

## Board Report Template Content

To support the Board's oversight role, all written reports to the Board, shall:

- Be approved by the Superintendent or designee prior to submission to the Board. (The Superintendent's approval should be noted by date on the cover page of the report or in another conspicuous location.)
- Be submitted according to the timeline requirements specified in this policy.
- Be made available as a duplicate version in Spanish.

The Superintendent shall develop a template for the Board reports. The report template shall require, at a minimum, the following:

## Board Report Focus

The report should be organized around District strategic and annual goals and the corresponding pre-identified measureable outcomes. Specifically, the report should clearly identify:

- the goal(s) being addressed in the report,
- outcome-based target measure for each goal
- current actual outcome-based measure for each goal/target, or, if unavailable at time of progress report, the actual outcome-based interim measure being used to evaluate whether the goal is on track during the course of the implementation
- the timeline for monitoring and assessment of these particular goals,
- whether the goal was considered a "stretch goal" (i.e., a goal that is deliberately challenging or ambitious), and
- how these goals support the District's strategic or annual goals, the District's commitment to equity and accountability, and/or the District's advancement of its values.
- Include the current trajectory for completion of the goal.
- Resources allocated to the goal and an indication if more or less resources are needed to achieve the goal.

## General Report Content

The report should contain the following components:

1. Ensure that the report clearly identifies the link to the Board Vision and District Strategic Goals and Annual Plan Goals.
2. Ensure that measurable outcome criteria are included.
3. Ensure that specific data are identified that directly indicate Goal progress.
4. Ensure all results reported are compared against similar districts nationally when agreed upon by the Board and appropriate. Similar districts will be identified annually by the Superintendent and approved by a majority vote of the Board.
5. Ensure all results are disaggregate and reported in alignment with the Nevada School Performance Framework; in alignment with the Nevada School Performance Framework, English Language Learners; Special Education; free and reduced lunch students; Title I schools; Victory schools; Zoom schools; and other agreed upon groups of students.
6. Ensure that specific timelines are indicated for Board review of goal progress.
7. Ensure that specific positions are assigned as responsible for action steps on Measurable Goals. Designate responsibility by Trustee District when appropriate.
8. Ensure that problems or challenges are specific, targeted, and clearly communicated in the Board meeting presentation as part of the Board review and oversight.
9. Ensure that new, revised, or existing program components and procedures, or elimination of programs or program components address specific identified problems or challenges.
10. Include modification and specific alternative pathways forward for programs that are not meeting expected progress forward, as delineated below in the Next Steps section.
11. Ensure research citations and/or studies are included to support recommended program and process adoptions.

**B/SE-4: BOARD REPORT CONTENT**  
(continued)

- 12. Include any information that is unique or differentiated between Trustee districts.
- 13. Ensure any survey data included in the report came from surveys previously previewed by the Board for the purpose of including desired areas of inquiry providing feedback approved by the majority of the Board.

Goal Status Indicator

Specify current status using a red/yellow/green color to unambiguously indicate progress on the goals based on the following color assignment:

Formative Status during course of plan implementation period		Summative Status at end of plan implementation period	
<b>On-Track</b> light green	Outcomes-based [interim] measures indicate progress is on track to meet goal without any significant change or new resources and there are no known road blocks that are likely to compromise progress.	<b>Goal Met</b> green	Target outcome(s) achieved (or exceeded)
<b>At Risk</b> light yellow	Outcomes-based [interim] measures indicate progress is not on track and/or a road-block has been identified that is expected to take progress off track, but a high confidence plan is in place to get back on track	<b>Goal Partially Met</b> yellow	Significant subset of target outcomes was achieved or significant measured progress was made toward target outcome(s) though target(s) were not fully met

**B/SE-4: BOARD REPORT CONTENT**  
(continued)

*Board of School Trustees*

**CLARK COUNTY SCHOOL DISTRICT**

<p align="center"><b>Off Track</b> light red</p>	<p>Outcomes-based [interim] measures indicate progress is not on track or a road block has been identified that is expected to take progress off track, and there is not yet a high confidence plan in place to get back on track</p>	<p align="center"><b>Goals Not Met</b> red</p>	<p>Target outcome(s) were not met</p>
--	---	--	---------------------------------------

**Rationale for Status Rating**

Explain how goal status ratings were determined. Focus on the target measures and comparison to current (interim) measures. Identify any roadblocks. For any light yellow ratings, indicate what caused the goal to be off track, what the plan is to get back on track, and what evidence and reasoning provide confidence that the plan will put the goal back on track. For any yellow ratings, indicate what caused the goal to be off track and why the progress made qualifies as significant. For any red or light red ratings, indicate what cause the goal to be off track/not met.

Ensure that measures are specified at appropriate levels of aggregation and disaggregation to evaluate progress on the entire goal and to evaluate our equity and accountability commitments and targets.

For any goals that are not met, indicate what is thought to have caused the negative impact. Indicate how that negative impact will be addressed and what evidence we have that gives confidence that planned approach will correct the negative impact.

**Findings and Reflections**

Reflect on what we learned from the data collected, specifically:

- Outcome-based measures and outcome-based interim measures
- Equity risk monitoring criteria
- Fidelity of implementation measures
- Other relevant data – qualitative or quantitative

Consider the following questions and include answers in the formal reports for those questions that provide the most insight about what is working and what is not in achieving quality outcomes for all students.

- What did measures reveal?
  - How well did the measures and interim measures help drive the work at the ground level of implementation?
  - How well did the measures and interim measures help drive the work at higher levels of implementation and support?
  - Was there other data that seemed more useful or useful in association with the selected measures?
  - How did stakeholders help supplement understanding of the impacts and effectiveness of the work?
- What were the greatest challenges to quality outcomes and experiences encountered?
  - What seemed to be the limiting factors to progress?
  - What were particularly effective mitigations?
  - Which specific resources or contexts minimized or exacerbated challenges?
  - What additional resources seemed needed to achieve outcomes, minimize inequities, and/or improve quality of the experience for stakeholders?
- How are strategies working?
  - Was fidelity of strategy implementation high or low?
  - When collecting data about this goal, were there other practices that were not necessarily planned but were being implemented that seemed to advance or detract from quality implementations or outcomes?
  - Are there aspects of the strategy that may be linked to equity risk monitoring criteria in positive or negative ways?
  - Do staff, students or families have any strong positive or negative reaction to the strategies?
  - Were costs of implementation higher or lower than expected?
  - Were there any positive or negative unanticipated impacts of the strategies?
  - Should/will the strategy be continued?
- Are there any other key take-aways?

### Next Steps

- If a report is approved, but does not make sufficient progress, the report shall identify significant next steps the District will be taking to address the lack of goal progress and attainment, including:
  - Adding resources
  - Changing strategies
  - Adding data to be collected and analyzed
  - Other key changes
- If any goal presented in the report is rated as “red”, and the report is not a summative report covering the overall strategic or annual plans, the report must present a timeline for reporting back to the Board about progress on these goals. This report must be presented in writing and may or may not be discussed during a Board meeting (see below regarding Board follow up action).
- Identify any of the following that you would like to recommend to and/or request of the Board in support of goal progress and attainment. Note that anything presented in this section will require Board approval to proceed.
  - Potential policy revisions (and timeline).
  - Needed additional resources that are not within the District’s current budget/plan and that would require Board approval (including timeline).
  - Measurement adjustments to what was approved in strategic or annual plans.
  - Timeline adjustments to what was approved in strategic or annual plans, or Board reporting calendar
  - Goal adjustments to what was reported in strategic or annual plans
  - Other requests or recommendations, as appropriate

### Report Organization & Formatting

- Format reports to ensure the following:
  - Make the language plain and understandable to non-educators. If acronyms or education-specific terms are used, they should be defined in the report (at first use where possible and in a list of key terms and acronyms where appropriate).
  - Label all axes, tables, graphs, figures, and data clearly.

- Make graphical data clear and understandable such that it cannot be misunderstood. When possible, include data in tables and reports. Clarify when comparative data are based on past years/classes verses based on cohort growth.
- Include the date on which the report was finalized.
- If the report is a subsequent version of a previously provided report, it should indicate so, and include both the date of the previous version and its own date. If the report is a follow up to a previous report, it should indicate so, specifying both the report it is in follow up of, and its own finalized date.