

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

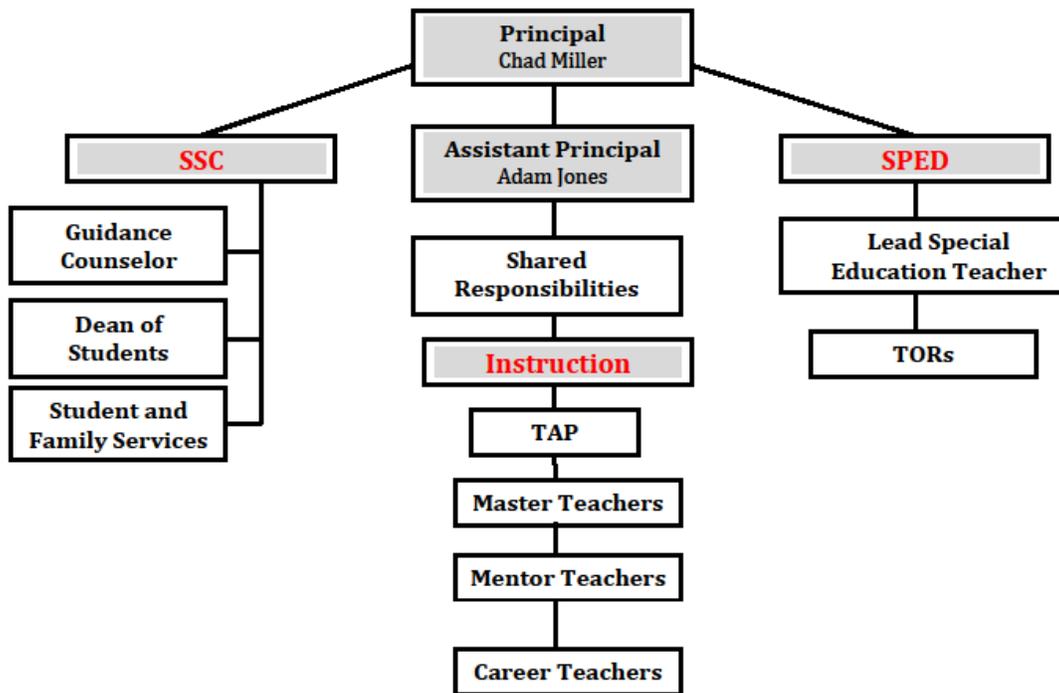
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	ES	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						AS
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

During the 2013-2014 school year, Indianapolis Metropolitan High School (Indy Met) underwent a transition in school leadership. As part of a larger network of Goodwill Education Initiatives (GEI), the Principal who began the year transitioned to another position in the network for the second semester. The Assistant Principal was promoted to Principal and a master teacher was promoted to Assistant Principal. Throughout the transition, the school had enough notice to manage it with little disruption to school services and operations. Adding to

the smooth transition was the decision to promote leaders from within who carried institutional knowledge and could maintain systems and culture. The current principal has experience in both teaching and leadership at Indy Met and completed a school leadership program through Columbia University. Indy Met employs the TAP program, which outlines clear roles and responsibilities for teachers and leaders.

The Principal consistently communicated with internal and external stakeholders, including the school staff, Chief Operating Officer (COO) of GEI, board of directors, Mayor’s Office (OEI), community partners, and families. He, along with other school and GEI staff, has developed several community partnerships (i.e. IUPUI, Harrison College, Kinney Group, Upward Bound, Girls Inc., etc.) that provided valuable services and supports to the school and its students. The Principal provided a thorough report to the board of directors at every meeting that included multiple measures of student and school performance, current events, and staff and student highlights. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

Organizational Chart



Through the supports of GEI, Indy Met has had consistent processes for collecting and analyzing student data to make informed school decisions. Upon promotion, the Principal immediately created a strategic plan to address operational, cultural, and academic concerns at the school. Using multiple sources of data, he identified several second semester priorities including student behavior, data-driven instruction, family, engagement, and student recruitment and set ambitious goals for each of them. In a single semester, student misbehaviors decreased and a robust rebranding and school marketing plan were developed.

Overall, the school’s leadership was consistently effective in its organizational and academic oversight and receives a meeting standard for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	AS				
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2013-2014 school year, the Principal was responsible for submitting all documents to the Mayor's Office (OEI). While the school submitted all documents and completed all of its governance obligations, the school submitted the majority of compliance documents to the Mayor's Office late. Upon transition to the new Principal and Assistant Principal, better systems and processes for submitting documentation were implemented and submission time improved, though they still did not meet the majority of deadlines.

In addition to compliance documentation, Indy Met maintained compliance with all material sections of its charter and submitted amendments as necessary. The Principal and Assistant Principal were consistently actively engaged in meetings with OEI and maintained frequent communication with OEI between scheduled meetings. However, due to the significant concerns with compliance reporting, Indy Met is **approaching standard** for compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	ES	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						MS
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						ES
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors for Indy Met is active, experienced, and provides competent oversight for the school. The board is comprised of individuals with experience in finance, government, education, business, nonprofit leadership, real estate, and community engagement. In an effort to ensure alignment, two representatives

from Goodwill Initiatives of Central Indiana (GICI) reside on the board as non-voting, ex-officio members. Many of the directors have served with GICI for several years, as membership has remained very stable.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of helping urban high school students achieve their fullest potential through individualized supports. In response to an increase in student performance in the 2012-2013 school year, board members praised school staff and asked that they be recognized for their hard work. When enrollment was low in September, they asked for regular updates and assigned financial support as well as a board member to help in the rebranding and marketing initiatives. Individual directors were consistently engaged and offered support as well as expertise during meetings. The board met every other month and consistently met quorum, with the majority of directors in attendance.

Skill Sets Represented on Board

Education



Business/
Marketing



Finance



Real Estate



Community



Board Overview

Goodwill Education Initiatives, Inc. holds the charter for Indianapolis Metropolitan High School.

9

Members

majority

Required for Quorum

The Indy Met board meets bi-monthly.

Goodwill Education Initiatives, Inc. operates 9 Excel Centers across Indiana in addition to Indianapolis Metropolitan High School.

The principal of Indy Met and the Chief Operating Officer (COO) of GEI handled the majority of communication between the board and the Mayor's Office and were both proactive in communicating updates and concerns with both parties. No deficiencies or concerns were raised to OEI that were not proactively communicated in regular meetings and documentation. Regarding governance operations, the board maintained compliance with its bylaws throughout the course of the year, with regular review of bylaws, director terms, and committee structures noted in meeting minutes. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law. No conflicts of interested were noted during the 2013-2014 school year.

Due to consistent leadership and stewardship of the board of directors, Indy Met is meeting standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	n/a	n/a	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The Indy Met board held semi-monthly meetings in which many stakeholders, including representatives from GEI, the Indy Met principal, and other relevant staff, provided thorough reports on school performance. Between meetings, the Principal communicated with the COO for GEI and the board chair when necessary to provide leadership and support in school initiatives and events.

The GEI and Indy Met staffs created and managed rigorous priorities and goals for the school. At each board meeting, they provided data to demonstrate the school's progress towards achieving the goals and received feedback from the board. Additionally, the principal met individually with the board chair and COO throughout the year to receive more formal feedback and support. At the close of the school year, the COO provided a formal evaluation of the principal. Currently, the board does not have a formal method of setting goals for itself or assessing its own performance, making it difficult to objectively gauge its own effectiveness at the end of the year.

In all observed meetings and interactions, the board and the school leadership team appeared to have a positive and productive working relationship. The principal and COO were self-reflective and proactive, which allowed for relevant and transparent meetings that demonstrate a constant commitment to school improvement. For all of the reasons described above, Indy Met is meeting standard for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2013-14, Indy Met's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Indy Met's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is meeting standard for this indicator for 2013-14.