

### 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 1 2022- 23	Year 2 2023- 24	Year 3 2024- 25	Year 4 2025- 26	Year 5 2026- 27	Year 6 2027- 28	Year 7 2028- 29
1.1. E/MS: Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	DNMS						
1.2. E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated						
1.3. Is the school providing an equitable education to all students in their school building?	MS						
1.4. Is the school providing an equitable education to all students compared to the state?	AS						
1.5. Is the school's attendance rate strong?	DNMS						
1.6. E/MS: Is the school outperforming schools that the students would have been assigned to attend?	DNMS						
1.7. E/MS: Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	DNMS						

#### 1.1. Are students making sufficient and adequate gains, as measured by the Indiana Growth Indicator?

*Only applicable to schools serving students in any one or combination of grades 4-8.*

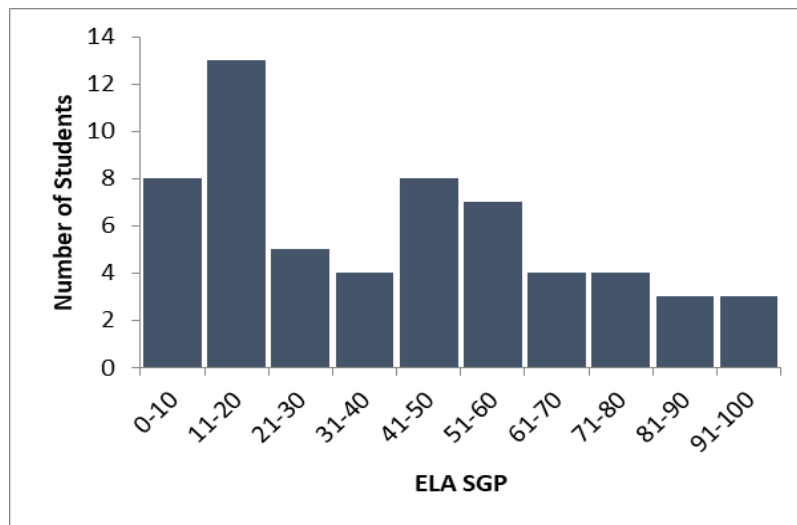
<b>Does not meet standard</b>	Results indicate that less than 60.0% of students are making adequate growth.
<b>Approaching standard</b>	Results indicate that 60.0-69.9% of students are making adequate growth.
<b>Meets standard</b>	Results indicate that 70.0-79.9% of students are making adequate growth.
<b>Exceeds standard</b>	Results indicate that at least 80.0% of students are making adequate growth.

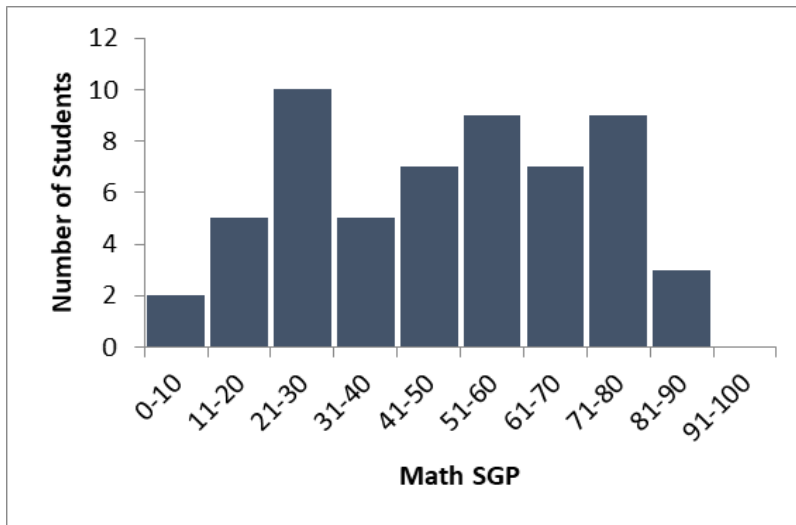
#### Basis for Rating/Additional Details

The ILEARN Growth indicator calculates the percentage of students in grades four through eight enrolled for 162+ days who met their individual growth targets on the ILEARN assessment. Growth targets, set by the state of Indiana, are based on individual student performance and academic needs.

In 2022-23, 15.3% of students met their growth goal in English/Language Arts or reached proficiency on that portion of the assessment, while 3.4% met their goal in Math or reached proficiency on that portion of the assessment. Overall, 3.4% of students at Liberty Grove Schools met their growth goals or proficiency on both ELA and Math portions of ILEARN in 2022-23, thus earning the school a **Does Not Meet Standard** for this indicator.

The histograms below show the overall growth performance broken out by English/Language Arts and Math for students at Liberty Grove Schools.





### 1.2. Does the school demonstrate that students are improving, the longer they are enrolled at the school?

<b>Does not meet standard</b>	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 OR no students are proficient.
<b>Approaching standard</b>	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.
<b>Meets standard</b>	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.
<b>Exceeds standard</b>	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

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.

Because 2022-23 was the first year of operation for Liberty Grove Schools, there is no consecutive two-year data to report. Due to this, the school receives **No Rating** for this indicator.

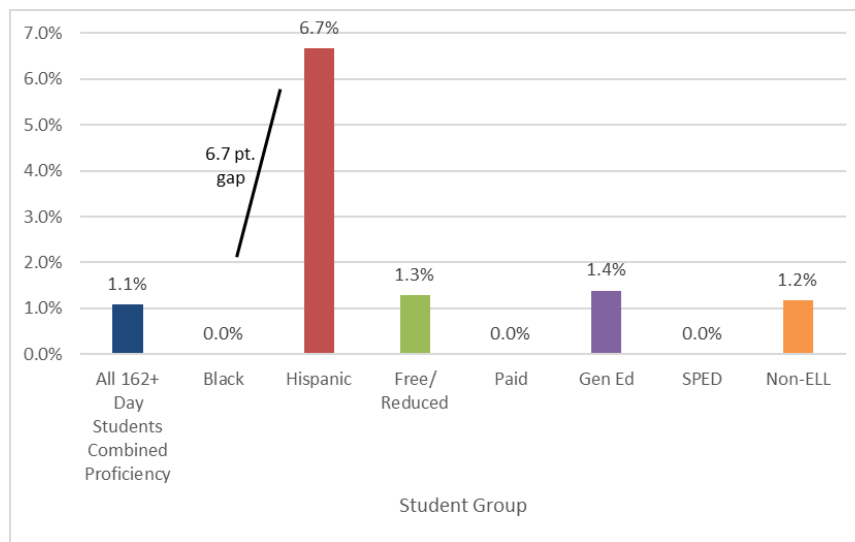
### 1.3. Is the school providing an equitable education to all students in their school building?

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

<b>Does not meet standard</b>	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race
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	categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
<b>Approaching standard</b>	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.
<b>Meets standard</b>	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.
<b>Exceeds standard</b>	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 1.1% 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 subgroup must have at least 10 students for IDOE to release data. The above graph displays the student groups reported for Liberty Grove Schools. The largest subgroup gap is between Black and Hispanic students.

The 6.7 percentage point difference in subgroup performance results in a rating of **Meets Standard** for this indicator.

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

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

**Does not meet standard** | Statewide ranking for subgroup performance is less than 25 (bottom quartile).

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Each year, the Indiana Department of Education reports student ILEARN results disaggregated by race, ethnicity,

Each year, the Indiana Department of Education reports student ILEARN 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. To report a proficiency or growth level, a subgroup must have at least 10 students.

The overall points are based on the statewide ranks for reported subgroups in proficiency and growth for ELA and Math, with an average rank of 27.4, earning the school an **Approaching Standard** for this indicator.

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

<b>Does not meet standard</b>	School's attendance rate is less than 90.0%
<b>Approaching standard</b>	School's attendance rate is between 90.0% to 94.9%.
<b>Meets standard</b>	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 82.8% across grade levels. The school receives a **Does Not Meet Standard** for this indicator.

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

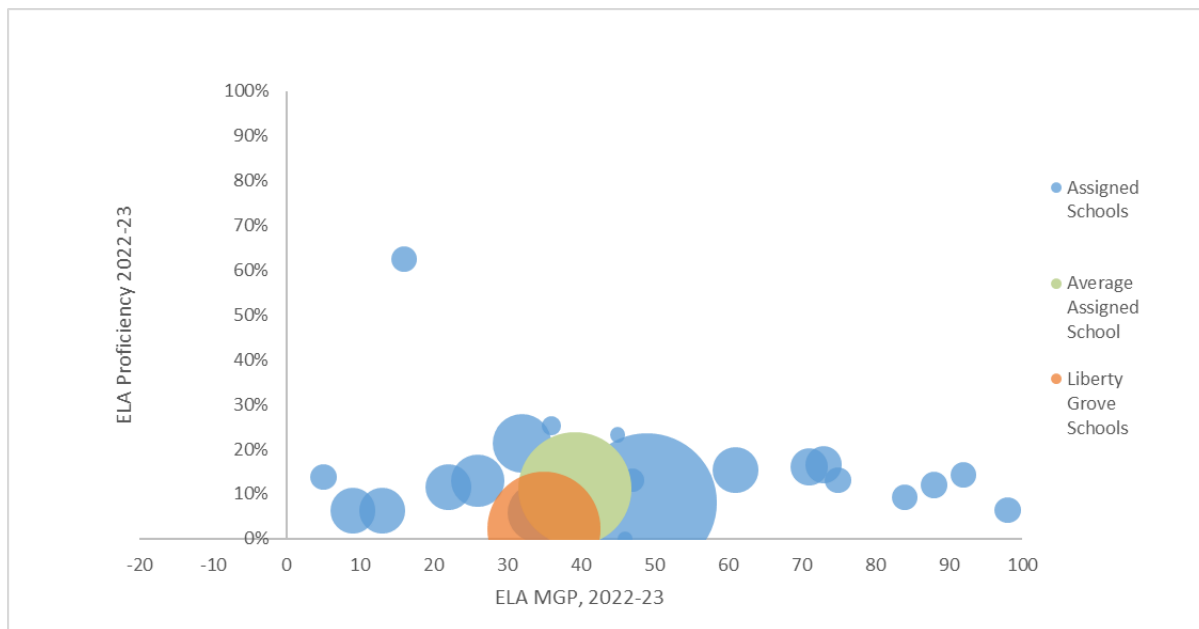
<b>Does not meet standard</b>	<p>School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 0-1 out of 4 categories.</p> <p><b>Additional criteria for Innovation Network Schools:</b> Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 0-1 out of 4 categories.</p>
<b>Approaching standard</b>	<p>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.</p> <p><b>Additional criteria for Innovation Network Schools:</b> Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 2 out of 4 categories.</p>
<b>Meets standard</b>	<p>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.</p> <p><b>Additional criteria for Innovation Network Schools:</b> Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 3 out of 4 categories.</p>
<b>Exceeds standard</b>	<p>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.</p> <p><b>Additional criteria for Innovation Network Schools:</b> Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 4 out of 4 categories.</p>

#### Basis for Rating/Additional Details

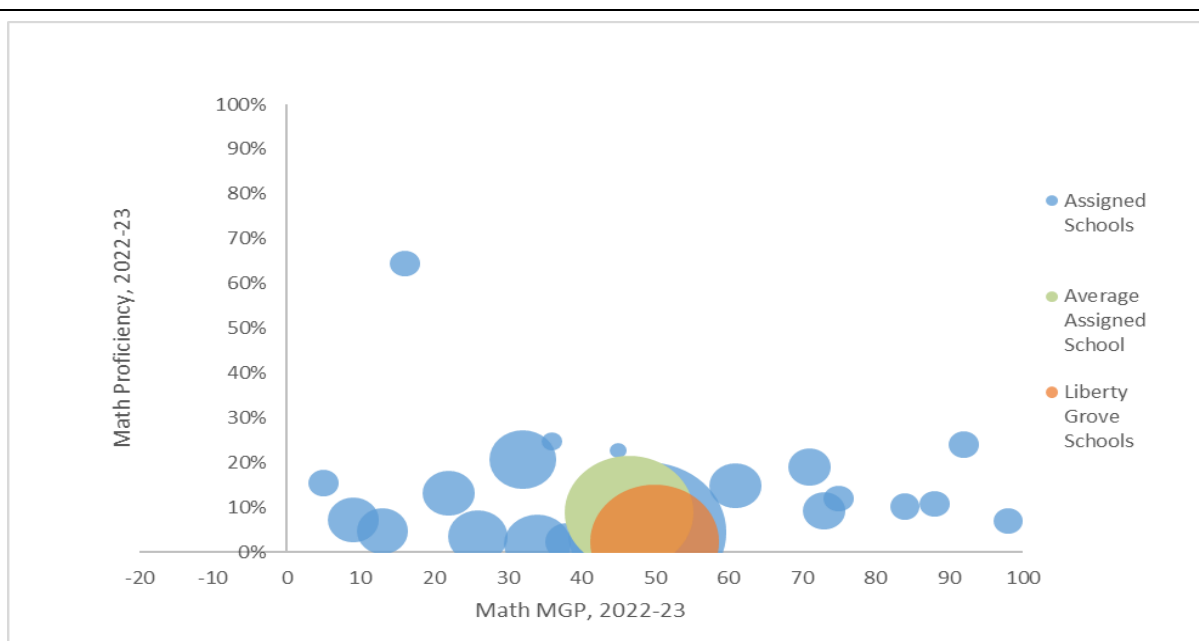
The Office of Education Innovation compared the performance of the school to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The graphs below display the results of this comparison. In these graphs, **blue** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend the charter school. The size of each **blue** bubble is proportional to the number of students who would have attended traditional public school. The horizontal axis line represents the average ILEARN performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **green** bubble represents the average performance of all assigned schools. The **orange** bubble represents the performance of the charter school's students.

As shown below, the charter school students' overall proficiency was below that of their peers in English/Language Arts. The students' overall growth was also below that of their peers in English/Language Arts.



As shown below, the charter school students' overall proficiency was below that of their peers in math. The students' overall growth outpaced that of their peers in math.



#### Additional Criteria for Innovation Network Schools

Because Liberty Grove Schools had neighborhood boundaries that included 52 percent of its students, OEI compared the performance of those students at LGS to three similar schools, in the table below. The schools were chosen based on demographic enrollment, location, and grades served.

School	Proficiency		Growth	
	ELA	Math	ELA	Math
<b>Liberty Grove Schools</b>	2%	2%	35	50
<b>Comparison School Average</b>	<b>7%</b>	<b>5%</b>	<b>37</b>	<b>40</b>
Comparison School 1	6%	2%	30.5	21
Comparison School 2	10%	9%	47	54
Comparison School 3	6%	5%	32	45.5

	Categories Met	Students		Weighted Points (Categories Met x %)
		Number	Percentage	
<b>Standard Criteria</b>	1	70	48%	0.48
<b>Additional Criteria</b>	1	77	52%	0.52
			<b>Total Points</b>	<b>1.00</b>
			<b>Final Rating</b>	<b>DNMS</b>

48 percent of the students live outside the neighborhood boundary, so the weight of the standard criteria sub-rating is 48%. The additional criteria sub-rating, with 52 percent of the students, has a higher weight. Taken together, the criteria indicate that Liberty Grove Schools earns a **Does Not Meet Standard** overall rating for Indicator 1.6.

#### 1.7. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?



<b>Does not meet standard</b>	Results from the IREAD-3 test indicate that fewer than 69.9% of students are meeting grade level reading standards.
<b>Approaching standard</b>	Results from the IREAD-3 test indicate that 70-79.9% of students are meeting grade level reading standards.
<b>Meets standard</b>	Results from the IREAD-3 test indicate that 80.0-89.9% of students are meeting grade level reading standards.
<b>Exceeds standard</b>	Results from the IREAD-3 test indicate that at least 90.0% of students are meeting grade level reading standards.
<b>Basis for Rating/Additional Details</b>	
<p>OEI is including IREAD-3 pass rates for schools that serve students in third grade to track student progress. The data is reported for third grade students who attended the school during the 2022-23 school year.</p> <p>The state reported that 29.3% of students met grade level reading standards on IREAD. The school receives a <b><u>Does Not Meet Standard</u></b> for this indicator.</p>	