

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.

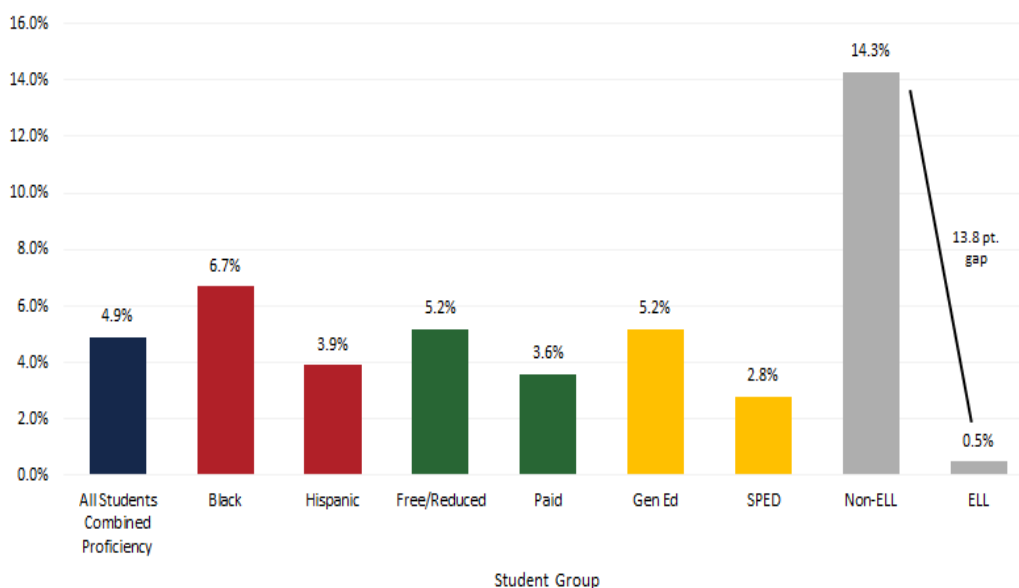
Note: Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. Not all historical ratings are based on the listed indicator targets, and some are not available. Not Rated means that insufficient or atypical data prevented the school 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 8 2020-21	Year 9 2021-22	Year 10 2022-23	Year 11 2023-24	Year 12 2024-25	Year 13 2025-26	Year 14 2026-27
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?	Not Rated						
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Rated						
1.3. Does the school demonstrate that students are improving the longer they are enrolled at the school?	Not Rated						
1.4. Is the school providing an equitable education to all students in their school building?	AS						
1.5. Is the school providing an equitable education to all students compared to the state?	Not Rated						
1.6. Is the school's attendance rate strong?	AS						
1.7. Is the school outperforming schools that the students would have been assigned to attend?	Not Rated						
1.8. Is the school meeting its school-specific educational goals?	Not Rated						
1.9. Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	DNMS						

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	
<i>Not rated due to lack of state-level accountability results.</i>	
Basis for Rating/Additional Details	
<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>	
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	
<p><i>Only applicable to schools serving students in any one or combination of grades 4-8.</i></p> <p><i>Not rated due to lack of state-level accountability results</i></p>	
Basis for Rating/Additional Details	
<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>	
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
<i>Not rated due to lack of state-level accountability results.</i>	
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 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.</p> <p>Of those students enrolled for two years, 6.9% were proficient on both English/Language Arts and Mathematics in 2020-21. Of those enrolled at the school for three years, 5.6% were proficient on both subjects. Given the atypical data circumstances indicated above, the school is Not Rated for the 2020-21 school year.</p>	
1.4. Is the school providing an equitable education to all students in their school building?	
<i>Schools are evaluated based on subgroup proficiency in both Math and ELA.</i>	
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. While 4.9% 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 Enlace Academy. The largest gap between student subgroups is between Non-English Language Learner and English Language Learner students.

The 13.8 percentage point difference in subgroup performance results in a rating of **Approaching Standard** for this indicator.

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.

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	15.5%	58	N/A	9.7%	58	N/A
ELL	4.7%	36	N/A	3.6%	24	N/A
FRL	14.9%	21	N/A	6.5%	12	N/A
Hispanic	13.2%	22	N/A	6.6%	16	N/A
SWD	4.1%	43	N/A	4.1%	38	N/A
Overall Points (based on average rank):						33
Overall Rating:						N/A

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.

Enlace Academy reported results for five of 11 subgroups: students eligible for free/reduced lunch, English Language Learners, 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 33. 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?

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

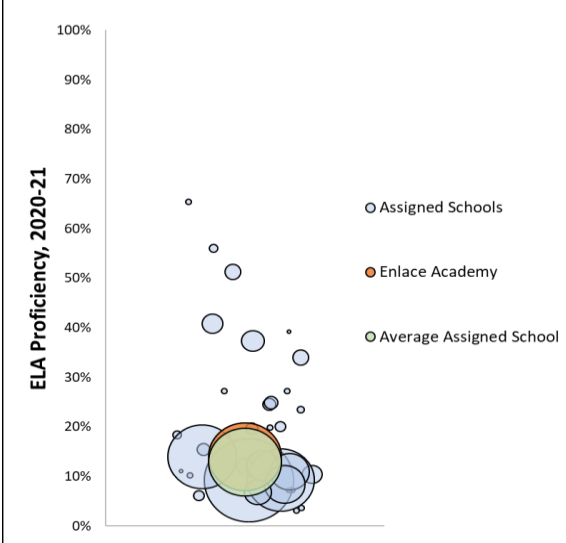
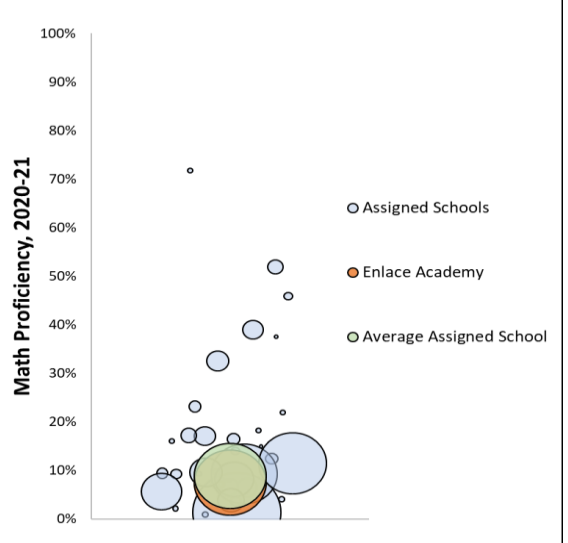
Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year. OEI added the Approaching Standard indicator target in 2019-20.

Enlace Academy has an aggregate attendance rate of 93.1%, earning an **Approaching Standard** on the OEI performance framework.

1.7. 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>
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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	
<p>The Office of Education Innovation compared the performance of Enlace Academy to that of Marion County public schools that students would have been assigned to attend based on their place of residence.</p> <p>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.</p> <p>In these graphs, blue bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Enlace Academy. 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 school's students did not attend. The green bubble represents the average performance of all assigned schools. The orange bubble represents the performance of Enlace Academy students.</p> <p>As shown below, Enlace Academy students' overall English/Language Arts proficiency (14.0%) outpaced that of their peers (12.9%). Overall math proficiency (7.0%) was below that of their peers (8.9%).</p>	

		
<p>In combination, Enlace Academy 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.</p>		
1.8. Is the school meeting its school-specific educational goals?		
<i>Metrics determined based on school-specific educational goal, in conjunction with the school.</i>		
Does not meet standard	School does not meet standard on either school-specific educational goal.	
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 educational goal, while approaching standard on the second goal, 4) exceeds standard on one school-specific educational goal, while does not meet standard on the second goal OR 5) does not meet standard on one school specific educational 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 educational goals.	
Goal	Result	Rating
Students who have not shown English language proficiency will increase an average of 0.5 levels on WIDA ACCESS levels each year until testing out of the program.	0.1	Not Rated
90% of students will meet their usage goals for adaptive literacy technologies, according to technology platform	86%	MS
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, Enlace Academy set its first goal around WIDA ACCESS levels by measuring the increase in proficiency levels. The school reported that students averaged a 0.1 level increase. Due to COVID-related disruptions, we were unable to reliably evaluate data for this indicator. Therefore, the school is Not Rated on its first goal.		

Enlace Academy set its second goal around the percentage of students using adaptive literacy technologies. The school reported that 86% of students met this criterion, earning the school a **Meets Standard** on its second goal.

Given the atypical data circumstances indicated above, the school is **Not Rated** for the 2020-21 school year.

1.9. 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 students who have attended the school for at least 162 days during the 2020-21 school year.

Enlace Academy reported that 40.0% of students met grade level reading standards on IREAD. The school receives a **Does Not Meet Standard** for this indicator.