

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, is designed to measure schools on how well students perform and improve on standardized tests, attendance, school-specific goals, and other metrics. Past accountability reports can be found on OEI's [website](#).

In March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so results were not available for 2019-20. Additional closures in 2020-21 led to testing and learning disruptions that also affected available data and may result in no rating for certain indicators.

Note: Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. Not all historical ratings are based on the listed indicator targets, and some are not available. Not Rated means that insufficient or atypical data prevented the school from being evaluated. A blank box means the indicator was not present in the Core Question 1 Performance Framework at that time.

Summary of Ratings							
Indicator	Year 15 2020-21	Year 16 2021-22	Year 17 2022-23	Year 18 2023-24	Year 19 2024-25	Year 20 2025-26	Year 21 2026-27
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated						
1.3 Is the school preparing students to graduate from high school on time, as measured by Indiana's cohort graduation rate?	ES						
1.4. Is the school providing an equitable education to all students in their school building?	Not Rated						
1.5. Is the school providing an equitable education to all students compared to the state? <i>(Added for 2020-21)</i>	Not Rated						
1.6 Is the school's attendance rate strong?	MS						
1.7. Is the school preparing students for college and careers?	Not Rated						
1.8 Is the school meeting its school-specific educational goals?	DNMS						

1.1. Is the school’s academic performance meeting state expectations, as measured by Indiana’s accountability system?

Not rated due to lack of state-level accountability results.

Basis for Rating/Additional Details

Indiana’s A-F letter grades, assigned by the Indiana State Board of Education, are computed with the results of the state ILEARN and ISTEP+ assessments, as well as high school graduation rate, college- and career-readiness data and other metrics.

In 2018-19, ILEARN, which measures proficiency and growth against Indiana Academic Standards for students in grades 3-8, was administered for the first time. Due to lower-than-expected passing rates on English/Language Arts and math exams, the Indiana General Assembly passed a law to hold schools harmless for results from all grade levels, which meant state letter grades for 2018-19 and 2019-20 could not be lower than the 2017-18 grade. Additionally, in the spring of 2020, Indianapolis schools were closed due to the global COVID-19 pandemic, and neither ILEARN nor ISTEP were administered. Although tests were administered in 2021, the legislature passed another law to assign all schools “null” grades, or no grades, for 2020-21 based on the disruptions from the pandemic.

Given these circumstances, OEI will not report a rating for Indicator 1.1 for the 2020-21 school year.

1.3. Is the school preparing students to graduate from high school on time, as measured by Indiana’s cohort graduation rate?

Only applicable to schools with a graduating class

Does not meet standard	School’s 4-year graduation rate is below 70.0%
Approaching standard	School’s 4-year graduation rate is 70.0 - 79.9%
Meets standard	School’s 4-year graduation rate is at 80.0 – 89.9%
Exceeds standard	School’s 4-year graduation rate is at least 90.0%

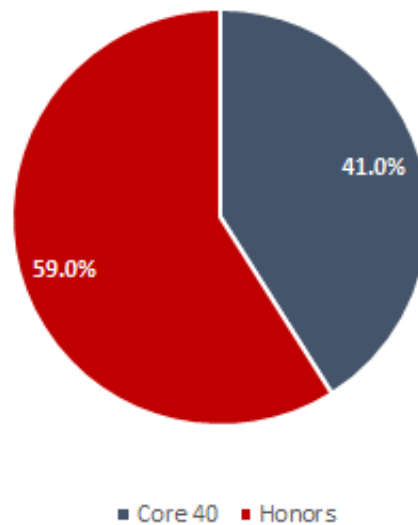
Basis for Rating/Additional Details

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student’s first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school’s four-, five-, and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by Oct. 1 of their cohort’s graduation year as four-year graduates. For reporting transparency and timeliness, OEI updated the 1.3 Graduation Rate indicator for the 2020-21 school year to include only the cohort’s four-year graduation rate. Due to this, the 2020 graduation rate has not been reported in previous OEI reports. The 2020 cohort four-year graduation rate for Herron High School was 98.1% and does not affect the indicator rating.

For the 2020-21 school year, OEI assesses Herron High School by reviewing the results of 2021 graduation. The school’s 2021 four-year graduation rate was 94.0%.

From this data, the school earned an **Exceeds Standard** for this indicator on the OEI performance framework.

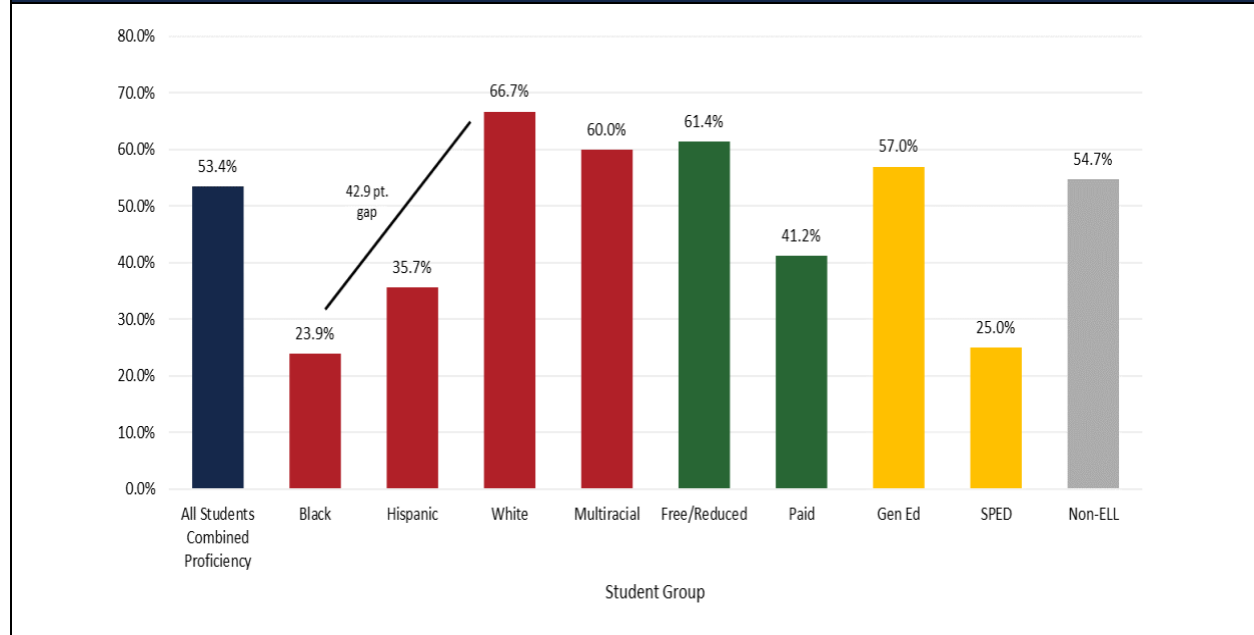


1.4. Is the school providing an equitable education to all students in their building?

Schools are evaluated based on subgroup proficiency in both Math and ELA.

Does not meet standard	School has more than 15-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Approaching standard	School has no more than 15-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Meets standard	School has no more than 10-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Exceeds standard	School has no more than 5-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.

Basis for Rating/Additional Details



Each year, the Indiana Department of Education reports student ISTEP results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance within the same building to gauge equity of instructional methods and programs. While 53.4% of all students were proficient on both English/Language Arts and Mathematics, there are gaps between the overall performance of a variety of student groups. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups is included for the first time for 2020-21 results.

A student group must have at least 20 students for IDOE to release data. The above chart displays the student groups reported for Herron High School. Due to the suspension of assessments in 2019-20, results reflect all first-time test takers in 11th grade in 2020-21.

The largest gap between student subgroups is between Black and White students, with a 42.9 percentage point difference in subgroup performance. Typically, this indicator would be evaluated based only on students enrolled at least 162 days. Because that was not part of the analysis and results are not comparable to prior years, the school is **Not Rated** for the 2020-21 school year.

1.5. Is the school providing an equitable education to all students compared to the state?

Schools are evaluated separately for subgroup proficiency and subgroup growth in both Math and ELA.

Does not meet standard	Statewide ranking for subgroup performance is less than 25 (bottom quartile).
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Approaching standard	Statewide ranking for subgroup performance is between 25 and 49.
Meets standard	Statewide ranking for subgroup performance is between 50 and 74.
Exceeds standard	Statewide ranking for subgroup performance is 75 or higher (top quartile).

Basis for Rating/Additional Details

Subgroup	ELA Pass Rate (Percent)	ELA Pass State Rank (Percentile)	ELA Pass Rating	Math Pass Rate (Percent)	Math Pass State Rank (Percentile)	Math Pass Rating
Black	76.1%	98	N/A	22.4%	81	N/A
FRL	84.7%	99	N/A	42.0%	94	N/A
Hispanic	89.3%	99	N/A	39.3%	85	N/A
SWD	66.7%	99	N/A	24.0%	96	N/A
White	96.8%	99	N/A	66.9%	97	N/A
Overall Points (based on average rank):					95	
Overall Rating:					N/A	

Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance at the school to the performance of those subgroups at the state level. The analysis translates state-reported proficiency and growth data to percentiles. This offers context for how any given subgroup is performing compared to a broader group of peers. Because state exams were not given in 2020 due to COVID-related disruptions, growth cannot be calculated for 2021. Additionally, data reported this year includes all students tested, rather than only students who attended for at least 162 days.

Herron High School reported results for five of 11 subgroups: students eligible for free/reduced lunch, students with disabilities (SWD), White students, Black students, and Hispanic students. To report a proficiency level, a subgroup must have at least 20 students.

The overall points are based on the statewide ranks for reported subgroups in proficiency for ELA and Math, with an average rank of 95. Given the atypical data circumstances indicated above, the school is **Not Rated** for the 2020-21 school year.

1.6. Is the school's attendance rate strong?

Does not meet standard	School's attendance rate is less than 90%
Approaching standard	School's attendance rate is between 90.0% to 94.9%
Meets standard	School's attendance rate is greater than or equal to 95%

Basis for Rating/Additional Details

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year. OEI added the Approaching Standard indicator target in 2019-20.

Herron High School has an aggregate attendance rate of 96.3%, earning a **Meets Standard**.

1.7. Is the school preparing students for college and careers?

<i>Only applicable to schools with a graduating class.</i>	
Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list

Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list

Basis for Rating/Additional Details

The Indiana State Board of Education has established criteria for determining whether a high school graduate has not only met graduation requirements but is also college- or career-ready. To be deemed college- or career-ready, a student must pass an Advanced Placement or International Baccalaureate exam, earn dual credit from an approved list of post-secondary courses, or receive an approved industry certification. Because college- or career-ready rates are tied to graduation requirements, the rates are measured a year in arrears for accountability purposes.

Because the Indiana Department of Education did not collect all the data necessary to evaluate schools using this indicator, OEI will not assign a rating for the 2020-21 school year.

1.8. Is the school meeting its school-specific educational goals?

Metrics determined based on school-specific educational goal, in conjunction with the school.

Does not meet standard	School does not meet standard on either school-specific educational goal.
Approaching standard	School is 1) approaching standard on one school-specific educational goal, and does not meet standard on the second goal, 2) approaching standard on both school-specific educational goals, 3) meets standard on one school-specific education goal, while approaching standard on the second goal, 4) exceeds standard on one school-specific education goal, while does not meet standard on the second goal OR 5) does not meet standard on one school specific education goal and meets standard on the second goal
Meets standard	School is 1) meets standard on both school-specific educational goals, OR 2) meets standard on one school-specific educational goal while exceeds standard on the second goal.
Exceeds standard	School is exceeding standard on both school-specific education goals.

Goal	Result	Rating
At the beginning of the freshman year, students will be required to research, consider and identify their college choices and likely career paths in order to develop a 4-year academic plan. Advisors are assisting students with formulating personalized goals designed to prepare them to meet the requirements of their proposed colleges and universities. Students may use an online program called Naviance to assist with their college planning program. A Freshman Parent College Planning Night will be held on February 23rd to inform parents of the importance of early college planning, how students are likely to earn scholarships.	Data not reported	DNMS
Students will receive a weekly grade check including an individualized review of their academic progress and be advised on opportunities to address low grades. Students will be provided with a schedule of current faculty Office Hours.	Data not reported	DNMS

Basis for Rating/Additional Details

Each year, mayor-sponsored charter schools set two educational 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 2020-21, Herron High School set its first goal around ninth grade students researching and identifying a college and career readiness pathway, as measured by the percentage of ninth grade students who have developed their college plan and understand the academic requirements of their college interest. The school did not submit data for this school year, earning the school a **Does Not Meet Standard** on its first goal.

Herron High School set its second goal around students receiving a weekly grade report and list of faculty Office Hours, as measured by the percentage of students who can log into their PowerSchool account. The school did not submit data for this school year, earning the school a **Does Not Meet Standard** on its second goal.

Overall, **Herron High School** received a **Does Not Meet Standard** for this indicator.