

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. Additional closures in 2020-21 led to testing and learning disruptions that also affected available data and may result in no rating for certain indicators.

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. Not Rated means that insufficient or atypical data prevented the school from being evaluated. A blank box means the indicator was not present in the Core Question 1 Performance Framework at that time.

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				
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	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				
1.4. Is the school providing an equitable education to all students in their school building?			Not Rated				
1.5. 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?	DNMS	DNMS	DNMS				
1.7. Is the school outperforming schools that the students would have been assigned to attend?	Not Rated	Not Rated	Not Rated				
1.8. Is the school meeting its school-specific educational goals?	AS	Not Rated	Not Rated				
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?		Not Rated	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, the legislature passed another law to assign all schools "null" grades, or no grades, for 2020-21 based on the disruptions from the pandemic.

Given these circumstances, OEI will not report a rating for Indicator 1.1 for the 2020-21 school year.

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

*Only applicable to schools serving students in any one or combination of grades 4-8.
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 ILEARN was not administered in 2020, growth could not be calculated in 2021. 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?

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

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 as a function of how many years students have been enrolled at the school.

The Indiana Department of Education recommended that 2019 ILEARN results serve as a baseline for coming years, but because of the testing related disruptions in 2019-20 and 2020-21, comparative data is not available. Typically, data for this indicator would be taken from what the school reports through the state's data system, but because of submission issues, OEI is using data provided by pilotED-Bethel Park.

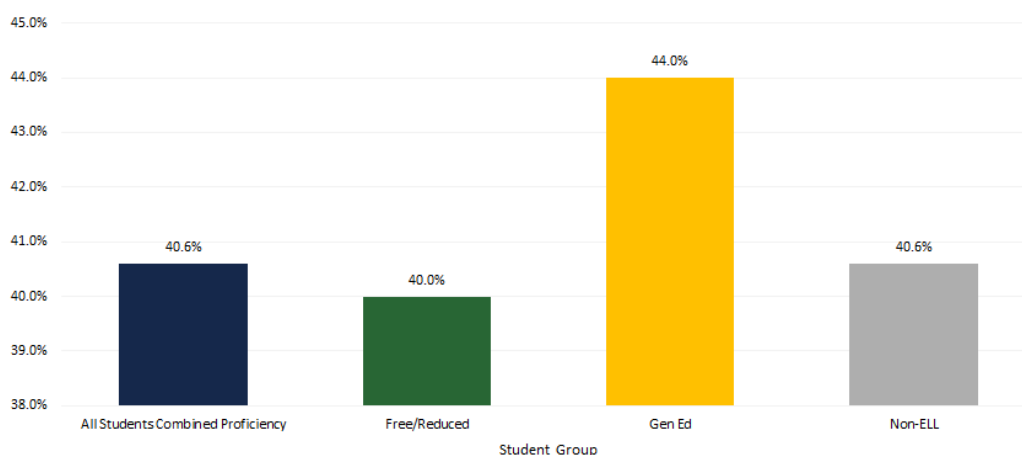
In order to report on student group performance, a group must have at least 20 students. Due to a small n-size, pilotED does not have a cohort of students enrolled at the school for two years to report in 2020-21. Of those enrolled at the school for three years, 39.1% were proficient on both English Language Arts and Mathematics.

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-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Approaching standard	School has no more than 15-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Meets standard	School has no more than 10-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.
Exceeds standard	School has no more than 5-point difference in percent of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White, and Multiracial student groups and socioeconomic statuses.

Basis for Rating/Additional Details



Each year, the Indiana Department of Education reports the percent of students passing state ILEARN English and math exams 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. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups is included for the first time for 2020-21 results.

The above chart displays the student groups self-reported by pilotED-Bethel Park. Due to the school's homogenous population, there are no student subgroup gaps to report. For this reason, pilotED-Bethel Park is **Not Rated** for this indicator.

1.5. 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).
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
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Black	0.0%	1	N/A	17.6%	35	N/A
Overall Points (based on average rank):						18
Overall Rating:						N/A

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 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. Because state exams were not given in 2020 due to COVID-related disruptions, growth cannot be calculated for 2021. Additionally, data reported this year includes all students tested, rather than only students who attended for at least 162 days.

pilotED reported results for one of 11 subgroups: Black students. The school does not have reported results for students eligible for free/reduced lunch, English Language Learners, students with disabilities (SWD), White students, and Hispanic 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 in proficiency for ELA and Math, with an average rank of 18. Given the atypical data circumstances indicated above, the school is **Not Rated** for the 2020-21 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 the school year. OEI added the Approaching Standard indicator target in 2019-20.

pilotED has an aggregate attendance rate of 85.4%, earning a **Does Not Meet Standard** on the OEI performance framework.

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.

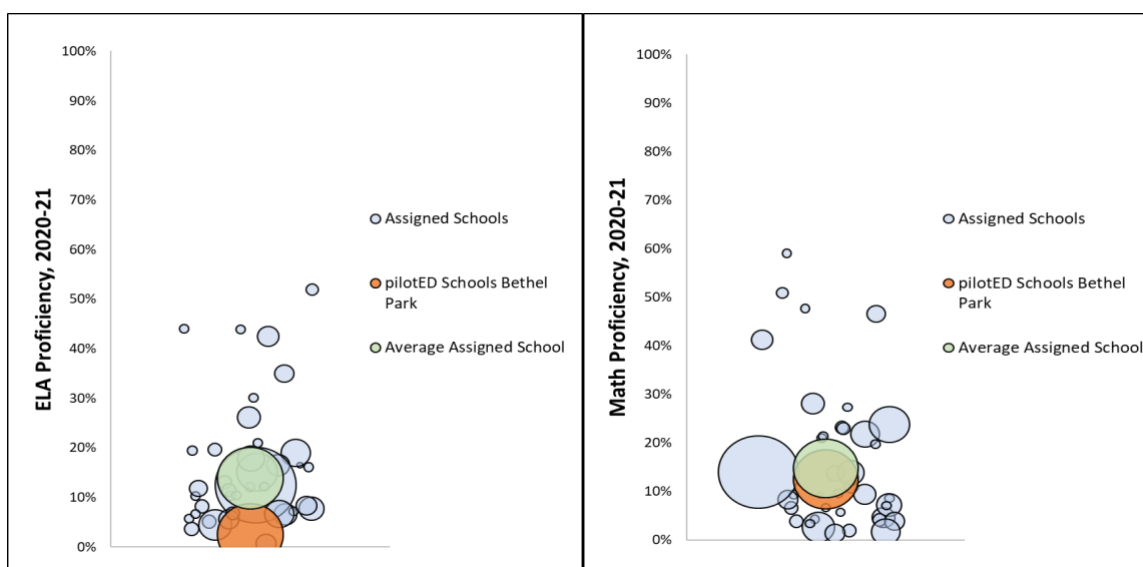
Basis for Rating/Additional Details

The Office of Education Innovation compared the performance of pilotED 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. Due to a lack of growth data from the IDOE, for the 2020-21 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 pilotED. 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 that students did not attend. The **green** bubble represents the average performance of all assigned schools. The **orange** bubble represents the performance of pilotED students.

As shown below, pilotED students' English/Language Arts proficiency (2.5%) was below that of their peers (13.9%). Math proficiency (13.0%) was also below that of their peers (14.7%).



In combination, pilotED students did not outperform their peers in two of two categories. Given the atypical data circumstances indicated above, the school is **Not Rated** for the 2020-21 school year.

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
75% of students will achieve or exceed NWEA growth goal in Math		50%	Not Rated

75% of students will achieve or exceed NWEA growth goal in Reading	38%	Not Rated
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 2020-21, pilotED set its first goal around the percentage of students who demonstrate growth in math, as measured by the NWEA assessment. The school reported that 50% of students demonstrated growth in math. Due to disruptions from COVID-related closures, formative assessment results were Not Rated for 2020-21.</p> <p>pilotED set its second goal around the percentage of students who demonstrate growth in reading, as measured by the NWEA assessment. The school reported that 38% of students demonstrated growth in reading. Due to disruptions from COVID-related closures, formative assessment results were Not Rated for 2020-21.</p> <p>Overall, pilotED was Not Rated for this indicator.</p>		
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		
<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 students who have attended the school for at least 162 days during the 2020-21 school year.</p> <p>In order to report IREAD-3 pass rates, there must be at least 20 students tested. pilotED did not enroll 20 students for at least 162 days in third grade, therefore OEI was unable to evaluate IREAD-3 pass rates. The school was Not Rated for this indicator.</p>		