



# **Charter Renewal Report**

**Herron Classical Schools  
Fall 2023**

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## Introduction

This Charter Renewal Report is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance and sustainability of Herron High School, Herron-Riverside High School, and Herron Preparatory Academy during their most recent years of operation. The Renewal Report is structured based on the Mayor's Performance Framework, which is used to determine a school or network's success relative to a common set of indicators.

For each indicator in the Performance Framework, this Renewal Report summarizes the findings of the past five years of accountability reports as well as the schools' Mid-Charter Reviews, where available. This information is used to determine an overall Charter Renewal Rating, which is based on an average of ratings across the prior term. All prior reports may be found on OEI's [website](#).

Herron Classical Schools submitted a formal response on [enter date] with additional evidence regarding the network's performance on indicators that received a renewal rating of either Approaching Standard or Does Not Meet Standard. Finally, the network submitted a plan for how it will continue to improve over the next charter term if the charters are renewed, including a proposed five-year budget.

Please note, in 2023 OEI conducted a renewal pilot with four networks, including Herron Classical Schools, to streamline the renewal process. For that reason, certain schools in those networks will go through renewal prior to their seventh year and may have fewer than five years of data in the renewal report.

Herron Classical Schools submitted formal responses to the following indicators:

### Network

- **Core Question 3.2:** Does the board utilize appropriate structures and tools to execute its strategic vision?
- **Core Question 3.3:** Does the school satisfactorily comply with all its governance obligations?

### Herron High School

- **Core Question 1.4:** Is the school providing an equitable education to all students in their school building?
- **Core Question 1.8:** Is the school meeting its school-specific educational goals?
- **Core Question 1.9:** Is the school preparing students for postsecondary success through FAFSA completion?

### Herron-Riverside High School

- **Core Question 1.9:** Is the school preparing students for postsecondary success through FAFSA completion?

### Herron Preparatory Academy

- **Core Question 1.6:** Is the school's attendance rate strong?

## Summary of Ratings

Herron High School		
Core Question 1: Is the educational program a success?	Renewal Rating	
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated	
1.2. <i>*Tracking Only for 2021-22*</i> Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	Not Rated	
1.3. Is the school preparing students to graduate from high school on time, as measured by Indiana's cohort graduation rate?	Exceeds Standard	
1.4. Is the school providing an equitable education to all students in their school building?	Does Not Meet Standard	
1.5. Is the school providing an equitable education to all students compared to the state?	Not Rated	
1.6. Is the school's attendance rate strong?	Meets Standard	
1.7. Is the school preparing students for college and careers?	Not Rated	
1.8. Is the school meeting its school-specific educational goals?	Approaching Standard	
1.9. Is the school preparing students for postsecondary success through FAFSA completion?	Approaching Standard	
1.10. <i>*Tracking Only for 2021-22*</i> Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?	Not Rated	
Core Question 2: Is the school in sound fiscal health?	Renewal Rating	
A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard	
Core Question 4: Is the school providing the appropriate conditions for success?	2022-23	Renewal Rating
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Exceeds Standard	Exceeds Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Exceeds Standard	Exceeds Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds Standard	Exceeds Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Exceeds Standard	Exceeds Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard	Exceeds Standard
4.7. Is the school climate and responsive to the needs of students, staff, and families?	Exceeds Standard	Exceeds Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Exceeds Standard	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Exceeds Standard	Exceeds Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Exceeds Standard	Exceeds Standard

Herron-Riverside High School		
Core Question 1: Is the educational program a success?	Mid-Charter Rating	Renewal Rating
1.2. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Exceeds Standard	Not Rated
1.2. <i>*Tracking Only for 2021-22*</i> Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	N/A	Not Rated
1.3. Is the school preparing students to graduate from high school on time, as measured by Indiana's cohort graduation rate?	Not Rated	Meets Standard

1.7. Is the school providing an equitable education to all students in their school building?	Not Rated	Exceeds Standard
1.8. Is the school providing an equitable education to all students compared to the state?	Exceeds Standard	Not Rated
1.9. Is the school's attendance rate strong?	Meets Standard	Meets Standard
1.7. Is the school preparing students for college and careers?	Not Rated	Not Rated
1.8. Is the school meeting its school-specific educational goals?	Meets Standard	Meets Standard
1.9. Is the school preparing students for postsecondary success through FAFSA completion?	N/A	Does Not Meet Standard
1.10. <i>*Tracking Only for 2021-22*</i> Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?	N/A	Not Rated
<b>Core Question 2: Is the school in sound fiscal health?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	DNMS	Does Not Meet Standard
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>Mid-Charter Rating</b>	<b>Renewal Rating</b>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard	Meets Standard
4.7. Is the school climate and responsive to the needs of students, staff, and families?	Meets Standard	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard	Meets Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Meets Standard	Meets Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meets Standard	Meets Standard

Herron Preparatory Academy	
Core Question 1: Is the educational program a success?	Renewal Rating
1.3. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Rated
1.3. Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated
1.10. Is the school providing an equitable education to all students in their school building?	Not Rated
1.11. Is the school providing an equitable education to all students compared to the state?	Not Rated
1.12. Is the school's attendance rate strong?	Approaching Standard
1.13. Is the school outperforming schools that the students would have been assigned to attend?	Not Rated
1.8. Is the school meeting its school-specific educational goals?	Exceeds Standard
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	Not Rated

Core Question 2: Is the school in sound fiscal health?	Renewal Rating	
A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	Approaching Standard	
Core Question 4: Is the school providing the appropriate conditions for success?	2022-23	Renewal Rating
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Exceeds Standard	Exceeds Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Exceeds Standard	Exceeds Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	N/A	
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard	Exceeds Standard
4.7. Is the school climate and responsive to the needs of students, staff, and families?	Exceeds Standard	Exceeds Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Exceeds Standard	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Exceeds Standard	Exceeds Standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meets Standard	Meets Standard

Herron Classical Schools	
Core Question 2: Is the school in sound fiscal health?	Renewal Rating
2.1. Does the network demonstrate the ability to pay its obligations in the next 12 months?	Exceeds Standard
2.2. Does the organization demonstrate long-term financial health?	Exceeds Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Meets Standard
Core Question 3: Is the organization effective and well-run?	Renewal Rating
3.1. Does the board demonstrate strong governance oversight?	Meets Standard
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	Approaching Standard
3.3. Does the school satisfactorily comply with all its governance obligations?	Approaching Standard
3.4. Is the school leader strong in their academic and organizational leadership?	Meets Standard

## Core Question 1: Is the educational program a success?

The Academic Performance Framework is designed to measure schools on how well students perform and improve on standardized tests, attendance, measures of college- and career readiness, and other metrics.

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. Renewal ratings were calculated with these factors in mind, and narrative portions include additional context about federal, state, and local policy changes, as needed.

Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. 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 framework at that time.

### Herron High School

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'C' for the most recent school year.
Meets standard	School has received a 'B' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.

Renewal Calculation		
2020-21	School received a 'null' grade for the most recent school year.	Not Rated
2021-22	School received a 'null' grade for the most recent school year.	Not Rated
Charter Renewal Rating		Not Rated

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, which meant state 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 ILEARN was not administered. Although ILEARN was administered in 2021 and 2022, the legislature passed laws to assign all schools "null" grades, or no grades, for 2020-21 and 2021-22 based on the disruptions from the pandemic.

There is **no rating** for this indicator for 2021-22, and therefore **no rating** for this renewal cycle.

1.2 Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	
Does not meet standard	Fewer than 60.0% of students are making sufficient and adequate gains
Approaching standard	60.0%-69.9% of students are making sufficient and adequate gains
Meets standard	70.0%-79.9% of students are making sufficient and adequate gains
Exceeds standard	More than 80.0% of students are making sufficient and adequate gains

Renewal Calculation		
2020-21	This indicator was not part of OEI's performance framework at this time.	N/A
2021-22	This indicator is tracked only for 2021-22	Not Rated
Charter Renewal Rating		<b>Not Rated</b>

This indicator, new for 2021-22, measures student growth from the spring 10th-grade PSAT to the spring 11th-grade SAT, which replaced ISTEP 10 English and math exams for state and federal accountability in spring 2022.

Because this is the first year Indiana administered the SAT for accountability, growth data is not available, but, as a baseline for future years, 40.6% of tested 11th-grade students were proficient in 2021-22. There is **no rating** for this indicator for 2021-22, and therefore **not rating** for this renewal cycle.

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

Renewal Calculation		
2020-21	School's 4-year graduation rate is at least 90.0%	ES
2021-22	School's 4-year graduation rate is at least 90.0%	ES
Charter Renewal Rating		<b>ES</b>

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-year graduation rates. All students who have completed graduation requirements by Oct. 1 of their cohort's graduation year are considered 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. Herron High School average four-year graduation rate during its current charter was 91.4%

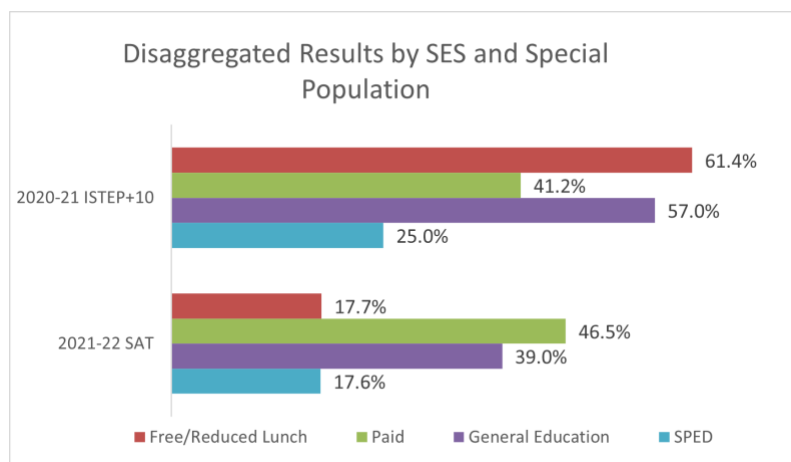
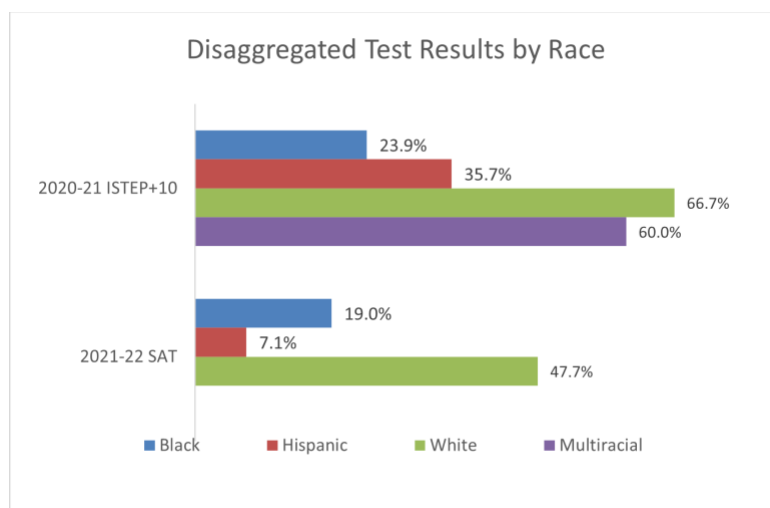
Given the results over the prior term, Herron High School receives a renewal rating of **Exceeds Standard**.

1.4. Is the school providing an equitable education to all students in their school building?	
<i>Schools are evaluated for subgroup proficiency in both Math and ELA.</i>	
Does not meet standard	School has more than 15 percentage point difference in the percentage 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 percentage point difference in the percentage 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 percentage point difference in the percentage 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 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.

Renewal Calculation		
2020-21	This indicator could not be rated due to testing-related disruptions.	Not Rated
2021-22	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.	DNMS
Charter Renewal Rating		DNMS

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 within the same building to gauge equity of instructional methods and programs. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups was included for the first time for 2020-21 results. Additionally, a student group must have at least 20 students for IDOE to release data.

Student subgroup results from HHS can be found in the graphs below. The state assessment for high school students changed from ISTEP+ 10 in 2020-21 to SAT in 2021-22 and thus the two years should not be compared.



Based on the results over the charter term, Herron High School **Does Not Meet Standard** for renewal.



### 1.5. Is the school providing an equitable education to 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 less than 25 (bottom quartile).
Approaching standard	Statewide ranking for subgroup performance between 25 and 49.
Meets standard	Statewide ranking for subgroup performance between 50 and 74.
Exceeds standard	Statewide ranking for subgroup performance is 74 or higher (top quartile).

Renewal Calculation		
2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
2021-22	This indicator could not be rated due to testing related disruptions.	Not Rated
Charter Renewal Rating		Not Rated

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, which offers context for how any given subgroup is performing compared to a broader group of peers. To report a proficiency level, a subgroup must have at least 20 students.

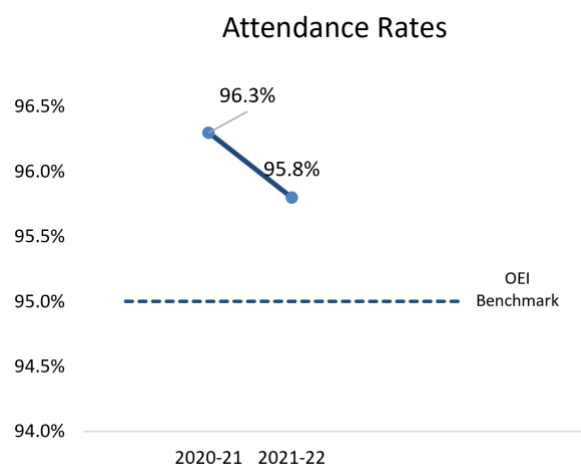
Because state exams were not given in 2020 due to COVID-related disruptions, growth cannot be calculated for 2021 and it was also not calculated in 2022. Additionally, data reported in 2021 included all students tested, rather than only students who attended for at least 162 days. Due to these disruptions, the renewal report only reflects statewide ranking data for the 2018-19 school year, which may be viewed in [full detail here](#).

Based on these results, Herron High School is **Not Rated** for this renewal cycle.

### 1.6. Is the school's attendance rate strong?

Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0 – 94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%

Renewal Calculation		
2020-21	School's attendance rate is greater than or equal to 95.0%	MS
2021-22	School's attendance rate is greater than or equal to 95.0%	MS
Charter Renewal Rating		MS



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. The chart shows the yearly attendance rates over HHS's charter term. The average rate was 96.1 %. Please note, this indicator was revised in 2019-20 to include an "Approaching Standard" target. Previously, schools could only be rated "Meets Standard" or "Does Not Meet Standard."

Based on results over the charter term, Herron High School receives a renewal rating of **Meets Standard**.

1.7. Is the school preparing students for college and careers?	
Does not meet standard	Fewer 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 transcribed 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.

Renewal Calculation		
2020-21	This indicator could not be evaluated due to insufficient data.	Not Rated
2021-22	This indicator could not be evaluated due to insufficient data.	Not Rated
Charter Renewal Rating		Not Rated

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.

Because the Indiana Department of Education did not collect all the data necessary to evaluate schools using this indicator, OEI did not assign a rating for the 2020-21 or 2021-22 school years. There is **no rating** for this indicator for 2021-22, and therefore **not rating** for this renewal cycle.

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

Renewal Calculation				
	Goal	Result	Rating	Overall Rating
2020-21	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	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	
2021-22	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.	100%	ES	ES
	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.	100%	ES	
Charter Renewal Rating				AS

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

Herron High School receives a renewal rating of **Approaching Standard** based on the results from this term.

1.9. Is the school preparing students for postsecondary success through FAFSA completion?		
<i>Only applicable to schools with a graduating class.</i>		
Does not meet standard	Fewer than 60% of eligible students in the graduating cohort completed the FAFSA.	
Approaching standard	60-69.9% of eligible students in the graduating cohort completed the FAFSA.	
Meets standard	70-79.9% of eligible students in the graduating cohort completed the FAFSA.	
Exceeds standard	80% or more of eligible students in the graduating cohort completed the FAFSA.	
Renewal Calculation		
2020-21	This indicator was not in the framework at this time.	Not Rated
2021-22	60-69.9% of eligible students in the graduating cohort completed the FAFSA.	AS
Charter Renewal Rating		AS

This indicator, new for 2021-22, measures what percentage of a school's eligible students have completed the Free Application for Federal Student Aid, which determines federal need-based assistance paying for college. All students, except those who are undocumented and do not have DACA status, are eligible.

The school reported 69.4% of eligible students in the graduating cohort completed the FAFSA therefore the school earns an **Approaching Standard** for this indicator for renewal.

1.10. Is the school preparing students to graduate on-time as measured by ninth grade on-track sub-indicators?			
Tracking only for 2021-22			
Ninth grade students have earned at least 10 credits		Percent of students receiving 1 or more Fs in core classes	
Fewer than 70% (1 pt)		30.1% or more (1 pt)	
70-79.9% (2 pts)		20.1-30% (2 pts)	
80-89.9% (3 pts)		10.1-20% (3 pts)	
90%+ (4 pts)		10% or fewer (4 pts)	
2-3 out of 8 pts Does not meet standard	4 out of 8 pts Approaching standard	5-6 out of 8 pts Meets standard	7-8 out of 8 pts Exceeds standard

Renewal Calculation		
2020-21	This indicator was not in the framework at this time.	Not Rated
2021-22	This indicator is tracked only for 2021-22.	Not Rated
Charter Renewal Rating		Not Rated

This indicator, new for 2021-22, measures the extent to which freshman students are prepared to graduate through two specific data points – the completion of 10 course credits and the number of Fs received in core classes (English, math, social studies, and science).

The final rating is calculated by adding up the points from the sub-indicators. Core classes include English/Language Arts, Math, Science, and Social Studies. The calculation would include any credits earned during the summer after ninth grade.

The school reported that 76.9% of ninth grade students earned at least 10 credits, and 37.8 % of students received one or more Fs

## Herron-Riverside High School

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'C' for the most recent school year.
Meets standard	School has received a 'B' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.

Renewal Calculation		
2017-18	The school did not have enough tested students to be evaluated for a letter grade.	Not Rated
2018-19	School has received an 'A' for the most recent school year.	ES
2019-20	School has received an 'A' for the most recent school year.	ES
Mid-Charter Rating		ES
2020-21	School received a 'null' grade for the most recent school year.	Not Rated
2021-22	School received a 'null' grade for the most recent school year.	Not Rated
Charter Renewal Rating		Not Rated

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, which meant state 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 ILEARN was not administered. Although ILEARN was administered in 2021 and 2022, the legislature passed laws to assign all schools "null" grades, or no grades, for 2020-21 and 2021-22 based on the disruptions from the pandemic.

Because of a lack of recent state data, Riverside High School is **Not Rated** for renewal.

1.2 Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	
Does not meet standard	Fewer than 60.0% of students are making sufficient and adequate gains
Approaching standard	60.0%-69.9% of students are making sufficient and adequate gains
Meets standard	70.0%-79.9% of students are making sufficient and adequate gains
Exceeds standard	More than 80.0% of students are making sufficient and adequate gains

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	This indicator was not part of OEI's performance framework at this time.	N/A
Mid-Charter Rating		N/A
2020-21	This indicator was not part of OEI's performance framework at this time.	N/A
2021-22	This indicator is tracked only for 2021-22	Not Rated
Charter Renewal Rating		Not Rated

This indicator, new for 2021-22, measures student growth from the spring 10th-grade PSAT to the spring 11th-grade SAT, which replaced ISTEP 10 English and math exams for state and federal accountability in spring 2022.

Because this is the first year Indiana administered the SAT for accountability, growth data is not available, but, as a baseline for future years, 21.2% of tested 11th-grade students were proficient in 2021-22. There is **no rating** for this indicator for 2021-22, and therefore **no rating** for renewal.

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

Renewal Calculation		
2017-18	The school did not have a graduating class that could be evaluated.	Not Rated
2018-19	The school did not have a graduating class that could be evaluated.	Not Rated
2019-20	The school did not have a graduating class that could be evaluated.	Not Rated
Mid-Charter Rating		Not Rated
2020-21	School's 4-year graduation rate is at 80.0 – 89.9%	MS
2021-22	School's 4-year graduation rate is at 80.0%-89.9%	MS
Charter Renewal Rating		MS

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-year graduation rates. All students who have completed graduation requirements by Oct. 1 of their cohort's graduation year are considered four-year graduates.

Riverside High School started the charter term with ninth graders only and added one grade per year until they had a graduating class in 2020-21. The average four-year graduation rate for the two years of the charter term RHS had a graduating class was 81.5%.

Given the results over the prior term, Riverside High School receives a renewal rating of **Meets Standard**.

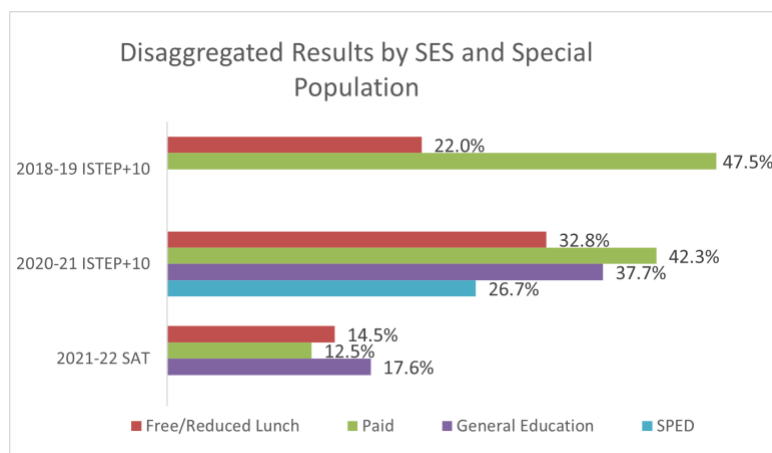
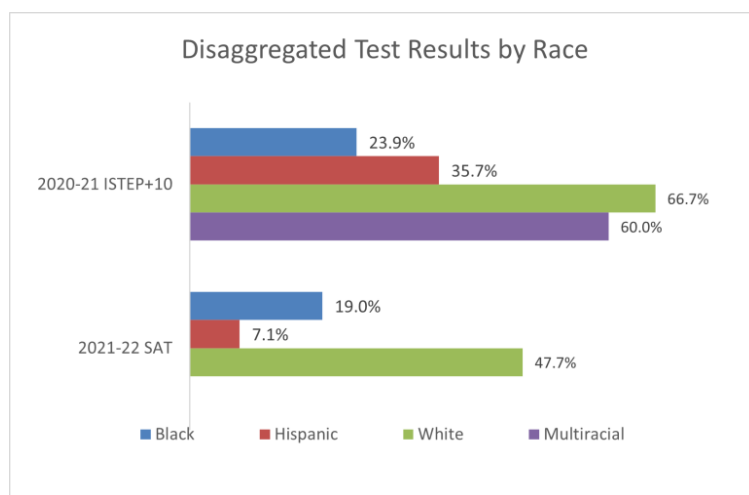
1.4. Is the school providing an equitable education to all students in their school building?	
<i>Schools are evaluated for subgroup proficiency in both Math and ELA.</i>	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Approaching standard	School has no more than 15 percentage point difference in the percentage 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 percentage point difference in the percentage 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 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.

Renewal Calculation		
2017-18	The school did not have enough students to be evaluated for this indicator.	Not Rated
2018-19	This indicator was not part of OEI's performance framework at this time.	Not Rated
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
Mid-Charter Rating		N/A

2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
2021-22	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups.	ES
Charter Renewal Rating		ES

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 within the same building to gauge equity of instructional methods and programs. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups was included for the first time for 2020-21 results. Additionally, a student group must have at least 20 students for IDOE to release data.

Student subgroup results from RHS can be found in the graphs below. The state assessment for high school students changed from ISTEP+ 10 in 2020-21 to SAT in 2021-22 and thus the two years should not be compared.



Based on the results over the charter term, Riverside High School receives a renewal rating of **Exceeds Standard** for this indicator.

1.5. Is the school providing an equitable education to students compared to the state?	
<i>Schools are evaluated separately for subgroup proficiency and subgroup growth in both Math and ELA.</i>	
Does not meet standard	Statewide ranking for subgroup performance less than 25 (bottom quartile).
Approaching standard	Statewide ranking for subgroup performance between 25 and 49.
Meets standard	Statewide ranking for subgroup performance between 50 and 74.

Exceeds standard	Statewide ranking for subgroup performance is 74 or higher (top quartile).
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Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	Statewide ranking for subgroup performance is 74 or higher (top quartile).	ES
2019-20	This indicator could not be rated due to testing related disruptions.	Not Rated
Mid-Charter Rating		ES
2020-21	This indicator could not be rated due to testing related disruptions.	Not Rated
2021-22	This indicator could not be rated due to testing related disruptions.	Not Rated
Charter Renewal Rating		Not Rated

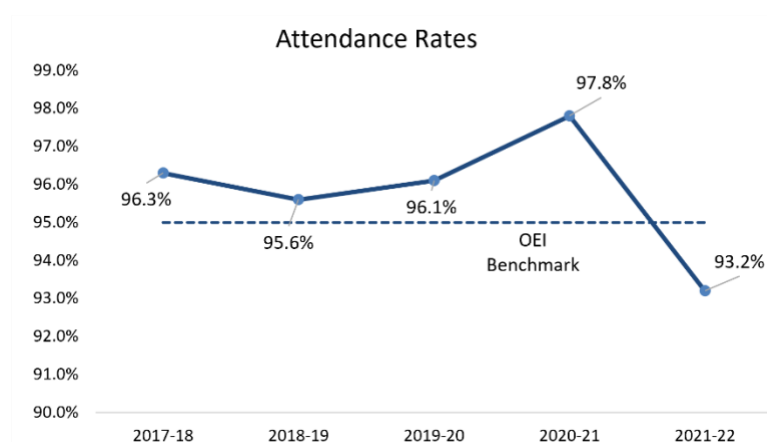
Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance at the school to the performance of those subgroups at the state level. The analysis translates state-reported proficiency and growth data to percentiles, which offers context for how any given subgroup is performing compared to a broader group of peers. To report a proficiency level, a subgroup must have at least 20 students.

Because state exams were not given in 2020 due to COVID-related disruptions, growth cannot be calculated for 2021 and it was also not calculated in 2022. Additionally, data reported in 2021 included all students tested, rather than only students who attended for at least 162 days. Due to these disruptions, the renewal report only reflects statewide ranking data for the 2018-19 school year, which may be viewed in [full detail here](#).

Based on these results, Riverside High School receives a renewal rating of **Exceeds Standard**.

1.6. Is the school's attendance rate strong?	
Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0 – 94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%

Renewal Calculation		
2017-18	School's attendance rate is greater than or equal to 95.0%	MS
2018-19	School's attendance rate is greater than or equal to 95.0%	MS
2019-20	School's attendance rate is greater than or equal to 95.0%	MS
Mid-Charter Rating		MS
2020-21	School's attendance rate is greater than or equal to 95.0%	MS
2021-22	School's attendance rate is between 90.0-94.9%	AS
Charter Renewal Rating		MS



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. The chart shows the yearly attendance rates over RHS's charter term. The average five-year rate was 95.8%. Please note, this indicator was revised in 2019-20 to include an



“Approaching Standard” target. Previously, schools could only be rated “Meets Standard” or “Does Not Meet Standard.”

Based on results over the charter term, Riverside High School receives a renewal rating of **Meets Standard**

1.7. Is the school preparing students for college and careers?	
Does not meet standard	Fewer 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 transcripted 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 transcripted 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 transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.

Renewal Calculation		
2017-18	The school did not have a graduating class that could be evaluated.	Not Rated
2018-19	The school did not have a graduating class that could be evaluated.	Not Rated
2019-20	The school did not have a graduating class that could be evaluated.	Not Rated
Mid-Charter Rating		Not Rated
2020-21	This indicator could not be evaluated due to insufficient data.	Not Rated
2021-22	This indicator could not be evaluated due to insufficient data.	Not Rated
Charter Renewal Rating		Not Rated

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 did not assign a rating for the 2020-21 school year. Prior to this, Riverside High School did not have a graduating class, and thus did not receive ratings for college- or -career- readiness.

There are **no ratings** for this indicator for 2017-2022, and therefore **no rating** for renewal.

1.8. Is the school meeting its school-specific educational goals?	
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 educational goal, while approaching standard on the second goal, 4) exceeds standard on one school-specific educational goal, while does not meet standard on the second goal OR 5) does not meet standard on one school specific educational 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 educational goals.

Renewal Calculation				
	Goal	Result	Rating	Overall Rating
2017-18	80% of freshmen will have college plans.	100%	ES	ES
	90% on student weekly progress reviews.	100%	ES	
2018-19	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.	92%	MS	MS
	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.	100%	ES	
2019-20	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.	100%	ES	Not Rated
	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.	N/A	Not Rated	
Mid-Charter Rating				MS
2020-21	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	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	
2021-22	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.	100%	ES	ES
	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.	100%	ES	
Charter Renewal Rating				MS

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

Riverside High School receives a renewal rating of **Meets Standard** based on the above results from this charter term.

1.9. Is the school preparing students for postsecondary success through FAFSA completion?		
<i>Only applicable to schools with a graduating class.</i>		
Does not meet standard	Fewer than 60% of eligible students in the graduating cohort completed the FAFSA.	
Approaching standard	60-69.9% of eligible students in the graduating cohort completed the FAFSA.	
Meets standard	70-79.9% of eligible students in the graduating cohort completed the FAFSA.	
Exceeds standard	80% or more of eligible students in the graduating cohort completed the FAFSA.	
Renewal Calculation		
2017-18	This indicator was not in the framework at this time.	N/A
2018-19	This indicator was not in the framework at this time.	N/A
2019-20	This indicator was not in the framework at this time.	N/A
Mid-Charter Rating		N/A
2020-21	This indicator was not in the framework at this time.	N/A
2021-22	Fewer than 60% of eligible students in the graduating cohort completed the FAFSA.	DNMS
Charter Renewal Rating		DNMS

This indicator, new for 2021-22, measures what percentage of a school's eligible students have completed the Free Application for Federal Student Aid, which determines federal need-based assistance paying for college. All students, except those who are undocumented and do not have DACA status, are eligible.

The school reported 53.5% of eligible students in the 2021-2022 graduating cohort completed the FAFSA based on data from The Indiana Commission of Higher Education, and therefore the school **Does Not Meet Standard** for this indicator for renewal.

1.10. Is the school preparing students to graduate on-time as measured by ninth grade on-track sub-indicators?			
<i>Tracking only for 2021-22</i>			
Ninth grade students have earned at least 10 credits		Percent of students receiving 1 or more Fs in core classes	
Fewer than 70% (1 pt)		30.1% or more (1 pt)	
70-79.9% (2 pts)		20.1-30% (2 pts)	
80-89.9% (3 pts)		10.1-20% (3 pts)	
90%+ (4 pts)		10% or fewer (4 pts)	
2-3 out of 8 pts Does not meet standard	4 out of 8 pts Approaching standard	5-6 out of 8 pts Meets standard	7-8 out of 8 pts Exceeds standard
Renewal Calculation			
2017-18	This indicator was not in the framework at this time.		N/A
2018-19	This indicator was not in the framework at this time.		N/A

2019-20	This indicator was not in the framework at this time.	N/A
Mid-Charter Rating		N/A
2020-21	This indicator was not in the framework at this time.	N/A
2021-22	This indicator is tracked only for 2021-22.	Not Rated
Charter Renewal Rating		Not Rated

This indicator, new for 2021-22, measures the extent to which freshman students are prepared to graduate through two specific data points – the completion of 10 course credits and the number of Fs received in core classes (English, math, social studies, and science).

The final rating is calculated by adding up the points from the sub-indicators. Core classes include English/Language Arts, Math, Science, and Social Studies. The calculation would include any credits earned during the summer after ninth grade.

The school reported that 50.8% of ninth grade students earned at least 10 credits, and 50.8% of students received one or more Fs in core classes. This indicator was tracked only for 2021-22.

## Herron Preparatory Academy

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
Does not meet standard	School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'C' for the most recent school year.
Meets standard	School has received a 'B' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.

Renewal Calculation		
2021-22	School received a 'null' grade for the most recent school year.	Not Rated
Charter Renewal Rating		Not Rated

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, which meant state 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 ILEARN was not administered. Although ILEARN was administered in 2021 and 2022, the legislature passed laws to assign all schools "null" grades, or no grades, for 2020-21 and 2021-22 based on the disruptions from the pandemic.

During the 2021-22 school year Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments. Due to this, HPA, is not rated for this indicator.

1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	
<i>Only applicable to schools serving students in any one or combination of grades 4-8.</i>	
Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).
Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).

Renewal Calculation		
2021-22	This indicator could not be rated due to testing related disruptions.	Not Rated
Charter Renewal Rating		Not Rated

Under the Indiana Growth Model, the IDOE compares each student's growth on ILEARN from one year to the next and determines whether students made low, typical, or high growth compared to their academic peers. Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see the expanded criteria of the OEI performance framework.

During the 2021-22 school year Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments. Due to this, HPA, is **not rated** for this indicator.

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points.
Approaching standard	Students who have been enrolled at the school for two or more consecutive years show a change in combined proficiency rate of less than 5 percentage points but greater than -5 percentage points.
Meets standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 5 or more percentage points. OR the charter school has a combined proficiency of 70% or more.
Exceeds standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 15 or more percentage points. OR the charter school has a combined proficiency of 80% or more.

Renewal Calculation		
2021-22	During the 2021-22 school year, Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments.	Not Rated
Charter Renewal Rating		Not Rated

Many students from mayor-sponsored charter schools experience high levels of mobility, which means schools often serve students coming in below grade level standard. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school.

During the 2021-22 school year Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments. Due to this, HPA, is **not rated** for this indicator.

1.4. Is the school providing an equitable education to all students in their school building?	
<i>Schools are evaluated for subgroup proficiency in both Math and ELA.</i>	
Does not meet standard	School has more than 15 percentage point difference in the percentage 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 percentage point difference in the percentage 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 percentage point difference in the percentage 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 percentage point difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.

Renewal Calculation		
2021-22	During the 2021-22 school year, Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments.	Not Rated
Charter Renewal Rating		Not Rated

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 within the same building to gauge equity of instructional methods and programs. A student group must have at least 20 students for IDOE to release data.

During the 2021-22 school year Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments. Due to this, HPA, is not rated for this indicator.

### 1.5. Is the school providing an equitable education to 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 less than 25 (bottom quartile).
Approaching standard	Statewide ranking for subgroup performance between 25 and 49.
Meets standard	Statewide ranking for subgroup performance between 50 and 74.
Exceeds standard	Statewide ranking for subgroup performance is 74 or higher (top quartile).

#### Renewal Calculation

2021-22	During the 2021-22 school year, Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments.	Not Rated
Charter Renewal Rating		Not Rated

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, which offers context for how any given subgroup is performing compared to a broader group of peers. To report a proficiency level, a subgroup must have at least 20 students.

During the 2021-22 school year Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments. Due to this, HPA, is not rated for this indicator.

### 1.6. Is the school's attendance rate strong?

Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0 – 94.9%
Meets standard	School's attendance rate is greater than or equal to 95.0%

#### Renewal Calculation

2021-22	School's attendance rate is between 90.0 – 94.9%	AS
Charter Renewal Rating		AS

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. State data reported by the school shows an average attendance rate of 92.0% across grade levels.

Based on results over the charter term, Herron Preparatory Academy receives a renewal rating of **Approaching Standard**.

### 1.7. Is the school outperforming schools that the students would have been assigned to attend?

Does not meet standard	School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 0-1 out of 4 categories.
Approaching standard	School's overall performance in terms of both proficiency and growth in both Math and ELA outpaces that of the schools the students would have been assigned to attend in 2 out of 4 categories.
Meets standard	School's overall performance in terms of both proficiency and growth in both Math and ELA outpaces that of the schools the students would have been assigned to attend in 3 out of 4 categories.
Exceeds standard	School's overall performance in terms of both proficiency and growth in both Math and ELA outpaces that of the schools the students would have been assigned to attend in 4 out of 4 categories.

Renewal Calculation						
	Proficiency		Growth		Target	Rating
	ELA	Math	ELA	Math		
2021-22	N/A	N/A	N/A	N/A	N/A	Not Rated
Charter Renewal Rating						Not Rated

Each year, OEI compares the performance of Mayor-sponsored charter schools to that of Marion County public schools that students in grades 3-8 would have been assigned to attend based on their residence. The chart above answers the question, per the framework, “Did Herron Preparatory Academy outperform schools that students would otherwise have been assigned to attend?”

During the 2021-22 school year Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments. Due to this, HPA, is not rated for this indicator.

1.8. Is the school meeting its school-specific educational goals?	
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 educational goal, while approaching standard on the second goal, 4) exceeds standard on one school-specific educational goal, while does not meet standard on the second goal OR 5) does not meet standard on one school specific educational 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 educational goals.

Renewal Calculation				
	Goal	Result	Rating	Overall Rating
2021-22	Students will be at, or exceed, grade level reading math iReady scores; or students will meet or exceed their iReady growth targets in both reading and math.	92%	ES	ES
	Teachers will engage in targeted individual progress review and skill gap identification with 100% of students on a weekly basis.	100%	ES	
Charter Renewal Rating				ES

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

Herron Preparatory Academy receives a renewal rating of **Exceeds Standard** based on the above results from this charter term.

1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	
Does not meet standard	Results from the IREAD-3 test indicate that less than 69.9% of students are meeting grade level reading standards.
Approaching standard	Results from the IREAD-3 test indicate that 70.0-79.9% of students are meeting grade level reading standards.
Meets standard	Results from the IREAD-3 test indicate that 80.0-89.9% of students are meeting grade level reading standards.
Exceeds standard	Results from the IREAD-3 test indicate that more than 90.0% of students are meeting grade level reading standards.



Renewal Calculation		
2021-22	During the 2021-22 School Year Herron Preparatory did not administer state assessments.	Not Rated
Charter Renewal Rating		<b>Not Rated</b>

IREAD-3 was first included in the performance framework in the 2019-20 school year. Due to the global COVID-19 pandemic, IREAD was not administered that year. The data is reported for students who have attended the school for at least 162 days during the 2021-22 school years.

During the 2021-22 school year Herron Preparatory Academy enrolled only K-2 students and did not administer state assessments. Due to this, HPA, is **not rated** for this indicator.

## Core Question 2: Is the organization in sound fiscal health?

The financial performance framework, outlined in Core Question 2, is based on a school and/or network's annual audited financial statements, and gauges both near-term financial health and longer-term financial sustainability while accounting for key financial reporting requirements. OEI assess each school in a network on short-term health (2.1A) as well as the network as a whole.

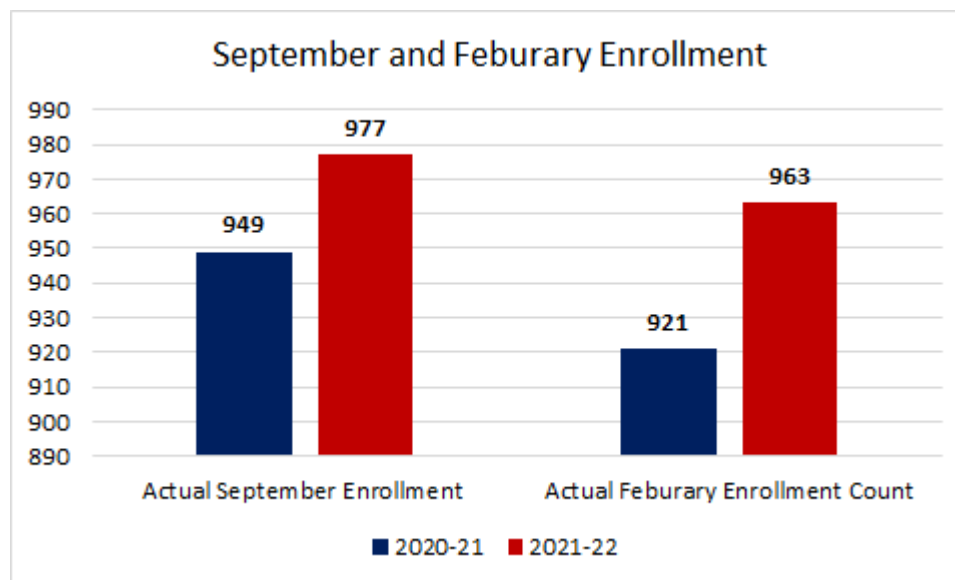
### Herron High School

2.1A. Does the school demonstrate the ability to pay its obligations in the next 12 months?		
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default OR The school meets standard for 3 of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining two sub-indicators.	
Meets standard	The school meets standard for 3 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Sub-indicator	Sub-indicator targets	
Enrollment Ratio	DNMS	Enrollment ratio is less than 90%
	AS	Enrollment ratio is between 90 – 94%
	MS	Enrollment ratio equals or exceeds 95%
Current Ratio	DNMS	Current ratio is less than 1.0
	AS	Current ratio is between 1.0 – 1.09
	MS	Current ratio equals or exceeds 1.1
Days Cash on Hand	DNMS	Days cash on hand is less than 30
	AS	Days cash on hand is between 30-44
	MS	Days cash on hand equals or exceeds 45
Debt Default	DNMS	Default or delinquent payments identified
	MS	Not in default or delinquent

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2020-21	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2021-22	Enrollment ratio equals or exceeds 95%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	

Not in default or delinquent	MS	
Charter Renewal Rating		ES

The sub-indicators for Core Question 2.1 are designed to measure a school's short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term. For these calculations, OEI analyzes the enrollment data and audited financial statements for Herron High School.

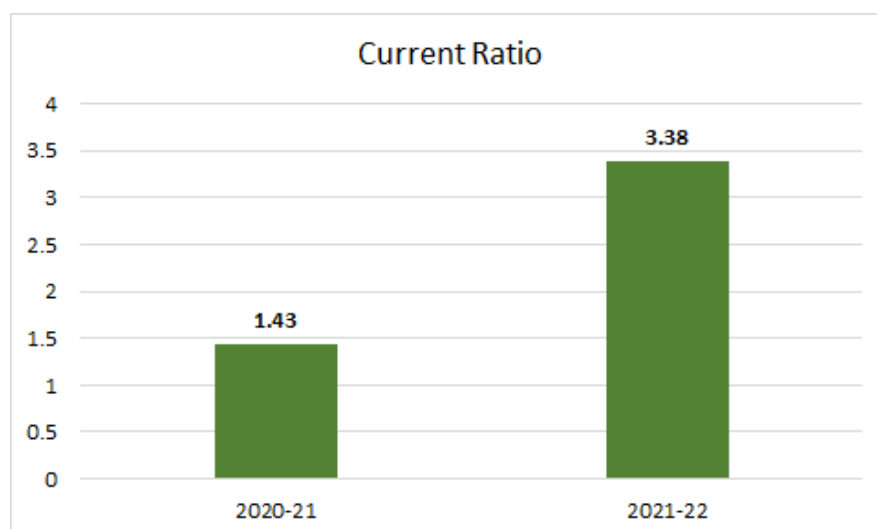


**Enrollment variance** measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day enrollment to September count day enrollment. To maintain consistent levels of funding, schools should not see large swings in the number of students

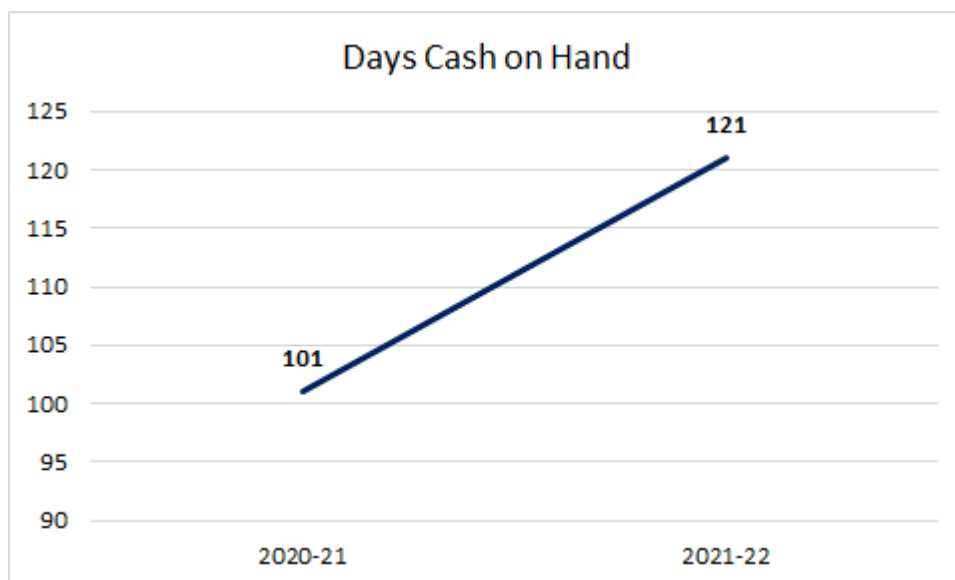
they serve from one semester to the next or from one year to the next.

Please note that in recent years, the Indiana Department of Education has shifted between measuring one or two count days to determine student funding. As of 2023, the state holds two count days, one in September and one in February. School ratings will reflect the correct number of count days over their charter term.

HHS has consistently met standard in this area over the course of its current charter term, with an average enrollment variance equaling to or exceeding 95%. The graph below shows enrollment trends at the school.



The **Current Ratio** measures the extent to which the school has more short-term assets than short-term liabilities. Best practice would have school's assets make up at least 110% of liabilities, so any ratio reflecting a ratio of 1.1 or higher meets standard. HHS has met standard over the course of its current charter term. The graph below shows recent trends.



**Days cash on hand** assesses the school's ability to cover its expenses with the cash at its disposal in the event of a decline or cessation in revenue. If a school has enough cash to cover 45 days of expenses, OEI considers them to meet standard. HHS has consistently met standard in this area over the course of its current charter term. The graph below shows enrollment trends at the school.

A school is considered in default or delinquent if it cannot meet its debt obligations or covenants per notes to financial statements in the accrual-based audit. HHS has met standard on the **debt default** indicator throughout its current charter term. For more information about the network's compliance with debt covenants, please refer to Core Question 2.2.

Based on results over the course of the charter term, HHS receives a renewal rating of **Exceeds Standard**.

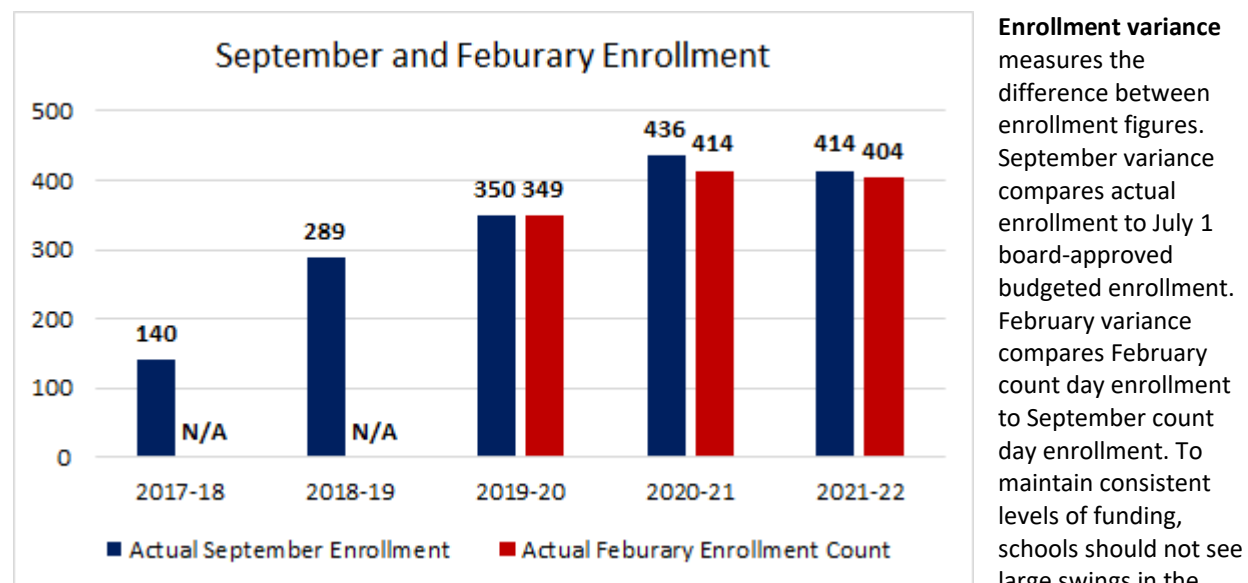
## Herron-Riverside High School

2.1A. Does the school demonstrate the ability to pay its obligations in the next 12 months?		
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default OR The school meets standard for 3 of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining two sub-indicators.	
Meets standard	The school meets standard for 3 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Sub-indicator	Sub-indicator targets	
Enrollment Ratio	DNMS	Enrollment ratio is less than 90%
	AS	Enrollment ratio is between 90 – 94%
	MS	Enrollment ratio equals or exceeds 95%
Current Ratio	DNMS	Current ratio is less than 1.0
	AS	Current ratio is between 1.0 – 1.09
	MS	Current ratio equals or exceeds 1.1
Days Cash on Hand	DNMS	Days cash on hand is less than 30
	AS	Days cash on hand is between 30-44
	MS	Days cash on hand equals or exceeds 45
Debt Default	DNMS	Default or delinquent payments identified
	MS	Not in default or delinquent

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	Enrollment ratio is less than 90%	DNMS	DNMS
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Default or delinquent payments identified	DNMS	
2018-19	Enrollment ratio equals or exceeds 95%	MS	MS
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	AS	
	Not in default or delinquent	MS	
2019-20	Enrollment ratio equals or exceeds 95%	MS	DNMS
	Current ratio is less than 1.0	DNMS	
	Days cash on hand is between 30-44	AS	
	Not in default or delinquent	MS	
Mid-Charter Rating			DNMS
2020-21	Enrollment ratio equals or exceeds 95%	MS	DNMS

2021-22	Current ratio equals or exceeds 1.1	DNMS	
	Days cash on hand equals or exceeds 45	DNMS	
	Not in default or delinquent	MS	
	Enrollment ratio equals or exceeds 95%	MS	DNMS
	Current ratio equals or exceeds 1.1	DNMS	
	Days cash on hand equals or exceeds 45	DNMS	
	Not in default or delinquent	MS	
Charter Renewal Rating			DNMS

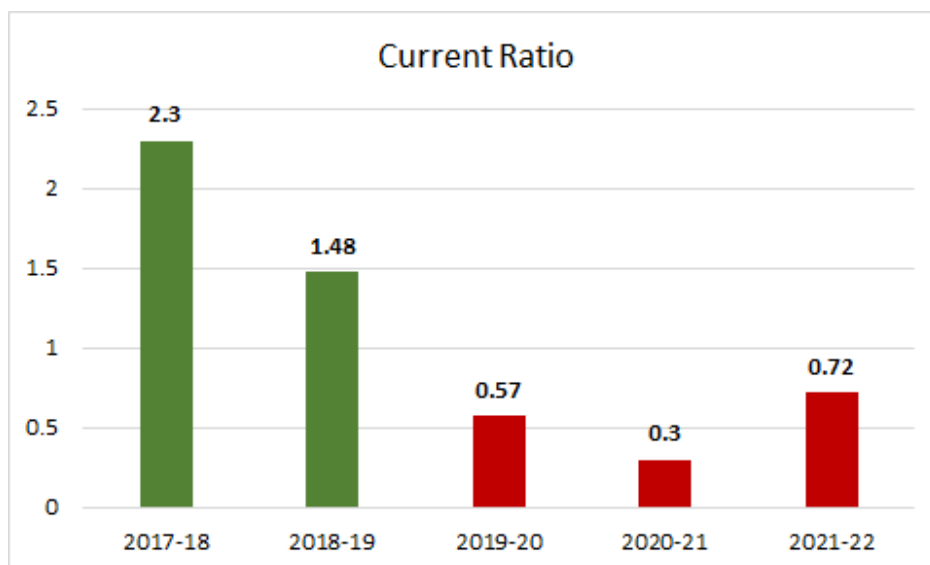
The sub-indicators for Core Question 2.1 are designed to measure a school's short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term. For these calculations, OEI analyzes the enrollment data and audited financial statements for Riverside High School.



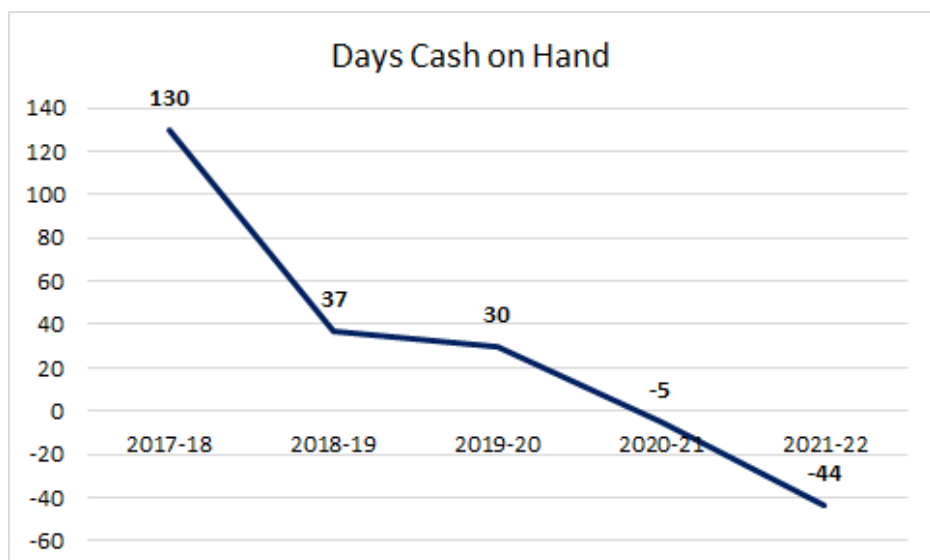
number of students they serve from one semester to the next or from one year to the next.

Please note that in recent years, the Indiana Department of Education has shifted between measuring one or two count days to determine student funding. As of 2023, the state holds two count days, one in September and one in February. School ratings will reflect the correct number of count days over their charter term.

Riverside High School has continued to build upon this area over the course of its current charter term and has met standard for each year after the 2018-19 school year with an average enrollment variance equaling to or exceeding 95%. The graph below shows enrollment trends at the school.



The **Current Ratio** measures the extent to which the school has more short-term assets than short-term liabilities. Best practice would have school's assets make up at least 110% of liabilities, so any ratio reflecting a ratio of 1.1 or higher meets standard. As part of the Herron Classical Schools network, the network states that it has taken responsibility for any liabilities in the short-term. The graph below shows recent trends.



**Days cash on hand** assesses the school's ability to cover its expenses with the cash at its disposal in the event of a decline or cessation in revenue. If a school has enough cash to cover 45 days of expenses, OEI considers them to meet standard. Please note the school's low days cash on hand number is because the school holds all its cash at Herron High School, while the cash and expenses for this calculation are measured

at the individual school level. The network states that it will cover any short-term expenses.

A school is considered in default or delinquent if it cannot meet its debt obligations or covenants per notes to financial statements in the accrual-based audit. Riverside Highschool has met standard on the **debt default** indicator throughout its charter term. For more information about the network's compliance with debt covenants, please refer to Core Question 2.2.

Based on results over the course of the charter term, Riverside High School receives a renewal rating of **Does Not Meet Standard**.

## Herron Preparatory Academy

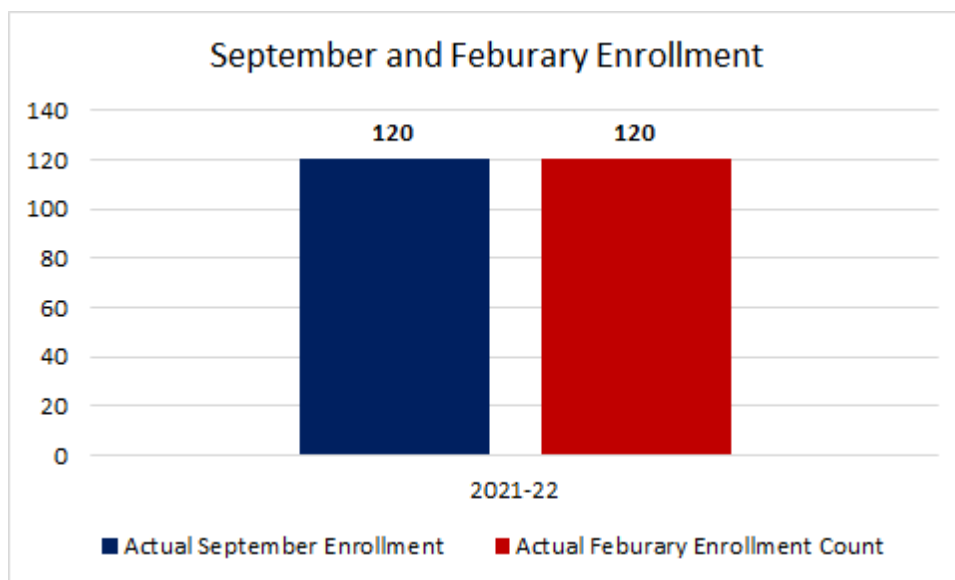
2.1A. Does the school demonstrate the ability to pay its obligations in the next 12 months?		
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default OR The school meets standard for 3 of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining two sub-indicators.	
Meets standard	The school meets standard for 3 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Sub-indicator	Sub-indicator targets	
Enrollment Ratio	DNMS	Enrollment ratio is less than 90%
	AS	Enrollment ratio is between 90 – 94%
	MS	Enrollment ratio equals or exceeds 95%
Current Ratio	DNMS	Current ratio is less than 1.0
	AS	Current ratio is between 1.0 – 1.09
	MS	Current ratio equals or exceeds 1.1
Days Cash on Hand	DNMS	Days cash on hand is less than 30
	AS	Days cash on hand is between 30-44
	MS	Days cash on hand equals or exceeds 45
Debt Default	DNMS	Default or delinquent payments identified
	MS	Not in default or delinquent

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2021-22	Enrollment ratio equals or exceeds 99%	MS	AS
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	DNMS	
	Not in default or delinquent	MS	
Charter Renewal Rating			AS

The sub-indicators for Core Question 2.1 are designed to measure a school's short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term. For these calculations, OEI analyzes the enrollment data and audited financial statements for Herron High School.

**Enrollment variance** measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day





enrollment to September count day enrollment. To maintain consistent levels of funding, schools should not see large swings in the number of students they serve from one semester to the next or from one year to the next.

Please note that in recent years, the Indiana Department of Education has shifted between measuring

one or two count days to determine student funding. As of 2023, the state holds two count days, one in September and one in February. School ratings will reflect the correct number of count days over their charter term.

Herron Preparatory Academy has met standard over the course of its current charter term since it began operations in the 2021-22 school year, with an average enrollment variance equaling to or exceeding 95%. The graph below shows enrollment trends at the school.

The **Current Ratio** measures the extent to which the school has more short-term assets than short-term liabilities. Best practice would have school's assets make up at least 110% of liabilities, so any ratio reflecting a ratio of 1.1 or higher meets standard. HPA has met standard over the course of its current charter term since it began operations in the 2021-22 school year. The current ratio that year was 2.57.

**Days cash on hand** assesses the school's ability to cover its expenses with the cash at its disposal in the event of a decline or cessation in revenue. If a school has enough cash to cover 45 days of expenses, OEI considers them to meet standard. For 2021-22, HPA recorded -86 days cash on hand. Please note the school's low days cash on hand number is because the school holds all its cash at Herron High School, while the cash and expenses for this calculation are measured at the individual school level. The network states that it will cover any short-term expenses. The graph below shows recent trends.

A school is considered in default or delinquent if it cannot meet its debt obligations or covenants per notes to financial statements in the accrual-based audit. HPA has met standard on the **debt default** indicator throughout its charter term. For more information about the network's compliance with debt covenants, please refer to Core Question 2.2.

Based on results over the course of the charter term, Herron Preparatory Academy receives a renewal rating of **Approaching Standard**.

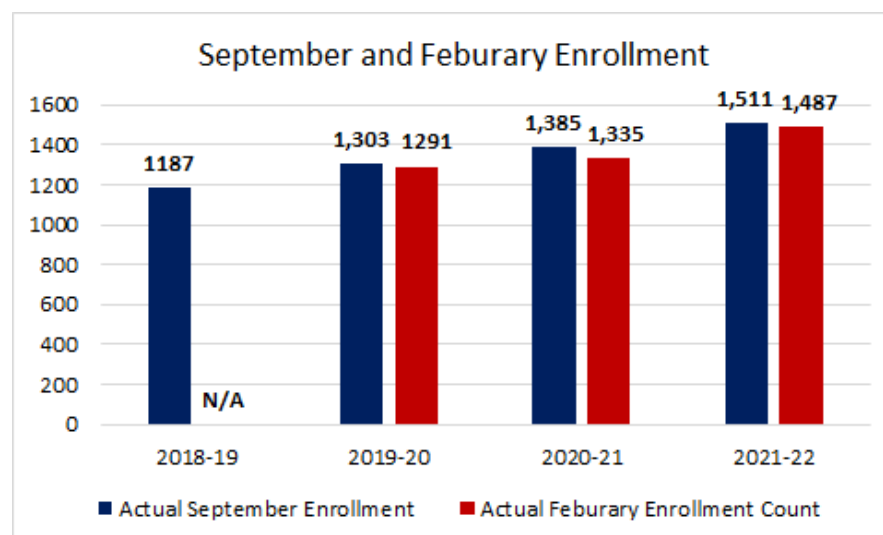
## Herron Classical Schools

2.1B. Does the organization demonstrate the ability to pay its obligations in the next 12 months?		
Does not meet standard	The school does not meet standard for 2 or more of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Approaching standard	The school approaches standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default OR The school meets standard for 3 of the sub-indicators and does not meet standard on the remaining sub-indicator OR the school approaches standard for two of the sub-indicators and meets standard for the remaining two sub-indicators.	
Meets standard	The school meets standard for 3 of the following sub-indicators and approaches standard for the remaining sub-indicator: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Exceeds Standard	The school meets standard for all of the following sub-indicators: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default	
Sub-indicator	Sub-indicator targets	
Enrollment Ratio	DNMS	Enrollment ratio is less than 90%
	AS	Enrollment ratio is between 90 – 94%
	MS	Enrollment ratio equals or exceeds 95%
Current Ratio	DNMS	Current ratio is less than 1.0
	AS	Current ratio is between 1.0 – 1.09
	MS	Current ratio equals or exceeds 1.1
Days Cash on Hand	DNMS	Days cash on hand is less than 30
	AS	Days cash on hand is between 30-44
	MS	Days cash on hand equals or exceeds 45
Debt Default	DNMS	Default or delinquent payments identified
	MS	Not in default or delinquent

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A	N/A
	This indicator was not part of OEI's performance framework at this time.	N/A	
	This indicator was not part of OEI's performance framework at this time.	N/A	
	This indicator was not part of OEI's performance framework at this time.	N/A	
2018-19	Enrollment ratio equals or exceeds 95%	MS	AS
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand is less than 30	DNMS	
	This sub-indicator was not part of OEI's performance framework at this time.	N/A	
2019-20	Enrollment ratio is between 90 – 95%	AS	ES
	Current ratio equals or exceeds 1.1	MS	

	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
Mid-Charter Rating			MS
2020-21	Enrollment ratio equals or exceeds 99%	MS	ES
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	MS	
	Not in default or delinquent	MS	
2021-22	Enrollment ratio equals or exceeds 99%	MS	MS
	Current ratio equals or exceeds 1.1	MS	
	Days cash on hand equals or exceeds 45	AS	
	Not in default or delinquent	MS	
Charter Renewal Rating			MS

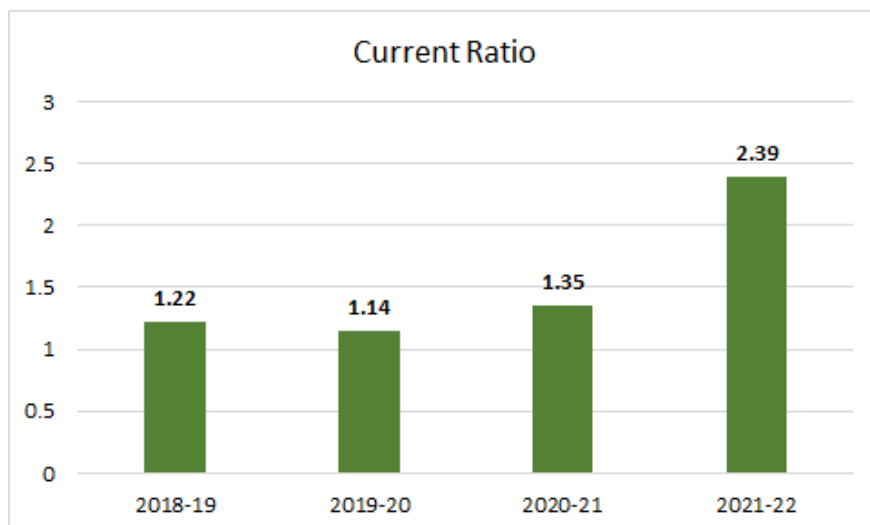
The sub-indicators for Core Question 2.1 are designed to measure a school's short-term health based largely on enrollment, which drives revenue, liquidity, and the ability to meet debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term. For these calculations, OEI analyzes the enrollment data and audited financial statements for Avondale Meadows Middle School.



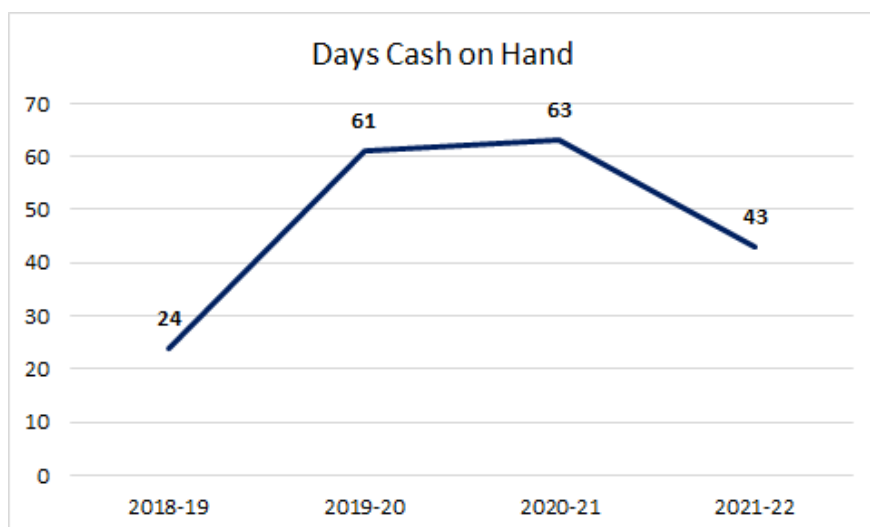
**Enrollment variance** measures the difference between enrollment figures. September variance compares actual enrollment to July 1 board-approved budgeted enrollment. February variance compares February count day enrollment to September count day enrollment. To maintain consistent levels of funding, schools should not see large swings in the number of students they serve from one semester to the next or from one year to the next.

Please note that in recent years, the Indiana Department of Education has shifted between measuring one or two count days to determine student funding. As of 2023, the state holds two count days, one in September and one in February. School ratings will reflect the correct number of count days over their charter term.

The Herron Classical Schools network has improved in this area over the course of its current charter term and has returned to consistently meeting standard since the 2020-21 school year with an average enrollment variance equaling to or exceeding 95%. The graph below shows enrollment trends at the school.



The **Current Ratio** measures the extent to which the school has more short-term assets than short-term liabilities. Best practice would have school's assets make up at least 110% of liabilities, so any ratio reflecting a ratio of 1.1 or higher meets standard. The HCS network has consistently meet standard over the course of its current charter for this short-term fiscal health indicator. The graph below shows recent trends.



**Days cash on hand** assesses the school's ability to cover its expenses with the cash at its disposal in the event of a decline or cessation in revenue. If a school has enough cash to cover 45 days of expenses, OEI considers them to meet standard. The HCS network continues to improve upon this indicator during their charter term as days cash on hand dipped slightly below the 45-day benchmark at the end of the 2021-2022 fiscal year. The graph shows recent trends.

A school is considered in default or delinquent if it cannot meet its debt obligations or covenants per notes to financial statements in the accrual-based audit. The Herron Classical Schools network has met standard on the **debt default** indicator throughout its charter term. For more information about the network's compliance with debt covenants, please refer to Core Question 2.2.

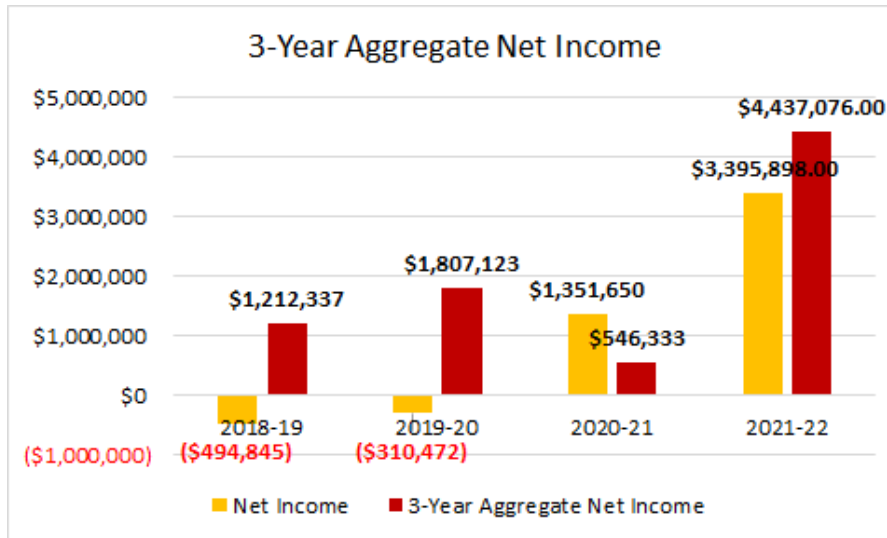
Based on results over the course of the charter term, the Herron Classical Schools network receives a renewal rating of **Exceeds Standard**.

2.2. Does the organization demonstrate long-term financial health?		
Does not meet standard	The network does not meet standard on any of the 3 sub-indicators <b>OR</b> meets standard on 1 sub-indicator but does not meet standard on the remaining 2.	
Approaching standard	The network meets standard on 2 of the sub-indicators while not meeting on the third, <b>OR</b> approaches standard on all 3 sub-indicators.	
Meets standard	The network meets standard on 2 of the sub-indicators and approaches standard on the third.	
Exceeds standard	The network meets standard for all 3 sub-indicators.	
Sub-indicator	Sub-indicator targets	
Aggregate Three-Year Net Income	DNMS	Aggregate three-year net income is negative.
	AS	Aggregate three-year net income is positive, but most recent year is negative.

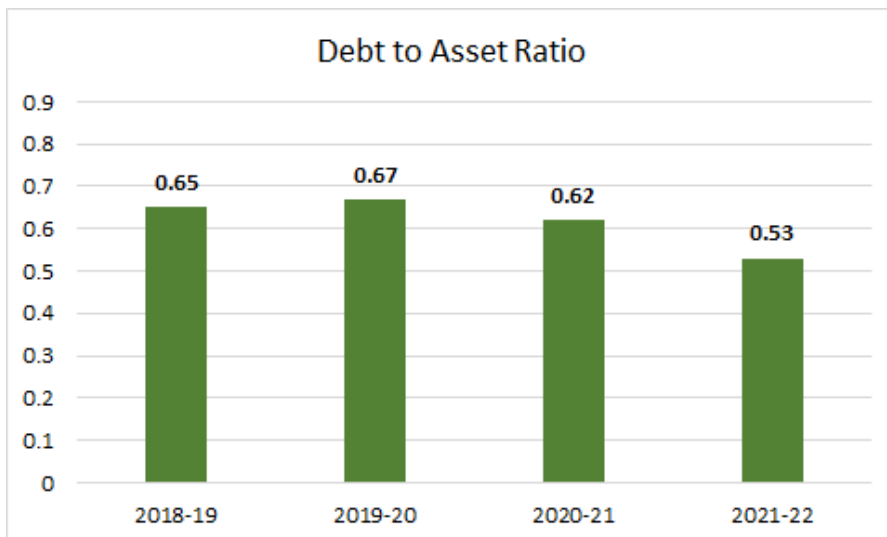
	MS	Aggregate three-year net income is positive, and most recent year is positive.
Debt to Asset Ratio	DNMS	Debt to Asset ratio exceeds .95
	AS	Debt to Asset ratio is between .91 - .95
	MS	Debt to Asset ratio is less than or equal to .9
Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than 1.05
	AS	DSC ratio is between 1.05 - 1.1
	MS	DSC ratio equals or exceeds 1.2

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A	N/A
	This indicator was not part of OEI's performance framework at this time.	N/A	
	This indicator was not part of OEI's performance framework at this time.	N/A	
2018-19	Aggregate three-year net income is negative.	DNMS	DNMS
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio is less than 1.05	DNMS	
2019-20	Aggregate three-year net income is positive, but most recent year is negative.	AS	DNMS
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio is less than 1.05	DNMS	
Mid-Charter Rating			DNMS
2020-21	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
2021-22	Aggregate three-year net income is positive, and most recent year is positive.	MS	ES
	Debt to Asset ratio is less than or equal to .9	MS	
	DSC ratio equals or exceeds 1.2	MS	
Charter Renewal Rating			MS

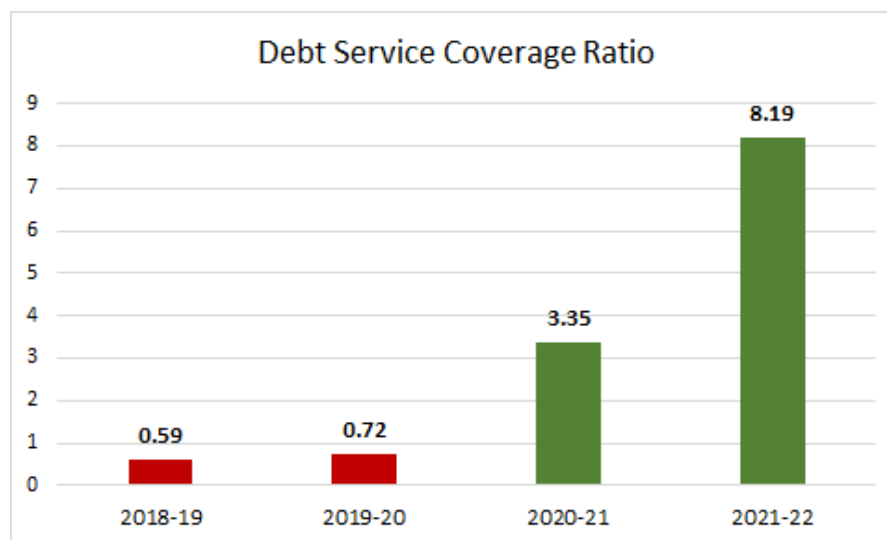
Core Question 2.2 evaluates each network's long term fiscal health with the understanding that a charter school or network, like any non-profit entity, can only operate for so long with year-over-year losses, extreme amounts of debt, or an inability to meet its debt obligations. To receive a favorable renewal rating, OEI looks for these metrics to consistently meet standard over the course of the charter term.



The first indicator OEI analyzes is the **aggregate net income** of the network. This indicator examines the extent to which the network's expenses are outpacing revenue, with a goal of having net income on a yearly and aggregate basis be positive. The HCS network has steadily improved in this area and is now meeting standard again after the conclusion of the 2020-2021 fiscal year. Below is the net income for the organization during the preceding charter term:



The graph summarizes the HCS network's **debt to asset ratio**. To meet standard on this indicator, a network should have a ratio below .90, indicating that total liabilities make up 90% or less of the organization's total assets. The network has consistently met standard for this long-term fiscal health indicator over the course of its current charter term.



The **Debt Service Coverage Ratio** indicates a network has generated enough operating income to cover its upcoming debt service. OEI looks for a ratio of 1.2 or higher to meet standard. The HCS network has continued building upon this indicator and has consistently met standard since the end of the 2020-21 fiscal year.

Based on results over the charter term, Herron Classical Schools network received a renewal rating of **Meets Standard**.

2.3. Does the organization demonstrate it has adequate financial management and systems?		
Does not meet standard	The organization does not meet standard on 1 of the sub-indicators.	
Approaching standard	The organization meets standards on 1 sub-indicator but approaches standard for the remaining sub-indicator OR approaches standard on both indicators.	
Meets standard	The organization meets standard on both sub-indicators.	
Sub-indicator	Sub-indicator targets	
Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, a material weakness, or has an ongoing concern.
	AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.
	MS	The school receives a clean audit opinion.
Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.
	MS	The school satisfies all financial reporting requirements.

Renewal Calculation			
	Sub-indicator	Rating	Overall Rating
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A	N/A
	This indicator was not part of OEI's performance framework at this time.	N/A	
2018-19	The school receives a clean audit opinion.	MS	DNMS
	The school fails to satisfy financial reporting requirements.	DNMS	
2019-20	OEI did not rate this indicator for 2019-20.	Not Rated	Not Rated
	The school fails to satisfy financial reporting requirements.	DNMS	
Mid-Charter Rating			DNMS
2020-21	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
2021-22	The school receives a clean audit opinion.	MS	MS
	The school satisfies all financial reporting requirements.	MS	
Charter Renewal Rating			MS

Each year, Mayor-Sponsored Charter Schools are required to complete a financial audit conducted by an independent private examiner. OEI assesses the timeliness of completion of this audit alongside guidelines set by the Indiana State Board of Accounts and the U.S. Department of Education. Core Question 2.3 assesses the extent to which the private examiner issues a clean audit without material weaknesses in the financial statements or deficiencies in the organization's financial internal controls.

The HCS network has steadily improved upon the submission of its financial compliance documents in a timely manner over the course of its current charter term. Since the end of the 2020-21 fiscal year, the network has meet standard by satisfying all its reporting requirements and has continuing to produce clean audits with no financial findings from the auditors.

Because of this distribution of ratings, the school received a renewal rating of **Meets Standard**.

### Core Question 3: Is the organization effective and well-run?

The governance and leadership performance framework, outlined in Core Question 3, gauges the quality of the academic and operational leadership of schools and consists of five indicators. Those indicators are designed to measure schools and networks on how well their school administration and board of directors comply with the terms of their charters, applicable laws, and authorizer expectations.

The Governance and 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 included with limited information on sub-indicators and other areas in this report.

3.1. Does the board demonstrate strong governance oversight?	
Does Not Meet Standard	The board presents concerns in a majority of the meeting standard 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 meeting standard 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 following areas: a) relentless focus on student academic outcomes; b) evidence of committees with clear goals; c) school-specific non-academic goal results; d) evidence of evaluation systems in place.
Exceeds Standard	The board consistently and effectively complies with and presents no concerns in the following areas: a) relentless focus on student academic outcomes; b) evidence of committees with clear goals; c) school-specific non-academic goal results; d) evidence of evaluation systems in place.

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	The board presents concerns in a minimal number of the sub-indicators.	AS
Mid-Charter Rating		MS
2020-21	The board presents concerns in a minimal number of the sub-indicators.	AS
2021-22	The board complies with and presents no concerns in the sub-indicators.	MS
Charter Renewal Rating		MS

The Herron board oversees Herron-Riverside High School (HRHS), Herron High School, and Herron Preparatory Academy. Meeting minutes demonstrated that the board centers financial and operational data in every meeting, often identifying solutions to issues that arose. Sometimes, board meeting minutes lacked detail and clarity related to the discussions taking place.

The board maintained committees in the following areas: academic excellence, fiduciary, governance, development, board recruitment, and facilities. Committees met as necessary and reported out progress toward annual goals at full board meetings.

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. Over the course of the term, Herron Classical Schools has had mixed results for both achieving and reporting data related to school-specific non-academic goals. Goals were set around staff participation in the wellbeing committee and faculty members' ability to articulate the meaning, process, and value of a classical education.

OEI requires boards and school leaders to evaluate both themselves and each other. Over the course of the term, these evaluations were completed sporadically. The board has maintained a succession plan if any member of the network leadership team were to transition during the school year.

Overall, Herron Classical Schools receives a rating of **Meets Standard** for renewal.



3.2. Does the board utilize appropriate structures and tools to execute against its strategic vision?	
Does Not Meet Standard	The board presents concerns in a majority of the meeting standard 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 meeting standard sub-indicators and may or may not have a credible plan to address the issues.
Meets Standard	The board presents no concerns in the following areas: a) evidence of diverse and essential skillsets where all members are contributing; b) evidence of progress monitoring systems in place.
Exceeds Standard	The board consistently and effectively complies with and presents no concerns in following areas: a) evidence of diverse and essential skillsets where all members are contributing; b) evidence of progress monitoring systems in place.

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	The board presents concerns in a minimal number of the sub-indicators.	AS
Mid-Charter Rating		MS
2020-21	The board presents concerns in a minimal number of the sub-indicators.	AS
2021-22	The board presents concerns in a minimal number of the sub-indicators.	AS
Charter Renewal Rating		AS

The Herron board is made up of 15 directors with backgrounds in real estate, marketing, finance, law, philanthropy, and public relations. In previous school years, the board set goals for recruiting racially and ethnically diverse directors and struggled to recruit additional directors that reflect the backgrounds of the students it serves. The board held meetings as scheduled and met quorum throughout the term.

Evidence of a formal tracking system to monitor the school's annual goals is not present in board meeting minutes, though the board and school leadership exchange information via verbal updates during meetings. Additionally, a formal tracking system was not submitted to OEI.

Overall, the board receives a rating of **Approaching Standard** for renewal.

3.3. Does the school satisfactorily comply with all its governance obligations?	
Does Not Meet Standard	The school presents concerns in a majority of the meeting standard 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 meeting standard 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 following areas: a) submission of all required compliance documentation in a timely manner as set forth by the mayor's office; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state SPED and charter laws; c) active and ongoing 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; d) holding of all meetings in accordance with Indiana Open Door Law.
Exceeds Standard	The school consistently and effectively complies with and presents no concerns in the following areas: a) submission of all required compliance documentation in a timely manner as set forth by the mayor's office; b) compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state SPED and charter laws; c) active and ongoing 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; d) holding of all meetings in accordance with Indiana Open Door Law.

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	The school presents concerns in a minimal number of the sub-indicators.	AS
Mid-Charter Rating		MS
2020-21	The school presents concerns in a minimal number of the sub-indicators.	AS
2021-22	The school complies with and presents no concerns in the sub-indicators.	MS
Charter Renewal Rating		AS

HCS has struggled to meet compliance documentation requirements throughout its charter term. In the most recent school year, compliance submissions were between 58-75% complete depending on the school in question. Aside from this, the network complied with most material sections of its charters and submitted amendments when necessary. The network leadership team and board maintained communication with OEI during all material incidents throughout the term. The board also maintained compliance with all components of IODL for each school year.

Overall, the network receives a rating of **Approaching Standard** for renewal.

3.4. Is the school leader strong in their academic and organizational leadership?	
Does Not Meet Standard	The school leadership presents concerns in a majority of the meeting standard sub-indicators with no evidence of a credible plan to address the issues.
Approaching Standard	The school leadership presents concerns in a minimal number of the meeting standard sub-indicators and may or may not have a credible plan to address the issues.
Meets Standard	The school leadership complies with and presents no concerns in the following areas: a) clear and consistent track record of success; b) fully present and engaged in communication with board members, presenting data-driven updates to the board; c) collaborates with the board to handle school-level complaints and concerns; d) leadership stability in key administrative positions with a clear plan for succession.
Exceeds Standard	The school leadership consistently and effectively complies with and presents no concerns in the following areas: a) clear and consistent track record of success; b) fully present and engaged in communication with board members, presenting data-driven updates to the board; c) collaborates with the board to handle school-level complaints and concerns; d) leadership stability in key administrative positions with a clear plan for succession.

Renewal Calculation		
2017-18	This indicator was not part of OEI's performance framework at this time.	N/A
2018-19	This indicator was not part of OEI's performance framework at this time.	N/A
2019-20	The school leader complies with and presents no concerns in the sub-indicators.	MS
Mid-Charter Rating		MS
2020-21	The school leader complies with and presents no concerns in the sub-indicators.	MS
2021-22	The school leadership consistently and effectively complies with and presents no concerns in the sub-indicators.	ES
Charter Renewal Rating		MS

The network has produced favorable academic outcomes in recent years. Meeting minutes and notes reveal that members of the network and school leadership team attend all board meetings. At bi-monthly board meetings, the president, school principals, and other members of the leadership team provided updates related to student academic performance, student enrollment, and operations. The board and school leadership collaborated on issues that arose during the school year. Any school leadership transitions had limited impact on effective school function.

Overall, the network receives a rating of **Meets Standard** for renewal.

### **Core Question 4: Is the school providing the appropriate conditions for success?**

The Academic Performance Framework, outlined in Core Question 4, gauges the school's conditions for success. Schools in their first charter term receive site visits in years two, four, and six, and schools past their first charter term receive site visits in years three and six.

Below are the Core Question 4 reports for the schools, which include detailed information on strengths, weaknesses, and steps for improvement.

#### **Herron High School**

2022-23: <https://media.graphassets.com/nyZxJvFRG2qFyt1olUcQ>

#### **Herron-Riverside High School**

2018-19: <https://citybase-cms-prod.s3.amazonaws.com/4aca050edc6a4e43ae51cdc54fd2a04e.pdf>

2020-21: <https://media.graphcms.com/xSgVthLTT26RUfkGD2td>

2022-23: <https://media.graphassets.com/xoVpPJSESrylCWx3rExm>

#### **Herron Preparatory Academy**

2022-23: <https://media.graphassets.com/sXgadA3Q4aLZCYDtuxU6>

Indicator-specific results and renewal ratings may be found in the Summary of Historical Ratings Chart at the end of this report.

## Summary of Historical Annual Performance Review Ratings

Full accountability reports from prior years may be found on OEI's [website](#).

Herron High School			
Core Question 1: Is the educational program a success?	2020-21	2021-22	CRR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated	Not Rated	Not Rated
1.2. <i>*Tracking Only for 2021-22*</i> Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	N/A	Not Rated	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	ES	ES
1.4. Is the school providing an equitable education to all students in their school building?	Not Rated	DNMS	DNMS
1.5. Is the school providing an equitable education to all students compared to the state?	Not Rated	Not Rated	Not Rated
1.6. Is the school's attendance rate strong?	MS	MS	MS
1.7. Is the school preparing students for college and careers?	Not Rated	Not Rated	Not Rated
1.8. Is the school meeting its school-specific educational goals?	DNMS	ES	AS
1.9. Is the school preparing students for postsecondary success through FAFSA completion?	N/A	AS	AS
1.10 <i>*Tracking Only for 2021-22*</i> Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?	N/A	Not Rated	Not Rated
Core Question 2: Is the school in sound fiscal health?	2020-21	2021-22	CRR
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	ES	ES	ES
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	ES	MS	ES
2.2. Does the organization demonstrate long-term financial health?	ES	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	MS	MS
Core Question 3: Is the organization effective & well-run?	2020-21	2021-22	CRR
3.1. Does the board demonstrate strong governance oversight?	AS	MS	MS

3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	AS	AS	AS
3.3. Does the school satisfactorily comply with all its governance obligations?	AS	MS	MS
3.4. Is the school leader strong in their academic and organizational leadership?	MS	ES	MS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>2022-23</b>		<b>CRR</b>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	ES		ES
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	ES		ES
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS		MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	ES		ES
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	ES		ES
4.6. Is the school's mission clearly understood by all stakeholders?	ES		ES
4.7. Is the school climate and responsive to the needs of students, staff, and families?	ES		ES
4.8. Is ongoing communication with students and parents clear and helpful?	ES		ES
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	ES		ES
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	ES		ES

Herron-Riverside High School							
<b>Core Question 1: Is the educational program a success?</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>MCR</b>	<b>2020-21</b>	<b>2021-22</b>	<b>CRR</b>
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated	ES	ES	ES	Not Rated	Not Rated	Not Rated
1.2. <i>*Tracking Only for 2021-22*</i> Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	N/A	N/A	N/A	N/A	N/A	Not Rated	Not Rated

1.3. Is the school preparing students to graduate from high school on time, as measured by Indiana's cohort graduation rate?	Not Rated	Not Rated	Not Rated	Not Rated	MS	MS	MS
1.4. Is the school providing an equitable education to all students in their school building?	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	ES	ES
1.5. Is the school providing an equitable education to all students compared to the state?	N/A	ES	Not Rated	ES	Not Rated	Not Rated	Not Rated
1.6. Is the school's attendance rate strong?	MS	MS	MS	MS	MS	AS	MS
1.7. Is the school preparing students for college and careers?	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
1.8. Is the school meeting its school-specific educational goals?	ES	MS	Not Rated	MS	DNMS	ES	MS
1.9. Is the school preparing students for postsecondary success through FAFSA completion?	N/A	N/A	N/A	N/A	N/A	DNMS	DNMS
1.10 <i>*Tracking Only for 2021-22*</i> Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?	N/A	N/A	N/A	N/A	N/A	Not Rated	Not Rated
<b>Core Question 2: Is the school in sound fiscal health?</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>MCR</b>	<b>2020-21</b>	<b>2021-22</b>	<b>CRR</b>
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	DNMS	MS	DNMS	DNMS	DNMS	DNMS	DNMS
2.2. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	N/A	AS	ES	MS	ES	ES	ES
2.2. Does the organization demonstrate long-term financial health?	ES	DNMS	DNMS	DNMS	ES	ES	MS
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	DNMS	Not Rated	DNMS	MS	MS	MS
<b>Core Question 3: Is the organization effective &amp; well-run?</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>MCR</b>	<b>2020-21</b>	<b>2021-22</b>	<b>CRR</b>
3.1. Does the board demonstrate strong governance oversight?	N/A	N/A	AS	MS	AS	MS	MS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	N/A	N/A	AS	MS	AS	AS	AS
3.3. Does the school satisfactorily comply with all its governance obligations?	N/A	N/A	AS	MS	AS	MS	AS
3.4. Is the school leader strong in their academic and organizational leadership?	N/A	N/A	MS	MS	MS	ES	MS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>2018-19</b>	<b>2020-21</b>	<b>MCR</b>	<b>2022-23</b>	<b>CRR</b>		
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MS	MS	MS	ES	MS		

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MS	MS	MS	ES	MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MS	MS	MS	MS	MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS	MS	ES	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS	MS	ES	MS
4.6. Is the school's mission clearly understood by all stakeholders?	MS	MS	MS	ES	MS
4.7. Is the school climate and responsive to the needs of students, staff, and families?	MS	MS	MS	ES	MS
4.8. Is ongoing communication with students and parents clear and helpful?	MS	MS	MS	ES	MS
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	MS	MS	MS	ES	MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS	MS	ES	MS

Herron Preparatory Academy		
Core Question 1: Is the educational program a success?	2021-22	CRR
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated	Not Rated
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Rated	Not Rated
1.3. Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated	Not Rated
1.4. Is the school providing an equitable education to all students in their school building?	Not Rated	Not Rated
1.5. Is the school providing an equitable education to all students compared to the state?	Not Rated	Not Rated
1.6. Is the school's attendance rate strong?	AS	AS
1.7. Is the school outperforming schools that the students would have been assigned to attend?	Not Rated	Not Rated
1.8. Is the school meeting its school-specific educational goals?	ES	ES

1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	Not Rated	Not Rated
<b>Core Question 2: Is the school in sound fiscal health?</b>	<b>2021-22</b>	<b>CRR</b>
2.1. A. Does the school demonstrate the ability to pay its obligations in the next 12 months?	AS	AS
2.1. B. Does the network demonstrate the ability to pay its obligations in the next 12 months?	MS	MS
2.2. Does the organization demonstrate long-term financial health?	ES	ES
2.3. Does the organization demonstrate it has adequate financial management and systems?	MS	MS
<b>Core Question 3: Is the organization effective &amp; well-run?</b>	<b>2021-22</b>	<b>CRR</b>
3.1. Does the board demonstrate strong governance oversight?	MS	MS
3.2. Does the board utilize appropriate structures and tools to execute its strategic vision?	AS	AS
3.3. Does the school satisfactorily comply with all its governance obligations?	MS	MS
3.4. Is the school leader strong in their academic and organizational leadership?	ES	ES
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	<b>2022-23</b>	<b>CRR</b>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	ES	ES
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	ES	ES
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	N/A	N/A
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MS	MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MS	MS
4.6. Is the school's mission clearly understood by all stakeholders?	ES	ES
4.7. Is the school climate and responsive to the needs of students, staff, and families?	ES	ES



4.8. Is ongoing communication with students and parents clear and helpful?	ES	ES
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	ES	ES
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MS	MS