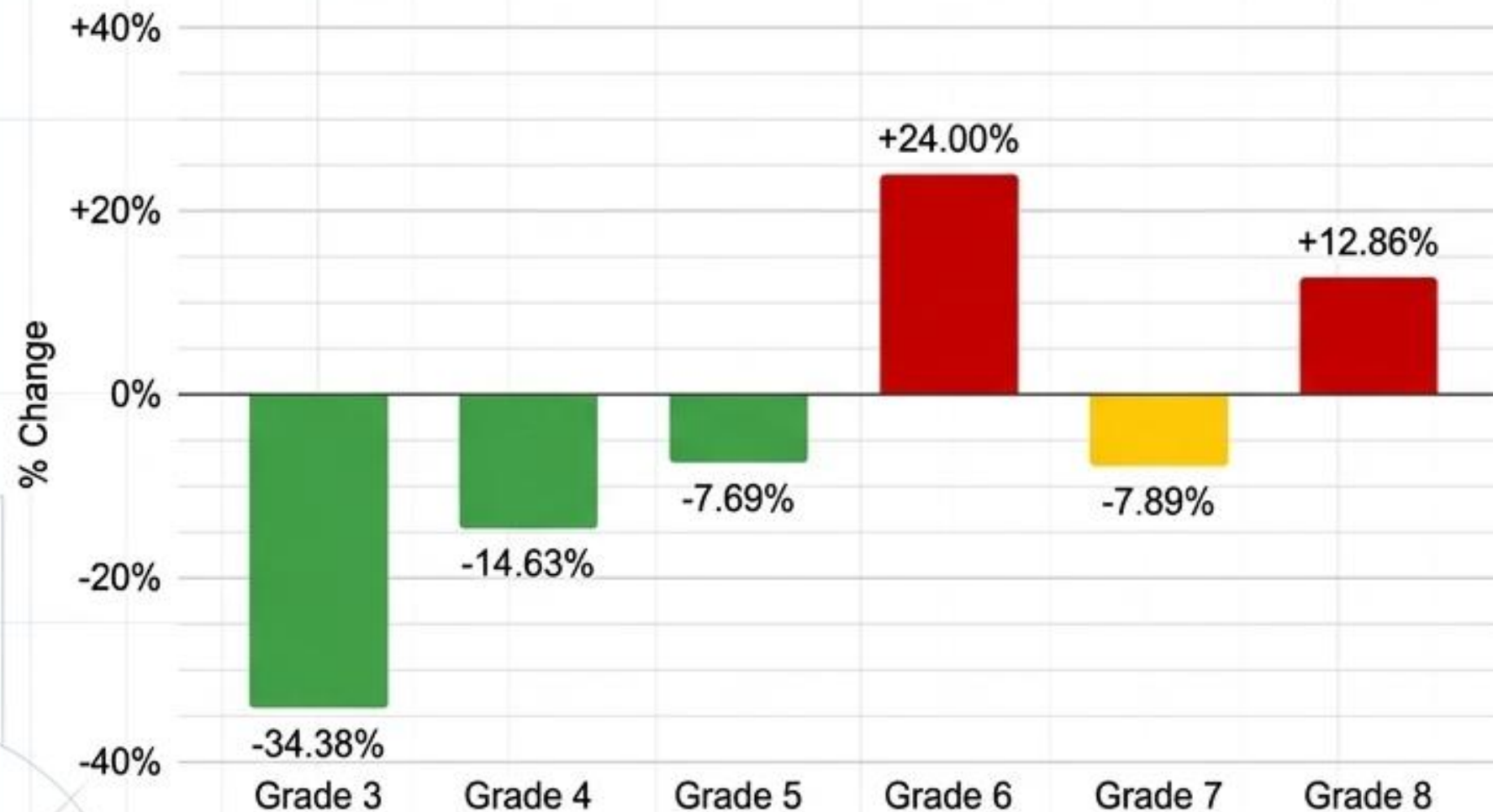
Ambitious K-2 goals to hit 50% proficiency by EOY.



Grades 3-8 Intervention: Reducing “Needs Support” (Goal 1.4)

Target: Decrease percentage of students identified as “needing support” in Reading by 35% from BOY to EOY.

% Change in students identified as “Needing Support” in Reading from BOY to MoY



The Wins:

- Grade 3 successfully reduced “needs support” population by 34.38%.
- Grades 4 and 5 also saw reductions.



The Warning Signs:

- Middle school grades experienced an increase in students needing support (Grade 6 jumped 24%; Grade 8 jumped 12.86%).

The Epitome of Effective Progress Monitoring

Strategic Dialogue - DO THIS

- ✓ Do your homework and submit technical/tactical questions a week in advance.
- ✓ **Come prepared** with 3-4 strategic questions regarding root causes and gaps.
- ✓ Focus on understanding the past to guide future strategies.
- ✓ Table reports that are missing required data elements.

Gotcha Governance - NOT THAT

- ✗ Do not request "new data" or unagreed-upon reporting formats during the meeting.
- ✗ Do not ask questions unrelated to the specific report at hand.
- ✗ Do not offer operational advice or air personal opinions on superintendent strategies.
- ✗ Do not focus heavily on technical/tactical minutiae during the session.

System Insights & Required Adult Behaviors

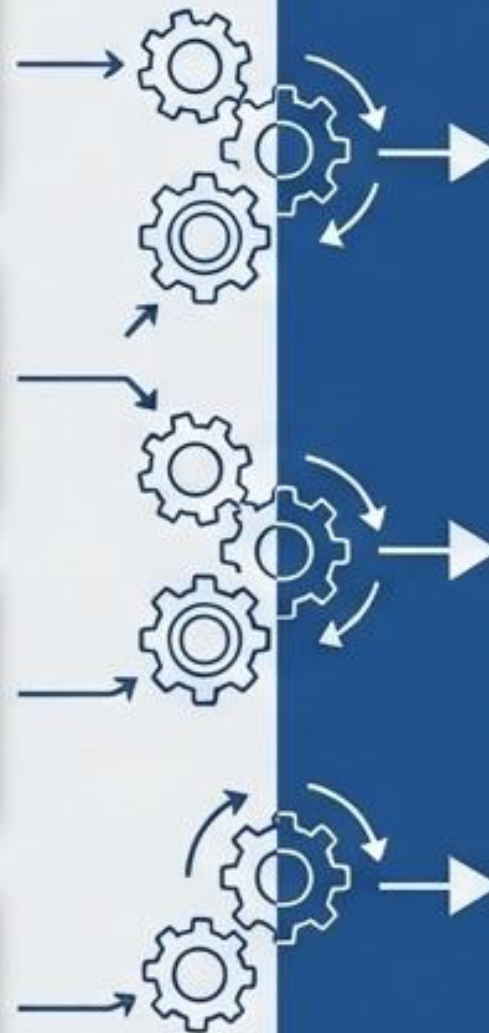
System Insights (What the Data Tells Us)

Overall trajectory is positive.

1st-grade pipeline is a critical failure point.

Middle school interventions are ineffective at stopping regression.

SWD assessment shifts exposed severe realities.



Strategic Questions (How the Board Responds)

What specific adult behaviors and instructional strategies must change to accelerate 1st-grade growth?

How are we reallocating resources to address the spike in middle school reading intervention needs?

What evidence supports the new strategies to close SWD and ELL gaps?

SOFG Monitoring Calendar: The Predictable Cadence



Monthly

Dedicated SOFG Progress Monitoring
(Goals 1-3 & Guardrails 1-3 rotating).



Quarterly

Board Self-Evaluations and Superintendent
Evaluations strictly tied to data.



Strategic Touchpoints

Community Town Halls and Board Retreats
built permanently into the schedule.



Monitoring reports are **NEVER**
placed on a consent agenda.

SOFG Monitoring Calendar



Goal Rule:

Each goal is scheduled to be monitored at least two times throughout the year.



Guardrail Rule:

Guardrails monitored at least one time per year.



Agenda Rule:

Monitoring reports are NEVER placed on a consent agenda.

September:

Guardrail 1: Student Engagement and Well-being

October

Goal 1: Literacy Monitoring + Parent Education event.

November:

Goal 2: Numeracy

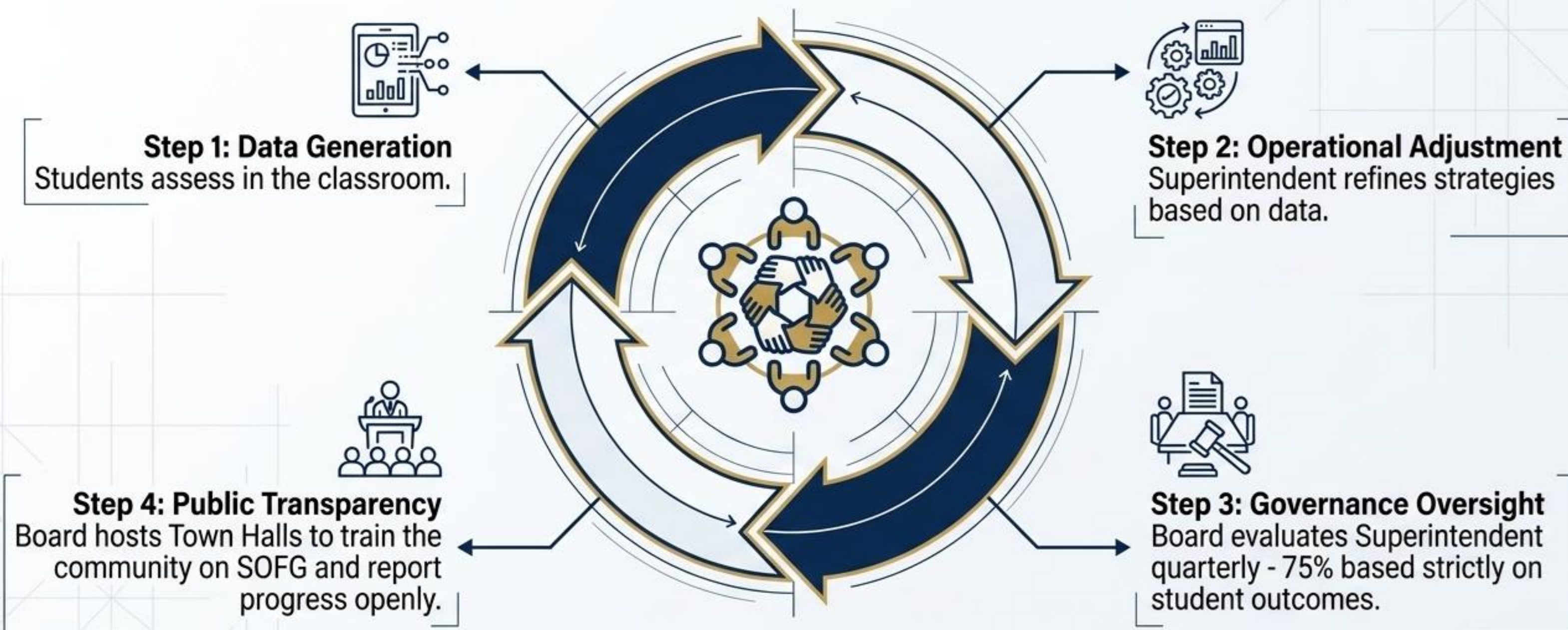
December:

Guardrail 3: Collaboration and Community Engagement

Socorro Consolidated Schools
SOFG Monitoring Calendar - Board Approved (6/29/2026)
2026-27

Board Meeting Date	SOFG Progress Monitoring	Board Self-Evaluations	Superintendent Evaluation (Week Of)	Community Outreach & Community Engagement Events	Comments
Retreat June 1-3, 2026					Progress Monitoring, Board Governance and Board Training on Technical, Tactile and Strategic Questioning
7/20/2026	Guardrail 3: Collaboration and Community Engagement		1-		Superintendent Report on Community Input and Engagement: CYFD and Right-Sizing
8/17/2026	Goal 3: Post Secondary Outcomes	Board Self-Evaluation			Report on EOY 25-26 for Goal 3- Number of Programs of Study for a Level 3 completer, AP, Dual Credit Bilingual Seal, Certifications and Completer Courses disaggregated by student groups.
9/21/2026	Guardrail 1: Student Engagement and Well-being Site Leaders: 90 day Plans			Board Town Hall	Report on EOY Attendance and Panorama Data- Daily and Chronic, Attendance Plan, Attendance Grant, and process for measuring engagement
10/19/2026	Goal 1: Literacy		2-	Parent Education/Engement co-host with SCOPE, ORC and	Report on Goal using NMMSSA and Interims using EOY-BOY Amira ISIP and iMSSA disaggregated by student groups
11/16/2026	Goal 2: Numeracy				Report on Goal using NMMSSA and Interims using EOY-BOY Amira ISIP and iMSSA disaggregated by student groups
12/14/2026	Guardrail 3: Collaboration and Community Engagement				Superintendent Report on Community Input and Engagement: Cell Phone Policy Implementation, Community input in Graduate Profile Update and Input in Critical Response Plan.
1/18/2027	VISTA Designations		3-	Parent Meetings: Title I - Annual Meeting & Vista Designations	School Designations, Graduation Rate, Growth for Numeracy & Literacy, Science, CTE
2/15/2027	Goal 1: Literacy Site Leaders: Spring 90 day plans	Board Self-Evaluation			Report on Interims using EOY-BOY Amira ISIP and iMSSA disaggregated by student groups
3/8/2027	Goal 2: Numeracy				Report on Interims using EOY-BOY Amira ISIP and iMSSA disaggregated by student groups
4/19/2027	Guardrail 3: Collaboration and Community Engagement		4-		Superintendent Report on Community Input and Engagement
5/17/2027	Goal 3: Post Secondary Outcomes District Employee Recognitions/Celebations				Report on End of Semester 1 for Goal 3- Number of Programs of Study for a Level 3 completer, AP, Dual Credit Bilingual Seal, Certifications and Completer Courses disaggregated by student groups.
Tentively June 8-10, 2027 Board Retreat					
6/28/2026	Guardrail 2: Whole Child and Guardrail 3: Collaboration and Community Engagement				Secondary Leader report on Whole-child data Approval for EOY BARS

Community Accountability & The Path Forward



Progress monitoring is not a one-time event; it is our continuous commitment to ensuring every student is empowered to thrive.

The Engine of Strategic Work: Professional Learning Communities

PLCs drive the 4 Core Drivers: Standards-Aligned Instruction, Tiered Support, Varied Assessments, and Data-Informed Practices.

Q1

What do we expect students to learn?
(Clarity on standards)

Q2

How will we know when they have learned it?
(Data & assessment)

Q3

How will we respond when they haven't learned it?
(Targeted intervention)

Q4

How will we extend learning for those who have?
(Rigor & enrichment)

Not a meeting, but a mindset.

Superintendent Evaluation



75% – Progress toward Board-Adopted Student Outcome Goals

Evaluation Protocol

-  Enforces a strict quarterly review process, abandoning the outdated annual review.
-  Evaluation operates as a continuous micro-assessment loop.
-  Goals are rigorously rated on a 1-4 scale (Ineffective to Highly Effective).

25% - Board and Community Relations

A. Board Relations

The superintendent provides leadership to accomplish the Board's goals and actively communicates progress on those goals to all members of the Board. The superintendent works effectively with the Board to formulate district policy, defining mutual expectations of performance with the Board and demonstrating good school governance to the Board. The superintendent works effectively with the Board to administer all policies established by the Board.

Performance indicator: Effectively communicates with all members of the Board

Anticipates/Communicates events which may require Board awareness and attention

Effectively prepares Board Members for all Board meetings

Recommends appropriate policy issues to the Board for their consideration

Supporting Evidence and Observations by Board Members:
Summative Rating (select one): ☐ 1 Ineffective ☐ 2 Developing ☐ 3 Effective ☐ 4 Highly Effective

- ☐ **1 Ineffective**
- ☐ **2 Developing**
- ☐ **3 Effective**
- ☐ **4 Highly Effective**

Goal 1: The percent of third-grade students who show proficient or advanced in Reading on the NMMSSA will increase from 40.7% in Spring 2024 to at least 50% by Spring 2029.

Interim Goal 1.1: Proficiency on Interim Assessments: The percent of **kindergarten** students who show proficient or advanced on the Amira ISIP early reading skill assessment will increase from 50% in Spring 2025 to 65% in Spring 2028.

Interim Goal 1.2: Proficiency on Interim Assessments: The percent of **first-grade** students who show proficient or advanced on the Amira ISIP early reading skill assessment will increase from 32.9% in Spring 2025 to 65% in Spring 2028.

Interim Goal 1.3: Proficiency on Interim Assessments: The percent of **second-grade** students who show proficient or advanced on the Amira ISIP early reading skill assessment will increase from 37.6% in Spring 2025 to 65% in Spring 2028.

Board Comments

SY 25/26 Evaluation

- ☐ Met Standard
- ☐ Did Not Meet Standard

Relationships & Goals	Rating	Rating	Rating	Rating	Rating	Mean Rating (divide by 5)
Board Relations						
Community Relations						
TOTAL Relationships						
Mean Rating (divide by 2)						
Goal 1						
Goal 2						
Goal 3						
Guardrail 1						
Guardrail 2						
Guardrail 3						
TOTAL Goals & Guardrails						
Summative Mean Rating (divide by 6)						
Weighted Scores (0.25*Relations mean + 0.75* G&G mean)						

The Epitome of Board Self-Evaluation



The Metric

A quarterly 0-100 scoring process measuring specific board behavior changes. Mandates >50% of public meeting time is spent purely on student outcomes.

The Process

Individual review -> Secretary records -> Board consensus scoring -> Formal adoption.

The Standard

Accountability is a two-way street. Only when the Board sustains a score of 80+ can the cadence reduce to bi-annually.

FOCUS MINDSET: The Board will focus on improving student outcomes by changing adult behaviors — starting with its own.			
Ineffective Focus on Improving Student Outcomes (0pts)	Emerging Focus on Improving Student Outcomes (1pt)	Effective Focus on Improving Student Outcomes (5pts)	Highly Effective Focus on Improving Student Outcomes (10pts)
The Board is Ineffectively Focused on Improving Student Outcomes if any of the following are true: □ The Board has received training related to the knowledge and skills school boards need to be effective but not the mindset needed to be effective during the previous thirty-six month period. □ The Board has not consistently demonstrated the ability to distinguish between inputs, outputs, and outcomes. □ The Board has not conducted a self evaluation during the previous twelve month period. □ The Board has not evaluated its use of time in	No items from the Ineffective Focus on Improving Student Outcomes column, and: □ The Board received training on the effective school boards framework. □ The Board has scheduled quarterly self evaluations, with the annual self evaluation scheduled to take place no more than 45 days prior to the next Superintendent evaluation. □ The Board tracks its use of time and reports at least quarterly the percentage of Board-authorized public meetings where there is time focused on student outcomes.	All items from the Emerging Focus on Improving Student Outcomes column, and: □ The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research- aligned instrument and the Board voted to adopt the results. □ The Board has discussed the time and effort tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings. This discussion usually happens during the annual retreat when the Board and District Administration have the opportunity to work together.	All items from the Effective Focus on Improving Student Outcomes column, and: □ The Board included students as presenters in at least one of the effective school boards framework training sessions during the previous twelve months. □ Prior to being selected, all newly selected Board Members received training on the effective school boards framework from fellow Board Members on their Board or from a coach certified in the effective school boards framework. □ The Board self evaluated using this instrument during the last three month period if its previous score was below 80 using this instrument, or during the last six twelve month period if its previous score was

The Essence of a Board Governance Manual

Not a dusty binder—a Living Guide to codify our systems.

The BGM permanently institutionalizes the SOFC framework, ensuring this engine outlasts current leadership. It strictly codifies the boundaries that prevent system failure:

The Board's Domain

Establishes vision, enforces policy, manages the Superintendent's 75%-outcomes evaluation, and models extreme accountability.

The Superintendent's Domain

Maintains absolute authority over daily operations, personnel, and resource deployment to aggressively hit the 2029 targets.

Transparency, consistency, and an unrelenting focus on student outcomes.

SCS Board Governance Manual