

Superintendent's Report Framework

Purpose of Reporting Framework

The purpose of this framework is to ensure that all reports provided to the Board of Trustees:

- Support informed decision-making
- Provide clear, contextualized data
- Allow for meaningful analysis prior to meetings
- Promote consistency across presentations and campuses
- Allow for trustee question development prior to presentation

Timeline for Receipt of Presentation

Upon close of our board agenda creation, the week prior to a board meeting, the presentation file and any accompanying document or resources used in the superintendent's report should be provided via email to the board of trustees.

Pre-Meeting Distribution Expectations

All reports should be provided in advance of the board meeting to allow for review, clarifying questions, and deeper analysis. To support this, the board of trustees would need presentation file(s) no later than the Friday preceding the following week's board meeting.

Required Elements of All Academic Reports

A. Data Context & Comparison

Data points provided must answer: "Compared to what?"

Required comparisons include:

- Prior year's cohort performance (same time point)
- Same cohort prior year (if available)
- Most recent prior assessment window
- District average (if campus-level report)
- State benchmark (when applicable)

Local assessments:

- Previous year's performance of last year's group
- Previous year's performance by cohort (if currently in 5th grade, what was the 4th grade performance)

State assessments:

- Comparisons to
 - District - (if campus level data is provided and other campuses have the same grade level)County
 - Schools of similar socio-economic categorization
 - Region
 - State

B. Longitudinal Trends

- Minimum: 3 data points over time, noting changes in criteria where applicable
- Preferred: Trend line or visual representation

Purpose: Identify trajectory (growth, stagnation, decline)

C. Disaggregation of Data

At minimum include:

- Student subgroups (SPED, EB, Economically Disadvantaged)
- Grade level or course breakdown

Purpose: Reveal performance gaps and support targeted questions

D. Clear Definition of Metrics

Each report must clearly define:

- What is being measured
- How it is measured
- What constitutes success

E. Identification of Key Takeaways

Each report must include 2–4 key findings written in plain language.

F. Action Steps / Response to Data

Each report must answer:

- What actions are being taken?
- What changes are being implemented?

G. Anticipated Impact

Expected outcomes and timeline for impact should be included.

H. Instructional Implications

- Identification of in-class instructional processes implemented for students not successful on assessment.
- Identification of more successful teachers of the subject related to the assessment and how that instruction is being communicated and transferred to other classrooms throughout the campus and/or district.

Flexible Presentation Layer

Presenters may provide:

- Campus-specific context
- Unique challenges or successes
- Qualitative insights
- Supporting artifacts

Guiding Principle

The goal of reporting is to present information in a way that provides context and ensures understanding.

Adjustments to Framework

Adjustments should be made on no less than annual basis based on a review by the board. More immediate adjustments may result as discoveries from experience with presentations delivered that warrant adjustments, refinements, or additions.