

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 six 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
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	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						ES
	Consistency in providing information to and consulting with the schools' board of directors						ES

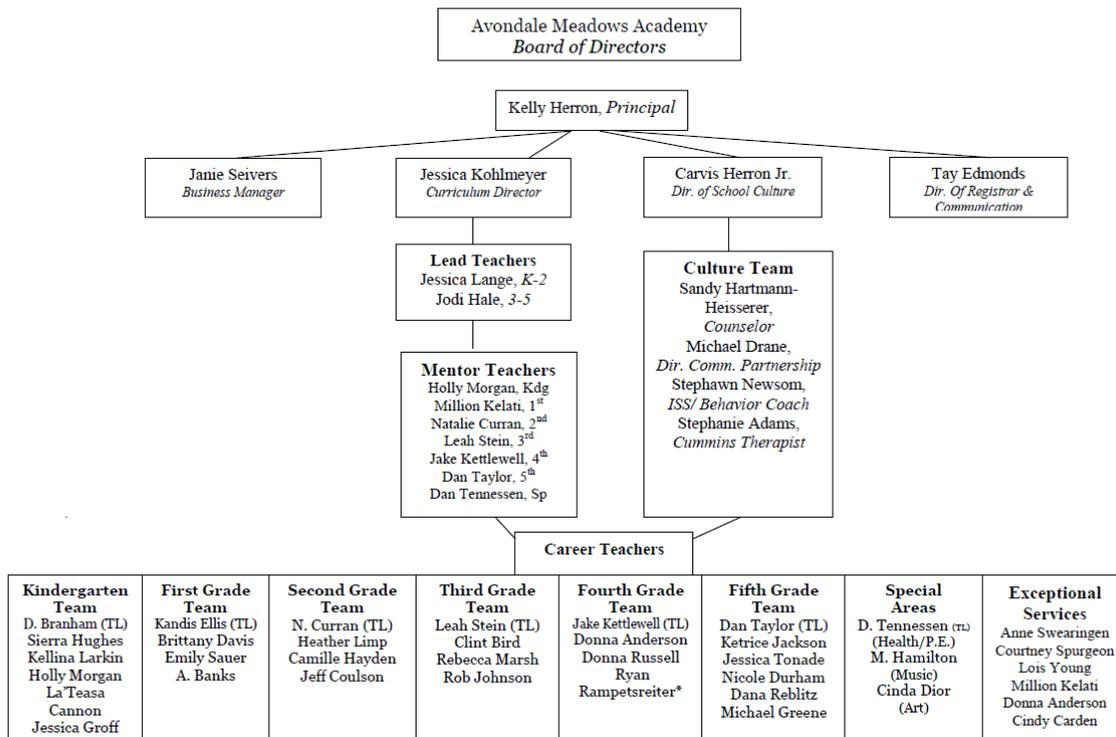
The School Director of Avondale Meadows Academy (AMA) has been with the school since its first year of operation in 2006. She began her career at AMA as a teacher, was promoted to Assistant Director, and has been the School Director for the last three years. The school leadership team, including the Director, Director of School Culture, Curriculum Director, Lead Teachers, and Mentor Teachers, demonstrated sufficient academic and operational expertise and has remained very stable over time. Roles and responsibilities are clearly delineated and the Director maintains methods for consistent oversight to monitor performance.

The Director consistently communicates with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor’s Office (OEI), community partners, and families. She has developed several community partnerships (i.e. the YMCA, Ernst & Young, and a local farmer) to provide valuable services to the school, holds regular Parent University sessions that engage families in the student learning process, and meets regularly with the school Board Chair for feedback and support on school initiatives.

Organizational Chart

Avondale Meadows Academy Organizational Chart

2014-2015



AMA has a long history of academic success, earning an “A” or “B” through the Indiana Department of Education’s accountability system for the last four years, including earning an “A” for the last two years. Even though this is the highest grade possible, the Director continued to analyze student performance data to identify gaps. For the 2014-2015 school year, the school focused on implementing guided reading across every grade level to prioritize differentiation and growth for all students. Throughout the year, she consistently engaged in reflection and analyzed school performance using a variety of metrics (including academic data, attendance, discipline, parent engagement, and teacher performance) and continuously searched for ways to improve the student experience at AMA.

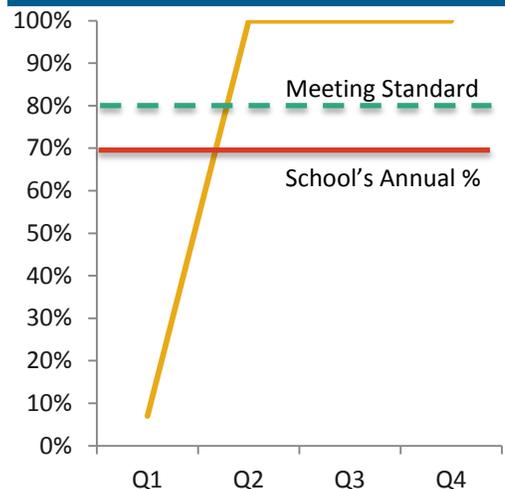
The Director provided a thorough report to the board at every meeting that included sections on multiple measures of school performance (including those listed above). Information was consistently accurate, relevant, and timely. For all of these reasons, Avondale Meadows Academy receives an **Exceeds 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
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS	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 2014-2015 school year, the Director was primarily responsible for submitting compliance documents to the Mayor’s Office (OEI). Although the school failed to meet deadline for document submission early in the year, by the second quarter, systems improved and documents were submitted on time through the end of the year. However, since only 68% of documents were submitted on time, AMA failed to meet sub-indicator a (see chart to the right).

Aside from compliance documentation, AMA maintained compliance with all material sections of its charter and submitted amendments when necessary. Additionally, the School Director was consistently and actively engaged in meetings with OEI. However, due to the concerns with compliance reporting, AMA receives an **Approaching Standard** for compliance obligations.

On-Time Compliance Reporting Percentage (3.2a)



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
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					
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						ES
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	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						ES
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

For the 2014-2015 school year, the AMA board consisted of directors with skills and experience in business, finance, healthcare, education, real estate and community representation. In addition to Avondale Meadows Academy, the board also oversees Vision Academy at Riverside.

Through meeting minutes and notes, it is clear that all directors on the AMA board understood and supported the mission and vision of the school during the 2014-2015 school year. Several discussions between all board members reflected the prioritization of the students, staff, families, and community of AMA. Not only did the board monitor academic progress of students, they also demonstrated a strong interest in the holistic approach that AMA takes to educating students and ensured that when AMA experienced a funding decrease, it did not impact critical student services such as the counselor, behavior interventionist, and instructional support positions. Additionally, when engaging in discussions around the potential for school replication, directors ensured that the issue was fully researched and reviewed and that the current school would not experience any setbacks before making the ultimate decision to move forward with the replication application.

Skill Sets Represented on Board

Finance		Education	
Business		Real Estate	
Community		Healthcare	

Board Overview

Avondale Meadows Academy, Inc. holds the charter for Avondale Meadows Academy.

8 **majority**
Members # Required for Quorum

The AMA board meets monthly.

The board oversees Avondale Meadows Academy and Vision Academy at Riverside.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year. Directors were rarely absent from meetings and were consistently engaged in discussing school performance. They all regularly participated in meetings and offered expertise and support where appropriate. The majority of meetings were held as scheduled and the board regularly met quorum. All meetings abided by Indiana Open Door Law. For the reasons explained above, AMA receives an **Exceeds 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
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	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						ES
	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						ES

The AMA board held monthly meetings at which all stakeholders, including the School Director, representatives of Community Charter Network, and other relevant staff provided updated reports. Between meetings, the Board Chair held additional meetings with the various stakeholders to monitor topics discussed at board meetings and to provide oversight and support. Additionally, the board has three active committees: Executive, Finance, and Governance, to provide continual support for school oversight.

The Board Chair worked collaboratively with the School Director to develop an extensive set of goals for the school year. The Director then reported on progress towards those goals at board meetings throughout the year and was evaluated on whether or not she met the established goals. Although the board did not employ a formal evaluation for itself, it did demonstrate informal methods for setting goals and priorities, including holding an annual retreat and consistently reflecting on school progress and priorities. Although the board is meeting its obligations and continuing to develop, it currently has no formal and objective method for evaluating its own performance.

All meetings and observed interactions between the board and school staff were held in a professional and respectful manner. When disagreements occurred, board members engaged in productive discussions that

promoted mutual respect and a positive environment that was clearly focused on the mission and success of the school.

For the reasons explained above, AMA receives a **Meets 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
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	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 2014-15, AMA’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 AMA’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.					
3.6 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	NA	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	At least 175 parents will participate in one session of Parent University.						ES
	AMA will partner with at least 28 community partners during the 2014-2015 school year.						ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2014-15 school year, AMA set its first goal around parent participation in the school's Parent University sessions. The school reported that 195 parents participated in at least one session, earning the school a rating of **Exceeds Standard** on its first goal.

AMA set its second goal around partnering with community partners and organizations. During the 2014-2015 school year, AMA reported working with 37 community partners, and thus receives an **Exceeds Standard** on its second goal.

Overall, due to the ratings of the individual goals above, AMA receives an **Exceeds Standard** on this indicator for the 2014-15 school year.