

B/SE-6: BOARD REPORT SCHEDULE

Adopted: 09/09/21

Revised: 01/12/23

Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT

Board Report Calendar

In an effort to establish a balanced form of governance, the board requires process information to make good policy decisions and oversight. The board desires to follow a model of Balanced Governance that focuses the board’s efforts on the monitoring of progress on District’s goals. This shall be accomplished through the focus of Board meetings on Annual Monitoring Board Reports developed and delivered to the Trustees at regular Board meetings by the Superintendent and staff, as designated in the Annual Monitoring Board Report timeline below. It is understood that the Annual Board Report Schedule may need to be revised by the Superintendent as circumstances determine.

	JAN		FEB		MAR		APR		MAY		JUN		JUL		AUG		SEP		OCT		NOV		DEC		
<i>Regular Board Meeting of each month:</i>	1st	2nd																							
Key Performance Indicator Scorecard (State of the Schools)	X																								
Priority Areas, Objectives, and Measures																									
SS-1: Student Success Priority Area 1: Student Achievement																									
SS-1(A): English language arts																									
<ul style="list-style-type: none"> SBAC ELA proficiency in grades 3–5 SBAC ELA proficiency in grades 6–8 ACT ELA proficiency in grade 11 																						X			
SS-1(B): Grade 3 reading																									
<ul style="list-style-type: none"> SBAC ELA proficiency in grade 3 																						X			
SS-1(C): Mathematics																									
<ul style="list-style-type: none"> SBAC mathematics proficiency in grades 3–5 SBAC mathematics proficiency in grades 6–8 ACT mathematics proficiency in grade 11 																						X			
SS-1(D): Science																									
<ul style="list-style-type: none"> CRT science proficiency in grade 5 CRT science proficiency in grade 8 CRT science proficiency in grade 10 																						X			
SS-1(E): Graduation rate																									
<ul style="list-style-type: none"> Four-year high school graduation rate 	X																								
SS-2: Student Success Priority Area 2: Decrease student proficiency gaps in English language arts, mathematics, and science																									
SS-2(A): Proficiency gaps in English language arts																									
<ul style="list-style-type: none"> Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 3–5 Gap between highest and lowest performing subgroups in Nevada Criterion Referenced Test in SBAC ELA (reading) proficiency in grade 3 Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 6-8 Gap between highest and lowest performing subgroups in ACT ELA Proficiency by subgroup in grade 11 																							X		

PCS-1: Parent and Community Support Priority Area 1: Leverage internal resources to help parents/guardians support student achievement and attendance

PCS-1(A): University of Family Learning

Workshops

- Evening events (per year) through the mobile University of Family Learning "On the Go"
- Participants per month at the evening University of Family Learning "On the Go"
- Saturday mini-conferences held each year, serving at least 800 parents a year total
- Parents annually provided with University of Family Learning Attendance Matters classes
- Local employers engaged in a partnership to provide on-site training to employees on monitoring their child's Infinite Campus (attendance, grades, and discipline) and on other services provided by the District
- Parents engaged in training in employee dining rooms and trainings at their place of employment

X

Priority Areas, Objectives, and Measures

Regular Board Meeting of each month:

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1st 2nd											

PCS-1(B): Family Engagement training

- Schools receiving professional development on NEPF Family Engagement standards

X

PCS-2: Parent and Community Support Priority Area 2: Secure strategic external resources and community partners

PCS-2(A): External partnerships

- New community mentors trained to support students
- Schools adopted by partners and aligned with strategic plan
- Schools trained to improve customer service
- New major community partnerships to support the strategic plan

X

PCS-3: Parent and Community Support Priority Area 3: Improve trust in and perception of the Clark County School District

PCS-3(A): Messaging and support of schools

- Schools with an effective school marketing plan

X

PCS-3(B): Strategic media partnerships

- Positive news stories each year

X

PCS-3(C): National media presence

- News stories and articles in national publications each year

X

PCS-3(D): Social media engagement

- Social media followers

X

PCS-3(E): Perception of the District

- Parent respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Clark County School District is transparent and open about how it operates."
- Staff respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Clark County School District is transparent and open about how it operates."

X

Number of Objectives presented at each regular meeting of the Board of School Trustees:

3	0	2	3	4	0	1	3	0	1	4	4	n/a	5	8	7	7	3	0	10	0	15	n/a
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Board Report Frequency and Timeline

Formal reports to the Board shall adhere to the following timelines and according to the dates specified in the Annual Monitoring Report included in this policy.

Strategic Plans Goals

- One Board monitoring report shall be provided each year within 30 days of the State's release of the previous school year's school performance framework data. The report shall assess progress on each Strategic Plan goal. The report will be considered a formative report in all years except the final year of the plan, when it will be considered a summative report.

Other Long-term Plan goals

This would include, at a minimum, reports added by agreement between the consensus of the Board and the Superintendent, and reports required by the state legislature and the State board of Education.

- The Equity and Accountability commitments and annual goals/target measures shall be included as an annual progress monitoring report.
- One formal monitoring report shall be provided each year within 30 days of the State's release of the previous school year's school performance framework data. The report shall assess progress on each long-term plan goal. The report will be considered a formative report in all years except the final year of the plan, when it will be considered a summative report. These long-term plan reports shall be presented together with the strategic plan reports annually.
- One formal summative progress monitoring report reflecting school performance on the Nevada School Performance Framework.

From time to time, the Board and/or Superintendent may initiate an additional report to the Board, as needed, to address an emerging issue, a change in plan, or a deeper tracking of something already being reported to the Board.

B-S/E-6: BOARD REPORT SCHEDULE
(continued)

Reports Posted to the Community

To promote focus on the District goals and commitments, and to facilitate our value of collaboration by keeping all stakeholders informed the Superintendent shall ensure that progress towards all goals and commitments is posted on the district website within one week of the presentation date indicated on the Annual Monitoring Report Timeline.

Additional Reports

It is not uncommon for the District to present to the Board a variety of reports that are required by state statute and/or that support transparency and accountability for District operations, but that do not directly monitor progress in the District toward Strategic goals or Annual Plan goals. Reports of this type (e.g. field trips, construction progress or change orders, budget updates, etc.) shall generally be included as a Consent Agenda item. Occasionally, if these reports contain areas that require a formal presentation or further discussion, Board or the Superintendent can request that those reports or sections of the report be moved to the Action or Discussion Items portion of the Board meeting. At least annually the Superintendent will provide the Board with a demographics and enrollment report.

Note that state, federal, and other legally and contractually (e.g., for grants) required reports not listed under the above list of reports shall first comply with any relevant mandated reporting requirements and shall then address relevant aspects of reporting from this policy, as determined appropriate by the Superintendent, in consultation with the Board.

The Superintendent will enumerate and maintain a list of all legally required reports and timeline requirements. Occasionally, the Board may request an additional report of the Superintendent. The Superintendent may also choose to issue additional reports to help provide important information to the Board.