

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 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24	Year 7 2024-25
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated	Not Rated	Not Rated	Not Rated			
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	ES	Not Rated	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	Not Rated	ES			
1.4. Is the school providing an equitable education to all students in their school building?			Not Rated	DNMS			
1.5. Is the school providing an equitable education to all students compared to the state?	ES	Not Rated	Not Rated	Not Rated			
1.6. Is the school's attendance rate strong?	DNMS	MS	AS	AS			
1.7. Is the school outperforming schools that the students would have been assigned to attend?	ES	Not Rated	Not Rated	Not Rated			
1.8. Is the school meeting its school-specific educational goals?	Not Rated	Not Rated	ES	ES			
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?		Not Rated	MS	MS			

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

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.

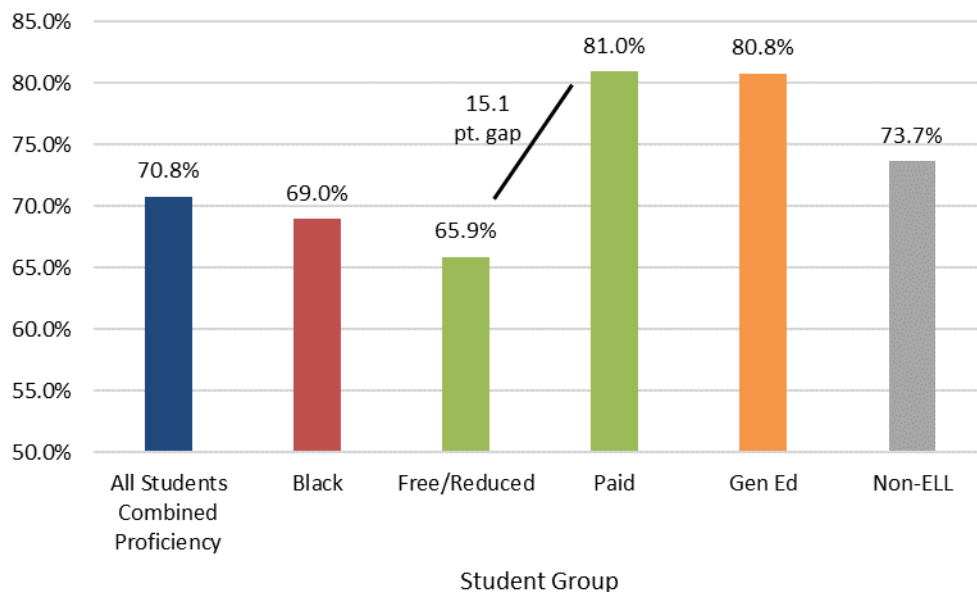
Students enrolled at the school for two or more consecutive years had a combined proficiency in English and math exams of 50.0% in 2021 and 81.6% in 2022, an increase of 31.6 percentage points. Based on this and the school's combined proficiency rate of 71.9%, the school receives a **Exceeds Standard** for this indicator.

1.4. 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.

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 70.8% 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.

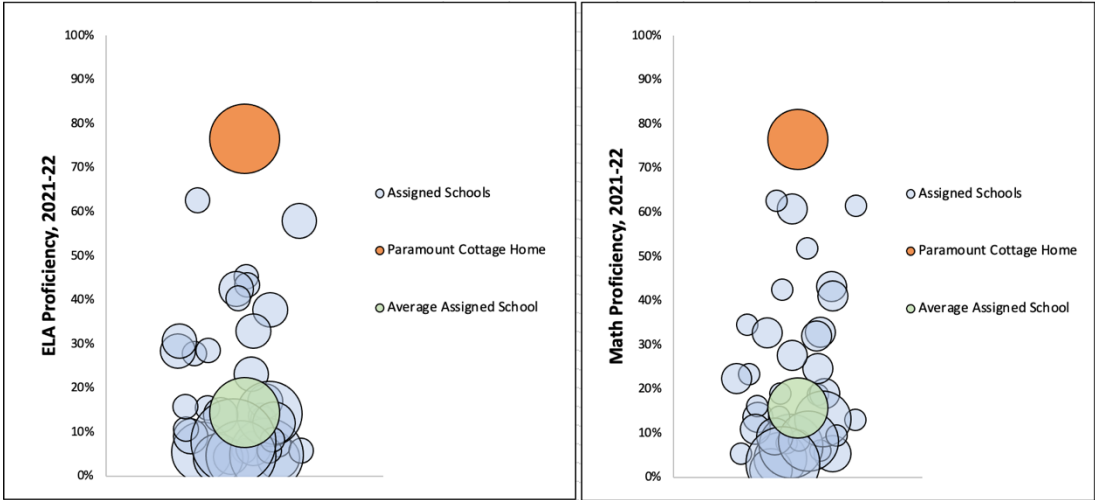
A student group must have at least 20 students for IDOE to release data. The above chart displays the student groups reported for Paramount School of Excellence-Cottage Home. The largest gap between student subgroups is between Free and Reduced and Paid Lunch students.

The 15.1 percentage point difference in subgroup performance results in a rating of **Does Not Meet 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).
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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	72.5%	99	N/A	68.6%	99	N/A
ELL	N/A	N/A	N/A	N/A	N/A	N/A
FRL	64.7%	99	N/A	64.7%	97	N/A
Hispanic	57.1%	N/A	N/A	78.6%	N/A	N/A
SPED	35.7%	N/A	N/A	28.6%	N/A	N/A
Overall Points (based on average rank):						99
Overall Rating:						Not Rated
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.						
The school reported results for four of 11 subgroups: students eligible for free/reduced lunch, 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 99. 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 92.6% across grade levels. The school receives an Approaching 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	
<div>  </div> <p>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.</p> <p>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.</p> <p>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.</p> <p>As shown above, the school's overall English/Language Arts proficiency (76.6%) outpaced that of their peers (14.4%). Overall Math proficiency (76.6%) also outpaced that of their peers (15.8%).</p> <p>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.</p>	
1.8. Is the school meeting its school-specific educational goals?	
<i>Metrics determined based on school-specific educational goal, in conjunction with the school.</i>	
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
Hispanic Students Math and ELA ILEARN Pass Rates will be 5% or greater than the state average yearly for the subgroup with a 3% annual growth goal from previous years performance capped at 60%		PCH: 57.1% State: 17.3%	ES
Special Education students Math and ELA ILEARN Pass Rates will be 5% or greater than the state average yearly for the subgroup with a 3% annual growth goal from previous years performance capped at 60%		PCH: 28.6% State: 8.9%	ES
Basis for Rating/Additional Details			
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.			
In 2021-22, Paramount Cottage Home set its first goal around the pass rate of Hispanic students on ILEARN compared to the state average. The school reported that 57.1% of Hispanic students passed ILEARN, compared to the state average of 17.3%, so the school receives an Exceeds Standard on its first goal.			
Paramount Cottage Home set its second goal around the pass rate of Special Education students on ILEARN compared to the state average. The school reported that 28.6% of Special Education students passed ILEARN, compared to the state average of 8.9%. The school receives an Exceeds Standard on its second goal.			
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 an <u>Exceeds Standard</u> for this indicator.			
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 fewer than 69.9% of students are meeting grade level reading standards.		
Approaching standard	Results from the IREAD-3 test indicate that 70-79.9% 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 at least 90.0% of students are meeting grade level reading standards.		
Basis for Rating/Additional Details			
OEI is including IREAD-3 pass rates for schools that serve students in third grade to track student progress. The data is reported for students who have attended the school for at least 162 days during the 2021-22 school year.			
The school reported that 81.6% of students met grade level reading standards on IREAD. The school receives a <u>Meets Standard</u> for this indicator.			