

## 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.

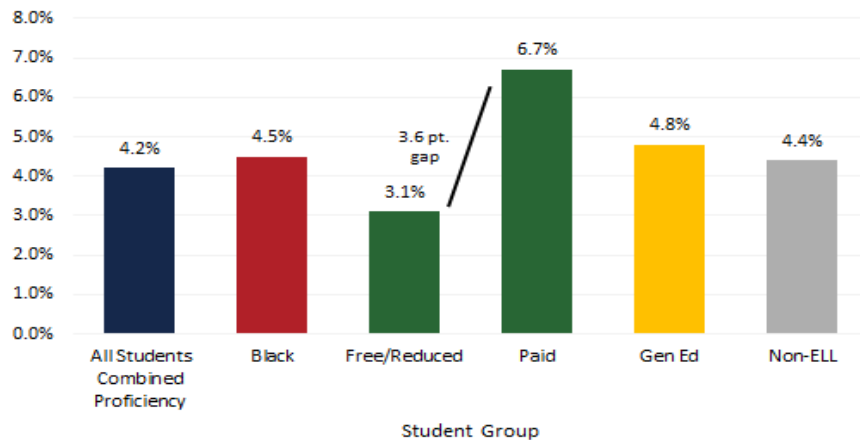
*Note: Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. Not all historical ratings are based on the listed indicator targets, and some are not available. Not Rated means that insufficient or atypical data prevented the school 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 15 2018-19	Year 16 2019-20	Year 17 2020-21	Year 18 2021-22	Year 19 2022-23	Year 20 2023-24	Year 21 2024-25
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	ES	ES	Not Rated				
1.2. <b>E/MS:</b> Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Rated	Not Rated	Not Rated				
1.3. <b>E/MS:</b> Does the school demonstrate students are improving the longer they are enrolled at the school?	Not Rated	Not Rated	Not Rated				
1.3 <b>HS:</b> Is the school preparing students to graduate from high school on time, as measured by Indiana's cohort graduation rate?	MS	MS	AS				
1.4. <b>E/MS:</b> Is the school providing an equitable education to all students in their school building?			ES				
1.4. <b>HS:</b> 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?	MS	Not Rated	Not Rated				
1.6. Is the school's attendance rate strong?	MS	MS	MS				
1.7. <b>E/MS:</b> Is the school outperforming schools that the students would have been assigned to attend?	Not Rated	Not Rated	Not Rated				
1.7. <b>HS:</b> Is the school preparing students for college and careers?	ES	ES	Not Rated				
1.8. Is the school meeting its school-specific educational goals?	MS	Not Rated	Not Rated				

<b>1.1. Is the school’s academic performance meeting state expectations, as measured by Indiana’s accountability system?</b>	
<i>Not rated due to lack of state-level accountability results.</i>	
<b>Basis for Rating/Additional Details</b>	
<p>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.</p> <p>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.</p> <p>Given these circumstances, OEI will not report a rating for Indicator 1.1 for the 2020-21 school year.</p>	
<b>1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?</b>	
<i>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</i>	
<b>Basis for Rating/Additional Details</b>	
<p>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.</p> <p>Because ILEARN was not administered in 2020, growth could not be calculated in 2021. Therefore, OEI will not issue a rating for this indicator.</p>	
<b>1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?</b>	
<i>Not rated due to lack of state-level accountability results.</i>	
<b>Basis for Rating/Additional Details</b>	
<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 as a function of how many years students have been enrolled at the school.</p> <p>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. Although OEI will not give an indicator rating for the 2020-21 reporting year, proficiency data is reported below.</p> <p>Of those students enrolled for two years, 3.4% were proficient on both English/Language Arts and Mathematics in 2020-21. In order to report on student group performance, a group must have at least 20 students. Due to a small n-size of students enrolled for three years for the 2020-21 ILEARN, Tindley Accelerated does not have data to report for this portion of the indicator.</p>	
<b>1.4. Is the school providing an equitable education to all students in their school building?</b>	
<i>Grades 3-8 are evaluated based on subgroup proficiency in both Math and ELA ILEARN results</i>	
<b>Does not meet standard</b>	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.

<b>Approaching standard</b>	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.
<b>Meets standard</b>	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.
<b>Exceeds standard</b>	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 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 4.2% 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. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups is included for the first time for 2020-21 results.

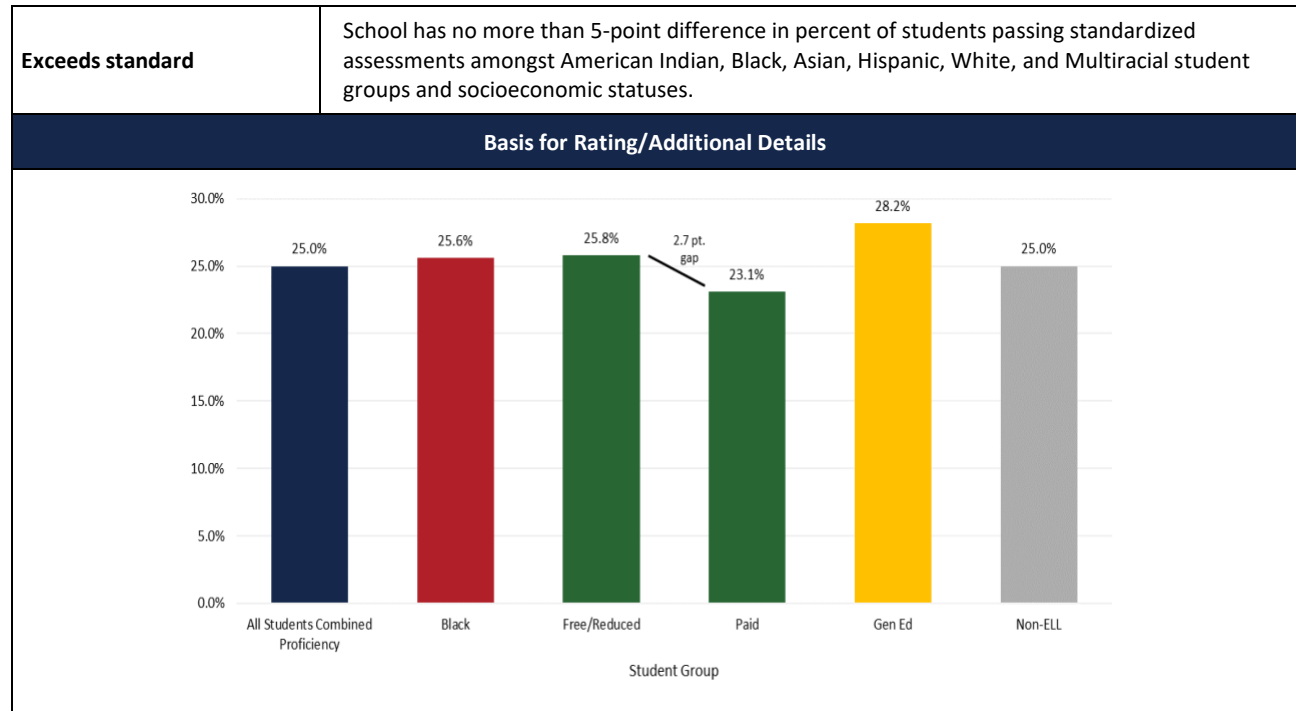
A student group must have at least 20 students for IDOE to release data. The above chart displays the student groups reported for Charles A. Tindley Academy. The largest gap between student subgroups is between Free/Reduced Lunch and Paid Lunch students.

The 3.6 percentage point difference in subgroup performance results in a rating of **Exceeds Standard** for this indicator.

**1.4. Is the school providing an equitable education to all students in their school building?**

*Grades 9-12 are evaluated based on subgroup proficiency in both Math and ELA ISTEP 10 results*

<b>Does not meet standard</b>	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.
<b>Approaching standard</b>	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.
<b>Meets standard</b>	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.



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 25.0% 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. Reporting for the Special Education/General Education and ELL/Non-ELL subgroups is included for the first time for 2020-21 results.

A student group must have at least 20 students for IDOE to release data. The above chart displays the student groups reported for Charles A. Tindley Academy. Due to the suspension of assessments in 2019-20, results reflect all first-time test takers in 11<sup>th</sup> grade.

The largest gap between student subgroups is between Free/Reduced Lunch and Paid Lunch students, with a 2.7 percentage point difference in subgroup performance. Typically, this indicator would be evaluated based only on students enrolled at least 162 days. Because that was not part of the analysis and results are not comparable to prior years, the school is **Not Rated** for the 2020-21 school year.

**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.*

<b>Does not meet standard</b>	Statewide ranking for subgroup performance is less than 25 (bottom quartile).
<b>Approaching standard</b>	Statewide ranking for subgroup performance is between 25 and 49.
<b>Meets standard</b>	Statewide ranking for subgroup performance is between 50 and 74.
<b>Exceeds standard</b>	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	29.7%	68	N/A	10.4%	67	N/A
FRL	26.4%	33	N/A	11.1%	36	N/A

Hispanic	16.7%	N/A	N/A	16.7%	N/A	N/A
SWD	6.7%	N/A	N/A	0.0%	N/A	N/A
<b>Overall Points (based on average rank):</b>						<b>51</b>
<b>Overall Rating:</b>						<b>N/A</b>

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.

Charles A. Tindley Accelerated School reported results for four of 11 subgroups: students eligible for free/reduced lunch, students with disabilities (SWD), Black 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 51. 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?

<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 the school year. OEI added the Approaching Standard indicator target in 2019-20.

Tindley Accelerated has an aggregate attendance rate of 96.8%, earning a **Meets Standard** on the OEI performance framework.

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

<b>Does not meet standard</b>	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.
<b>Approaching standard</b>	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.
<b>Meets standard</b>	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.
<b>Exceeds standard</b>	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

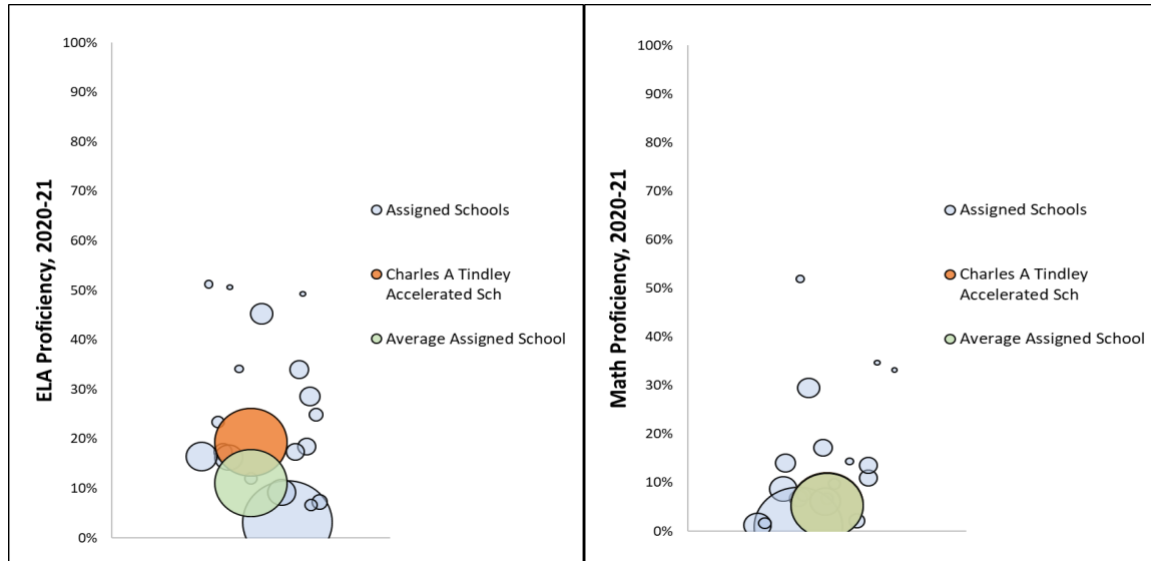
The Office of Education Innovation compared the performance of Charles A. Tindley Accelerated to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

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 Tindley Accelerated. 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 Tindley Accelerated students.

As shown below, Tindley Accelerated students' English/Language Arts proficiency (19.3%) outpaced that of their peers (11.1%). Math proficiency (5.0%) was below that of their peers (5.3%)



In combination, Tindley Accelerated students outperformed their peers in one 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.*

<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
Grade level scholars will show a 65% growth in ELA as measured on the Clear Sight End of Year Assessment	50.8%	Not Rated
Grade level scholars will show a 65% growth in math as measured on the Clear Sight End of Year Assessment	39.6%	Not Rated

**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 2020-21, Charles A. Tindley Accelerated School set its first goal around the percentage of student growth in ELA, as measured by the ClearSight end-of-year assessment. The school reported that 50.8% of students demonstrated 65% growth. Due to disruptions from COVID-related closures, formative assessment results were **Not Rated** for 2020-21.

Charles A. Tindley Accelerated School set its second goal around the percentage of student growth in math, as measured by the ClearSight end-of-year assessment. The school reported that 39.6% of students demonstrated 65% growth. Due to disruptions from COVID-related closures, formative assessment results were **Not Rated** for 2020-21.

Overall, Charles A. Tindley was **Not Rated** for this indicator.

## High School Indicators

### 1.3. Is the school preparing students to graduate from high school on time, as measured by Indiana’s cohort graduation rate?

*Only applicable to schools with a graduating class*

<b>Does not meet standard</b>	School’s 4-year graduation rate is below 70.0%
<b>Approaching standard</b>	School’s 4-year graduation rate is 70.0 - 79.9%
<b>Meets standard</b>	School’s 4-year graduation rate is at 80.0 – 89.9%
<b>Exceeds standard</b>	School’s 4-year graduation rate is at least 90.0%

#### Basis for Rating/Additional Details

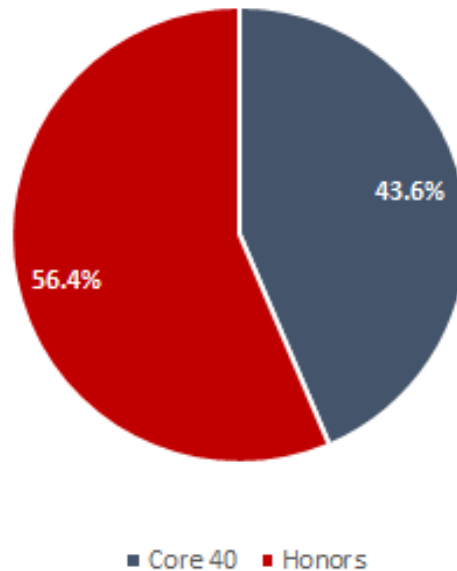
The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student’s first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school’s four-, five-, and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by Oct. 1 of their cohort’s graduation year as four-year graduates. For reporting transparency and timeliness, OEI updated the 1.3 Graduation Rate indicator for the 2020-21 school year to include only the cohort’s four-year graduation rate. Due to this, the 2020 graduation rate has not been reported in previous OEI reports. The 2020 cohort four-year graduation rate for Charles A. Tindley Accelerated was 97.5% and does not affect the indicator rating.

For the 2020-21 school year, OEI assesses Charles A. Tindley Accelerated by reviewing the results of 2021 graduation. The school’s 2021 four-year graduation rate was 79.6%.

From this data, the school earned an **Approaching Standard** for this indicator on the OEI performance framework.

#### 2021 Diploma Types



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

*Only applicable to schools with a graduating class.*

Does not meet standard	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 transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Approaching standard	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 transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Meets standard	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 transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
Exceeds standard	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 transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list
<b>Basis for Rating/Additional Details</b>	
<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>Because the Indiana Department of Education did not collect all the data necessary to evaluate schools using this indicator, OEI will not assign a rating for the 2020-21 school year.</p>	