



**neighborhoods of
educational opportunity**



Neighborhoods of Educational Opportunity

The Case for the Neighborhoods of Educational Opportunity Plan

Education is the key to improving the lives of students and families, strengthening neighborhoods, and revitalizing our city. Sadly, too many Indianapolis students do not have access to a high-quality education that we define as “seat”. Recent years have brought rays of hope as policy initiatives and innovative programs, focused on improving our city’s schools have laid a critical foundation to build upon.

Neighborhoods of Educational Opportunity (NEO) aligns a diverse coalition under a shared vision, to make Indianapolis a model for what is possible in urban education, a city where every student in every neighborhood has access to a high-quality seat.



Indianapolis is poised to dramatically improve education

Indianapolis has risen to the forefront of the national education conversations due to attracting and building a network of organizations focused on improving education, bi-partisan mayoral leadership, a supportive state superintendent, and a governor who enacted a bold reform agenda in 2011. While the most recent election produced shifts in Indiana’s statewide leadership in education, there remains a favorable climate for improving our schools regardless of type. The newly elected Indianapolis Public Schools (IPS) Board campaigned on a reform platform. In the state legislature, the Republican supermajority in both houses vocally expressed continued support for Indiana’s progressive education agenda. Additionally, the new

governor, Mike Pence, made school choice for all families a primary component of his campaign. Finally, Mayor Gregory A. Ballard has appointed a Deputy Mayor for Education and made educational equity a cornerstone of his second term. A recent campaign, *What's Possible?*, led by a diverse coalition of community stakeholders engaged in an extensive effort to hear the feedback and input of our community about their education system. This heightened level of conversation and engagement about the importance of every child having an excellent education makes us well-positioned to succeed.

Education shapes the future for students and society

Research demonstrates that a high-quality education leads to greater opportunities and more productive lives for children. Students who graduate from high school and achieve a higher degree obtain better jobs, earn higher incomes, experience better health outcomes, live longer, and are less likely to abuse alcohol, smoke, or become obese.¹ Studies also show that as educational attainment increases, the likelihood that an individual will engage in crime decreases. In addition, incarceration rates of high school graduates are nearly 20 times less than those of high school dropouts.²

Education also fuels our economy. According to a 2009 McKinsey study, the achievement gap between the U.S. and top-performing countries like South Korea and Finland deprived the United States economy of as much as \$2.3 trillion in economic output from 1998-2008.³ While the achievement gap between black and Latino students and white students deprived the economy of as much as \$525 billion over the same period.⁴ These types of inequities within the education system impose an economic impact on the country equivalent to a “permanent national recession.”⁵ Although our country has many high-performing schools, even these top schools do not perform as well as top students in many other countries in mathematics.⁶ In 2009, when ranked across the developed world, the U.S. was 27th in math (not counting states or provinces that were ranked separately from their country).⁷ In addition, only one in four American students is performing on par today with the average students in the highest-performing school systems in the world in mathematics.⁸ Over the next twenty years, if our public schools were competitive with those of higher-performing countries such as Canada, our economy would generate enough revenue over the next 80 years to solve the U.S. debt problem while also boosting income for every U.S. worker on average 20% each year.⁹ Specifically in Indianapolis, according to one estimate, closing the math achievement gap in our lowest-performing district alone would generate \$145 million in lifetime earnings for a single graduating class of just over a thousand students.¹⁰

Education provides economic benefits by increasing earnings and tax revenues, as well as lowering costs for public programs such as welfare, public health, unemployment, and crime prevention.¹¹ These increased tax revenues could have been reinvested in public safety, parks, roads, and sidewalks. By some estimates, halving the number of high school dropouts nationally would produce \$45 billion in net economic benefits every year.¹² There are endless improvements that could have been made if this had been reinvested in our society. One study found that increasing the graduation rate among males in Indiana by a mere 5% would save the state an estimated \$95.7 million in crime-related expenses.¹³ Meanwhile public health costs decrease from \$2,700 per high school dropout to \$1,000 per high school graduate, and \$170 per college graduate.¹⁴

One study found that if half of Indianapolis's 2008 high school dropouts had graduated then these students would have:

- earned \$42 million more annually
- spent an additional \$30 million and invested \$11 million more each year
- increased tax revenues by \$5 million annually
- increased local home sales by \$95 million
- increased vehicle purchases by \$3 million each year
- supported 350 new jobs and \$55 million in economic growth ¹⁵

In the last decade, our nation has taken promising programmatic steps to improve our educational system; this has led to important progress. In fact, reading and math performance levels in our elementary schools, and math performance levels in middle schools have increased in recent years. However, these incremental steps are not enough to keep pace with other nations. Through all of our efforts and good intentions, our nation is still “unable to ensure that every American child can attend a quality public school.” ¹⁶

Our city's schools are not living up to their promise to our children

IFF, a regional nonprofit community development financial institution, released a study in 2013 that analyzed school performance in Indianapolis from 2010-2012. In this study, a performing or high-quality seat is defined as a seat within a school that received an “A” or “B” rating on the state’s accountability system. The study identifies where the greatest number of children need better access to high-performing schools. To identify the need in each area, the number of high-quality seats available in district, charter, and independent schools was subtracted from the number of children living in a designated geography.¹⁷ The methodology for this study is a supply and demand needs assessment as described below:

Supply: the number of high-performing seats available within the city; seats in category “A” or “B” schools serving each area are counted as the supply for the geographic area. The study relied on Indiana’s accountability metrics as defined in Public Law 221, as calculated by the Indiana Department of Education for each year. ¹⁸

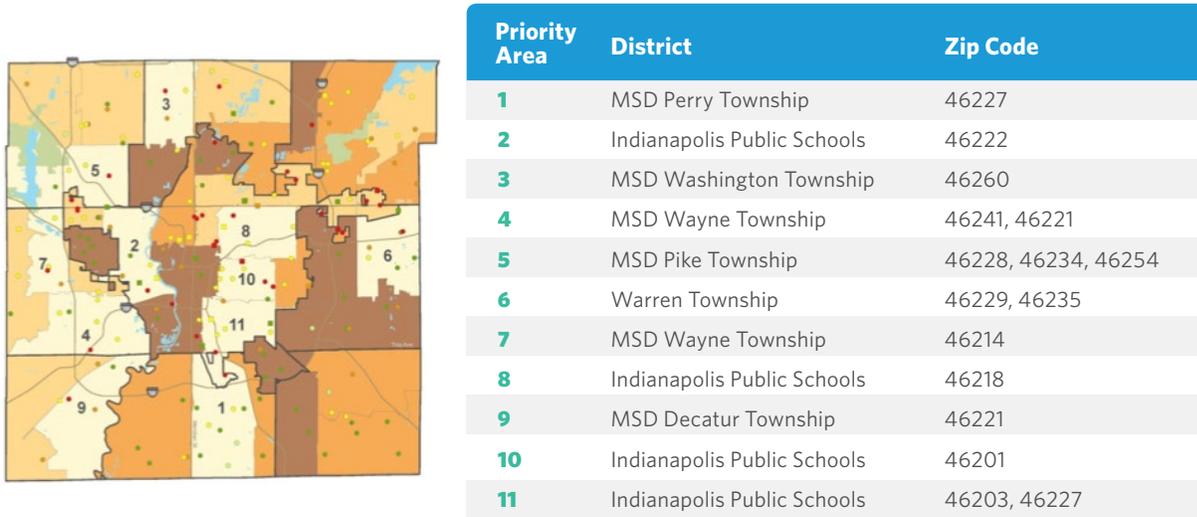
Demand: the number of students enrolled in a district or charter school based on where students live—not where they attend school. ¹⁹

Service Gap: the difference between the numbers of students enrolled in schools (demand) and the capacity of category “A” or “B” school (supply). ²⁰

The IFF study found that only 49% of seats (78,000 out of 154,000) citywide were high quality in 2012. This means, that to provide every child with a seat in a high-performing school, Marion County needs approximately 78,000 category “A” or “B” seats. Moreover, most of the citywide need is concentrated in

11 areas. In 2012, these priority areas needed 44,081 high-performing seats, which constituted 56% of the citywide need. Figure 1 highlights the 11 priority areas by labeling them on a map of Indianapolis. ²¹

1 Figure 1. IFF Indianapolis Priority Area Map ²²



These 11 areas highlight the need for high-performing seats in many areas throughout the city. For this reason, it is important to generate a holistic approach to improving education. The common misconception is that Indianapolis Public Schools is the sole area that needs improvement, but the IFF study demonstrates the need for a systematic model that enables schools regardless of type and location to participate. This approach needs to take into account the needs of a particular area when determining strategies for improvement. One consideration is the service gap by grade level in a specific area. Indianapolis needs approximately 56,000 (57%) additional high-performing K-8 elementary and middle seats and 22,000 (55%) additional high-performing 9-12 high school seats. ²³ Other considerations include the demographic make-up of the population, enrollment, and commute patterns.

In addition to the IFF study, the statistics below further highlight some of the specific challenges faced by school systems across Indianapolis.

Too few students meet state standards

- Only 51% of IPS students across all tested grades met basic state standards in both math and English language arts in 2012 on Indiana’s ISTEP+ test, compared to 72% of students statewide and 66% in Marion County. ²⁴
- In the MSD of Wayne Township, only 59% of students pass both the math and English language arts portions of the 2012 ISTEP+ test. ²⁵
- Achievement gaps for IPS students are greater in 8th grade than in 3rd grade, the first and last year’s students take the ISTEP+ in both subjects. For example, in 2012 the gap between IPS students and other students statewide on the ELA portion of the ISTEP+ exam was 17 percentage points in 3rd grade; while in 8th grade, the gap was 28 percentage points. ²⁶

- This trend is mirrored in other Marion County districts such as MSD Wayne Township where the gap between Wayne students and other students statewide on the ELA portion of the 2012 ISTEP+ exam is 6 percentage points in 3rd grade and 10 percentage points in 8th grade. ²⁷
- In the MSD of Washington Township, 43% of students showed low growth on the math ISTEP+ test and 40% showed low growth on the English language arts ISTEP+ test. ²⁸
- In the MSD of Pike Township, 68% of students passed the Algebra 1 End-of-Course-Assessment (ECA) compared to 82% statewide and 67% of students passed the English 10 ECA compared to 78% statewide. ²⁹

Too few students graduate from high school

- A 2009 report from America's Promise Alliance, a national advocacy and research organization headed by retired General Colin Powell, showed IPS had the lowest on-time graduation rate among central city school districts in the nation's 50 largest cities. ³⁰
- According to Indiana Department of Education (IDOE) data, only 65% of IPS students in the class of 2011 graduated from high school within four years.³¹ Although the graduation rate has increased, the number of students receiving waivers to graduate has increased.
- IPS's 66% graduation rate, the city's lowest, compares to 86% for the state and 81% for Decatur Township, the next lowest-performing school district in Indianapolis. ³²

Few failing schools improve

- Since 2005, at least one-quarter of all IPS schools have been on probation every year, with approximately 4 in 10 schools on probation in 2011. ³³
- In 2012, 42% of all of the district schools in Marion County earned a failing grade ("D" or "F") according to the state's A-F Accountability Model. ³⁴

There are real challenges facing Indianapolis schools and school districts. However, in spite of the challenges there are traditional public, magnet, charter, and private schools across the city showing promising results. The IFF study highlighted that Indianapolis has six district schools, five charter schools, and six independent schools that successfully provide high-performing seats to a student body with an above average percent of students from low-income households (see Figure 2). ³⁵ These 17 schools are an important resource to learn from as we work on our citywide strategy. Through closer analysis of these schools, we can better understand the variables that make them successful and find ways to replicate their successes throughout our city.

2 Figure 2. IFF Identified High-Performing Schools

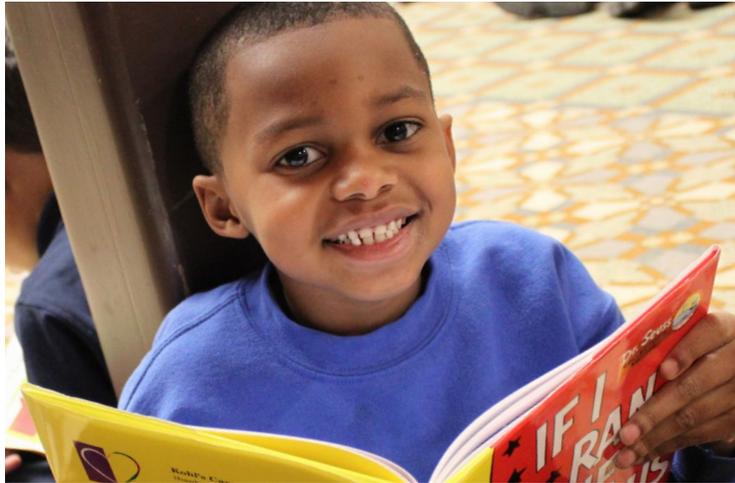
School	Corporation	Grades	Grades 2012	% of Students in Households Below 185% FPL
Andrew J. Brown Academy	Charter School	K-8	B	79%
Ben Davis University High School	MSD Wayne Township	10-12	A	63%
Carl Wilde School	Indianapolis Public Schools	PK-6	A	87%
Central Catholic School	Independent	PK-8	A	75%
Central Elementary School	Beech Grove City Schools	2-3	B	64%
The Challenge Foundation Academy	Charter School	K-5	B	80%
Charles A. Tindley Accelerated School	Charter School	6-12	A	63%
Christel House Academy	Charter School	K-8	A	89%
Ernie Pyle School	Indianapolis Public Schools	PK-6	A	87%
Holy Cross Central School	Independent	PK-8	A	85%
Indiana Math & Science Academy	Charter School	K-10	B	74%
James A. Allison Elementary School	Speedway Schools	K-6	A	66%
Lutheran High School	Independent	9-12	A	91%
Merle Sidener Gifted Academy	Indianapolis Public Schools	2-6	A	68%
Providence Cristo Rey High School	Independent	9-12	B	83%
Saint Phillip Neri School	Independent	PK-8	A	98%
South Grove Intermediate School	Beech Grove City Schools	4-6	B	64%

These schools provide an important example of what's possible in Indianapolis. Our leaders, teachers, parents, and community members must demand more of these types of options so that every child has access to a high-quality school in their neighborhood.

The lack of quality schools has a negative impact on our neighborhoods and city

An educated workforce creates a more prosperous city. The lack of high-quality seats directly impacts neighborhood health and economic vitality. In a recent community-wide discussion about the future of our education system, *What's Possible?*, 83% of questionnaire respondents agreed that the quality of local

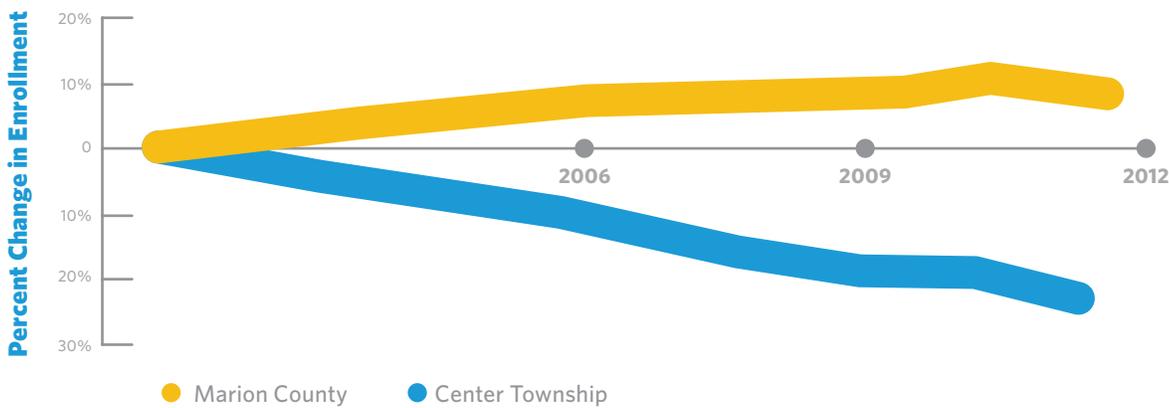
schools is a critical factor in where they choose to live.³⁶ Families with the socioeconomic capital to do so are searching outside our urban neighborhoods for better schools, leading to steep enrollment declines that coincide with population declines in our urban core. IPS enrollment dropped dramatically from 108,000 students to only 32,000 over 50 years.³⁷ At the same time, population within the district has dramatically declined from 337,000 to 142,000 residents.³⁸



In the past decade alone, IPS enrollment declined more than 20%, a drop that was only partially offset by a 9% rise in enrollment in other Indianapolis districts (see Figure 3 below).³⁹

3 *Figure 3. IPS Enrollment down more than 20%*

Percentage point change in enrollment, Center Township vs. Marion County (Indianapolis), 2003-12



Changes in district enrollment mirror larger population shifts throughout Indianapolis. Over the past 60 years, the city as a whole has grown substantially, but this growth is not evenly distributed. Center Township, which overlaps significantly with IPS, lost nearly 60% of its residents (See Figure 4 below).⁴⁰ This shift in population depletes the city’s tax base, limiting the funds available to reinvest in public safety, roads, parks, and sidewalks.

4 Figure 4. Population change in Marion County 1950-2010

Percentage point change in population, Marion County vs. Center Township (Indianapolis), 1950-2010

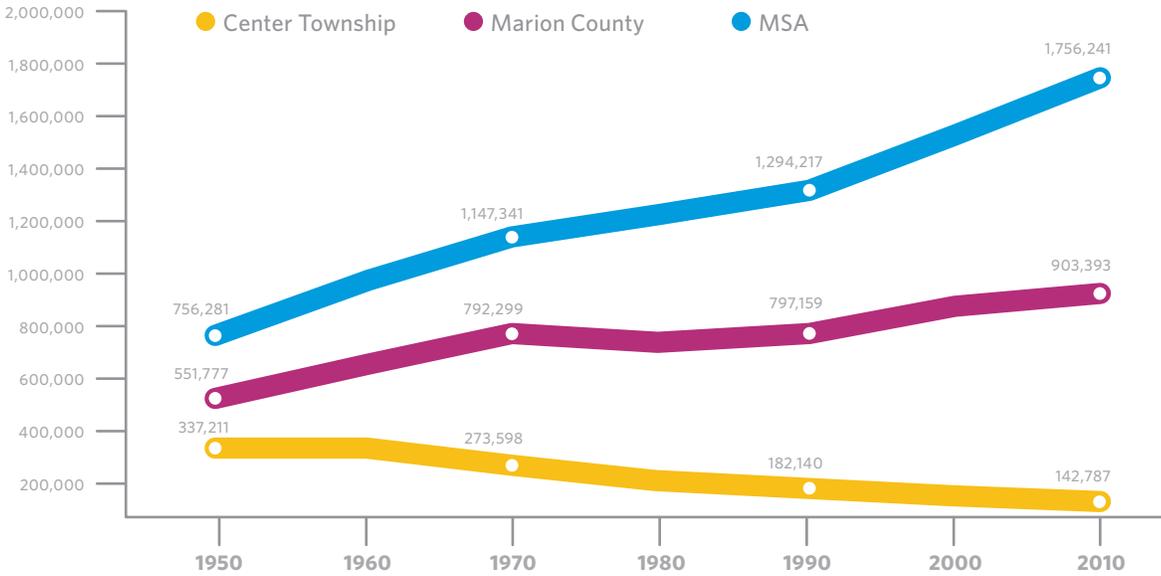
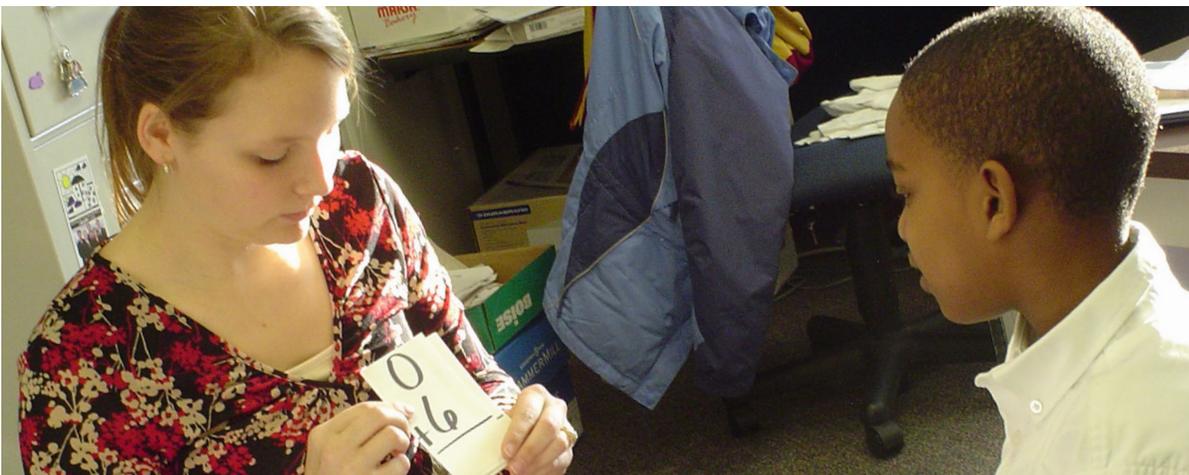


Figure 5 below shows how far Marion County's population per age bracket is above or below the metropolitan statistical area (MSA) (represented by the 0 on the vertical line on the chart). The MSA includes Boone, Brown, Hamilton, Hancock, Hendricks Johnson, Marion, Morgan, Putnam, and Shelby Counties. Marion County has a higher concentration of 20-35 year olds and a lower percentage of school-aged children (ages 0-19) and adults (ages 35 and older) relative to its MSA. While Indianapolis has a higher percentage of young adults (ages 20-34) than its metropolitan statistical area (MSA), it is unable to retain them when their children are most likely to be school-aged, which is critical given that they likely have the highest earning potential (See Figure 5 below).⁴¹ An exodus of these residents negatively impacts fiscal health and competitive position by causing tax revenues to decline. In turn, this decreases spending on our city's investments, such as roads, parks, and public safety.



5 *Figure 5. Marion County population by age relative to MSA*

Percentage of the population per age bracket relative to the metropolitan statistical area

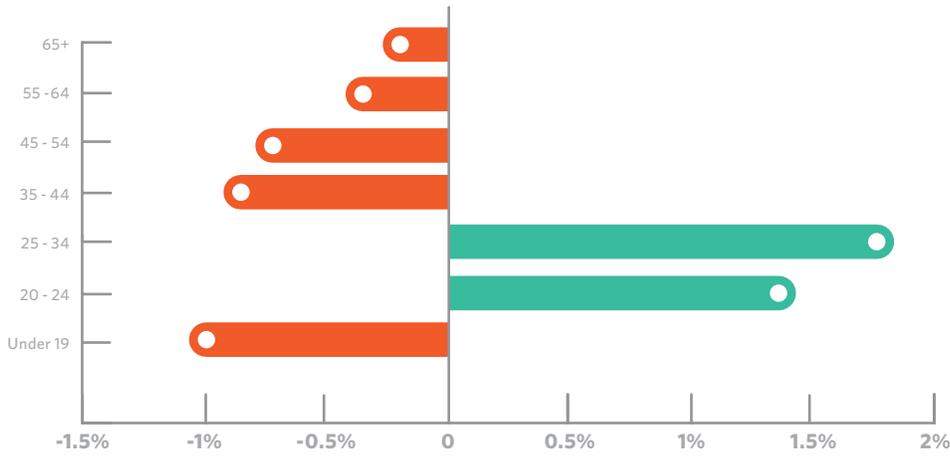
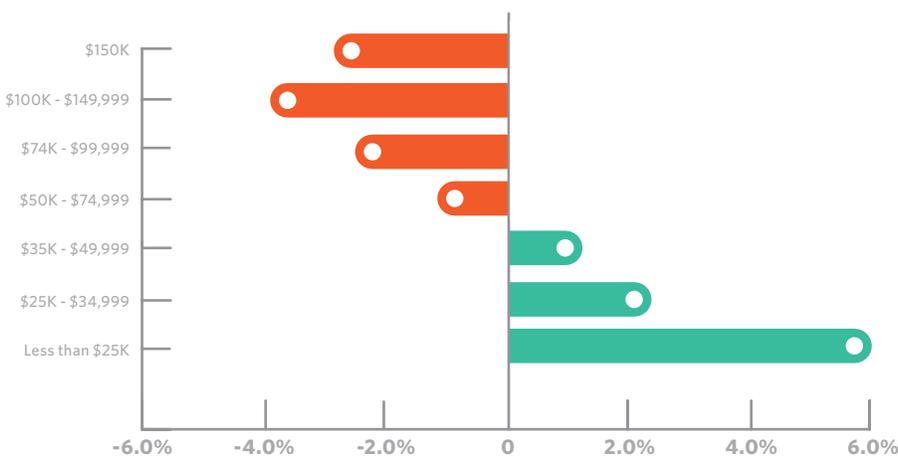


Figure 6 below shows how far Marion County population's income per bracket is above or below the MSA (represented by the 0 on the vertical line on the chart). The city also currently has a higher percentage of low- and moderate-income households relative to its MSA. Just over 27% of the city's population falls into the lowest income bracket (less than \$25,000), which is 6 percentage points higher than the MSA as a whole (see Figures 6 below).⁴² This makes an even stronger case for working to retain individuals above the age of 35, who have the highest earnings potential.

6 *Figure 6. Marion County population by income relative to MSA*

Percentage of the population per income bracket relative to the metropolitan statistical area



Over the last 60 years, middle- and upper-income families with school-aged children are leaving our urban core in search of better schools. This trend, driven by a lack of high-quality options, doesn't enable many children to achieve their potential and negatively impacts our city's fiscal health and competitive position by decreasing tax revenues, as well as social and economic capital. Nothing is more important to the future of Indianapolis then ensuring every student in every neighborhood has access to a high-quality seat.

Our city's current challenges do not define our future

During a time when our children's future is correlated to the zip code they are born into, it is imperative that we give every child the opportunity to succeed, the same right that our founding nation was built upon. NEO aims to provide Indianapolis children and families in every neighborhood with greater access to a high-quality education.

Many families look at schools as a primary driver of where they choose to live. These school seats will encourage families with school-aged children to reconsider moving to the suburbs and entice suburban families to move back into the urban core. In turn, this will help rebuild the city's middle income tax base and improve the attractiveness and stability of neighborhoods. A diverse and growing coalition of partners have joined forces in an effort to target substantial investments in education, thereby achieving our vision of every student in every neighborhood having access to a high-quality seat. The coalition is building upon the lessons learned over the past decade in Indianapolis, as well as from other cities attempting large-scale improvements to their education system.

Four Lessons for Creating Great Schools

Indianapolis will learn from and build upon groundbreaking efforts to increase the supply of high-quality seats

Existing research, national improvement efforts, and Indianapolis's own experiences have shaped our understanding of the core elements necessary for great schools. Cities such as Chicago, New York City, and New Orleans have focused on creating the conditions necessary for high-quality seats in both district and charter schools. They achieved strong results with students irrespective of income level, and show how to replicate strong practices across large groups of schools. At the same time, successful Indianapolis schools such as Arlington Woods (IPS), Carl Wilde (IPS), Herron High School (mayor-sponsored charter school), Christel House Academy (mayor-sponsored charter school), and the Oaks Academy (private school) also offer examples of schools that show all kids, regardless of their backgrounds can excel.

Research and the efforts of successful schools, districts, and networks point to the centrality of four core elements in creating great schools:

1 CREATE AND REPLICATE HIGH-PERFORMING SCHOOL OPTIONS

2 EXPAND PROVEN TEACHER AND PRINCIPAL LEADERSHIP PIPELINES

3 SUPPORT STUDENTS, FAMILIES, AND SCHOOLS

4 MONITOR AND EVALUATE PERFORMANCE

1 CREATE AND REPLICATE HIGH-PERFORMING SCHOOL OPTIONS THROUGH GRANTS

Traditional public, magnet, charter, and private schools all have roles to play in expanding access to high-performing school options for Indianapolis's children. Charter and district schools with the necessary degree of autonomy have been core elements of successful efforts in several cities including New Orleans and New York City.

The priorities that create high-performing school options include: school incubation and district partnerships, charter school authorizing, and school accountability.

School Incubation and District Partnerships

Several cities across the country have pioneered school incubation. At the most basic level, incubators focus on some combination of recruitment, selection, training, support, evaluation, and monitoring of new leaders as they navigate the process of opening and replicating schools. Statewide efforts in Colorado through the work of Get Smart Schools and citywide efforts in New Orleans through New Schools for New Orleans (NSNO) have produced some of the most striking results. Get Smart Schools in Colorado is a single charter school incubator that developed a training curriculum for future school leaders. Fellows of the program participate in an apprenticeship at a high-performing school. After their fellowship, the strongest fellows apply for charters and open a new school. Eleven out of the 12 schools incubated by Get Smart Schools outperformed the state in student growth and student proficiency rate and 8 of these schools exceeded their districts.²⁷

NSNO began their incubation work with a similar approach and incubated the highest-performing elementary school and the highest-performing high school in the city's Recovery School District (RSD).⁴³ More importantly, NSNO incubated over a dozen single charter schools, contributing to the rapid expansion of the charter school sector that has steadily improved student test scores since 2005. NSNO found that the most consistently high-performing charter schools came from the expansion of existing, high-performing charter schools and networks.

In addition, the Sky Partnership out of Houston is looking at innovative ways for districts and charters to work together to improve the quality of schools. Spring Branch ISD (SBISD) is a highly diverse and successful traditional public school district. They are making impressive gains when compared to other traditional public school districts, but were not satisfied with the pace of growth and the matriculation rates of their students to college. With this in mind, Yes Prep, KIPP and SBISD formed a partnership to improve these metrics.

SBISD is pleased with the success of the district's two in-district charter programs, Cornerstone Academy and Westchester Academy for International Studies, both rated Exemplary, the highest rating a school can attain by the Texas Education Agency. More than 200 Spring Branch families have students on the waiting lists in hopes of attending either school. Cornerstone Academy, a 6th - 8th grade school currently serving 380 students, embodies choice, community, commitment, and collaboration. Westchester Academy for International Studies, a 6th - 12th grade global studies and International Baccalaureate academy currently serving 1,000 students, provides a challenging, advanced level curriculum that helps students focus on international relations and problem solving.

By leveraging the instructional technology, and extra-curricular and co-curricular tools of SBISD, with the college preparatory program, and leadership and teacher development tools of KIPP and YES Prep, this new programming provides access for 10% of SBISD students to access high-quality, college-preparatory charter options as part of the SBISD portfolio. The union of these high performing organizations fundamentally changes how secondary education is delivered in SBISD and gives families increased access to school choice.⁴⁴

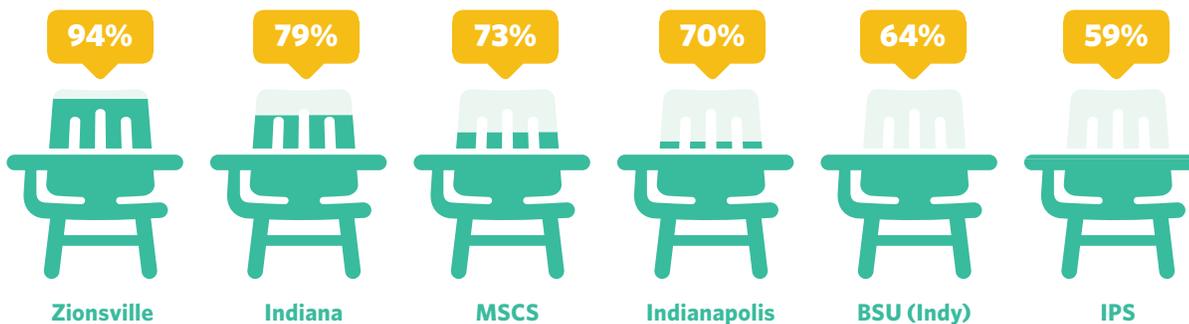
This partnership is a unique and innovative way to work across district and charter lines to share resources and best practices resulting in a high-quality education for all students.

High-Quality Authorizing and Accountability

High-quality authorizing and oversight sets newly incubated charter schools up for success. Accountability ensures these schools create and maintain high-quality seats. Quality authorizers recruit and screen applicants enabling only the most promising to open schools. Authorizers are also responsible for holding schools accountable for results as stated in their charter agreement. A critical component of high-quality authorizing is being willing to close those schools that fail to satisfy performance standards.⁴⁵ In exchange for increased autonomy, schools have heightened accountability.

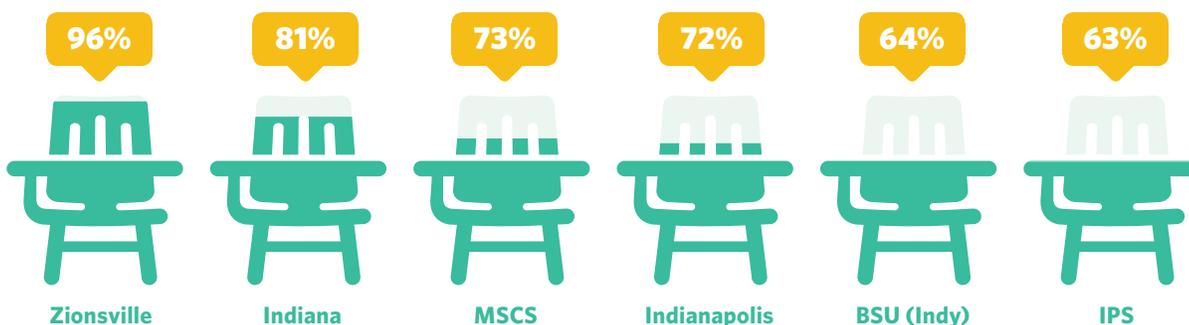
The mayor-sponsored charter schools (MSCS) in Indianapolis have shown promising results by maintaining high barriers to entry, monitoring performance, and closing chronically underperforming schools. MSCS's constituted four of the top 25 (16%) schools in the county in growth on the math ISTEP+, and four of the top 20 (20%) schools in the county in growth on the English Language Arts (ELA) ISTEP+.⁴⁶ According to ELA ISTEP+ results for 2012, Indianapolis MSCS outperformed the Indianapolis average (3% higher) and significantly outperformed the city's largest school district (See Figure 7 below).⁴⁷

7 Figure 7. English Language Arts Preliminary ISTEP+ Results 2012



According to Math ISTEP+ results for 2012, MSCS significantly outperformed other city alternatives but there is still much to be achieved to be on par with the state average (See Figure 8 below).⁴⁸

8 Figure 8. Math Preliminary ISTEP+ Results 2012



These results have led to increased demand among students and families. In June of 2012, approximately 3,300 students were left on a waiting list for MSCS.⁴⁹ These waiting lists lead to difficult decisions for students and parents and make education feel like a lottery rather than a choice.

High-quality oversight is not limited to charter school authorizers, as traditional public school boards and superintendents have countless years of experience performing this role. In fact, they are well-positioned to provide oversight of incubated schools. One example is from the SKY partnership compact, which keeps the schools as part of the Spring Branch Independent School district, but enables the charter operators the autonomy to operate their schools true to the model they agreed to in the contract.⁵⁰ They have ongoing working groups and reporting guidelines to ensure that the district still has oversight of progress and outcomes. This is a truly innovative way to think about accountability.

2 EXPAND PROVEN TEACHER AND PRINCIPAL LEADERSHIP PIPELINES

Teachers, together with principals, are the single most important in-school factor affecting student achievement.⁵¹ In fact, a federal advisory committee charged to provide advice on education to the U.S. Department of Education, made high-quality principals and teachers a critical action strategy to improving our nation's schools.⁵²

School Leaders

Research demonstrates the centrality of strong school leadership in creating high-performing schools.⁵³ One study found that school leadership explains nearly 25% of the total effect of all school-based factors on student learning, second in importance only to teaching.⁵⁴ In another study, researchers documented substantial variation in principal effectiveness and showed that principals in the top 16% of the quality distribution are associated with annual student gains that are 0.05 standard deviations higher than average. In real terms, a highly-effective principal can raise student achievement on a state standardized test for a typical elementary or middle school student at their school between two and seven months in a school year. Even more strikingly, ineffective principals can lower achievement for a typical student by the same amount.⁵⁵ Large-scale analyses have documented the direct and indirect influence of principals on school conditions, teacher quality and placement, and instructional quality, all of which may impact student achievement.⁵⁶

School leaders have a measurable effect on student learning. It is imperative to attract and develop strong school leaders to increase student achievement.

Teachers

Decades of research offers strong evidence of the vital role teachers play in student learning. No factor within the school influences student achievement more than teacher effectiveness.⁵⁷ Research by McKinsey & Company has shown that the world's best-performing school systems establish strategies

and systems to attract, develop, and retain top-performing teachers, and to make sure these great teachers reach all students, regardless of socio-economic background.⁵⁸ Recent research shows that the best teachers consistently produce sizable and significant learning gains far in excess of their less-effective peers.⁵⁹ Students with excellent teachers, defined as teachers in the top 20 to 25% across the state for student growth on standardized test scores, make 1.5 years of learning growth annually, approximately three times the progress of children with teachers in the bottom 20 to 25%.⁶⁰

Additionally, in The New Teacher Project (TNTP)'s report, "The Irreplaceables," researchers found that many schools failed to retain their best teachers and replaced them with lower-quality teachers. Of the four districts TNTP studied, 6 to 17% of the highest-quality teachers left their district at the end of each school year, while only 6 to 21% of low-performers did the same. The study also found that it was very unlikely for a high-performing teacher to be replaced by another high-performing teacher. In low-performing schools, this statistic was even more startling. When an excellent teacher leaves a low-performing school, only 1 in 11 potential applicants will be of the same or similar quality.⁶² In order to improve student outcomes, schools must have pipelines of great teachers.

3 SUPPORT STUDENTS, FAMILIES, AND SCHOOLS

Supports for Students and Families

Students, families, and the broader neighborhood are critical components of sustaining any sort of large scale effort.

The first lesson in this section is that families not only play a critical role in their child's development, but family engagement is one of the strongest predictors of a student's educational success.⁶³ Schools must actively communicate, engage, and teach families the behaviors that will have a positive impact on their children's education. This strategy for improving schools is also identified by a federal advisory committee charged to provide advice on education to U.S. Department of Education.⁶⁴ Effort must be invested by the school, neighborhood, and broader community to ensure parents and families have access to the necessary resources.

In addition to family engagement, parents and families need help understanding the choices available to them, and given guidance on how to act upon that information. A rapid expansion of charters and successful magnet programs, the launch of the nation's largest voucher program, and the announcement of a state takeover of four Indianapolis Public Schools highlighted the need for enhanced and accessible information for parents on educational choices in the city.⁶⁵ Furthermore, there is significant evidence to suggest the importance of wrap-around services and additional advocacy. The Harlem Children's Zone has raised student achievement through a holistic, neighborhoods-based approach.⁶⁶ This type of approach has enabled sustainable, transformational improvements to be made in the schools in Harlem.

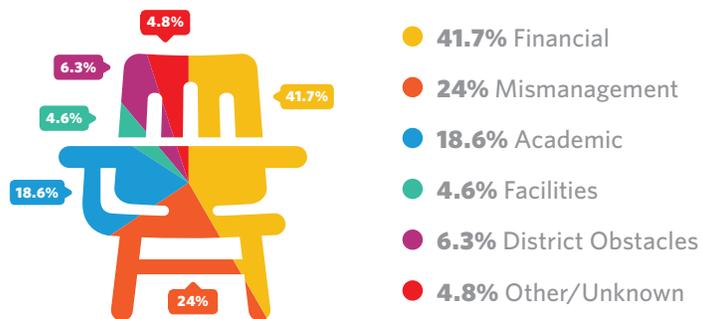
Public Impact completed an overview based on a review of the research on effective parent and community engagement, and 28 interviews with leaders from diverse backgrounds. This overview highlights the challenges to effectively engaging the community, but recognizes that in order to be successful, family and parental trust is essential. Building demand for great schools improves student outcomes and ensures sustainability overtime. Community organizations and leaders must overcome certain barriers in order to effectively engage the community. There are several strategies to overcome barriers and successful build demand, some of these include:

- **Develop a coherent strategy:** collect quantitative and qualitative data related to school performance to guide your public engagement strategy. This includes knowledge of local issues both within and beyond the school doors. Use this data to build demand for great schools by increasing community knowledge and trust.
- **Identify messengers:** Create specific roles for individuals or organizations from diverse background specifically dedicated to community engagement.
- **Build trust with families and communities:** Recognize and deeply understand reasons for mistrust and that it will take time. It is important to emphasize relationships over urgency and to speak with communities before decisions are made.
- **Sustain the momentum:** Continue to engage the community throughout the decision making process and after. Collect and act on feedback while continuing to engage new participants.⁶⁷

Supports for Schools

Charter schools struggle in areas of financial management and governance (See Figure 9). According to research by the Center for Education Reform (2011), fewer than 20% of charter school closures are tied primarily to academic failure. The two leading areas are mismanagement (24%) and finances (42%). Indiana charter closures mirror this pattern.⁶⁸

9 **Figure 9. Reasons Charter Schools Close**



In addition, more than two-thirds of mid-term charter revocations occur for reasons other than academic performance.⁶⁹ Overall, approximately 1.5% of all charter schools had their charters revoked in each of the past three years, and between 6 and 13% of eligible schools each year were not renewed.⁷⁰ Supports can help schools avoid closure and other negative outcomes associated with financial or organizational failures.

These challenges are not exclusive to charter schools. School districts face many of the same challenges. States including New York, New Jersey, and Texas have created financial incentives or state policies that encourage or require the use of shared services. According to one estimate, ten Massachusetts school districts will save approximately \$13 million over 20 years by using shared special education services. Similarly, two school boards in Ontario, Canada expect to save \$8 million over 3 years by sharing transportation services and another \$300,000 per year by using shared audio-visual resources.⁷¹

Facilities

A lack of access to suitable, affordable facilities presents one of the greatest obstacles to charter school growth and their ability to serve more students.⁷² The high costs of building, buying, or leasing facilities put charters at a financial disadvantage compared to their traditional school peers. Furthermore, the process of identifying, renovating, and financing the facility requires a significant investment of time and resources.⁷³ This is why it is imperative for districts to be a part of the solution to improving education. There isn't a charter solution to the challenges being faced across any city. There must be cooperation between all types of schools to achieve larger goals for improvement.

More than half of all schools in New York City share a building with at least one other school with distinct identities, but common spaces such as cafeterias and auditoriums. This practice has become more common in cities such as Chicago, Baltimore, and Denver. In these cities, co-location has increased academic choices for families, encouraged cooperation between schools, and made efficient use of underutilized capacity.

4 MONITOR AND EVALUATE PERFORMANCE

Monitoring Performance

The Stanford Social Innovation Review recently published an article highlighting why collaborative efforts fail. Well-intentioned organizations oftentimes misunderstand the level of coordination required to initiate and sustain transformative efforts. This leads to inadequate supporting infrastructure and oversight.⁷⁴

Collective impact efforts that have proven successful, such as the Strive Partnership in Cincinnati, bring together broad coalitions to improve education from cradle to career. The Strive Partnership's backbone organization was able to effectively focus people's time, monitor activities, develop a sense of urgency, apply pressure as necessary, and mediate conflict among stakeholders. This model enabled the partnership to drive positive momentum and progress on 34 out of 53 success indicators.⁷⁵

Program Evaluation

Program evaluation is used to assess the impact of targeted interventions. This method for evaluation provides a data-driven approach to decision-making, thereby improving overall effectiveness. Evaluation enables for documenting results for foundations and showcasing the success of the initiative to the program and the broader education community, including quantitative and qualitative impacts on student learning and, over time, broader economic and social impacts.⁷⁶

Investing in Innovation (I3) can serve as a model for best practices in program evaluation. The federal government requires a rigorous application and ongoing program evaluation process for all grantees. I3 grantees must provide evidence of program success and must utilize an external, independent evaluator in addition to an internal evaluation process. The purpose of this evaluation process is to ensure quality across programs, but also to hold programs accountable to their goals. In order to have effective programs that enact real change, those programs must be evaluated through a rigorous process. The I3 evaluation provides a valuable lesson on how to accomplish that aim.

Neighborhoods of Educational Opportunity

Given the lessons we've learned nationally and locally from the community, a framework for improving education called NEO has been developed. NEO brings together an unprecedented community coalition to improve educational outcomes with students, strengthen neighborhoods, and revitalize Indianapolis by launching a holistic, systematic process to create 30,000 high-quality student seats over 10 years.

What is a quality seat?

In July 2012, Stand for Children in partnership with a number of Indianapolis education organizations came together to discuss how to define and measure a quality seat. While they recognized there is more to a high-quality seat than test scores, test scores are directionally helpful in understanding school performance and enable comparative analysis. The definition is largely based on the state's accountability model. Below are definitions of the factors making up quality seats:

- Proficiency on the state exam: the analysis rates elementary and middle schools based on their proficiency on the math and reading Indiana Statewide Testing for Educational Progress (ISTEP+) exams, and high schools on their proficiency on the English 10 and Algebra 1 end-of-course assessments (ECAs).
- Median growth percentile: the analysis rates the student growth percentile (SGP) for every student in grades 3-8 taking the ISTEP+ exam. SGPs indicate how a student's growth on the test compares to his academic peers, other students who started the year performing similarly.
- College and career readiness: the analysis measures college and career readiness by the percentage of graduates who pass the advanced placement (AP) or International Baccalaureate (IB) exams.

Figure 10 below summarizes the metrics and targets for each rating by school type.

10 Figure 10. Quality Seat Metrics

Quality Rating	Proficiency ISTEP ELA or ISTEP Math Pass Rate	SGP ISTEP ELA or ISTEP Math MGP
 High	80% or more	60th percentile or higher
 Medium	70 - 79%	50th - 59th percentile
 Low	60 - 69%	40th - 49th percentile
 Very Low	59% or less	39th percentile or less

Quality Rating	Proficiency ECA English 10 or ECA Algebra 1 Pass Rate	College & Career Readiness AP Exam or IB Exam (% graduates who pass)
 High	70% or more	25% or more
 Medium	60 - 69%	15 - 24%
 Low	50 - 59%	10 - 14%
 Very Low	49% or less	9% or less

Our theory of change

Our vision is to achieve citywide transformation by giving every student in every neighborhood access to a high-quality seat. This ambitious vision will be achieved by creating a greater supply of high-quality seats to meet increasing parent demand. To do so, we will incubate and replicate our great schools regardless of type, expand proven teacher and principal leadership pipelines, provide supports for students, families, and schools, and hold ourselves mutually accountable for results. We will build demand for these efforts by engaging a broad cross-section of the community in the planning and implementation efforts.



NEO consists of three phases to achieve citywide transformation.

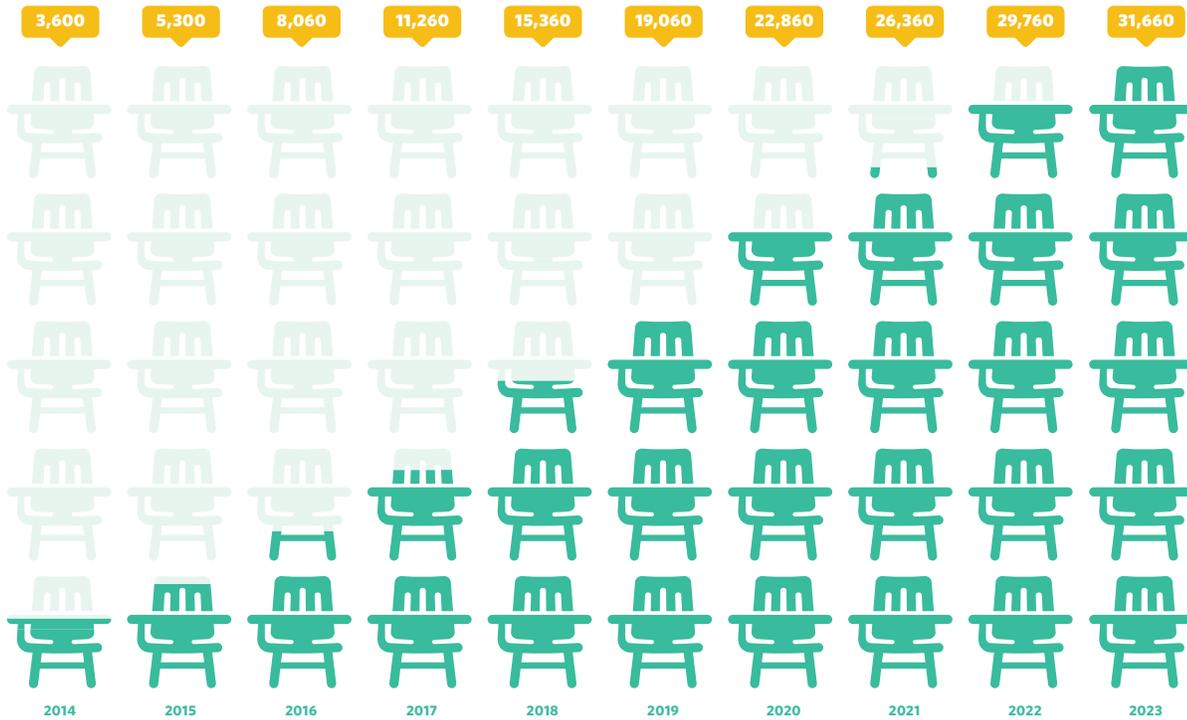
Phase One: Create the conditions for success

The first phase includes the work Indianapolis pioneered over the last decade making the city well-positioned to dramatically improve its K-12 public education system. Indianapolis is fortunate to have a groundswell of support for educational efforts among key leaders and organizations, as well as the critical infrastructure to achieve our ambitious goals.

Phase Two: Build and execute a systematic process that leads to high-quality seats

Our current efforts or phase two is to build momentum at the individual seat- or school-level by shifting 30,000 seats from low-quality to high-quality over ten years (see Figure 11). In order to create these high-quality seats, our plan systematically and simultaneously unleashes the four core elements, built from national research and local success, to produce a holistic process for creating high-quality seats. Seat creation includes traditional public, charter and private school vouchers.

11 Figure 11. NEO High-Quality Seat Creation



Phase two (which is the focus of the “Our Plan” section) will shift 20% of the low-quality seats to high-quality, thereby significantly increasing the number of high-quality seats in the city. Ultimately, it will serve as a blueprint to transform the remaining seats from low- to high-quality.

Phase Three: Achieve citywide transformation

Phase three will act upon lessons learned in phase two, thereby achieving full transformation. The supply of high-performing schools, talent, and resources in the city will serve as a blueprint for the continued creation of high-quality seats and inform the policy landscape statewide. Schools will have access to the necessary resources to open and grow to scale. For instance, we will have attracted and developed the talent required to fuel our ongoing efforts.

In addition, we will have created unprecedented demand for high-quality seats. Families will have the knowledge and resources to make an informed choice. Stakeholders will expect and require their schools to be high-quality. By engaging and empowering a broad coalition throughout the implementation of the NEO plan, we will achieve long-term sustainability.

As the entire system improves, every kid, regardless of circumstance, will receive an excellent education. Families with school-aged children that otherwise would have left the city will stay. Residents in the suburbs will have a viable public school choice within our urban core. This coupled with economic and neighborhood redevelopment efforts will make Indianapolis a more attractive option.

As a result of an improved educational system, Indianapolis will harbor an increased number of high school and college graduates. This workforce will attract and retain employers, thereby widening the economic impact of the NEO plan. The moral and economic implications of realizing our vision are clear. More high-quality seats lead to better life outcomes, which lead to more vibrant neighborhoods, and ultimately a thriving city.

Our Plan



- 1 CREATE AND REPLICATE HIGH-PERFORMING SCHOOL OPTIONS THROUGH GRANTS**
- 2 EXPAND PROVEN TEACHER AND PRINCIPAL LEADERSHIP PIPELINES**
- 3 SUPPORT STUDENTS, FAMILIES, AND SCHOOLS**
- 4 MONITOR AND EVALUATE PERFORMANCE**

1. Create and replicate new high-performing school options through grants

Our plan will set NEO schools up for success from inception using three critical strategies: incubating or replicating schools, providing high-quality authorizing, and holding schools accountable for results. NEO will aim to create or replicate approximately 70 schools to achieve our goal (See Figure 12). This number will likely vary depending on how many are elementary, middle, and high schools.

12 *Figure 12. School Creation Estimates*

Schools	SY 2014	SY 2015	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Total
Elementary	1	3	3	3	5	3	3	2	2	0	25
Middle	1	2	2	2	3	2	3	4	3	0	22
High School	0	1	3	4	4	3	3	3	1	1	23
Subtotal	2	6	8	9	12	8	9	9	6	1	70

The Mind Trust School Incubator

The Mind Trust will lead the charge to attract high-performing charter management organizations (CMOs) to Indianapolis and to grow existing local charter networks, as well as replicate our city's high-performing traditional public, magnet, and private schools. The Mind Trust's School Incubator will enable Indianapolis to accomplish these critical goals.

The Mind Trust awarded two school incubator awards in June of 2012. Christel House Academy, a high-performing charter school in Indianapolis will develop a network of K-12 and drop-out recovery charter schools serving over 2,400 students over the next six years. Phalen Leadership Academy, a new charter school operator will grow to a network of five, K-8 schools serving nearly 4,000 students in Indianapolis. The Mind Trust also just recently announced KIPP Indianapolis and Rocketship as two new incubator award winners.

In addition to charter schools, The Mind Trust is eager to incubate or replicate any high-performing school committed to autonomy meaning agreeing to factors such as the school leader having control over staffing, budgets, and application of curriculum. This includes traditional public, magnet, and private schools. These schools would apply to the incubator by putting together a detailed strategic plan for replicating a high-performing school. This plan would then be evaluated against the other plans submitted. The Mind Trust's School Incubator (SI) is leading the charge to expand our community's high-performing school options through a variety of approaches and awards (See Figure 13).

13 *Figure 13. The Mind Trust School Incubation Awards*

SI Award Types	Descriptions
Investments	\$3.5 million awards for the nation's highest-performing CMOs to launch 6-8 schools
Awards	\$1 million awards given to teams to launch or expand networks of 4-6 schools
Performance Grants	\$250,000 awards to support and expedite existing award winner's network growth
Other	-\$1 million awards to strategically invest in growing any type of high-performing schools

Indiana Public Charter School Association Charter University

The Indiana Public Charter School Association (IPCSA) will develop a Charter University (Charter U) program. This program will offer training modules and one-on-one support over a year of application design for individual groups looking to start a charter. Specifically, IPCSA will provide training modules focused on academic, financial, and operational school elements. At full capacity, Charter U will service up to five Indianapolis applicants for new schools each year.

Mayor's Office and Indiana Charter School Board Authorizing and Accountability

Authorizers will support new charter school creation in three ways: 1) playing an active role in the recruitment of national and local applications, 2) authorizing operators with a high potential for success, and 3) supporting a charter-friendly legislative environment.

The mayor's office will support in the recruitment of high-quality applications including working with both charter operators and traditional districts. The goal is replicate high-performing schools regardless of type and the mayor's office is dedicated to that mission. The mayor's office will also continue to implement its comprehensive accountability system for approving charter applications, ensure schools are ready to open, measure performance each year, and make renewal decisions. Once opened, schools are monitored on a monthly basis through site visits with the Academic, Finance, and Governance/Leadership Analysts. These visits culminate in a yearly evaluation against the mayor's performance framework. If schools fail to meet performance standards, the mayor's office will revoke their charters, as evidenced by the recent revocation of three charters over the past two years. The mayor's office and ICSB have established clear processes for managing closure.

Finally, The Mind Trust will supplement these efforts with an Accountability Committee comprised of select community leaders and national experts. This Accountability Committee will be highly coordinated with the mayor's office and ICSB to effectively hold schools to the highest standards.

Schools as the Unit of Change

Schools, including traditional public, magnet, charter, or private, and school boards should look at the most successful school models and determine the viability of replicating those models. Then, they will create a strategic plan to apply to The Mind Trust Incubator. These are highly competitive awards and a detailed, quantifiable, and rigorous plan will be necessary to obtain an award. Once the application is submitted, if the school board is chosen for an incubator award then they will need to ensure that the school is prepared to open based on the timelines outlined in the application. After the school opens, the board will need to monitor achievement towards the goals laid out in the plan to be eligible for additional funding and resources. The partners of the NEO plan will provide supports as described below to ensure that the school is being set up for success.

2. Expand proven teacher and principal leadership pipelines

Our plan aims to engage both traditional and alternative preparation programs with a proven ability to produce quality leaders and teachers. Given the scale of our plan, any program that can fill the need for effective school leaders and teachers will be considered for inclusion.

Leaders

By supporting the Indianapolis Principal Fellowship and The Mind Trust Leadership Grants, Indianapolis will have a robust supply of talented leaders to achieve results. NEO aims to recruit, train, and develop 150 leaders (See Figure 14). This number will vary depending on the number of schools created.

14 *Figure 14. Leader Creation Estimates*

Leaders Needed	SY 2014	SY 2015	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Total
Elementary	0	6	7	7	11	7	7	4	4	0	53
Middle	0	3	4	4	7	4	7	9	7	0	45
High School	0	2	7	9	9	7	7	7	2	2	52
Subtotal	0	11	18	20	27	18	21	20	13	2	150

Indianapolis Principal Fellowship

Teach For America will expand its Indianapolis Principal Fellowship (IPF), a 14-month training and apprenticeship program created in partnership with Columbia University. IPF currently plays an integral role recruiting, training, and placing school leaders in Indianapolis. Thirteen fellows are currently serving as principals or administrators in Indianapolis schools. IPF will scale its efforts to provide school leaders as schools open.

The Mind Trust Leadership Grants

The Mind Trust will award competitive grants to high-performing networks and districts to fund internal leadership development programs. Experience in New Orleans and other cities suggests that CMOs offer one of the best sources of new school leaders, especially new leaders for their own networks. For example, KIPP developed their highly successful Fisher Fellows program. These programs immerse new leaders in the culture and management practices of high-performing organization. Investments of \$200,000 will equip networks and districts to develop new school leaders.

Teachers

By investing in the growth of Teach For America, the Indianapolis Teaching Fellows, and Woodrow Wilson, we will build the talent pipelines capable of creating and sustaining long-term transformation. NEO will recruit 1,382 high-performing teachers. (See Figure 15). This number will vary depending on the number of schools created.

15 *Figure 15. Teacher Creation Estimates*

Teachers Needed	SY 2014	SY 2015	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	Total
Elementary	20	60	60	60	100	60	60	40	40	0	500
Middle	20	40	40	40	60	40	60	80	60	0	440
High School	0	19	58	77	77	58	58	58	19	19	442
Subtotal	40	119	158	177	237	158	178	178	119	19	1,382

Teach For America Corps Members

Teach For America (TFA) and The New Teacher Project (TNTP) have produced outstanding results in traditionally under-served communities across the country, as confirmed by multiple studies.⁷⁷ Researchers with the Urban Institute and the CALDER Research Center found that TFA teachers were more effective, on average, than both new and experienced non-TFA teachers. They found the positive effect of having a TFA teacher was at least twice that of the “experience effect”.⁷⁸ Looking at 2010-11 data, the average TFA teacher in Tennessee (grades 4-8) outperformed the average new teacher across all grades and subject areas, and outperformed the average veteran teacher in all subjects except math, where TFA teachers did just as well as veteran teachers. No other new teacher program in Tennessee performed as well.⁷⁹ North Carolina researchers found that TFA teachers add about nine days of learning for elementary school reading, 17 days for elementary school math, 16 days for middle school reading, and 68 days of learning for middle school math. TFA teachers provide the strongest immediate impact out of all new teachers in the state.⁸⁰

To help meet the demand, Teach For America has already doubled the size of its incoming Indianapolis corps from 50 to 100 corps members in 2012. Teach For America will grow its corps even larger, supplying enough teachers to fill 30% of all the teacher positions created.

The Indianapolis Teaching Fellows

The Indianapolis Teaching Fellows (TNTP) will also provide highly qualified teachers to fill additional teacher needs. The number of new Indianapolis Teaching Fellows (ITF) has increased 27.5% from 2010-2012. This group impacted 8,500 students in 2011-2012 and has impacted over 33,500 students since the launch of the program in 2007. 39% of all fellows are highly-qualified in math or science. Indianapolis Teaching Fellows also have a consistent track-record of raising student outcomes across the city. 84% of principals surveyed in 2011 agreed that their first-year fellow was successful at raising student achievement in their building. In 2012, 91% of principals who had a first-year fellow said that their fellow was “as good as,” “better”, or “much better” than other first-year teachers.

TNTP also provides supports to improve teacher effectiveness as part of its program. TNTP will work with school leaders to:

- develop school leader capacity to utilize performance data
- provide data about how teachers perceive the instructional culture
- develop competency-based selection models
- implement effective interviewing techniques
- establish clear hiring timelines and goals

Woodrow Wilson

Woodrow Wilson Teaching Fellows will provide high-quality teachers with a STEM focus. In a recent class of fellows, 100% majored in a STEM discipline, 23% had advanced degrees, 28% were members of minority groups, and 43% were at least five years out of college and were changing careers. Initial indications are that the program is having a positive effect on student learning. An evaluation at Ball State University found that in classrooms in Muncie and Anderson where fellows were teaching, student achievement was significantly higher than in other classrooms where no fellow was present. In several cases these classrooms ranked almost twice as high as their counterparts.

Furthermore, the state of Indiana has recently emphasized the need for qualified STEM teachers. For this reason, in the next few months the state will take over the operations of Woodrow Wilson Fellowship program throughout Indiana. The state will also fund the program to enable schools greater access to STEM teachers

These are the current partners that have been engaged to date. There will be opportunities to continue to discuss engaging additional leader and teacher pipelines as we continue to build out the plan.

3. Support students, families, and schools

Indianapolis families want and deserve access to high-quality options, regardless of their income or zip code. Raising awareness and demand for high-quality schools depends on parental access to transparent information about multiple aspects of schools. During the *What's Possible?* community conversations, 97% of questionnaire respondents support the notion of giving parents accurate information about how their child's school is performing.⁸¹ It is imperative that we efficiently and effectively communicate with families in Marion County about their school options.

By becoming knowledgeable about the performance of their current schools and understanding the options available to them, neighbors can become advocates of their own educational choices. Similarly, institutional neighborhood partners from the nonprofit and private sectors need to be cultivated to connect with local neighborhood educational plans, in order to engage with neighbors to improve schools. Bridging these critical neighborhood connections with increased support and intentionality helps ensure that any agenda will have a lasting impact and sustainable results.

Supporting students and families

Our plan is to engage community organizations, including the planning partners of the *What's Possible?* community conversations, to build relationships and promote awareness of quality schools. There are a several organizations in Indianapolis committing to driving this work forward including: GreatSchools, Indiana Public Charter School Association, La Plaza, Local Initiatives Support Corporation (LISC), School Choice Indiana (SCI), Stand For Children, UNCF and Urban League. Below is an alphabetical list of organizations currently engaged in NEO and a description of their roles:

GreatSchools

GreatSchools Indianapolis will continue to engage in local education initiatives and partnerships that promote quality schools and parent engagement. GreatSchools will run a campaign to build and maintain complete data sets on 95% of schools (cross-sector) in Marion County and, in partnership with Stand for Children and School Choice Indiana, run a major marketing campaign to ensure Marion County families utilize GreatSchools as the top source of school information. GreatSchools plans to develop electronic delivery of this information throughout libraries and head start offices. They will develop a “print your own chooser” option on their website for families or organizations to utilize and will work to localize their website to make it more relevant to the local landscape. By providing a central source for cross-sector school information, GreatSchools will increase the demand for high quality school options. Specifically, GreatSchools will see an increase in:

1. the percentage of families hearing about and using its “school chooser”/website
2. the percentage of families that visit schools and apply to higher performing schools
3. GreatSchools Indianapolis page views
4. parent reviews of schools
5. community organizations using its “school chooser” (print or online)

Indiana Public Charter School Association

The key to building demand is to have a focused field representative strategy to engage parents one-on-one at events to gain their support and collect their contact information. Additionally, social media, such as targeted Facebook advertising has resulted in success when the IPCSA invested in this medium. The IPCSA proposes support for one field representative to focus on building grassroots support for the IPCSA to the level of 10,000 high-quality supporters over the next five years. Additionally, the IPCSA requests a modest level of support for social media advertising and sponsorship support for key events such as Indiana Black Expo and the Indiana State Fair which are target events drawing many Indianapolis parents and families.

La Plaza

La Plaza will focus on two key initiatives to support NEO:

1. **Give voice to Latino parents.** La Plaza will empower Latino parents by convening a Marion County Latino Parent Coalition, with a goal to educate, engage, and empower Latino parents to advocate

for their children’s academic needs, and support “parent trigger” legislation to transform schools in low-income communities. While La Plaza currently engages approximately 250 Latino parents annually through its programs, the organization expects to engage at least 500 Latino parents through this newly established coalition, all working together to ensure that Latino children receive a high-quality education by engaging parents and educating them about school choice, navigating educational systems, advocating for their children, and encouraging their children to self-advocate.

2. Create a sequential and county-wide high school graduation and postsecondary access program spanning grades 7 through 12 for Latino students in Indianapolis. This will be accomplished by: creating a new workshop curriculum for 11th and 12th grade students that build sequentially on Tu Futuro’s existing 9th and 10th grade workshop curriculum; and aligning the Mother-Daughter/Father Son program curriculum for 7th-8th grade students with the Tu Futuro curriculum. The curriculum will be flexible enough to be presented in middle schools high schools, and community-based locations with the goal of having students complete all six years of the workshops and receive continuous support toward high school graduation and pursuance of post-secondary education. The enhanced Tu Futuro program will establish sequential, grade-specific intermediary outcomes toward high school completion and postsecondary education for students in 7th-12th grades that are tied to La Plaza’s program curricula; and maximize the opportunities presented by La Plaza’s LILY program to ensure year-round access to academic support for Marion County’s Latino students who need it most.

Local Initiative Support Corporation (LISC)

LISC will create neighborhood level support for schools, their students, and their families. LISC will launch its Neighborhood Education Success Initiative to provide a platform for neighborhood residents to engage in the change process. The initiative is part of a comprehensive community development partnership with seven targeted neighborhoods. LISC will provide intensive technical assistance to help neighbors learn about their schools, build robust education plans, develop a neighborhood partnership infrastructure, and work to implement educational change. LISC will accomplish this through the following approaches:

1. Develop Neighborhood Education Success Initiative Infrastructure. LISC will build on its own capacity and networks to help neighborhoods identify their own unique educational challenges and implement strategies to overcome them. LISC will retain a half-time staff person to manage both the provision of technical assistance and planning support to shape their own education reform agenda. This person will work closely with the targeted neighborhoods using LISC’s existing network of community-based groups such as community centers, community development corporations, neighborhood associations, faith-based entities, and civic groups. LISC will also contract with educational consultants to advise neighborhoods directly on implementing their plans.

After each neighborhood has identified its educational agenda, neighborhoods will have a framework to interface with new schools – particularly those seeking places to locate, or existing schools going through improvement efforts. LISC will work with the city, The Mind Trust, and individual neighborhoods to partner with new school operators and geographies so that new schools become a hub for the neighborhood.

2. Working within a Neighborhood Framework. LISC staff and consultants will support the creation of distinct Neighborhood Education Taskforces within each targeted neighborhood. These coalitions will mobilize school leaders, key organizations, and residents to work collaboratively on improving education. Neighborhoods will use their framework to prioritize specific action steps to achieve their goals.

3. Strategic Neighborhood Seed Grants. Neighborhoods will receive grants up to \$10,000 to support education-related actions detailed through the early-stage planning process. Access to these seed grants will empower neighborhood educational discussions to go beyond setting goals to actually making change happen. The ability of these neighborhood education leaders to obtain grants to seed creative educational activities will give them “clout” with school partners, outside organizations, and potential donors. While these grants are not large, they are like early-stage venture capital, designed to attract additional supporters for unique neighborhood efforts. These grants will only be available to efforts that support creating “high-quality seats,” therefore, LISC will not enable plan implementation to simply defend existing failing school agendas.

Strategic implementation grants will be managed as part of the LISC Catalyst Grant process. LISC staff will advance these requests to the LISC Comprehensive Investment Committee, a committee comprised of local and regional leaders in the education, nonprofit, and neighborhood sectors, which reviews LISC’s neighborhood program investments. After committee approval, LISC staff will ensure that neighborhood matching funds have been leveraged before disbursing funds to the convening organization, and will provide technical support to ensure effective implementation of the project.

School Choice Indiana (SCI)

SCI will work to educate the public, community leaders, and policy makers on the positive impact that school choice can have on children, families, local communities, and Indiana as a whole. SCI will also work to ensure that parents have access to high-quality options and that they understand how to make informed decisions and understand how to access those options. In relation to NEO, SCI will increase awareness of K - 12 options in Indianapolis by informing families of their choices and empowering them to demand quality from their schools. SCI will engage in multiple outreach efforts to engage parents and community members.

1. Direct mail, telemarketing, and internet marketing. Direct mail will generate a significant number of leads for engaging parents in school choice. In addition to direct mail, telemarketing has proven successful in the most recent campaigns. SCI will utilize trained agents to conduct both inbound and outbound calling to individuals, who have expressed some interest in learning more via the web site, an inbound call, or through community and event outreach. Finally, internet marketing will be used to emit leads. SCI will utilize a combination of both Google keyword ads, banner ads, and Facebook ads, to generate leads to the web site and unique landing pages. Through these efforts, SCI aims to generate 3,500 leads which will include a 10% increase in direct mail responses, over 300 telemarketing leads and 700 internet leads.

2. Friends and Family Referral Campaign. SCI will work with over 25 families to identify additional parents and families that may benefit from understanding their school choices. SCI will provide incentives for parents to participate in the referral program, create a system to track progress, give parents a unique

database to add their friends and send out postcards to recruit more participants. The goal is to empower 25 families in Indianapolis to mail or email over 1,500 additional friends and family about school options.

3. Parent Information Sessions. SCI will promote awareness of the Indiana voucher program by partnering with area churches and participating schools to host parent information sessions. This enables parents the opportunity to interact with an SCI field manager while supplying support for participating schools. Additionally, attendees walk away with a very thorough understanding of the school choice programs available to them and how to apply. SCI will aim to hold at least 25 information sessions each year.

4. Community Events and Outreach. SCI will inform parents of their options and additional events to make their school choice. SCI aims to work through other events such as Black Expo, WRTV6 Education Expo, career fairs and community center open houses. SCI aims to hold 24 of these events in Indianapolis.

5. School Outreach. Ensuring that choice schools are receiving the support necessary in order to use the vouchers or simply market themselves and are also comfortable with SCI is vital to the continued success of the voucher program and future school choice efforts. SCI aims to hold 15 open houses in Indianapolis.

6. Media and Outdoor Advertising. In 2012, SCI saw a spike in the amount of interest in the voucher program during times that TV commercials were airing. Because of that, SCI would like to take advantage of TV again, and ensure that it coincides with the direct mail hitting mailboxes. There is also an opportunity to add a third layer of radio to get maximum benefit from media efforts. SCI's media outreach efforts will stimulate a minimum of 15 positive media stories on educational options in Indianapolis each year and elicit 12,000 responses.

Stand For Children Leadership Center (SFC)

Stand for Children Leadership Center educates, empowers, and energizes parents and educators to take an active role in shaping the success of their schools. Their proven model for community organizing, with a focus on building strong, informed parents leaders, offers a tremendous mechanism to generate the level of grassroots demand and advocacy necessary to sustain the NEO vision. SFC's role is multi-faceted and includes two main areas:

1. Facilitate organizing and leadership development among parents. SFC will focus its organizing efforts on NEO. SFC will hire organizers to teach parents how to navigate a city of educational choice by identifying concerned parents, training them as leaders in the school choice movement, and supporting them as they recruit and inform others. SFC will break down the myriad facts and issues into understandable, clear information that parents and community members can use now and as their children move through schools. Over time, these actions will create a culture of awareness, investigation, and empowerment that energizes the community and supports the expansion of high-quality schools. Through the life of the NEO plan, Stand For Children hopes to have built 20 parent teams with 620 active members. They also hope to have trained and activated a total of 3,300+ parents throughout Indianapolis.

2. Conduct a marketing and communications campaign to build parent demand for high-quality schools.

Community partners must help parents from a wide variety of socio-economic and educational backgrounds understand underlying education concerns and apply them to their own situations and families. Parents must be educated and empowered to navigate changing curriculum standards, an increasing focus on school accountability and teacher quality, and the reality of school closures and the impact that has on their communities. Stand engages parents in dialogue about the realities of this landscape. This campaign would feature a series of key messages that tie into the training and awareness-building at the grassroots level. The goal is to create a sense of urgency in the beginning and then follow-up with messages of empowerment to ensure parents feel they can make an impact. In addition, the campaign will focus on the success stories of new high-quality school options and the impact they are having in our neighborhoods and community.

UNCF

Our recent work with the Monitor Group and qualitative and quantitative research on parent perceptions of K-12 education has enabled us to clearly identify the problem and determine how UNCF can be part of the solution. We believe UNCF can play a leadership role in activating, empowering and educating the African-American community nationally and within targeted local communities, such as Indianapolis, to improve educational outcomes for African-American students by serving as a credible black voice for education reform. No other organization can do this work or has the capacity to bring the African-American community along to support and promote educational reform efforts.

Serving as the credible black voice for education reform places UNCF in a unique position to influence the African-American community around an educational vision centered on more students successfully navigating the local K-12 education system and graduating high school prepared to excel in college and beyond. We all know examples of students who have successfully navigated the college-going process, and we seek to capitalize on our experience of what works to ensure that college success is no longer an “exception story” within the African-American community, but the norm. We plan to build on the successes within our community to change our collective story one student at a time, one education at a time. In Indianapolis, UNCF will elevate awareness and discourse of the college-readiness crisis and empower the African-American community, specifically grassroots leaders and parents, to improve educational outcomes for African-American students. Specifically UNCF will:

1. Leverage existing UNCF messaging platforms to drive the Indianapolis education conversation around helping students achieve their college aspirations, such as highlighting examples of community members who successfully went “to and through” college. The goal is to disseminate information and share inspirational stories through our research and marketing platforms to raise public awareness of how low college completion rates pose a threat to the vitality of the African-American community and emphasize the role that UNCF can play.

2. Engage African-American grassroots leaders/organizations, through one-on-one meetings, group forums and gatherings, and urge them to become more actively involved in driving change in the educational landscape by engaging the local African-American community and their constituents.

This will help bridge the divide between grassroots and the education reform community and allow them to unite on an educational vision that resonates with the community. Increase the number of grassroots leaders in Indianapolis who have taken measurable steps to improve African-American educational outcomes.

3. Support organizations that engage the African-American grassroots community (e.g., NAACP, Stand for Children, Urban League) as they help parents navigate the K-16 educational system. The goal is to increase the number and percentage of African-American parents in Indianapolis who believe they have the skills and tools necessary to navigate the K-16 educational system.

4. Engage UNCF member historically black colleges and universities (HBCUs) to inspire the community about the importance of college and set expectations about what it means to be college-ready.

Urban League

Urban League plans to utilize three strategies to support students and their families, specifically African Americans.

1. Parent University & Leadership Academy. The goal of the academy is to develop parents' skills and knowledge around education so that they are better prepared to advocate for their children and to participate in PTA and other educational-related activities. According to the US Department of Education publication Facts About the Teaching Profession for a National Conversation about Teaching, teachers in schools with high parent engagement are more than twice as likely as those in schools with low parent engagement to say they are very satisfied with their job (57% vs. 25%). The program includes eight workshop modules delivered over three months, usually on Saturdays for 2-3 hours. The topics covered include 1) Communication, Protocols, and First Impressions; 2) Report Card Reading 101; 3) Discipline; 4) Understanding Special Needs and Minority Disproportionality; 5) Understanding State Standards and Accountability for Schools; 6) Parent Empowerment and School Choice; 7) ISTEP and ECA Test Taking and Their Importance and Diploma Types in Indiana; and 8) Mental Health, Gang Prevention Activities, and Bullying. Each workshop component has an existing evaluation form so that strengths and weaknesses of program design and delivery can be readily identified and modified or adjusted as necessary with each group.

Parents will be awarded Certificates of Recognition and Expertise as they complete the various aspects of the 18-20 hours of training. Participants will also compete for various Special Recognition Awards from their peers skills such as building positive relationships, effective articulation of issues, effectively representing their school, skills in computer usage, and completing and articulating plans to increase parental involvement.

Upon completion of the Academy parents/caregivers will be empowered through facilitated action planning to develop individual and group plans for school-based parent leadership. They will also be able to engage, identify, and train other parents/caregivers. The Academy will help participants set visions, goals, and strategies for action as well as help define the expected results of the proposed actions and interventions. This training will include the necessary steps of establishing an individual/group timeline for the developed action plans as well as follow up activities and mechanisms for evaluation of progress.

2. Project Ready Indianapolis. The Indianapolis Urban League will provide Career and College Readiness classes and quality internships/job shadowing for middle and high school students. The program would include a for-credit class for middle School Students (8th graders) with class time, field trips and guest speakers on Career and College topics taught by a certified teacher. The high-school program also is for credit and includes class time led by a certified teacher as well as internships at local businesses. Participants would begin the program beginning at the 8th grade in middle schools feeding into one district high school and would stay in the program through their graduation from high school and acceptance into both two and four year post-secondary institutions. This design enables for comparisons to be made between Project Ready Indianapolis Participants and non-participants in such areas as eighth grade ISTEP scores, attendance, behavior referrals, PSAT scores, End of Course Assessments (ECA) scores, SAT scores, graduation rates, college scholarships offered, and college acceptance rates. Success will be measured by Project Ready Pre/Post student assessments, ISTEP+ scores, End of Course Assessments (ECAs, student report cards and an analysis which examines trends in student attendance and behavior.

3. Cultural Competency. The 2010 Census for Indianapolis revealed that nearly all of its population growth between Censuses was attributable to increases in Black, Latino, and Asian citizenry. Any school reform effort must be cognizant of and responsive to the increasing and vibrant diversity of Indianapolis. IUL has provided Cultural Competency and Diversity Training to two diverse school districts in Indianapolis (Beech Grove and Perry Townships) proposes to extend this much needed service to 25 suburban and parochial school districts over a five year period. The Diversity and Competency training begins with assembling a blended planning team consisting of teachers and administrators representing each school in the district. An assessment similar to a SWOT (Strengths, Weaknesses Opportunities, and Strengths) analysis is conducted for each building and a picture emerges of the diversity and cultural competence needs of the district. The planning group, led by the contracted facilitator, then develops an implementation plan with a timeline to provide a map to fulfill the vision of the needs and strategies identified. Typical topics covered by the training include a vision or purpose statement from the district superintendent, defining diversity and cultural competency, a review of research based approaches as to what works, becoming culturally competent, examining the concepts of what race is and is interpreted to mean, equity, meritocracy, race and culture, colorblindness, will and responsibility, and personal reflections and commitments to implementing cultural competency and diversity.

Supports for schools

Network of Independent Schools Shared Services

The Network of Independent Schools (supported by Goodwill Industries) will provide high-quality administrative services to its members which will enable the school leader to focus on instructional leadership rather than back-office functions. Services are broken into core and a la carte as described below:

1. Core Services. These services are designed to perform administrative functions such as regulatory reporting, legal compliance, special education, accountability reviews, data warehousing, and accurate analytics. The network will ask all new schools to use the data core service in order to monitor achievement.

2. A la Carte Services. The Network will coordinate delivery of services through a connected set of providers. Additional services could include facilities management, grant writing and management, curriculum and assessment development, teacher evaluation system development, information technology, safety and security, transportation, human resources, and board development.

The Network of Independent Schools will subsidize the services to make them easily available to schools. In the first year of operation, NEO-created schools will only have to pay 50% of the overall cost of services. In the second year, schools will pay 25% of the cost and in the third year schools will pay the full cost if they chose to continue using the services. This will enable for a more favorable start-up climate.

Indiana Public Charter Schools Association Board Development

IPCSA, in partnership with Indiana Youth Institute (IYI), has built a robust program to build capacity and strengthen charter school boards. Indiana charter school governing boards have three primary challenges: recruiting strong board members, compliance issues, and limited knowledge of holding an academic program accountable for results. With these challenges in mind, the IPCSA developed its in-house governance training for schools.

One partner that could support the facilitation is the Indiana Youth Institute. IYI has expertise in governance capacity building. A large number of experienced governance consultants, now trained by IPCSA, create the capacity to provide services to all our schools. This partner program enables schools to be assessed against National Association of Charter School Authorizers (NACSA) governance standards, be trained in charter specific areas and overall good governance practices, and provides an additional 30-35 hours of consulting time to work on school specific areas of need. Finally, a detailed report of gaps, improvements made, and areas of continued growth is provided to the IPCSA and the school. The success of this initiative will be measured by diagnostic assessment, post-evaluation of board members, and monitoring schools for reasons of closure.

Facilities

Our plan includes multiple strategies for making facilities more readily available to new school operators.

The Mayor's Office

The city is looking to use its current assets to create additional spaces for schools. The mayor's office has three tools to address the facilities barrier:

1. Capital improvement grants or loan guarantees. The City of Indianapolis will explore the possibility of setting aside funds that may be distributed as capital improvement grants or as loan guarantees.

2. Credit enhancement. The city is allowed by state law to use its credit to pledge its "moral obligation" behind charter debt as a way to enhance charters' terms for borrowing. By pledging its moral obligation, the city promises to consider tapping its own funds to pay off debts incurred by charter schools. Debt markets regard them as valuable credit enhancements that lower borrowing costs' significantly.

The Mind Trust

The Mind Trust will provide loan guarantees (e.g. 5 year loan guarantee) to the owner of the building. In this way, a lender would be protected from an early closure by The Mind Trust. This protection would both encourage lending and reduce the rate paid by the school because of the external guarantee. Another option is for The Mind Trust to operate as the master tenant and sublease the building to a school. This arrangement would provide an additional layer of protection to the lender, thereby acquiring even better rates for the school. This would have the added benefit of creating smoother transitions in the event of a school closure.

District Facility Support

NEO will partner and negotiate with districts to enter into an agreement that maximizes use of available space. Indiana state law requires districts to post lists of available facilities and make them available to charter schools. For example, IPS provides space for a KIPP charter school. The mayor's office will make a concerted effort to encourage facilities sharing by districts. Districts will likely benefit from sharing facilities with other non-district schools because they are currently paying for utilities and maintenance on schools that are empty or under-utilized. Leasing use of these buildings to school operators could reduce the maintenance costs for districts.

4. Monitor and evaluate performance

Our plan is committed to mutual accountability for implementing the core elements of the NEO plan as well as evaluating the impact of each intervention. This will enable us to more effectively manage our progress and determine where future investments should be made.

NEO Backbone Organization

The NEO coalition will create a separate backbone organization with minimal staff to manage this effort moving forward. This organization will be accountable to a diverse board aligned with the mission and employ minimal staff to support implementation. This organization, designed using the collective impact model, will be responsible for the following: providing overall strategic direction, facilitating dialogue between partners, managing data collection and analysis, handling communications, coordinating community outreach, and mobilizing funding.⁸²

Stakeholders will also need a clear picture of the rollout of the various activities and how partners, students, staff, and other community members are involved. To this end, a monitoring system will be designed to capture details of project activities and expenditures, map flows of students, families and services, and create periodic snapshots of the project as it unfolds. This information will form the basis of project reports and will be incorporated into the overall evaluation.

Center For Research on Educational Outcomes Evaluation

The Center for Research on Education Outcomes (CREDO) at Stanford University plans to evaluate the

success of the NEO approach through annual and summative evaluations. Locally, Indiana University and Notre Dame will work alongside CREDO to execute on the study. These findings will evaluate the success of individual partner organizations and their initiatives. Most importantly, these evaluations will measure the aggregate change in high-quality seats available using student performance data.

The evaluation group will devise a set of performance standards and measures that will function as the foundation of the evaluation design and give project partners a clear, concise, and manageable set of parameters to use in focusing their work.

Large-scale initiatives typically have a multitude of goals, outcomes, targets, and milestones. Often, project partners will participate for months before discovering that their original conceptions of the project were not aligned and have created unnecessary confusion and conflict during implementation. Moreover, since it is impossible at the outset to identify and control all the factors that may influence an effort of this size, all project partners need to use the same set of measures and metrics to guide their actions. In this regard, the performance standards and metrics serve as polestars to guide interim actions and decisions. Creation of the performance standards and associated measures and metrics will be the responsibility of the evaluation group. These need to be limited in number and focused in scope while simultaneously offering wide applicability. It is better to have fewer goals and outcomes of interest, but have them unify the various aspects of the initiative. In this manner, they provide impetus for coordination across the project partners to ensure that effort is effectively leveraged. The evaluation will provide high-quality analysis of the implementation and impact of the initiative in its key performance areas.

Drawing on the performance standards and metrics described above, the evaluation group will execute an evaluation design that is as rigorous as conditions permit. The breadth and complexity of the proposed project introduce significant challenges for the evaluation in terms of meeting the evidentiary requirements to attribute causality to the project for any observed changes in outcomes. For this reason, the evaluation group expects to impose limits on the range of the evaluation activities to the key areas addressed in the performance standards and metrics.

In all cases, the evaluation will employ peer-reviewed research methods to provide insights into the implementation and impact of the plan. Where feasible, micro-studies will be completed to provide greater depth of inquiry in areas that may need either specialized or intensive investigation on a one-time basis. For example, it may become advantageous to conduct interviews with community members if the initiative draws criticism or resistance so that underlying causes and possible remedies are identified.

CREDO will also provide regular rigorous analysis of the performance of all the schools in the community, using student-level longitudinal academic growth, student mobility/persistence, and progress toward post-secondary readiness as common measures of school impact. In addition, CREDO proposes to populate an Education Value Index that tracks the overall performance of the public education sector before, during, and after the initiative takes root. The Index incorporates a number of the metrics for all schools in the area to provide a macro-assessment of the overall lift in results during the course of the initiative. The index provides the opportunity to incorporate non-academic measures of community well-being that reflect the potential civic impacts of the initiative.

Indianapolis is Uniquely Positioned

Our plan is ambitious. We aim to create and replicate our city's high-performing options to achieve 30,000 high-quality seats over the next ten years. Achieving this goal would significantly improve life outcomes of children in our city. Our city already possesses organizations with the ability to scale each of the core elements: a new school incubator that is already attracting successful school operators nationwide, a growing presence of proven teacher and leader pipelines, a favorable political climate, and a critical mass of talented people who are advocating for a better educational climate. This unique combination of resources has earned the city significant national attention by achieving early success and establishing a firm foundation for further transformational improvements.

The NEO plan will capitalize and build upon this foundation by continuing to engage a broad coalition with the ability to systematically and simultaneously scale the core elements – creating and replicating high-performing school options; expanding proven teacher programs and principal leadership pipelines; supporting schools, students, and families; and monitoring and evaluating performance. Our coalition put individual ambitions aside to achieve larger, more ambitious collective goals. This unprecedented coalition shares a tremendous sense of urgency and optimism, and is dedicated to continuing the fever pitch of efforts to create great schools across our city. NEO's greatest strength lies not in one individual organization or effort, but in the combination of community organizations with the will and resources to launch a holistic approach to improving education.

Conclusion

The time to act is now. Opportunities to create dramatic social change occur but a few times in a generation. This is one of those times. Our work and the community's embrace of improving education have laid the foundation and left Indianapolis uniquely poised to do something transformational. The right infrastructure currently exists, leaving NEO well-positioned to transform our city's public education system. NEO will also position our city for a future in which there is unprecedented potential for success and economic growth. Our city will serve as a national model for transforming urban education by providing thousands of children access to greater opportunities and hope for a brighter future. Indianapolis will serve as a national model for what is possible in urban education – a city where every student in every neighborhood had access to a high-quality education.

Appendix

Current partner organization overview

GreatSchools Indianapolis

GreatSchools' mission is to inspire and guide parents to become effective champions of their children's education at home and in their communities. GreatSchools' namesake website serves as the organization's primary means for reaching, engaging, and influencing parents at scale. GreatSchools is largely known for providing a comprehensive, high-quality, third-party, neutral school guide that combines public data, including test scores and other school data, with crowd-sourced information, including reviews and ratings. Every year millions of parents use this school guide to make decisions about where to live and send their children to school. In addition to the school guide, GreatSchools provides a rich set of online resources for parents including expert advice, engaging stories, education news, data, local expertise, activities, worksheets, and tools.

In 2007, GreatSchools recognized that the organization would benefit from working locally in a small number of communities to develop and grow new approaches to reaching and serving low-income parents. Local programs provide on the ground support in the form of a network of community partners, one-on-one coaching, and in-hand tools to help guide parents in finding the best school for their child. GreatSchools Indianapolis opened in late 2011, and launched the city's first printed School Chooser guide in the spring of 2012.

GreatSchools is currently working to improve the educational opportunities for Indianapolis families by informing parents about their K-12 school options and so that they may choose academically successful schools for their children. Currently, GreatSchools' program is focused on the following strategies to make this endeavor successful:

- collect and provide content and tools that educate parents about schooling and the range of school choices that may be available to them; emphasize school quality, not sector, and provide balanced, accurate information
- facilitate school choice by driving parents to learn, then visit and apply to high-quality, best-fit schools for their children
- pilot and launch a climate survey completed by local teachers on their schools
- develop a broad range of partnerships with local schools and organizations
- build GreatSchools' brand, reach, and engagement

Looking to 2013 and beyond, GreatSchools is evolving these strategies to best leverage reach and experience, including an increased focus on expanding its presence and brand recognition in Indianapolis and across the state. GreatSchools' new national ratings and

better search and compare functionality improve its position to focus on making sure parents have the information they need to find the best school for their children.

Indiana Charter Schools Board (ICSB)

The ICSB seeks to grow the supply of high-performing public charter schools throughout the state so that families have multiple options when deciding what schools best meet the needs of their children. ICSB's focus is upon expanding quality options so students enrolling in charter schools receive a rigorous education that prepares them for college and careers. Each school authorized by the ICSB is subject to a transparent and outcomes-oriented accountability system. A school's performance is assessed annually and summarized in a Performance Dashboard. In addition, the ICSB publishes an annual report analyzing the performance of all schools they authorize.

Indiana Public Charter Schools Association (IPCSA)

Since 2008, the IPCSA has increased membership from 26% to over 75%; increased Indiana's status on the National Alliance for Public Charter Schools state charter law rankings from #29/40 to #6/41 in 2011 with the passage of HB 1002-11; supported the state in securing a grant from the Federal Facilities Incentive Grant from the Charter Schools Program; and gained relief from payments of charter school loans back to Indiana's Common School Fund, freeing up nearly \$10 million in cash each year for charter schools to direct to the classroom. Specific policy improvements include securing charter school access to vacant public school buildings for \$1 and the creation of a new state charter authorizing entity. This improved policy environment and coordinated effort to strengthen the movement resulted in much more interest from outside groups to locate in Indiana as well as more interest among in-state developers. This opened many more seats for charter school children in the state. Since the IPCSA began in late 2008 enrollment in charter schools has increased from 11,900 (1.2% market share) to 32,000 (3.2% market share). The number of schools has increased from 53 to 70, with several more authorized and set to open in the next five years.

Indianapolis Teaching Fellows (TNTP)

TNTP strives to end the injustice of educational inequality by providing excellent teachers to the students who need them most, and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 49,000 teachers - mainly through its highly-selective Teaching Fellows programs - benefiting an estimated 8 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, including *The Widget Effect* (2009), *Teacher Evaluation 2.0* (2010) and *The Irreplaceables* (2012). Today TNTP is active in more than 25 cities, including 10 of the nation's 15 largest.

Since 2007, TNTP has provided partner schools with a pipeline of nearly 300 highly-qualified new teachers through its Indianapolis Teaching Fellows (ITF) program. Outstanding recent graduates and accomplished mid-career professionals are recruited, selected, and trained in the areas of art, English, math, science, Spanish, and special education to teach in Indianapolis area districts and charter schools. There are currently 85 schools in Indiana with an Indianapolis Teaching Fellow on staff.

ITF staff, with extensive support from TNTP's national recruitment team, work to attract individuals with a passion for teaching in Indiana long-term. Through six years, ITF has generated over 4,500 applications from applicants across the country. ITF's model is specifically designed to identify those individuals with the traits necessary to raise student achievement in challenging circumstances and remain committed to the schools in which they are first hired. 69% of Indianapolis Teaching Fellows complete their 5th year of teaching in Indiana. By comparison, the National Commission on Teaching and America's Future reported that in urban school systems, only 57% start a fourth year of teaching.⁸³ The quality and diversity of each ITF cohort has been particularly impressive, resulting from the program's rigorous selection mode. In 2012, 35% of all Fellows who completed ITF's pre-service training identified themselves as a person of color.

Indianapolis Teaching Fellows also have a consistent track-record of raising student outcomes across the city. In fact, 84% of principals surveyed in 2011 agreed that their first-year Fellow was successful at raising student achievement in their building.

The number of new Indianapolis Teaching Fellows has increased by 27.5% from 2010-2012 with 39% of all Fellows being highly-qualified math or science teachers, and 90% having at least one year of post-graduate work experience. During the 2011-2012 school year, TNTP estimated that Indianapolis Teaching Fellows and alumni taught approximately 8,500 students.

Since the program's launch in 2007, Indianapolis Teaching Fellows have taught over 33,500 students in Indianapolis.

TNTP has recruited 283 teachers to Indianapolis since 2007. In the 2011-2012 school year, 40% of Indianapolis Teaching Fellows worked in IPS. In the 2011-2012 school year, 33% of Fellows taught in 12 Indianapolis-area charter schools. In the 2011-2012 school year, 28% of Fellows taught in Indianapolis-area township schools.

La Plaza

La Plaza is a groundbreaking effort to be the trusted liaison between Latinos and the larger community. La Plaza exists to serve, empower, and integrate the Latino community of Central Indiana. La Plaza has devoted an extensive amount of time and resources to solidifying its new structure by implementing a strategic plan which has guided us in making decisions required for the short term and the long term; a comprehensive development plan, which addresses how La Plaza will secure the resources it needs annually for its current work; a technology plan, which guarantees that La Plaza is using the data systems and technological capacities of the three merged organizations in the most effective and efficient way; and an initial overview of the needs of the Hispanic/Latino community. Because of its investment of time and resources in successfully completing the merger of its partner agencies, La Plaza has emerged as a stronger, more unified organization.

La Plaza currently serves more than 7,000 Latinos annually by providing families with access to essential, health and social services and educational programs. They also provide opportunities for over 35,000 people annually to build understanding and appreciation of the Latino community through participation in a wide variety of cultural activities.

Local Initiatives Support Corporation (LISC)

LISC Indianapolis is the local office of a national organization that helps resident-led, community-based development organizations transform distressed communities and neighborhoods into healthy ones -- good places to live, do business, work, and raise families. LISC helps neighbors build communities. By providing capital, technical expertise, training, and information, LISC supports the development of local leadership and the creation of affordable housing, commercial, industrial and community facilities, businesses, jobs, and quality education choices for neighborhoods.

LISC Indianapolis focuses its work around three mission outcomes:

- residents of core neighborhoods participate fully in the regional economy
- core neighborhoods are attractive places to live, work, learn, and play
- core neighborhoods are integrated into the regional economy

Within each of these mission outcomes, LISC has developed core neighborhood outcomes and strategized ways for LISC to help them be realized, as well as identified indicators to help track its progress. LISC is uniquely positioned to take on this role as neighborhood convener and education technical assistance provider. LISC has been working with Indianapolis neighborhoods for the past twenty years. Over time, the impact of Indianapolis LISC has grown through its investment of technical assistance and financial resources in affordable housing, commercial revitalization, innovative community and educational facilities, and technical assistance to neighborhoods. Since its first investment in Indianapolis, LISC has invested more than \$122 million directly to leverage \$517 million that produced 4,599 affordable housing units and 2.9 million square feet of redeveloped commercial and community space.

In addition to being a leader in facility financing locally, Indianapolis LISC has played a role in supporting neighborhood school partnerships in several neighborhoods. For example, LISC is supporting Second Story, a creative writing program for students across the city. Last year, LISC supported West Indianapolis to take all of its 6th grade students to visit a local college campus to combat the low educational attainment rate in the neighborhood. Currently, LISC is also working with Southeast Neighborhood School of Excellence (SENSE) to foster out-of-school time programming and The Children's Museum of Indianapolis to plan for cradle-to-career programming for neighborhood residents. In the past, LISC has also supported a neighborhood school coordinator in the Near East neighborhood, an after-school tutoring program in West Indianapolis, and various service learning projects. Since 2008, Indianapolis LISC-supported education programs have touched more than 1,600 students. In addition, Indianapolis LISC has provided technical assistance and/or financing for more than fifteen charter schools, impacting more than 6,000 students over the last decade. LISC continues to work with community partners to strengthen the charter school environment locally.

Network of Independent Schools (Goodwill Industries of Central Indiana)

Goodwill Industries of Central Indiana, through its Goodwill Education Initiatives (GEI) subsidiary, has directly operated charter schools for the last eight years. When the first school opened in 2004, Goodwill's philosophy was to leverage its operational experience to allow the school leader to focus solely on students and teachers. That philosophy was possible because Goodwill had the back office operation in place that supported 2,500 employees in over 50 different locations. As the schools grew in number and scale – in 2013, there will be 10 schools serving almost 3,000 students – those back office operations were adapted to the specific functions necessary to keep a school network operating at a high-level.

When Indiana's Department of Education created a working group of school leaders to refine its proposed A-F Accountability Model, GEI leadership was the sole charter organization represented because of its reputation within the DOE of working with, and being successful with, challenging student populations. GEI, through its deep understanding of the potential impact of the model, was able to influence the addition of elements to the model that would allow schools of all types to be competitive. As part of that work, GEI began to develop data systems that provided its school leaders information to guide their decision making. The chief data architect of the A-F Model from the DOE was hired as the Director of Data Analytics at GEI, allowing the intricacies of that model to be incorporated into GEI's data systems. A commitment is in place to fit high-end data analysis tools on the front end of the sophisticated back-end data model that will allow all participating schools to have instant analysis on their progress within the A-F model during the school year.

Because the mission of Goodwill is to help all people achieve their maximum potential, it is no accident that all of GEI's schools serve a high percentage of special education students. Across all of the schools, the special education population constitutes over 25% of the student body, surpassing the averages for all other schools in the Indianapolis metropolitan area. In all of the performance reviews conducted by the mayor's Office of Education Innovation, GEI's schools have received a Meets or Exceeds Expectations with regards to special education operations. To serve a population that large and in such high concentration, GEI had to develop leading edge programs and practices. When the Office of Education Innovation sought to revamp its special education evaluation framework, GEI was selected to pilot the framework and to provide feedback because of its reputation and high level resources.

Like most other charter schools in Indiana, GEI has contracted with Bookkeeping Plus for accounting services. Unlike others, however, GEI also determined to invest in high-level personnel capable of providing strategic financial advice. Since Goodwill Industries of Central Indiana is a \$100 million organization, the policies and practices it employs were adapted to GEI, even when it was a small startup. In 2013, GEI will manage its own revenues of over \$20 million. The Manager of Charter School Services from Bookkeeping Plus is now employed by GEI as the Controller, positioning us for additional scale as external schools come on board.

GEI has experienced rapid growth since its inception. In 2013 alone, GEI will enroll over 1,000 new students. GEI has developed staffing and procedures to meet the demands of the DOE's state

reporting requirements. This means submitting all of the reports on time, and with no errors, as has been the case over the past three years. In addition, all of GEI's reports are internally checked before submission to calculate the impact to the A-F model, with that information and analysis being presented to school leaders long before feedback comes from the state.

As demonstrated above, GEI's has demonstrated excellence in providing services. The DOE and mayor's office have consistently looked to GEI as an important source of information. When The Mind Trust leadership learned of GEI's interest in providing services to external schools, they cancelled their plan to do a national RFP for such a venture because of their belief that GEI was uniquely qualified to succeed. Looping all the way back to the beginning of GEI, our intent is to provide high-quality services so school leaders at all participating schools can focus on students and teachers.

Office of Mayor Greg Ballard

The mayor's office is nationally recognized for its strength in charter authorizing and has been asked to serve as a model and mentor for other authorizers across the country.⁸⁴ The mayor's office won the Harvard Kennedy School's Innovations in American Government Award, and was included as just one of 8 authorizers nationally in the U.S. Department of Education's "Innovation Guide" highlighting promising authorizing practices.⁸⁵ The mayor's office has a proven track record of authorizing charter schools that consistently outperform district school alternatives. During the 2010 - 2011 school years, 9 mayor-sponsored charter schools (MSCS) received an "A" in the state's accountability system, as many schools as earned an "A" in all of IPS, although there are nearly three times as many IPS schools.⁸⁶

These promising results result from setting a high-quality bar for networks and school teams that apply for charters. Since Mayor Ballard's inauguration in 2008, his office has only granted charters to 16% of applicants. This percentage is a testament to the thoughtful evaluation completed for each application. The mayor's office is also willing to close underperforming schools as evidenced by the revocation of two charters as a result of consistently low student performance and financial challenges.⁸⁷ Both of these actions are challenging yet integral in maintaining an environment pursuant to creating high-quality seats. Additionally, Mayor Ballard supports the creation and replication of any high-performing school, whether traditional public, magnet, charter, or private schools.

School Choice Indiana (SCI)

SCI is a non-profit, statewide organization dedicated to the principle that all children deserve access to a high-quality education. SCI works with anyone willing to engage in efforts to promote educational freedom for Hoosier families. SCI will educate the public, community leaders, and policy makers on the positive impact that school choice can have on children, families, local communities, and our state as a whole. Most importantly, SCI will work to ensure that parents have access to high-quality options and that they understand how to make informed decisions and understand how to access those options.

SCI's program revolves primarily around parental outreach. While SCI does a great deal of community leader outreach and work with many schools across Indianapolis, SCI's focus

in doing that is to ensure that parents have the tools necessary to make good decisions and have quality educational options available. Some of the steps SCI has taken in order to accomplish strong parental outreach and informing those parents of their options are:

- aired two 30 second television commercials airing in the Indianapolis media market in the summer of 2012 on network and cable television
- hosted parent information sessions throughout Indianapolis
- participated in local festivals and community events within Indianapolis
- partnered on the GreatSchools School Chooser program focused on Indianapolis schools and program options
- sent direct mail to targeted families throughout Indianapolis
- conducted telemarketing efforts to Indianapolis parents to discuss their school options
- conducted Sunday church blitzes to inform parents of their options
- conducted door-to-door efforts in Indianapolis neighborhoods to explain school options to parents

SCI is uniquely equipped with key tools that would be helpful in fulfilling neighborhood plans as well as parental involvement and communication. Some of those tools include:

- **Field Staff.** SCI hires field staff to help build relationships with community leaders, pastors, business leaders, school leaders, and parents. In Indianapolis, there are two full-time employees who handle those types of outreach efforts throughout the year.
- **Database.** SCI has already created a database of parents who are especially interested in school options from all across Indianapolis.
- **Marketing program.** For the past two years, SCI has executed an aggressive marketing program to inform parents about the state's voucher program and other options available to them. This plan has included but is not limited to: television and radio ads, direct mail, inbound and outbound telemarketing, internet and Facebook advertising.
- **Media Relations.** SCI also has a well-established relationship and routine with local media outlets including, but not limited to the local television networks, editorial boards, and other print media.
- **E-Mail Correspondence.** SCI has an e-mail list, which allows for direct communication with parents who are motivated by education issues.
- **Educating Parents.** SCI is currently one of the key organizations that act as a tool for parents who are trying to understand their school options in Indianapolis. Some of the methods that are used in accomplishing that objective include websites explaining what their options are and details as it relates to those programs; partnering with GreatSchools to highlight all options and schools throughout Indianapolis; participating in key community events; hosting parent information sessions across the county.

Stand For Children

Stand believes that all children deserve an equal opportunity to succeed in life and that education is the key that unlocks the door to success. Far too many children, through no fault of their own, are not getting the education they need. Stand is committed to righting this wrong. Stand's mission is to ensure that all children, regardless of their background, graduate from high school prepared for, and with access to, a college education. To make this happen, Stand does the following:

- educates and empowers parents, teachers, and communities to demand excellent schools
- advocates for effective local, state, and national education policies and investments
- ensures the policies and funding we advocate for reach classrooms and help students
- elects courageous leaders who will stand up for education priorities.

Founded in 1996, Stand now has ten state affiliates including Indiana. Stand is comprised of two organizations: Stand for Children, a 501(c)(4) grassroots advocacy organization, and Stand for Children Leadership Center, a 501(c)(3) leadership development and training organization. Stand also operates Political Action Committees (PACs) in many of its states.

Building on the mission, and informed by the What's Possible? community conversations, Stand Indiana works to ensure that every child in our state's capital has access a great school. To realize this, Stand promotes district and state level policies that will improve education circumstances for our children, such as teacher and school leader evaluation legislation; engages community members in conversation about education issues to help build and sustain demand for excellent schools; and elects education champions, including the district leadership needed to develop and execute a strong vision and strategy for Indianapolis Public Schools.

Stanford University Center for Research on Education Outcomes (CREDO)

CREDO is committed to improving the body of empirical evidence about education reform and student performance at the primary and secondary levels. Established at the University of Rochester in 1999 and relocated to Stanford University one year later, CREDO has become a leading independent voice in the discussion of how to improve education in America, with an emphasis on rigorous program and policy analysis as the means of informing and improving education decision making.

The primary aim at CREDO is to support educators and policymakers in using the insights that come from sound research to shape program and policy development. They focus on asking the right questions and delivering statistically sound answers as the basis for assessing the effectiveness of education initiatives. They also work to align expectations among key groups around how a quality school performs and how different stakeholders can work together to ensure accountability and academic excellence.⁸⁸

Macke Raymond has served as the Director of CREDO since its inception. She has steered the group to national prominence as a rigorous and independent source for policy and program analysis. She has done extensive work in public policy and education reform, and is currently researching the

development of competitive markets and the creation of reliable data on program performance. Macke has worked extensively with New Orleans as they implement their initiatives and bring strong insight into strengths and weaknesses of other efforts across the country. Macke also leads CREDO in investigating the effectiveness of public charter schools. Prior to joining Stanford in 2000, she held faculty positions in the political science and economics departments at the University of Rochester. Macke also worked for a number of years in the telecommunications industry and was President of Raymond Associates, a private consulting company specializing in public policy research projects and telecommunications policy formulation, from 1985 to 2000.⁸⁹

Teach For America (TFA)

TFA's mission is to build the movement to eliminate educational inequity by enlisting the nation's most promising future leaders in the effort. In the short-term, it recruits individuals with a record of leadership and results and places them as teachers in Indianapolis's low-income, low-performing schools. Over the long-term, TFA creates a growing alumni base with the talent, conviction, insight, and experience to affect the fundamental changes necessary to realize the vision of educational opportunity for all. Its alumni work directly for change at every level of the education system, while also exerting pressure for positive change from outside the system.

TFA is already showing strong results in Indianapolis. For example, last year, 60% of TFA corps members in Indianapolis performed in the top quartile of teachers in the state, and 90% led their students to at least one year of academic growth.⁹⁰

Wherever there are high-performing charter schools in Indianapolis, there are TFA corps members and alumni leading the way. The highest performing charter schools in Indianapolis – schools like KIPP, Charles A. Tindley, Christel House Academy, and Challenge Foundation Academy – consistently look to hire corps members and seek out alumni to assume leadership roles at rates that outstrip supply. In fact, at KIPP Indianapolis, corps members and alumni comprise over 80% of the teaching staff and the entire administrative team. KIPP Indianapolis's results on the 2012 Northwest Evaluation Association (NWEA) reveal dramatic growth; on average, KIPP students grew 2.2 years on both the English and math sections of the assessment. Close to 100 TFA alumni continue to make a profound impact as classroom teachers in Indianapolis after completing their two-year commitment.

Meanwhile, the demand for talented school leaders in Indianapolis has never been greater, and many are turning to TFA. Over 20 alumni serve in positions of school leadership in Indianapolis, ten of whom serve as principals, and several other alumni are slated to open new charter schools for the 2013 – 2014 school year. Local CMOs are looking to significantly expand their footprint in the near future, and high-performing networks such as KIPP, EdPower, Christel House, and Challenge Foundation have hired alumni to open their next round of schools. High-performing charter networks from across the country have also expressed an interest in launching and expanding in Indianapolis and have said that they will rely on TFA to provide a larger pipeline of leaders. Increasingly, TFA alumni are also assuming leadership roles at all levels. Thirteen alumni were working to effect statewide policy change at the Indiana Department of Education over the past few years, and other alumni work for educational equity at the municipal level, including Jason Kloth, the Deputy Mayor of Education for the City of Indianapolis.

The Mind Trust

Since its founding in 2006, The Mind Trust assembled a robust network of 12 cutting-edge education organizations that have impacted nearly 80,000 students in Indianapolis. Through this network, The Mind Trust created a critical mass of talented people and a culture of education innovation in the city. Indianapolis is now among the best places nationally to launch groundbreaking education initiatives. As The Indianapolis Star columnist Matthew Tully wrote in an October 2012 column, The Mind Trust “has singlehandedly changed the tenor of the debate surrounding the city’s schools and brought an army of education talent to Indianapolis in recent years.” In the process, The Mind Trust positioned Indianapolis to achieve the goal of transforming its K-12 education system so that all students have access to a great education.

Completing this transformation will require substantially increasing the number of world-class schools so that every child has the opportunity to attend one and so the power of the network The Mind Trust has created can be unleashed. The School Incubator provides a perfect vehicle for doing that. The Incubator was launched in October 2011 and has secured \$4 million in funding for the first four \$1 million dollar awards, as well as a \$750,000 to support operations. Those investments include \$2 million from the City of Indianapolis, allocated by Mayor Ballard and approved by the Indianapolis City-County Council. This powerful show of support and collaboration from the mayor’s office has allowed for strategic recruitment and investment in the highest-caliber charter school operators. In June 2012, The Mind Trust introduced the first incubator awards—two \$1 million investments to world-class charters that will launch in Indianapolis and that possess the skill and capacity to scale-up quickly. The first round of awards garnered 35 applicants from 18 states, and the 2 winners have committed to opening 10 schools. The Mind Trust also remains open to awarding School Incubator grants to district schools, provided they are contractually guaranteed autonomy by the district.

School for Public and Environmental Affairs (SPEA)

CREDO will partner with the School of Public and Environmental Affairs (SPEA) at Indiana University. SPEA is Indiana University’s top-ranked graduate school, and ranks first among all state university public affairs programs. SPEA is affiliated with the Indiana University Public Policy Institute, a collaborative, multidisciplinary research institute that supports the Indiana Advisory Commission on Intergovernmental Relations (IACIR) and provides policy analysis support at the state level for initiatives bridging the public, private, and nonprofit sectors in the areas of education and workforce development, energy and the environment, and state and local tax policy.

Indiana University is also home to the Center for Survey Research, which provides research services for academic and public policy researchers and offers the management, staff, and facilities required to conduct all phases of telephone, mail, and web surveys. The Center for Survey Research also offers consultation services in a wide range of specialized areas that include research design, questionnaire development, sample design, data collection methods (web, telephone, mail, in-person), data processing, and analysis of survey data. Indiana University also houses the Center for Evaluation and Education Policy (CEEP), a nonpartisan program evaluation and education policy research center that provides contract research services at the local, state, and national levels. CEEP often contracts with state agencies on education policy projects, and has longstanding relationship with state legislators.

Ashlyn Aiko Nelson (Ph.D., Economics of Education, M.A., Economics, Stanford University) is an Assistant Professor in the School of Public and Environmental Affairs at Indiana University, where she also holds appointments in Economics and in Education Leadership and Policy Studies. She is a consultant for CEEP, is the founder and co-chair of the Economics of Education seminar series, and is faculty advisor to the Education Policy Student Association (EDPOSA). Her research examines the causes and consequences of inequality in the overlapping housing and public education sectors, and her education policy research focuses on school choice, student mobility, and education finance. Her methodological skills include quantitative analysis of secondary data sets, geospatial matching, and causal inference methodologies including experimental and quasi-experimental designs. She has experience with survey design and administration. Before graduate school, Professor Nelson taught 8th and 11th grade English in the Los Angeles Unified School District. Dr. Nelson will take point on the ground in Indianapolis through evidence gathering and assessment.

UNCF

UNCF, the nation's largest and most effective minority education organization, seeks to catalyze change among African-American parents and students within local communities. These efforts include shifting attitudes and perceptions on education, with the goal of helping more students navigate the process to and through college, resulting in successfully earning college degrees. UNCF believes if parents are knowledgeable about the college-going process and students are academically prepared for college, they can radically change the story of what's possible not just for African-American students, but for the African-American community as a whole. In Indianapolis and other targeted UNCF markets, UNCF intends to elevate the college readiness crisis and empower the African-American community to improve educational outcomes for African-American students by implementing a new three-part strategy:

- 1. Messaging and Research.** UNCF will leverage broad-based media platforms, including UNCF's new PSA Campaign, "An Evening of Stars" television show and Empower Me Tour, and disseminate research to highlight the current state of education, motivate African Americans to strive for college degree attainment, and position UNCF as part of the solution.
- 2. Grasstops Partnerships:** UNCF will partner with historically black colleges and universities and grasstop leaders across sectors to support them in engaging their communities and constituents
- 3. Grassroots Engagement:** UNCF will partner with and support on-the-ground grassroots organizations, such as Stand for Children, as they help African-American parents navigate the K-12 educational system

Urban League

The mission of the Indianapolis Urban League is to assist African Americans, other minorities, and disadvantaged individuals to achieve social and economic equality. In the 1970's the Indianapolis Urban League provided on of the first minority business development programs of its kind in the city and state. The Business Development Center provided services to thousands of minority business venture clients by helping with business plans and procedures to acquire venture capital for businesses. The BDC provided services from 1974-81. A Local Outreach Center was established in 1981 through 1984. The LOC was a business venture project that focused on creating opportunities for minority-owned businesses to bid on contracts submitted by the U.S. Department of Transportation - Federal Railroad Administration. In

addition, the League established a Human Relations Consortium that worked with parents and students as the city prepared for the desegregation of schools in the 70's and was one of the first minority organizations in the city to establish and maintain weekly radio and television communication programs.

Currently, the Indianapolis Urban League will continue to work towards making sure that our children are well educated and therefore equipped for economic self-sufficiency. The League will continue to help adults attain economic self-sufficiency through good jobs, homeownership and wealth accumulation. In addition, the League will continue to address health issues that impact our constituents particularly HIV/AIDS. And last but certainly not least, the local Urban League will continue to provide advocacy and services for the business sector, through the Diversity & Race Relations Institute program that involves training which promotes racial harmony and inclusion.

As the Urban League movement moves through a transitional period in its rich history, the local League will continue to work toward the empowerment of constituents.

The staff at the Indianapolis Urban League work hard to improve education opportunity for African-American students through scholarships, academic achievement initiatives, early child care/development programs, mentoring opportunities and youth leadership development. Our goal is to equip our children for competition with the best and the brightest in the nation and the world.

Woodrow Wilson

The Woodrow Wilson Indiana Teaching Fellowship launched in 2007 and has since expanded to three other states. The program seeks to increase the quantity and quality of math and science teachers for high-need urban and rural schools while simultaneously improving the quality of university based teacher education. The program is highly-selective and recruits both recent college graduates and career-changes, so long as they have completed undergraduate degrees in math, science, engineering, technology, or a related field. Once accepted, fellows take a one year master's program in teacher education at a participating in-state university. They receive a fellowship of \$30,000 for the year. Upon completion of the teacher education program, fellows make a commitment to teach for three years in high-need, in-state urban or rural schools. To reduce teacher attrition, fellows are placed in teaching assignments in cohorts and receive three years of mentoring.

Universities are selected to participate in the Woodrow Wilson program based on their capacity to create exemplary one-year master's degree teacher preparation programs in mathematics and science teacher education. The Foundation works with the universities to develop new STEM teacher education programs based on a set of very high standards. Universities participating in Indiana are Purdue, Ball State, University of Indianapolis, and Indiana University-Purdue University Indianapolis (IUPUI), with other universities interested in joining.

The result of the Woodrow Wilson program is that 160 STEM teachers have been recruited and prepared for teaching in hard-to-staff public schools in the state. They have been placed largely in Indianapolis, but also in several rural districts. The program is establishing a pipeline

for excellent STEM teacher candidates in Indiana. In 2010 the program attracted 7,000 inquiries and more than 500 applications. Just one year later, the 2011 Fellowship program recruitment campaign yielded nearly 48,000 inquiries and over 1,500 applications.

Retention of the Woodrow Wilson Fellows as teachers in high-need schools has been exceptionally high. Of the fellows who completed the program, only four have left teaching. Beyond this, the principals and superintendents who are hiring Woodrow Wilson Fellows are enthusiastic about them and are asking the Foundation for more. Superintendents and principals in regularly report that their first year Woodrow Wilson Fellows are very strong teachers.

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