

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?				
Indicator Targets	Does not meet standard	School has received an 'F' for the most recent school year		
	Approaching standard	School has received a 'D' for the most recent school year		
	Meets standard	School has received either a 'B' or 'C' for the most recent school year		
	Exceeds standard	School has received an 'A' for the most recent school year		
School Rating	The school Does Not Meet Standard on this indicator for 2013-14			
Sub-ratings	Sub-ratings	Points	Result	Sub-rating
	Elementary/Middle School Letter Grade	1.00	D	AS
	High School Grade Letter Grade	0.7	F	DNMS

The Indiana State Board of Education awarded Thomas Carr Howe Community High School an **F** for its 2013-14 school year performance. A school that serves students across both K-8 and 9-12 grades receives a letter grade for K-8, and a letter grade for 9-12. The final category designation comes from a combined letter grade that is weighted by enrollment in the various grade levels. For the purposes of the OEI performance framework, the rating is determined from the combined grade, although both grades are captured here in subratings.

A school receives its elementary/middle school letter grade by earning proficiency points in both English/Language Arts and Math and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2014, 54.3% of Thomas Carr Howe Community High School students passed the English/Language Arts portion of ISTEP+, while 45.7% of students passed the Mathematics portion.

In English/Language Arts, Thomas Carr Howe Community High School earned two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school did not receive any penalties for overall low growth.

State Accountability Results – Elementary/Middle

English/Language Arts				
F	+	↑↑ Bottom 25%, Top 75% Growth Bonuses	-	No Growth Penalty
Proficiency				
Mathematics				
F	+	No Growth Bonus	-	↓ Overall Growth Penalty
Proficiency				

In Mathematics, they did not receive any bonus points for growth in either super subgroup. However, the school received a penalty for overall low growth.

Based on its ISTEP+ proficiencies and growth bonuses and penalties, the elementary/middle school received a **D** for the 2013-14 school year.

A school receives its high school letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8th and 10th grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2014, the 10th grade cohort at Thomas Carr Howe Community High School had a proficiency rate of 36.6% on the English 10 End of Course Assessment (ECA), and received a bonus due to its 8th grade to 10th grade improvement rate and a bonus from 10th grade to graduation improvement.

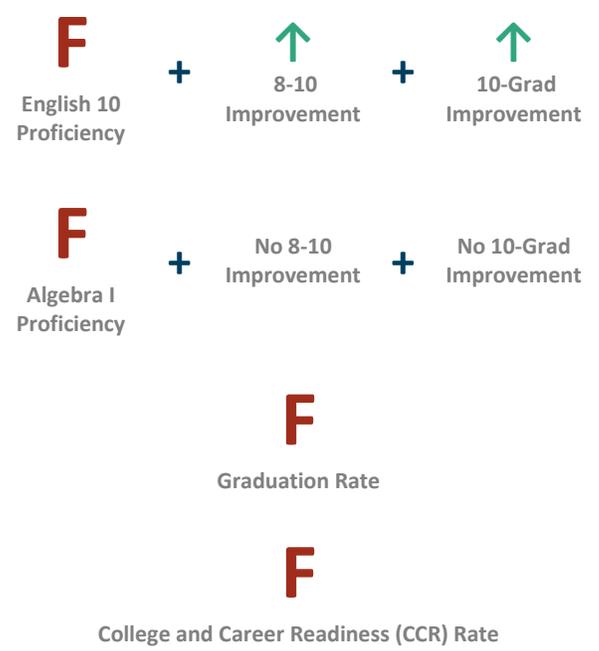
Thomas Carr Howe Community High School's 10th grade cohort had a proficiency rate of 49.3. % on the Algebra I ECA, and received no bonus for its improvement rate from 8th to 10th grade and no bonus for 10th grade to graduation improvement.

Additionally, Thomas Carr Howe Community High School had a four-year graduation rate of 68.9%, with 3.2 % of those graduates qualifying as "college and/or career ready".

Based on its 10th grade cohort proficiencies, graduation rate and college and career readiness rate, the high school received an F for the 2013-14 school year.

Based on its weighted combination of the elementary/middle grade and the high school grade the school received an F for the 2013-14 school year and received a **Does Not Meet Standard** on the Office of Education Innovation (OEI) performance framework.

State Accountability Results – High School

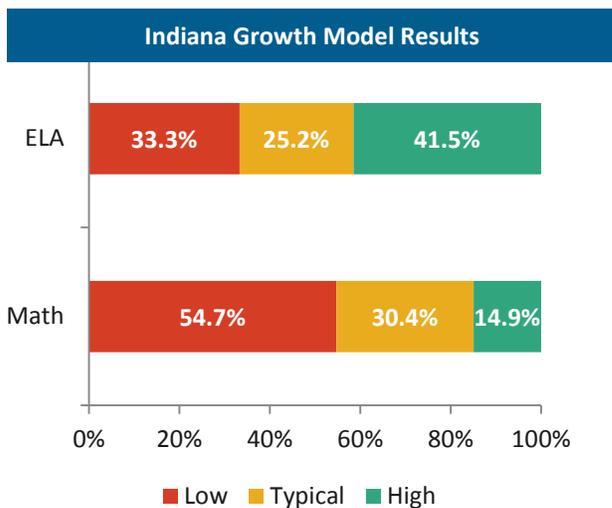


1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model

	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>	
Indicator Targets	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).
School Rating	The school Does Not Meet Standard on this indicator for 2013-14	

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



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 page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 66.7% of Thomas Carr Howe Community High School students made typical or high growth in English/Language Arts, while 45.3% made those gains in Mathematics.

As shown in the table below, a weighted average across both subjects shows that 55.9% of students at Thomas Carr Howe Community High School made sufficient gains in 2013-14. Thus, the school received a **Does not meet standard** on the OEI performance framework.

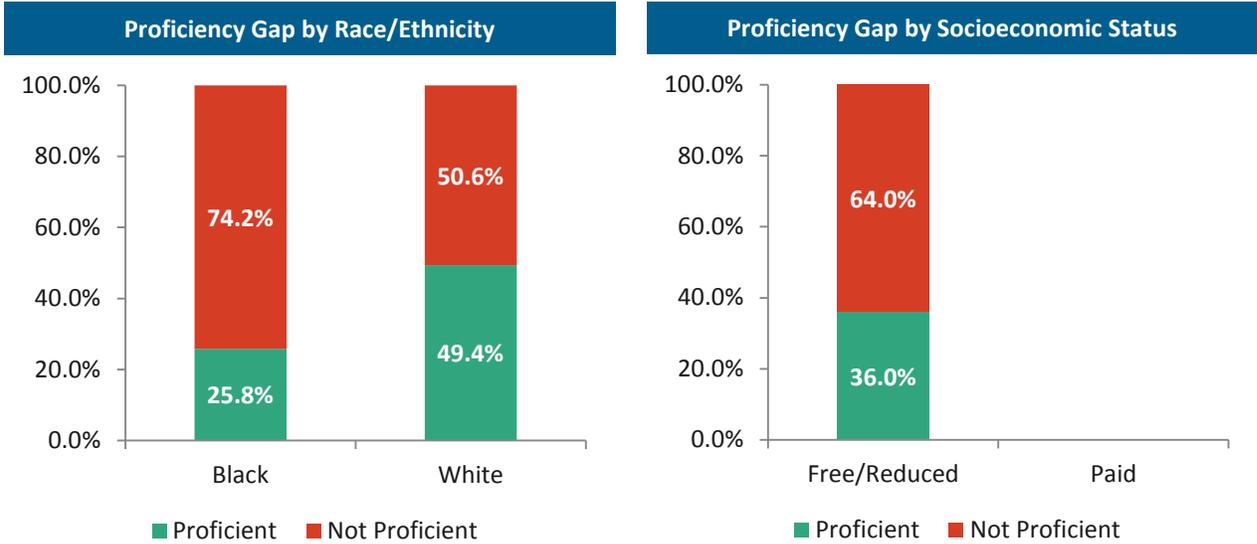
Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	33.3%	25.2%	41.5%	66.7%
Math	54.7%	30.4%	14.9%	45.3%
Weighted Average				55.9%

1.3. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?

Indicator Targets	Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
	Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
	Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
	Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
School		

Rating	The school Does Not Meet Standard on this indicator for 2013-14
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Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Thomas Carr Howe Community High School is captured below.



While 36% of all Thomas Carr Howe Community High School students were proficient, there is a gap between the overall performance of two student groups.

As shown in the left graph above, the gaps occurs between White student proficiency and Black student proficiency, resulting in a difference of 23.6%

As shown in the right graph above, Thomas Carr Howe Community High School does not have a proficiency gap between Paid student proficiency and Free/Reduced lunch student proficiency.

Therefore, the 23.6% difference in Racial groups, leads to Thomas Carr Howe Community High School receiving a **Does not meet standard** on the OEI performance framework for the 2013-14 school year.

1.4. Is the school's attendance rate strong?			
Indicator Targets	Does not meet standard	School's attendance rate is less than 89.9%.	
	Approaching standard	School's attendance rate is greater than 90% and less than or equal to 94.9%.	
	Meets standard	School's attendance rate is greater than or equal to 95.0%.	
School Rating	The school Does Not Meet Standard on this indicator for 2013-14		
	Sub-ratings	Result	Rating



	Elementary/Middle School Grades	86%	DNMS
	High School Grades	79%	DNMS

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.

Thomas Carr Howe Community High School's elementary/middle school grades had an average attendance rate of 86%, while the high school grades averaged 79%.

Thomas Carr Howe Community High School has an aggregate attendance rate of 81.8%, with no grade levels meeting the 95% standard. Due to its aggregate rate, Thomas Carr Howe Community High School received a **Does not meet standard** on the OEI performance framework.

Attendance by Grade Level		
7 th Grade	86.2%	✗
8 th Grade	85.8%	✗
9 th Grade	79.1%	✗
10 th Grade	82.0%	✗
11 th Grade	81.5%	✗
12 th Grade	73.6%	✗
Overall Average	81.8%	✗

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

Indicator Targets	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, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, OR 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.	
	Meets standard	School is 1) meeting standard on both school-specific educational goals, OR 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.	
	Exceeds standard	School is exceeding standard on both school-specific educational goals.	
School Rating	The school is		
School-specific Information	Goal	Result	Rating
	By Spring 2014, Thomas Carr Howe Community High School students will improve in Acuity scores by 10% in Algebra I and English 10 from beginning assessments to last assessment.	12% (Algebra I) 16% (English 10)	Met

	By Spring 2014, Thomas Carr Howe Community High school will improve NWEA scores in grades 7 th and 8 th by 5% beginning assessment to the last assessment.	5.2%	Met
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Each year, Mayor-sponsored schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Thomas Carr Howe Community High School set its first goal around Algebra I and English 10 Acuity performance. The school reports a 12% increase in performance in Algebra I and a 16% increase in performance in English 10, earning **Meets Standard** on the first goal.

Thomas Carr Howe Community High School set its second goal around NWEA performance. The school reports a 5.2% increase among 7th and 8th graders from beginning assessment to last assessment, earning **Meets Standard** on the second goal.

Overall, Thomas Carr Howe Community High School received a **Meets Standard** on the OEI performance framework for this indicator.

School Mission Statement

Thomas Carr Howe Community High School's Mission is to provide students with the necessary tools and skills needed to develop superior levels of achievement. We strive for academic, social and physical excellence by providing a quality and challenging curriculum. We promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Thomas Carr Community High School students will be able to maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

High School Performance Indicators

1.6. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?		
Indicator Targets	Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
	Approaching standard	School's 4-year graduation rate is 70.0 - 79.9%, or the school demonstrated greater than OR equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.
	Meets standard	School's 4-year graduation rate is at 80.0 – 89.9%, or the school demonstrated greater than OR equal to 10.0 percentage point increase from its 4-year to 5-year graduation rate.
	Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than OR equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.

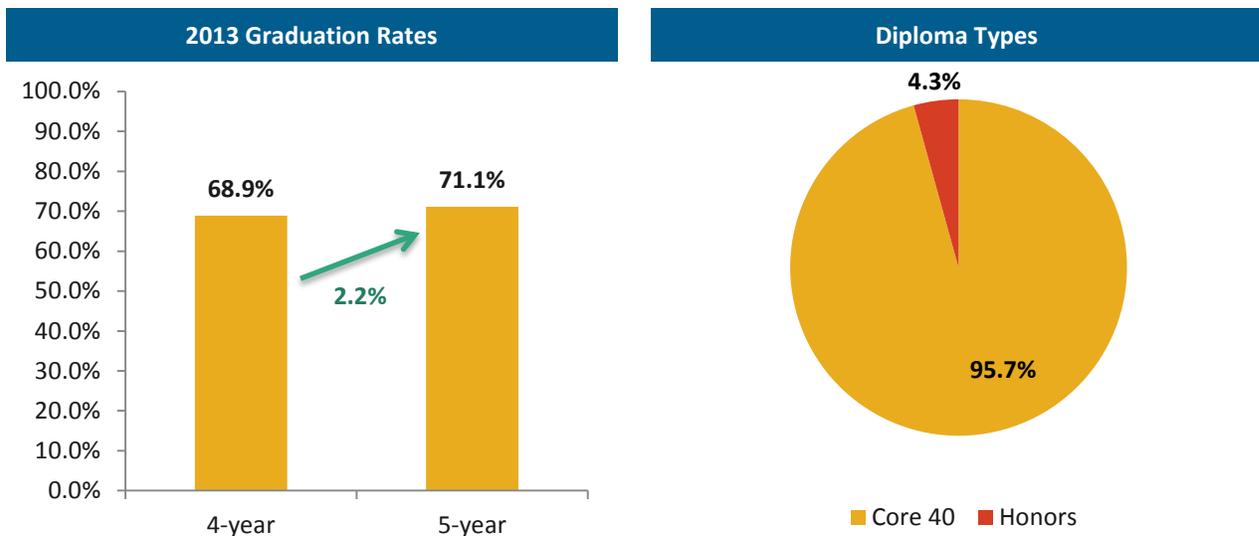
School Rating	The school Does Not Meet Standard on this indicator for 2013-14
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The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student’s first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school’s four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1st of their cohort’s graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year in May.

For the 2013-14 school year, OEI assessed Thomas Carr Howe Community High School by reviewing the results of 2013 graduation. The school’s 2013 four-year graduation rate was 68.9%, while its five-year graduation rate was 71.1%. The school showed a 2.2% increase from its four-year to five-year graduation rate.

From this data, the school earned a **Does not meet standard** for this indicator on the OEI performance framework.



1.7. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?		
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.
School		

Rating	The school was Not evaluated on this indicator for 2013-14.
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Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.

In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10th grade cohort. Because Thomas Carr Howe Community High School did not enrolled 30 students in more than one subgroup, the school was **Not evaluated** on this indicator.

1.8. Is the school preparing students for college and careers?		
Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received 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; OR school demonstrates a 10% increase over the previous school year
	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
School Rating	The school Does Not Meet Standard on this indicator for 2013-14	

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Of Thomas Carr Howe Community High School's 2013 graduates, 3.2% were deemed college- or career-ready by the Indiana Department of Education. Due to this rate, Thomas Carr Howe Community High School earned **Does Not Meet Standard** on this indicator in the OEI performance framework.