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.

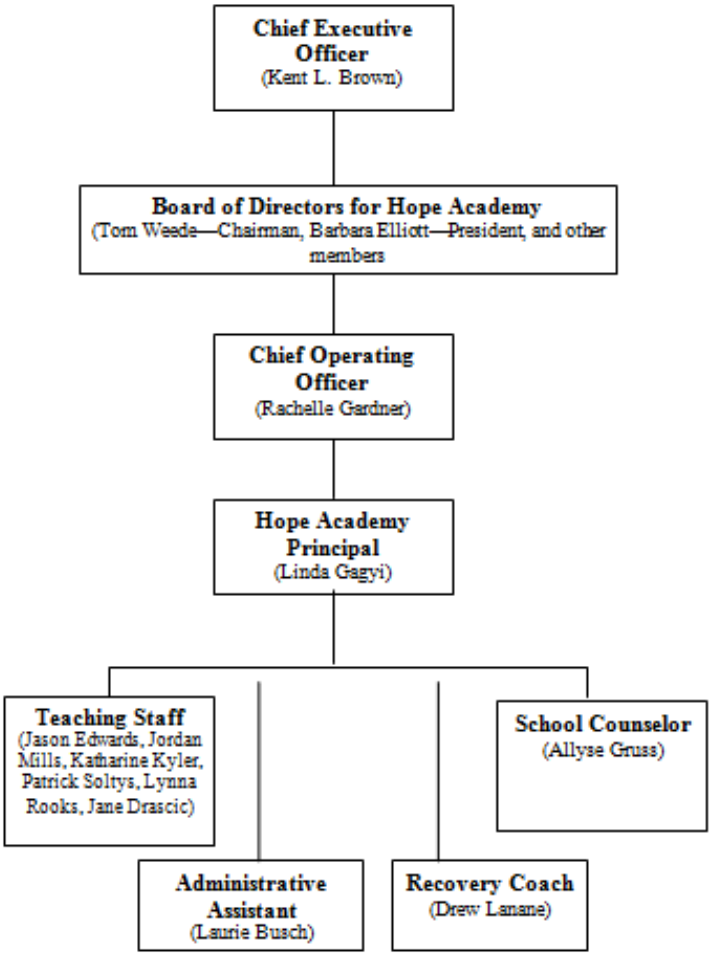
	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
3.1 Rating	2013-14	**2014-15**	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	**MS**					

	Sub-indicators	Rating
Sub-indicator Ratings	Demonstration of sufficient academic and leadership experience	ES
	Leadership stability in key administrative positions	MS
	Communication with internal and external stakeholders	MS
	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

The Principal of Hope Academy (Hope) has over 28 years' experience as an educator, both as a teacher and a building level administrator. She earned a master's degree in education and an administrator's license from Indiana Wesleyan University. Fairbanks Hospital (Fairbanks), the school's parent organization, provided several organizational supports, including a Chief Operating Officer (COO), Chief Financial Officer (CFO), as well as recovery coaches and clinical specialists. This organizational structure allowed the Principal to be primarily responsible for Hope's day-to-day academic, behavioral, and cultural programming. With an enrollment cap at 60, the school staff was relatively small, which allowed for clearly delineated roles and responsibilities for all staff members.

The Principal, COO, and CFO were all active in internal and external communications, including staff, Fairbanks, the board of directors, Mayor's Office (OEI), and various school partners. All three regularly attended quarterly board meetings and presented relevant school updates in regards to academics, operations, and finances.

Organizational Chart



In meetings with OEI, the Principal was able to accurately and transparently describe Hope's strengths and areas for improvement. Serving students with addictions is a complicated and difficult task. The Principal constantly had to balance the health and emotional needs of students with academics to ensure they were progressing in both. She used a variety of data on student performance in both areas and constantly worked to improve student outcomes. Of particular note, the school teamed up with researchers from Indiana Wesleyan University to conduct research on the most important factors determining students' sustained recovery and academic success, research the Chief Operating Officer and Principal then applied to make changes to Hope's service delivery model.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a **Meets 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.

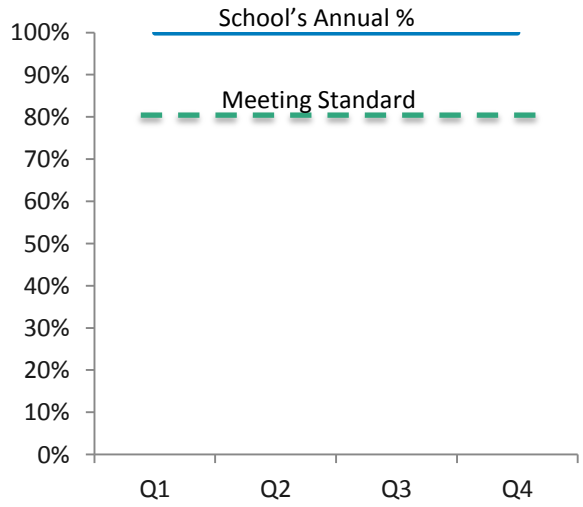
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	**2014-15**	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	**MS**					

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	ES
	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

For the 2014-2015 school year, the Administrative Assistant was primarily responsible for collecting and submitting compliance documents to the Mayor's Office (OEI). She actively engaged multiple personnel from the school and board to ensure that all requirements were met and documents such as quarterly reports, employee spreadsheets, and board meeting minutes, were submitted on time.

Additionally, Hope maintained compliance with all material sections of its charter and submitted amendments as necessary. The Principal and other members of the school leadership team actively engaged in scheduled meetings with OEI and maintained consistent communication between meetings. For these reasons, hope receives a **Meets 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
	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	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	MS
	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 at Hope Academy is active, experienced, and provides competent oversight of the school. The board is comprised of individuals with experience in addiction recovery, education, business, law, healthcare, finance, and community representation. In an effort to ensure alignment, several directors also serve on the Fairbanks board.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing opportunities for academic achievement, sobriety, and personal growth for students who struggle with addictions. The board and school leaders recognized that one of Hope's most significant challenges was meeting the school's enrollment targets. As such, the school not only set up committees for academics and finance, but for enrollment as well. The latter committee was tasked with examining the school's marketing approach, and supporting the hire of an admissions coordinator. Board members regularly discussed student success and struggles and used research to inform decisions regarding school operations. The board met quarterly and consistently met quorum, with the majority of directors regularly in attendance. Directors received board packets in advance and received updates from the school leadership team as well as from established committees. All board members were regularly engaged in school updates and progress and demonstrated their commitment to the school by offering their insights and experience on a regular basis.

Skill Sets Represented on Board

Education

Business

Legal

Healthcare

Finance

Community

The Principal, COO, and CFO maintained consistent communication with one another, the board, and the Mayor's Office (OEI). While working together to develop a meaning accountability framework, they were proactive and transparent to advocate for the school's and students' best interests. Overall, both the board and the school are proactive in communicating updates and concerns with OEI.

Board Overview

Hope Academy, The Recovery High School at Fairbanks, Inc. holds the charter for Hope High School.

10	**majority**
Members	**# Required for Quorum**

The Hope board meets quarterly.

Hope High School partners with Fairbanks Hospital to provide services that promote a safe, sober, restorative, and challenging school experience for students recovering from alcoholism and/or drug addiction.

Regarding governance operations, the board maintained compliance with its bylaws throughout the course of the year. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law. Attendance was consistent, with an average of 8 out of 10 directors present at each meeting. Clear and concise minutes were taken and available upon public request. With directors serving on both boards, Hope Academy and Fairbanks have developed MOUs to clearly delineate the services Fairbanks provides. These MOUs have proactively prevented any conflicts of interest from arising thus far.

Due to the consistent leadership and stewardship of the board of directors, Hope receives a **Meets 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.

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
3.4 Rating	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	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 Hope board held quarterly meetings in which all stakeholders, including the Principal, COO, CFO, and other relevant staff members provided updated reports. Between board meetings, the COO and CFO frequently met with the Principal and school staff to monitor school progress and provide oversight and support.

Annually, the COO provides an evaluation for the principal and frequently meets with her to review and discuss progress and to develop action plans if necessary. As an employee of Fairbanks, the COO is evaluated by her supervisor through Fairbanks. Additionally, at the close of the year, the board reviews and approves the salaries for all Hope employees. In the 2014-15 school year, the board approved a new bonus structure for Hope Academy employees, in which bonuses are based on outcomes on the ARS and Mayor's Performance Frameworks. During the 2014-15 school year, the board had yet to implement a formal method to assess its own performance, prohibiting the board from objectively gauging its own progress at the close of the year.

All meetings and observed interactions between the board and staff were respectful and professional. Board members regularly asked questions, provided feedback, and engaged with the school leadership in a way that demonstrated a consistent commitment to school improvement. For these reasons, Hope 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	ES

In 2014-15, Hope'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 Hope'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
	N/A	**MS**					
Sub-indicator Ratings	Sub-indicators						Rating
	The Recovery School at Fairbanks will secure a high quality educational team that will enable the school to achieve program stability, as measured by fall-to-fall teacher retention.						MS
	Parents will demonstrate satisfaction with the school's programming and operation by rating the school between 2.5 and 3.0 out of 4.0 on the parent satisfaction survey.						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, Hope set its first non-academic goal around teacher retention. The school reported that its fall-to-fall retention rate was 91.3%. Therefore, the school receives a **Meets Standard** on this goal.

Hope set its second goal around parent satisfaction. The school reported that parents rated them a 3.66 out of 4.00 on the parent satisfaction survey, and therefore receives an **Exceeds Standard** on this goal.

Overall, due to the ratings of the individual goals above, Hope receives a **Meets Standard** on this indicator for the 2014-15 school year.