

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 | | |
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| <i>Regular Board Meeting of each month:</i> | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 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 | | | | | | | | | | | | | | | | | | | | | | | | | |
| SS-1(B): Grade 3 reading | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> SBAC ELA proficiency in grade 3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | |

SS-2(B): Proficiency gaps in mathematics

- Gap between highest and lowest performing subgroups in SBAC Mathematics Proficiency in grades 3–5
- Gap between highest and lowest performing subgroups in SBAC Mathematics Proficiency in grades 6–8
- Gap between highest and lowest performing subgroups in ACT Mathematics Proficiency in grade 11

X

SS-2(C): Proficiency gaps in science

- Gap between highest and lowest performing subgroups in CRT Science in grade 5
- Gap between highest and lowest performing subgroups in CRT Science in grade 8
- Gap between highest and lowest performing subgroups in CRT Science in grade 10

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 | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd |

SS-2(D): Gaps in graduation rate

- Gap between highest and lowest performing subgroups in four-year high school graduation rate

X

SS-3: Student Success Priority Area 3: Increase access and equity to rigorous curriculum and instruction for all students

SS-3(A): College remediation rates

- Remediation rates for students entering the College of Southern Nevada
- Remediation rates for students entering UNLV
- Remediation rates for students entering UNR

X

SS-3(B): Advanced coursework diversity and achievement

- Enrollment in dual credit classrooms
- Average variance between subpopulation enrollment rates in dual-credit classrooms and subpopulation enrollment rates in the District
- Enrollment in Advanced Placement classrooms
- Average variance between subpopulation enrollment rates in Advanced Placement classrooms and subpopulation enrollment rates in the District
- Advanced Placement tests taken as a percentage of Advanced Placement enrollments
- Algebra I and Geometry participation in middle school
- Students scoring greater than a 3 on the summative Advanced Placement exam in all subgroups

X
(Algebra and Geometry in MS only)

X
(Except Algebra and Geometry in MS)

SS-3(C): CTE enrollment and diversity

- Enrollment in level 2 and 3 career and technical education programs
- Average variance between subpopulation enrollment rates in level 2 and 3 career and technical education programs and subpopulation enrollment rates in the District
- Completion rate of level 3 career and technical education programs of study

X

| SS-3(D): High-skill and high-demand programs of study <ul style="list-style-type: none"> Enrollment in high-skill and high-demand programs of study | | | | | | | | | | | | | | | | | | | | | X | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| SS-3(E): International Baccalaureate <ul style="list-style-type: none"> International Baccalaureate diploma awards earners | | | | | | | | | | | | | | | | | | | | | | X | | |
| SS-3(F): Magnet school enrollment <ul style="list-style-type: none"> Enrollment of kindergarten students in elementary magnet schools | | | | | | | | | | | | | | | | | | | | | | X | | |
| SS-4: Student Success Priority Area 4: Ensure students and staff are safe and students are engaged at school | | | | | | | | | | | | | | | | | | | | | | | | |
| SS-4(A): Student safety <ul style="list-style-type: none"> Positive responses on the four Districtwide Survey student safety items in Grades 4-5 Positive responses on the four Districtwide Survey student safety items in Grades 6-8 Positive responses on the four Districtwide Survey student safety items in Grades 9-12 | | | | | | X | | | | | | | | | | | | | | | | | | |
| Priority Areas, Objectives, and Measures | JAN | | FEB | | MAR | | APR | | MAY | | JUN | | JUL | | AUG | | SEP | | OCT | | NOV | | DEC | |
| | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd |
| SS-4(B): Chronic absenteeism <ul style="list-style-type: none"> Chronic absenteeism rate Gap between highest and lowest subgroups in chronic absenteeism, in percentage points | | | X | | | | | | X | | | | | | | X | | | | | | | | X |
| SS-4(C): Student suspensions <ul style="list-style-type: none"> Student suspensions in grades K-5 Student suspensions in grades 6-8 Student suspensions in grades 9-12 | | | | | X | | | | | | X | | | | | | X | | | | | | | X |
| SS-4(D): Disproportionality in student suspensions <ul style="list-style-type: none"> Gap between highest and lowest subgroups in student suspension rate, in number of referrals per 1,000 students | | | | | X | | | | | | X | | | | | | X | | | | | | | X |
| SS-4(E): Student discretionary expulsion referrals <ul style="list-style-type: none"> Student discretionary expulsion referrals in grades 6-8 Student discretionary expulsion referrals in grades 9-12 | | | | | X | | | | | | X | | | | | | X | | | | | | | X |
| SS-4(F): Disproportionality in student discretionary expulsion referrals <ul style="list-style-type: none"> Gap between highest and lowest subgroups in discretionary expulsion referrals rate, in number of referrals per 1,000 students | | | | | X | | | | | | X | | | | | | X | | | | | | | X |
| TPS-1: Teachers, Principals, and Staff Priority Area 1: Ensure all students have access to highly effective teachers, principals, and school staff | | | | | | | | | | | | | | | | | | | | | | | | |
| TPS-1(A): Licensed teachers in classrooms <ul style="list-style-type: none"> Classrooms served by licensed teachers | | | | | | | | | | | | | | X | | | | | | | | | | X |
| TPS-1(B): Qualified teacher recruitment <ul style="list-style-type: none"> Teachers recruited for selection pool | | | | | | | | | | | | | | X | | | | | | | | | | X |
| TPS-1(C): Critical labor shortage <ul style="list-style-type: none"> Critical labor support professional vacancies | | | | | | | | | | | | | | X | | | | | | | | | | X |
| TPS-1(D): Teacher professional learning <ul style="list-style-type: none"> Teachers participating in professional learning to enhance teaching and learning | | | | | | | | | | | | | | | | | | | | | | | | X |

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| TPS-1(E): Learning strategist/teacher leader professional learning <ul style="list-style-type: none"> Learning strategists and teacher leaders participating in annual professional learning to enhance coaching | | | | | | | | | | | | | | | | | | | | X | |
| TPS-1(F): School administrator professional learning <ul style="list-style-type: none"> School administrators participating in professional learning on continuous school improvement | | | | | | | | | | | | | | | | | | | | | X |
| TPS-1(G): Employee morale, engagement, and retention <ul style="list-style-type: none"> Individuals (employees, parents, community members or others) engaged in recognizing employees through employee recognition opportunities | | | | | | | | | | X | | | | | | | | | | | |
| Priority Areas, Objectives, and Measures | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | <i>Regular Board Meeting of each month: 1st 2nd 1st 2nd 1st 2nd 1st 2nd 1st 2nd 1st 2nd 1st 2nd 1st 2nd</i> | | | | | | | | |
| BGL-1: Balanced Governance and Leadership Priority Area 1: Enhance CCSD’s Governance Structure and Leadership Structure to reflect the needs of the community | | | | | | | | | | | | | | | | | | | | | |
| BGL-1(A): Nevada School Performance Framework <ul style="list-style-type: none"> Percentage of schools rated three stars or higher on the Nevada School Performance Framework | | | | | | | | | | | | | | | | | | | | X | |
| BGL-1(B): Board of School Trustees focus on student achievement goals and key performance indicators <ul style="list-style-type: none"> Self-evaluation and records of Board Meetings | | | | | | | | | | | | | | | | | | | | | X |
| BGL-1(C): Board of School Trustees identified guardrails <ul style="list-style-type: none"> Self-evaluation and records of Board Meetings | | | | | | | | | | | | | | | | | | | | | X |
| BGL-1(D): Board of School Trustees and Superintendent code of ethics <ul style="list-style-type: none"> Self-evaluation and records of Board Meetings | | | | | | | | | | | | | | | | | | | | | X |
| SFMM-1: Sound Fiscal Management (Finance) Priority Area 1: Improve quality, communication, and understanding of financial information of the District | | | | | | | | | | | | | | | | | | | | | |
| SFMM-1(A): Understanding and quality of financial information <ul style="list-style-type: none"> Financial survey respondents noting at least a 4 in a scale of 1 to 5 on understanding and quality of financial information | | | | | | | | | | | | | | | | | | | | | X |
| SFMM-2: Sound Fiscal Management (Finance) Priority Area 2: Improve financial equity and stability and ensure regulatory compliance with finance and budget related requirements | | | | | | | | | | | | | | | | | | | | | |
| SFMM-2(A): District funding model <ul style="list-style-type: none"> Strategic Budget Task Force recommendations are implemented into the 2020-2021 budget Complete development of a district weighted funding model and proposal to the Board by fiscal year 2020-2021, including a defined process and plan for utilization of actual salaries | | | | | | | | | | | | | | | | | | | | | X |
| SFMM-2(B): Employee benefits <ul style="list-style-type: none"> List of benefits, the related costs of the benefits, and forecasted costs provided to the Superintendent by December 31, 2019 | | | | | | | | | | | | | | | | | | | | | X |

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| SFMF-2(C): Unassigned ending fund balance • Annual projected unassigned ending fund balance | | | | | | | | | | | | | | | | X (Work Session) | | | | | | | X | |
| SFMF-2(D): AB469 compliance • Compliance with financial components of AB469 | | | X | | | | | | | | | | | | | | | | | | | | | |
| SFMO-1: Sound Fiscal Management (Operations) Priority Area 1: Ensure operational effectiveness and efficiency of school and district facilities and operational resources | | | | | | | | | | | | | | | | | | | | | | | | |
| SFMO-1(A): Maintenance department levels of service • Level of Service in accordance with the APPA | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(B): Grounds department level of service • Level of Service in accordance with the APPA | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(C): School operations continuity • Building systems in "Danger Zone," "Critical Watch," and "Watch" lists | | | | | | | | | | | | | | | | | | | | | | | | X |
| Priority Areas, Objectives, and Measures <i>Regular Board Meeting of each month:</i> | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | | | | | | | | | | | | |
| | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> | <i>1st</i> | <i>2nd</i> |
| SFMO-1(D): Network connectivity • Cumulative Network Uptime Percentage • 75 schools receiving network and WiFi upgrades annually | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(E): Help Desk "on-hold" wait time • Average "On-Hold" Wait Time | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(F): Human capital business process efficiency • Reduction of paper forms and manual processes | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(G): Out-of-service buses • Out-of-service bus rate | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(H): School breakfast, lunch and supper participation • School breakfast participation • School lunch participation • School supper participation | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(I): Bus driver absenteeism • Driver absence rate • On-time services • Preventable accident rate | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(J): Competitive procurement ratio • Competitive procurement ratio | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-1(K): Catalog utilization • Catalog utilization | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-2: Sound Fiscal Management (Operations) Priority Area 2: Reduce the general fund impact caused by safety concerns resulting in injury or damage | | | | | | | | | | | | | | | | | | | | | | | | |
| SFMO-2(A): Completed risk assessments • Completion rate of annual risk assessments at all sites | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-2(B): Safety concerns and proactive assessment • Liability claims related to facility safety issues • Workers compensation claims related to facility safety issues • Property claims related to facility safety issues | | | | | | | | | | | | | | | | | | | | | | | | X |
| SFMO-2(C): Workers' compensation claims • Workers' compensation cases that result in 5 or more days away from work after an injury | | | | | | | | | | | | | | | | | | | | | | | | 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 | 1st 2nd | 1st 2nd | 1st 2nd | 1st 2nd | 1st 2nd | 1st 2nd | 1st 2nd | 1st 2nd | 1st 2nd | 1st 2nd | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|-----|---|---|---|---|---|---|----|---|----|-----|

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 by January following the school year for which the data was collected. 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 by December following the school year for which the data were collected. 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.

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 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.