

Board Effectiveness Diagnostic

Libertas Academy Charter School
SY 2022-23



EducationBoardPartners

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Table of Contents

Introduction and Overview	Slides 1-5
How to Interpret the Data & Guiding Questions	Slides 6-9
Your Board Report Board Demographics Board Strengths & Growth Areas	Slides 10-30

Overview

In February 2023, **Massachusetts Charter Public School Association (MCPSA)** again partnered with **Education Board Partners@Bellwether** to conduct the second biennial statewide charter public school board effectiveness diagnostic survey. This dashboard shows your board's strengths and areas for improvement as compared to governance best practices. Statewide data is shared as a comparison point. We hope your board benefits from the opportunity to review and discuss this data.

Data from this important survey will enable MCPSA to develop and offer high quality support, resources, tools and training to directly address the most pressing challenges and needs across the state, and support school leaders and boards in best supporting their students.

- **59** out of **61** MCPSA member charter public schools participated (96%)
- **491** board members and school leaders responded to the survey (71%)

Research-Based Framework

Massachusetts charter public school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country. The Board Effectiveness Diagnostic survey measures how well boards govern in each of these areas.



We're here to help!
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Recruiting



Coaching



Training



Retreats



Assessments



Networking

How to Interpret Your Board's Data

The survey questions are designed to serve as a rubric for best governance practice; the questions model what effective boards do. It is important to note that answers are subjective, and each board member comes to their own answers based on prior experience, perspective, points of comparison, etc.

- Questions to which all or most of board members respond *Strongly Agree* or *Agree* are likely areas in which the board is governing effectively.
- Questions to which all or most of board members respond *Strongly Disagree* or *Disagree* are likely areas in which the board is *not* governing effectively.
- Questions to which there is a wide range of responses may indicate a lack of alignment in perspective or board members' individual experiences, confusing or unclear information given to the board, or different interpretations of the question.
- A significant number of board members responding with *I Don't Know* may indicate communication challenges, a disengaged board, many new members, or a new school. Potential solutions include board professional development and/or clarification of board member roles and responsibilities.

Suggested Instructions: In Advance of Your Board Meeting to Discuss Results

We suggest your board set some meeting time aside to discuss the data and encourage each board member to review the dashboard in advance of this meeting. When reviewing the dashboard results, we invite you to consider and jot down notes on the following questions:

1. Considering the survey questions alone -- before even looking at your school's results -- what did you learn about good governance that can help strengthen your board?
2. After reviewing the survey results -- both for your school and in comparison to the statewide average -- what do you see as your board's top three strengths and top three growth areas?
 - Consider questions on which your board scored below the statewide average, where there was a higher percentage of responses that *Disagreed* or indicated *I Don't Know*, or where there was a wide range of responses among board members.
 - Also consider comparing these board results to external indicators -- academic outcomes, external evaluations of board governance (e.g., Department of Elementary and Secondary Education Site Visit reports or Summary of Reviews) -- to check and confirm your results.

Suggested Instructions: In Advance of Your Board Meeting to Discuss Results (Cont'd)

3. Statewide data suggest many boards could benefit from considering some key governance topics that are typically not top priority for boards across the state, including but not limited to:
- *Board composition*: Should the board expand to ensure that all necessary types of experience are represented, and to increase racial/ethnic diversity to more fully reflect the diversity of students served?
 - *Multi-year strategic planning*: Has the board approved a multi-year strategic plan that defines the vision for the school and the strategy to achieve it?
 - *Balance of governance/management*: Does your board regularly discuss and align on the roles and responsibilities of the board and the school leader, including in decision-making?
 - *Leader evaluation*: Does the range of stakeholders that provide input in the school leader evaluation (e.g., school leader direct reports, other staff & teachers, the full board, parents, students, etc.) give the board a true and comprehensive view of school leader performance, both to recognize and celebrate accomplishments and to provide support for continued growth and development?
 - *Family and community engagement*: In partnership with school leadership, does your board regularly engage families and the community, particularly around big decisions?
 - *Succession planning*: Does your board have a school leader succession plan in place to cover both emergency leave and planned departure?
 - *Advocacy*: Do all board members know who state legislators are, have most board members met them, and are board members communicating with them about charter public schools?

Suggested Instructions: At the Board Meeting

1. After the survey is introduced, board members and the school leader discuss their responses to the questions on slides 7 and 8, with the goal of aligning on the top 2–5 actions the board will take over the coming year to continue to strengthen its governance.
2. Then, discuss the following question: *Given the capacity of your board and your school, what is the right timeline for the actions you selected and what is the right priority order? Clearly document action steps, due dates, and owners in a work plan.*
3. Ask the board chair and/or school leader to share the specific actions that the board is taking with MCPSA so that MCPSA can 1) provide appropriate resources to support the board in making any changes; and 2) as appropriate, coordinate and connect with other boards doing similar work so you may be able to support each other.



Your Board's Responses

of Responses

Race

Gender

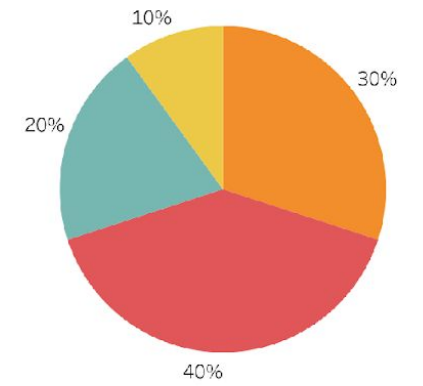
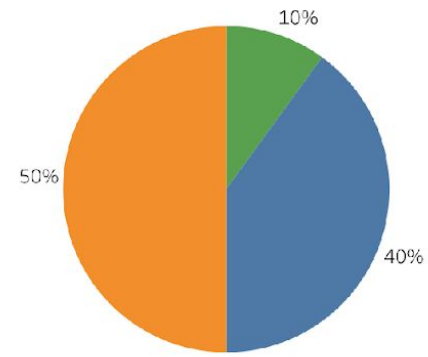
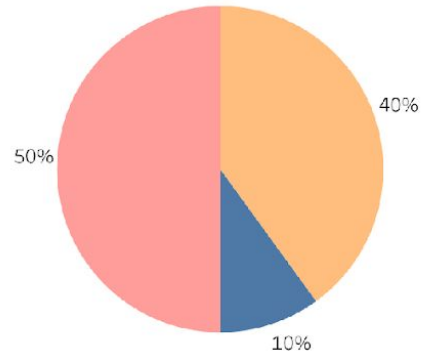
Age

10

School Year
SY2022-23

School Year
SY2022-23

School Year
SY2022-23



Black/African American
Latinx/a/o or Hispanic
White/Caucasian/European American

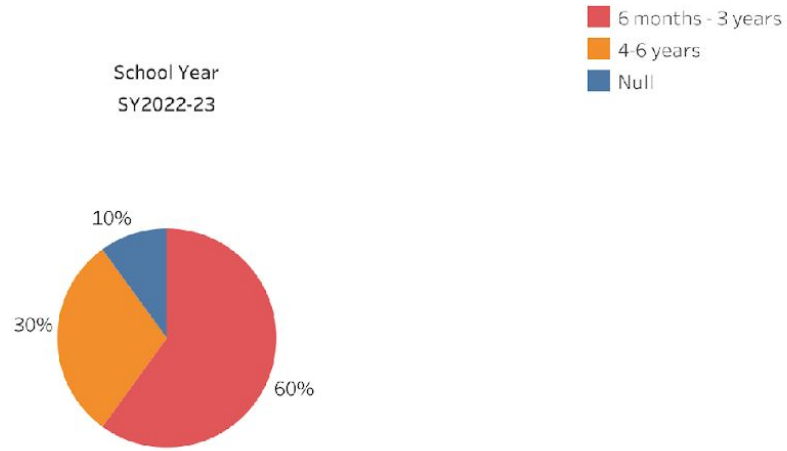
Choose not to disclose
Female & Female (cisgender)
Male & Male (cisgender)

30-39
40-49
50-59
70+

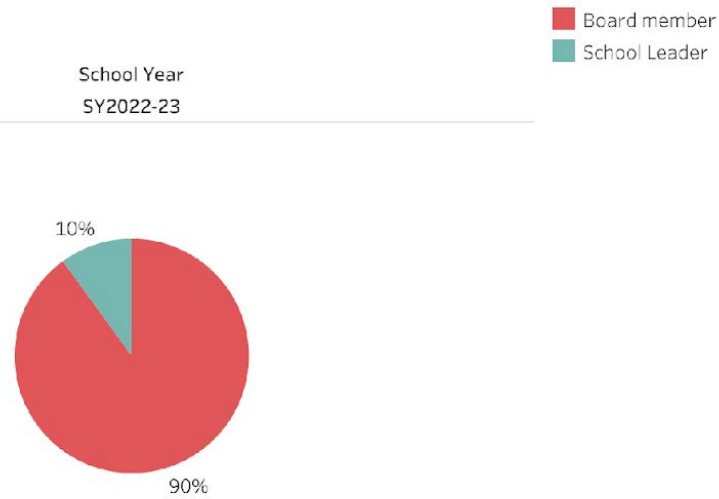
of Responses

Years on board

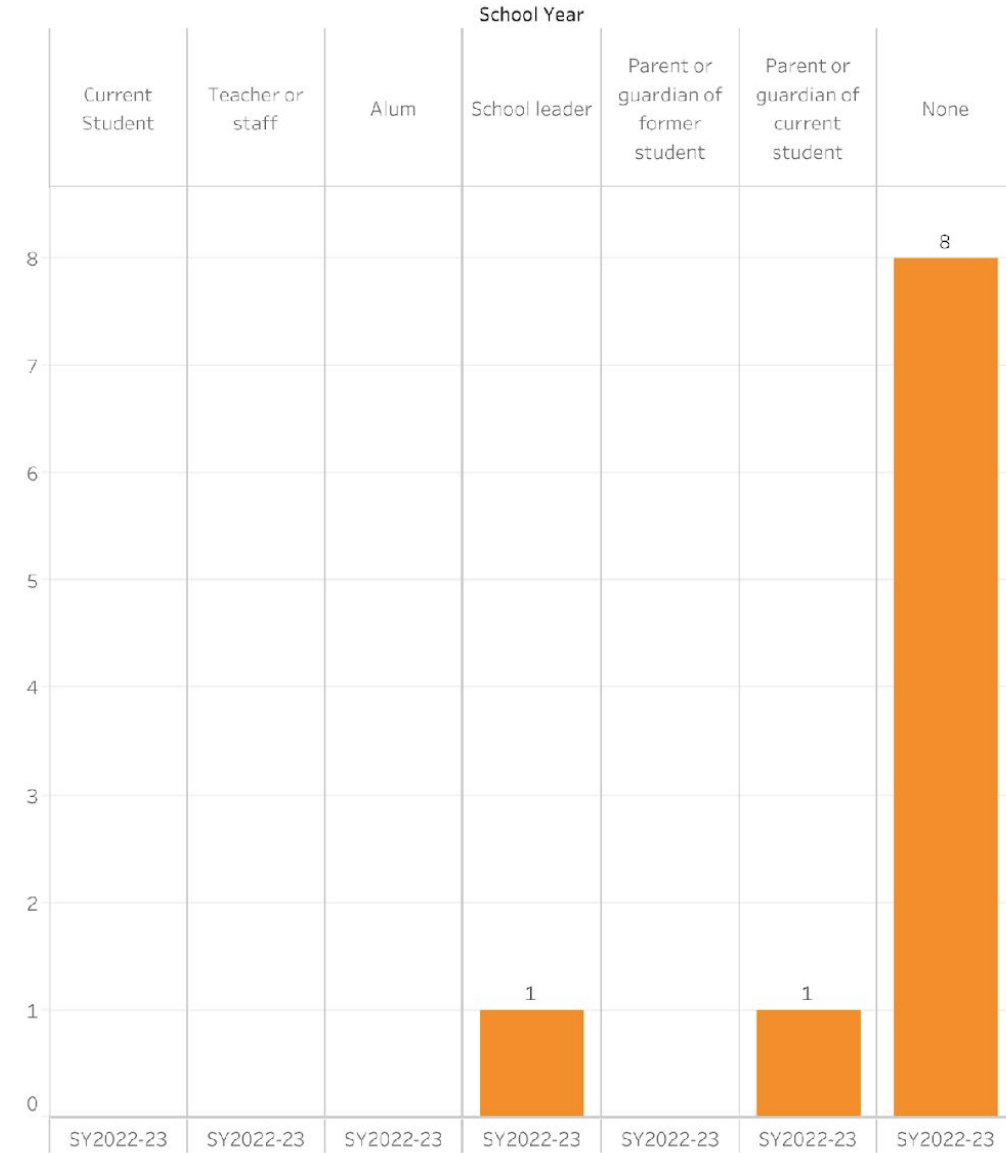
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Board role



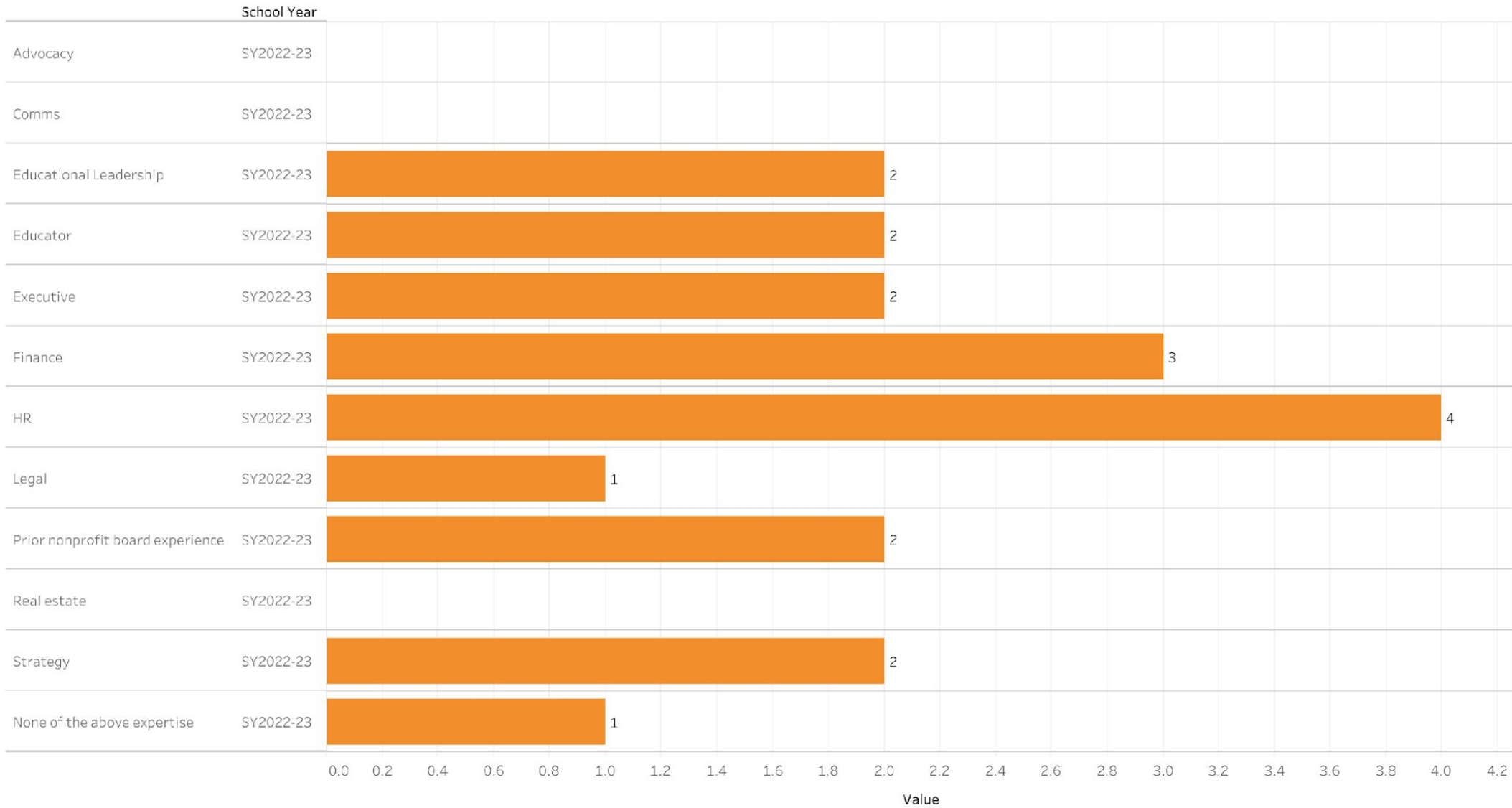
Professional/Personal connection to school



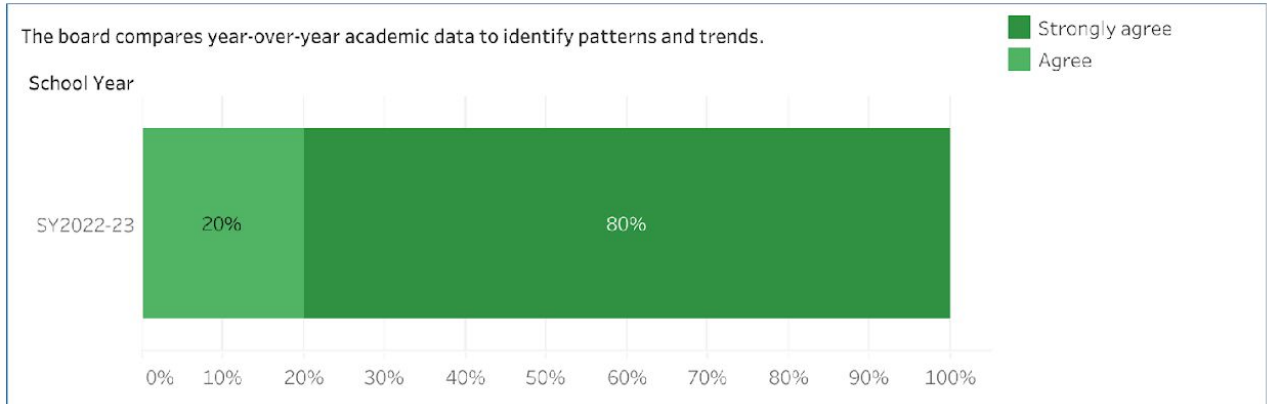
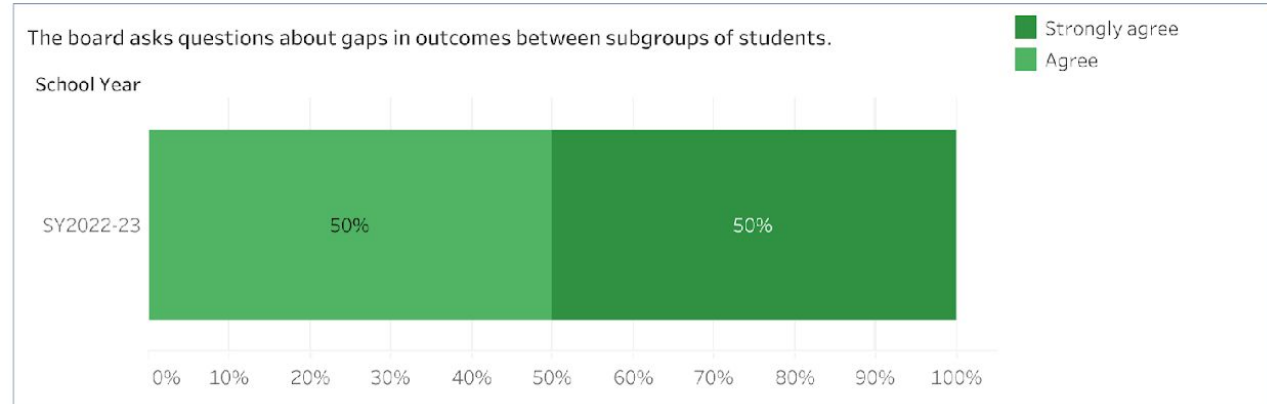
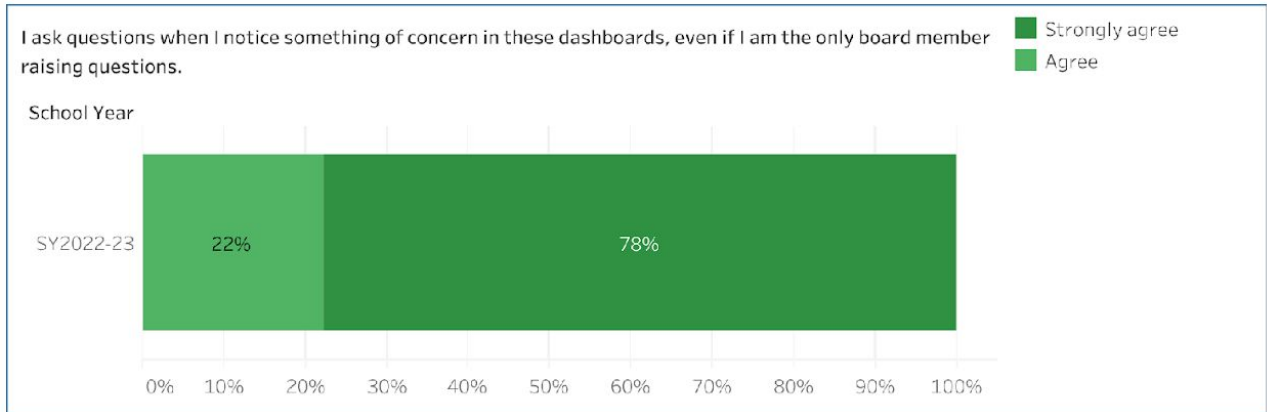
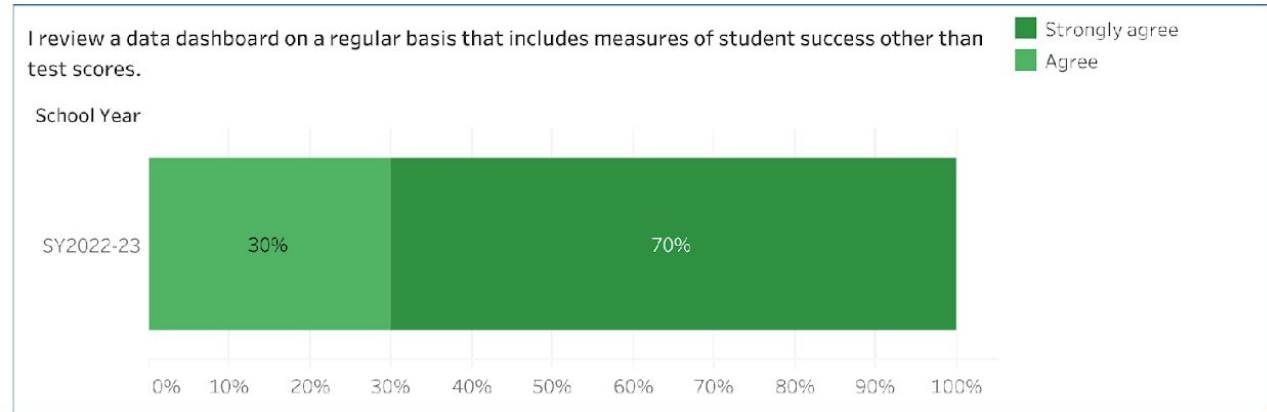
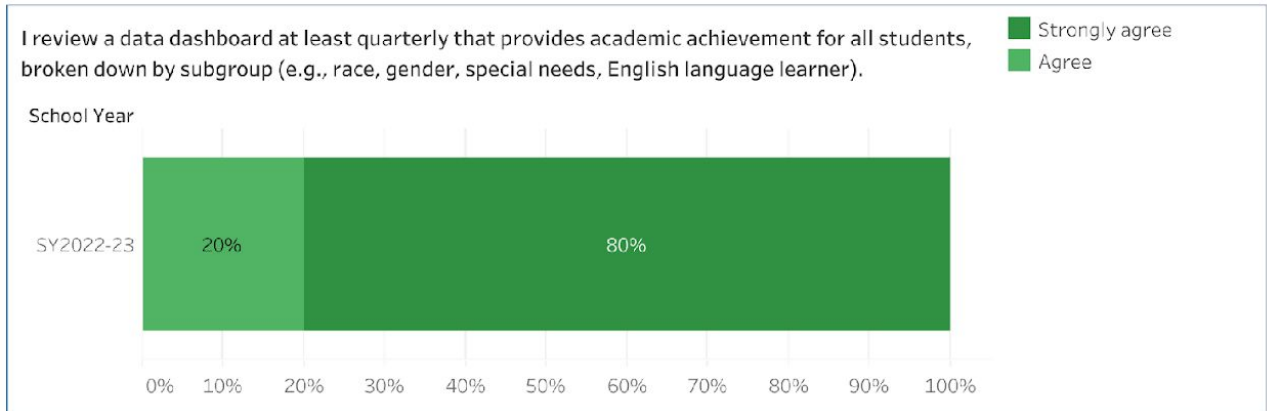
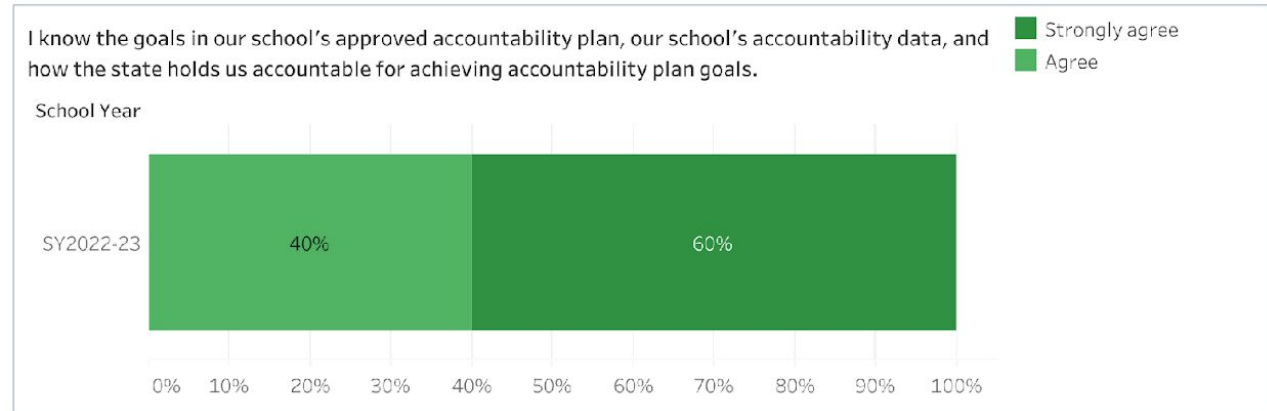
of Responses

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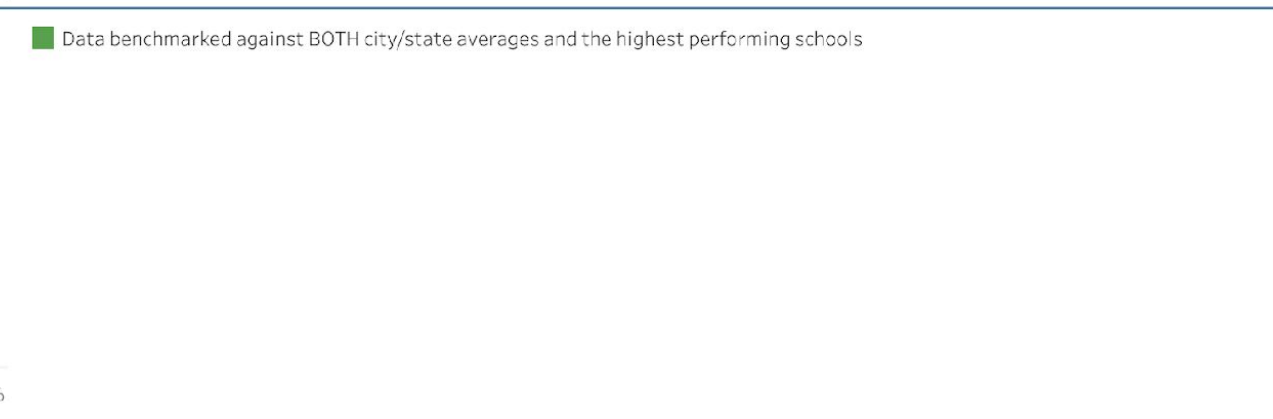
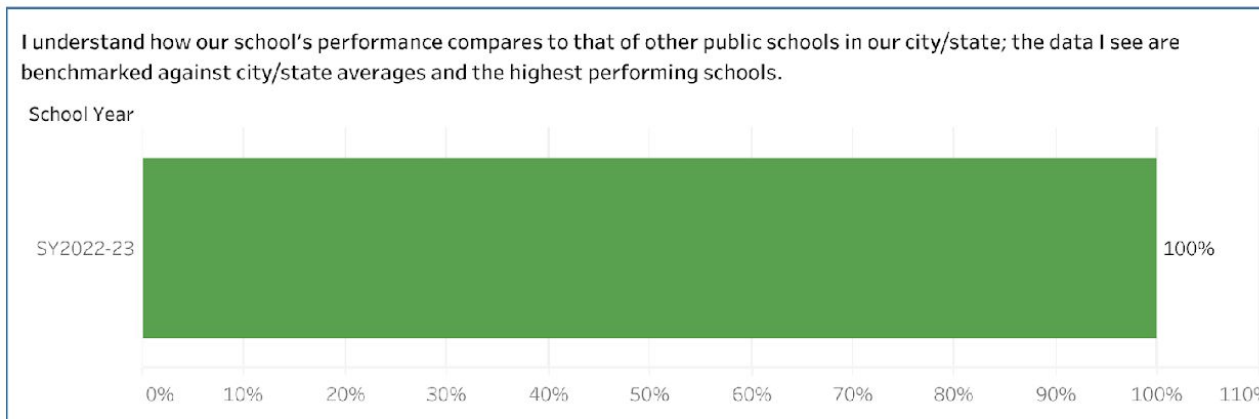
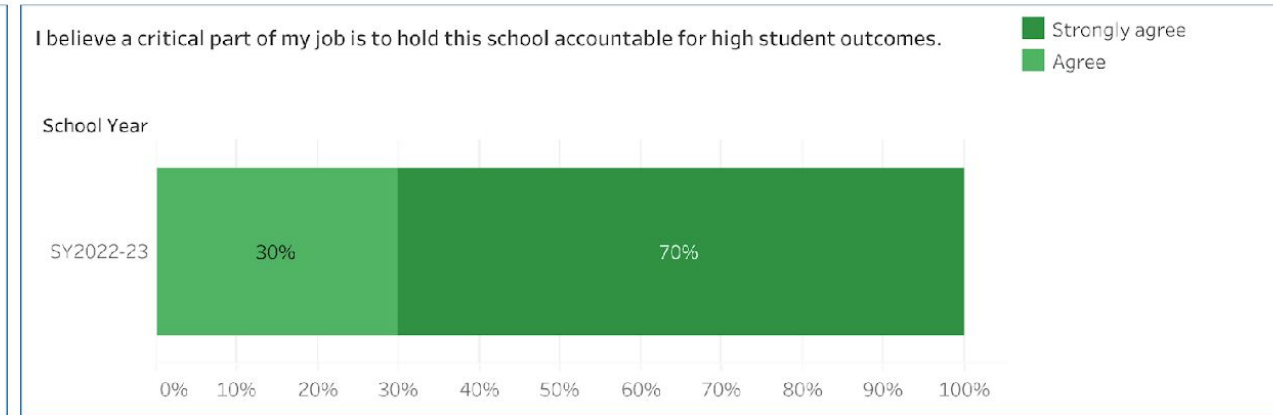
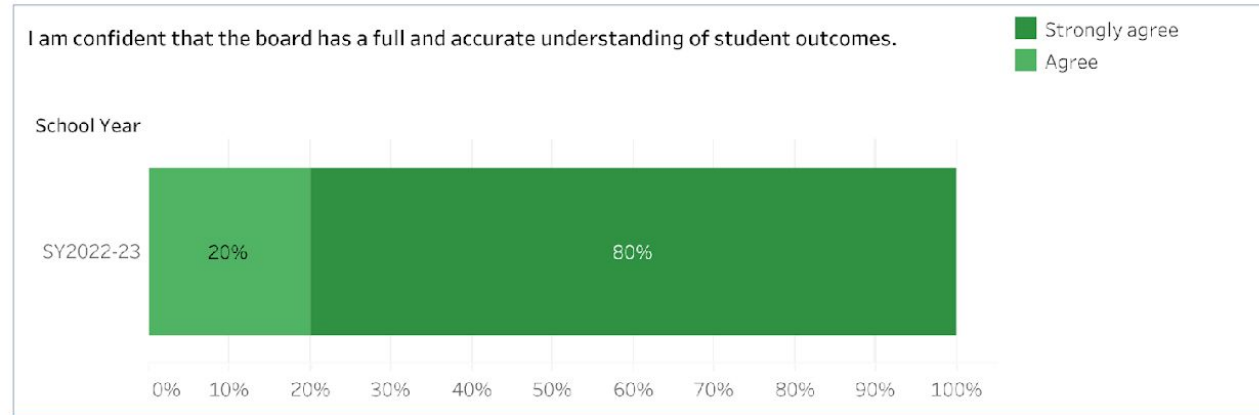
Areas of Professional Expertise



Standard 1: Focus Relentlessly on Student Achievement



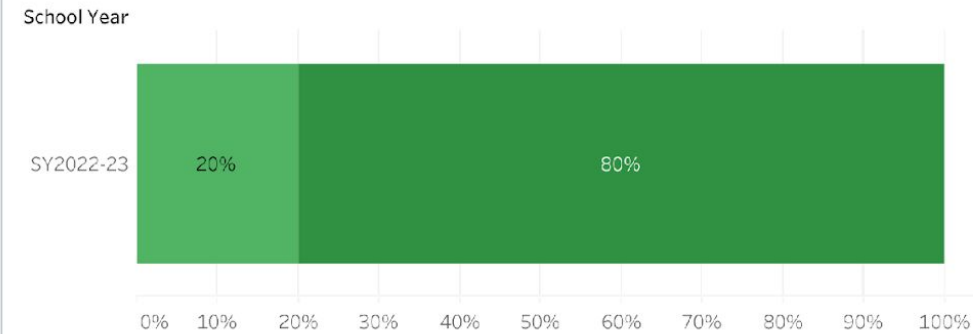
Standard 1: Focus Relentlessly on Student Achievement (2)



Standard 2: Ensure Exceptional Leadership

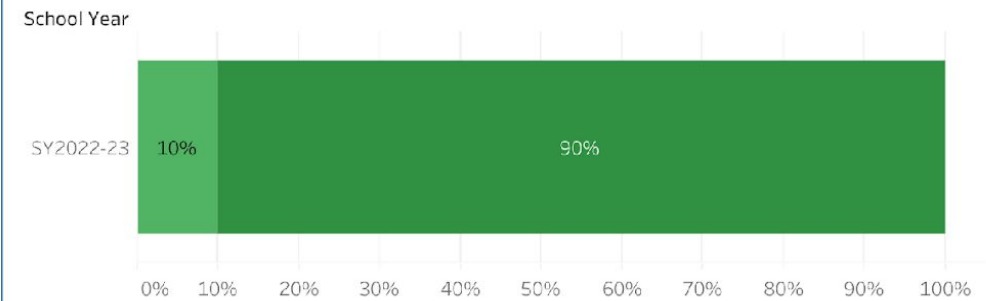
The board monitors the School Leader's progress towards their goals at least quarterly.

Strongly agree
Agree



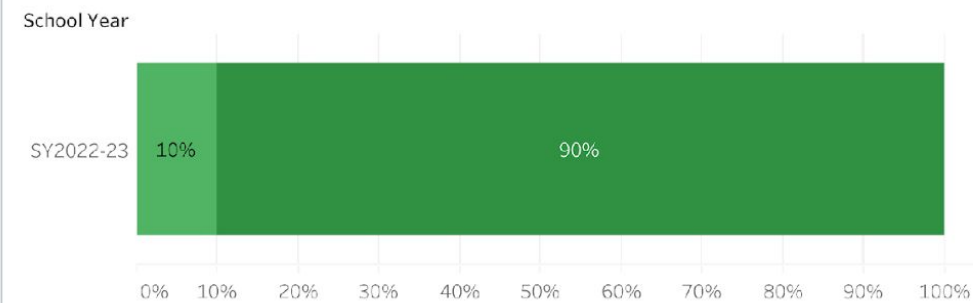
The School Leader candidly and proactively speaks with the board about both successes and challenges.

Strongly agree
Agree



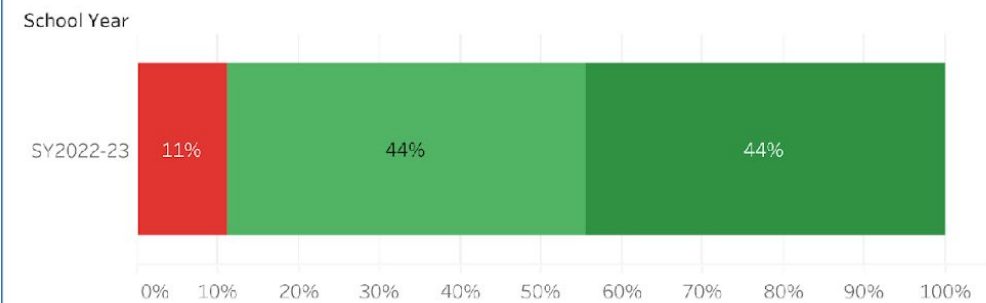
My perception is that the board chair and School Leader have a strong, candid, and supportive relationship.

Strongly agree
Agree



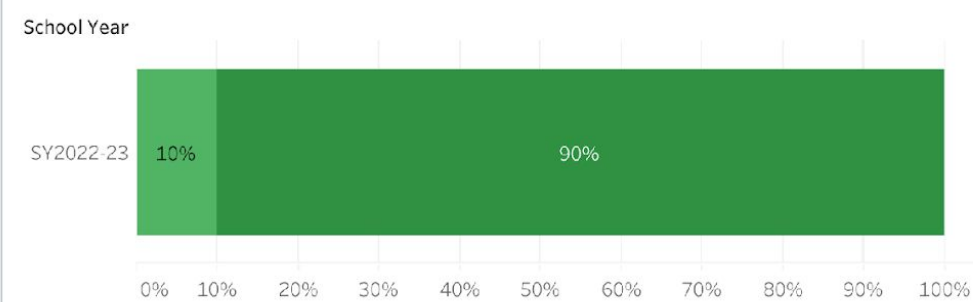
Our School Leader evaluation includes measures of Diversity, Equity, and Inclusion within the school.

Strongly agree
Agree
Disagree



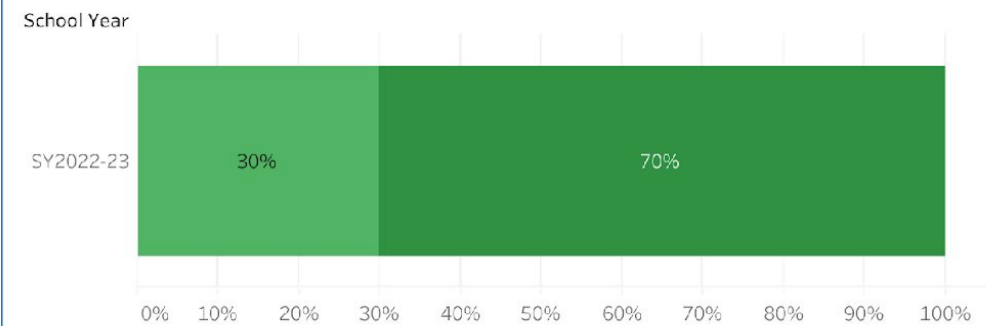
The board holds the School Leader accountable for high student outcomes/academic improvement as part of their annual evaluation.

Strongly agree
Agree

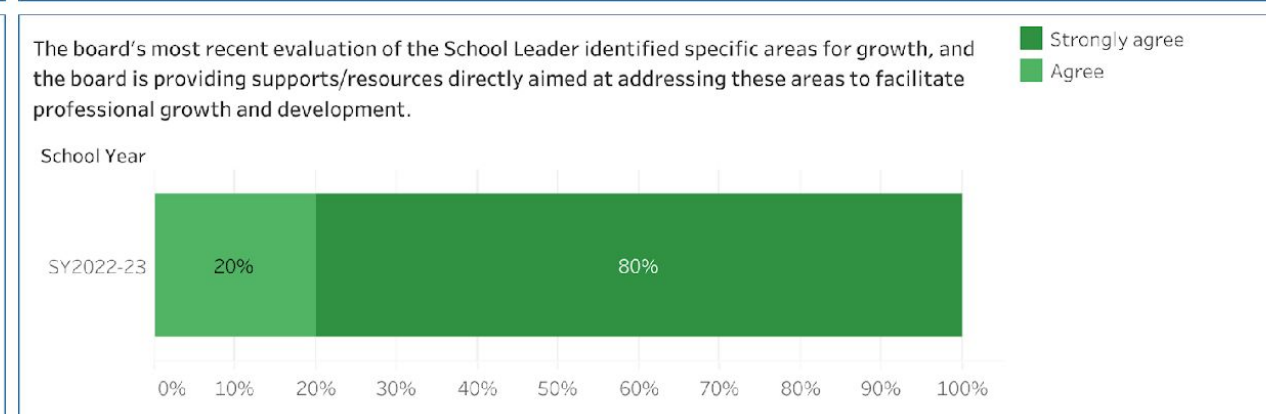
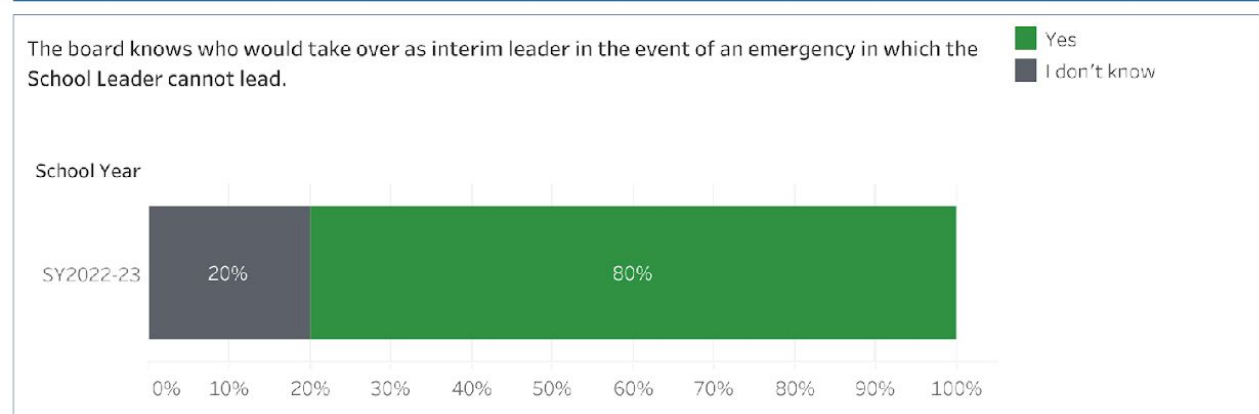
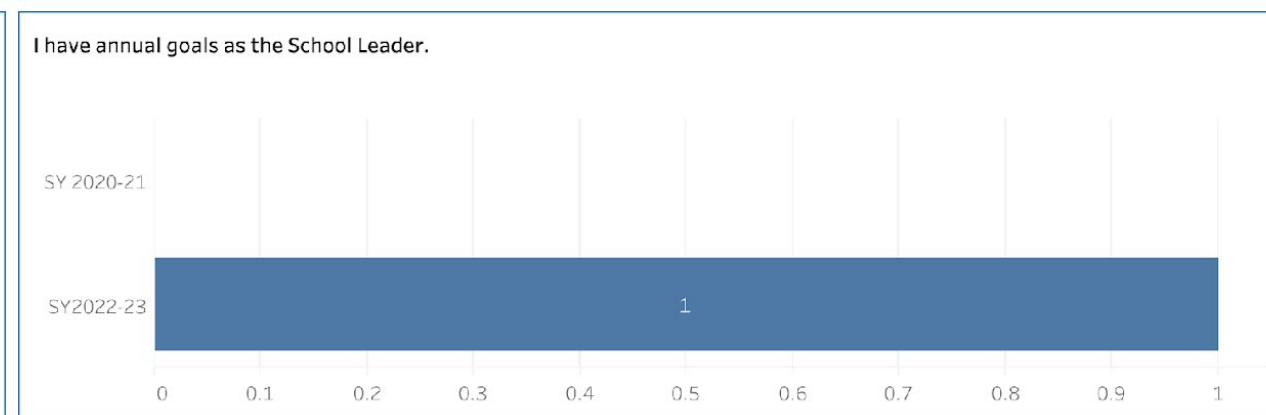
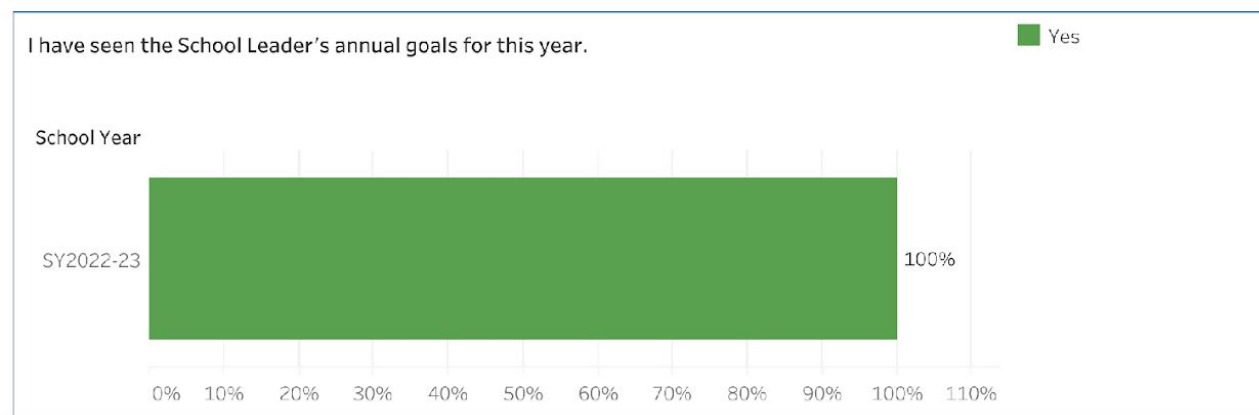
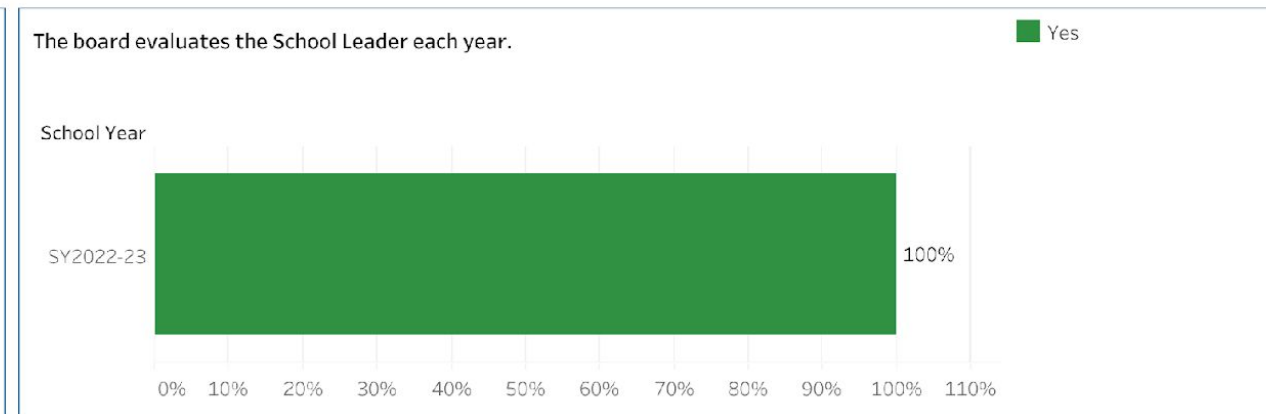
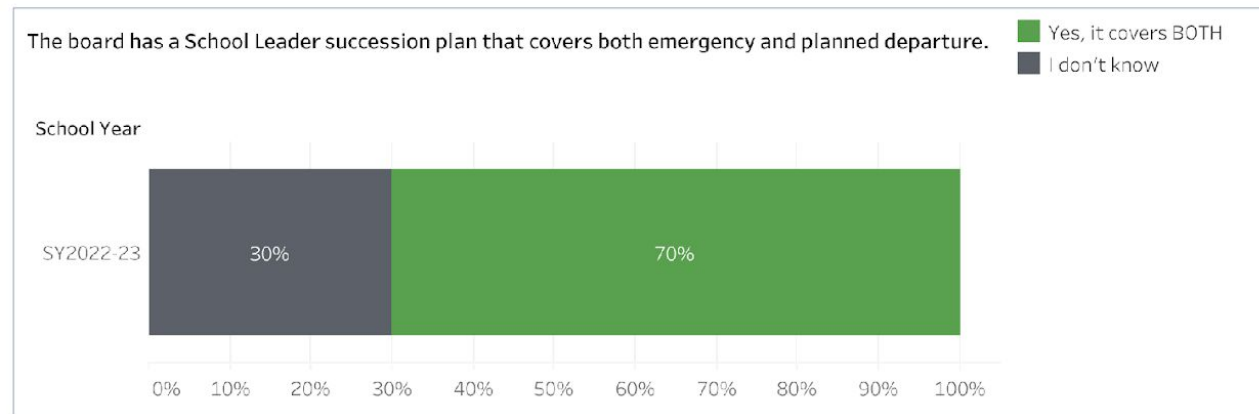


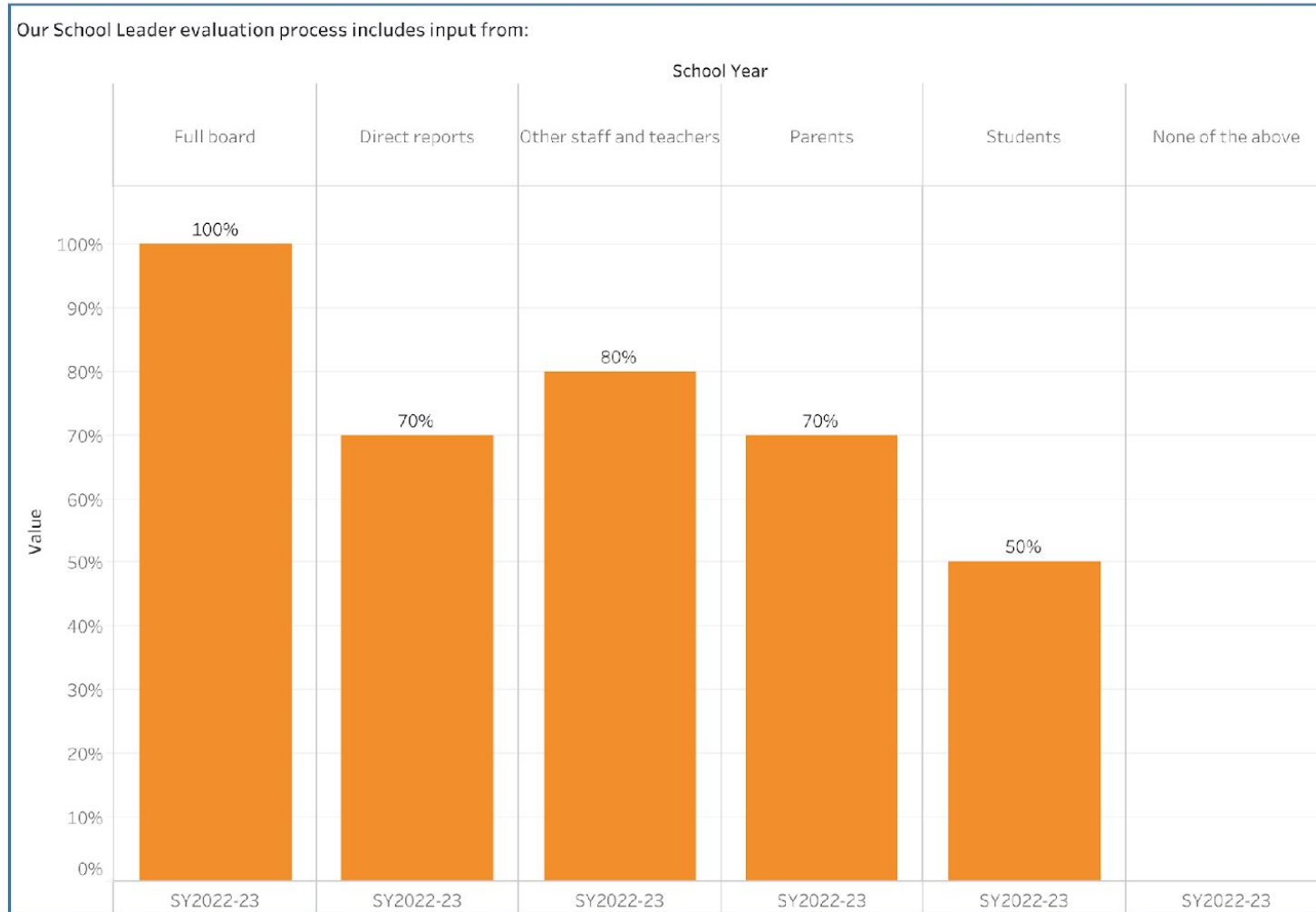
If student achievement declines or remains low, the board elevates this as a serious concern.

Strongly agree
Agree

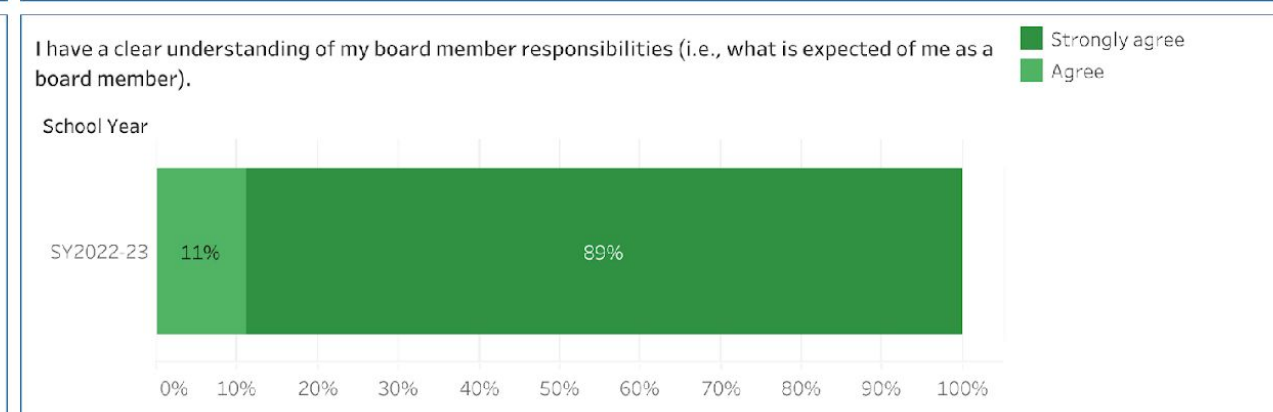
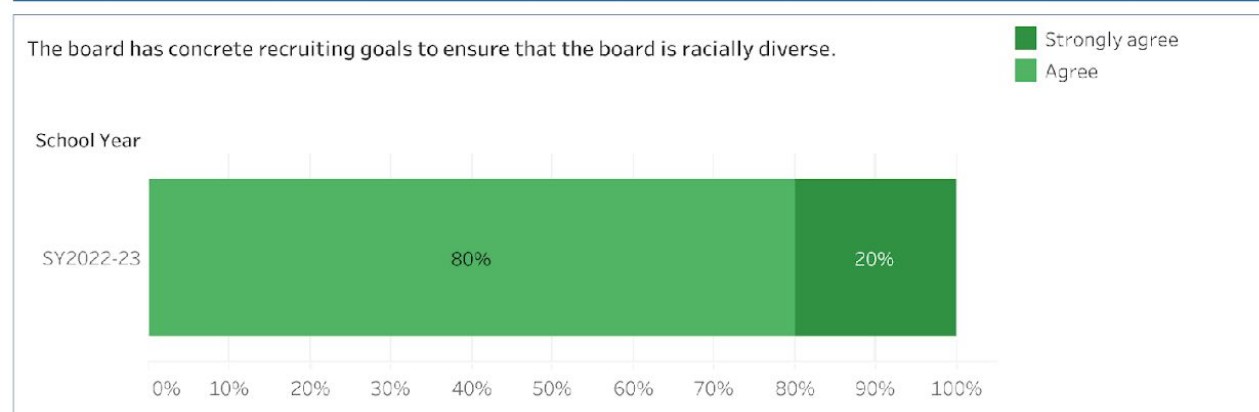
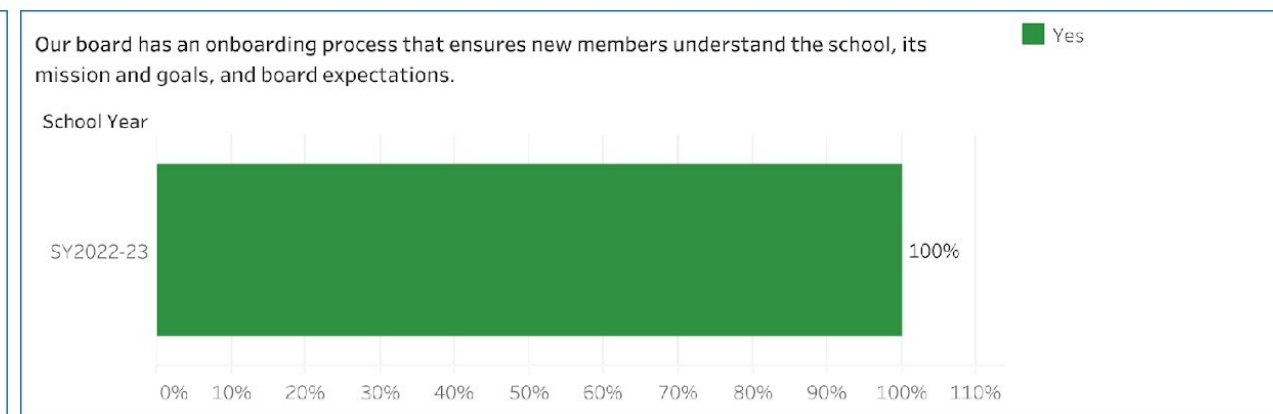
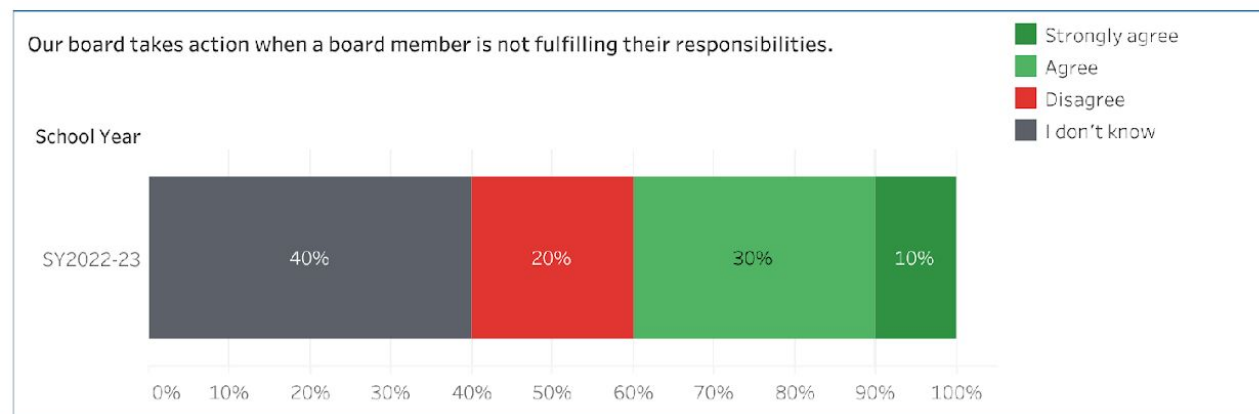
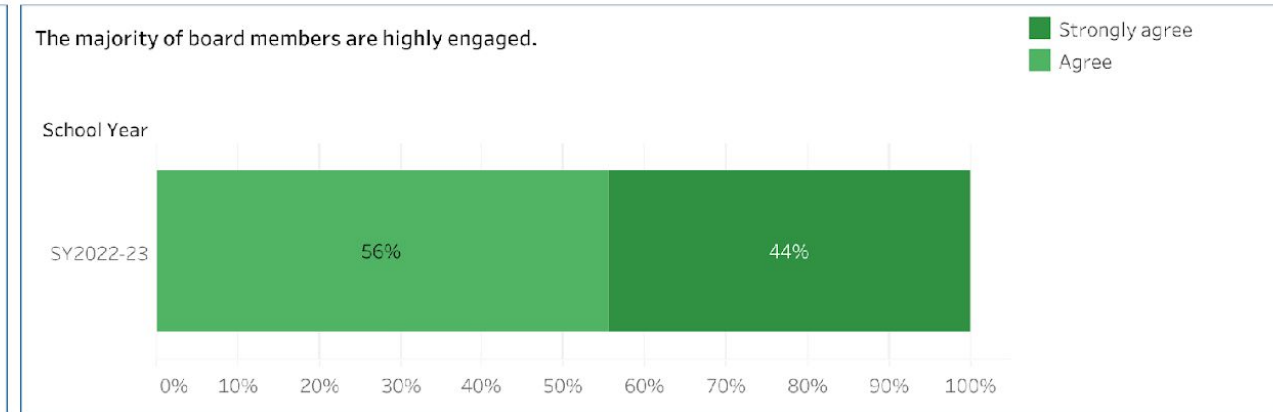
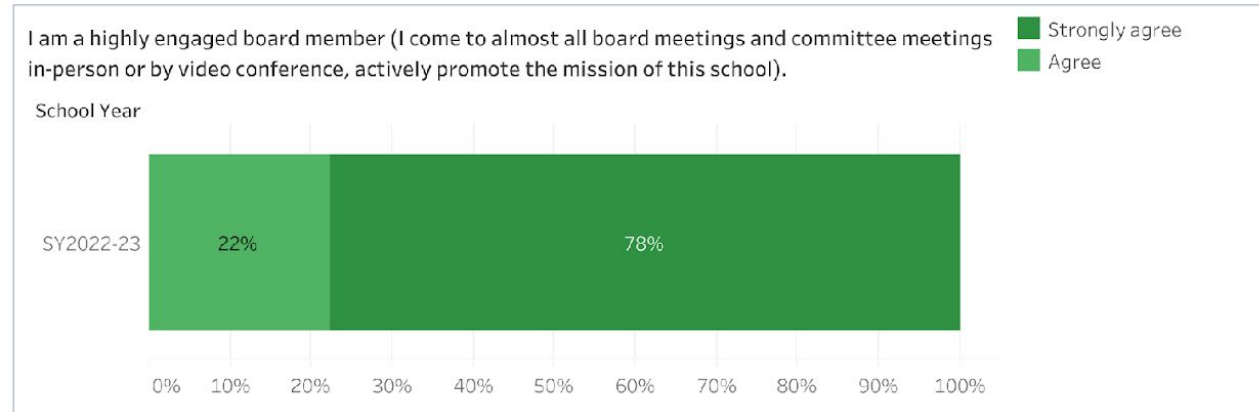


Standard 2: Ensure Exceptional Leadership (2)

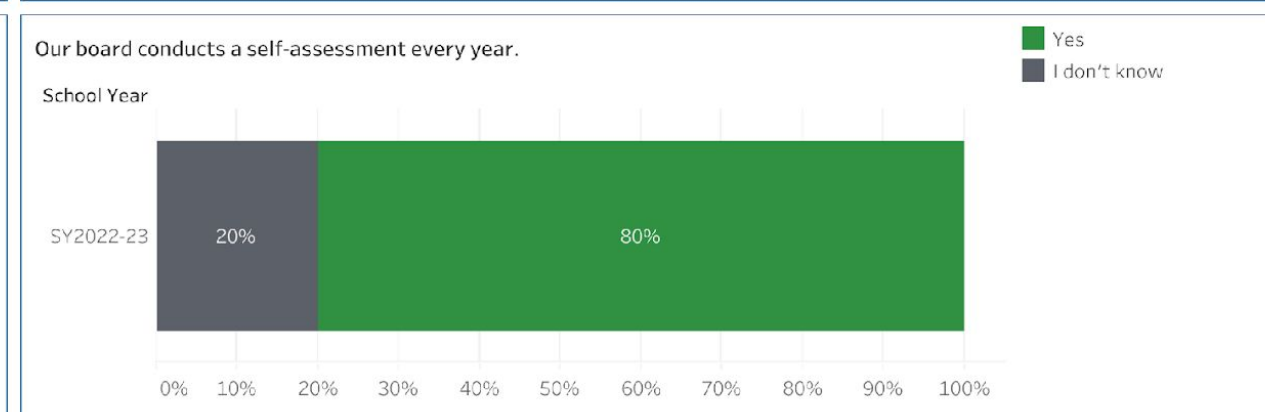
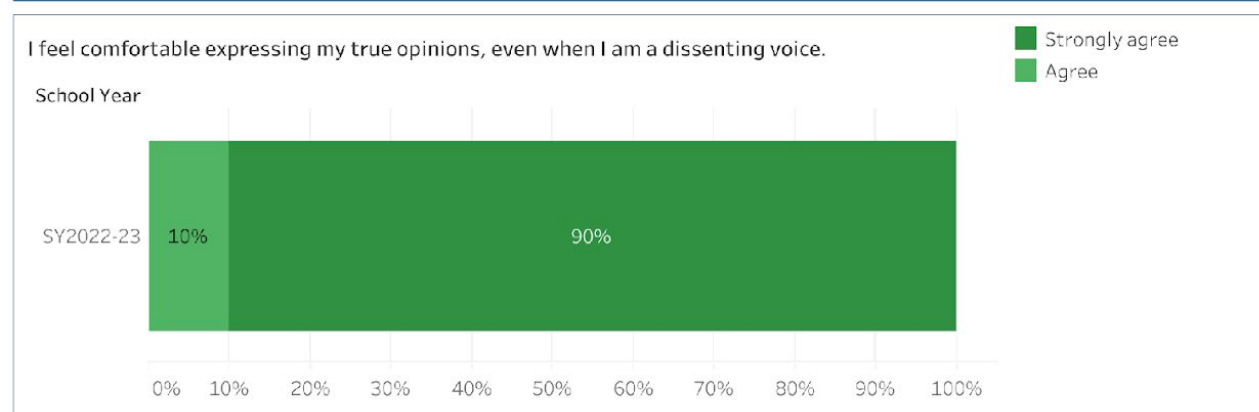
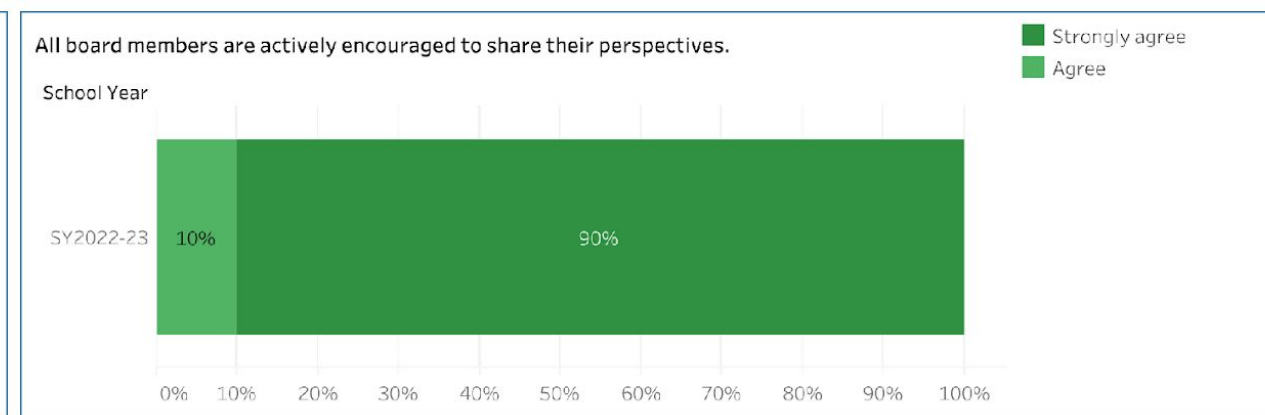
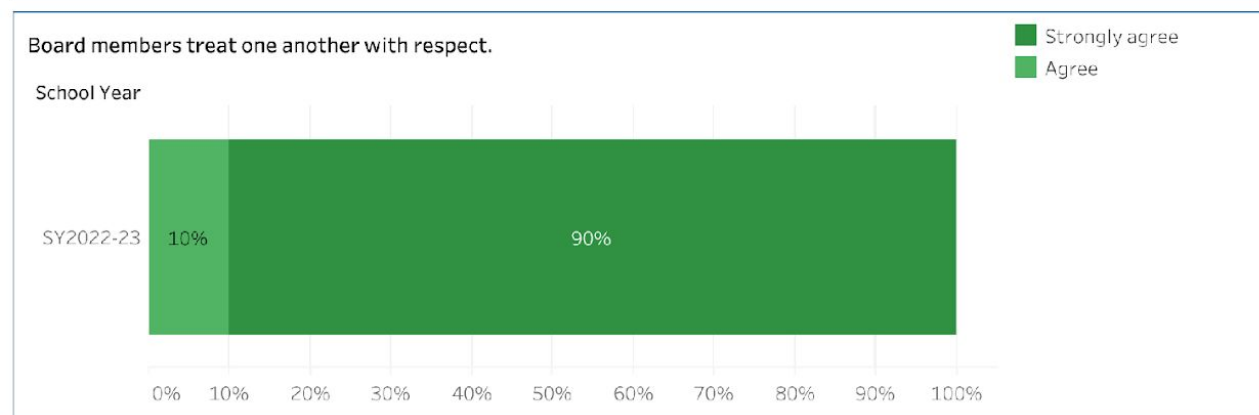
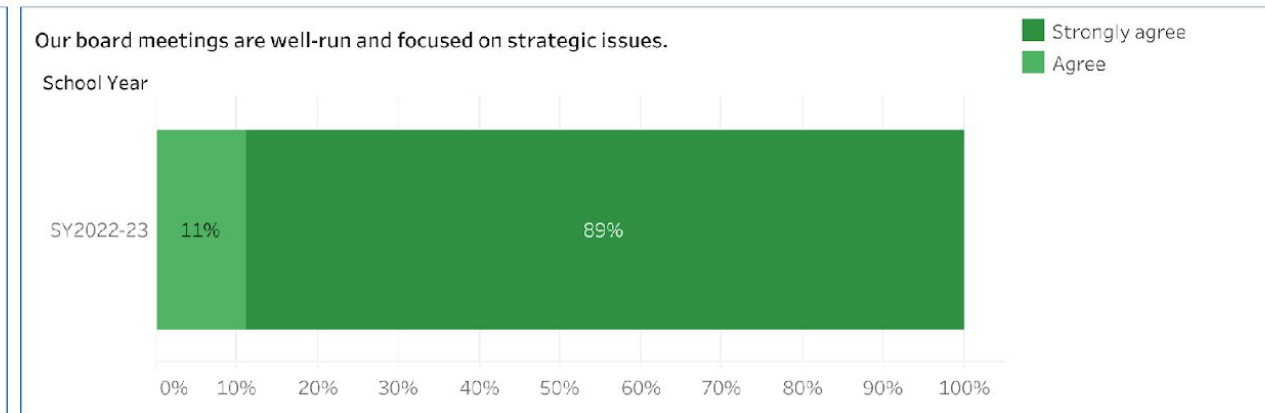
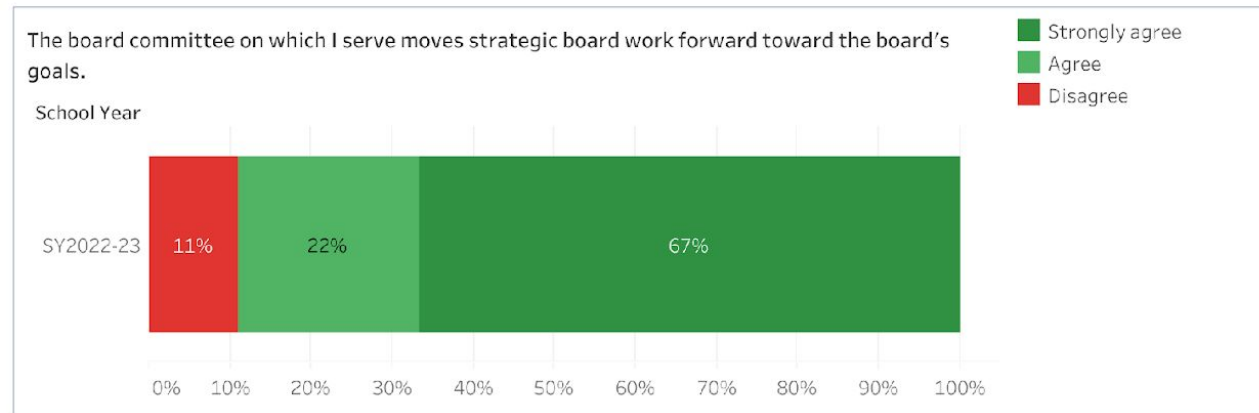




Standard 3: Commit to Exemplary Governance

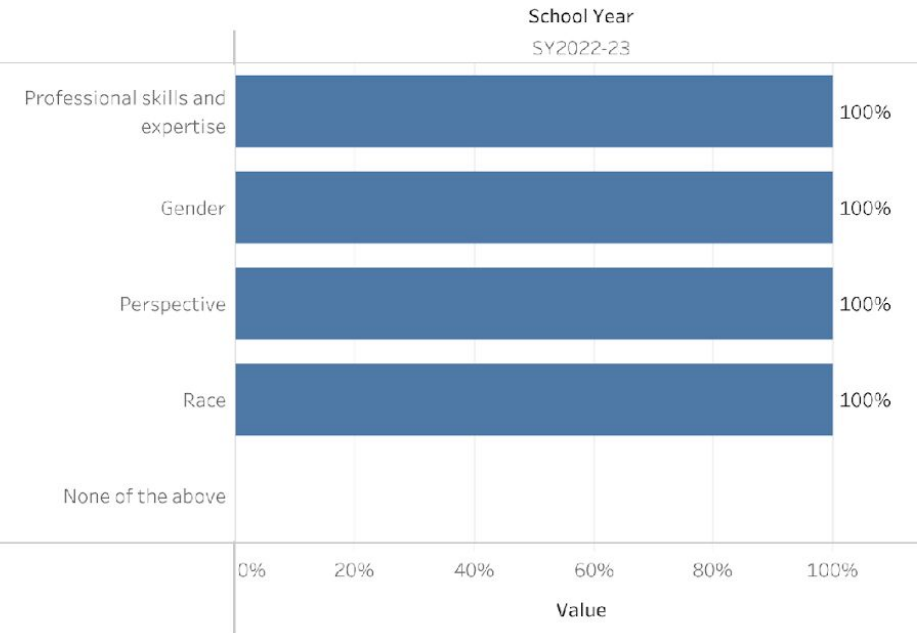


Standard 3: Commit to Exemplary Governance (2)

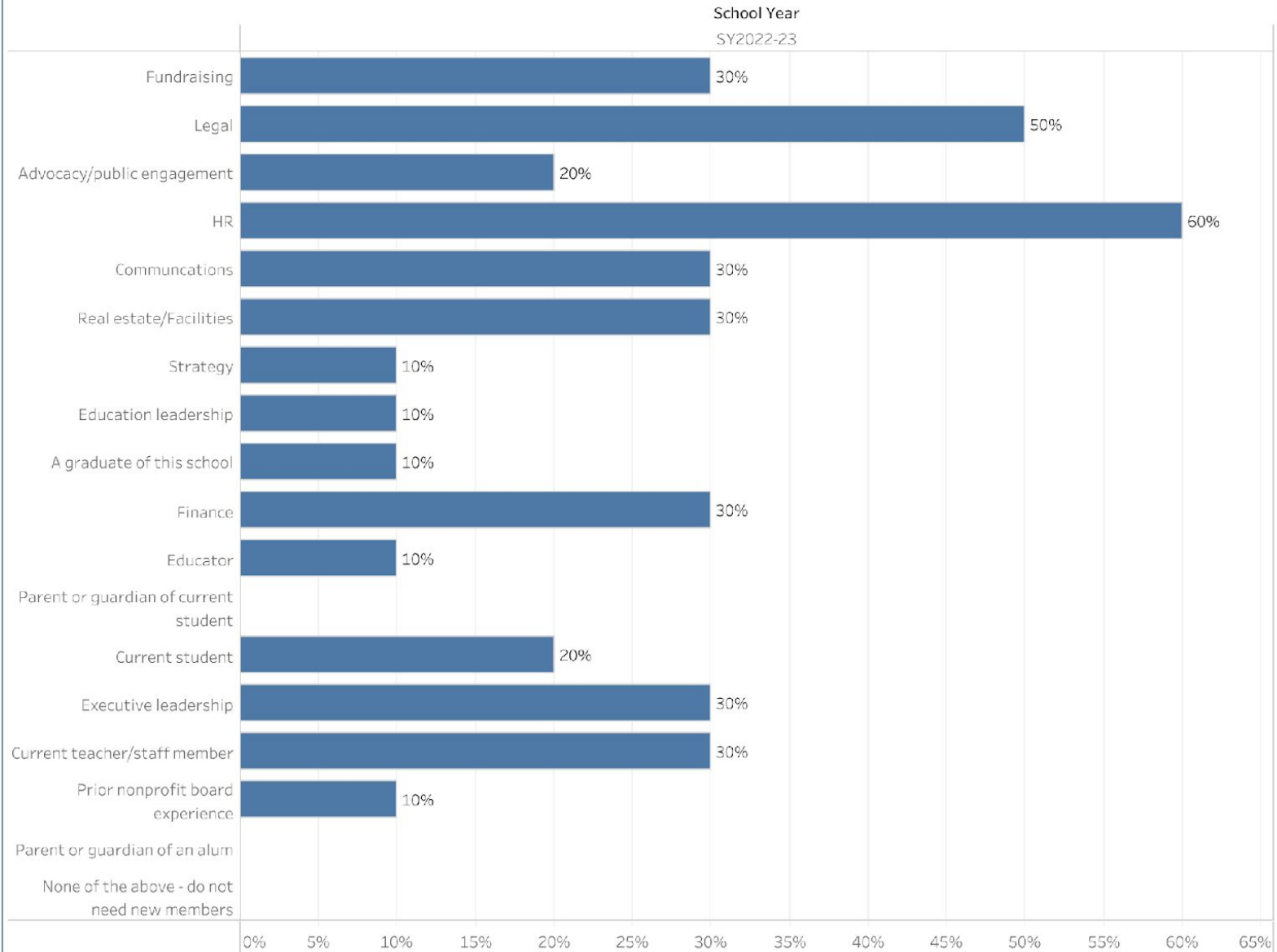


Standard 3: Commit to Exemplary Governance (3)

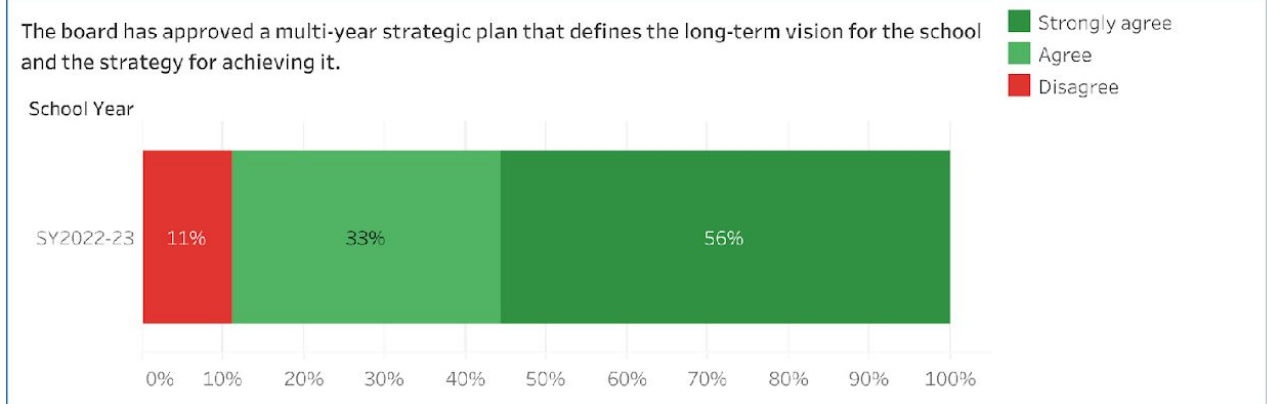
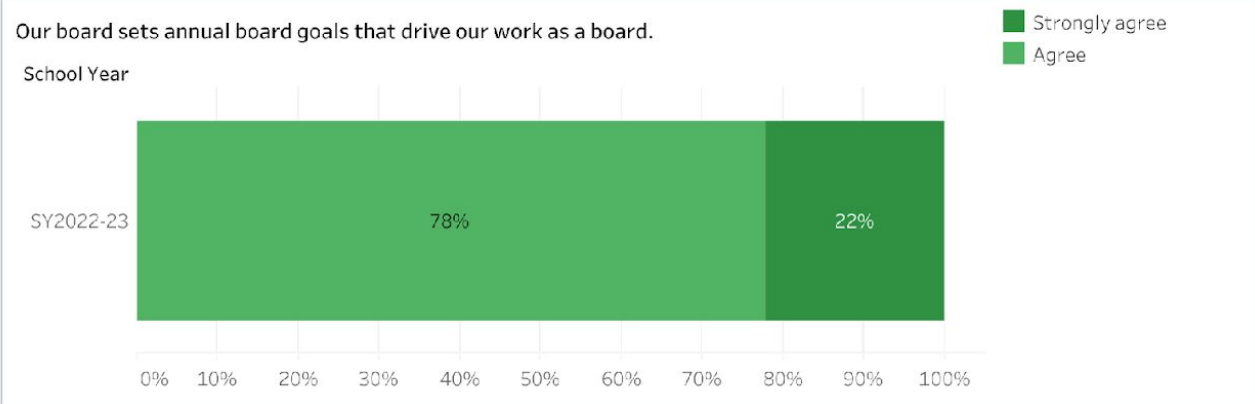
The board is diverse in terms of:



Our board needs to add board members with the following experience:

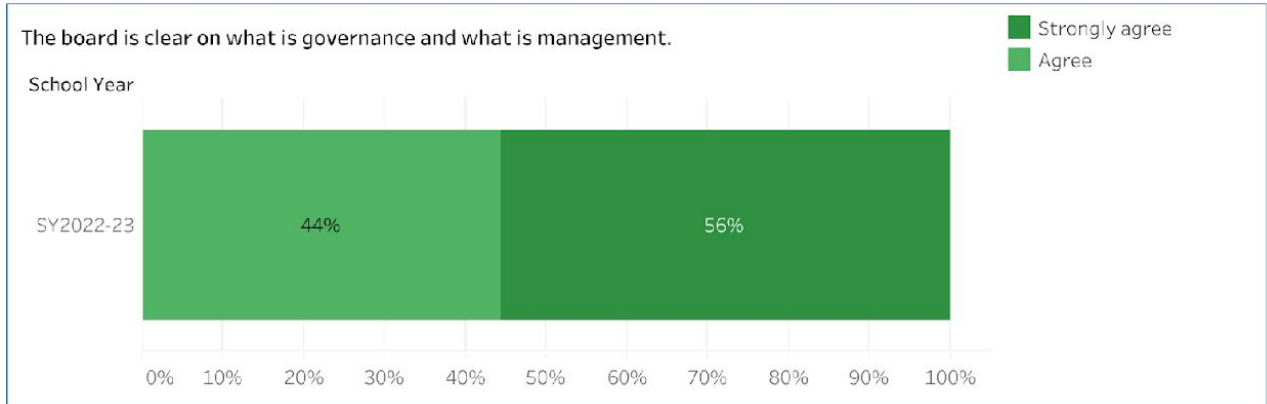
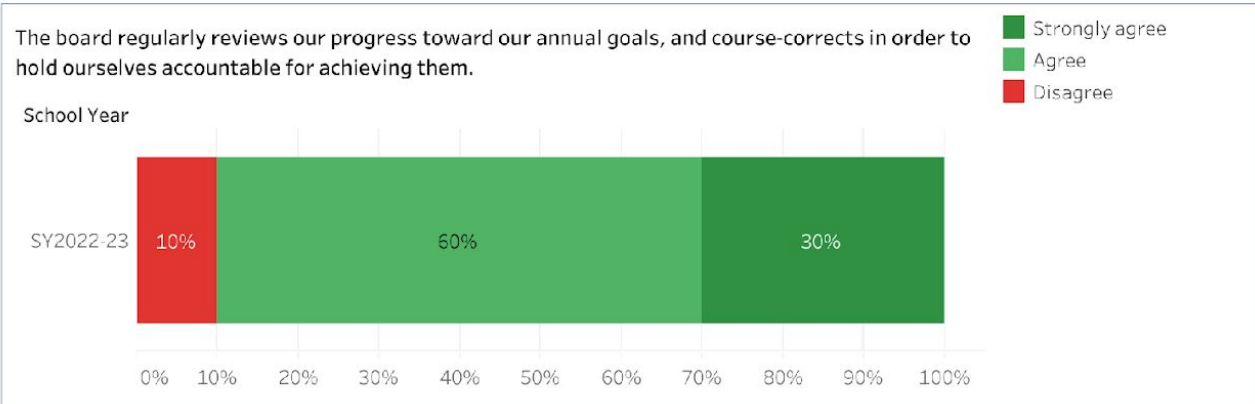


Standard 4: Act Strategically



When was the last time your board had a board retreat? (Note: only asked in 2023)

Does your board plan to hold a board retreat within the next 12 months? (Note: only asked in 2023)

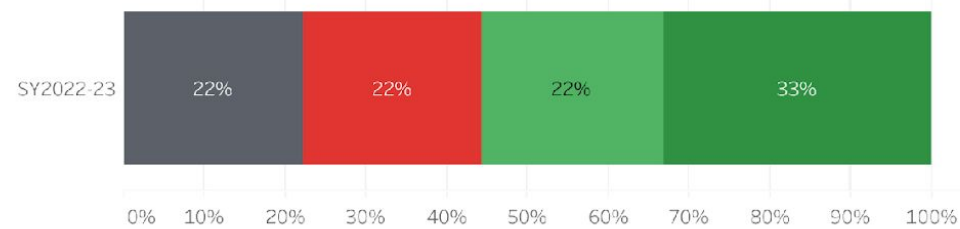


Standard 4: Act Strategically (2)

In the last 12 months, the board and the School Leader have had at least one substantive conversation clarifying the balance between governance and management and aligning on who makes what decisions.

- Strongly agree
- Agree
- Disagree
- I don't know

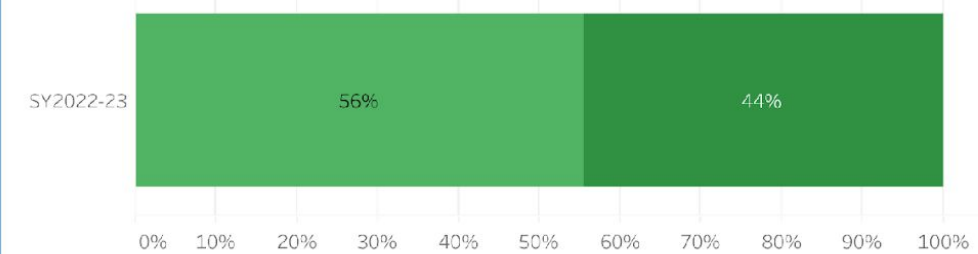
School Year



The board steps back from decisions that are the responsibility of the School Leader, even big decisions.

- Strongly agree
- Agree

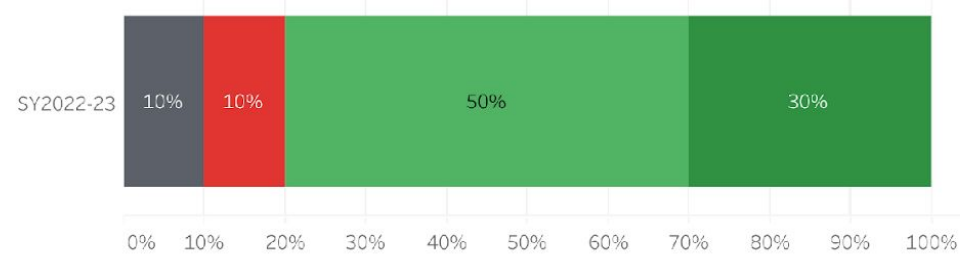
School Year



In partnership with the school leadership, our board regularly engages with stakeholders (e.g., families and community members) especially around big decisions.

- Strongly agree
- Agree
- Disagree
- I don't know

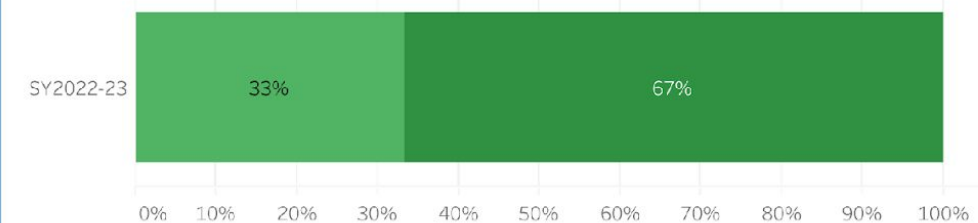
School Year



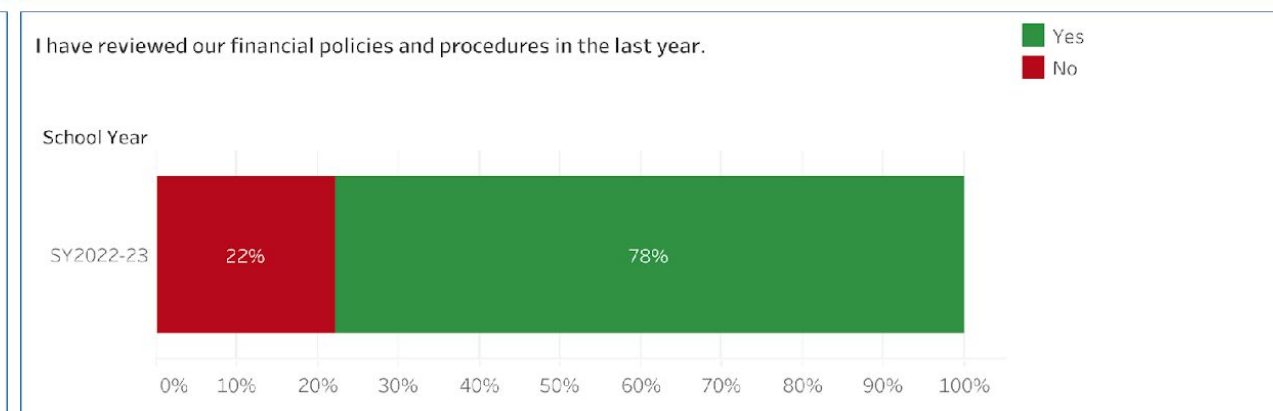
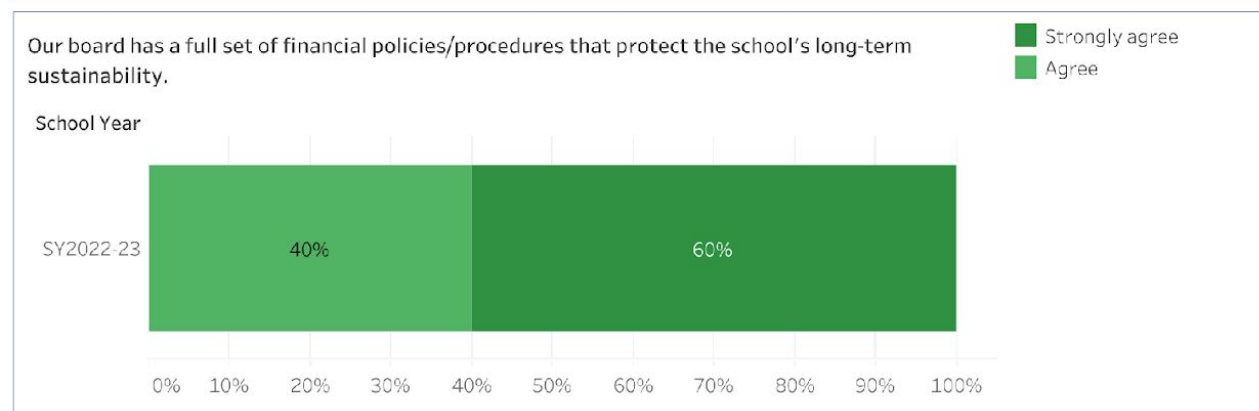
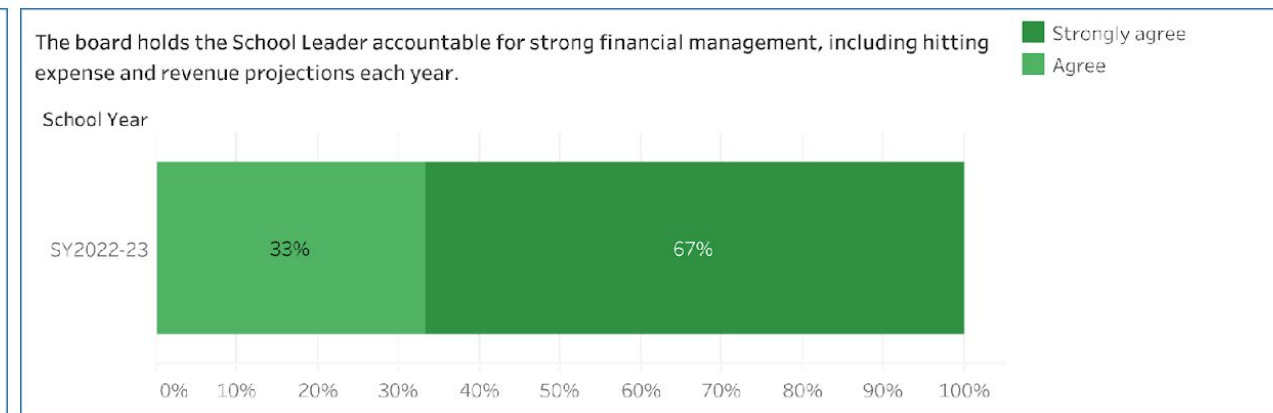
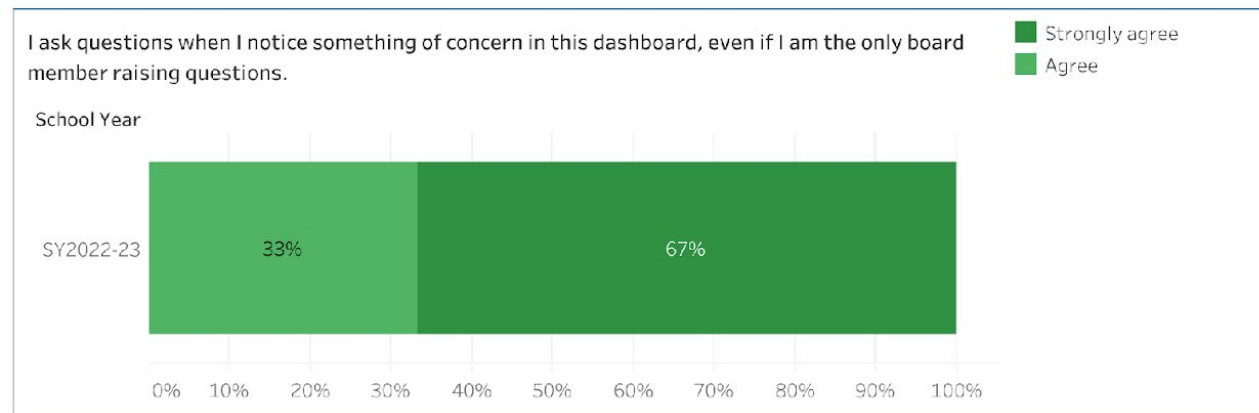
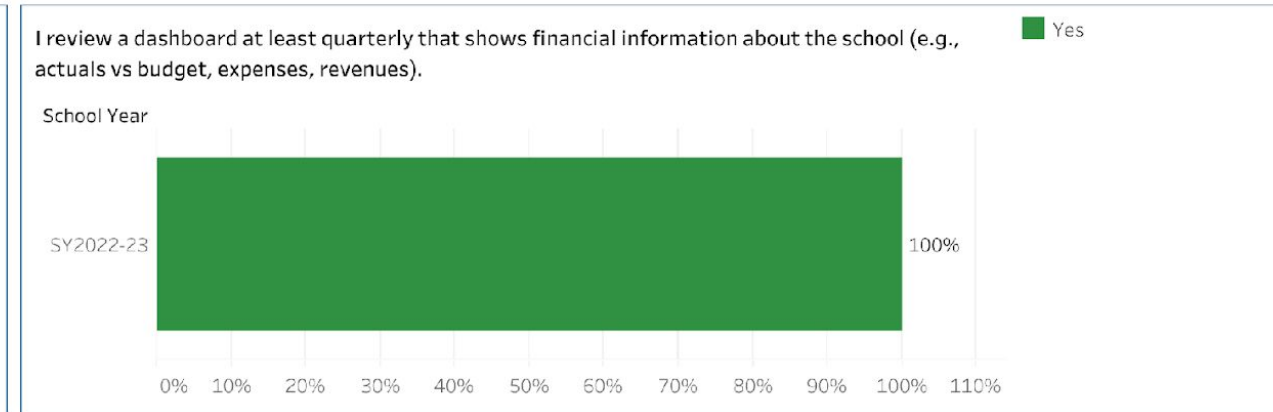
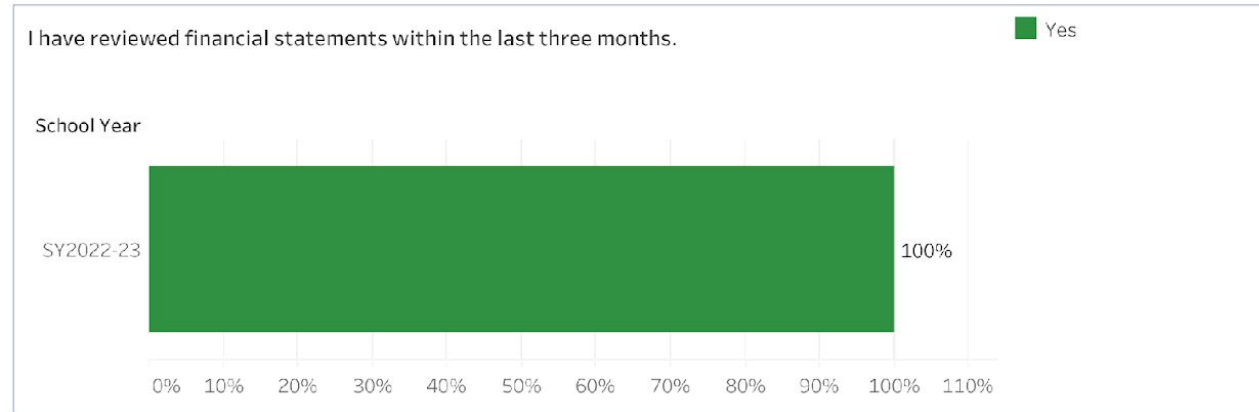
This board has demonstrated consistent willingness to discuss the impact of systemic racism or implicit bias within this school in relation to issues such as achievement gaps, teacher retention and recruiting, ED evaluation, and engaging parents/the community.

- This board has demonstrat..
- Strongly agree
 - Agree

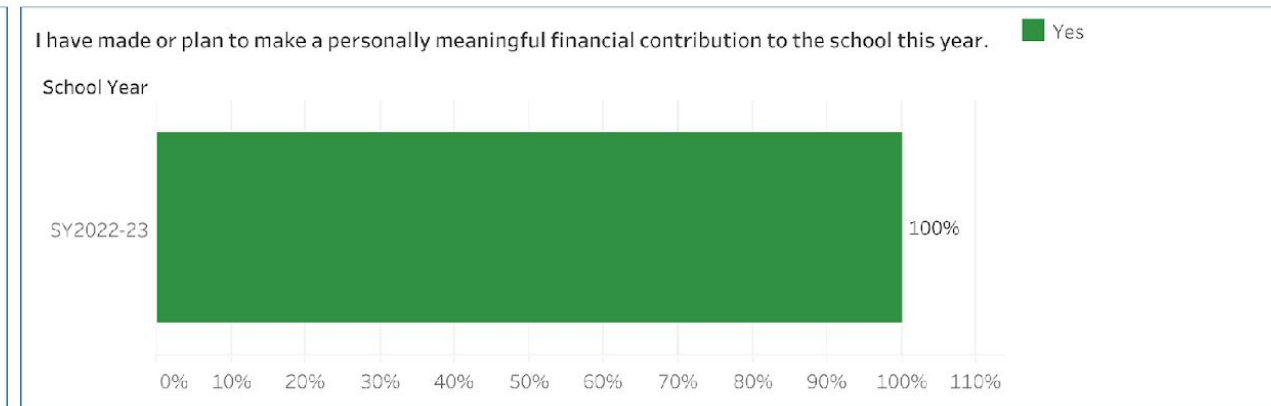
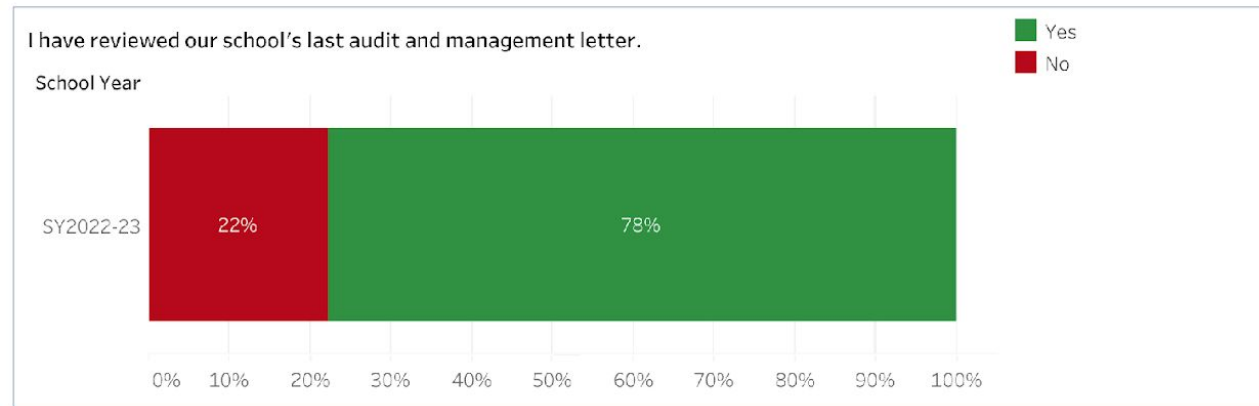
School Year



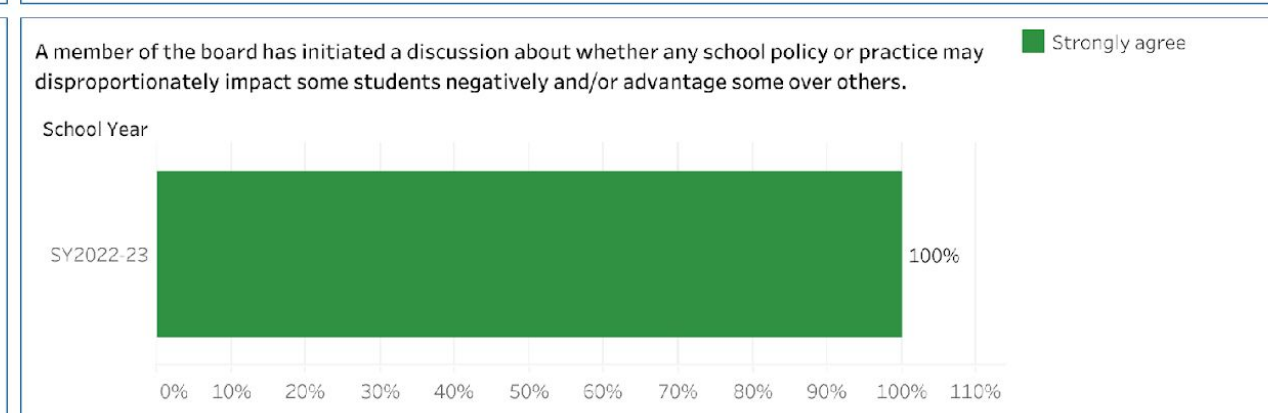
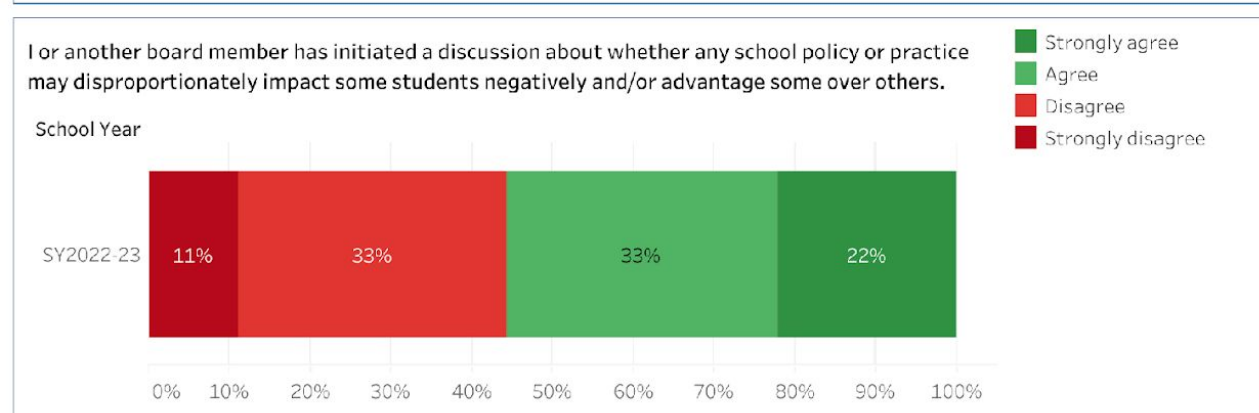
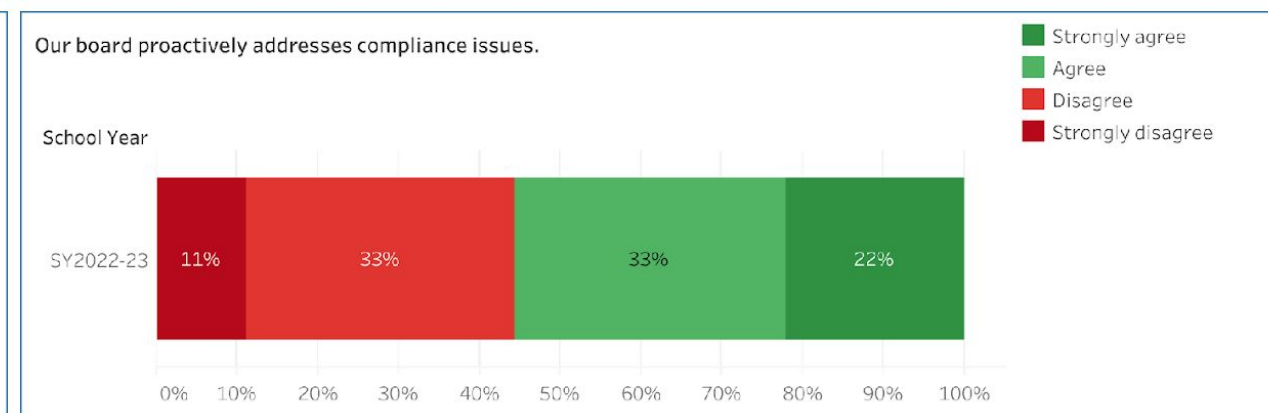
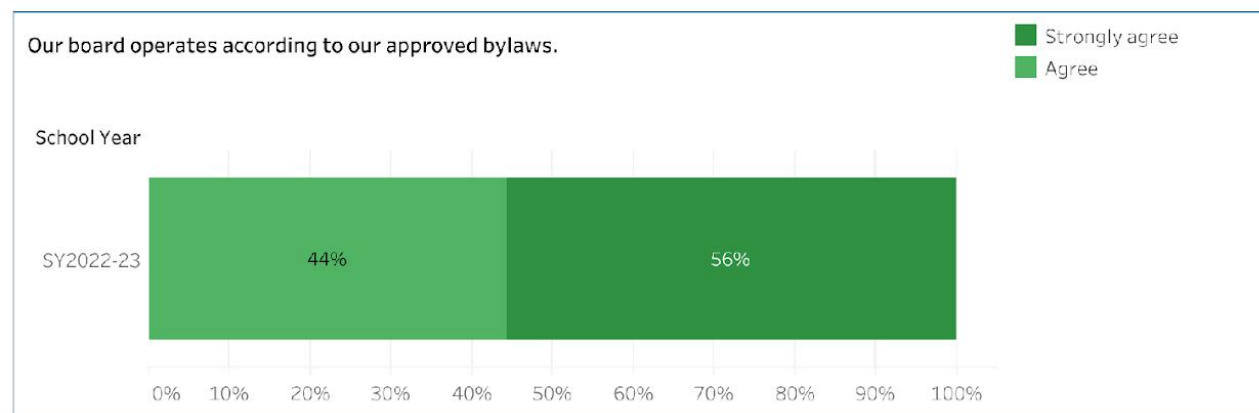
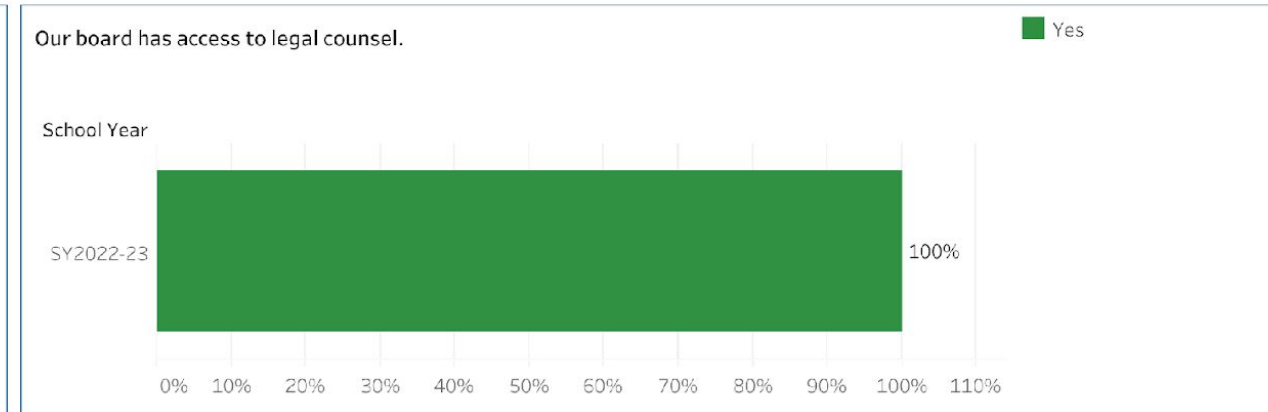
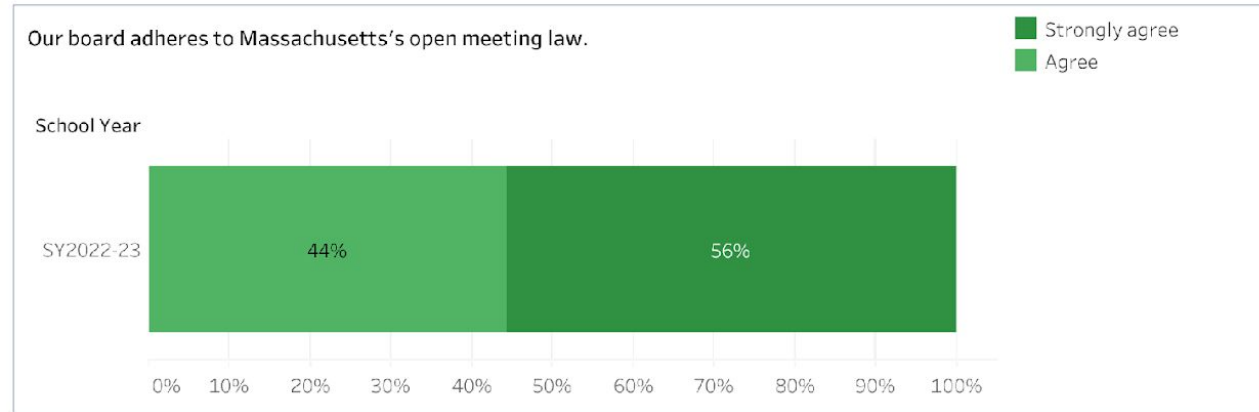
Standard 5: Raise and Use Resources Wisely



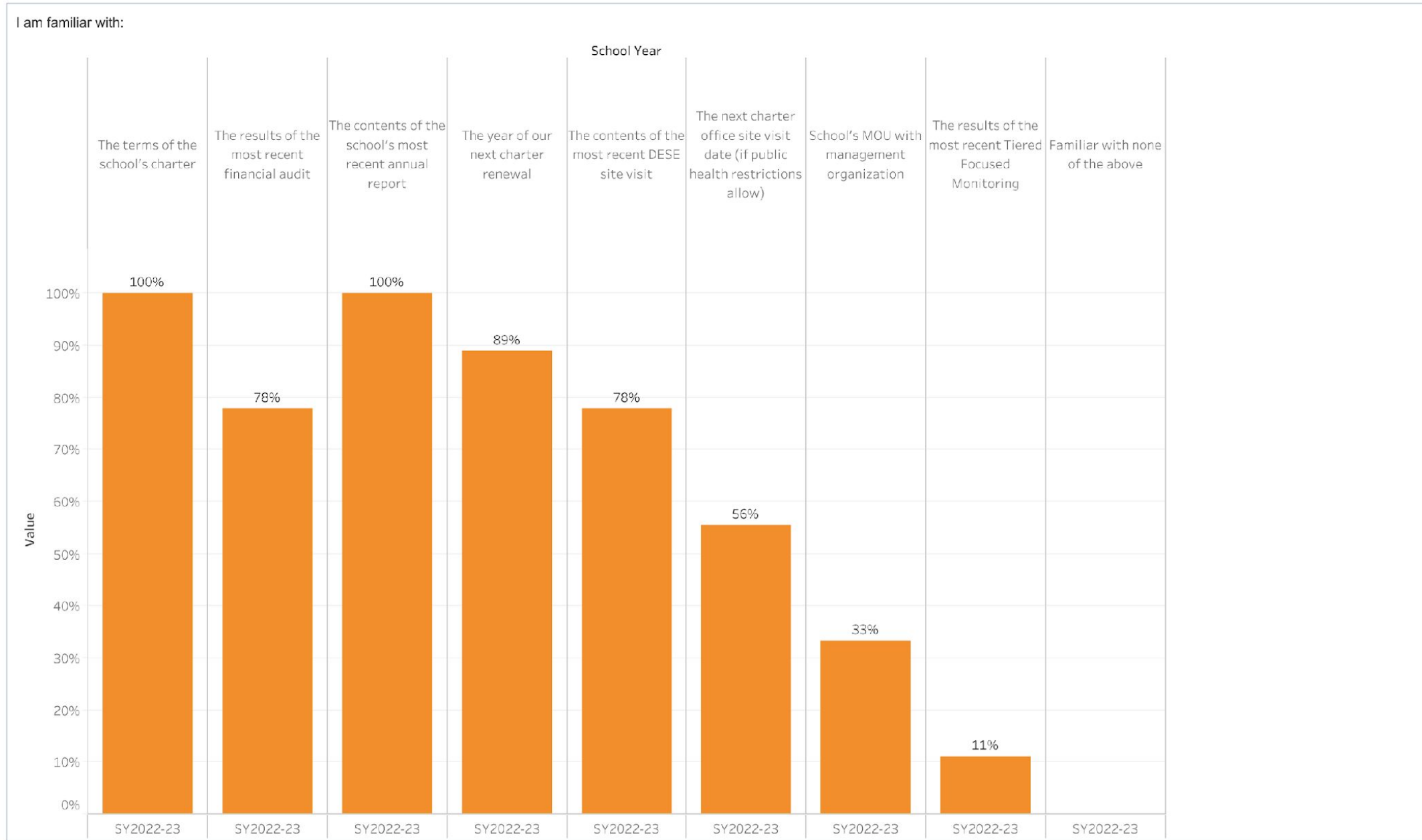
Standard 5: Raise and Use Resources Wisely (2)



Standard 6: Commit Steadfastly to Legal and Regulatory Compliance



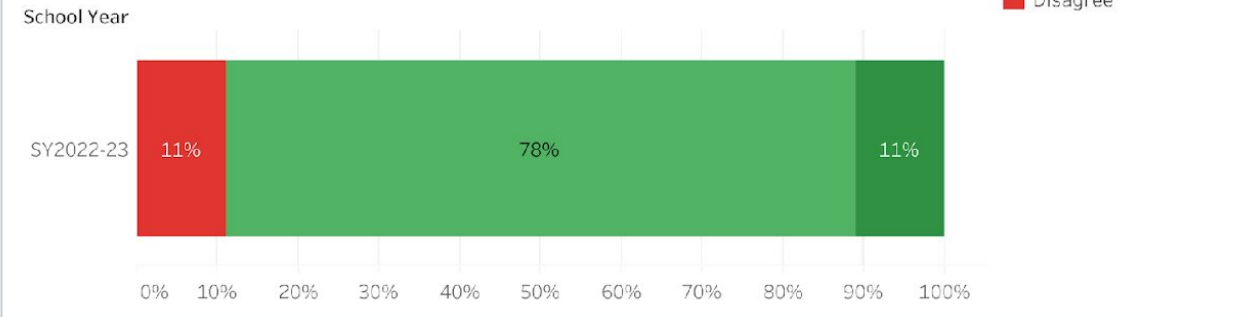
Standard 6: Commit Steadfastly to Legal and Regulatory Compliance (2)



Advocacy and General Feedback

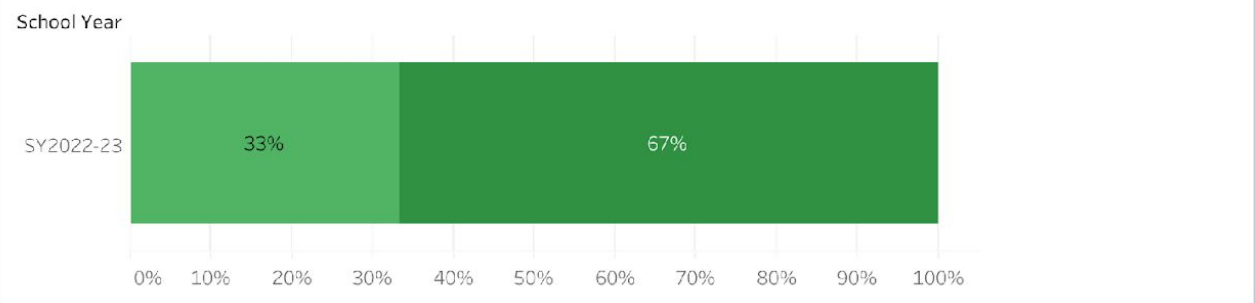
I receive regular updates on the broader legislative and political environment, including potential implications for our school.

- Strongly agree
- Agree
- Disagree



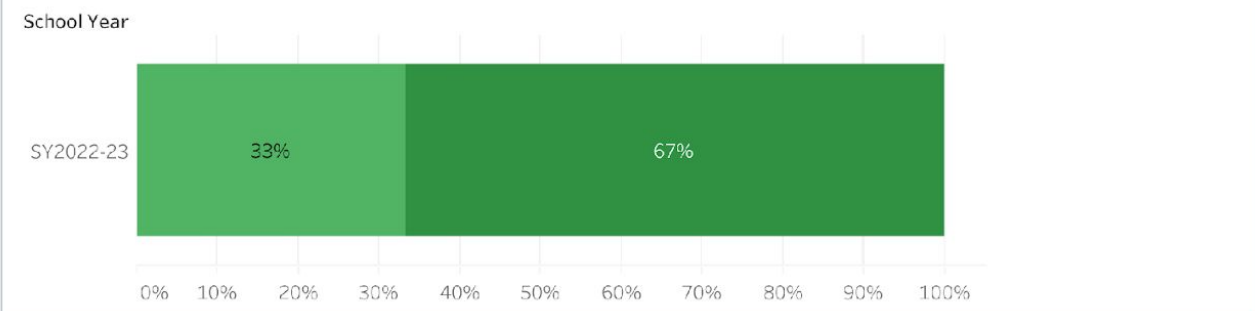
I routinely speak positively and proudly about this school.

- Strongly agree
- Agree



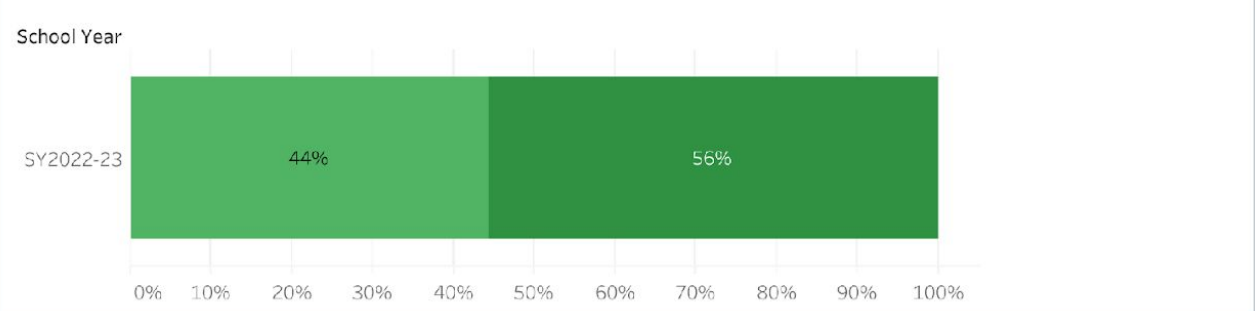
I feel equipped to speak positively about what makes charter public schools special and know how to respond when I hear or see misleading or negative information about charter public schools.

- Strongly agree
- Agree



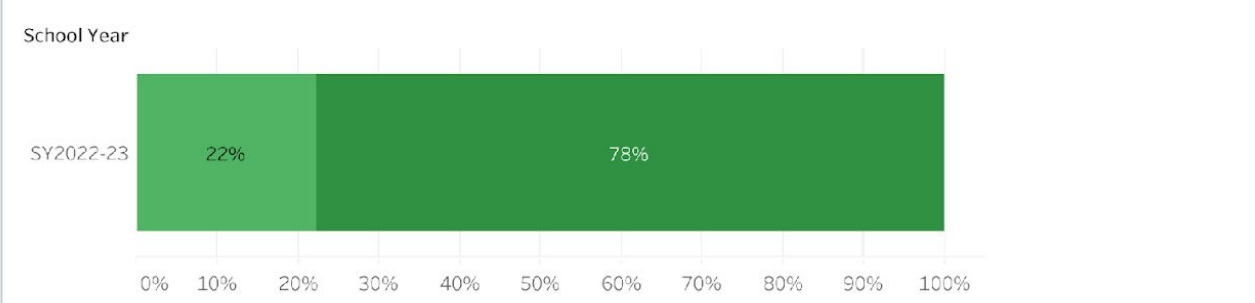
I find board meetings to be a good use of my time.

- Strongly agree
- Agree



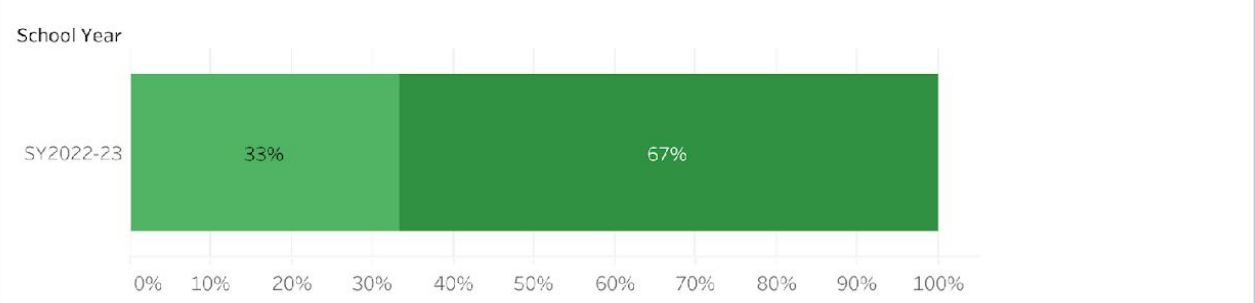
I find the culture of our board to be positive and supportive.

- Strongly agree
- Agree



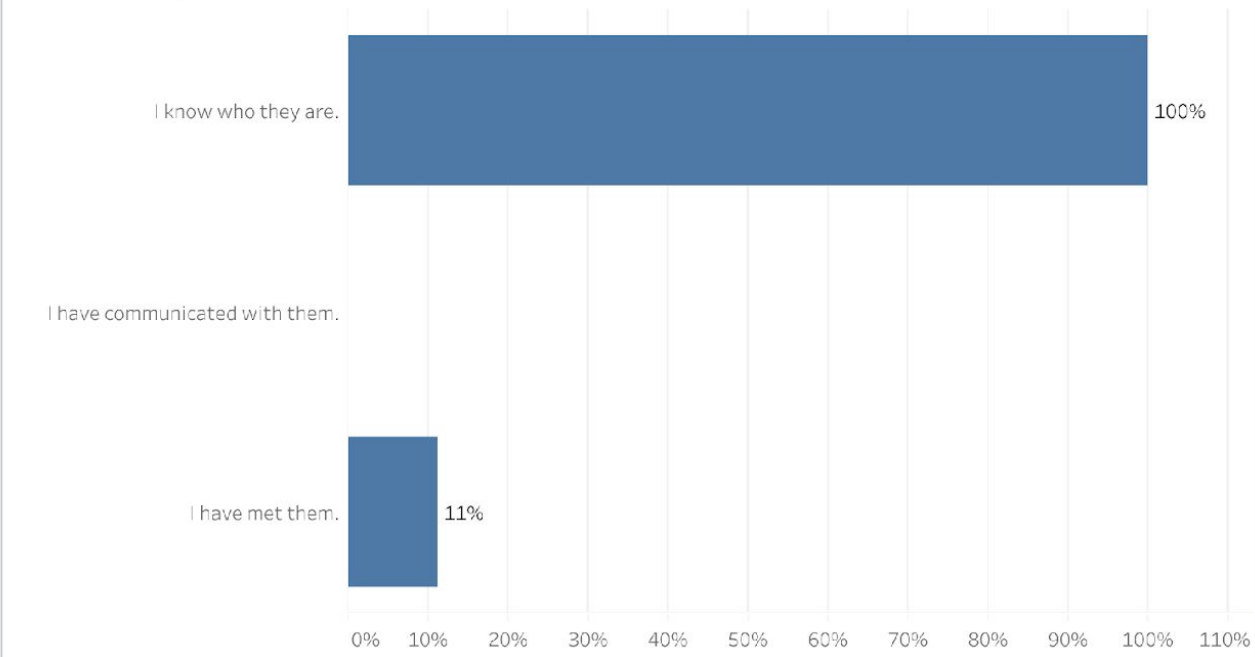
I find my board service to be a rewarding and meaningful experience.

- Strongly agree
- Agree

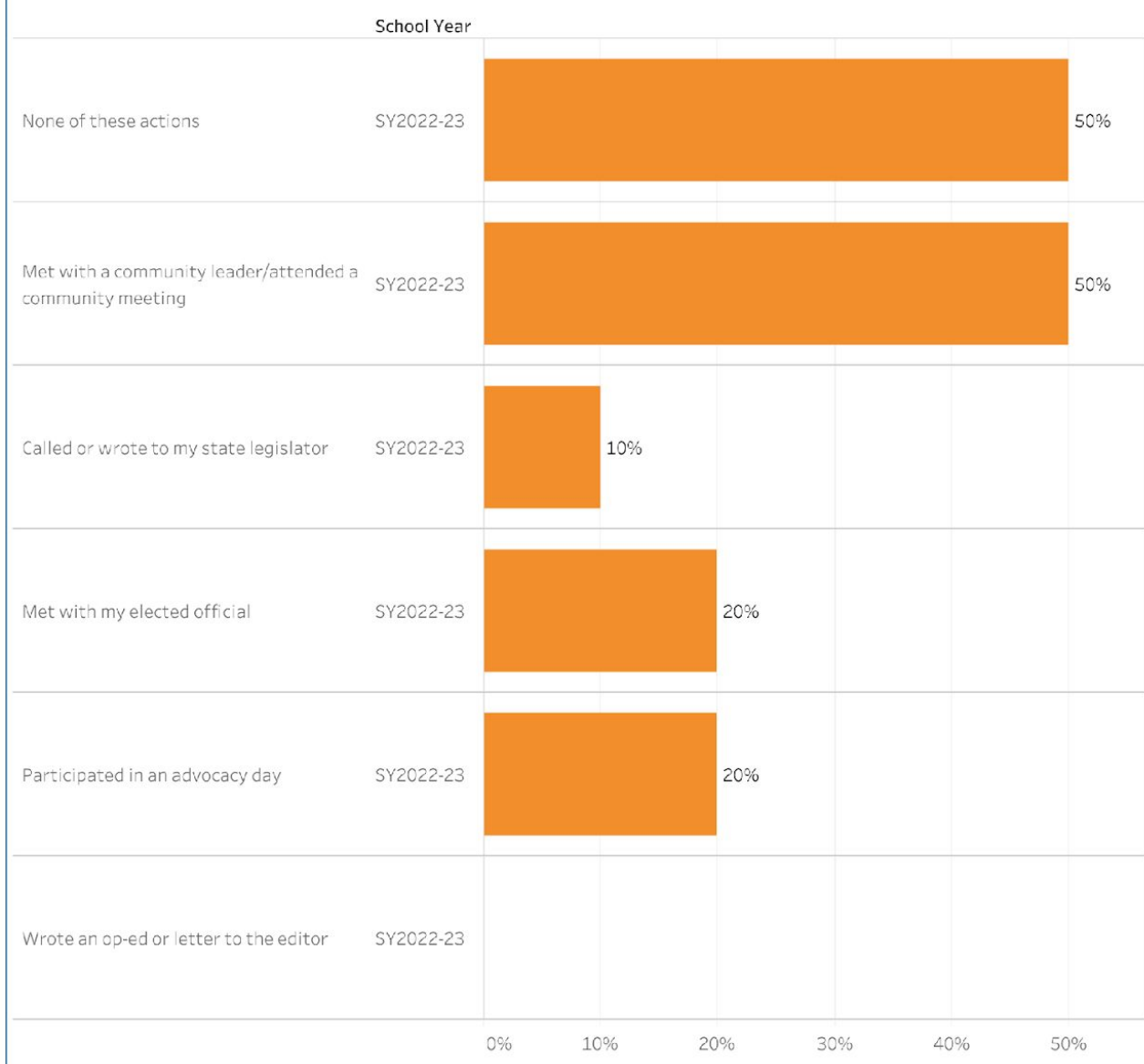


Advocacy and General Feedback (2)

(SY2022-23 only) In regards to my state legislators,



I have personally taken at least one action in the last 12 months to influence education legislation, policy, regulations, or public opinion, including:





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