

## 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 18 2021-22	Year 19 2022-23	Year 20 2023-24	Year 21 2024-25	Year 22 2025-26	Year 23 2026-27	Year 24 2027-28
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*</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, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?	DNMS						
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?	DNMS						
1.7. Is the school preparing students for college and careers?	Not Rated						
1.8. Is the school meeting its school-specific educational goals?	DNMS						
1.9. Is the school preparing students for postsecondary success through FAFSA completion?	DNMS						
1.10. <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 SAT Suite of Assessments?

*Tracking only for 2021-22*

<b>Does not meet standard</b>	Fewer than 60.0% of students are making sufficient and adequate gains
<b>Approaching standard</b>	60.0%-69.9% of students are making sufficient and adequate gains
<b>Meets standard</b>	70.0%-79.9% of students are making sufficient and adequate gains
<b>Exceeds standard</b>	More than 80.0% of students are making sufficient and adequate gains

#### Basis for Rating/Additional Details

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.

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.

This indicator analysis would be based on *combined* Evidence-Based Reading and Writing (ERW) and Math proficiency scores for 162-day students

Because this is the first year Indiana administered the SAT for accountability, growth data is not available. Therefore, this indicator is being tracked only for 2021-22 and will receive a rating for 2022-23. As a baseline for future years, 0% of tested 11th-grade students were proficient.

### 1.3. 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 five years, as measured by Indiana's cohort graduation rate?

<b>Does not meet standard</b>	School's five-year graduation rate is below 70.0%.
<b>Approaching standard</b>	School's five-year graduation rate is 70.0 - 79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from four-year to five-year graduation rate.
<b>Meets standard</b>	School's five-year graduation rate is at 80.0 - 89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from four-year to five-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 four-year to five-year graduation rate.					
Basis for Rating/Additional Details						
The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-, five-, and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click <a href="#">here</a> .						
Due to Indy Met's model, OEI rates them on four-year graduation rate or an increase in four-year to five-year graduation rate. IDOE considers all students who have completed graduation requirements by Oct. 1 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 2021-22 school year, OEI assessed Indy Met by reviewing the results of 2021 graduation. The school's 2021 four-year graduation rate was 41.7%. The school's 2020 cohort had a 60.5% 4-year graduation rate and increased to 64.5% for its 5-year graduation rate, a 4 percentage-point increase.						
From this data, the school received a <b>Does Not Meet Standard</b> for this indicator.						
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.						
During the 2021-22 school year, no students were reported as proficient on both exams, and therefore there is no subgroup data to report or display. For that reason, the school is <b>Not Rated</b> on 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	4.3%	2	N/A	0.0%	1	N/A
ELL	N/A	N/A	N/A	N/A	N/A	N/A
FRL	3.8%	2	N/A	3.8%	9	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
SPED	N/A	N/A	N/A	N/A	N/A	N/A
Overall Points (based on average rank):						4
Overall Rating:						Not Rated

Each year, the Indiana Department of Education reports student 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 two of 11 subgroups: students eligible for free/reduced lunch and Black 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 4. 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?

<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 47.2% across grade levels. The school receives a **Does Not Meet Standard** for this indicator.

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

*Only applicable to schools with a graduating class.*

<b>Does not meet standard</b>	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list
<b>Approaching standard</b>	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
<b>Meets standard</b>	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
<b>Exceeds standard</b>	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

Basis for Rating/Additional Details		
<p>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.</p> <p>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.</p> <p>Because the Department of Education did not report the data necessary to evaluate schools on this metric, the school is <b>Not Rated</b> on this indicator.</p>		
1.8. Is the school meeting its school-specific educational goals?		
Metrics determined based on school-specific educational goal, in conjunction with the school.		
<b>Does not meet standard</b>	School does not meet standard on either school-specific educational goal.	
<b>Approaching standard</b>	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	
<b>Meets standard</b>	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.	
<b>Exceeds standard</b>	School is exceeding standard on both school-specific education goals.	
Goal	Result	Rating
At least 75% of all students enrolled 95% of school year will pass 75% of core classes (English, math, science, social studies) over course of year.	45%	DNMS
At least 75% of students enrolled 95% of school year will earn at least 10 credits per school year or graduate during the school year	48%	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, Indianapolis Metropolitan High School set its first goal around the percentage of students who pass core classes for the school year. The school reported that 45% of students passed 75% of their core classes, so the school receives a <b>Does Not Meet Standard</b> on its first goal.</p> <p>Indianapolis Metropolitan High School set its second goal around the percentage of students who earn 10 credits per school year or graduate during the school year. The school reported that 48% of students met this goal, so the school receives a <b>Does Not Meet Standard</b> on its second goal.</p>		

Going forward, OEI will not track results related to school-specific academic goals. This is the last year they will be reported.

Overall, the school received a **Does Not Meet Standard** for this indicator.

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

*Only applicable to schools with a graduating class.*

<b>Does not meet standard</b>	Fewer than 60% of eligible students in the graduating cohort completed the FAFSA.
<b>Approaching standard</b>	60-69.9% of eligible students in the graduating cohort completed the FAFSA.
<b>Meets standard</b>	70-79.9% of eligible students in the graduating cohort completed the FAFSA.
<b>Exceeds standard</b>	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 to complete FAFSA. Due to Indy Met's model, OEI takes early and fifth-year graduates into account when calculating this metric.

The school reported 28.9% of eligible graduates completed the FAFSA based on data from Indiana Commission for Higher Education and therefore the school receives a **Does Not Meet 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)	
<b>2-3 out of 8 pts</b> <b>Does not meet standard</b>	<b>4 out of 8 pts</b> <b>Approaching standard</b>	<b>5-6 out of 8 pts</b> <b>Meets standard</b>	<b>7-8 out of 8 pts</b> <b>Exceeds standard</b>

#### 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 13.7% of ninth grade students earned at least 10 credits, and 49.0% 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.