

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, is designed to measure schools on how well students perform and improve on standardized tests, attendance, school-specific goals, and other metrics. Past accountability reports can be found on OEI's [website](#).

In March 2020, the Marion County Public Health Department ordered schools to close and adopt remote learning due to the COVID-19 public health crisis. The U.S. Department of Education also waived state testing requirements, so results were not available for 2019-20. Although ILEARN was administered in 2021 and 2022, the legislature passed laws to assign all schools “null” grades, or no grades, for 2020-21 and 2021-22 based on the disruptions from the pandemic. These circumstances have affected available data and may result in no rating for certain indicators, which is marked as “Not Rated.” Indicators marked “Tracking Only” are not counted for formal annual accountability, but the data is included to set benchmarks for future years and provide transparency.

Note: Core Question 1 has been revised over the years to include additional measures and to reflect changes in state accountability. Not all historical ratings are based on the listed indicator targets, and some are not available.

Summary of Ratings							
Indicator	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Year 7 2026-27
Annual Growth: Are students making adequate growth as measured by Indiana’s accountability system?	Not Rated	Not Rated	DNMS	DNMS	DNMS		
Growth Over Time: Are students improving the longer they are enrolled at the school?	Not Rated	MS	AS	AS	AS		
School Subgroups: Is the school providing an equitable education to all students within its building?	AS	DNMS	DNMS	AS	DNMS		
State Subgroups: Is the school providing an equitable education to all students compared to the state?	Not Rated	Not Rated	AS	AS	MS		
Attendance: Is the school’s attendance rate strong?	DNMS	DNMS	DNMS	DNMS	AS		
Comparative Performance: Is the school outperforming students’ assigned schools?	Not Rated	Not Rated	MS	ES	Not Rated		
Reading Proficiency: Are students mastering foundational reading standards as determined by IREAD-3?	Not Rated	DNMS	DNMS	MS	MS		
Language Acquisition: *Tracking Only* Are students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?					Not Rated		

Annual Growth: Are students making adequate growth as measured by Indiana’s accountability system?	
<i>Only applicable to schools serving students in any one or combination of grades 4-8.</i>	
Does not meet standard	Results indicate that less than 60.0% of students are making adequate growth.

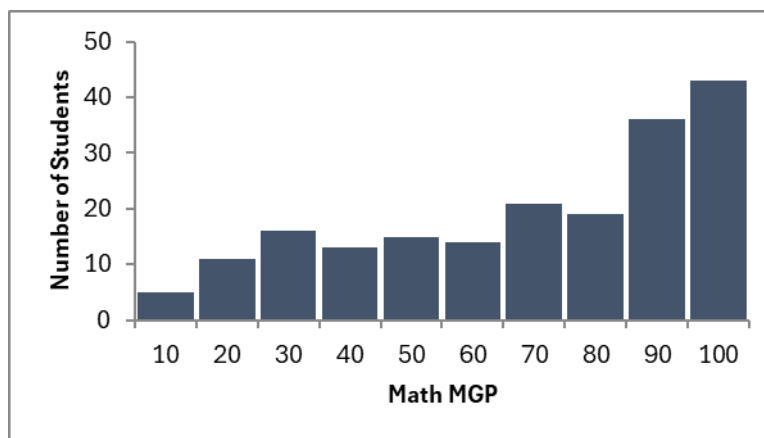
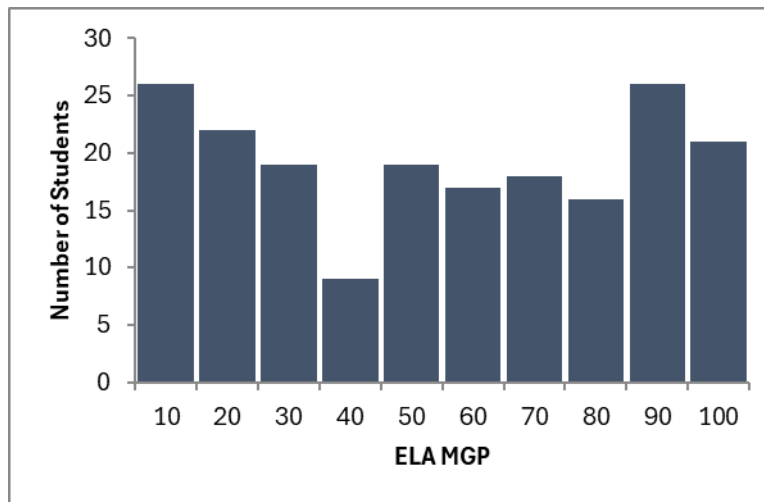
Approaching standard	Results indicate that 60.0-69.9% of students are making adequate growth.
Meets standard	Results indicate that 70.0-79.9% of students are making adequate growth.
Exceeds standard	Results indicate that at least 80.0% of students are making adequate growth.

Basis for Rating/Additional Details

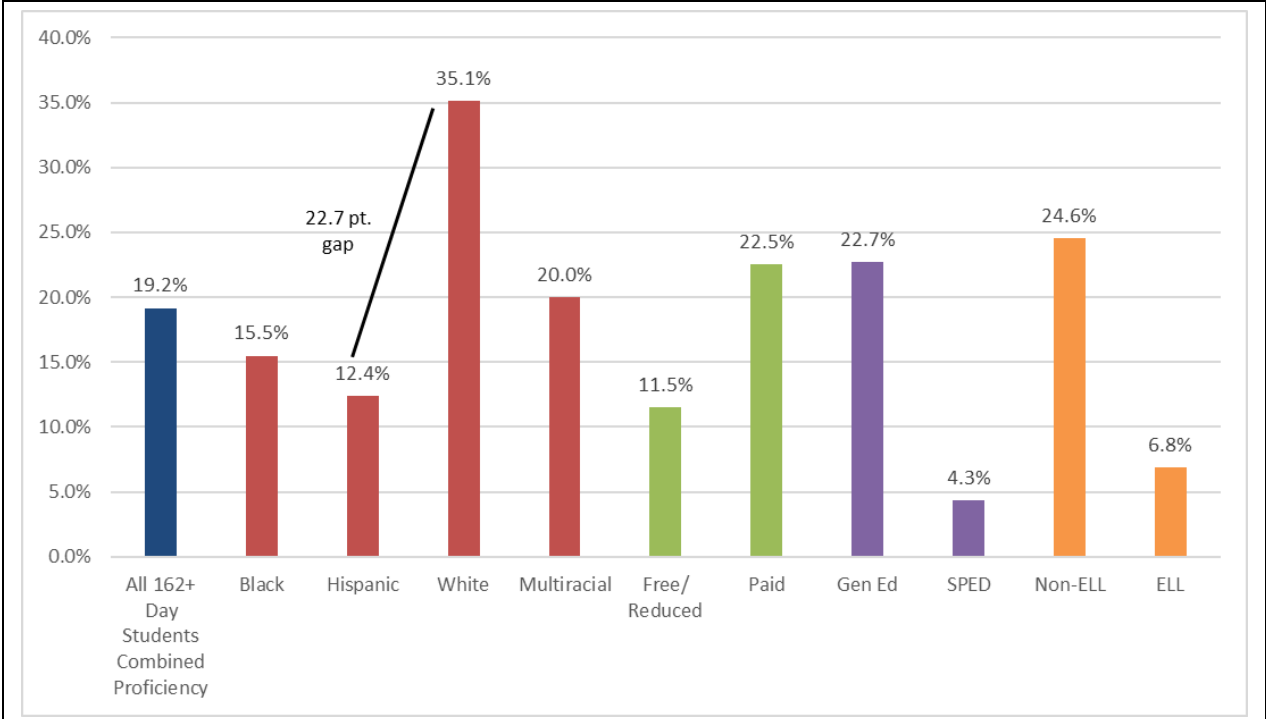
The ILEARN Growth indicator calculates the percentage of students in grades four through eight enrolled for 162+ days who met their individual growth targets on the ILEARN assessment. Growth targets, set by the state of Indiana, are based on individual student performance and academic needs.

In 2024-25, **28.5%** of students met their growth goal in English/Language Arts or reached proficiency on that portion of the assessment, while **37.3%** met their goal in Math or reached proficiency on that portion of the assessment. Overall, **19.0%** of students at Emma Donnan Elementary and Middle School met their growth goals or proficiency on both ELA and Math portions of ILEARN in 2024-25, thus earning the school a **Does Not Meet Standard** for this indicator.

The histograms below show the overall growth performance broken out by English/Language Arts and Math for students at Emma Donnan Elementary and Middle School.



Growth Over Time: Are students improving the longer they are enrolled at the school?	
Does not meet standard	Students who have been enrolled at the school for two or more consecutive years show a decrease in combined proficiency rate of 5 or more percentage points OR no students are proficient.
Approaching standard	Students who have been enrolled at the school for two or more consecutive years show a change in combined proficiency rate of less than 5 percentage points but greater than -5 percentage points.
Meets standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 5 or more percentage points. OR the charter school has a combined proficiency of 70% or more.
Exceeds standard	Students who have been enrolled at the school for two or more consecutive years show an increase in combined proficiency rate of 15 or more percentage points. OR the charter school has a combined proficiency of 80% or more.
Basis for Rating/Additional Details	
Many students from mayor-sponsored charter schools experience high levels of mobility, which means schools often serve students coming in below grade level standard. Recognizing this, the OEI performance framework examines student proficiency on ILEARN as a function of how many years students have been enrolled at the school. Students enrolled at the school for two or more consecutive years had a combined proficiency in English and math exams of 13.9% in 2024 and 14.8% in 2025, an increase of 0.9 percentage points. Based on this, the school receives an Approaching Standard for this indicator.	
School Subgroups: Is the school providing an equitable education to all students within its building?	
Schools are evaluated based on subgroup proficiency in both math and ELA.	
Does not meet standard	School has more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Approaching standard	School has no more than 15 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Meets standard	School has no more than 10 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Exceeds standard	School has no more than 5 percentage point difference in the percentage of students passing standardized assessments amongst subgroups, which include all race categories, English Language Learners, Special Education students, and students eligible for free/reduced lunch.
Basis for Rating/Additional Details	



Each year, the Indiana Department of Education reports student results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance within the same building to gauge equity of instructional methods and programs. While **19.2%** of all students were proficient on both English/Language Arts and Mathematics, there are gaps between the overall performance of a variety of student groups.

A subgroup must have at least 10 students for IDOE to release data. The above graph displays the student groups reported for Emma Donnan. The largest subgroup gap is **22.7** percentage points between Hispanic and White students.

The **22.7** percentage point difference in subgroup performance results in a rating of **Does Not Meet Standard** for this indicator.

State Subgroups: Is the school providing an equitable education to all students compared to the state?

Schools are evaluated separately for subgroup proficiency and subgroup growth in both math and ELA.	
Does not meet standard	Statewide ranking for subgroup performance is less than 25 (bottom quartile).
Approaching standard	Statewide ranking for subgroup performance is between 25 and 49.
Meets standard	Statewide ranking for subgroup performance is between 50 and 74.
Exceeds standard	Statewide ranking for subgroup performance is 75 or higher (top quartile).
Basis for Rating/Additional Details	
Subgroup Performance: Proficiency	

Subgroup	ELA Pass Rate (Percent)	ELA Pass State Rank (Percentile)	ELA Pass Rating	Math Pass Rate (Percent)	Math Pass State Rank (Percentile)	Math Pass Rating
Black	17.4%	42.7	AS	26.1%	63.3	MS
Hispanic	14.8%	19	DNMS	21.3%	33.9	AS
Multiracial	13%	8.4	DNMS	30.4%	41.2	AS
White	37.1%	36.3	AS	44.3%	44.7	AS
Paid Lunch	21.7%	13.4	DNMS	26.1%	18.6	DNMS
Free/Reduced Lunch	20.4%	23.7	DNMS	29.6%	44.2	AS
Gen Ed	24%	16.1	DNMS	32%	27.3	AS
SPED	6.8%	24	DNMS	15.3%	49.3	AS
Non-ELL	25.2%	19.7	DNMS	32.3%	33	AS
ELL	8.4%	36.5	AS	19.3%	52.9	MS

Subgroup Performance: Growth						
Subgroup	ELA Growth (Points)	ELA Growth State Rank (Percentile)	ELA Growth Rating	Math Growth (Points)	Math Growth State Rank (Percentile)	Math Growth Rating
Black	45.5	54.5	MS	71.5	90.6	MS
Hispanic	50	60	MS	76	92.9	ES
Multiracial	44	45	AS	68	84.4	ES
White	61	83.6	ES	67	89.5	ES
Free/Reduced Lunch	51	71	MS	71.5	95.9	ES
ELL	49	64.1	MS	77	90.8	ES
SPED	42.5	56.1	MS	55.5	81.5	ES

Overall Points (based on average rank):	50.2
Overall Rating:	MS

Each year, the Indiana Department of Education reports student ILEARN results disaggregated by race, ethnicity, disability, language, and socioeconomic status. For this indicator, OEI compares student subgroup performance at the school to the performance of those subgroups at the state level. The analysis translates state-reported proficiency and growth data to percentiles. This offers context for how any given subgroup is performing compared to a broader group of peers. To report a proficiency or growth level, a subgroup must have at least 10 students.

The overall points are based on the statewide ranks for reported subgroups in proficiency and growth for ELA and Math, with an average rank of **50.2**, earning the school a **Meets Standard** for this indicator.

Attendance: Is the school's attendance rate strong?

Does not meet standard	School's attendance rate is less than 90.0%
Approaching standard	School's attendance rate is between 90.0% to 94.9%.
Meets standard	School's attendance rate is greater than or equal to 95%

Basis for Rating/Additional Details	
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 a typical school year. State data reported by the school shows an average attendance rate of 93.9% across grade levels. The school receives an Approaching Standard for this indicator.	
Comparative Performance: Is the school outperforming students' assigned schools?	
Does not meet standard	School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 0-1 out of 4 categories. Additional criteria for Innovation Network Schools: Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 0-1 out of 4 categories.
Approaching standard	School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 2 out of 4 categories. Additional criteria for Innovation Network Schools: Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 2 out of 4 categories.
Meets standard	School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 3 out of 4 categories. Additional criteria for Innovation Network Schools: Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 3 out of 4 categories.
Exceeds standard	School's overall performance in terms of proficiency and growth in both Math and ELA outpaces that of schools the students would have been assigned to attend in 4 out of 4 categories. Additional criteria for Innovation Network Schools: Proficiency and growth of enrolled students within the school neighborhood boundary in both Math and ELA outpaces that of schools serving similar students in 4 out of 4 categories.
Basis for Rating/Additional Details	
The Office of Education Innovation compared the performance of the school to that of Marion County public schools that students would have been assigned to attend based on their place of residence. Beginning in the 2024-25 school year, Indianapolis Public Schools restructured its school assignment model. Students are no longer assigned to neighborhood schools and are instead placed within geographic zones based on their residential address. As a result, the Office of Education Innovation can no longer compare a school's	

performance to the specific Marion County public school students would have been assigned to attend. Therefore, the Comparative Performance Indicator for 2024-25 is **Not Rated**.

Reading Proficiency: Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?

Does not meet standard	Results from the IREAD-3 test indicate that fewer than 69.9% of students are meeting grade level reading standards.
Approaching standard	Results from the IREAD-3 test indicate that 70-79.9% of students are meeting grade level reading standards.
Meets standard	Results from the IREAD-3 test indicate that 80.0-89.9% of students are meeting grade level reading standards.
Exceeds standard	Results from the IREAD-3 test indicate that at least 90.0% of students are meeting grade level reading standards.

Basis for Rating/Additional Details

OEI is including IREAD-3 pass rates for schools that serve students in third grade to track student progress. The data is reported for third grade students who attended the school 162+ days during the 2024-25 school year, as well as second graders who attended the school 162+ days and passed the test during the 2023-2024 school year.

87.5% of third grade students at Emma Donnan met grade level reading standards on IREAD. The school receives a **Meets Standard** for this indicator.

Language Acquisition: Are ML students demonstrating growth as determined by the WIDA ACCESS assessment the longer they are enrolled at the school?

Does Not Meet Standard	MLL Students who have been enrolled at the school for two consecutive years show an average level increase of 0.29 or less on the WIDA assessment from 23-24 to 24-25.
Approaching Standard	MLL Students who have been enrolled at the school for two consecutive years show an average level increase of 0.30-0.39 on the WIDA assessment from 23-24 to 24-25.
Meets Standard	MLL Students who have been enrolled at the school for two consecutive years show an average level increase on 0.40-0.49 on the WIDA assessment from 23-24 to 24-25.
Exceeds Standard	MLL Students who have been enrolled at the school for two consecutive years show an average level increase of 0.50+ on the WIDA assessment from 23-24 to 24-25.

Basis for Rating/Additional Details

This indicator, new for 2024-25, measures the average year-to-year growth of 1-12 grade MLL students using WIDA ACCESS scores for those enrolled consecutively for 162+ days.

Based on research and expert feedback, adequate growth for an MLL student on the WIDA ACCESS exam is considered 1.0 level per year. OEI is adopting a slow growth model: starting at 0.4 level growth in the 2024-25 school year and increasing incrementally to reach 1.0 level growth by the 2029-30 school year.

Because this is OEI's first year collecting this data-- and due to changes in the WIDA ACCESS test during the 2025-26 school year-- this indicator is being tracked only for 2024-25 CQ1 reports.

For tracking purposes, MLL students enrolled at Emma Donnan Elementary and Middle School for 162+ days for two consecutive years had an average growth of **0.26** on WIDA ACCESS.