

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](#).

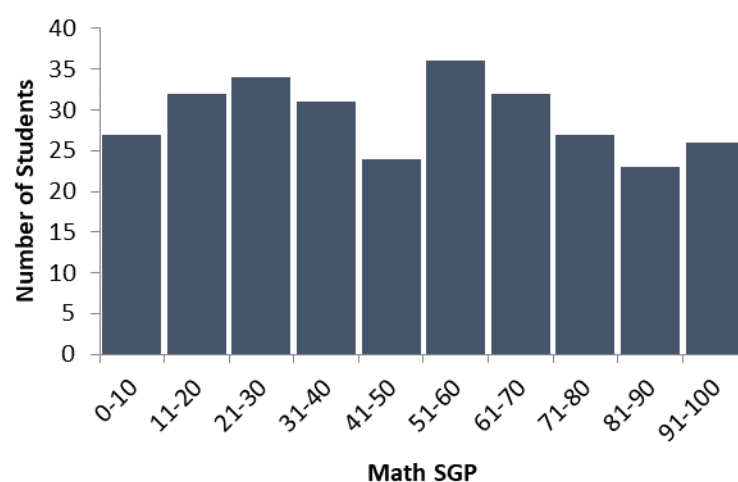
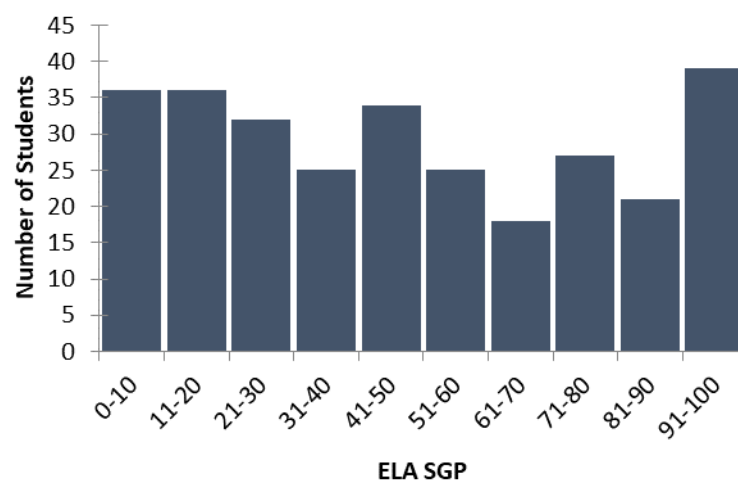
In March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so results were not available for 2019-20. Although ILEARN was administered in 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 8 2016-17	Year 9 2017-18	Year 10 2018-19	Year 11 2019-20	Year 12 2020-21	Year 13 2021-22	Year 14 2022-23
1.1. E/MS: Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	DNMS	DNMS	AS	Not Rated	Not Rated	Not Rated	DNMS
1.1. HS: <i>*Tracking Only*</i> Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?						Not Rated	Not Rated
1.2. E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	DNMS	DNMS	Not Rated	Not Rated	Not Rated	AS	AS
1.2. HS: Is the school preparing students to graduate from high school on time as measured by Indiana’s cohort graduation rate or course completion?	AS	MS	MS	AS	DNMS	DNMS	DNMS
1.3. E/MS: Is the school providing an equitable education to all students in their school building?	AS	DNMS			DNMS	DNMS	DNMS
1.3. HS: Is the school providing an equitable education to all students in their school building?					Not Rated	MS	DNMS
1.4. E/MS: Is the school providing an equitable education to all students compared to the state?			MS	Not Rated	Not Rated	Not Rated	AS
1.4. HS: Is the school providing an equitable education to all students compared to the state?			Not Rated	Not Rated	Not Rated	Not Rated	AS
1.5. Is the school’s attendance rate strong?	MS	DNMS	DNMS	AS	MS	AS	AS
1.6. E/MS: Is the school outperforming schools that the students would have been assigned to attend?	ES	AS	MS	Not Rated	Not Rated	Not Rated	ES

1.6. HS: Is the school preparing students for postsecondary success through FAFSA completion?						DNMS	DNMS
1.7. E/MS: Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?				Not Rated	MS	MS	MS
1.7. HS: Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?						Not Rated	AS

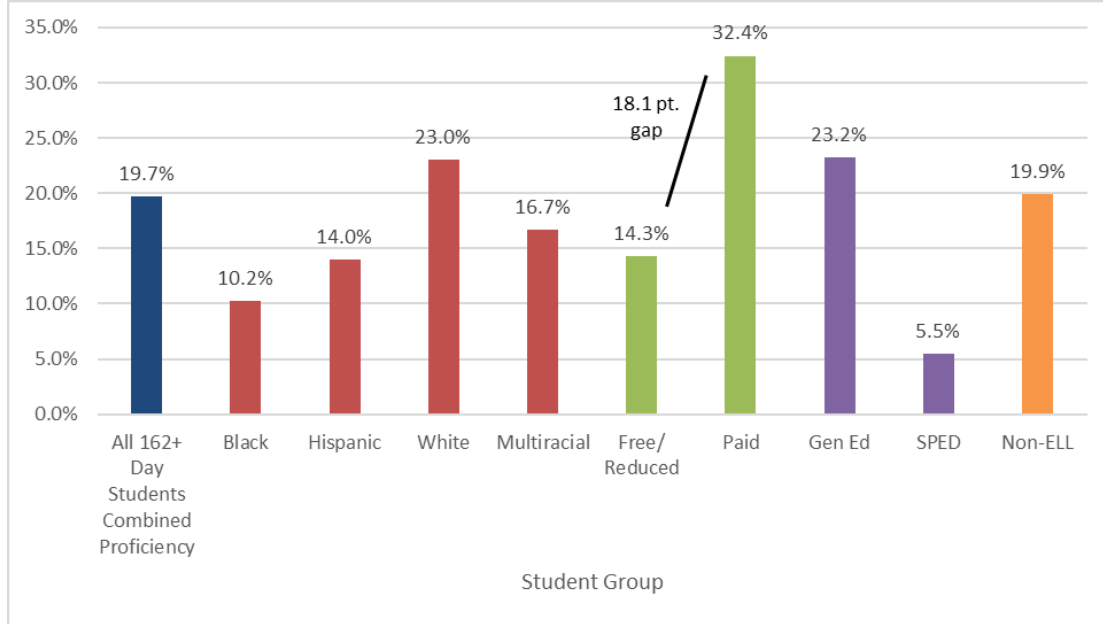
1.1. Are students making sufficient and adequate gains, as measured by the Indiana Growth Indicator?	
<i>Only applicable to schools serving students in any one or combination of grades 4-8.</i>	
Does not meet standard	Results indicate that less than 60.0% of students are making adequate growth.
Approaching standard	Results indicate that 60.0-69.9% of students are making adequate growth.
Meets standard	Results indicate that 70.0-79.9% of students are making adequate growth.
Exceeds standard	Results indicate that at least 80.0% of students are making adequate growth.
Basis for Rating/Additional Details	
<p>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.</p> <p>In 2022-23, 42.4% of students met their growth goal in English/Language Arts or reached proficiency on that portion of the assessment, while 25.9% met their goal in Math or reached proficiency on that portion of the assessment. Overall, 18.2% of students at Irvington Community School met their growth goals or proficiency on both ELA and Math portions of ILEARN in 2022-23, thus earning the school a <u>Does Not Meet Standard</u> for this indicator.</p> <p>The histograms below show the overall growth performance broken out by English/Language Arts and Math for students at Irvington Community School.</p>	



1.2. 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 OR no students are proficient.
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 23.3% in 2022 and 20.2% in 2023, a decrease of 3.1 percentage points. Based on this, the school receives Approaching Standard for this indicator.</p>	
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.	
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 19.7% 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 Irvington Community Schools. The largest subgroup gap is between Free and Reduced Lunch and Paid Lunch students.

The 18.1 percentage point difference in subgroup performance results in a rating of **Does Not Meet 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).

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 Performance: Proficiency						
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	27.7%	69	MS	16.7%	49	AS

Hispanic	28.0%	50	MS	20.4%	32.7	AS
Multiracial	33.3%	43.7	AS	20.0%	22.7	DNMS
White	42.1%	47.1	AS	32.5%	26.1	AS
Paid Lunch	49.5%	48.9	AS	40.5%	30.2	AS
Free/Reduced Lunch	32.4%	60.9	MS	22.2%	31.5	AS
Gen Ed	43.2%	46.3	AS	31.6%	26.8	AS
SPED	13.2%	56.7	MS	10.6%	37	AS
Non-ELL	37.4%	42	AS	28.2%	27.4	AS
ELL	n/a	n/a	n/a	n/a	n/a	n/a

Subgroup Performance: Growth						
Subgroup	ELA Growth (Points)	ELA Growth State Rank (Percentile)	ELA Growth Rating	Math Growth (Points)	Math Growth State Rank (Percentile)	Math Growth Rating
Black	59	85.9	ES	56.5	73.2	MS
Hispanic	41	33.3	AS	52	53.8	MS
Multiracial	42.5	39.7	AS	58	71.2	MS
White	44	34	AS	44	29.2	AS
Free/Reduced Lunch	43	42.5	AS	45	37.5	AS
ELL	n/a	n/a	n/a	n/a	n/a	n/a
SPED	40	59.7	MS	39	30.7	AS
Overall Points (based on average rank):						45.4
Overall Rating:						AS

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 45.4, earning the school an **Approaching Standard** for this indicator.

1.5. 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 91.3% across grade levels. The school receives an **Approaching Standard** for this indicator.

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

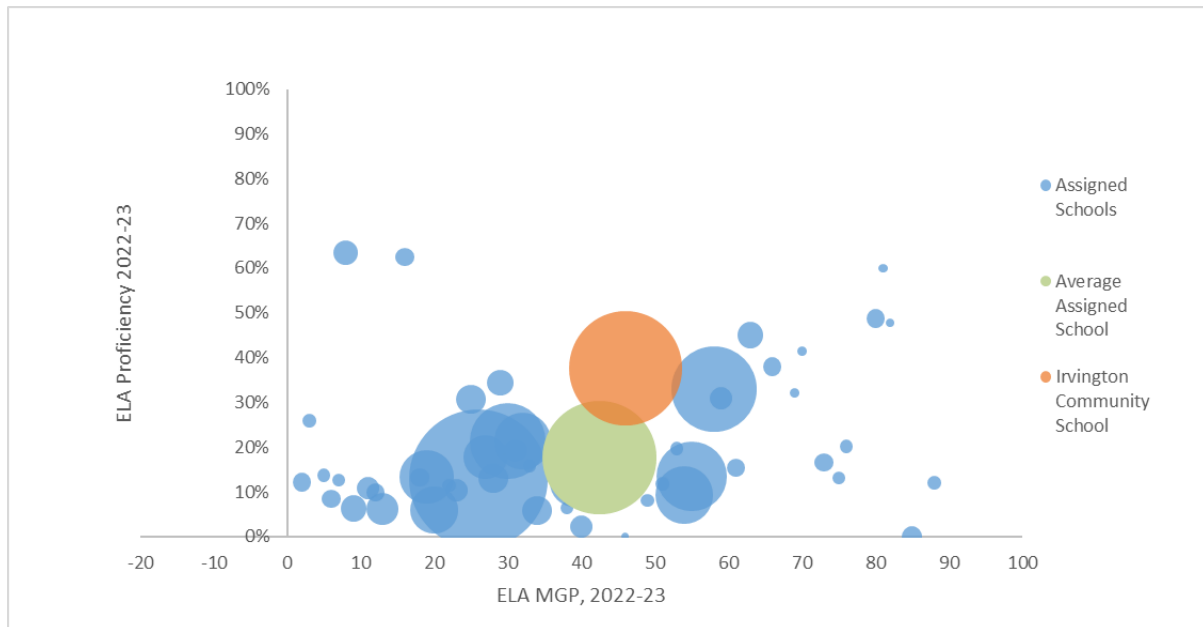
Does not meet standard	<p>School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 0-1 out of 4 categories.</p> <p>Additional criteria for Innovation Network Schools: Proficiency and growth of enrolled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

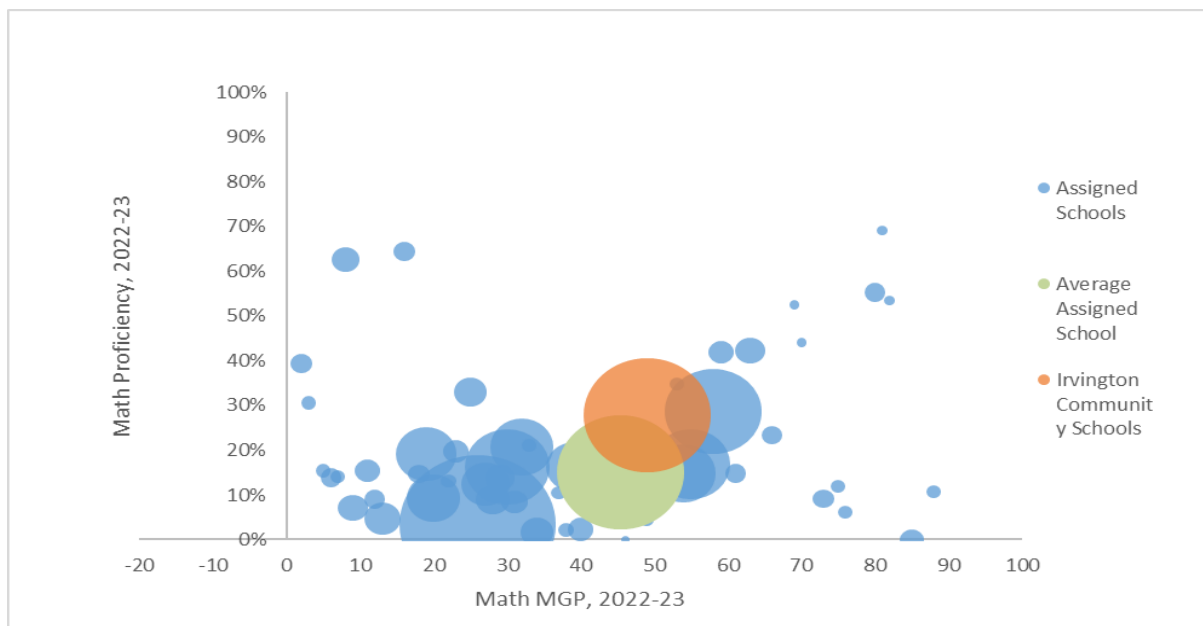
The Office of Education Innovation compared the performance of the school to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

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 outpaced that of their peers in English/Language Arts. The students' overall growth also outpaced that of their peers in English/Language Arts.



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



In combination, the charter school students outperformed their peers in four of four categories, earning a rating of **Exceeds Standard** for this indicator.

1.7. 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 third grade students who attended the school during the 2022-23 school year.

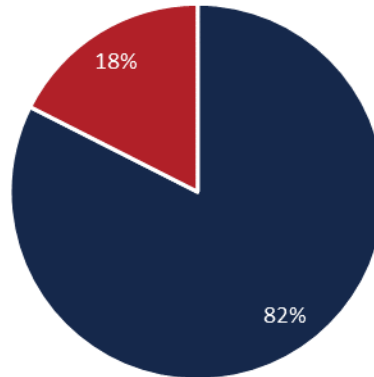
The state reported that 83.1% of students met grade level reading standards on IREAD. The school receives a **Meets Standard** for this indicator.

High School Indicators

1.1 Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	
Tracking only for 2022-23	
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 fall 10th-grade PSAT to the spring 11th-grade SAT, which replaced ISTEP 10 English and math exams and was used for the first time for state and federal accountability spring 2022.</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 will be based on combined Evidence-Based Reading and Writing (EBRW) and Math proficiency scores for 162-day students.</p> <p>Due to insufficient fall 2021 PSAT data, reliable growth data is not available. Therefore, this indicator is being tracked only for 2022-23 and will receive a rating for 2024-25. As a baseline for future years, 15% of tested 11th-grade students were proficient.</p>	
1.2. Is the school preparing students to graduate from high school on time as measured by Indiana's cohort graduation rate or course completion?	
Only applicable to schools with a graduating class	
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. The state of Indiana reported an overall graduation rate of 88.9% for the 2023 graduating cohort. Irvington Community School's 2023 four-year graduation rate was 69.5%.</p>	

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

2023 Diploma Types

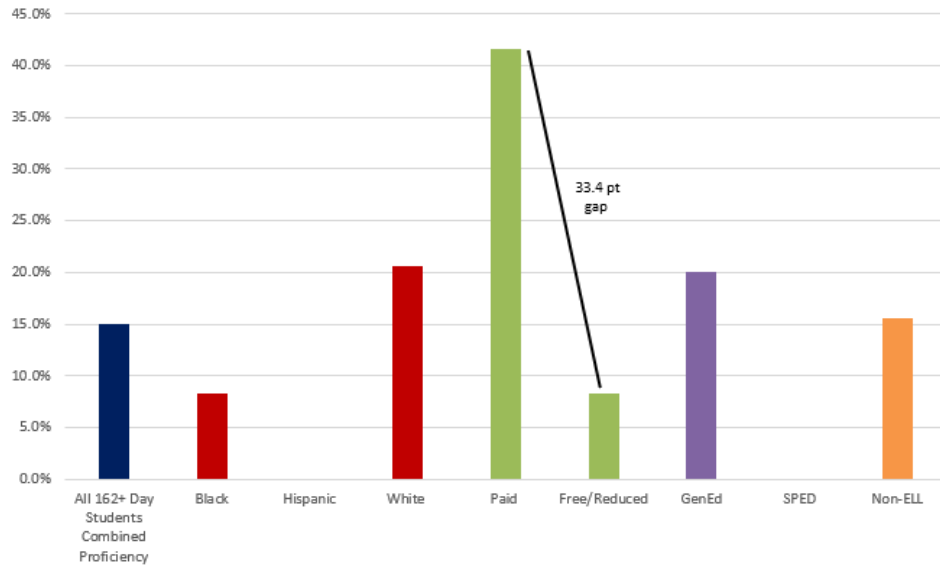


■ Core 40 ■ Honors

1.3. 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 15.0% of tested students met state benchmarks, there are gaps between the overall performance of a variety of student groups.

A student group must have at least 10 students for IDOE to release data. The above chart displays the student groups reported for Irvington Preparatory Academy. The largest gap between student subgroups is between Paid and Free/Reduced Lunch students.

The 33.4 percentage point difference in subgroup performance results in a rating of **Does Not Meet Standard** for this indicator.

1.4. 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	17%	20	DNMS	8%	51.7	MS
Hispanic	27%	26	AS	0%	0	DNMS
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a
White	41%	18.6	DNMS	21%	22.5	DNMS
Paid Lunch	58%	56.3	MS	42%	68.2	MS
Free/Reduced Lunch	31%	33.8	AS	8%	19.6	DNMS

Gen Ed	49%	30.9	AS	20%	24.7	DNMS
SPED	n/a	n/a	n/a	n/a	n/a	n/a
Non-ELL	36%	19.8	DNMS	16%	21.8	DNMS
ELL	n/a	n/a	n/a	n/a	n/a	n/a
Overall Points (based on average rank):						29.61
Overall Rating:						AS

Each year, the Indiana Department of Education reports student 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 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 level, a subgroup must have at least 10 students.

The overall points are based on the statewide ranks for reported subgroups in proficiency for ELA and Math, with an average rank of 29.61, earning the school an **Approaching Standard** for this indicator.

1.6. 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 70% of eligible students in the graduating cohort completed the FAFSA.
Approaching standard	70-74.9% of eligible students in the graduating cohort completed the FAFSA.
Meets standard	75-84.9% of eligible students in the graduating cohort completed the FAFSA.
Exceeds standard	85% or more of eligible students in the graduating cohort completed the FAFSA.

Basis for Rating/Additional Details

This indicator 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. Beginning with the 2024 cohort, [Senate Bill 167](#) requires that all students submit the FAFSA by April 15 of their senior year unless the parent opts out.

The [Commission for Higher Education](#) reported 64.2% of eligible students in the graduating cohort completed the FAFSA, and therefore the school receives a **Does Not Meet Standard** for this indicator.

1.7. Is the school preparing students to graduate on-time as measured by ninth grade on-track sub-indicators?

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	4 out of 8 pts	5-6 out of 8 pts	7-8 out of 8 pts

Does not meet standard	Approaching standard	Meets standard	Exceeds standard
Basis for Rating/Additional Details			
<p>This indicator 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 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.</p> <p>The school reported that 81.8 % of ninth grade students earned at least 10 credits, and 42.9 % of students received one or more Fs in core classes resulting in a rating of <u>Approaching Standard</u> for this indicator.</p>			