

## Report Overview

<b>School</b>	Herron High School  Website: <a href="https://www.herronhighschool.org/">https://www.herronhighschool.org/</a>	<b>Report</b>	3-Year Site Visit for Office of Education Innovation
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<b>Mission</b>		<b>Core Values</b>
Herron Classical Schools is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust, and engages in an urban environment in order to prepare students to be world-class citizens.		<ul style="list-style-type: none"> <li>● Believes that every student is a scholar</li> <li>● Engages in an urban community</li> <li>● Advances timeless ideas and content</li> <li>● Builds a culture of respect and trust through relationships with people and ideas</li> <li>● Serves as a catalyst for renewal</li> </ul>

## Site Visit Process & Morning Meeting

The evaluation was conducted by Dr. Carlotta Coopriider, Kristi Mann, and Gretchen Stullken on November 9, 2022. The evaluation team had the opportunity to meet with the Executive Team, conduct classroom observations, host student, faculty, and parent focus groups, interview support staff, and connect with stakeholders. Our team appreciates the staff and stakeholders' open communication and transparency that was apparent before, during, and after our visit. Prior to the visit, Karen Lalioff led the charge of providing us with mandatory documents and materials as well as a schedule for the day.

Anne Deckard, Head of the School greeted us and provided all of the information needed to have a high function/high impact visit. In a short time together, it was clear to our team that Deckard sets and exemplifies high expectations for everyone, and works tirelessly to create and insist on a climate and culture where students feel safe, known, and challenged. She is reflective and her actions demonstrate her relentless belief that every student is a scholar.

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## Appendix

- [Herron Classical Schools 2022 Performance Data](#)
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## OEI Ratings Summary for Each Indicator for Core Question 4: Is the school providing the appropriate conditions for success?

Each level of the rubric has an assigned point value such that each indicator has a maximum number of points possible.

This maximum number is used to determine an overall rating on each indicator. Point values of sub-indication and an indicator rating summary can be found below.

<b>Does Not Meet Standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="background-color: #1a3d4d; color: white;">Sub-indicator Point Values</th> </tr> </thead> <tbody> <tr> <td>Planning</td> <td>1 point</td> </tr> <tr> <td>Emerging</td> <td>2 points</td> </tr> <tr> <td>Implementing</td> <td>3 points</td> </tr> <tr> <td>Sustaining</td> <td>4 points</td> </tr> </tbody> </table>	Sub-indicator Point Values		Planning	1 point	Emerging	2 points	Implementing	3 points	Sustaining	4 points
Sub-indicator Point Values												
Planning	1 point											
Emerging	2 points											
Implementing	3 points											
Sustaining	4 points											
<b>Approaching Standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.											
<b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.											
<b>Exceeds Standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.											

Core Question 4: Is the school providing the appropriate conditions for success?	Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Exceeds Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Exceeds Standard
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Exceeds Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Exceeds Standard
4.8. Is ongoing communication with students and families clear and helpful?	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Exceeds Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Exceeds Standard

<b>Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	<b>Sustaining</b>
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	<b>Sustaining</b>
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	<b>Implementing</b>
d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.	<b>Sustaining</b>
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	<b>Sustaining</b>
f) Instructional staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction.	<b>Sustaining</b>

**Summary of Findings**

Herron High exceeds standard in indicator 4.1 with a score of 95%. A return to Herron’s Basics is the focus this year, confirming that curriculum guides are reviewed and created with the school's mission, vision, and core values in mind. Instructional leadership team members review the curricula to ensure precise learning targets, meaningful and relevant lessons, and multiple opportunities to succeed. Backwards Design is used to ensure rigor in relationship to unit goals and mastery. Targeted professional development supports horizontal and vertical alignment within and across grades and content. Alignment exists across focus groups. Classroom visits demonstrate evidence of instruction mirroring pacing and curriculum aligned to state standards.

<b>Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-HCS Scope &amp; Sequence Descriptions</li> <li>-HCS Math Essentials</li> <li>-Math Curriculum Tracker</li> <li>-Math Consistency Guide</li> <li>-IDOE Standards Site</li> <li>-IDOE Results in Driven Accountability (RDA) Determination Matrix</li> </ul>	<ul style="list-style-type: none"> <li>-NWEA/ISTEP Data</li> <li>-SAT CCR Benchmarks</li> <li>-Course Grades</li> <li>-School Leader/Network Instructional Leadership Interviews</li> <li>-Co-planning team agendas</li> <li>-Multi-Tiered System of Support Guidance Document</li> </ul>	<ul style="list-style-type: none"> <li>-Data Team Testing Schedule</li> <li>-English Pacing Guides</li> <li>-Classroom Observations</li> <li>-School Self Evaluation</li> <li>-Faculty Focus Groups</li> <li>-School Leader Self Evaluation</li> <li>-Open House Informational Session</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● There is an ongoing review of curriculum to ensure alignment to objectives occurs through co-planning meetings, department meetings and PLCs.</li> <li>● The Data Team analyzes varied assessment results for gaps based on performance by subgroups; then works with Department Chairs and faculty to make curricular shifts and course recommendations for students.</li> <li>● Faculty report they work in collaboration to draft instructional materials and ensure access across the network.</li> </ul>	<ul style="list-style-type: none"> <li>● Executive team members report the macro portion of the curriculum is currently under review.</li> <li>● Faculty suggests continuing creating an efficient centralized location for curriculum maps and curriculum documents to be accessed easily.</li> <li>● Faculty report a strain on curricula resources (staff) to carry out instructional goals across the network. This strain can lead to an inconsistent system for the review process.</li> </ul>

<b>Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) The curriculum is implemented in all classrooms with fidelity.	<b>Sustaining</b>
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	<b>Sustaining</b>
c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	<b>Sustaining</b>
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	<b>Sustaining</b>
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	<b>Sustaining</b>
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	<b>Sustaining</b>
g) Staff receive explicit feedback on instructional practices on an ongoing basis	<b>Sustaining</b>

### Summary of Findings

Rooted in years of tradition, continuous study, and rigor, Herron High exceeds standard for indicator 4.2 with a score of 100%. An exceptional learning environment has been created for students. A review of lesson plans confirm alignment to mission with dedicated resources and materials to support academic growth. Classroom observations revealed expert content faculty using instructional strategies that engaged students in intellectual and individual development through higher order questioning, engagement strategies that help students apply, internalize, or process the skill in the objective (cold call, wait time, turn and talk). Student learning needs are identified and addressed through Advisory plans, Seminar, and Office Hours. NWEA math data for 9th grade students indicates the majority (77.86%) are on grade level. NWEA reading data for 9th graders is 70.48%. Students have choice in how to engage with the curriculum as demonstrated by the use of laptops, pencil/paper, and guided notes. Faculty utilized the beginning of class to connect academically and personally with students. Faculty receive explicit feedback from the evaluation process including content specific grows and glows by the Department Head.

<b>Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-22-23 PRODEV/PLC Calendar</li> <li>-Classical Education Teaching Methodologies</li> <li>-Faculty Manual</li> <li>-Faculty Lesson Plans</li> <li>-Advisory Plans</li> <li>-ProDev Reading Intervention</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty Evaluation Tool</li> <li>-The HCS Classroom</li> <li>-Multi-Tiered System of Support Guidance</li> <li>-MOU Butler (Writing Lab)</li> <li>-Summer Academy</li> <li>-Saturday School</li> <li>-Faculty Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>-Mandatory Office Hour Notes</li> <li>-Seminar Notes</li> <li>-Google Classroom</li> <li>-Executive Team Interviews</li> <li>-Faculty Focus Groups</li> <li>-NWEA Assessment Results</li> <li>-Student Focus Group</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● Seminars are available for students to get additional “at bats” through independent practice or remediation mastery assessments.</li> <li>● Classroom visits showed faculty level mastery in their content area affords them the strengths of differentiating content ‘in the moment.</li> <li>● Department Chairs are responsible for observations/feedback of faculty on their team. If there is a ‘needs improvement’ noted in the observation, faculty can request a second evaluation from the Leadership Team.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff report the desire for the continued development of differentiation of ProDev materials. While ProDev is based on Google Doc survey data, opportunities continue to exist to meet the needs of all adult learners.</li> </ul>

<b>Indicator 4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12</b>	<b>Overall Indicator Evaluation:</b> Meets Standards	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.	<b>Sustaining</b>
b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.	<b>Sustaining</b>
c) The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.	<b>Implementing</b>
d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	<b>Implementing</b>

### Summary of Findings

Herron High meets standard for indicator 4.3 with a score of 87%. The school offers many dual credit and AP options and has received two grants to support the creation of new graduation pathways. Herron High earned the College Success Award in 2019 and 2020, and the Gold award in 2021, which is a distinction given to schools with a multiyear track record of preparing students to enroll and succeed in college. There are dedicated counselors and a Director of College and Career Readiness that meet with students regularly to monitor their College and Career Plans. Support classes are offered for struggling students and all students have at least one Seminar to provide an opportunity for incomplete classwork to be finished and to receive targeted support as needed. Faculty also provide office hours for students to receive individualized weekly support. The data team provides information to faculty, students, and families on how the office hours and support are utilized. Students have access to a diverse offering of extracurricular and athletic options. In alignment with a classical belief in knowledge for knowledge's sake, all Herron and Riverside scholars take five core classes every semester: English, Math, Science, Social Studies, and Latin. This exceeds the state's minimum guidelines for graduation in these subject areas and also results in the majority of students earning an Academic Honors Diploma. This rigorous academic focus influences the amount of time students can dedicate to extracurriculars. The after-school club experience provides students with robust offerings that are tailored to student interests as well as providing opportunities for leadership and the development of "soft" skills.

<b>Indicator 4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?</b>	<b>Overall Indicator Evaluation:</b> Meets Standards	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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<b>Data/Artifacts Reviewed</b>		
-HHS Clubs -Internship Syllabus & Program -Student and Staff Interviews -Pathways for Graduation Grant Overview Email	-HCS High School Course Disaggregation from 11-7-22 -Herron Classical Schools Enrollment Disaggregation 11-7-22 -3E IDOE Grant/UCAN Grant IDOE-CELL @ UIndy	-Herron Classical Schools 2022 Performance Data Summer 2022 -Classroom Observations -Open House Informational Session -Internship Community Partner List (65+)

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● The school has a classical focus that provides many students with the opportunity to take rigorous AP and dual credit classes.</li> <li>● The data team provides a large amount of disaggregated data for the school to use so that students can be closely monitored and the success rate of students enrolled in AP, dual credit, honors, and support classes can be assessed.</li> <li>● Access to Indiana College Core (transferable college credit)</li> <li>● Multiple pathways being developed and phased in during the 23-24 school year               <ul style="list-style-type: none"> <li>○ Fine Arts</li> <li>○ Engineering</li> <li>○ Computer Science</li> <li>○ Digital Design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Faculty wants a Naviance single sign-on process.</li> <li>● Opportunity exists to Increase the amount of FRL students able to take AP and dual credit courses. Currently the ratio is 74% to 26% for AP and 67% to 33% for dual credit.</li> <li>● The ratio of white students enrolled in AP classes is 66%, which is greater than the percentage of white students enrolled at 51.8%. Continue to prepare and push for more opportunities for students of color.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>➤ Check out a <a href="#">best practice event</a> for bringing all career pathway stakeholders together.</li> <li>➤ Review <a href="#">resources</a> on the Governor’s Workforce Cabinet Career Pathways/Programs of Study</li> </ul>

<b>Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) Assessments utilized are well aligned to learning standards.	<b>Implementing</b>
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	<b>Sustaining</b>
c) Assessments utilized provide student level data focused on growth and proficiency.	<b>Sustaining</b>
d) Assessments are administered with sufficient frequency and results are provided in a timely manner.	<b>Implementing</b>
e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.	<b>Sustaining</b>

<b>Summary of Findings</b>
<p>Herron High exceeds standard for indicator 4.4 with a score of 90%. Data Specialists share that during the 2021-22 school year the focus was on gathering data and during this 2022-23 school year the focus is on how staff and students use the data. The Data Specialists work closely with school leaders, department chairs, and teachers to provide efficient systems that analyze data and guide decision-making to increase student growth and proficiency. The school year assessment calendar helps faculty to plan accordingly knowing which three standardized assessments are given each semester. Data from department chairs, faculty, and remediation trackers help to provide a weekly student update to each student and their families. Faculty report this weekly data also helps to determine student support needed during teacher Office Hours, Saturday School, and Summer Academy. There is evidence of strong support for the implementation of assessments with fidelity and consistent progress monitoring.</p>

<b>Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-ProDev SAT Overview</li> <li>-Faculty Manual</li> <li>-NWEA screening - 9th graders - ENG</li> <li>-Benchmark Exams/Study Guides - ENG</li> <li>-Multi-Tiered System of Supports Guidance Document</li> </ul>	<ul style="list-style-type: none"> <li>-Leadership Team Focus Group</li> <li>-Data Team Focus Group</li> <li>-Data Team Dashboards</li> <li>-Data Team Assessment Schedule Doc</li> <li>-Faculty Focus Group</li> <li>-Assessment Protocol Review</li> </ul>	<ul style="list-style-type: none"> <li>-School Self Evaluation</li> <li>-Classroom Observations</li> <li>-Bell Work</li> <li>-Dept Chair Tracker</li> <li>-Weekly Student Updates</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● School leadership reports and classroom observations demonstrate that teachers intentionally provide students with a variety of formative and summative assessments to express their learning.</li> <li>● Data Specialists report that their remediation tracker, teacher data by student, Math and English data analysis, Department Chair trackers, and weekly student updates include embedded student-level data that focus on growth and proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder Focus Groups express a desire to have more student level access and student led conversations on how to utilize their data to continue to meet growth and proficiency goals.</li> <li>● Faculty Focus Groups want to continue to have dedicated time to align lesson plans and assessments to reflect the questioning and testing format of the SAT.</li> </ul>

<b>Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	<b>Sustaining</b>
b) Hiring processes are well organized and used to support the success of new staff members.	<b>Sustaining</b>
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	<b>Sustaining</b>
d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.	<b>Sustaining</b>
e) Professional learning opportunities are offered regularly to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	<b>Implementing</b>
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	<b>Sustaining</b>
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	<b>Sustaining</b>

### Summary of Findings

Herron High exceeds standard for indicator 4.5 with a score of 96%. As the oldest school in the Herron Classical schools portfolio, it has not only had the time to create and test the systems for the effective recruitment and retainment of staff, it has had the opportunity to fine tune best practices and adjust accordingly as the network expands. Recruiting and hiring practices are well documented and shared with fidelity. Professional learning opportunities have been created and piloted with faculty at Herron High and modified based on individual and group feedback. Alignment exists regarding the implementation of the teacher evaluation process and its effectiveness. Alignment exists across stakeholder groups to confirm faculty are intentionally trained and supported to meet the needs of the school population served.

<b>Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-Onboarding Protocol</li> <li>-Department Chair Structure</li> <li>-Head of School Interview</li> <li>-Guest Teacher Program</li> <li>-Core Value Deep Dive</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty Manual</li> <li>-Faculty Evaluation Tool</li> <li>-22-23 PRODEV/PLC Calendar</li> <li>-Executive Team Interviews</li> <li>-Mentoring Process</li> </ul>	<ul style="list-style-type: none"> <li>-Herron High Self-Assessment</li> <li>-Master Schedule (Max Seats)</li> <li>-Stipend Process</li> <li>-Organizational Chart</li> <li>-Faculty Interviews</li> <li>-Board Member Interviews</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● Executive Leadership notes the practice of networking with multiple state wide universities to recruit a diverse faculty.</li> <li>● Executive leadership is working strategically to not only fill current vacancies, but also plan for future leadership openings.</li> <li>● Faculty report multiple departments have members with advanced degrees in their content areas.</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty report a need to explore professional development opportunities for restorative justice practices</li> </ul> <p>Resources:</p> <p>“The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here?” by Anne Gregory and Katherine Evans in a National Education Policy Center report, January 2020,  <a href="https://nepc.colorado.edu/publication/restorative-justice">https://nepc.colorado.edu/publication/restorative-justice</a>;</p> <p>The authors can be reached at <a href="mailto:annegreg@gsapp.rutgers.edu">annegreg@gsapp.rutgers.edu</a> and <a href="mailto:kathy.evans@emu.edu">kathy.evans@emu.edu</a></p>

<b>Indicator 4.6. Is the school's mission clearly understood by all stakeholders?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	<b>Sustaining</b>
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	<b>Sustaining</b>

<b>Summary of Findings</b>
<p>Herron High exceeds standard for indicator 4.6 with a score of 100%. All stakeholder groups agree a community of care is in place for all students, families, and staff members. Some focus group participants named the mission of the school as what drives their purpose for being a part of the Herron community. The procedures that are in place create a culture of shared purpose where common goals and common language around classical education are the catalyst that closes the achievement gaps for Herron students and ensures a solid foundation for their academic futures. The unwavering commitment to intellectual habits of the mind, citizenship, and personal responsibility were among the common answers provided by stakeholders when asked about Herron's mission.</p>

<b>Indicator 4.6. Is the school's mission clearly understood by all stakeholders?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-Enrollment Policy</li> <li>-Feasibility Study</li> <li>-Board of Directors Meeting Notes</li> <li>-Student/Parent Handbook</li> <li>-Marketing Materials</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly Family Emails</li> <li>-Monthly Newsletters</li> <li>-Faculty Manual</li> <li>-Alumni Panel Data</li> <li>-Open House Observations</li> </ul>	<ul style="list-style-type: none"> <li>-Website</li> <li>-Parent Focus Groups</li> <li>-Faculty Focus Groups</li> <li>-Student Focus Groups</li> <li>-Community Member Input</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● Faculty report alignment with their inner purpose and the passionate work they get to perform everyday at Herron High.</li> <li>● Families report clear opportunities to collaborate and share ideas to inform common goals.</li> <li>● Board agenda reviews indicate commitment to the mission through the practice of a mission moment as an agenda item.</li> </ul>	<ul style="list-style-type: none"> <li>● Some family feedback exists around limited opportunities to engage at the level they would like due to their own personal situational barriers which include childcare issues, transportation challenges, and a lack of time. Additionally, access to the school due to COVID based restrictions was named.</li> <li>● A recommendation to continue to collect data around obstacles for family engagement and create action plans to more effectively engage all families.</li> </ul>

<b>Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	<b>Sustaining</b>
b) Culturally responsive and evidenced-based interventions are explicitly identified and implemented throughout the school to support the needs of students.	<b>Sustaining</b>
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	<b>Sustaining</b>
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	<b>Sustaining</b>

<b>Summary of Findings</b>
<p>Herron High exceeds the standard for indicator 4.7 with a score of 100%. The MTSS process focuses on ensuring every student receives the interventions necessary to effectively engage and work toward the mastery of essential standards. Students report having strong supporting relationships with their peers and faculty. Students feel they can go to their teachers or support staff for help when needed, both academic and social support. Stakeholders agree disciplinary procedures are practiced fairly and uniformly and communicated effectively. There is a process for grievances.</p>

<b>Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Expectation	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
-Multi-Tiered System of Supports Guidance Document -MTSS Process -School Discipline Data -Open House Observations	-Weekly Parent Updates -Student/Parent Handbook -Faculty Manual -Advisory Curriculum	-Faculty Office Hour Notes -Mindful Monday -Faculty Focus Groups -Student Focus Groups -Family Focus Groups

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● Students and staff feel safe at school; families feel safe sending their children to school.</li> <li>● Faculty develop strong relationships with students and families to be able to quickly communicate challenges and successes related to the overall student experience.</li> <li>● Positive students' stories are shared via social media and multiple opportunities exist for all stakeholders to connect with the school.</li> <li>● All stakeholder groups agree there is a high touch environment between faculty, students, and families.</li> </ul>	<ul style="list-style-type: none"> <li>● Students report desire to be more engaged in owning their individual data.</li> <li>● Create and execute systems for students to provide feedback (end of course, etc...)</li> <li>● No survey system for student feedback on a continuous basis.</li> <li>● Little evidence of bias identification tools for staff.</li> <li>● Some connection to students' lived experiences evident in daily climate.</li> </ul>

<b>Indicator 4.8. Is ongoing communication with students and families clear and helpful?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) An active and ongoing system of communication between the school and family members in place.	<b>Sustaining</b>
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	<b>Sustaining</b>
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	<b>Sustaining</b>
d) The school's communication methods are designed to promote family- school partnerships in ways that meet the needs of a diverse set of families.	<b>Sustaining</b>

<b>Summary of Findings</b>
<p>Herron High exceeds standard in indicator 4.8 with a score of 100%. Solid communication systems and protocols have been developed, reviewed, and updated based on input from all stakeholders. A grievance policy is clearly outlined and shared in multiple ways along with a school safety plan and other guidelines for navigating Herron High. Stakeholder focus group data indicates stakeholders feel valued and heard. Herron High parents trust their child's teacher and believe when issues do arise, the focus is on the issue and not the person and decisions are grounded in core values and the Code of Honor. Herron High students report their teachers have their back academically and personally.</p>

<b>Indicator 4.8. Is ongoing communication with students and families clear and helpful?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-Weekly Parent Updates</li> <li>-Network Newsletter</li> <li>-School Website &amp; Social Media Platforms</li> <li>-Open House Observations</li> </ul>	<ul style="list-style-type: none"> <li>-Student/Parent Handbook</li> <li>-Faculty Manual</li> <li>-Advisory Curriculum</li> <li>-Parent/Teacher Conference Process</li> </ul>	<ul style="list-style-type: none"> <li>-Student Focus Groups</li> <li>-Marketing Materials</li> <li>-Parent Focus Groups</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● Some parents are also board members. They appreciate the open and consistent communication. If something bad happens at Herron High, it isn't hidden. It is shared openly and immediately.</li> </ul>	<ul style="list-style-type: none"> <li>● Students want more opportunities to advocate for their own social and emotional needs.</li> <li>● Students who are more introverted want opportunities to share feedback other than in person.</li> </ul>

<b>Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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e) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	<b>Sustaining</b>
f) IEP plans include student specific goal and plan for ongoing assessment of student progress.	<b>Sustaining</b>
g) IEP goals are rigorous and based on state and national learning standards.	<b>Sustaining</b>
h) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	<b>Sustaining</b>
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	<b>Sustaining</b>

### Summary of Findings

Herron High exceeds standard in indicator 4.9 with a score of 100%. For this indicator a review of all practices and procedures specific to special education services at Herron as of November 2022 was completed. Data collected onsite: classroom observations, review of internal processes and procedural manuals, review of confidential IEPs in IIEP with special services coordinator, interview with special services team, and interview with school leadership and data team.

All of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.

The auditing process revealed sufficient evidence to support the provision of compliant special education services for students with special needs currently enrolled at Herron High School. Students with IEPs are demonstrating academic growth and IEP files are legally compliant.

<b>Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-Special Education Manual</li> <li>-review of confidential student IEPs in IIEP</li> <li>-Classroom Observations</li> <li>-Open House Observation</li> </ul>	<ul style="list-style-type: none"> <li>-Review of documentation of Case Conference process and communication</li> <li>-Interviews of Special Education and Leadership staff</li> </ul>	<ul style="list-style-type: none"> <li>-Herron Classical Schools Enrollment Disaggregation 11-7-22</li> <li>-Herron Classical Schools 2022 Performance Data Summer 2022</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● IEP best practice norming by Director of Special Education, Kelli Luck, to ensure consistency and accuracy of IEP documentation.</li> <li>● There is a large decrease in the number of manifest conferences for the 2022-2023 school year to date.</li> <li>● Homebound services provided by network special services staff versus outside service.</li> <li>● The use of accommodations trackers with the entire staff to analyze use by students to make changes or improvements to IEPs.</li> <li>● Herron High has been a consistent company for psychological evaluations in the network for the last 11 years. The company, Hans Psychological, is able to provide detailed recommendations.</li> <li>● Disaggregated data is available to help staff make decisions and identify curriculum and instruction to align with student needs.</li> </ul>	<ul style="list-style-type: none"> <li>● An opportunity exists to continue to work with the new Deans and new special education TORs on supporting behavior plans and using effective methods of communication for students that are struggling with behaviors and accumulating suspension days.</li> <li>● Meet as a network SPED team for PD and best practice sharing.</li> </ul>

<b>Indicator 4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	<b>Sustaining</b>
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students.	<b>Implementing</b>
c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.	<b>Sustaining</b>
d) ILP plans include student specific goals and a plan for ongoing assessment of student progress.	<b>Sustaining</b>
e) ILP plans explicitly identify needs for targeted instruction to align with student needs.	<b>Sustaining</b>

<b>Summary of Findings</b>
<p>Herron High exceeds standard in indicator 4.10 with a score of 95%. Currently there are 5.4% of students with ILPs, and approximately 14 languages represented. As a network Ms. Munoz, Ms. Deckard, the leadership team, and support staff have a clear understanding of current legislation, and research and effective practices relating to the provision of ESL services. The student services team for the network performs WIDA testing, attends Indiana DOE training and compliance webinars and are certified in Teaching English Learners and can train the trainer.</p>

<b>Indicator 4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-Review of confidential student ILP plans in DOE</li> <li>-Review of documentation of ILP Conference process and communication</li> <li>-Open House Observations</li> </ul>	<ul style="list-style-type: none"> <li>-Interviews of Special Services Staff, Director of English Learners, and Leadership Team-Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>-Herron Classical Schools Enrollment Disaggregation</li> <li>-Herron Classical Schools 2022 Performance Data Summer 2022</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● Students have access to seminars for support based upon their current WIDA level.</li> <li>● Student services team indicates that enrollment is more stable and thus there is more consistency in services.</li> <li>● School is training all staff and having them embed instructional strategies to support ELL students more effectively in academic vocabulary acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently use and discuss disaggregated data from the data team to analyze assessment and accommodations to help support students' growth.</li> <li>● With the difficulty of navigating IILP currently and knowing there will be growth and addition of staff members, create consistent and frequent professional development and onboarding processes.</li> <li>● Continue to implement and monitor schoolwide strategies to support ELL students with academic language acquisition.</li> </ul>

# Beyond the Rubric

## *More Insights from Stakeholders*

Academic	Climate and Culture	Resources/Support Systems
<p>Faculty would like Department Chairs to teach 1 non AP/Honors class.</p> <p>Closely monitor performance data and meet with underserved students regularly to identify strengths and deficits that will allow them to be prepared for AP and dual credit opportunities and scheduled for them as soon as possible.</p> <p>Students like the class sizes.</p> <p>Faculty report there is a strong support system.</p> <p>Students like the challenging content.</p> <p>Parents like the opportunities for their students to get extra help when needed.</p> <p>Parents and students are interested in the expansion of graduation pathways.</p>	<p>Faculty would like a new teacher mentorship program.</p> <p>Parents share a sense of pride for having their students enrolled at Herron High.</p> <p>Students love the arts.</p> <p>Students report the faculty are exceptional.</p> <p>Stakeholders believe there is diversity among faculty and students.</p> <p>Discipline and dedication are why parents choose Herron High.</p> <p>Location, location, location is valued by all.</p> <p>Students and parents also express interest in expansion of athletic and extracurricular opportunities and resources.</p>	<p>Every year, schools taking in more students-need to meet the growth with more space and more staff.</p> <p>Consistently train all staff on how to use data from the data team to identify students that need support and identify those that are prepared to move to AP and dual credit classes.</p> <p>Offer AP, Dual Credit, and Pathway Education nights for families and students and include post-secondary and community partners.</p> <p>Schedule monthly network SPED meetings for all special services staff.</p> <p>Faculty report a shortage of resources for science.</p>