

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.

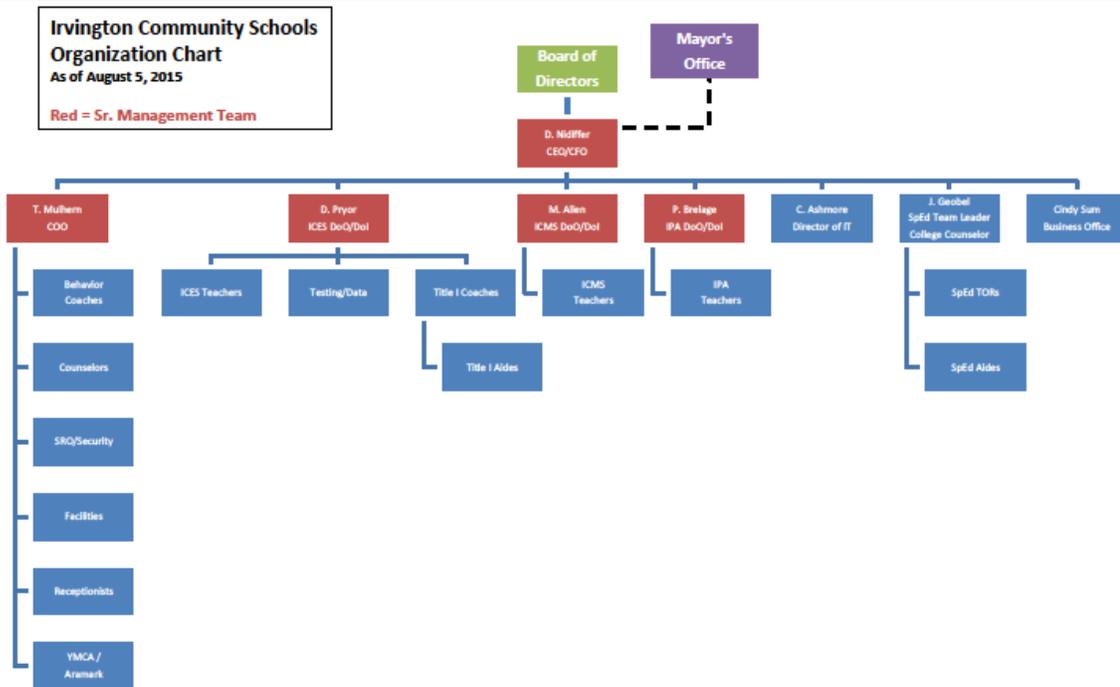
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	MS	MS	MS	MS	MS	AS
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						DNMS
	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						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

Irvington Community School (ICS) operates similar to a network, serving students K-12 in three separate facilities. In the beginning of the 2015-2016 school year, the school leadership team consisted of a Chief Executive Officer (CEO) who also operated as a Chief Financial Officer (CFO), a Chief Operations Officer (COO), as well as Directors of Operation (DOO) for grades K-5, 6-8, and 9-12. The school year began with a change in DOOs at all three campuses, with the middle school DOO transitioning to the elementary school, and two new DOOs overseeing the middle and high school campuses. Additionally, the CEO resigned mid-year, resulting in a significant amount of turnover for the school year. Amidst concerns about the financial viability of the school, the Mayor's Office (OEI) issued a formal Notice of Deficiency and required that the school contract with external financial and organizational consultants. The consultants took the lead on creating and revising financial systems to quickly improve the financial standing of the school. They also oversaw the restructuring

of the leadership team, which involved separating the roles of the CEO/CFO into a CEO and a Director of Finance and Operations. By the end of the 2015-16 school year, both roles were filled and the delineation of roles and responsibilities became much clearer and aligned to best practices.

There was a significant concern in the beginning of the school year regarding the amount of communication between the CEO/CFO, board of directors, staff, and families. Families, staff members, and community members attended multiple board meetings to express their concerns around the school's financial standing and viability, a lack of resources at the schools, teacher turnover, leadership performance, and overall transparency of school decision making and operations. Over the course of the year, the board and school leadership team worked to establish more frequent, open, and transparent communications through additional board meetings, extended public comment opportunities, sharing copies of all board reports and documents, and making themselves available between meetings to discuss concerns one-on-one. By the end of the year, there were notably fewer concerns shared at board meetings and with OEI.

Organizational Chart



Historically, ICS had robust systems to collect, analyze, and react to various sources of data to drive decision-making across a variety of metrics. However, due to the financial constraints at the beginning of the year, the school was unable to access the technology needed to assess student academic progress until the middle to end of the year. This made it difficult for the DOOs to accurately evaluate student performance and make timely decisions to drive improvements throughout the year. Additionally, significant concerns around the school's financial systems made it difficult for the leadership team, board, and consultants to appropriately respond to data in a timely manner. While both academic and financial reporting systems were reestablished and improved by the end of the year, the school lost a significant amount of strategic time during that process.

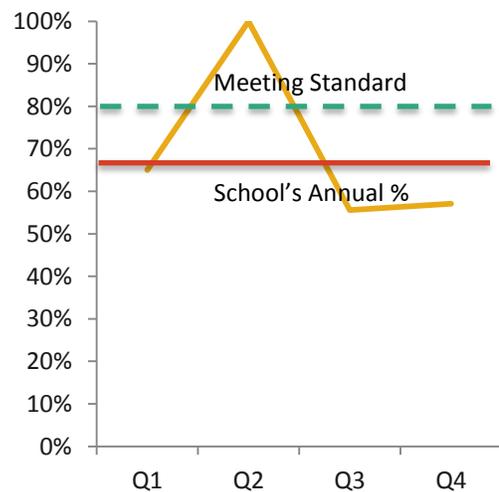
While many of the concerns discussed above were addressed and resolved by the end of the school year, due to number and extent of those concerns, the ICS receives an **Approaching Standard** for school leadership for the 2015-2016 school year.

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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	AS	AS	DNMS	DNMS	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						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, the DOO of the middle school was primarily responsible for submitting compliance documents. As someone who was new to the school and position, there was some confusion around the types of information required in reports and the process to submit them. This resulted in only 66% of reports, including board meeting minutes, employee spreadsheets, and quarterly reports, being submitted on time.

ICS maintained compliance with all material sections of its charter and submitted amendments as necessary. DOOs and the CEO attended and actively participated in all meetings with OEI. However, due to the issues with timely reporting, ICS receives an **Approaching Standard** on 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	MS	MS	MS	AS
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						DNMS
	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						AS
	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 Irvington Community School's board of directors saw a significant amount of transition during the 2015-2016 school year. At the beginning of the year, the board was comprised of 9 directors with experience in business, law, finance, K-12 and higher education, and community outreach. Additionally, several of the directors were Irvington community members and/or parents of current students. Throughout the course of

the year, six directors rolled off and one joined, leaving the board with five directors with experience in business, finance, and higher education. The board's officers also experienced some turnover with transitions in both the board chair and treasurer.

Despite the multiple transitions in the board roster, a review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing students with a rigorous, community-based and well-rounded education. The board clearly and appropriately prioritized the financial viability of the school for the majority of the school year, focusing on working with the consultants and school leadership to identify ways to improve their financial standing as quickly as possible. During this time, individual directors were highly engaged in regular board meetings as well as emergency meetings to review updates and to weigh difficult decisions around budget cuts and the impact on students. Directors were also aware of the various concerns addressed by families and staff members throughout the process and worked diligently to respond to those concerns.

Skill Sets Represented on Board

Finance



Education



Business



Legal



Community



Board Overview

Irvington Community School, Inc. holds the charter for Irvington Community School.

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Members

majority
Required for
Quorum

The ICS board holds monthly meetings.

Irvington Community School is the only school operated by the board. Currently, it does not contract out with a Charter Management Organization or an Education Service Provider.

Multiple board members maintained frequent contact with school leadership and the Mayor's Office throughout the year to ensure the school was meeting requirements laid out in the Notice of Deficiency issued by OEI, that it was moving in the right direction in financial performance and oversight, and to provide regular updates regarding leadership transitions and strategic organizational plans.

Regarding governance operations, the board was out of compliance with its bylaws for several months due to the lack of designated officers, particularly with the treasurer. While a treasurer was appointed by the end of the year, given the financial position of the school, this was a significant concern. All meetings abided by Indiana Open Door Law and minutes were readily available in an appropriate amount of time.

While the board worked diligently throughout the year to address systemic concerns in finances and operations, the significant concerns around director

turnover and capacity results in the school receiving an **Approaching 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	n/a	n/a	n/a	n/a	AS	AS	AS
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						AS

During the 2015-2016 school year, the ICS board held monthly meetings at which several stakeholders, including the CEO, COO, and DOOs provided updated reports. Given the nature of financial issues experienced throughout the year, directors met for committee meetings and emergency meetings and were in frequent contact with school staff between scheduled meetings.

Historically, the CEO and DOOs receive an annual evaluation, with the board evaluating the CEO and the CEO evaluating the DOOs. There were concerns with the board’s evaluation with the CEO for the 2014-2015 school year, causing the board to reexamine both the instrument and method of the CEO evaluation for the 2015-2016 school year. However, due to the multiple transitions in the leadership team throughout the course of the year, not all evaluations were able to be completed. As for its own performance, the board did not utilize a formal system to set goals and measure its performance over the course of the year.

Throughout the first half of the year, the board and school leadership team participated in many intense and, at times, emotional conversations about major concerns in the school's financial and organizational performance. While discussions were often heated and contained many disagreements, they were clearly aligned to determining what was best for the school and the families and students that it serves.

While the board maintained frequent communication with school leadership and worked diligently to set goals to monitor and improve the school's financial standing, a lack of formalized evaluation systems made it difficult for the board to operate in a strategic and timely manner across a variety of areas. For these reasons, ICS receives an **Approaching 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	AS	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, ICS's facilities met all health and safety code requirements and provided safe environments conducive to learning. The design, size, maintenance, security, equipment and furniture of the facilities were all adequate to meet the needs of students, staff, and visitors. After some renovations at the middle school facility, the buildings were accessible to all, including people with physical disabilities. The Mayor's Office monitoring of ICS'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 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	N/A	N/A	N/A	N/A	N/A	AS	MS
Sub-indicator Ratings	Sub-indicators						Rating
	90% - 95% of ICS students in grades Kindergarten through 11 th grade will retain enrollment with ICS from the last day of the 2015-2016 school year to the first day of the 2016-2017 school year.						MS
	80% - 84% of office referrals for behavior will come from students who have been with ICS for less than four years.						ES

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

In the 2015-16 school year, ICS set its first non-academic goal around retaining students from year to year. The school reported that 90% of students were retained from the last day of the 2015-2016 school year to the first day of the 2016-2017 school year. Therefore, the school **Meets Standard** on this goal.

ICS set its second goal around the percentage of office referrals from students who have been at the school for less than four years. The school reported that 85% of referrals came from students who have been at the school for less than four years, and therefore **Exceeds Standard** on this goal.

Overall, due to the ratings of the individual goals above, Irvington Community School receives a **Meets Standard** on this indicator for the 2015-16 school year.