



Kansas City Girls Preparatory Academy

**GOVERNANCE PROFILE
JUNE 01, 2021**

GOVERNANCE PROFILE

INTRODUCTION

The Governance Profile helps Charter School Boards identify how well they are implementing the principles and practices of high performing governing boards: Basic Organization, Effective Leadership, Aligning Quality Teaching and Supports, Creating a Culture for Learning, Continuous Communication and Using Data. The assessment also identifies the Board's capabilities and capacity to sustain good governance over time. The report presents a clear understanding of your strengths and shortcomings and provides a starting point for improving the work of the board.

PROFILE SCORING

The Governance Profile Report provides an overall score, 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. The overall score is an average of all the responses on each indicator. 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.

The assessment uses a 0-5 scoring scale:

- 5** We are great at this
- 4** We do this consistently
- 3** We've done it some
- 2** Just talk about it
- 1** Happens accidentally
- 0** I don't know/don't have an answer

OVERALL SCORE

4.11

The Board is a model of good practice. You consistently address the most important issues in a productive and disciplined manner. Using annual reviews by the Board and others can assure that you lock these behaviors in place.

DIMENSION SCORES

DIMENSIONS



LEGEND

- 1** Dimension 1: Organization and Duties
- 2** Dimension 2: Leadership and Public Will
- 3** Dimension 3: Alignment and Quality
- 4** Dimension 4: School Culture
- 5** Dimension 5: Communication, Planning and Support
- 6** Dimension 6: Data and Decision Making

DIMENSION 1: ORGANIZATION AND DUTIES

Dimension score	What your score means
4.08	The Board is doing a good job of addressing the basic organizing elements to be effective. Routinely examine how the Board functions to catch any slippage over time.

Indicator score	Indicator description	What your score means
4.50 Low Variance	Members of our Board share a value and accountability to be physically present for at least 90% of Board and Committee meetings	The commitment to the Board and its Committees appear to be exemplary. Celebrate the success to sustain this important quality.
4.63 Low Variance	Our Board composition is purposeful as to diversity and experience	This is a Board strength. Continue with this open and purposeful approach - it is at the core of solid decision-making.
4.75 Low Variance	The Board has adopted standards and practices for fiduciary responsibility that provide consistently clean audits without exceptions.	The Board seems generally comfortable that its fiscal oversight policies and processes are in good order. Be sure to keep a routine and transparent approach as you capitalize on this strength.
4.50 Std Variance	The Board assures that an annual legal audit shows 100% compliance with applicable statutes and necessary policies.	The Board seems generally comfortable that compliance with legal policies and requirements are in good order. This is great risk management and is a strength for the Board.
3.75 Std Variance	Our Board has a plan for board member succession.	There seems to be some lack of clarity about how the Board will regenerate with an eye for filling seats with the right talent and commitment. The Board should review its plan or create one that the entire Board understands and supports.
3.25 Std Variance	Our Board has a plan for CEO/School Leader succession.	At least some members of the Board are unclear or unaware about how the Board effectively fulfills this responsibility. You're due for a detailed update or enhancement of the work of the Board. The Governance Committee may be the place you want to have this work done before Board discussion and approval.
3.50 Std Variance	The Board and CEO/School Leader have a written document outlining roles, communication and relationship expectations	There may be gaps in how members of the Board and CEO understand expectations for their roles, their communication and their expectations. Creating or refining a "Board/CEO Compact" may help both the efficiency and effectiveness of the Board.

<p>4.63 Low Variance</p>	<p>The Board has high-functioning committees that meet regularly provide analysis, work product and recommendations for action.</p>	<p>High performing board committees are perceived as an important facet of how the Board governs. Continue expanding their value by feeding them important issues to deliberate, staffing them with key stakeholders and celebrating their accomplishments.</p>
<p>3.13 High Variance</p>	<p>The Board implements and updates a capacity development plan for onboarding members, training and board process improvement.</p>	<p>Identifying the leadership and governance improvement areas that the Board can learn more about may add specificity to your existing plan to keep improving governance.</p>
<p>3.75 Std Variance</p>	<p>The Board has an annual calendar designating key functions, actions and reporting requirements.</p>	<p>Some Board members have a sense of the organization of the work of the board throughout the year. However, it is not universal, and important issues may be handled on an ad hoc basis or without proper preparation.</p>

DIMENSION 2: LEADERSHIP AND PUBLIC WILL

Dimension score	What your score means
4.00	Setting and supporting meaningful direction is a hallmark of the Board's work. There are positive and proactive efforts to include key stakeholders in the governing process.

Indicator score	Indicator description	What your score means
3.94 Std Variance	The Board as a whole, and individuals Members of the Board, can articulate both the needs of students and the cost of success.	The commitment of members of the Board seems to be mixed. There may be a need for written descriptions of all member, committee and Board functions to get consistent and effective performance.
4.56 Std Variance	Members of the board know, and are committed to, the school's mission and goals	This Board is viewed as strong and committed leaders of the school. There is visible support for the work that likely encourages others to engage in the efforts.
4.44 Std Variance	Our Board engages the general public, other policy-makers, philanthropy and the non-profit sector to increase investment in, and support of, education in general and the Charter School.	The Board looks to be doing a great job of engaging and leveraging others. Use a deep understanding of the needs of students and their families to continue building stronger external relationships.
3.78 High Variance	The Board has evidence that the level of resources committed to student learning and related programs is commensurate with our expectation to improve outcomes.	This critical indicator of Board performance needs even more attention. The Board should have clear and consistent reporting and communication showing that the resources they are accountable for are creating the learning outcomes expected.
3.47 Std Variance	Our Board has a purposeful strategy for proactively listening to current and prospective students and their families.	The Board is perceived as generally listening to those the school serves. Closely examine where you can effectively add ways to gain even more insight through school data, surveys, interviews, focus groups, etc. to create an even clearer shared view of those the school serves.
3.53 High Variance	Our Board has a purposeful strategy for proactively listening to school staff and other educational experts.	While the Board has some intentionality about hearing from staff and education experts there is room to grow. Seeking out insight to the school's or student's most challenging issues can help the Board think about long-term resources and positioning.
4.29 Std Variance	The Board actively considers race, equity and inclusion in the development of all policies and outcome measures.	The Board sees addressing race, equity and inclusion as a factor in nearly every action they take. This open approach is a Board strength.

4.12 Std Variance	The Board's expectations for school success considers local, state and national history and impact of institutional bias about race, class, culture and sexual orientation.	Policy and direction from the Board seems intentional about addressing long-standing biases that have impeded learning. The Board is able to consistently examine and understand how policy and education practice can undo or eliminate these barriers.
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DIMENSION 3: ALIGNMENT AND QUALITY

Dimension score	What your score means
4.19	The Board is very strong on the human elements of highly effective teachers in the classroom and the complex needs and situations of students. Use the "growth mentality" you've built into the organizational culture to press even harder for clarity and positive solutions.

Indicator score	Indicator description	What your score means
4.38 Std Variance	We set ambitious but realistic annual goals for improving student outcomes, benchmarked to high achieving Schools	The Board has the School(s) focused on high achievement. Keep elevating the awareness of School(s)s nationally and internally that have the results you want for your students.
4.38 Std Variance	The Board requires a fiscal plan and budget that shows specific alignment of resources to ambitious goals for student achievement.	As a strength for the Board, its purposeful process for aligning outcomes and resources is an important success driver.
4.38 Low Variance	The Board assures resources to attract, develop and retain the highest quality instructional staff available.	There is a very positive sense that the School(s) has the resources to put the right talent in classrooms with students. The Board should be certain, through policy and budget, that there is a long-term strategy to maintain this strength.
4.14 Std Variance	The Board has established continuous improvement as an organizational value and makes specific investments in supporting it at every level of the School(s).	The Board has helped the culture in the School(s) include a commitment to a "growth mentality." Capturing and sharing the specific improvements that result will help sustain this important value in the future.
4.00 Std Variance	The Board has specific achievement goals for non-academic student success (i.e. social, emotional, citizenship, work readiness, etc.)	Students and their families are seen more fully and the needs they have for success are targeted and prioritized. The Board may find value in examining how current policies, goals and practices align with social determinants of health research.
4.00 Std Variance	The Board requires a fiscal plan and budget that shows specific alignment of resources or partnerships to ambitious goals for non-academic success.	The investment and results in social and emotional learning are both significant and tracked in routine Board reports. Continuing to see and understand the relationship of the whole student, their families and the community ecosystem may give the Board more opportunities to leverage partners for student success.

4.00
Std
Variance

The Board is highly aware of gaps in outcomes between subgroups of students, asks questions about these gaps, and tracks efforts to close these gaps (by, for example, race, gender, ELL, SPED).

The Board sees and addresses important differences among and between subgroups at the School(s). Exploring higher expectations for the rate of change in closing gaps may propel an even deeper dialogue and proactive solution set.

DIMENSION 4: SCHOOL CULTURE

Dimension score	What your score means
4.09	The Board is leading efforts to encourage an open and communicative culture that values stakeholders. Look for board, committee or community processes that can advance this good work inside and outside the organization.

Indicator score	Indicator description	What your score means
4.18 High Variance	The Board encourages proactive, intentional and transparent communication in all interactions.	Listening, learning and sharing proactively appear to be important, positive attributes of the Board. You should continue to broaden the array of stakeholders who can support the School(s) or inform the Board's work.
4.36 Std Variance	The Board recognizes and interrupts bias and negative mindsets about families.	There seems to be a shared value about family strengths being a positive influence for students and learning. Demonstrating, both inside and outside the School(s), that families are an asset can extend this work.
3.89 Std Variance	The Board honors family voices and knowledge base as partners in the education of students.	Solid efforts seem to be in place to take family points of view and needs seriously. Structured focus groups, surveys and policy-topic interviews may add more robust learning and insight for the Board.
4.00 High Variance	The Board honors teacher voices and knowledge base as partners in the education of students.	There is a healthy relationship with the professional experts who can add value to the policy-making process. Expecting the educational experts to provide both solution sets and impact analysis should continue to be one of the standard practices in the Board considering policy choices.
3.94 High Variance	The Board owns its stake in a collective responsibility for student achievement and success.	The Board seems focused and accountable for the success of students and the School(s) overall. Focusing 80% of Board time and discussion on specific policy or resource decisions that can positively impact results is a good standard to meet.
4.06 Std Variance	The Board regularly reflects on family, community and partner engagement practices and efficacy for impact on school outcomes	The Board is perceived as being very good at linking the engagement of stakeholders and experts to making good policy. Keep expanding Board committee processes to build on-going, proactive engagement.
4.29 Std Variance	The Board and Members of the Board encourage dissent, inquiry and deep questioning at all levels.	The importance of seeking clarity and diverse points of view seems to permeate the work of the Board and the School(s). Routinely examine how each Board Committee, Board meeting and Board process purposely checks for clarity and diverse points of view to lock this behavior in place.

DIMENSION 5: COMMUNICATION, PLANNING AND SUPPORT

Dimension score	What your score means
4.19	The Board is very good at communicating and planning. They have developed systems that engage and support the policy making responsibilities. Deepening the efforts and applying the consistently in all committees and processes will cement these exceptional practices in place.

Indicator score	Indicator description	What your score means
4.38 Std Variance	The Board regularly reflects on the results of established priorities, outcomes and expected success measures.	It appears that the Board is guided by a commitment to spend its time looking intently at results. It may be useful to have an annual calendar that schedules reports, discussion and policy conversations about every significant goal or policy.
4.75 Low Variance	The Board has a productive way of communicating and working together on a regular basis.	Board work and communication habits seem to be useful and productive. Expanding and enriching routine protocols about content, means and timing of communication between members of the Board may make the team even stronger in this complicated environment.
4.13 Std Variance	Our committee structure and cross-committee communication makes our work together more effective.	Your board committees are perceived as a real strength in board effectiveness. Keep examining methods to help each committee develop a "growth mentality" that improves their diversity and deliberations.
3.29 Std Variance	The Board is accountable for implementing its own strategic communications plan that identifies key stakeholders, messages and outreach methods.	There is more that the Board and its members can do to communicate and advocate for the interests of the School(s). A more formal communication plan that assures common messaging and targets outreach efforts by members of the Board is a key element of effective governance.
4.00 Low Variance	The Board has a three to five-year plan that assures the School(s) will have resources available to meet the needs of students.	The Board has a solid long-term view of the fiscal viability and improved effectiveness of the School(s). Each Board member should be able to explain the linkage between improving results and need for resources that guides this long-term fiscal plan.
4.88 Low Variance	The Board actively supports the school leader in identifying and connecting with organizations in our community that can leverage resources to benefit student learning.	The Board appears to be adding value to outreach with other partners in the ecosystem to support the School(s) and students. Acting within the CEO/Superintendent led plan leverages advocacy and influence for effective partnerships. As part of Board and CEO/Superintendent planning you may want to examine the social determinants of health and student/family data to target potential partners.

4.13 Std Variance	The Board sees summaries of the school's use of multiple methods to determine the learning needs and assets of children and their families in our community.	Members of the Board seem very aware of how the School(s) develops a deep understanding of how to improve teaching and learning. Using this understanding of the complexity and results of seeing students holistically should be a common Board practice when considering any policy affecting teaching and learning.
3.88 Std Variance	The Board has access to best or promising practices that help us to govern and achieve our goals.	The Board appears to be aware of the tenets of high-performing boards but may need to focus, assess and implement them more consistently. Frameworks and guidelines are readily available online, through professional associations as well as local and national Charter School groups.
4.38 Std Variance	The Board has evidence that the CEO/Superintendent assures best or promising practices throughout the school.	The Board appears to understand the the School(s) use of best practice. By acting on the implications of using best practices throughout the School(s), the Board can assure policy - budget - practice alignment.
4.00 Std Variance	We have a specific plan for learning and sharing information as a Board that is aligned to our high expectations for student achievement.	The Board functions well to share information and learn together. There is a consistent focus on the School(s)'s high expectations for achievement. Board members may benefit from regional, national or international experts deepening or broadening their discovery.

DIMENSION 6: DATA AND DECISION MAKING

Dimension score	What your score means
4.33	The Board's sophistication in reviewing and using data is a strength. Using data and information as a lever for awareness raising, partnership development and effective collaboration will be more possible given your experience to date.

Indicator score	Indicator description	What your score means
4.63 Std Variance	Our Board uses data to establish and track measurable goals and objectives for student achievement and social, emotional growth.	The Board is proficient at using data for setting goals and for seeing how much progress is being made toward achieving them. Refining, mining and disaggregating data may lead to even more insight and Board knowledge.
4.88 Low Variance	Our board uses data to establish and track annual budget priorities for the school.	This appears to be a Board strength. Going forward, every member of the Board should be able to demonstrate the alignment of priority outcomes and program investments.
4.14 Std Variance	Our board uses data to understand state and school-chosen academic testing measures for all students, broken down by subgroup (e.g. race, gender, special needs, English language learner)	The Board is a savvy user of academic data. Looking at the detail of subgroups is likely sharpening their ability to target resource development and deployment.
4.00 Std Variance	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.	The Board has a good process for routinely seeing and using non-academic data to inform policy-making. Keep looking for deeper understandings of the intersections of behavior, culture, circumstances and learning.
4.63 Std Variance	The Board asks questions and get reasonable answers when something of concern in these dashboards is presented.	Open inquiry, study and critical analysis of data is present and a strength for the Board. Celebrating those instances where seeking deeper information and analysis has led to better policy and solutions will make this practice seem even more valued.

<p>4.38 Std Variance</p>	<p>We actively promote learning and data sharing among the members of the Board, with partners and within the staff leadership.</p>	<p>The Board has an expansive approach to using and leverage data. Your work to create a shared understanding among the Board, staff and key stakeholders will lead to improved policy and partnerships.</p>
<p>3.57 High Variance</p>	<p>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.</p>	<p>The Board appears to be getting some important local information that can lead to more effective policy, programs and partnerships that better meet student and family needs or leverage their assets. Consider the ways the each of your Board committees could use data from local and regional sources (governmental, research, policy groups, universities, etc.) in doing their work to inform policy recommendations.</p>

MATURITY MODEL

The Getting-to-the-Basics Board

The Board addresses the fundamental organization and jobs of governing.

Associated Indicators: D01: 01, 07; D02: 01, 02; D03: 01; D04: 01, 05; D05: 01, 02; D06: 01, 02;

The Compliance Board

The Board focuses on compliance with fiscal, legal and policy requirements and considerations.

Associated Indicators: D01: 02, 03, 04; D02: 04; D03: 02, 03; D04: 03, 04; D05: 03, 04; D06: 03, 04;

The Learning Board

The Board is purposeful about a "growth mentality" for themselves and the School(s) environment.

Associated Indicators: D01: 05, 06, 09; D02: 03, 05, 06, 08; D03: 04, 07; D04: 02, 06, 07; D05: 05, 07, 08, 09, 10; D06: 05, 06;

The Integrative Board

The Board sees its work and policy-making responsibility in a context larger than the School(s).

Associated Indicators: D01: 08, 10; D02: 07; D03: 05; D05: 06; D06: 07;

Each indicator in the assessment is linked to a maturity level. The aggregate scores of those indicators show the progress toward each maturity level.

- **GREEN** - The Board appears to be successfully addressing its responsibilities at this level. Find time to acknowledge and celebrate the good work you are doing.
- **YELLOW** - There are positive signs of good governance at this level as well as areas for improvement. The Board should examine and address the governance behaviors or practices that seem to be lagging. Include time to reflect and share how each committee and board meeting goes. Look at both work product and processes for ways to keep improving.
- **RED** - The Board is not meeting expectations for good governance at this level. The Board should create a comprehensive plan for improvement with 60, 90 and 120 day targets. (An average score between 0 and 3.25 on related indicators.)



IMPROVE YOUR GOVERNANCE PERFORMANCE

Boards can use the Governance Profile to direct strategic discussions about how to improve your day-to-day performance in leading the School. By knowing the current level of your performance as scored by the Board and stakeholders, you can better prioritize and focus your efforts, set improvement targets and establish measures.

Here are some suggestions on how to use your assessment report:

- Use your assessment report to engage all members of the Board in strategic discussions about your strengths and shortcomings.
- Prioritize and target the areas of improvement that are most critical.
- Highlight and celebrate your strengths.

As you review your perceived strengths and areas needing improvement use strategic questions to explore the implications the report has on the Board.

- What dimensions and indicators show our highest scores?
- What are we doing in these areas that account for our success?
- In what areas are lower indicator scores more common (and consistent)?
- How do you plan to improve the priority low scores?
- Are there indicators with higher scores that represent strengths you can use to help improve lower scores?

Top five perceived areas of strength (highest scores)

- 4.88 Our board uses data to establish and track annual budget priorities for the school.
- 4.88 The Board actively supports the school leader in identifying and connecting with organizations in our community that can leverage resources to benefit student learning.
- 4.75 The Board has adopted standards and practices for fiduciary responsibility that provide consistently clean audits without exceptions.
- 4.75 The Board has a productive way of communicating and working together on a regular basis.
- 4.63 Our Board composition is purposeful as to diversity and experience

Perceived areas needing improvement:

- 3.50 The Board and CEO/School Leader have a written document outlining roles, communication and relationship expectations
- 3.47 Our Board has a purposeful strategy for proactively listening to current and prospective students and their families.
- 3.29 The Board is accountable for implementing its own strategic communications plan that identifies key stakeholders, messages and outreach methods.
- 3.25 Our Board has a plan for CEO/School Leader succession.
- 3.13 The Board implements and updates a capacity development plan for onboarding members, training and board process improvement.