

Detroit Public Schools Office of Charter Schools
Public School Academy Board Self-Evaluation



The Detroit Public Schools Office of Charter Schools (“DPS-OCS”) believes strong board governance is an integral component of a successful charter school. To support strong governance, DPS-OCS encourages boards of its authorized charter schools to use this self-evaluation tool at least once annually.

To encourage candor, the results should not be submitted to the Office of Charter Schools. Boards may use the information gleaned from the survey to determine their own level of effectiveness and, where needed, make adjustments they deem appropriate. Questions are meant to guide boards in a discussion of their governance, and are based on widely accepted best practices for charter school boards.

This questionnaire should be completed by the board as a whole
Is the school faithful to its stated mission?
<i>How do we know?</i> Has it implemented and maintained the key design elements included in its charter and/or any written mission statements? (Eg. African-Centered, College Prep, Science and Technology, Performing Arts, etc.)
Does the board have a strategic vision for the school? Has it communicated that vision to its Educational Service Provider and/or school leader?
Does the board have the appropriate skills sets necessary to govern the school effectively?
<i>How do we know?</i> Do board members bring a diverse set of skills, experiences and/or resources? Do those skills/resources allow the board to understand or independently verify information provided by the Educational Service Provider or school leader? Do they bring skills that are used to make the board or the school stronger?
Does the board set annual goals or expectations of its Educational Service Provider and/or school leader?
Does the board conduct an annual review of its Educational Service Provider and/or school leader’s performance?
Does the school have a well-functioning organizational structure?
<i>How do we know?</i> Does it have adequate staff, systems and procedures that allow the school to effectively carry out its mission? Is this evidenced by satisfactory academic, financial and operational performance?

Does the board have written policies for governing the school?
<i>Are those policies readily accessible? Have they been kept current? Has the board shared them with the ESP and/or school leader?</i>
Does the board provide effective governance, instead of management?
<i>How do we know? Does the board get involved in matters related to running the school (management) or does it hold the ESP/School Leader accountable for results? Do board actions affect inputs or outcomes?</i>
Is the board satisfied with the school's academic performance?
<i>Why/ why not? Does the board demand academic excellence? If so, how?</i>
Does the board discuss its fidelity to the charter and/or progress toward reauthorization?
<i>How do we know? Does the board hold its ESP/school leader accountable for specific targets in the charter? Does the board have benchmarks for meeting the requirements of its charter? Does it review its progress toward those benchmarks?</i>
Is the board satisfied with the school's financial health?
<i>Why/why not?</i>
Is the board satisfied with its Educational Service Provider and/or school leader's performance?
<i>Why/why not?</i>
Does the board seek feedback from parents or students regarding their satisfaction with the school?
<i>Does the board conduct a satisfaction survey? Does it rely only on school/ESP staff for feedback?</i>