

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 Damar Charter Academy, the regular metrics for mayor-sponsored charter schools on the OEI performance framework do not provide an accurate picture of school performance. Damar Charter Academy serves approximately 90% students qualifying for Special Education. In 2013, the Office of Education Innovation developed a framework specific to Damar Charter Academy. This is the first academic year in which Damar Charter Academy was assessed under the new framework, thus, historical ratings are not available.

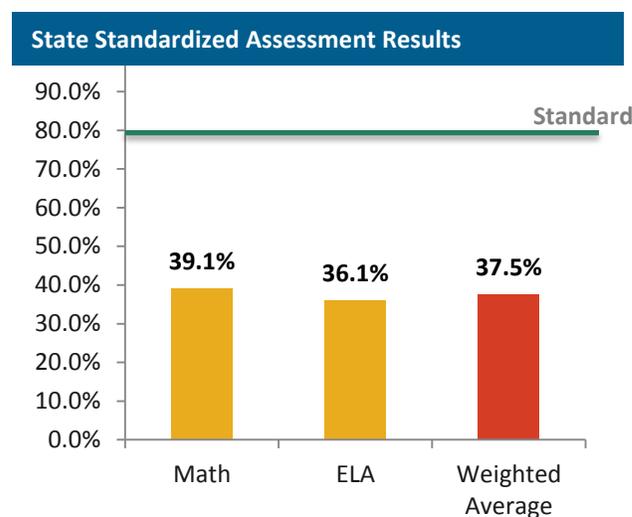
1.1. Is the school's academic performance meeting expectations on the state's standardized assessments?							
Indicator Targets	Does not meet standard		Less than 69.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
	Approaching standard		Between 70.0-79.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
	Meets standard		Between 80.0-89.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
	Exceeds standard		At least 90.0% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS	DNMS			

Traditional Mayor-Sponsored Charter Schools are evaluated on their state accountability grade. Because of Damar's unique student population, this is a not an accurate measure of school performance.

Instead, OEI examines the school's academic performance compared to state standardized assessments, the ISTEP+, ECA, and NCSC exams.

In 2014-15, 36.1% of students passed the ISTEP+, ECA, or NCSC in English/Language Arts, and 39.1% of students passed the Mathematics portion. As shown on the right, a weighted average of 37.5% of students passed state standardized tests.

Based on these proficiency levels, the school received a **Does Not Meet Standard** for the 2014-15 school year on the Office of Education Innovation (OEI) alternate performance framework for Damar Charter Academy.



1.2. Are students making sufficient and adequate interim gains, as measured by appropriate assessments given their disabilities?							
	Does not meet standard		Results from appropriate assessments indicate that less than 60.0% of students are making sufficient and adequate gains.				
	Approaching standard		Results from appropriate assessments indicate that 60.0-79.9% of students are making sufficient and adequate gains.				
	Meets standard		Results from appropriate assessments indicate that less than 80.0-89.9% of students are making sufficient and adequate gains.				
	Exceeds standard		Results from appropriate assessments indicate that more than 90.0% of students are making sufficient and adequate gains.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		MS	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](#). Because the majority of Damar Charter Academy students do take a standardized assessment outside of ISTEP+, OEI cannot assess student progress under the Indiana Growth Model.

However, each student's individual Case Conference Committee determines multiple appropriate, measurable, academic goals for the student's growth throughout the school year. These goals are then documented in the student's Individual Education Plan (IEP) and the school assesses progress towards these goals quarterly.

In the 2014-15 school year, Damar Charter Academy students met 81.0% of IEP goals, earning Damar a **Meets Standard** on this indicator of the alternate performance framework.

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 for 2 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS	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.

In order to have a valid sample size, a minimum of 30 students are required. In the 2014-15 school year, fewer than 30 students at Damar Charter Academy had been enrolled for 2 years or 3+ years who had also completed a state standardized assessment. Thus, the school was **not evaluated** on this indicator 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 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
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		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 on subgroup performance, a subgroup must have at least 30 students. In 2014-15, Damar Charter Academy did not have more than 30 students in more than one subgroup. Therefore, OEI was unable to examine subgroup performance, and the school was **not evaluated** on this indicator.

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
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Applicable		MS	DNMS			
Sub-ratings						Result	Rating
Elementary/Middle School Grades						91.3%	DNMS
High School Grades						94.2%	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.



**Core Question 1: Academic Performance Framework
Damar Charter Academy**

Damar Charter Academy’s elementary/middle school grades had an average attendance rate of 91.3%, while the high school grades averaged 94.2%.

Damar Charter Academy has an aggregate attendance rate of 93.3%, with the majority of reported grade levels falling below the 95% standard. Due to its aggregate rate, Damar Charter Academy receives a **Does Not Meet Standard** on the OEI performance framework.

Attendance by Grade Level			
Kindergarten	*	7 th Grade	96.6%
1 st Grade	*	8 th Grade	90.7%
2 nd Grade	*	9 th Grade	91.5%
3 rd Grade	*	10 th Grade	96.4%
4 th Grade	91.7%	11 th Grade	96.0%
5 th Grade	*	12 th Grade	*
6 th Grade	93.4%		*
Overall Average			93.3%

**Data unavailable due to low enrollment*

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
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated				

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

Due to the lack of Indiana Growth Model data for a valid sample size of Damar Charter Academy students, the school is **not evaluated** 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 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
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				MS	AS	
School-specific Information	Goal					Result	Rating
	50-74% of students in grades 12/12+ will meet or exceed a score representing minimal readiness (ABAS II Standard Score of 75 or higher) to successfully enter the labor market on the annual assessment prior to program exit.					41.7%	AS
	50-74% of students with clinically significant maladaptive behaviors (Achenbach TRF initial score >70) will show positive change (defined as a T-score change in the pro-social direction) on the annual assessment.					57.1%	MS

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.

Damar Charter Academy set its first goal around student readiness to enter the labor market. The school reports that 41.7% of students met the criteria for the goal, and therefore is **approaching standard** on its first goal.

Damar Charter Academy set its second goal around students' scores on the Achenback assessment. The school reports that 57.1% of students met the criteria for the goal, and therefore is **meeting standard** on its second goal.

School Mission Statement

Our mission is to provide students with autism and other developmental and intellectual challenges the opportunity to achieve to their highest academic potential while developing practical behavioral, communication and daily living skills toward improved community integration and success. Damar Charter Academy utilizes best practice and research informed teaching and support strategies tailored specifically to each student as developed and reflected in an individual education plan.

Overall, Damar Charter Academy receives an **Approaching Standard** on the OEI performance framework.

High School Performance Indicators

1.8. Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by the rate of course/credit completion and post completion success)?							
Indicator Targets	Does not meet standard		Less than 70.0% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
	Approaching standard		70.0-79.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
	Meets standard		80.0-89.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
	Exceeds standard		At least 90.0% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated	Not Evaluated			

Each year, Mayor-sponsored charter schools are evaluated on the percentage of high school students who graduate within four and five years. Due to Damar Charter Academy's unique population, traditional graduation rates are not an accurate portrayal of school performance.

Instead, OEI examines the students who are on track to receive a high school diploma and measures the percentage of those students who earn 8 or more credits throughout the year. This would mean that these students are on pace to have enough credits to graduate within four years.

In order for OEI to measure this indicator, a minimum of 10 students are required. In the 2014-15 school year, Damar Charter Academy only had 9 high school students on a diploma track and thus, is **not evaluated** on this indicator of the OEI performance framework.

1.9. Is the school providing an equitable education to 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
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		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 on subgroup performance, a subgroup must have at least 30 students. In 2014-15, Damar Charter Academy did not have more than 30 students in more than one subgroup. Therefore, OEI was unable to examine subgroup performance, and the school was **not evaluated** on this indicator.

1.10. 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 transcripted post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
	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 transcripted post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
	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 transcripted post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
	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 transcripted post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		Not Evaluated	ES			

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.

Due to Damar Charter Academy's unique population, educational model, and mission, OEI also examines the number of graduates who complete a successful transition to another program (such as their traditional home school, a GED program, an adult education program, or a day treatment program) as well as students who demonstrate workforce readiness through their score on the ABAS II.

In the 2014-15 school year, 86.6% of Damar Charter Academy graduates met the above guidelines for college- and career-readiness. Thus, the school earns an **Exceeding Standard** on the OEI performance framework.