



Focusing Board Development

Governance Profile, Implications and Action

June 16, 2021

SSKC Governance Profile

Key Features

- Designed by Charter Board Members, CEOs, Superintendents and Sponsors
- Reporting on specific indicators of good governance and maturity of good governance
- Targeted feedback from parents and staff
- Three reports with suggestions and options for action
- Linked to Sponsor accountability

Limitations

- Perception data
- Point in time lens (COVID influenced)
- Not prescriptive; requires analysis, judgement and action

Overall Finding

The KCGPA Board is a model of good practice. You consistently address the most important issues in a productive and disciplined manner.

An Annual KCGPA Board Calendar

that outlines key functions, expectations, issues and reporting requirements for all board and board committee (performance, finance, governance, etc.) meetings. The calendar should help the Board focus the majority of it's time and expertise on the coming three to five years. Include at least these indicators:

Dimension 1 Indicator 5 (3.75) Our Board has a plan for board member succession.

Dimension 1 Indicator 6 (3.25) Our Board has a plan for CEO/School Leader retention and succession.

Dimension 1 Indicator 9 (3.13) The Board implements and updates a capacity development plan for onboarding members, training and board process improvement.

Dimension 2 Indicator 5 (3.47) Our Board has a purposeful strategy for proactively listening to current and prospective students and their families.

Dimension 2 Indicator 6 (3.53) Our Board has a purposeful strategy for proactively listening to school staff and other educational experts.

Dimension 2 Indicator 4 (3.78) The Board has evidence that the level of resources committed to student learning and related programs is commensurate with our expectation to improve outcomes.

Dimension 3 Indicator 5 (4.00) The Board has specific achievement goals for non-academic student success (i.e. social, emotional, citizenship, work readiness, etc.)

Dimension 6 Indicator 7 (3.57) The Board has access to local current and longitudinal data about the conditions, assets, resources (i.e. funding) and barriers to success for students and their families.



Where the KCGPA Board Overlaps with Peers

Aggregate Charter School Governance Profile Observations

Most Common “Technical” Strengths

- **The Board has adopted standards and practices for fiduciary responsibility that provide consistently clean audits without exceptions.**
- The Board assures that an annual legal audit shows 100% compliance with applicable statutes and necessary policies. (sunshine law and open meetings, closed sessions, policy review process and conflict of interests)
- Members of our Board share a value and accountability to be physically present for at least 90% of Board and Committee
- **Our board uses data to establish and track annual budget priorities for the school.**

Most Common “Technical” Improvement Areas

- **Our Board has a plan for board member succession.**
- **Our Board has a plan for CEO/School Leader succession.**
- **The Board implements and updates a capacity development plan for onboarding members, training and board process improvement.**
- The Board has high-functioning committees that meet regularly provide analysis, work product and recommendations for action.

Aggregate Charter School Governance Profile Observations

Most Common “Adaptive” Strengths

- Members of the board know, and are committed to, the school's mission and goals
- The Board asks questions and get reasonable answers when something of concern in these dashboards is presented.
- **The Board actively supports the school leader in identifying and connecting with organizations in our community that can leverage resources to benefit student learning.**

Most Common “Adaptive” Improvement Areas

- **The Board is accountable for implementing its own strategic communications plan that identifies key stakeholders, messages and outreach methods.**
- **The Board has access to local current and longitudinal data about the conditions, assets, resources (i.e. funding) and barriers to success for students and their families.**
- **Our Board has a purposeful strategy for proactively listening to school staff and other educational experts.**
- **Our Board has a purposeful strategy for proactively listening to current and prospective students and their families.**

Aggregate Charter School Governance Profile Observations

Additional indicators warranting special attention include these four “adaptive” challenges.

Indicator	Average Score (all Boards)	Implication
The Board actively considers race, equity and inclusion in the development of all policies and outcome measures.	3.66	There doesn't appear to be enough of a purposeful approach to seeing policy-making through the lens of inclusion and impact on different groups. The Boards should add examining race, equity and inclusion as a standard element of the policy process.
The Board recognizes and interrupts bias and negative mindsets about families.	3.60	There are some positive signs that the Boards are proactive in protecting and supporting families. Requiring all functions of the education enterprise to identify and leverage family strengths or assets can accelerate engagement and learning.
The Board and Members of the Board encourage dissent, inquiry and deep questioning at all levels.	3.52	There is the start of a healthy atmosphere of seeking out information and ideas that can propel or accelerate success. Examine how each Board Committee, Board meeting and Board process purposely checks for clarity and diverse points of view.
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.	3.51	Examining non-academic, yet very important, student success data has not been a routine strength of the Boards to date. Building the capacity to critically examine data about social and emotional learning, culture, discipline and other indicators can help the Boards make better policy.

While these four indicators were not among the lowest scores for the Boards in this cohort, they represent perceptions of mediocre performance on critical to success elements of effective governance.