OFFICE of EDUCATION INNOVATION

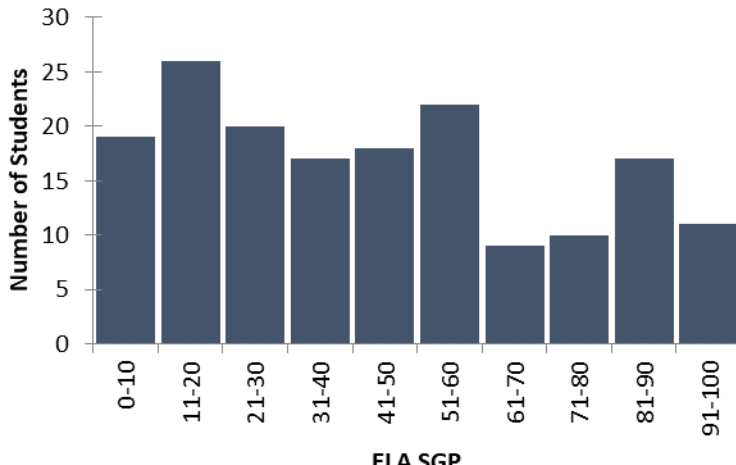## Core Question 1: Is the educational program a success?

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.
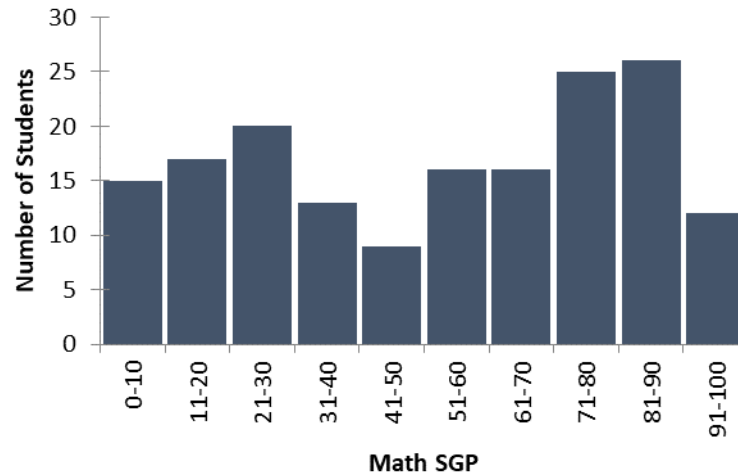
In March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so results were not available for 2019-20. Although ILEARN was administered in 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** 2021-22	**Year 9** 2022-23	**Year 10** 2023-24	**Year 11** 2024-25	**Year 12** 2025-26	**Year 13** 2026-27	**Year 14** 2027-28
1.1. E/MS: Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	Not Rated	**DNMS**					
1.2. E/MS: Does the school demonstrate that students are improving the longer they are enrolled at the school?	AS	**AS**					
1.3. Is the school providing an equitable education to all students in their school building?	MS	**MS**					
1.4. Is the school providing an equitable education to all students compared to the state?	Not Rated	**AS**					
1.5. Is the school's attendance rate strong?	DNMS	**DNMS**					
1.6. E/MS: Is the school outperforming schools that the students would have been assigned to attend?	Not Rated	**DNMS**					
1.7. E/MS: Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?	DNMS	**DNMS**					

1.1. Are students making sufficient and adequate gains, as measured by the Indiana Growth Indicator?	
Only applicable to schools serving students in any one or combination of grades 4-8.	
Does not meet standard	Results indicate that less than 60.0% of students are making adequate growth.
Approaching standard	Results indicate that 60.0-69.9% of students are making adequate growth.

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Meets standard	Results indicate that 70.0-79.9% of students are making adequate growth.
Exceeds standard	Results indicate that at least 80.0% of students are making adequate growth.

Basis for Rating/Additional Details

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 and academic needs.

In 2022-23, 26.5% of students met their growth goal in English/Language Arts or reached proficiency on that portion of the assessment, while 15.9% met their goal in Math or reached proficiency on that portion of the assessment. Overall, 15.9% of students at KIPP Unite Elementary School met their growth goals or proficiency on both ELA and Math portions of ILEARN in 2022-23, thus earning the school a **Does Not Meet Standard** for this indicator.

The histograms below show the overall growth performance broken out by English/Language Arts and Math for students at KIPP Unite Elementary School.

1.2. Does the school demonstrate that students are improving, the longer they are enrolled at the school?

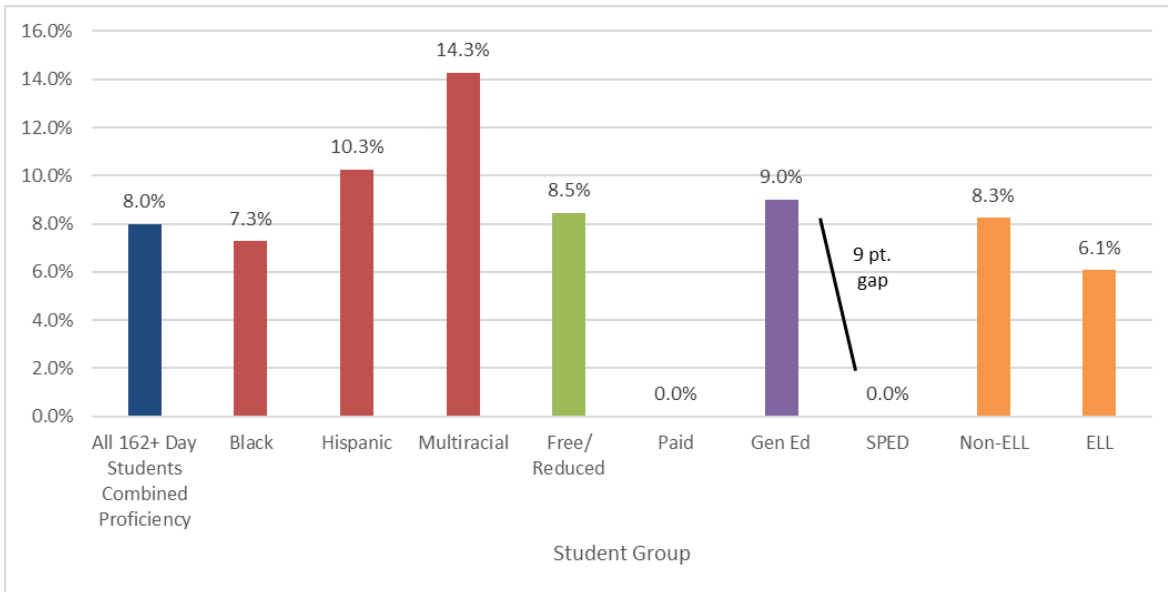|	
Does not meet standard	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points OR no students are proficient.
Approaching standard	Students who have been enrolled at the school for two or more consecutive 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 7.8% in 2022 and 9.4% in 2023, an increase of 1.6 percentage points. Based on this, the school receives an **Approaching Standard** for this indicator.

1.3. 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 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 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 8.0% 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.

A subgroup must have at least 10 students for IDOE to release data. The above graph displays the student groups reported for KIPP Unite. The largest subgroup gap is between General Education and Special Education students.

The 9-percentage point difference in subgroup performance results in a rating of **Meets Standard** for this indicator.

1.4. 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.

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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 Performance: Proficiency					
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	8.7%	20	DNMS	20.3%	59	MS
Hispanic	12.8%	13.6	DNMS	23.1%	37.3	AS
Multiracial	21.4%	20.6	DNMS	42.9%	61.9	MS
White	n/a	n/a	n/a	n/a	n/a	n/a
Paid Lunch	0%	0	DNMS	26.7%	16.9	DNMS
Free/Reduced Lunch	10.5%	5.7	DNMS	21.8%	30.5	AS
Gen Ed	11.1%	3.0	DNMS	23.5%	18	DNMS
SPED	0%	0	DNMS	10.3%	36.3	AS
Non-ELL	10.4%	3.8	DNMS	22.2%	19.7	DNMS
ELL	6.1%	26	AS	21.2%	60	MS

Subgroup Performance: Growth					
Subgroup	ELA Growth (Points)	ELA Growth State Rank (Percentile)	ELA Growth Rating	Math Growth (Points)	Math Growth State Rank (Percentile)	Math Growth Rating
Black	44	54.2	MS	56	71.9	MS
Hispanic	37	20.1	DNMS	55	62.7	MS
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Lunch	44	46.3	AS	57	72.4	MS
ELL	40.5	41.5	AS	54.5	63.8	MS
SPED	29	23	DNMS	42	40.2	AS

Overall Points (based on average rank):	36.8
Overall Rating:	**AS**

Each year, the Indiana Department of Education reports student ILEARN 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 or growth level, a subgroup must have at least 10 students.

The overall points are based on the statewide ranks for reported subgroups in proficiency and growth for ELA and Math, with an average rank of 36.8, earning the school an **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 89.8% across grade levels. The school receives a **Does Not Meet Standard** for this indicator.

| 1.6. Is the school outperforming schools that the students would have been assigned to attend?	
Does not meet standard	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. **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.
Approaching standard	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. **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.
Meets standard	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. **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.
Exceeds standard	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. **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.

Basis for Rating/Additional Details

The Office of Education Innovation compared the performance of the school 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. In these graphs, **blue** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend the charter school. The size of each **blue** bubble is proportional to the number of students who would have attended traditional public school. The horizontal axis line represents the average ILEARN performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **green** bubble represents the average performance of all assigned schools. The **orange** bubble represents the performance of the charter school's students.

As shown below, the charter school students' overall proficiency was below that of their peers in English/Language Arts. The students' overall growth also was below that of their peers in English/Language Arts.
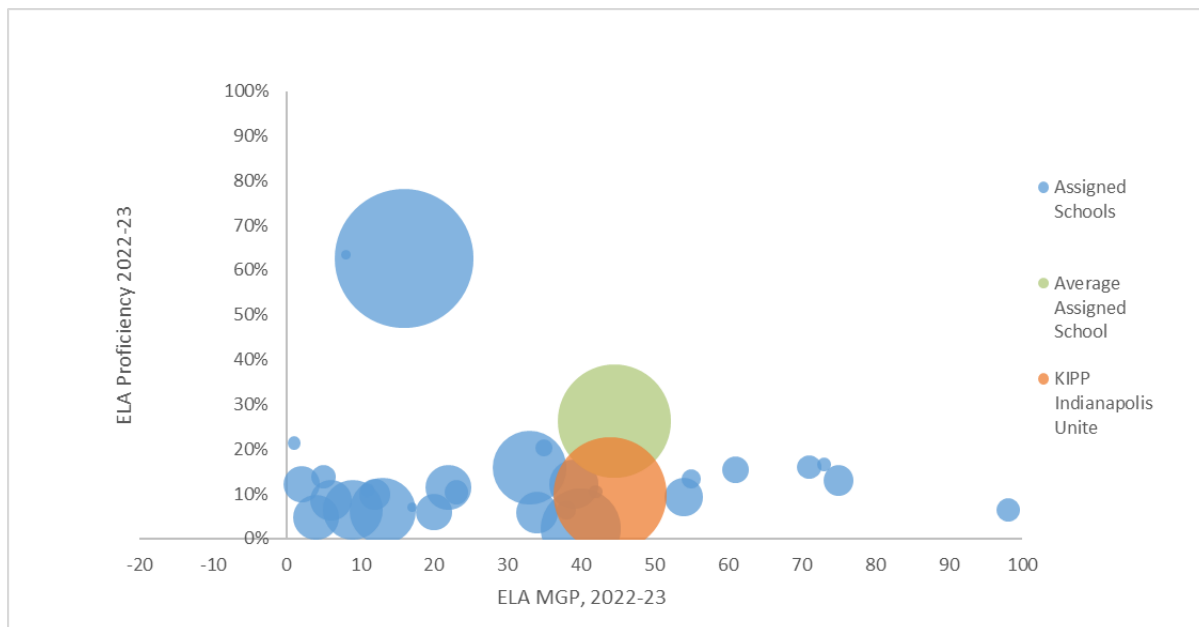
As shown below, the charter school students' overall proficiency outpaced that of their peers in math. The students' overall growth was below that of their peers in math.
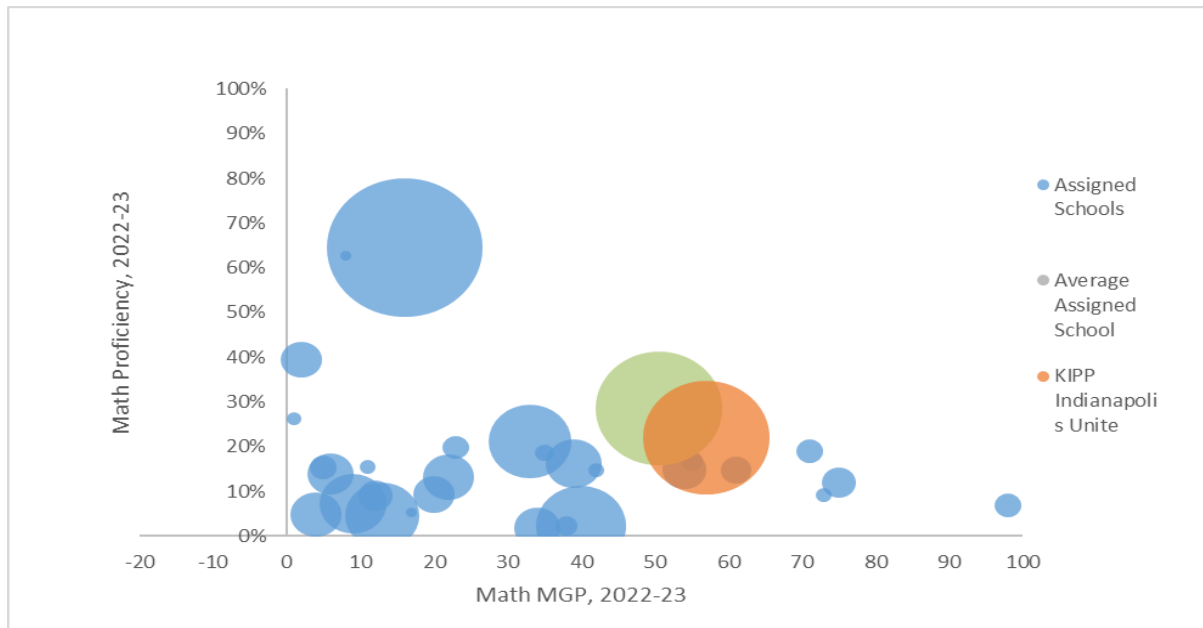
In combination, the charter school students did not outperform their peers in three of four categories, earning a rating of **Does Not Meet Standard** for this indicator.

1.7. 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 third grade students who attended the school during the 2022-23 school year.

The state reported that 43.8% of students met grade level reading standards on IREAD. The school receives a **Does Not Meet Standard** for this indicator.