

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 four 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.

Note: The Governance & Leadership Performance Framework was revised ahead of the 2019-20 school year. For this reason, historical ratings for the prior version of the framework are not included in this report. Core Question 3 reports from previous years may be found on OEI's [website](#).

Summary of Ratings							
Indicator	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Year 7 2026-27
3.1. Does the board practice strong governance oversight?	MS						
3.2. Is the school's board active, knowledgeable, diverse, and does it act toward a strategic vision?	MS						
3.3. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS						
3.4. Is the school leader strong in their execution of the strategic plan of the school?	MS						

3.1. Does the board practice strong governance oversight?	
Does not meet standard	The board presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The board 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 board complies with and presents no concerns in the sub-indicators below.
Exceeds Standard	The board consistently and effectively complies with and presents no concerns in the sub-indicators below.
Sub-indicators	Rating
The board exercises relentless focus on student academic outcomes.	ES
The board has active committees with clear goals aligned to student/school-level success.	ES
The school achieves its school-specific non-academic goals.	AS
The board has evaluation systems in place to monitor school leadership performance and its own performance.	ES
Basis for Rating/Additional Details	
<p>A review of meeting minutes and notes demonstrates the Hope Academy board exercises effective oversight of the academic and operational progress of the school. Each board meeting, the executive director (ED) delivers an Executive Director Report detailing high level developments at the school, such as the partnership with Indianapolis Public Schools, development of the parent orientation group, and general facilities management. Additionally, as part of the academic committee’s presentation, the school leader consistently delivered a Principal’s Report, reviewing progress on academic outcomes, school culture, parent engagement, and operational updates. The board spent significant time each meeting reviewing disaggregated academic data measured against the goals and priorities of the school.</p> <p>During the 2020-21 school year, the Hope Academy board held committees focused on finance, academics, development, marketing, and governance. Each committee set goals at the start of the school year and rigorously tracked progress against those goals using a dashboard. All committees were present at every board meeting and would give detailed, data-driven reports.</p> <p>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 are self-reported by the school. For the 2020-21 school year, Hope Academy set its first goal around the skill development of its students. The school reported that 80% of students received a C or better in the four-year required Basic Skills course, resulting in a rating of Meets Standard for its first goal. Hope Academy focused its second goal on the graduation rate of its students. Hope graduated 80% of its 2021 class, resulting in a rating of Approaching Standard for this second goal.</p> <p>In the 2020-21 school year, the Hope Academy board provided a clear and thorough evaluation of the school leader that was aligned to the mission and goals of the school. Expectations, goals, and priorities were clearly delineated in the evaluation tool, allowing for formative reflection and discussion to monitor effectiveness. The school leader and the board each completed a self-evaluation to reflect on their performance over the course of the year. The results of these evaluations were discussed in subsequent board meetings and used to set goals for</p>	

the 2021-22 school year. The school had a rigorous school leader succession plan on file to ensure any leadership transitions had limited impact on effective school operation.

Overall, the Hope Academy board receives a rating of **Meets Standard** for this indicator.

3.2. Is the school's board active, knowledgeable, diverse, and does it act toward a strategic vision?

Does not meet standard	The board presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
Approaching standard	The board 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 board complies with and presents no concerns in the sub-indicators below.
Exceeds standard	The board consistently and effectively complies with and presents no concerns in the sub-indicators below.

Sub-indicators	Rating
The board is strategically diverse, and all members are engaged.	MS
The board exercises oversight of the overall health of the school using a formal tracking system.	ES

Basis for Rating/Additional Details

During the 2020-21 school year, the Hope Academy board consisted of 12 directors with expertise in government, public policy, education, finance, human resources, mental health, public health, and philanthropy. The board met quorum at 100% of meetings with representatives from each committee present. The board has made it a priority to increase its racial and gender diversity as it continues to develop over the coming years.

Board meeting minutes and notes demonstrate clear evidence the board rigorously used an effective tracking system for monitoring the overall health of the school. The board chair, committees, and school leadership all referred to the goals and priorities laid out in the school's dashboard to inform their discussions.

Overall, the Hope Academy board receives a rating of **Meets Standard** for this indicator.

3.3. Does the school satisfactorily comply with all its organizational structure and governance obligations?

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.

Sub-indicators	Rating
The school submitted all required compliance documentation in a timely manner.	ES
The school maintained compliance with the terms of its charter.	AS
The board maintained active and ongoing communication with OEI.	MS
The board maintains compliance with all components of Indiana Open Door Law for the school year.	MS

Basis for Rating/Additional Details	
<p>During the 2020-21 school year, the principal of Hope Academy was primarily responsible for submitting compliance documentation to the Mayor’s Office (OEI). Hope Academy submitted 97% of compliance documentation on-time.</p> <p>At the beginning of last school year, OEI approved Hope Academy for a new charter. Over the course of the school year, Hope Academy maintained compliance with most material sections of its charter. However, a review of the school’s charter capacity variance reveals that the school served only 62% and 76% of the 34 seats it promised on September and February count days, respectively.</p> <p>The school leadership of Hope Academy consistently and actively engaged in meetings with OEI, and the executive director maintained frequent communication with OEI between scheduled meetings. Hope Academy complied with all components of Indiana Open Door Law during the 2020-21 school year.</p> <p>For these reasons, Hope Academy receives a rating of Meets Standard for this indicator.</p>	
3.4. Is the school leader strong in their execution of the strategic plan for the school?	
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.
Sub-indicators	Rating
School leader shows a clear track record of success.	AS
The school leader is fully present and presents data-driven updates to the board.	ES
School leadership collaborates with the board to handle school-level complaints and concerns.	ES
The school leadership maintains stability over the course of the year.	ES
Basis for Rating/Additional Details	
<p>Due to the unique nature of Hope Academy’s educational model, the school operates under a modified OEI Academic Performance Framework. Based on academic team analysis of multiple indicators for student success, there is concern for student outcomes at Hope Academy. Formative and summative assessments indicate mixed results for academic performance.</p> <p>Meeting minutes and notes show that the ED and school principal attended every board meeting and presented thorough updates to the board centered on the goals and priorities of the school. During each report from committees, school leadership, and the board chair, there was time dedicated to share concerns and collaborate. This dedicated time to collaboration allowed the board and school leadership to openly discuss issues and address concerns, as necessary.</p> <p>Hope Academy maintained stable school leadership during the school year without any regrettable turnover.</p> <p>Overall, Hope Academy receives a rating of Meets Standard for this indicator.</p>	