

The Charter School Governance Profile (Self-Assessment)

This on-line tool will be completed by each member of the Board and the CEO/Superintendent. Select sections examining perceptions about communication, engagement and culture will be completed by up to 15 staff and up to 20 parents.

The full instrument will take members of the Board and CEO/Superintendent no more than 30-minutes to complete. The version for the staff and parent sample groups will take only 10-minutes to complete.

Dimension 1 - Board Organization and Basic Duties (Ten Indicators)

The Board has a set of unique responsibilities. This dimension asks for your perceptions about how the Board is organized and executes its basic duties. Please consider your time on the Board and observations about taking on these specific core tasks.

Dimension 2 - Effective Leadership, Commitment & Public Will to Make Student Achievement a Priority (Eight Indicators)

The Board provides leadership and guidance that is critical to success. This dimension asks for your perceptions about how well the board creates a clear direction and considers major policy-drivers.

Dimension 3 - Alignment of Quality Teaching and Supports that Work for Students (Seven Indicators)

A high-performing Board makes certain that student achievement is the center of focus and that all resources are aligned to maximize impact. This dimension looks at perceptions about the Board's focus on the critical-to-success alignment of both human and fiscal resources.

Dimension 4 – A School Culture Where Children and Teachers Can Thrive (Seven Indicators)

The Board shares a big responsibility for establishing school culture. This dimension asks for you perceptions about the role your Board plays in assuring a school environment that values students, families and staff.

Dimension 5 - Putting the Pieces Together: Continuous Communication Planning and Support (Ten Indicators)

The Board has complex and complicated issues to consider. This dimension asks for you perceptions about how the Board is able to focus its time, intellect and discretionary energy on the most important issues related to improving student achievement.

Dimension 6 – Using Data to Drive Governance Decisions (Eight Indicators)

Charter School governing boards have more data and information today than at any other time. It is the Board's job to be certain it is asking for the right information and to use it in a manner that improves their ability to make decisions in the best interests of students and learning.

Governance Profile Results

The Governance Profile Report provides an overall score, as well as a score for each of the six dimensions and performance indicators. Included in the report is an in-depth analysis of each score including identifying gaps, highlighting strength areas and opportunities for improvement. Dimension scores are the average based on the responses given on each indicator. The assessment also provides the top five perceived areas of strengths and the top five perceived areas needing improvement.

Sample Perception of Strengths and Improvement Areas:

Top five perceived areas of strength (highest scores)

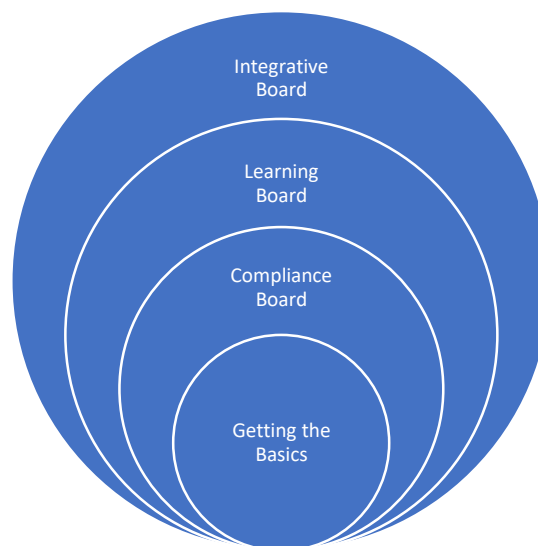
- 4.50 Our board uses data to establish and track annual budget priorities for the school.
- 4.50 We set ambitious but realistic annual goals for improving student outcomes, benchmarked to high achieving School(s)
- 4.50 Members of the board know, and are committed to, the school's mission and goals
- 4.38 The Board requires a fiscal plan and budget that shows specific alignment of resources to ambitious goals for student achievement.
- 4.38 The Board has evidence that the CEO/Superintendent assures best or promising practices throughout the school.

Perceived areas needing improvement:

- 3.05 We review a dashboard linked to Board goals at least quarterly that includes measures of student success other than test scores, such as enrollment, attendance, discipline, school culture, SPED referrals, AP placements, graduations rates, etc., benchmarked against high performing schools.
- 3.02 Our Board has a plan for CEO/School Leader succession.
- 2.82 The Board has a three to five-year plan that assures the School(s) will have resources available to meet the needs of students.
- 2.75 Our Board has a plan for board member succession.
- 2.57 The Board implements and updates a capacity development plan for onboarding members, training and board process improvement.

The Governance Profile also shows where the Board fits on a four-tiered model of effective school governance maturity:

1. The **Getting-the-Basics Board** addresses the fundamental organization and jobs of governing.
2. The **Compliance Board** focuses on compliance with fiscal, legal and policy requirements and considerations.
3. The **Learning Board** is purposeful about a "growth mentality" for themselves and the School(s) environment.
4. The **Integrative Board** sees its work and policy-making responsibility in a context larger than the School(s).



Here's what we'll need from you to do this well:

- A. E-mail addresses for the Board and CEO/Superintendent in the table below.
- B. E-mail addresses for up to 15 staff members in the table below. This should be a random group (when possible) representing administration, teaching staff and the support functions.
- C. E-mail addresses for up to 20 parents in the table below. A random group is recommended. Please do not select individuals based solely on support of the Board or School. We'll be looking for their point of view about communication, engagement and culture.
- D. An administrative contact for any necessary follow-up or e-mail troubleshooting.

Board and CEO/Superintendent

Respondent	First Name	Last Name	E-mail Address
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School Staff Group

Respondent	First Name	Last Name	E-mail Address
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Parent Group

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