

What would a board see?

BoardView organizes student outcomes, instructional access, governance questions, and the evidence needed for action in one readable screen.

01

Immediate attention

Chronic absence above 50%; see who receives support and whether access improves.

02

Mixed conditions

Weak proficiency and regular attendance alongside documented programs; trace reach to impact.

03

Stronger outcomes

Above-state academic results still call for subgroup and graduation-pathway assurance.

How to read this sample

The next pages are three anonymized New Mexico profiles, using bands drawn from public records. They show the kind of board questions DistrictLens can organize. The images are static; they are not a live district feed or certified GSI scores.

CASE A • LOW / URGENT PROFILE

Immediate attention

Anonymized district profile • New Mexico public-record snapshot

GSI™ EVIDENCE HOLD

No certified numeric score

>50%

CHRONIC ABSENCE

FY24; urgent access signal

<45%

ELA TARGET

Later-year plan target; not an outcome

<35%

MATH TARGET

Later-year plan target; not an outcome

WHAT THE BOARD SHOULD SEE

Instructional access has deteriorated. Plans name activities and owners, but intervention reach and student effects are not yet visible together.

SCREENING & CONFIDENCE

Failure-risk screening condition

Moderate: attendance • Low: complete GSI

BOARD QUESTION

Which students are chronically absent by school and grade, and which intervention reaches each group?

NEXT GOVERNANCE ACTION

Require a 90-day attendance-to-intervention reach report and a one-year attendance-to-credit trajectory report.

ILLUSTRATIVE BOARD VIEW • Values banded; identities removed • Fixed source snapshot: Sept. 6, 2026
Current graduation and full workforce evidence were not established in the reviewed record.

CASE B • MEDIUM / MIXED PROFILE

Mixed conditions

Anonymized district profile • New Mexico public-record snapshot

GSI™ EVIDENCE HOLD

No certified numeric score

~40%

CHRONIC ABSENCE

FY24; serious access risk

15-20%

MATH PROFICIENCY

2024-25; source provisional

70-75%

4-YEAR GRADUATION

Below state rate near 80%

WHAT THE BOARD SHOULD SEE

Programs and compliance systems are visible, while weak outcomes persist. The board needs to see whether services reach enough students to change results.

SCREENING & CONFIDENCE

Instability screening condition

Moderate: core outcomes • Gaps: implementation

BOARD QUESTION

How many students receive attendance, tutoring or credit recovery support, at what dosage and with what outcomes?

NEXT GOVERNANCE ACTION

Build an intervention registry; report quarterly on activity, improvement and independently verified impact.

ILLUSTRATIVE BOARD VIEW • Values banded; identities removed • Fixed source snapshot: Sept. 6, 2026

ELA: 35-40%; science: 25-35% in provisional 2024-25 district reporting.

CASE C • HIGHER / STRONGER PROFILE

Stronger performance

Anonymized district profile • New Mexico public-record snapshot

GSI™ EVIDENCE HOLD

No certified numeric score

20-25%

CHRONIC ABSENCE

FY24; below state 25-30%

35-40%

MATH PROFICIENCY

2024-25; not yet PED-validated

85-90%

4-YEAR GRADUATION

Above state 75-80% band

WHAT THE BOARD SHOULD SEE

Outcomes compare favorably, yet mathematics, subgroup variation, workforce visibility and credit assurance still require board scrutiny.

SCREENING & CONFIDENCE

Moderate-stress screening condition

Moderate-high: relative outcomes • Low: complete GSI

BOARD QUESTION

Where do school and subgroup results differ from the district average, and which practices explain the gains?

NEXT GOVERNANCE ACTION

Maintain a board outcome view; add workforce stability and diploma-assurance measures before certifying a full judgment.

ILLUSTRATIVE BOARD VIEW • Values banded; identities removed • Fixed source snapshot: Sept. 6, 2026

ELA and science exceed 50% in district reporting; assessment data awaited PED validation.