

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 2018-19	Year 9 2019-20	Year 10 2020-21	Year 11 2021-22	Year 12 2022-23	Year 13 2023-24	Year 14 2024-25
1.1. Is the school’s academic performance meeting expectations on the state’s standardized assessments?	DNMS	DNMS	Not Rated	Not Rated			
1.2. Are students making sufficient and adequate interim gains, as measured by appropriate assessments given their disabilities?	AS	Not Rated	Not Rated	Not Rated			
1.3 . ES/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated	Not Rated	Not Rated	AS			
1.3 HS: Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by rate of course/credit completion)?	AS	AS	DNMS	AS			
1.4. E/MS: Is the school providing an equitable education to all students in their school building?			Not Rated	Not Rated			
1.4. HS: Is the school providing an equitable education to all students in their school building?	Not Rated	Not Rated	Not Rated	Not Rated			
1.5. Is the school providing an equitable education to all students compared to the state?	Not Rated	Not Rated	Not Rated	Not Rated			
1.6 Is the school’s attendance rate strong?	MS	AS	AS	AS			
1.7. HS: Is the school preparing students for college and careers or transition success?	ES	ES	ES	ES			
1.8 Is the school meeting its school-specific educational goals?	ES	ES	ES	ES			

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 appropriate assessments given their disabilities?

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.

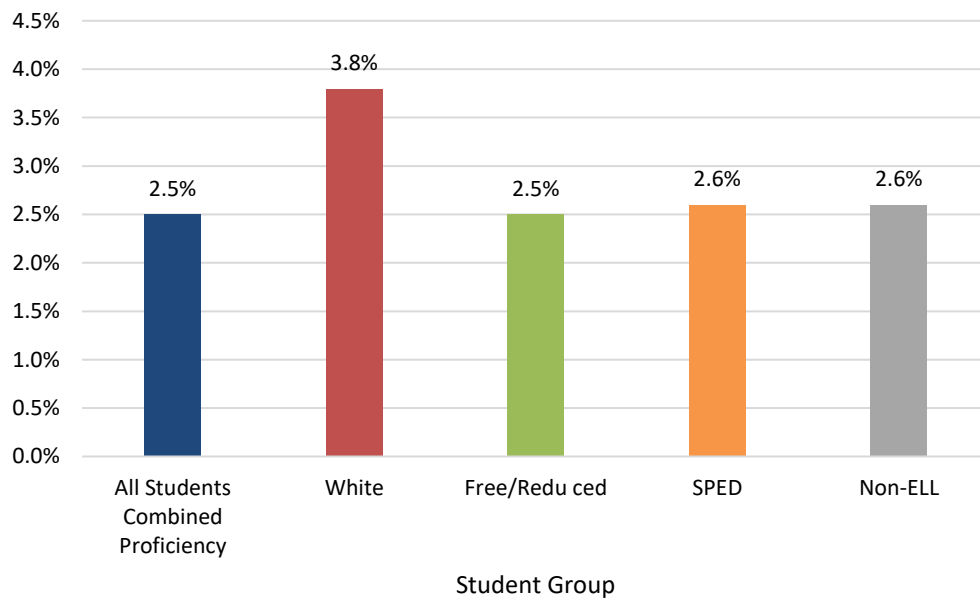
Students enrolled at the school for two or more consecutive years had a combined proficiency in English and math exams of 3.8% in 2021 and 4.5% in 2022, an increase of 0.7 percentage points. Based on this, the school receives an **Approaching Standard** for this indicator.

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-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 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.

Due to Damar Charter Academy's homogenous population, there are no student subgroup gaps to report. For this reason, Damar Charter Academy was **Not Rated** 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).
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	N/A	N/A	N/A	N/A	N/A	N/A
ELL	N/A	N/A	N/A	N/A	N/A	N/A
FRL	N/A	N/A	N/A	N/A	N/A	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
White	4.3%	N/A	N/A	4.3%	N/A	N/A
Overall Points (based on average rank):						N/A
Overall Rating:						Not Rated

Each year, the Indiana Department of Education reports student ILEARN and 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 one of 11 subgroups: White 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 N/A. 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 91.5% across grade levels. The school receives an **Approaching Standard** for this indicator.

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.
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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
Students in grade 12 will demonstrate readiness to successfully enter the labor market by meeting or exceeding a score representing minimal readiness as measured by the appropriate annual assessment or through participation in work experiences prior to program exit.	91.7%	ES
Students with identified behaviors that interfere with learning/daily living will demonstrate an increase in targeted prosocial behaviors as measured by the appropriate annual assessment.	97.1%	ES
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, Damar Charter Academy set its first goal around student readiness to enter the labor market. The school reported that 91.7% of students met the criteria for this goal, receiving an Exceeds Standard on its first goal.</p> <p>Damar Charter Academy set its second goal around students' development of prosocial behaviors, as measured by an appropriate annual assessment. The school reported that 97.1% of students met the criteria for this goal, receiving an Exceeds Standard on its second goal.</p> <p>Overall, Damar Charter Academy received an Exceeds Standard for this indicator.</p>		

High School Indicators

1.3. Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by rate of course/credit completion)?	
<i>Only applicable to schools with a graduating class</i>	
Does not meet standard	Fewer than 70% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the time frame established up enrollment.
Approaching standard	Between 70.0%-79.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the time frame established up enrollment.
Meets standard	Between 80.0%-89.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the time frame established up enrollment.
Exceeds standard	At least 90% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the time frame established up enrollment.
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>Due to Damar Charter Academy's unique population, traditional graduation rates are not an accurate portrayal of school performance. Instead, OEI examines the students who are on track to receive a high school diploma and measures the percentage of those students who earn eight or more credits throughout the year. This would mean that these students are on pace to have enough credits to graduate within four years.</p> <p>For the 2021-22 school year, Damar Charter Academy had 75% of students on a diploma track complete the necessary credits to remain on track to graduate.</p> <p>From this data, the school earned an Approaching Standard for this indicator.</p>	
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	
<p>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.</p>	

A subgroup must have at least 20 students for IDOE to release data. Due to its small n-size, the school is **Not Rated** for this indicator.

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 transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II
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 transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list; ; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II
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 transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II
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 transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list; ; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II

Basis for Rating/Additional Details

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.

Due to Damar Charter Academy's unique population, educational model, and mission, OEI also examines the number of graduates who complete a successful transition to another program (such as their traditional home school, a GED program, an adult education program, or a day treatment program) as well as students who demonstrate workforce readiness through their score on the ABAS II.

In the 2021-22 school year, Damar Charter Academy reported that 87.5% of graduates met the above guidelines for college- and career- readiness and transition. Thus, the school earns an **Exceeds Standard** on the OEI performance framework for this indicator.