

Core Question 1: Is the educational program a success?

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

In March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so results were not available for 2019-20. 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. These circumstances have affected available data and may result in no rating for certain indicators, which is marked as “Not Rated.” Indicators marked “Tracking Only” are not counted for formal annual accountability, but the data is included to set benchmarks for future years and provide transparency.

Note: Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. Not all historical ratings are based on the listed indicator targets, and some are not available.

Summary of Ratings							
Indicator	Year 15 2018-19	Year 16 2019-20	Year 17 2020-21	Year 18 2021-22	Year 19 2022-23	Year 20 2023-24	Year 21 2024-25
1.1. Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system?	ES	ES	Not Rated	Not Rated			
1.2. E/MS: Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Rated	Not Rated	Not Rated	Not Rated			
1.2 HS: <i>*Tracking Only*</i> Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?				Not Rated			
1.3. E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated	Not Rated	Not Rated	AS			
1.3 HS: Is the school preparing students to graduate from high school on time as measured by Indiana’s cohort graduation rate or course completion?	MS	MS	AS	ES			
1.4. E/MS: Is the school providing an equitable education to all students in their school building?			ES	MS			
1.4. HS: 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?	MS	Not Rated	Not Rated	Not Rated			
1.5 HS: 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	DNMS			

1.7. E/MS: Is the school outperforming schools that the students would have been assigned to attend?	Not Rated	Not Rated	Not Rated	Not Rated			
1.7. HS: Is the school preparing students for college and careers?	ES	ES	Not Rated	Not Rated			
1.8. Is the school meeting its school-specific educational goals?	MS	Not Rated	Not Rated	DNMS			
1.9. HS: Is the school preparing students for postsecondary success through FAFSA completion?				ES			
1.10. HS: <i>*Tracking Only*</i> Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?				Not Rated			

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

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

Basis for Rating/Additional Details

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

In 2018-19, ILEARN, which measures proficiency and growth against Indiana Academic Standards for students in grades 3-8, was administered for the first time. Due to lower-than-expected passing rates on English/Language Arts and math exams, the Indiana General Assembly passed a law to hold schools harmless, 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.

Given these circumstances, OEI will not report a rating for Indicator 1.1 for the 2021-22 school year.

1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?

Not rated due to lack of state-level accountability results

Basis for Rating/Additional Details

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.

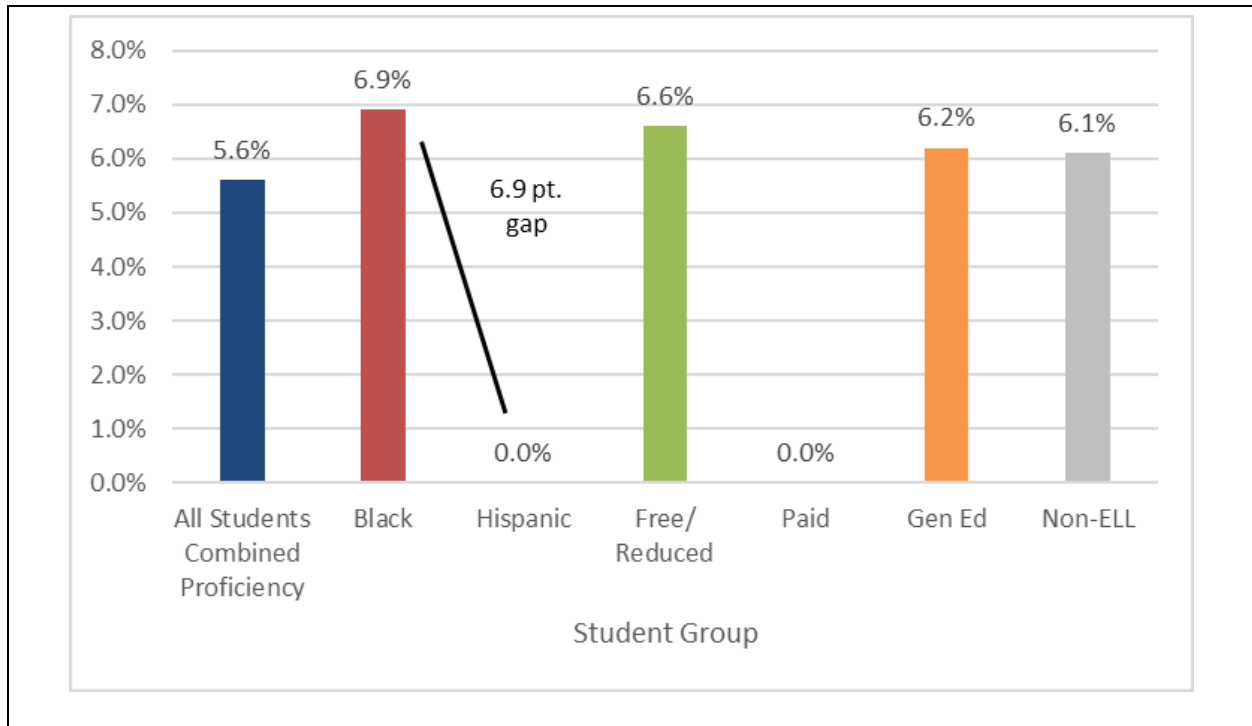
Because A-F grades were not determined in 2020-21 or 2021-22, growth data was not calculated. Therefore, OEI will not issue a rating for this indicator.

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.
Basis for Rating/Additional Details	
<p>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 on ILEARN as a function of how many years students have been enrolled at the school.</p> <p>Students enrolled at the school for two or more consecutive years had a combined proficiency in English and math exams of 5.0% in 2021 and 4.1% in 2022, a decrease of 0.9 percentage points. Based on this, the school receives an Approaching Standard for this indicator.</p>	
1.4. Is the school providing an equitable education to all students in their school building?	
<i>Schools are evaluated based on 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 subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Basis for Rating/Additional Details	



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. While 5.6% of all students were proficient on both English/Language Arts and Mathematics, there are gaps between the overall performance of a variety of student groups.

A student group must have at least 20 students for IDOE to release data. The above chart displays the student groups reported for Charles A. Tindley Accelerated Academy. The largest gap between student subgroups is between Black and Hispanic students.

The 6.9 percentage point difference in subgroup performance results in a rating of **Meets Standard** for this indicator.

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

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

Basis for Rating/Additional Details

Subgroup	ELA Pass Rate (Percent)	ELA Pass State Rank (Percentile)	ELA Pass Rating	Math Pass Rate* (Percent)	Math Pass State Rank (Percentile)	Math Pass Rating
Black	27.9%	70	N/A	8.9%	83	N/A
ELL	0.0%	N/A	N/A	0.0%	N/A	N/A
FRL	28.9%	41	N/A	8.7%	54	N/A
Hispanic	27.3%	N/A	N/A	4.5%	N/A	N/A
SPED	0.0%	N/A	N/A	0.0%	N/A	N/A

Overall Points (based on average rank):	62
Overall Rating:	Not Rated

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

The school reported results for five of 11 subgroups: students eligible for free/reduced lunch, English Language Learners, students with disabilities (SPED), Black students, and Hispanic students. To report a proficiency level and state rank, a subgroup must have at least 20 students. In some cases, rankings are excluded to protect student privacy.

The overall points are based on the statewide ranks for reported subgroups in proficiency for ELA and Math, with an average rank of 62. Because growth data was not available and this rating is not comparable to prior years, the school is **Not Rated** for the 2021-22 school year.

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% to 94.9%.
Meets standard	School's attendance rate is greater than or equal to 95%

Basis for Rating/Additional Details

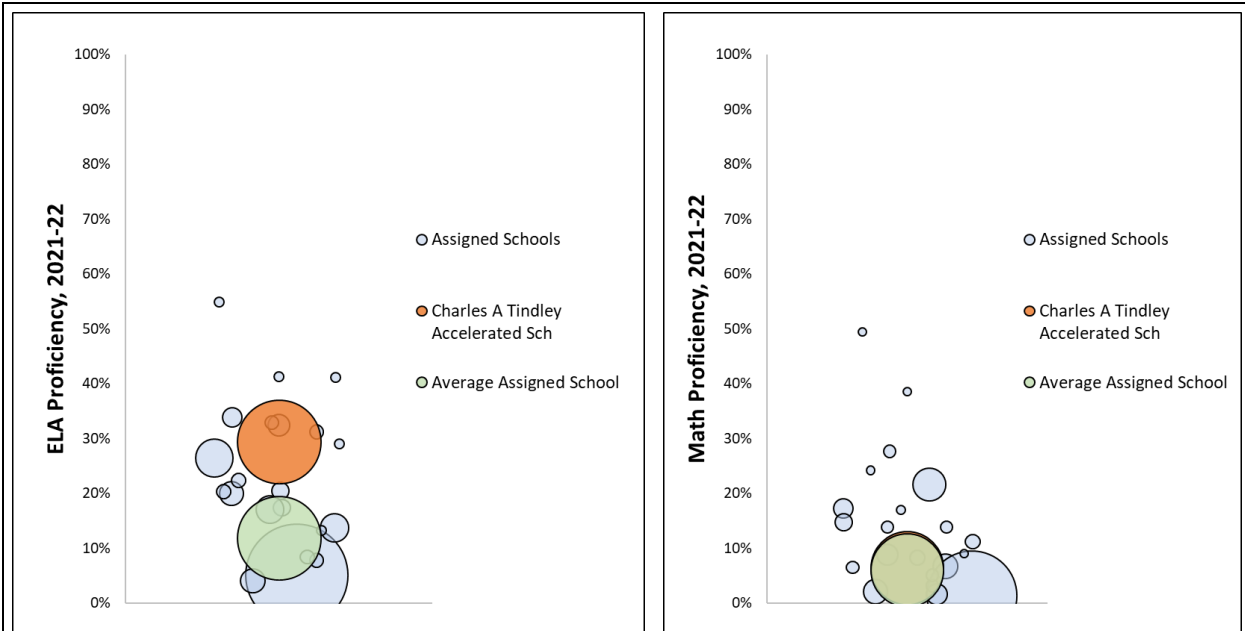
Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in a typical school year.

State data reported by the school shows an average attendance rate of 85.0% across grade levels. The school receives a **Does Not Meet Standard** for this indicator.

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 proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 2 out of 4 categories.
Meets 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 3 out of 4 categories.
Exceeds 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 4 out of 4 categories.

Basis for Rating/Additional Details



The Office of Education Innovation compared the performance of the school to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The graphs above display the results of this comparison. Due to a lack of growth data from the IDOE, for the 2021-22 school year, this metric will only reflect ILEARN proficiency in Math and ELA. Comparisons will be made in 2 out of 2 categories, and schools will not receive a rating.

In these graphs, **blue** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend the school. The size of each **blue** bubble is proportional to the number of students who would have attended that school. The vertical axis shows the average ILEARN proficiency for the assigned schools students did not attend. The **green** bubble represents the average performance of all assigned schools. The **orange** bubble represents the performance of the school's students.

As shown above, the school's overall English/Language Arts proficiency (29.4%) outpaced that of their peers (11.8%). Overall Math proficiency (6.3%) outpaced that of their peers (5.9%).

In combination, the school's students outperformed their peers in two of two categories. Because growth data was not available and this rating is not comparable to prior years, OEI will not assign a rating to this indicator.

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

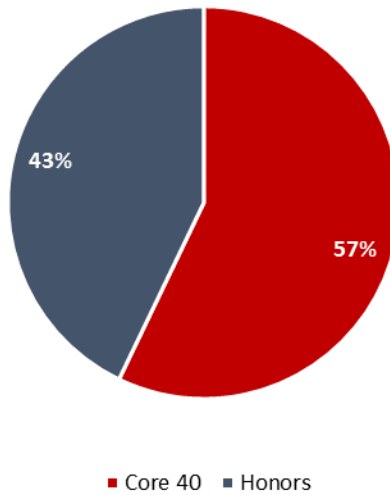
Metrics determined based on school-specific educational goal, in conjunction with the school.

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

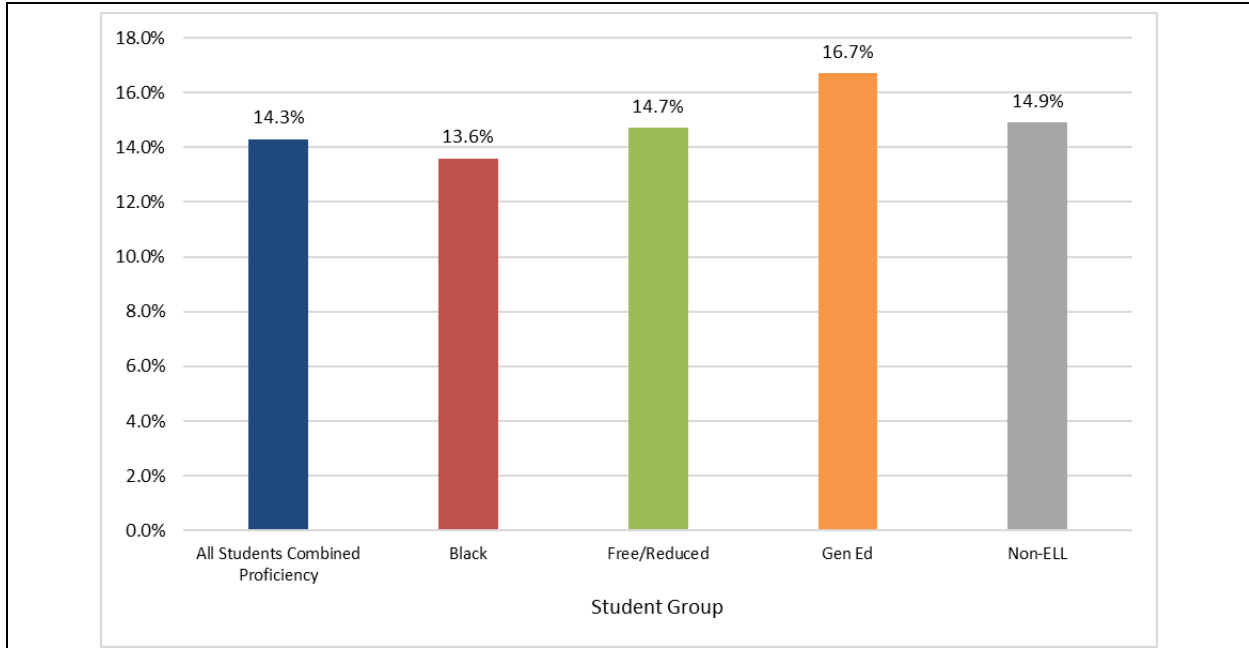
Exceeds standard	School is exceeding standard on both school-specific education goals.	
Goal	Result	Rating
Grade level scholars will show a 65% growth in ELA as measured on the Clear Sight End of Year Assessment	14%	DNMS
Grade level scholars will show a 65% growth in math as measured on the Clear Sight End of Year Assessment	42%	DNMS
Basis for Rating/Additional Details		
<p>Each year, mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.</p> <p>In 2021-22, the school set its first goal around ELA by measuring growth on the Clear Sight assessment. The school reported that 14% of students met their growth goal, so the school receives a Does Not Meet Standard on its first goal.</p> <p>The school set its second goal around math by measuring growth on the Clear Sight assessment. The school reported that 42% of students met their growth goal, so the school receives a Does Not Meet Standard on its second goal.</p> <p>Going forward, OEI will not track results related to school-specific academic goals. This is the last year they will be reported.</p> <p>Overall, the school received a Does Not Meet Standard for this indicator.</p>		

High School Indicators

1.2 Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	
<i>Tracking only for 2021-22</i>	
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
Basis for Rating/Additional Details	
<p>This indicator, new for 2021-22, measures student growth from the spring 10th-grade PSAT to the spring 11th-grade SAT, which will replace ISTEP 10 English and math exams and be used for state and federal accountability beginning in spring 2022. The PSAT is already an Indiana Department of Education-approved formative assessment, and most mayor-sponsored charter schools administer the test.</p> <p>According to College Board analysis, average year-over-year growth is a 60-point score increase, which will be OEI's benchmark to meet standard in this area as well. Indiana's current state accountability system does not have a growth metric for high school students. Given the significant work mayor-sponsored charter schools do to ensure students are improving, even if they may not yet be achieving at grade level, it is important for OEI accountability to recognize and track those efforts. Using these exams for the metric also reduces the need for additional testing burden on school staff and students.</p> <p>This indicator analysis would be based on <i>combined</i> Evidence-Based Reading and Writing (ERW) and Math proficiency scores for 162-day students</p> <p>Because this is the first year Indiana administered the SAT for accountability, growth data is not available, but, as a baseline for future years, 14.3% of tested 11th-grade students were proficient. Therefore, this indicator is being <u>tracked only</u> for 2021-22 and will receive a rating for 2022-23.</p>	
1.3. Is the school preparing students to graduate from high school on time as measured by Indiana's cohort graduation rate or course completion?	
<i>Only applicable to schools with a graduating class</i>	
Does not meet standard	School's 4-year graduation rate is below 70.0%.
Approaching standard	School's 4-year graduation rate is 70.0 - 79.9%.
Meets standard	School's 4-year graduation rate is at 80.0 – 89.9%.
Exceeds standard	School's 4-year graduation rate is at least 90.0%.
Basis for Rating/Additional Details	
<p>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.</p> <p>IDOE considers all students who have completed graduation requirements by Oct. 1 of their cohort's graduation year as four-year graduates. For reporting transparency and timeliness, OEI updated the 1.3 Graduation Rate indicator for the 2020-21 school year to include only the cohort's four-year graduation rate. For the 2021-22 school year, OEI assesses the school by reviewing the results of 2022 graduation. The school's 2022 four-year graduation rate was 91.3%</p> <p>From this data, the school received an Exceeds Standard for this indicator.</p>	
2022 Diploma Types	



1.4. Is the school providing an equitable education to all students in their school building?	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Basis for Rating/Additional Details	



Each year, the Indiana Department of Education reports 11th-grade SAT results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance within the same building to gauge equity of instructional methods and programs. While 14.3% of tested students met state benchmarks, there are gaps between the overall performance of a variety of student groups.

Due to Tindley Accelerated’s homogenous population, there are no student subgroup gaps to report. For this reason, Tindley Accelerated is **Not Rated** for this indicator.

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

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

Basis for Rating/Additional Details

Subgroup	HS ELA Pass Rate	HS ELA Pass State Rank	HS ELA Pass Rating	HS Math Pass Rate	HS Math Pass State Rank	HS Math Pass Rating
Black	29.8%	0.65	N/A	17.0%	0.79	N/A
ELL	***	N/A	N/A	***	N/A	N/A
FRL	32.4%	0.39	N/A	16.2%	0.51	N/A
Hispanic	***	N/A	N/A	***	N/A	N/A
SPED	***	N/A	N/A	***	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Overall Points (based on average rank):						59
Overall Rating:						Not Rated

Each year, the Indiana Department of Education reports 11th-grade SAT 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 data to percentiles. This offers context for how any given subgroup is performing compared to a broader group of peers.

The school reported results for two of 11 subgroups: students eligible for free/reduced lunch and Black students. To report a proficiency level, a subgroup must have at least 20 students.

The overall points are based on the statewide ranks for reported subgroups based on how many students met state benchmarks, with an average rank of 59. Because growth data was not available and this rating is not comparable to prior years, the school is **Not Rated** for the 2021-22 school year.

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

Only applicable to schools with a graduating class.

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

Basis for Rating/Additional Details

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

The Indiana Department of Education did not collect and report data on this measure of college- and career-readiness for 2021-22. Beginning with the class of 2022-23, the state is transitioning to the Graduation Pathways model and information related to advanced courses and certifications will be reflected differently, thus negating this indicator in the future.

Because the Department of Education did not report the data necessary to evaluate schools on this metric, the school is **Not Rated** on this indicator.

1.9. Is the school preparing students for postsecondary success through FAFSA completion?

Only applicable to schools with a graduating class.

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.

Basis for Rating/Additional Details

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. A report from the Brookings Institution, a nonprofit research organization, highlights the strong positive association between FAFSA-completion and college enrollment, but notes that as many as one in seven eligible students who enroll in college haven’t completed the assistance application. Additionally, other research concludes that students from low-income backgrounds and first-generation college students are the least likely to apply, even though they tend to need financial aid the most.

All students, except those who are undocumented and do not have DACA status, are eligible.

The [Indiana Commission for Higher Education](#) reported 90.5% of eligible students in the graduating cohort completed the FAFSA, and therefore, the school earns **Exceeds Standard** for this indicator.

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

Basis for Rating/Additional Details

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 strength of these initial findings and their successful replication in other states persuaded the OEI academic team that an additional high school indicator is needed. These conclusions were informed and supported by conversations with MSCS leaders who have experience with such accountability systems as well as analysis of recent course completion data.

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 78.9% of ninth grade students earned at least 10 credits, and 36.8% of students received one or more Fs in core classes. This indicator is being tracked only for 2021-22 and will receive a rating for 2022-23.