

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.

Due to the unique nature of the student population served by Adult High Schools, the regular metrics for high schools under the OEI performance framework does not provide an accurate picture of school performance. In 2013, the Office of Education Innovation developed a framework specific to Adult High Schools. This is the first academic year in which adult high schools were assessed under the new framework, thus, historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations under the alternate accountability rule?							
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
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Not Evaluated	Not Evaluated					

Christel House DORS South was not evaluated under an alternative rule in the 2013-14 school year. A proposed alternative is currently in the rulemaking process. Therefore, the school was **not evaluated** on this indicator of the OEI Performance Framework for Adult High Schools.

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).				
School Rating	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).				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19

	Indicator 1.2 does not apply to high school grades.
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The Indiana Growth Model does not currently include growth measures for high school assessments. Therefore, Adult High Schools do not receive a rating on this indicator of the OEI performance framework.

1.3. Is the school preparing students to graduate from high school within the time frame established upon enrollment, as measured by the average number of credits earned per term?							
Indicator Targets	Does not meet standard	Students earn an average of less than 3 credits per term or semester.					
	Approaching standard	Students earn an average of 3 credits per term or semester.					
	Meets standard	Students earn an average of 4 credits per term or semester.					
	Exceeds standard	Students earn an average of 5 credits per term or semester.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Not Evaluated	ES					

Traditional high schools in Indiana are held accountable to a four-year cohort graduation rate measured from a point when students first enter high school. Because many Adult High School students do not have an assigned cohort, or are beyond their cohort, a traditional graduation rate is not a feasible measure.

In place of a graduation rate, OEI examines students' progress towards graduation by looking at the average number of course credits earned per term or semester. In the 2013-14 school year, students at Christel House DORS South earned an average of 5.3 credits per term. Thus, the school is **Exceeding Standard** on this indicator of the OEI Performance Framework for Adult High Schools.

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 races and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Not Evaluated	Not Evaluated					

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.

In order to report a proficiency level, the subgroup must have at least 30 students. Christel House DORS South did not test more than 30 students in more than one race/ethnicity subgroup or socioeconomic subgroup.

Due to its small testing population, Christel House DORS South was **not evaluated** on this indicator 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Indicator 1.5 does not apply to Adult High Schools.						

Due to the unique nature of Adult High Schools' student population, attendance is not an appropriate measure of success.

1.6. Is the school preparing students for college and careers, or transition success?							
Indicator Targets	Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list					
	Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list					
	Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list;					
	Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Not Evaluated	DNMS					

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

In the 2013-14 school year, Christel House DORS South reported 17% of graduates meeting the college-and-career ready criteria, and therefore received a **Does Not Meet Standard** on this indicator.

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

	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
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Not evaluated	AS					
School-specific Information	Goal					Result	Rating
	70% of eligible graduating students have successfully completed at least two dual enrollment or vocational					17%	DNMS
	95% of graduates successfully complete College and Career Prep.					100%	ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission, shown below. All data points for school-specific goals are self-reported by the individual school.

In 2013-14, The Christel House DORS South set its first goal around ensuring that students passed certification exams. The school reports that 17% of students met criteria for the first goal, and therefore receives a **Does Not Meet Standard** for its first goal.

The Christel House DORS South-West set its second goal around ensuring that graduates had either passed the ECA/GQE, or earned an industry certification. The school reports that 100% of graduates met the criteria for this goal, and therefore receives an **Exceeds Standard** for its second goal.

Overall, Christel House DORS South-West receives an **Approaching Standard** on the OEI performance framework.

School Mission Statement

Christel House DORS empowers students by providing them the tools necessary to achieve high school graduation and post-secondary success. DORS will re-engage students who have previously left the educational system and allow students to choose their individual pathway to academic success. DORS will serve as a gateway for students to realize their hopes and dreams by becoming self-sufficient, contributing members of society.