

**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
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	DNMS	AS	DNMS	ES	ES		

The Indiana State Board of Education awarded Paramount School of Excellence (PSOE) an **A** for its 2014-15 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](#).

**State Accountability Results**

In Spring 2015, 77.0% of PSOE students passed the English/Language Arts portion of ISTEP+, while 80.3% of students passed the Mathematics portion.

In English/Language Arts, PSOE earned two bonus points for high growth in the Bottom 25% and Top 75% super subgroups. The school did not receive any penalties for low growth.

In Mathematics, the school earned two bonus points for high growth in the Bottom 25% and Top 75% super subgroups. The school did not receive any penalties for low growth.

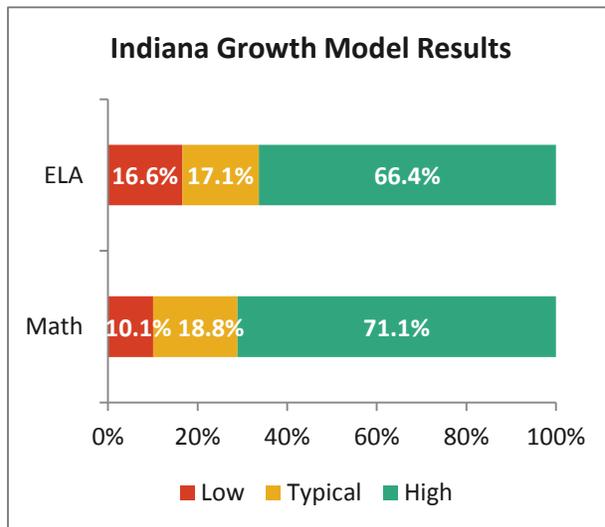
On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since PSOE received an **A** in both years, that is its final grade for the 2014-2015 school year. Thus, the school receives an **Exceeds Standard** on the Office of Education Innovation (OEI) performance framework.

**English/Language Arts**

**Mathematics**


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
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	AS	MS	AS	ES	ES		

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 2014-15, 83.4% of Paramount School of Excellence students made typical or high growth in English/Language Arts, while 89.9% made those gains in Mathematics.

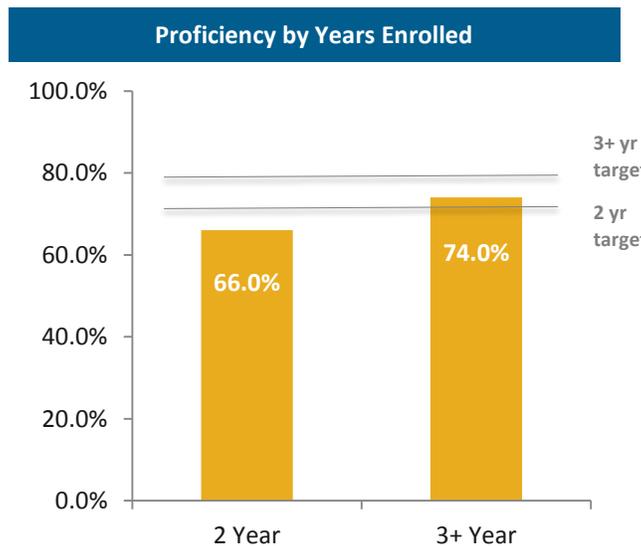
As shown in the table below, a weighted average across both subjects shows that 86.7% of students at Paramount School of Excellence made sufficient gains in 2014-15. Thus, the school receives an **Exceeds Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	16.6%	17.1%	66.4%	83.4%
Math	10.1%	18.8%	71.1%	89.9%
<b>Weighted Average</b>				<b>86.7%</b>

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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			MS	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.

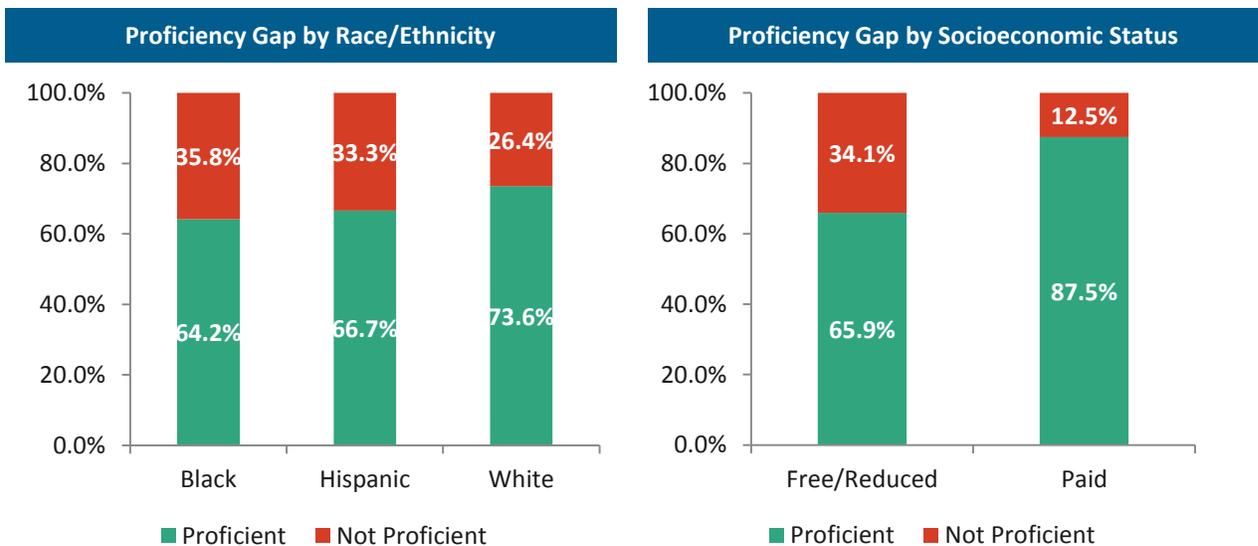
Of those 3<sup>rd</sup> – 8<sup>th</sup> grade students enrolled at Paramount School of Excellence for two years, 66.0% were proficient on both the English/Language Arts and Mathematics ISTEP+. Of those enrolled at the school for three or more years, 74.0% were proficient on both subjects. Thus, the school earned an **Approaching Standard** on the OEI performance framework.



In the 2014-15 school year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			DNMS	DNMS		

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Paramount School of Excellence is captured below.



While 68.8% of all 3<sup>rd</sup> – 8<sup>th</sup> grade Paramount School of Excellence students were proficient on both the English/Language Arts and Mathematics ISTEP+, there are gaps between the overall performance of a variety of student groups.

As shown in the right graph above, the largest of these gaps occurs students who pay for lunch and those who qualify for free/reduced lunch, resulting in a difference of 21.6%. Additionally, as shown in the left graph above, PSOE has a proficiency gap between White students and Black students, resulting in a difference of 9.3%

Overall, though, the 21.6% difference in socioeconomic status, leads to Paramount School of Excellence receiving a **Does Not Meet Standard** on the OEI performance framework for the 2014-15 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
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			MS	MS		
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					96.2%	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.

Paramount School of Excellence has an aggregate attendance rate of 96.2%, although there are a few grade levels that dip below the 95% standard. Due to its aggregate rate, though, Paramount School of Excellence receives a Meets Standard on the OEI performance framework.

#### Attendance by Grade Level

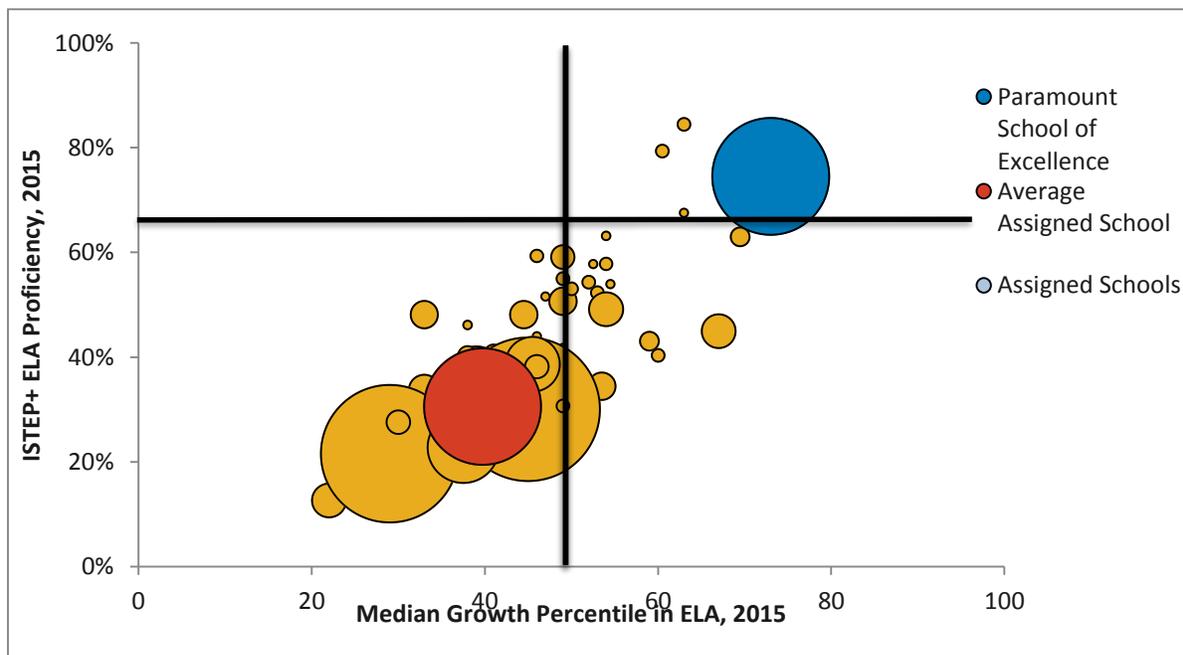
Kindergarten	94.1%	✘
1 <sup>st</sup> Grade	94.5%	✘
2 <sup>nd</sup> Grade	94.4%	✘
3 <sup>rd</sup> Grade	94.1%	✘
4 <sup>th</sup> Grade	100%	✓
5 <sup>th</sup> Grade	93.8%	✘
6 <sup>th</sup> Grade	100%	✓
7 <sup>th</sup> Grade	100%	✓
8 <sup>th</sup> Grade	100%	✓
Overall Average	96.2%	✓

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
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	AS	MS	AS	ES	ES		

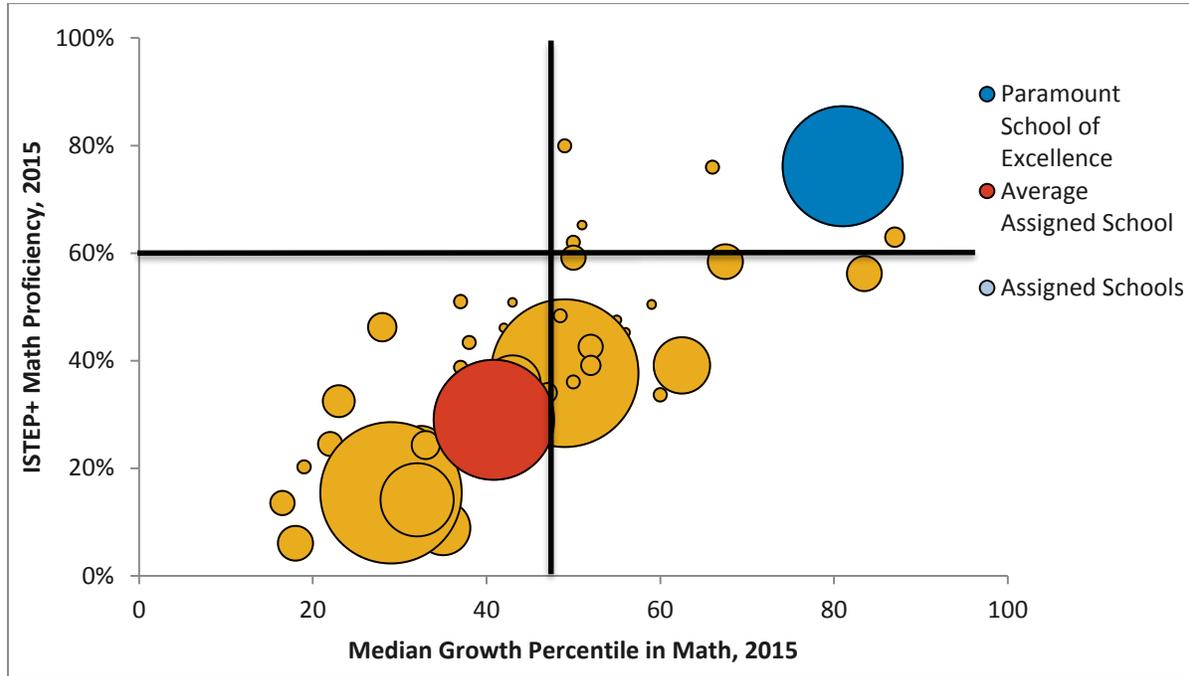
The Office of Education Innovation compared the performance of Paramount School of Excellence to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

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 Paramount School of Excellence. 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 Paramount School of Excellence students.

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



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



In combination, Paramount School of Excellence students outperformed their peers in four of four categories, earning the rating **Exceeds Standard** for the 2014-15 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 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	Not evaluated			ES	Not evaluated		

Paramount School of Excellence did not select school-specific, academic goals for the 2014-15 school year. Therefore, the school was not evaluated on this indicator from the OEI performance framework.

#### School Mission Statement

Inspire learning through an unparalleled academic approach. Transform communities by changing lives.