

**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?							
<b>Indicator Targets</b>	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.				
<b>3.1 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	<b>AS</b>						
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						AS
	Communication with internal and external stakeholders						AS
	Clarity of roles among schools and staff						AS
	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						AS

Tindley Genesis Academy (TGA) is part of the Tindley Accelerated Schools (Tindley) network, which oversees six schools in Indianapolis. In its first year, Tindley Genesis Academy, an accelerated, music-focused elementary school, employed a founding principal who developed new Performing Arts Curriculum to teach students habits of opportunity through the arts, and implemented research-based best practices to provide strong musical instruction and arts-infused learning during the school day. The principal has held leadership roles within the Tindley network since 2008 and served as Head Choral Director for Warren Central High School from 2004-2008. He holds a Bachelor of Music Education (cum laude) from Butler University and a Master of Education in Leadership from Indiana University's Urban Principal Program.

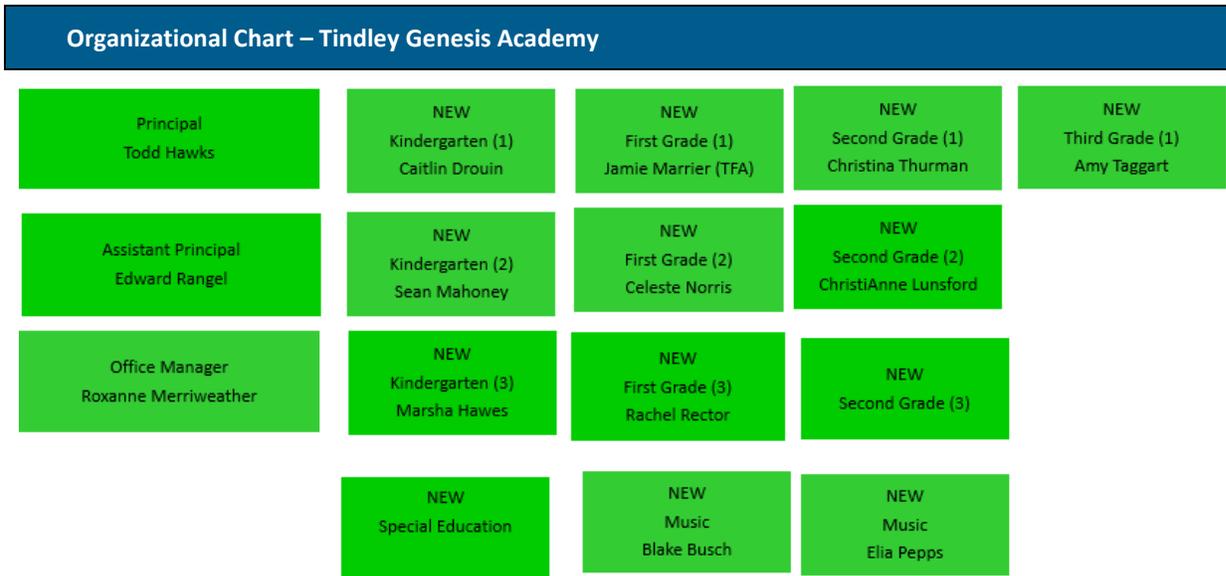
Tindley opened its flagship school in 2004 and has since built a robust network leadership team that in 2015 included a Chancellor and Chief Executive Officer (CEO), a Deputy Chancellor/Chief Academic Officer (CAO), a Chief Operating Officer, and a Chief Development Officer & Director of External Relations. The network leadership team, along with network support staff, supported the schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology. In the spring of 2016, the network experienced turnover in all of the key administrative positions except for the Chief Development Officer. Although an interim CEO was immediately appointment and roles and responsibilities were delegated amongst other staff members, the disruption to the network leadership had a significant impact on the culture and stability of the individual schools.

Regarding communication with internal and external stakeholders, the school and network demonstrated evolving progress. School leaders and network staff were consistently present at meetings with and responsive to the Mayor’s Office (OEI). The network leadership team managed the majority of communications with the board of directors and Board Chair, while building leaders were typically not present at board meetings. At the beginning the school year, the TGA Principal recognized the importance of establishing strong relationships with families and community partners in order to provide necessary supports for the new school. He received positive feedback from families and successfully engaged a variety of community partners, specifically around the school’s music-centric vision. The CEO transition, as demonstrated through public comments made by Tindley parents at board meetings, marked a period of uncertainty, with parents asking for more consistent communication regarding school updates as well as more information about how they could become more strategically involved in school initiatives. The interim CEO was immediately receptive to parent feedback, hosting several sessions throughout the spring semester to hear parent concerns and questions.

### Organizational Chart – Tindley (Network)



### Organizational Chart – Tindley (Network)



The Tindley network utilized an extensive system of data analysis and provided TGA with tools and training to systematically collect and analyze student data to set goals and inform academic programming. During academic review meetings with OEI, the building level leaders were able to understand, analyze, and demonstrate implementation of effective strategies in response to data. In its inaugural year, TGA kindergarten students demonstrated high growth in English Language Arts proficiency, and school leaders remarked on strong parent support and a culture of trust. On the operations side, while the network consistently provided interim financial statements for financial review meetings with OEI and the board’s finance committee, lack of accuracy in assigning revenue and expenditures to a particular building made it hard to make strategic decisions based on financial data.

The CEO and, when in place, the interim CEO, attended all board meetings and provided network updates. No specific method of reporting on school performance was required during board meetings. CEO updates to the Board of Directors were thorough and extensive and included information on fundraising, general organizational strategy, budget and finance, staff and student recruitment and retention, and major school events. At year’s end, the network and board were still working towards a common understanding of how data (i.e. financial, FTE count) should be presented at meetings.

Overall, although the building level leaders demonstrated the ability to continue to achieve academic results, turnover at the network level and subsequent structural and communication challenges earned TGA a rating of **Approaching Standard** for school leadership.

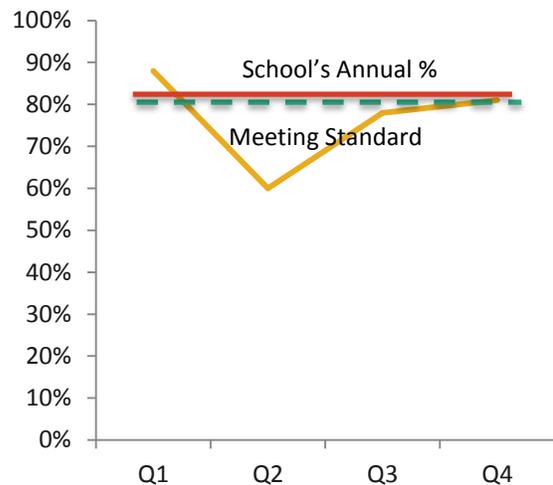
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?		
<b>Indicator Targets</b>	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	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
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	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						MS
	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 2015-2016 school year, the Director of Operations (DO) was primarily responsible for submitting compliance documents to the Mayor’s Office (OEI). Although there were a few times throughout the year when documents were submitted after the deadline, the school actively engaged multiple personnel to ensure that all requirements were met and documents, such as employee spreadsheets, board meeting minutes, and quarterly reports were submitted. At the close of the 2015-2016 school year, all outstanding documents had been submitted.

TGA maintained compliance with all material sections of its charter and submitted amendments as necessary. Network and school staff members were consistently actively engaged in meetings with OEI and maintained sufficient communication with OEI between scheduled meetings. Thus, TGA receives a rating of **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?**

<b>Indicator Targets</b>	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.					
<b>3.3 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	<b>MS</b>						
<b>Sub-indicator Ratings</b>	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						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
Holding of all meetings in accordance with Indiana Open Door Law						AS	

The board of directors for Tindley is active, experienced, and provides competent oversight for the six schools. The board is comprised of individuals with experience in finance, education, law, social services, business, and real estate. During the 2015-2016 school year, the board and school dealt with several challenges throughout the school year, including, but not limited to, financial performance, network staff turnover, teacher and student

retention, parent concerns, and strategic growth plans. The board displayed a thoughtful approach to each concern, and worked pro-actively to address the issues. A review of board meeting minutes and notes demonstrates that, in each instance, the board asked staff critical questions to understand the challenge at hand and offered its expertise, when viable, to remediate. The board chair and finance committee chair frequently communicated with OEI in between formal meetings to alert the office about any deficiencies.

The board demonstrated a clear understanding of and commitment to the mission of Tindley, to provide all students – regardless of past academic performance – with a rigorous education that prepares them for college. Over the course of several meetings, board members discussed the impact of the school’s rigorous mission and unique policies on teacher recruitment and retention and student enrollment. The board was very active in the community and worked to secure financial resources to support the network and implementation of mission-aligned programs.

### Skill Sets Represented on Board

Law		Business	
Finance		Education	
Real Estate		Social Services	

### Board Overview

**The Charter for Accelerated Learning, Inc. holds the charter for Charles A. Tindley Accelerated School.**

**14** **majority**  
Members # Required for Quorum

**The Tindley board meets every other month.**

**The Tindley board currently holds charters for six schools in Indianapolis: The Charles A. Tindley Accelerated School, Tindley Preparatory Academy, Tindley Renaissance Academy, Tindley Collegiate Academy, Tindley Summit Academy and Tindley Genesis Academy.**

Despite turnover in the executive leadership team, the board chair and board committee chairs demonstrated proactive collaboration with the network and building level leaders, seeking input to address concerns when they arose through in-person, telephonic and electronic communication.

Regarding governance operations, throughout the course of the year the board maintained compliance with its bylaws, adhered to the material sections of its charter, and did not note any conflicts of interest. Meetings were held every other month and were well-attended, with an average of 12 out of 14 directors present at each meeting. Board meeting minutes were provided to OEI in a timely manner and included all necessary information as per IODL. The board did not, however, maintain full compliance with Indiana Open Door Law (IODL). OEI noted two instances when the board held executive sessions without required notice. Once the board

was made aware of these issues, however, it worked quickly to resolve and not commit the violation again.

Due to the consistent leadership and stewardship of the board of directors, TGA 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?							
<b>Indicator Targets</b>	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.					
<b>3.4 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	<b>AS</b>						
<b>Sub-indicator Ratings</b>	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						AS
	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

During the 2015-2016 school year, the Tindley board not only communicated and collaborated with the network leadership team during monthly board meetings but also on as-needed basis between meetings.

Annually, the CEO is responsible for providing an evaluation of each building principal. However, due to the resignation of the CTAS Principal at the close of the 2015-2016 school year, no evaluation was completed for the year. The board is responsible for providing an evaluation of the network CEO that is aligned to the mission and goals of the Tindley Network. With the turnover in the CEO position mid-year, the board evaluated the interim CEO based on her truncated tenure. The board has not yet developed a system for setting board goals or assessing its own performance throughout the year, preventing the board from objectively measuring its effectiveness at the close of the year. It should be noted, however, that the board prioritized creating self-evaluative tools for school year 2016-17 during several meetings at the end of the 2015-16 school year.

In previous years, OEI noted concern around the board’s level of involvement in the financial oversight of Tindley. While the board worked to improve its systems of oversight through policy creation and revision, the network experienced significant financial concerns throughout the 2015-2016 school year. Due to these concerns, OEI issued a Notice of Deficiency to the board after the network’s financial audit was finalized in April 2016. Noting specifically that the board did not have required financial policies in place and that the network failed to meet enrollment projections, the board responded immediately to the Notice and took a more pro-active role in monitoring and directing the network on priorities and goals for the remainder of the 2015-2016 school year. Although some meetings were tense, the board and network staff managed conflicts in a manner that demonstrated a shared commitment to the school’s mission.

Through the creation and revision of policies as well as a more intensive involvement in financial oversight, the Tindley board continues to work towards improvement in board and school environment. However, due to the lack of a formalized self-evaluation process for the board as well as financial monitoring concerns during the 2015-2016 school year, the Tindley board received a rating of **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?							
<b>Indicator Targets</b>	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.					
<b>3.5 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	MS						
<b>Sub-indicator Ratings</b>	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, TGA’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 TGA’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?							
<b>Indicator Targets</b>	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				
<b>3.6 Rating</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	ES						
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Tindley Genesis Academy will have at least 2 community partners working in the building each week.						ES
	Tindley Genesis Academy will provide 3-4 professional development opportunities in the arts for staff throughout the 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 2015-16, TGA set its first goal around community partner involvement with the school. The school reports that an average of 3.6 community partners were in the school weekly, and therefore receives an **Exceeds Standard** on its first goal.

TGA set its second goal around professional development in the arts for staff members. The school reports that six professional development sessions on the arts were held in the 2015-16 school year, and therefore received an **Exceeds Standard** on its second goal.



Overall, TGA receives an Exceeds Standard on this section of the OEI performance framework.