

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school’s academic performance meeting state expectations, as measured by Indiana’s accountability system?							
Indicator Targets	Does not meet standard		School has received an ‘F’ for the most recent school year OR has received a ‘D’ for the last two consecutive years.				
	Approaching standard		School has received a ‘C’ for the most recent school year.				
	Meets standard		School has received a ‘B’ for the most recent school year.				
	Exceeds standard		School has received an ‘A’ for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES						
Sub-ratings	Sub-ratings				Points	Result	Sub-rating
	Elementary/Middle School Letter Grade				4	A	ES
	High School Grade Letter Grade				Not Applicable		

The Indiana State Board of Education awarded Avondale Meadows Academy an **A** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2014, 79.6% of Avondale Meadows Academy students passed the English/Language Arts portion of ISTEP+, while 86.3% of students passed the Mathematics portion.

In English/Language Arts, Avondale Meadows Academy earned two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school received no penalties for overall low growth.

In Mathematics, the school earned a bonus point for high growth in the Bottom 25% super subgroup, and the school received no penalties for low growth.

Based on its ISTEP+ proficiency levels and its bonuses and

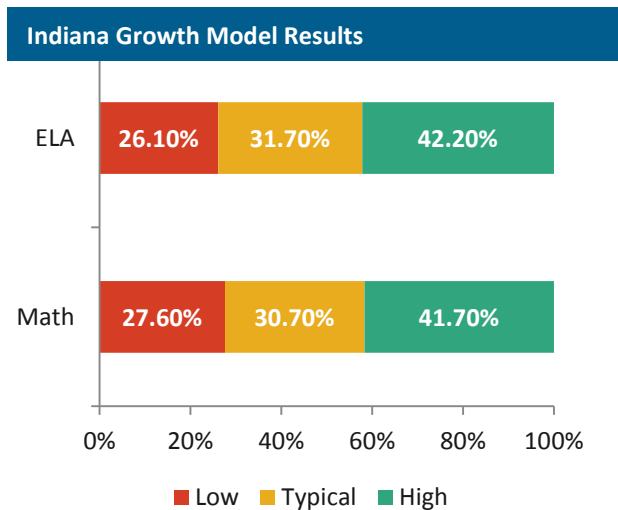
State Accountability Results

English/Language Arts			
C	+	↑↑	-
Proficiency		Bottom 25%, Top 75% Growth Bonuses	No Growth Penalty
Mathematics			
A	+	↑	-
Proficiency		Bottom 25% Growth Bonus	No Growth Penalty

penalties, the school received an **A** for the 2013-14 school year and received an **Exceeds Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS						

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



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 page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 63.9% of Avondale Meadows Academy students made typical or high growth in English/Language Arts, while 37.0% made those gains in Mathematics.

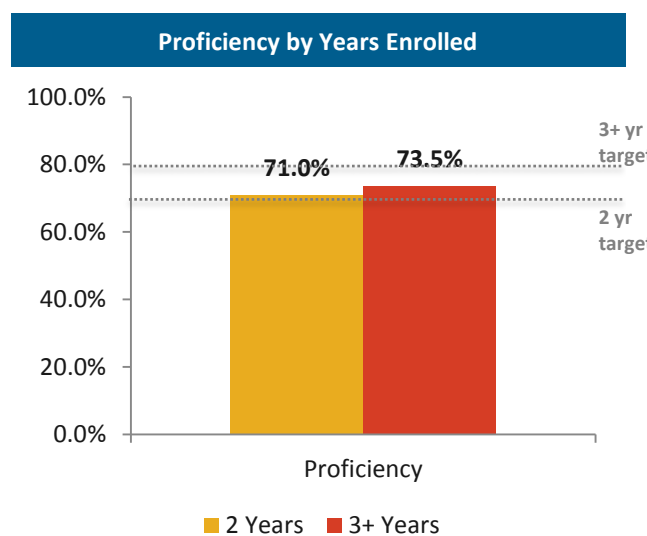
As shown in the table below, a weighted average across both subjects shows that 73.1% of students at Avondale Meadows Academy made sufficient gains in 2013-14. Thus, the school received a **Meets Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	26.1%	31.7%	42.2%	73.9%
Math	27.6%	30.7%	41.7%	72.3%
Weighted Average				73.1%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS						

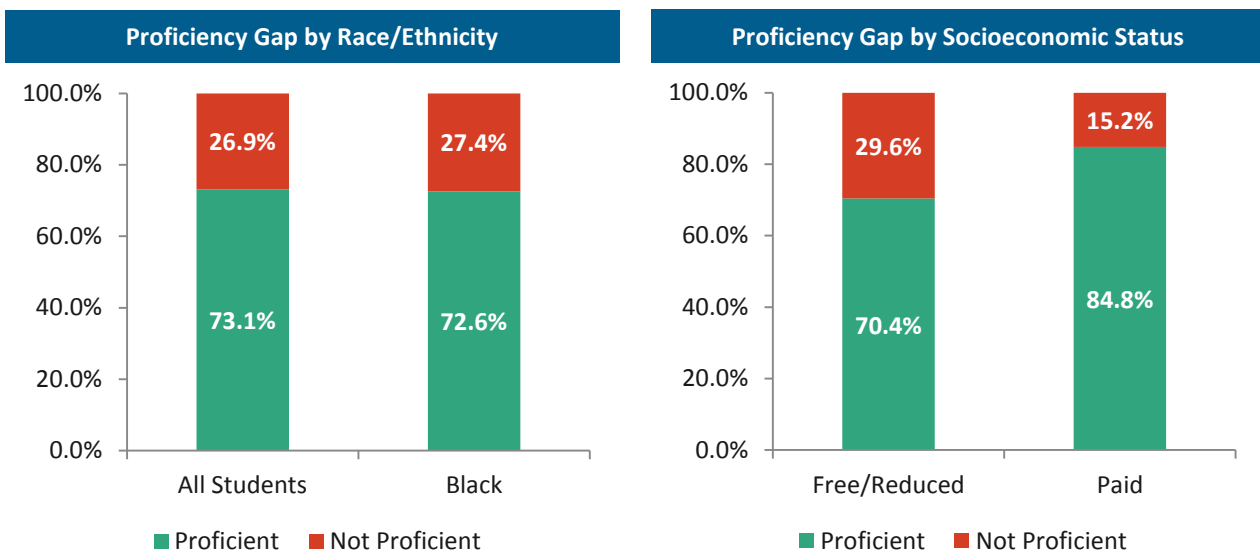
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Avondale Meadows Academy for two years, 71.0% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 73.5% were proficient on both subjects. Thus, the school earned a **Approaching Standard** on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS						

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and soccecionic status. Disaggregated performance for Avondale Meadows Academy is captured below.



p

While 73.1% of all Avondale Meadows Academy students were proficient, there are gaps between the overall performance of a variety of student groups.

OEI was unable to examine gaps in racial subgroup performance due to a largely homogenous student population. In order to report subgroup proficiency, there must be at least 30 students in the group.

However, OEI was able to examine socioeconomic subgroup performance. As shown in the right graph above, Avondale Meadows Academy has a proficiency gap between Paid lunch student proficiency and Free/Reduced lunch proficiency, resulting in a difference of 14.3%.

The 14.3% difference in Socioeconomic group performance led to Avondale Meadows Academy receiving an **Approaching Standard** on the OEI performance framework for the 2013-14 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS						
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					96.4%	MS
	High School Grades					Not Applicable	

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.

Avondale Meadows Academy has an aggregate attendance rate of 96.4%, and all grade levels maintained the 95% standard. Due to its aggregate rate, Avondale Meadows Academy received a **Meets Standard** on the OEI performance framework.

Attendance by Grade Level		
Kindergarten	96.1%	✓
1 st Grade	96.5%	✓
2 nd Grade	96.7%	✓
3 rd Grade	96.4%	✓
4 th Grade	96.0%	✓
5 th Grade	97.0%	✓
Overall Average	96.4%	✓

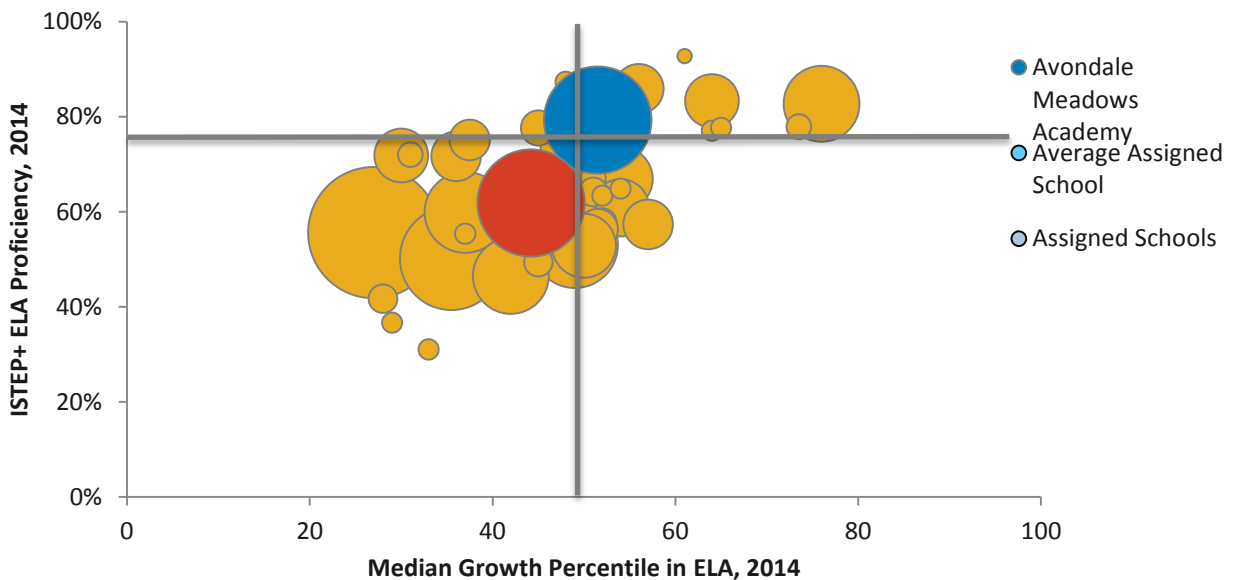
1.6. Is the school outperforming schools that the students would have been assigned to attend?		
Indicator Targets	Does not meet standard	School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.
	Approaching standard	School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.
	Meets standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.
	Exceeds standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.

School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ES							

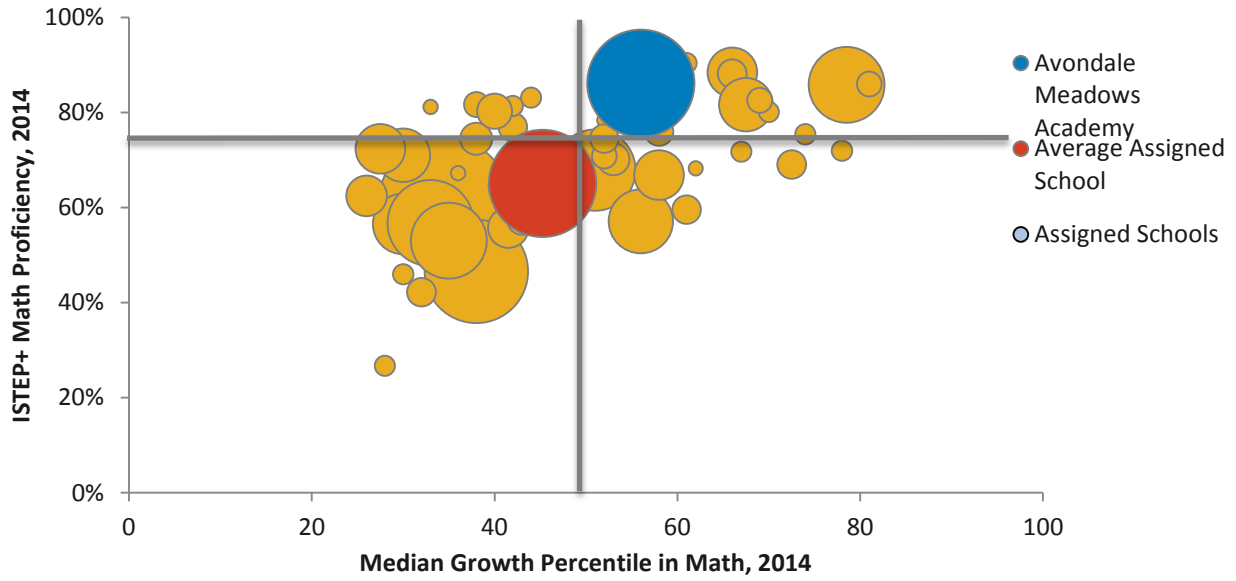
The Office of Education Innovation compared the performance of Avondale Meadows Academy to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Avondale Meadows Academy. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ 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 **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Avondale Meadows Academy students.

As shown below, Avondale Meadows Academy students' overall proficiency outpaced that of their peers in English/Language Arts. Avondale Meadows Academy students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Avondale Meadows Academy students' overall proficiency outpaced that of their peers in Math. Avondale Meadows Academy students also had a higher Median Growth Percentile (MGP) in Math.



In combination, Avondale Meadows Academy students outperformed their peers in four of four categories, earning the rating **Exceeds Standard** for the 2013-14 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	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, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific educational goals.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS						
School-specific Information	Goal					Result	Rating
	75% of students will meet their NWEA growth goals.					70% reading, 73% math	AS
	75% of students will score at or above grade level on the end of year Reading A-Z assessment.					80.3%	ES



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 2013-14, Avondale Meadows Academy set its first goal around student growth as measured by the NWEA assessment. The school reports that 70% of students completed the requirements for the goal in Reading, while 73% completed the requirements for the goal in Math. Based on the targets the school set, it earned an **Approaching Standard** on its first goal.

Avondale Meadows Academy set its second goal around student performance on the Reading A-Z assessment. The school reports that 80.3% of students completed the requirements for this goal, earning the school an **Exceeds Standard** on its second goal.

Overall, Avondale Meadows Academy received an **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

The mission of Avondale Meadows Academy is to offer a first class education to every child, limited only by the child's capability. Each student will have the opportunity to reach predefined academic standards while providing a foundation of ethical, civil behavior, all of which will be measurable per our accountability plan. We will use scientifically based instructional content-rich curricula, and seek out and encourage parental and community involvement at all levels of the program.