

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](#).

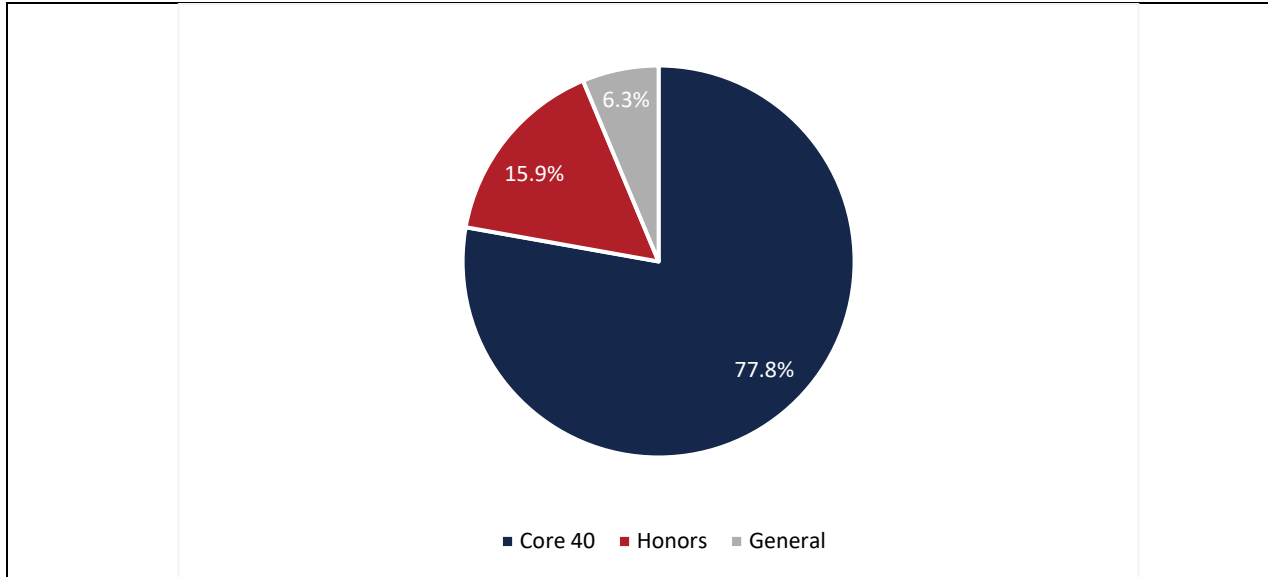
In March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so results were not available for 2019-20. Although ILEARN was administered in 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.

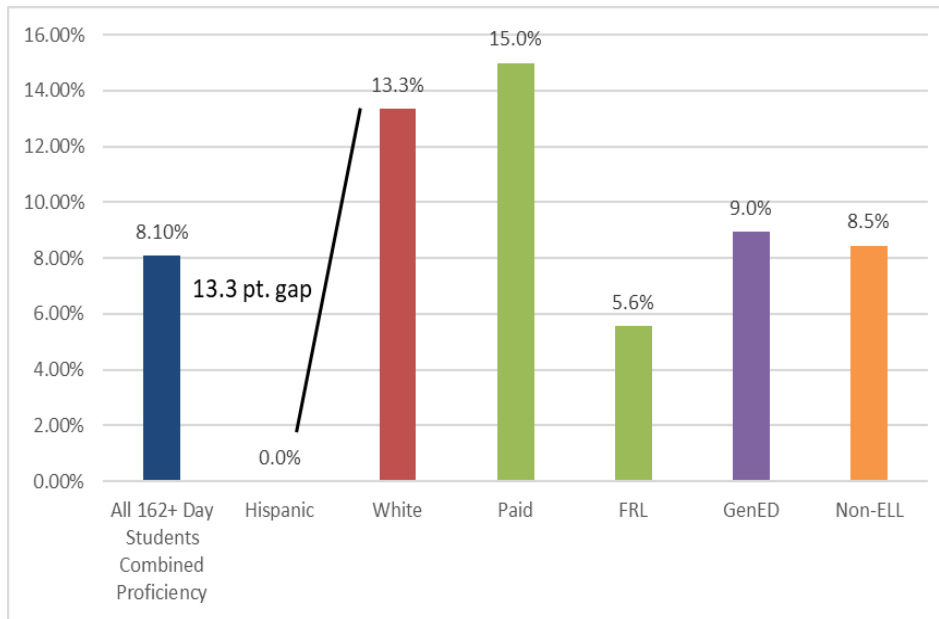
Summary of Ratings							
Indicator	Year 15 2023-24	Year 16 2024-25	Year 17 2025-26	Year 18 2026-27	Year 19 2027-28	Year 20 2028-29	Year 21 2029-30
1.1. HS: Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	DNMS						
1.2. HS: Is the school preparing students to graduate from high school on time as measured by Indiana’s cohort graduation rate or course completion?	MS						
1.3. HS: Is the school providing an equitable education to all students in their school building?	AS						
1.4. HS: Is the school providing an equitable education to all students compared to the state?	AS						
1.5. Is the school’s attendance rate strong?	AS						
1.6. HS: Is the school preparing students for postsecondary success through FAFSA completion?	DNMS						
1.7. HS: Is the school preparing students to graduate on time as measured by ninth grade on track sub-indicators?	MS						

1.1 Are students making sufficient and adequate gains as measured by the SAT Suite of Assessments?	
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>In spring of 2022, the Indiana Department of Education replaced ISTEP 10 with the SAT for state and federal accountability. In an effort to recognize and track student growth of mayor-sponsored charter schools, OEI uses the SAT suite of exams measuring growth from the fall 10th-grade PSAT to the spring 11th-grade SAT. Using these exams for the metric also reduces the need for additional testing burden on school staff and students. According to College Board analysis, average year-over-year growth is a 60-point score increase.</p> <p>In 2023-24, 28.33 percent of students met their growth goal of 60+ or more points from the PSAT to the SAT assessment. Therefore, Irvington Preparatory Academy receives a <u>Does Not Meet Standard</u> for this indicator.</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?	
<i>Only applicable to schools with a graduating class</i>	
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 90.23% for the 2024 graduating cohort. Irvington Community School’s 2024 four-year graduation rate was 82.19%.</p> <p>From this data, the school received a <u>Meets Standard</u> for this indicator.</p>	
2024 Diploma Types	



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 8.1% 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 Hispanic and White students.

The **13.3** percentage point difference in subgroup performance results in a rating of **Approaching 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	15.4%	24.8	DNMS	7.7%	55.0	MS
Hispanic	23.1%	20.9	DNMS	0.0%	0	DNMS
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a
White	41.7%	23.4	DNMS	22.2%	31.6	AS

Paid Lunch	53.3%	46.7	AS	40.0%	69.7	MS
Free/Reduced Lunch	30.0%	34.1	AS	8.0%	23.1	DNMS
Gen Ed	46.0%	35.9	AS	20.0%	29.2	AS
SPED	n/a	n/a	n/a	n/a	n/a	n/a
Non-ELL	34.9%	18.4	DNMS	15.9%	26.6	AS
ELL	n/a	n/a	n/a	n/a	n/a	n/a
Overall Points (based on average rank):						29.3
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 29.3, earning the school a(n) **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 **91.6%** across grade levels. The school receives 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.

According to the National College Attainment Network reporting, Irvington High School had **38.4%** of students complete the FAFSA resulting in a **Does Not Meets 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 Does not meet standard	4 out of 8 pts Approaching standard	5-6 out of 8 pts Meets standard	7-8 out of 8 pts Exceeds standard

Basis for Rating/Additional Details

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.

The school reported that **77.3%** of ninth grade students earned at least 10 credits, and **5.33%** of students received one or more Fs in core classes resulting in a rating of **Meets Standard** for this indicator.