

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.

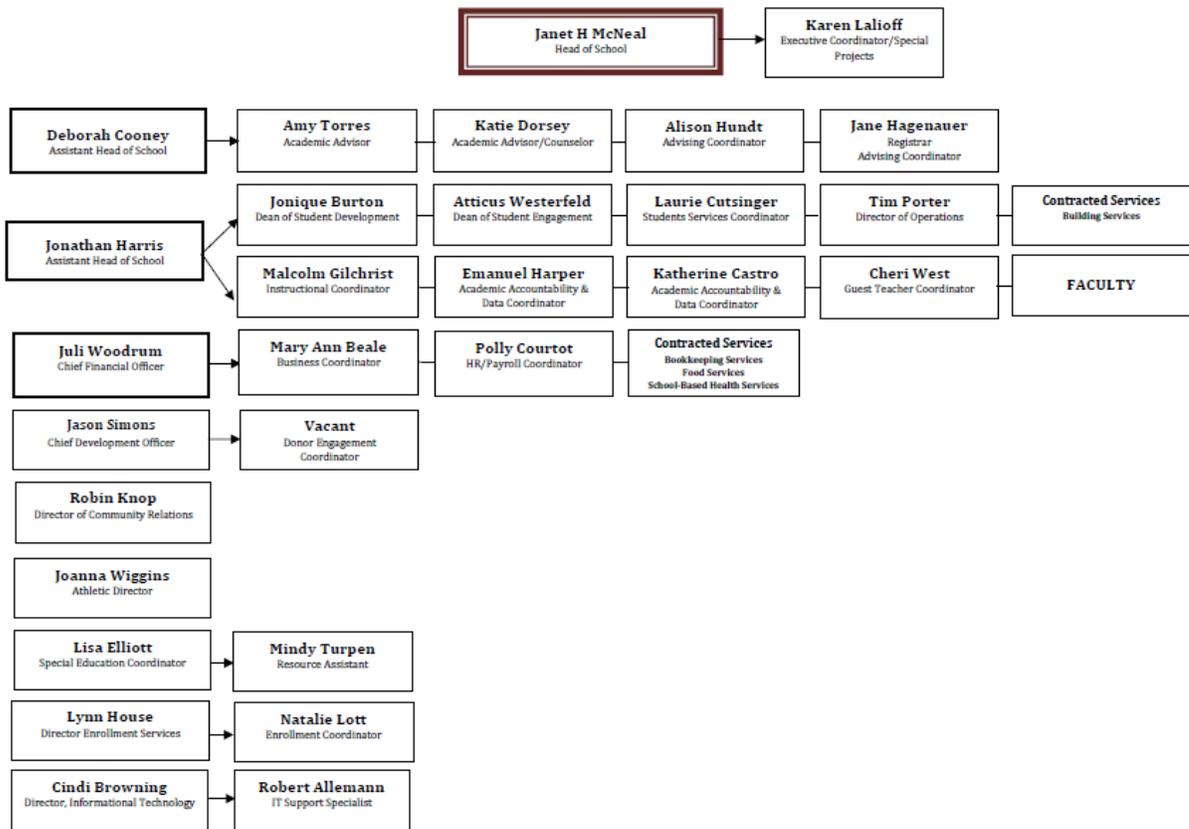
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school 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	ES				
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						ES
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						ES
	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 leadership team at Herron High School consists of the Head of School, two Assistant Heads of School, Chief Financial Officer, Chief Development Officer, and Directors of Athletics, Special Education, Enrollment, Community Relations, and information Technology.

The Head of School has over 30 years of teaching, coaching, and school leadership experience and has had a strong track record of success at Herron for over ten years. Additionally, the full leadership team has remained stable over time. Herron employs a robust staff that includes many support positions (e.g. Academic Advisors, Resource Assistant, Administrative Support, Curriculum and Instruction Specialist, etc.) in addition to its teaching staff. Furthermore, the Head of School and her leadership team have thoughtfully and strategically identified an internal pipeline of employees to move into roles of increasing responsibility for both Herron and its replication campus, scheduled to open in Fall 2017.

During the 2015-2016 school year, the Head of School and her leadership team consistently communicated with internal and external stakeholders, including the school staff, board of directors, Mayor’s Office (OEI), community partners, and families. The leadership team has developed several community partnerships (e.g. elected officials, local universities, local businesses, and individual donors) to provide valuable services to the school, hosted several student-driven events to engage families and community members, and met regularly with the board of directors for feedback and support on school initiatives. Additionally, the Herron leadership team is active in the larger city and state education community. For example, the Director of Enrollment Services served as an active and engaged participant on the steering committee considering implementation of a unified enrollment system in Indianapolis.

Organizational Chart



Herron has received an “A” grade from the Indiana Department of Education (IDOE) for the last five years, and has consistently outperformed the district and state in multiple areas of student outcomes (including End of Course Exam results, graduation rates, College and Career Readiness, and attendance). Additionally, for several years, the *Washington Post* has included Herron on its “America’s Most Challenging High Schools” index, ranked 3rd overall in the state of Indiana. Only 2,300 schools (10%) of the nation’s approximately 22,000 high schools made the list. Similarly, *U.S. News & World Report* has awarded Herron “Gold Status,” ranking it #3 in the state of Indiana, and #98 for charter schools nationally. Despite the great deal of success the school has experienced, the Head of School and leadership team were continuously focused on how to improve the school’s services for students. For example, following a review of the school’s 2015-2016 site visit report, the leadership team identified setting rigorous academic goals in special education students’ IEPs as a school priority, and developed a plan to improve this particular area in the school. In terms of finance and operations process improvements, the Chief Financial Officer has worked to improve the presentation of the school’s financial statements, bring accounting services in-house, and collaborate more often with the

Chief Development Officer, as she believes these changes will be an integral part to transitioning into a multi-school organization. Throughout the year, the leadership team routinely engaged in reflection and analyzed school performance using a variety of metrics (including academic data, attendance, discipline, finance, and teacher performance) and continuously searched for ways to improve the student experience at Herron.

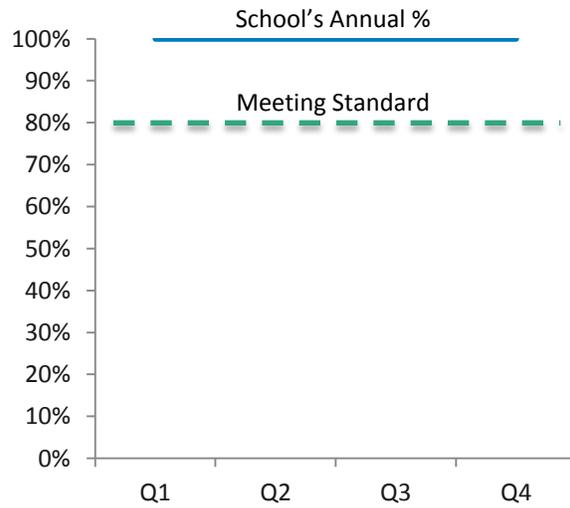
A thorough report was provided to the board at every meeting that included sections on multiple measures of school performance (including those listed above). Information was consistently accurate, relevant, and timely. Additionally, the Head of School sat on the board’s Education Committee to provide critical updates and perspective for the school. Due to the consistently exceptional operational and academic leadership of Herron, the school received a rating of **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
	MS	AS	ES				
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						ES
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

On-Time Compliance Reporting Percentage (3.2a)

For the 2015-2016 school year, the Executive Coordinator was primarily responsible for 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

In addition to compliance documentation, Herron maintained compliance with all material sections of its charter and submitted amendments as necessary. The Head of School and other members of the school leadership team maintained frequent communication with OEI between scheduled meetings on a variety of topics. The board and staff also worked together to ensure that board and committee meetings were scheduled at appropriate times to ensure staff meet external deadlines with board support.



For these reasons, Herron receives a rating of Exceeds 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
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	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						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						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						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

The board of directors at Herron is active, experienced, and provides exceptional oversight for the school. The board is comprised of individuals with experience in business, law, education, finance, nonprofit organization, real estate, and community relations. To maintain alignment with its mission, the Herron board prioritized recruitment of directors from the school's community as well as parents of current students. Several directors were founding members and membership has remained relatively stable over time. Additionally, the board has built a strong system of director recruitment, ensuring a sustainable pipeline of new directors are available when needed.

A review of meeting minutes and notes demonstrates the board’s clear commitment to the school’s mission of providing a rigorous, classical liberal arts academic program to students in an urban environment. Board members regularly invited staff members and students to present during open meetings, learning about a wide range of topics from how the school supports an interdisciplinary and experiential approach to learning, to the unique reasons parents and students chose Herron as their high school option. Several discussions between all board members reflected the prioritization of the students, staff, families, and community of Herron. For example, as the school prepares for replication, the board of directors discussed at length maintaining the mission and performance of the original school, and the most effective ways to duplicate those values at the new campus.

Through active and strategic committee development, directors were consistently engaged in priority areas of the school, including education, facilities, finances, and development. Directors met semi-monthly for regular meetings and as well as for committee meetings. Directors were rarely absent from meetings and were consistently engaged in discussing school performance and organizational direction. They all regularly participated in meetings and offered perspective, expertise, and support where appropriate.

Skill Sets Represented on Board

Education		Business	
Legal		Non Profit	
Community		Finance	
Real Estate		Parent	

Board Overview

Herron High School, Inc. holds the charter for Herron High School.

18 **majority**
Members **# Required for Quorum**

The Herron board meets bi-monthly.

Herron High School, Inc. opened Herron High School in 2006. Currently, it is the board’s only school and does not contract out with a Charter Management Organization nor an Education Service Provider.

Both the Head of School and Board President maintained frequent communication between the school and the Mayor’s Office and were proactive in communicating updates and concerns with all 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. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law.

Due to consistent leadership and stewardship of the board of directors, Herron received a rating of **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
	ES	ES	ES				
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)						ES
	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 Herron board of directors held bi-monthly meetings in which the Head of School and other members of the school leadership team provided thorough and updated reports on school performance. Between meetings, members of the leadership team served on several board committees and maintained frequent communication with the board for guidance and support on school initiatives. The strategic development of committees effectively served to engage all directors and the school leadership team in the school oversight process.

Annually, the board provides a clear and thorough evaluation of the Head of School that is aligned to the mission and goals of Herron High School. Expectations, goals, and priorities are clearly delineated in the evaluation tool, allowing for formative reflection and discussions throughout the year to monitor and gauge effectiveness. Additionally, the board uses several methods to formally and informally assess its own performance. It holds an annual retreat each year to formally reflect on its strategic plans, goals, and priorities, progress made, and areas to address in following years and utilizes an annual self-evaluation survey to monitor its own performance. Informally, committees are tasked with clear goals, which are monitored at each full board meeting. Due, in part, to these formal methods of assessing performance, the Herron board and leadership team have consistently increased their effectiveness and improved outcomes for students.

All meetings and observed interactions between the board and school leadership team were held in a professional, respectful, and collaborative manner. Directors and school leaders were comfortable enough to question and, at times, disagree with one another, which led to productive and thoughtful decision making.

For the reasons explained above, Herron received a rating of **Exceeds 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	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 2015-16, Herron’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 Herron’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school received a rating of **Meets Standard** for this indicator for 2015-16.

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	ES	ES				
Sub-indicator Ratings	Sub-indicators						Rating
	At least 65% of staff engage in one or more of the activities organized by the wellbeing committee						ES
	75% or more of faculty will effectively articulate the meaning, process and value of classical education						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 2015-16 school year, Herron set its first non-academic goal around staff wellbeing. The school reported that 98% of its staff and faculty participated in one or more wellbeing activities, and therefore receives an **Exceeds Standard** on this goal.

Herron set its second goal around staff articulation of the value of classical education. The school reported that 100% of faculty could effectively articulate the meaning, process, and value of classical education. Therefore, the school receives an **Exceeds Standard** on this goal.

Overall, due to the ratings of the individual goals above, Herron receives an **Exceeds Standard** on this indicator for the 2015-16 school year.