

## Core Question 1: Is the educational program a success?

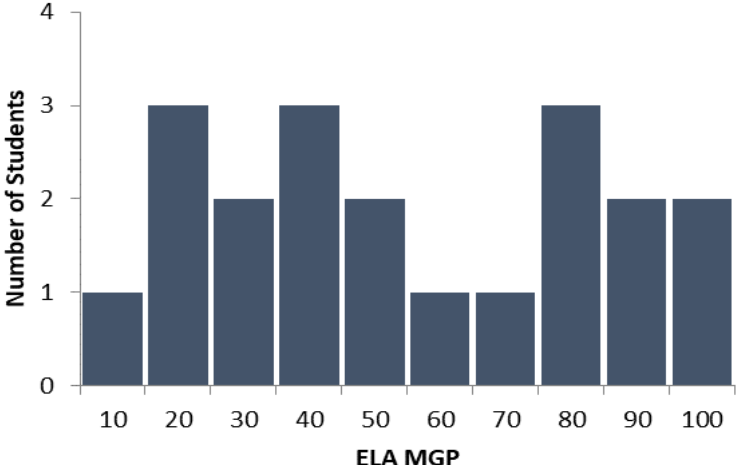
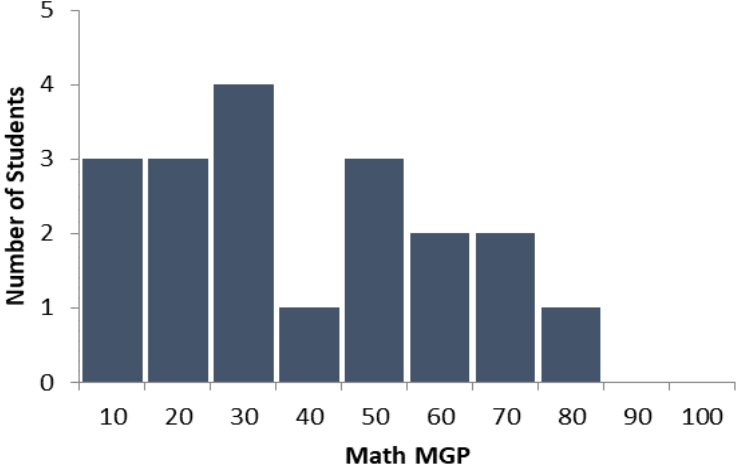
The Academic Performance Framework, outlined in Core Question 1, is designed to measure schools on how well students perform and improve on standardized tests, attendance, school-specific goals, and other metrics. Past accountability reports can be found on OEI's [website](#).

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. E/MS: Is the school’s academic performance meeting state expectations on the state’s standardized assessments?	DNMS	DNMS	Not Rated	Not Rated	DNMS	DNMS	
1.2. E/MS: Are students making adequate growth, as measured by appropriate assessments given their disabilities?	AS	Not Rated	Not Rated	Not Rated	AS	DNMS	
1.3. E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated	Not Rated	Not Rated	AS	AS	AS	
1.6. Is the school’s attendance rate strong?	MS	AS	AS	AS	AS	DNMS	
1.7. Is the school meeting its school-specific education goals?	ES	ES	ES	ES	ES	ES	
1.2. 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	DNMS	DNMS	
1.6. HS: Is the school preparing students for college and careers or transition success?	ES	ES	ES	ES	ES	ES	

1.1 Is the school’s academic performance meeting state expectations on the state’s standardized assessments?	
<b>Does not meet standard</b>	Fewer than 69.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their case conference committees.
<b>Approaching standard</b>	Between 70.0-79.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their case conference committees.
<b>Meets standard</b>	Between 70.0-79.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their case conference committees.

<b>Exceeds standard</b>	At least 90% of students are deemed proficient on the state standardized assessment deemed appropriate by their case conference committees.
<b>Basis for Rating/Additional Details</b>	
<p>Due to Damar Charter Academy’s unique population, OEI examines the school’s academic performance based on student’s combined ELA and math proficiency on both IAM and ILEARN. Each individual student takes the appropriate assessment according to their Individualized Education Plan (IEP).</p>	
<p>In 2023-2024, <b>20.0%</b> of students who tested in grades 3-8 reached proficiency in the English/Language Arts portion of the appropriate assessment, and <b>5.0%</b> of students who tested in grades 3-8 reached proficiency in the Math portion of the appropriate assessment. A combined <b>5.0%</b> of students reached proficiency in each subject area. Based on these proficiency levels, Damar Charter Academy receives a <b><u>Does Not Meet Standard</u></b> on this indicator.</p>	
<p>The histograms below show the overall growth performance broken out by English/Language Arts and Math for students at Damar Charter Academy.</p>	
<div style="display: flex; flex-direction: column; align-items: center;">  <p style="text-align: center;"><b>ELA MGP</b></p>  <p style="text-align: center;"><b>Math MGP</b></p> </div>	

1.2. Are students making sufficient and adequate gains, as measured by appropriate assessments given their disabilities?	
<b>Does not meet standard</b>	Results from appropriate assessments indicate that less than 60.0% of students are making sufficient and adequate gains.
<b>Approaching standard</b>	Results from appropriate assessments indicate that 60.0-79.9% of students are making sufficient and adequate gains.
<b>Meets standard</b>	Results from appropriate assessments indicate that 80.0-89.9% of students are making sufficient and adequate gains.
<b>Exceeds standard</b>	Results from appropriate assessments indicate that at least 90.0% of students are making sufficient and adequate gains.
<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 academic needs. Because most of Damar Charter Academy students take a standardized assessment outside of ILEARN, OEI cannot assess student progress via Growth Targets set by Indiana.</p> <p>However, each student’s individual Case Conference Committee determines multiple appropriate, measurable academic goals for the student’s growth throughout the school year. The school assesses progress towards these goals using NWEA quarterly.</p> <p>In the 2023-2024 school year, <b>29.7%</b> of Damar Charter Academy students made sufficient and adequate gains on NWEA, and <b>86.6%</b> of students made IEP progress, resulting in an average of <b>58.2%</b>. Damar Charter Academy receives a <b><u>Does Not Meet Standard</u></b> on this indicator.</p>	
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
<b>Does not meet standard</b>	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.
<b>Approaching standard</b>	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.
<b>Meets standard</b>	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.
<b>Exceeds standard</b>	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. Due to the unique population of Damar Charter Academy, OEI also includes student proficiency on IAM in the calculation.</p>	

Students enrolled at the school for two or more consecutive years had a combined proficiency in English and math exams of <b>6.3%</b> in 2023 and <b>6.3%</b> in 2024, an increase of <b>0</b> percentage points. Based on this, the school receives an <b>Approaching Standard</b> for this indicator.			
<b>1.6. Is the school's attendance rate strong?</b>			
<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%		
<b>Basis for Rating/Additional Details</b>			
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 <b>89.6%</b> across grade levels. The school receives an <b>Does Not Meet Standard</b> for this indicator.			
<b>1.7. Is the school meeting its school-specific educational goals?</b>			
<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 has clearly met its school-specific educational goal. 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. Or 3) exceeds standard on one school-specific educational goal while approaching standard on the second.		
<b>Exceeds standard</b>	School is exceeding standard on both school-specific education goals.		
	<b>Goal</b>	<b>Result</b>	<b>Rating</b>
	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.	83.9%	<b>ES</b>
	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.	94.5%	<b>ES</b>

### 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 2023-24, Damar Charter Academy set its first goal around college/career readiness. The school reported that **83.9%** of students met the criteria for this goal, receiving a **Meets Standard** on its first goal.

Damar Charter Academy set its second goal around increasing prosocial behaviors. The school reported that **94.5%** of students met the criteria for this goal, receiving an **Exceeds Standard** on its second goal.

Overall, Damar Charter Academy received a **Meets Standard** for this indicator.

## High School Indicators

1.2. Is the school preparing students to graduate from high school or receive a certificate of completion as measured by rate of course/credit completion?	
<b>Does not meet standard</b>	Fewer than 70.0% of high school students have completed the necessary number of courses/credits to remain on-track to graduate within the time frame established upon enrollment.
<b>Approaching standard</b>	Between 70.0-79.0% of high school students have completed the necessary number of courses/credits to remain on-track to graduate within the time frame established upon enrollment.
<b>Meets standard</b>	Between 80.0-89.0% of high school students have completed the necessary number of courses/credits to remain on-track to graduate within the time frame established upon enrollment.
<b>Exceeds standard</b>	At least 90.0% of high school students have completed the necessary number of courses/credits to remain on-track to graduate within the time frame established upon 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 <a href="#">here</a>.</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 90.23% for the 2024 graduating cohort. Damar Charter Academy’s 2024 four-year graduation rate was <b>53.3%</b>.</p> <p>From this data, the school received a <b>Does Not Meet Standard</b> for this indicator.</p>	
1.6. Is the school preparing students for college and careers or transition success?	
<b>Does not meet standard</b>	Less than 30.0% of graduates complete activities demonstrating post-secondary success.
<b>Approaching standard</b>	30.0 – 39.9% of graduates complete activities demonstrating post-secondary success.
<b>Meets standard</b>	40.0 – 49.9% of graduates complete activities demonstrating post-secondary success.
<b>Exceeds Standard</b>	At least 50.0% of graduates complete activities demonstrating post-secondary success.
Basis for Rating/Additional Details	
<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.</p> <p>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.</p>	

In the 2023-24 school year, Damar Charter Academy reported that **76.2%** 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