**School Board Dashboard and Guiding Questions**

**Sample Governing Board Focus Outline**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Academic** | **Enrollment** | **Staffing** | **Culture** | **Board** | **Finance** |
| Overall status | Current Enrollment | Number of staff | Attendance | Strategic Plan | Review quarterly financial reports |
| Achievement by subject | Enrollment by Subgroup (IEP/GT/ELL) | Years of experience | Tardiness | Board members and terms | Annual audit of financial statements |
| Achievement by grade | Demographics | Endorsements | Behavior rates | Timeline for renewal | Assurances for Financial Accreditation |
| Growth by subject | Reenrollment Numbers | Number of staff by position/ grade | Suspensions | School calendar | Approve adopted budget |
| Growth by grade | Wait List | Vacant positions | Failure Rates |  | Approve amended budget |
| SPF overall rating | Withdrawals | Staff Absenteeism | Meal Participation |  | Approve adopted budget |
| SPF academics, growth, and growth gaps ratings |  | Instructional staff to students/All staff to students | Staff, family, and student survey results |  |  |
| Preschool Qualistar Rating |  | Staff Retention |  |  |  |
| Implementing Unified Improvement Plan  |  |  |  |  |  |

**Sample Governing Board Focus by Month**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Month** | **Academic** | **Enrollment** | **Staffing** | **Culture** | **Board** | **Finance** |
| **Aug.** | * Review state assessment results
* SPF review
* UIP review
 | * Current enrollment (including all student groups)
 | * Number of staff
* Years of experience
* Number of staff by position/ grade
* Instructional staff to students/all staff to students
 |  | * Strategic Plan review
 | * Review quarterly financial report April - June
 |
| **Sept.** | * Progress in carrying out UIP
 | * Current enrollment (including all student groups)
 | * Staff retention
 |  |  | * Annual financial audit
* Board Chair signs Assurances for Financial Accreditation
 |
| **Oct.** | * Fall interim data review
* CARS report review
 | * Current enrollment (including all student groups)
 |  | * Staff absentee rates
 |  | * Review quarterly financial report July - Sept
 |
| **Nov.** |  | * Current enrollment (including changes in enrollment)
 |  | * Staff absentee rates
 |  |  |
| **Dec.** | * Progress in carrying out UIP
 | * Current enrollment (including changes in enrollment)
 |  | * Staff absentee rates
* Behavior data
 |  |  |
| **Jan.** |  |  |  | * Survey results (if given)
 | * Designate place(s) for posting of board meeting notices (and agendas)
 | * Review quarterly financial report Oct - Dec
* Amended Budget by January 31st
 |
| **Feb.** | * Winter interim data review
 | * Reenrollment numbers
* Waitlist
 | * Vacant positions
 |  |  |  |
| **March** | * Progress in carrying out UIP
 | * Reenrollment numbers
* Waitlist
 | * Vacant positions
 |  |  |  |
| **April** |  | * Reenrollment numbers
* Waitlist
 | * Vacant positions
 |  |  | * Review quarterly financial report Jan - March
 |
| **May** | * ACCESS results (if applicable)
* Fall to Spring interim data review
 |  | * Vacant positions
* Staff retention
 | * Staff absentee rates
* Behavior data
* Survey results (if given)
 | * Strategic Plan review
 |  |
| **June** |  |  |  |  |  | * Adopted Budget for following fiscal year by June 30th
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**Guiding Questions for Academic Data Presentations**

**State Assessment Data**

CSI provides an analysis of schools’ state assessment data through the CARS (CSI Annual Review of Schools) report. This report is typically available in November. Boards should review the report and may consider the following guiding questions for their school leaders:

* *Overall*: Are there disparities in performance between subgroups/grades/subjects? Why?
* *Academic Achievement/Status:* Mean Scale Score (MSS) is used as a measure of academic achievement. Each time a student takes a state assessment, they receive a scale score. MSS is the average performance of a group of students on an assessment. The state provides cut scores that determine whether students do not meet (shown as red), approach (shown as yellow), meet (shown as green), or exceed (shown as blue) state expectations. Are students meeting state expectations for academic achievement?
* *Growth:* a Median Growth Percentile (MGP) of 50 represents about one year’s growth (or learning) in one year’s time. This means that students performing below grade level need an MGP higher than 50 to ever reach grade level. Is the overall growth of the school high enough to move students below grade level to proficiency?

**Interim Assessment Data**

Interim Assessments provide an additional tool for schools to evaluate student performance throughout the year, outside of regular state assessments. Below are questions to consider regarding interim assessment data:

* Which assessment platforms are used?
* How often are interim assessments given?
* How often is interim data presented to the board?
* When interim data is presented, look for:
* Trends over time. How are students doing (using both achievement and growth measures whenever possible) compared to the last interim administration? How are they doing compared to this time last year? Two years ago?
* Data disaggregation by race/ethnicity, English Language Learner status, free and reduced lunch status, grade level, teacher, cohort (students who have been at the school 0-1 years, 2 years 3 years, etc).
* Patterns. Are certain subgroups, grades, or teachers outperforming/underperforming? Why?

**Unified Improvement Plan (UIP)**

Colorado schools and districts can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage their performance. To support this purpose, the Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan. Board should consider these questions when reviewing their school’s UIP:

* Do the current Major Improvement Strategies address gaps in both State and Interim assessment data?
* How does school leadership track that Major Improvement Strategies are being implemented?
* How does school leadership know that Major Improvement Strategies are having an impact on student outcomes?