

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 a 'D' or '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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Evaluated						

The Indiana General Assembly directed the state to create the ILEARN exam in 2017 to replace ISTEP+ as the summative accountability test. ILEARN was administered for the first time in 2018-19 and it measures student achievement and growth according to Indiana Academic Standards with a rigorous focus on college-and- career readiness (CCR). The portion of the ILEARN assessment included in OEI accountability includes:

- English/Language Arts (ELA) (Grades 3-8)
- Mathematics (Grades 3-8)

Passing rates on ILEARN were lower than ISTEP+ passing rates in prior years, results that prompted the Indiana General Assembly to enact the [hold harmless law](#) in 2020.

The hold harmless legislation allows schools to receive their 2017-18 letter grade for the 2018-19 and 2019-20 school year **if** the grade declined because of ILEARN results. Put another way, grades for 2018-19 and 2019-20 cannot be lower than the 2017-18 grade.

However, during the 2017-18 and 2018-19 school years, Pilot Ed did not serve any tested grades to be evaluated by the Indiana Department of Education. Thus, Pilot Ed does not have a letter grade to report for the 2018-19 school year and is **Not Evaluated** on this indicator.



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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Evaluated						

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.

Because the Indiana Growth Model only applies to students in grades 4-8, and PilotED did not have a cohort in grades 4-8 for the 2018-19 school year, the school is **Not Evaluated** on this indicator of the OEI Performance Framework for the 2018-19 school year.

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 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 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 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 years demonstrate proficiency on state standardized assessments.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Evaluated						

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.

Because PilotED was in its first year of operation, the school is **Not Evaluated** on this indicator of the OEI Performance Framework for the 2018-19 school year.

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 standardized 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 standardized 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 standardized 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 standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Evaluated						

The Academic Performance Framework Indicator 1.4 was revised prior to the 2018-19 school year to shed light on whether a school is equitably serving all racial and socioeconomic achievement gaps compared to each subgroup's performance relative to peers across the state utilizing proficiency and growth data on the state assessment. This revision was also amended to include Special Education (SPED) and English Language Learners (ELL). However, in order to report on subgroup performance, a subgroup must have at least 20 students enrolled. Because PilotED did not enroll 20 students for at least 162 days in grades 3-8, OEI was unable to examine subgroup performance and the school is **Not Evaluated** on this indicator for the 2018-19 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	DNMS						

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.

PilotEd had an aggregate attendance rate of 87.7%, with no grade levels maintaining the 95% standard. Due to its aggregate rate, PilotEd **Does Not Meet Standard** on the OEI performance framework.

Attendance by Grade Level		
Kindergarten	83.4%	✘
1 st Grade	87.2%	✘
2 nd Grade	90.6%	✘
Overall Average	87.7%	✘

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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Not Evaluated						

The Office of Education Innovation compared the performance of Mayor-sponsored charter schools with students in grades 4-8 to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

Because PilotED did not enroll students in grades 4-8, the school is **Not Evaluated** on this indicator for the 2018-19 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 OR 4) exceeds standard on one school-specific educational goal, while does not meet 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	AS						
School-specific Information	Goal					Result	Rating
	75% of students will achieve or exceed their NWEA growth goal in Math.					58%	MS
	75% of students will achieve or exceed their NWEA growth goal in Reading.					38%	DNMS

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 2018-19, PilotEd set its first academic goal around student achievement on the NWEA Math assessment. The school reports that 58% of students completed the requirements for the goal, and thus earned a **Meeting Standard** on its first goal.

PilotEd set its second academic goal around student achievement on the NWEA Reading assessment. The school reports that 38% of students completed the requirements for this goal, earning the school a **Does Not Meet Standard** on its second goal.

Overall, PilotEd is **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

The mission of pilotED Schools is to empower K-8 students in the ways in which they see themselves and the world around them through the use of a school model that embodies social-emotional identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum. Through this model, pilotED strives to interrupt generational cycles of poverty.