

## ASSESSMENT TOOL FOR CHARTER SCHOOL BOARDS AND THEIR GOVERNANCE EFFECTIVENESS

<b>LEADERSHIP ROLES</b>	<b>STRONG</b>	<b>SATISFACTORY</b> Could benefit from guidance to be fully effective	<b>WEAK</b>
	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board. Board Members demonstrate awareness of their responsibilities through appropriate actions.	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board.	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board.
There is a good working relationship with clear understanding of responsibilities between School Leader and Board Chair where communication is open, honest, and regular.	There is a good working relationship between School Leader and Board Chair.	There is a good working relationship between School Leader and Board Chair.	There is confusion/tension about the responsibilities of Board Members in relation to School management.

<b>COMPOSITION</b>	<b>STRONG</b>	<b>SATISFACTORY</b> Could benefit from guidance to be fully effective	<b>WEAK</b>
	9-21 Members	7-8 or 22-25	Less than 7 Members
	No more than 25% staff/ <i>Interested persons</i>	No more than 33% staff/ <i>Interested persons</i>	More than 40% are staff/ <i>Interested persons</i>
	There is a Target Profile of expertise and perspective needed on Board which sets current and future recruitment priorities	Current board recruitment priorities have been determined, but there isn't an overall Target Profile – or a process for determining priorities in the future	Board recruitment is a random process
	Expertise in key fields [ <i>e.g. Attorney, Accountant, Educator</i> ] is currently on the Board (See attached board composition matrix)	Board has expertise in most fields-needs to recruit additional members with specific qualifications	Significant gaps in expertise
	Board has diversity relevant to community & school population	More community perspective on the Board would be beneficial on the Board	Little or no community representation on the Board
	Defined terms & Board Election Process is open and transparent resulting in diverse, independent candidates, with appropriate skill sets	Defined terms - Board Election Process controlled by leadership	No established procedures for Board recruitment or election
	Defined orientation process	Informal orientation	No specific orientation

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<b>COMMITTEES</b>	<b>STRONG</b>	<b>SATISFACTORY</b> Could benefit from guidance to be fully effective	<b>WEAK</b>
	Has functioning committees focused on key issues: Finance, Academic Achievement, Resource Development, Human Resources, Community Relations and Board Development. The existence and role of an Executive Committee and the specific configuration of the committees may vary-depending on size and expertise of the board.	Has committee structure-but only some of committees are functioning well  Need to clarify the role of the committees in relation to the Board	No committee structure  Executive Committee makes all major decisions
Staff responsibilities in relation to each committee are clearly defined and practically implemented	Staff responsibilities in relation to each committee are defined	No designated staff liaison	

<b>MEETINGS</b>	<b>STRONG</b>	<b>SATISFACTORY</b> Could benefit from guidance to be fully effective	<b>WEAK</b>
	At least 10 meetings with schedule planned in advance; additional meetings scheduled when required	Average of 10 meetings-with dates determined periodically	Meeting schedule irregular, less than 10 meetings
Public given advance notice of meeting schedule in a regular and accessible manner	Public given advance notice before each meeting	Public given "last minute" or less than 72 hour notice	
Meetings held in location convenient to public	Some, but not all meetings held in location convenient to public	Meetings located for Board Members' rather than public convenience	
Agenda & relevant background information provided at least 5 days in advance of meetings	Some information may not be given to Board until meeting	No advance distribution of materials	
Meetings average 90 minutes-but no longer than 2 hours	Meetings average between 2-3 hours	Meetings average 3 or more hours	
Agenda focused on issues to be addressed by board-not just reporting sessions; Board is appropriately deliberative	Tendency for agenda to consist of staff reports with Executive Committee pre-approval  Up to 50% of meetings focused on school performance	Mostly reporting or Board trying to micro-manage  Insufficient time/attention focused on school performance	
Over 50% of board meeting time is focused on school performance	Minutes and record of attendance are maintained for all meetings	Recording of minutes and records of attendance are spotty or incomplete	
Minutes and record of attendance are maintained for all meetings, major debates, and clearly record motions and votes			

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	Board Members utilize and understand an appropriate system of procedural rules (i.e Robert's Rules of Order) which facilitate deliberation and the taking of appropriate actions	The Board has an informal set of meeting norms and is able to deliberate and take appropriate actions; norms are not necessarily transparent	Procedural rules are unclear or inconsistent, limited open deliberative process
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<b>GOVERNANCE EFFECTIVENESS</b>	<b>STRONG</b>	<b>SATISFACTORY</b> Could benefit from guidance to be fully effective	<b>WEAK</b>
	All Board Members have read and fully understand the critical components of the Charter	All Board Members have a general knowledge of critical components of the Charter	Only some of the Board Members are knowledgeable about critical components of the Charter
	Board sets policies to achieve mission & standards in Charter with input from stakeholders	Board reviews and approves policies recommended by staff to achieve mission & standards	The School Leader/Founder makes key decisions, with Board in "rubber stamp" mode
	There is a clear evaluation process with benchmarks and performance measures for School Leader, process is implemented	There is an evaluation process—but clearer benchmarks are needed	No regular evaluation
	There is a formal evaluation process to evaluate partner's ( mgt organization/educational partner) performance	Board reviews relationship with partner on an annual basis, assessing the value added by the agreement and its major terms	Board has little understanding of partner agreement and provides little actual oversight or evaluation of its effectiveness
	Board determines personnel policies which include grievance procedures and whistleblower policy	Board reviews personnel policies, which include grievance procedures & whistleblower policy	Personnel policies have not been reviewed or approved by Board
	Board pays attention to test results and considers action to improve when necessary	Board pays attention to test results—but leaves decisions for improvement to staff	Only some Board Members focus on test results
	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is a schedule for the regular review of the by-Laws	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is no scheduled time for review of the by-laws	Board Members are not knowledgeable about the by-laws
	The Board has an annual strategic planning process and is prepared to address critical changes, such as new location or change in student population	The Board engages in strategic planning periodically, but there is no on-going schedule for strategic planning	Board does not focus on strategic planning

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[Empty]	The Board fully understands its oversight responsibilities, and has procedures and scorecard for accomplishing it	Board understands its oversight responsibilities, but the process tends to be ad hoc	Board does not exercise proper oversight
	Board has adopted a comprehensive set of policies, is aware of their content, and implements them consistently	Board has adopted a comprehensive set of policies, but is generally unaware of their contents	Board has not adopted a comprehensive set of policies or policies are implemented haphazardly
	Board has an appropriate dispute resolution policy that addresses and resolves most disputes with a minimum level of rancor	Board has an appropriate adopted policy, it is consistently implemented	Dispute resolution policy poorly conceived or implemented, disputes not resolved appropriately

FUND RAISING	<b>STRONG</b>	<b>SATISFACTORY</b> Could benefit from guidance to be fully effective	<b>WEAK</b>
	There is a clear statement of the support expected from Board Members	There is a general expectation that Board Members will contribute	Role of Board in giving or getting funds has not been addressed
	All Board Members make personal contribution	Most Board Members give or get resources for the School	A few Board Members are the sole providers of funds for the School
	The Board Resource Development Committee works efficiently with staff in planning fundraising strategy	The Board has a Resource Development Committee	All fund raising activities are planned by staff
	All Board Members participate in Fund Raising activities	Most Board Members participate in fund raising activities	Board Members do not consider fund raising to be part of their responsibilities