Central Indiana Education Alliance
Fostering Success from Cradle to Career

2014 Community REPORT
edalliance.iupui.edu
Dear Friends,

Since last year’s report of the Central Indiana Education Alliance, our cradle to career effort based on the concept of collective impact has seen significant achievements through numerous collaborations across multiple organizations. Perhaps most notable is the legislative support for pre-school quality, which has been a policy priority of the United Way of Central Indiana, the Greater Indianapolis Chamber of Commerce, and numerous other partners. Other significant accomplishments are described in the Highlights section of this report that follows this message.

During 2014, the Alliance Implementation Teams used data to assess needs and gaps, to establish measurable goals, and to select and analyze metrics to track progress toward those goals. This 2014 report to the community reveals successes and areas of opportunity as the teams continue to work on action plans and strategies for moving the needle on these key metrics. We look forward to the rollout of the on-line report card powered by the SAVI Community Information System, which will be launched in 2015. It will dig deeper in the data and provide interactive data visualizations for further exploration of education disparities.

In the spirit of continuous improvement, we are also engaging in conversations about the next phase for the Education Alliance. How can we build an even stronger backbone structure to stimulate greater success for our citizens from cradle throughout their careers? These discussions are moving forward with an even more intense focus on dramatically improving educational outcomes for residents of Central Indiana. I expect that by next year’s report, you will learn the details of the next phase of this effort. While I will be following that effort closely, it will not be as Chancellor at IUPUI, as I am moving from the role of chancellor to that of full-time professor in August. My thanks to those who have done so much to improve student success in Central Indiana as well as those who have worked to launch the cradle to career commitment, especially those who kept us focused on how we are really doing.

Sincerely,

Charles R. Bantz
Chancellor,
Indiana University-Purdue University Indianapolis
Convener, Central Indiana Education Alliance
In May the Alliance co-sponsored “The Hearing: A Conversation on the 60th Anniversary of Brown v. Board of Education,” which initiated a city-wide conversation about the current impact and challenges related to this important Supreme Court decision. This event was followed by STEAM Day at the Fashion Mall, which included more than 70 interactive activities supporting Science, Technology, Engineering, Art, and Mathematics, engaging visitors and offering students opportunities to participate in a wide variety of unique learning experiences. Eli Lilly and Company’s “Chemistry is a Blast” was on display, as well as robotics exhibits and arts and crafts activities, including computer touch screen painting, and music, art, and dance presentations.

**Early Childhood**
**Prepare Children for School**
To improve the mental and physical health as well as educational outcomes for mothers and their babies, this team adopted a strategy of focusing on specific neighborhoods within Marion County. The team is concentrating its work on early childhood development in areas not duplicated by others in Marion County. The first step was to identify potential partners in neighborhoods with high risk factors and poor health outcomes.

**Grades 3-8**
**Ensure Academic Success**
The Grades 3-8 Implementation Team is focused on summer learning gain. In 2014 a summer “Literacy with iPads” program was offered at six Indianapolis Community Centers for approximately 200 youth grades K-5. IU School of Education-IUPUI interns and first-year teachers provided one-to-one and small group instruction four mornings each week for six weeks. Literacy experiences were tailored to the needs of each child based on assessment information. Evaluations indicated that 64% of the children gained one or more levels in their literacy skills and 32% maintained their reading levels. The program will be expanded to eight summer programs in 2015 and will include mathematics instruction for youth in grades 4-7.

**Grades 9-12**
**Support Students to Graduate from High School**
Based on the concept of a preschool through college/careers continuum, 2014 efforts were focused on securing more community school coordinators for Marion County high schools. Research has made it clear that instructional improvements can only be successful when combined with family and community engagement and genuine efforts to improve a school climate for learning. Now the Indianapolis Public Schools provides all of its 62 schools with a Parent Involvement Educator or Parent/Community Coordinator to facilitate family and community engagement.

In 2015, the team will focus on increasing passing rates on Marion County End-of-Course Assessments (ECA). It will promote the provision and strengthening of remediation opportunities for students who did not pass the ECAs on the first attempt.

**Kindergarten through 12th Grade**
**Support Children Outside of School**
In 2014 this team sponsored a second Near Eastside out-of-school time (OST) assessment to help the Near Eastside Coalition assess neighborhood OST program availability, capacity, and quality. Local leadership emerged within the Near Eastside OST Coalition and its members began a strategic planning process using the findings and recommendations from the 2013 and 2014 studies.

**Postsecondary Years**
**Increase Access to College and Improve College Graduation Rates**
This team formulated two goals based upon retention and success research. It set targets that 90% of entering college students will be college-ready in math and that there will be a 50% increase in the number of adults who return to college and attain credentials after stopping out.
Community Partners

Afterschool Coalition of Indianapolis
Anthem Blue Cross & Blue Shield of Indiana
Archdiocese of Indianapolis
AYS, Inc.
Ball State University
Bureau of Childcare
Butler University
Center for Leadership Development, Inc.
Center of Excellence in Leadership of Learning (CELL)
Central Indiana Community Foundation
Child Care Answers
Children's Museum of Indianapolis
Christel House DORS
Christian Love Missionary Baptist Church
Citizens Energy Group
City of Indianapolis, Mayor's Office
Civil Rights Commission, State of Indiana
Concord Neighborhood Center
Denison Parking, Inc.
Diploma Plus, Inc.
Early Learning Indiana
Eli Lilly and Company
EmployIndy
Englewood Christian Church
Faegre Baker Daniels, LLP
Flanner House, Indianapolis
Girls Incorporated of Indianapolis
Goodwill Industries of Central Indiana, Inc.
Hoosier Academy
Horizons at St. Richards School
Hulman & Company
Indiana Afterschool Network
Indiana Association for Child Care Resource & Referral
Indiana Black Expo, Inc.
Indiana Chamber of Commerce
Indiana Charter School Board
Indiana Civil Rights Commission
Indiana Department of Education
Indiana Department of Workforce Development
Indiana Healthy Marriage & Family Coalition
Indiana University
Indiana University Health
Indiana University-Purdue University Indianapolis (IUPUI)
Indiana Youth Institute
Indianapolis Chamber of Commerce
Indianapolis Public Library
Indianapolis Public Schools
Indianapolis Urban League, Inc.
Indy Learning Centers
Indy Parks and Recreation
Indy Reads
Intercollegiate YMCA
IPS Center for Inquiry
Ivy Tech Community College
John H. Boner Community Center
Johnson County Learning Centers
JRG Consulting
Kingsley Terrace Child Development Center
Kroger Central Division
La Plaza, Inc.
Lilly Endowment
Local Initiatives Support Corporation (LISC)
Lumina Foundation for Education
M.S.D. of Pike Township
M.S.D. of Washington Township
M.S.D. of Wayne Township
Marian University
Marion County Commission on Youth (MCCOY, Inc.)
Marion County Public Health Department
Martin University
Methodist Health Foundation
Metropolitan Indianapolis Central Indiana AHEC
NCAA
NET Literacy
Nina Mason Pulliam Charitable Trust
PNC Financial Services Group, Inc.
Ready Indiana
Richard M. Fairbanks Foundation, Inc.
Sallie Mae, Inc.
Senator Dan Coats’ Office
Social Legends Consultants
Star Media
Summer Advantage
The Mind Trust
United Negro College Fund
United Way of Central Indiana
University of Indianapolis
USA Funds
Western Governors University
WFYI Public Media
YMCA of Greater Indianapolis
**Our Purpose**

The purpose of Central Indiana’s Education Alliance is to elevate our local system of education to world class status. We envision successful students, productive citizens, and thriving communities. Every student in the region should be prepared for school, engaged meaningfully in and out of school, and supported to succeed academically, enroll in postsecondary education, earn a credential, and enter a career.

**Our Mission**

To encourage the continuous enhancement of a region-wide alliance of schools, colleges and universities, services, and supports to maximize the potential of every child and adult.

**Our Vision**

To develop a highly productive, educated, globally competitive workforce and citizenry who provide the basis for thriving Central Indiana communities.

**Improving Educational Attainment**

Developing healthy and successful children is essential in advancing a community’s social and economic prosperity. Ensuring access to quality education, health care, and other needed services secures both the physical and social wellbeing of growing children, families, and entire communities. A well-educated populace strengthens the community’s capacity for innovation, growth, and economic stability.
Individuals with higher levels of education tend to have higher incomes, better employment benefits, and better overall health than individuals with lower levels of education. Three important quality of life indicators are the average annual unemployment rate, median household income, and family poverty rate for Marion County. These indicators are a proxy for the overall wellbeing of a community, which in turn creates the academic opportunities for its citizens.

Marion County Unemployment Rate December 2014
Source: Bureau of Labor Statistics

Marion County Child Poverty Rate
Percentage by Age in 2013

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years</td>
<td>33.9%</td>
</tr>
<tr>
<td>5-11 years</td>
<td>32.1%</td>
</tr>
<tr>
<td>12-17 years</td>
<td>24.9%</td>
</tr>
<tr>
<td>All under 18 years</td>
<td>30.4%</td>
</tr>
</tbody>
</table>

Source: SAVI Community Information System, U.S. Census Bureau, American Community Survey, 2013 1-year Estimates
Educational Attainment in Marion County

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some College</td>
<td>20.6%</td>
<td>31.0%</td>
<td>13.6%</td>
<td>8.5%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Associates</td>
<td>6.9%</td>
<td>7.7%</td>
<td>2.4%</td>
<td>5.8%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>20.8%</td>
<td>10.7%</td>
<td>6.1%</td>
<td>25.1%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Graduate</td>
<td>11.9%</td>
<td>4.1%</td>
<td>4.1%</td>
<td>26.6%</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

Source: SAVI Community Information System, U.S. Census Bureau, American Community Survey, 2013, 1-year Estimates

Percentage of Population 25 and Older in Poverty
by Educational Attainment Level in 2013

The poverty data show us that in Marion County:

- Getting a high school diploma cuts in half your chances of being in poverty.
- The poverty rate for those without a high school diploma is 6 times higher than for those with a bachelor’s degree.
- The poverty rate, even for those with degrees, is increasing.

Family income statistics for 2013 reveal a growing number of Marion County families (17.7%) living below the poverty level.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Families in Poverty</td>
<td>34,466</td>
<td>34,881</td>
<td>35,180</td>
<td>37,426</td>
</tr>
<tr>
<td>Percentage of Families Living in Poverty</td>
<td>16.3%</td>
<td>16.5%</td>
<td>16.6%</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, American Community Survey, 2013, 1-year Estimates

**Intended Outcome**

To improve the mental and physical health, as well as the educational outcomes, for mothers and their babies.

**Goals:**

- Decrease the percentage of babies born with low birth weight in target geographic areas within Marion County.

- Increase the percentage of babies born to mothers having at least a high school education in target areas in Marion County.

- Increase community assets and collaborations in target communities that support mothers and their babies.

These goals will continue to be refined by the committee to include target geographies and percentages.

**Strategies**

A newly merged Education Alliance-YMCA Early Childhood Implementation Team is identifying strategies to link health, education, and family well-being. One example of the work they will highlight and model is Goodwill’s Nurse-Family Partnership, which tracks improved prenatal health.

The team will utilize a place-based strategy and work in collaboration with other organizations in communities where high risks and poor outcomes for families and young children exist. It will emphasize a two-generation approach, focused on increasing mothers’ educational attainment and increasing the number of babies born at a healthy birthweight.

Although high quality child care is an important strategy, the team’s initial goal is to reach families prior to child care. As the work of the coalition increases, it will focus its attention on quality child care, particularly for infants and toddlers. However, the team will continue to advocate for the generation and analysis of data that will support policy change to increase the supply and demand of high-quality early childhood programs as measured by Indiana’s Paths to QUALITY program.
2014 Actions and Outcomes
The Early Childhood Implementation Team focused its efforts on adopting goals and strategies that are not duplicative within the Marion County work on early childhood. By the end of 2014, the team adopted its main goal and made progress toward selecting specific neighborhoods within Marion County to focus its efforts in 2015. The first step in this process was to identify neighborhoods with high risk factors and poor health outcomes using the following map as a starting point. The red areas on the maps are the geographic areas the team is exploring for potential partnerships to improve health outcomes.

Low Weight Births Risk and Outcome Assessment
With Neighborhoods in 2013

Sources: SAVI Community Information System, ACS, MCPHD, HUD, MCSC, IMPD, and DOE
Nurse-Family Partnership (NFP) is a collaborator in the team’s efforts to expand its reach in 2014. It is an evidence-based program supported by 35 years of rigorous research. Baccalaureate-prepared registered nurses visit low-income, first-time mothers during pregnancy and until the child is 2 years old. In Indiana, NFP is implemented by Goodwill Industries of Central Indiana. The program, begun in November 2011, now has 24 nurses visiting over 500 families in Marion County. The 375 babies born so far are getting off to a good start: 89.5% were full-term; 88.7% were normal birth weight; 88% were breastfed; and 93.5% were fully immunized at 6 months of age.

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Low Birth Weight Births in Marion County

as a Percentage of All Births by Race and Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>8%</td>
<td></td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>2001</td>
<td>8%</td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>2002</td>
<td>8%</td>
<td></td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>2003</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2004</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2005</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2006</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2007</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2008</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
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<tr>
<td>2009</td>
<td>8%</td>
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<td></td>
<td>16%</td>
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<tr>
<td>2010</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2011</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2012</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>2013</td>
<td>8%</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
</tbody>
</table>

Source: SAVI Community Information System, Marion County Public Health Department

**Indicators**

- Percentage of babies born with low birth weight in Marion County: 9.8%
- Percentage of babies born to mothers with at least a high school education: 75%

The percentage of babies that are born with low weight increased slightly from 8.7% in 2012 to 9.8% in 2013. There is a large disparity in the health outcomes among races, with 15.5% of Black babies born with low birth weight compared to 10.8% of Hispanic and 8.6% of White babies.

Parental educational level is an important predictor of children’s educational and behavioral outcomes. In Marion County, the percentage of babies born to mothers with at least a high school diploma has been increasing over the past several years, from 66.7% in 2008 to 74.9% in 2013.

Percentage of Early Childhood Providers in Marion County Participating in the Indiana Paths to QUALITY Program (PTQ), by Quality Level²

<table>
<thead>
<tr>
<th>PTQ LEVEL</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Centers</td>
<td>987</td>
<td>963</td>
<td>968</td>
<td>931</td>
<td>926</td>
<td>962</td>
</tr>
<tr>
<td>Level 0 — Center is not participating in PTQ</td>
<td>75%</td>
<td>70%</td>
<td>66%</td>
<td>61%</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>Level 1 — Health and safety needs of children are met</td>
<td>21%</td>
<td>23%</td>
<td>20%</td>
<td>25%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Level 2 — Environment supports children’s learning</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Level 3 — Planned curriculum guides child development and school readiness</td>
<td>0.3%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Level 4 — National accreditation (the highest indicator of quality) is achieved</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>All Levels — Percentage of All Providers at All Levels that Participate in PTQ</td>
<td>24%</td>
<td>30%</td>
<td>34%</td>
<td>39%</td>
<td>45%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Data Sources: Indiana Bureau of Child Care; United Way of Central Indiana

² Paths to QUALITY™ is Indiana’s statewide quality rating and improvement system for early care and education. It consists of four levels and each level builds on the foundation of the previous one. Providers start at Level 1 and work their way towards national accreditation at the highest level, Level 4.
Intended Outcome
Students in Grades 3-8 will possess the knowledge and skills in mathematics and literacy/language arts that support overall academic success.

Goals:
- 90% of 3rd Graders in Marion County are reading at grade level by 2020
- 85% of 8th Graders in Marion County are reading at grade level by 2020
- 85% of 3rd Graders in Marion County are proficient in Math at Grade Level by 2020
- 85% of 8th Graders in Marion County are proficient in Math at Grade Level by 2020

Strategies
Enhance summer programs to increase learning for underserved youth. Summer programs will be supported to strengthen critical academic knowledge and skills related to language arts and mathematics.

2014 Actions and Outcomes
The focus of the Grades 3-8 Implementation Team is on summer learning. A summer “Literacy with iPads” program was offered at six Indianapolis Community Centers for youth ages K-5. IU School of Education-IUPUI interns and first year teachers provided one-to-one and small group instruction four mornings per week for six weeks. Literacy experiences were tailored to the needs of each child based on assessment information. Nearly 200 children were served in summer 2014. Results indicate that 64% of the children gained one or more levels in their literacy skills and 32% maintained their reading levels. The program will be expanded to eight summer programs in 2015 and plans are underway to include mathematics instruction for youth in grades 4-7.
Indicators

- Percentage of 3rd graders passing ISTEP English/Language Arts: Marion County 74.2%, Indiana 83%
- Percentage of 3rd graders passing IREAD: Marion County 84.3, Indiana 90.3
- Percentage of 3rd graders passing ISTEP Math: Marion County 71.1, Indiana 80.3
- Percentage of 8th graders passing ISTEP English/Language Arts: Marion County 65.9, Indiana 75.5
- Percentage of 8th graders passing ISTEP Math: Marion County 75.0, Indiana 81.4

Marion County Public Schools ISTEP+ Passing Rates
for 3rd and 8th Grade Math and English/Language Arts

ISTEP+ passing rates for Marion County have improved overall since 2009, but remain below the state average. Third grade English/Language Arts passing rates declined from 75.4% in 2013 to 74.2% in 2014, while 3rd grade Math passing rates increased by 1 percentage point to 71.7% during the same time period. The eighth grade English passing rate decreased from 67.5% in 2013 to 65.9% in 2014, while the Math passing rate remained about the same at 74.9% in 2013 and 75.0% in 2014.¹

¹ Marion County ISTEP for 3rd and 8th Language Arts and Math: Numbers adjusted slightly since 2013 Education Alliance report based on Indiana Department of Education Data
The percentage of White students passing both portions of the ISTEP+ in Marion County increased from 72% in 2009 to 80.5% in 2014. The passing rates for multiracial students increased from 64% in 2009 to 71% in 2014. The most significant improvement was among Hispanic students, whose passing rates increased from 45% in 2009 to 62% in 2014. Black students have had the lowest passing rates among all students since 2009, but rates continued to increase from 44% in 2009 to 57% in 2014.
### Combined IREAD-3 Passing Rates
For Marion County Traditional Public Schools by Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marion County Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: SAVI Community Information System, Indiana Department of Education
Includes traditional public schools only.

Following a year of improvement for all race and ethnicity groups, IREAD-3 passing rates dropped from 84.3% in 2013 to 81.5% 2014. Passing rates dropped slightly for Black students from 79.8% in 2013 to 77.5% in 2014 and for White students from 90.7% to 90.1%. The largest decrease was for Hispanic students, dropping from 79.7% in 2013 to 72.1% in 2014. Passing rates for multiracial students decreased slightly from 90.3% to 89.1%.¹

¹ IREAD by Race & Ethnicity: 2013 passing rates adjusted from 2013 Education Alliance Report based on Indiana Department of Education data.
Intended Outcome
Increase the percentage of Marion County students attaining a high school diploma within four years with sufficient skills to pursue college and careers.

Goals:
- High school 4-year graduation rates in Marion County will increase to 90% by 2020.
- Marion County End-of-Course Assessment (ECA) passing rates will meet or exceed the state averages within the next five years.

Strategies
In recent years, the High School Implementation team has focused on increasing rates of high school graduation within four years and reducing the numbers of high school drop outs. An early strategy to address that portion of Central Indiana’s adult population without a high school diploma, reported to total 90,900 (15.5% of the population age 25 and older) in Marion County alone, involved identifying diploma recovery programs for these adults. Both Goodwill Industries of Central Indiana Excel Centers and Christel DeHaan Drop Out Recovery Schools have directly addressed this need and continue to provide a pathway to recovery of a high school diploma for adults throughout Central Indiana and beyond who have dropped out of school.

Based on the concept of a preschool through college/career continuum, current efforts are focused on securing more community school coordinators for high schools in Marion County. A community school organizes and aligns community supports for student success. Community schools are based on the notion that all children deserve a quality education in a safe, nurturing, youth-development oriented environment.
An increasing body of research indicates that such collective engagement in our public schools is crucial to our nation’s education achievement if the U.S. is to maintain our economic standing globally. In fact, much of the investment made over the past decade in “public school reform,” according to Education Week (Aug. 21, 2013), “has failed to pay dividends because it focused almost exclusively on the classroom instruction side of teaching and learning.” The research has made it clear that instructional improvements can only be successful when combined with family and community engagement and genuine efforts to improve a school climate for learning – when resources are organized for student success, the very mission of community schools. The area’s largest district, Indianapolis Public Schools, addressed such coordination in 2014 by providing all of its 62 schools with a Parent Involvement Educator or Parent/Community Coordinator who facilitates family and community engagement for each school community.

### New Strategies and Data

Building on the collective progress thus far, the High School Implementation Team has identified two specific goals.

**Goal 1: High school 4-year graduation rates in Marion County will increase to 90% by 2020.**

Four-year graduation rates in Marion County have increased from 69% in 2008 to 88% in 2014. The gap between statewide and Marion County graduation rates in public schools has narrowed, from 10% in 2008 to 3% in 2014.

Other indicators the committee will track include:

- % of students still in school in Marion County beyond their 4-year cohort

- % of students who drop out in Marion County

The Implementation Team is partnering with other organizations to implement the following strategies to meet Goal 1:

- Ensure students are provided with basic social supports (for example: food, housing, clothing, positive school climate/environment, etc.) to prevent their dropping out and to increase graduation rates.

- Identify and publicize opportunities for adults to find community resources that will help them re-engage with academics (i.e., Christel DeHaan DORS; Excel Center).

- Track students who did not graduate with their 4-year cohort yet eventually received a diploma.

- Equip guidance counselors and social workers with college readiness data and opportunities to increase college preparedness.

### Four Year Graduation Rates

for Traditional Public High Schools

![Graph showing four-year graduation rates](image)

Source: SAVI Community Information System, Indiana Department of Education
Goal 2: Marion County End-of-Course Assessment (ECA) passing rates will meet or exceed the state averages within the next five years.

**Percentage Passing End of Course Assessment**
for All Grades in Algebra 1 and English 10

<table>
<thead>
<tr>
<th>Year</th>
<th>Marion County</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>2011</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>2012</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>2013</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>2014</td>
<td>20%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Source: SAVI Community Information System, Indiana Department of Education
Includes traditional public schools only.

In 2014, Marion County ECA passing rates in Algebra 1 (64.8%) and English 10 (66.0%) were both about 10 percentage points lower than the state averages (Algebra 1, 73.6%; English 10, 77.8%).

The data by race and income status reveal disparities in passing rates. English passing rates vary by nearly 20 percentage points between students that are eligible for free and reduced lunch and those who are not. The percentage of Asian students passing English ECA is lowest at 37%. The pass rate for Black students (54%) and Hispanic students (56%) is about 28 percentage points below the pass rate for White students (82%).

---

1. This is driven by the low pass rate for Asians in one of the districts (23% passing compared to 61% of Asian students in all other districts) which has a large refugee population who are mostly English language learners.
There are similar gaps in the Algebra 1 ECA passing rates by race and income (see page 23). Algebra passing rates vary by nearly 15 percentage points between students that are eligible for free and reduced lunch and those who are not. Asian students are passing Algebra at a much higher rate (71%) than English. The passing rate for Black students (55%) is more than 15 percentage points below that for Asian students and more than 20 points below the rate for their White peers (77%).

The Team plans to implement the following strategy to meet Goal 2: Promote the provision and strengthening of remediation opportunities for students who did not pass ECAs on the first attempt.
Out-of-School-Time (OST) refers to youth development programming that occurs beyond the traditional school day, including before school, after school, holidays, weekends, and summers. OST programs build on classroom learning and offer a wide range of learning and enrichment activities that promote the academic, physical, emotional, cognitive, and social development of K-12 children and youth.

**Intended Outcome**
Increase positive academic and youth development outcomes for children and youth as a result of participation in quality OST programs.

**Goals**
Our goals are to increase the percentage of children and youth participating in out-of-school-time programs, strengthen the quality of existing out-of-school-time programs, and increase positive academic and youth development outcomes for children and youth. More specifically, we aim to:

- Increase the percentage of children 5-17 years old who participate in OST programs\(^1\) to 10% by 2020.
- Increase the percentage of OST programs that self-report their program information to the Indiana Afterschool Network.
- Increase the number of OST programs that utilize a validated quality assessment tool.
- Increase the number of OST programs that participate in a quality improvement process.

*The committee will continue to refine these goals to include target geographies and percentages.*

\(^1\) OST programs that provide comprehensive support (e.g., this does not include participation in school sports teams)
Strategies
Our strategy is to expand quality OST programming in high risk neighborhoods that are underserved by OST programs. We used community mapping to identify neighborhoods that have 1) high needs based on indicators of poverty, education, health, and public safety, 2) a large youth population, 3) limited OST resources, and 4) existing assets to build upon. From these maps and in consultation with neighborhood leaders to gauge interest, we selected the Near Eastside in which to pilot a more intensive data collection process. In 2013 and 2014, we gathered data from program providers, students, and parents to create an inventory of OST programs in the Near Eastside and identify barriers to OST participation. We shared the data with the community and are supporting Near Eastside stakeholders as they develop specific strategies to address the OST gaps in that community. Our vision is to make this process scalable to other communities.

2014 Actions and Outcomes
In 2014, the OST Implementation Team continued to support the Near Eastside OST Coalition, which formed following the 2013 OST summit of OST providers and community stakeholders. The coalition seeks to address barriers to increasing participation in high quality OST programs in that neighborhood. One of the ways we support the coalition is by collecting and analyzing data to inform their work. In the Spring of 2014, we sponsored a second Near Eastside OST assessment by graduate students to help the Near Eastside OST Coalition better understand neighborhood OST program availability, capacity, and quality. Findings showed that in the Near Eastside: lack of programs that serve students ages 13 and older was identified as a potential gap in the neighborhood; before and after school programs are operating at (if not beyond) capacity; and few programs are using an evidence-based quality assessment system. Our county-level data analysis shows highest risk neighborhoods having few programs, and those programs are operating at or near capacity.

Local leadership emerged within the Near Eastside OST Coalition, and its members began a strategic planning process using the findings and recommendations from both the 2013 and 2014 studies directed by the Education Alliance OST team.

For the first time, our committee is able to share detailed data about OST program participation in Marion County. This is thanks to the work of several organizations, including Indiana Afterschool Network, Indiana Association for Child Care Resources and Referral, The Polis Center at IUPUI’s SAVI Community Information System, and the OST program providers.
Data

- Percentage of children aged 5 to 17 who are participating in an out-of-school-time program: 5.2%

As of 2014, based on self-reported data, an estimated 5% of youth were participating in some type of OST program. The participation rate is highest for before-school programs, with 3.9% of youth participating, followed by after school programs at 2.3%.

Our strategy is to focus on high-risk, underserved neighborhoods. Currently, the participation rates for OST programs are highest in those neighborhoods that are identified as highest risk. However, there are very few programs available in the high-risk neighborhoods, and many of those report being at or near capacity.\(^1\)

The map on page 21 shows OST program locations in relation to areas with high needs.

Out-of-School-Time Participation by Service Time

by School Age Enrollment as Percentage of Population Aged 5 - 17

<table>
<thead>
<tr>
<th>Service Time</th>
<th>Students Enrolled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>3,271</td>
<td>2.1%</td>
</tr>
<tr>
<td>School Breaks</td>
<td>2,808</td>
<td>1.8%</td>
</tr>
<tr>
<td>After School</td>
<td>3,711</td>
<td>2.3%</td>
</tr>
<tr>
<td>Before School</td>
<td>6,143</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Source: Indiana Afterschool Network, SAVI Community Information System
Youth can be enrolled in multiple programs in more than one service time. Based on self-reported data from OST program providers. Not a comprehensive inventory.

Out-of-School Time Participation by Neighborhood Risk

There are fewer OST programs in the highest risk neighborhoods and most are at or near capacity.

Source: Indiana Afterschool Network, SAVI Community Information System
Based on self-reported data from OST program providers. Not a comprehensive inventory.

1 – Neighborhood Risk was determined using an index of 12 indicators of risk such as low education attainment, poor health outcomes, family structure, high crime, and low income. Each census tract was given a weighted score and categorized into a risk level based on that score.
A tract with a score of 26 means that the tract was at a much higher risk than the county for all 12 indicators.

Out of School Time Program Sites
With High Needs Neighborhoods in 2014

Index Sources: SAVI, U.S. Census Bureau, IMPD, IDOE, MCHD, HUD, Marion County Superior Court.
OST Sources: Indiana Afterschool Network, MCCOY, Bridges to Success.
Intended Outcome
Marion County college-aged students and adults will enter or re-enroll, persist, and graduate with postsecondary degrees and/or credentials.

Goals
- 90% of entering college students in Marion County will be college-ready in math
- Increase by 50% the number of adults who return to college after stopping out and who attain postsecondary credentials

Goal 1: 90% of entering college students in Marion County will be college-ready in math.

Indicators:
- % of high school students who pass the End of Course Assessment for Algebra 1: 65%

End of Course Assessment Passing Rates for All Grades in Algebra 1

Source: SAVI Community Information System, Indiana Department of Education
Includes traditional public schools only.
The percentage of students in Marion County public schools who passed the End of Course Assessment for Algebra returned to the 2012 level after a dip in 2013. The gap between the county and state increased to 9 percentage points with the Indiana passing rate at 74%.

The data by race and income status reveal disparities in passing rates. Algebra passing rates vary by nearly 15 percentage points between students who are eligible for free and reduced lunch (59%) and those who are not (73.5%). The percentage of Black students who passed (54.7%) is 15 percentage points below the passing rate for Asian students (70.9%) and 20 points below the passing rate for White students (76.7%).

86% of graduates obtain diplomas equipping them for college. Those not achieving this level may require remediation courses in college.
% of Marion County students graduating with a Core 40 or Honors diploma: 76%

Indiana’s Core 40 diploma requirements are designed to provide students with the academic foundation they need to succeed in college and the workforce. Students not graduating with at least a Core 40 diploma do not have the math credits, for example, that colleges require and need math remediation when they enter college. The percentage of students obtaining a Core 40 or Honors diploma has increased from 72% in 2013 to 76% in 2014. Fifty-two percent of students graduated with Core 40 diplomas (up from 50% in 2013), and 24% received Honors diplomas (up from 22.6% in 2013).

### Four-year cohort graduation outcomes
with Diploma Types, Marion County

![Graph showing graduation outcomes](image)

Source: SAVI Community Information System, Indiana Department of Education
Includes traditional public schools only.

### Freshmen Requiring Math Remediation
for Freshmen Entering Indiana Public Colleges

![Graph showing remediation requirements](image)

% of Marion County high school graduates enrolled in Indiana Public Colleges who require math remediation: 25% (1 out of 4)

In 2013, 64% of high school graduates in Marion County enrolled in college (a drop from 66% in 2012). About three-fourths of those graduates (74%) enrolled in Indiana public colleges, and one out of four (25%) of those enrolled in Indiana colleges were not adequately prepared with math skills and needed math remediation during their freshman year. Fortunately, the percentage is dropping, but it continues to be 8 points higher than the state-wide percentage (17%).

Source: SAVI Community Information System, Indiana Commission for Higher Education
Goal 2: Increase by 50% the number of adults who return to college after stopping out and who attain postsecondary credentials

**Indicators:**
- Percent of adults with some college but no degree: 22.7%

One out of five adults has started college but has not obtained a degree. This has increased two percentage points over the past five years (from 20.8% in 2009 to 22.7% in 2014). 31% of Black adults and 21% of White adults have stopped out of college.

- % of Marion County adults aged 25 and older who are enrolled in school in pursuit of a diploma or degree: 5.9%

In 2013, 5.9% of the Marion County adult population aged 25 and older was pursuing a diploma or degree compared to 4.3% of the entire Indiana adult population. The proportion has dropped slightly (less than half a percent) the past two years for both the state and county.

- % of Marion County adults aged 25 and older who earned postsecondary degrees: 34.4%

Marion County postsecondary educational attainment has not increased substantially in recent years. In 2013, 34.4% of adults had earned a postsecondary degree (associate’s, bachelor’s, or graduate degree), up from 33% in 2011. An additional 23% had earned some college credit, not a significant change from recent years.
Students who do not enroll in college immediately after high school are at greater risk for not completing postsecondary degrees. According to research by Pike and Hutchins (2013), Marion County traditional public high school graduates continue to enroll in college at a rate of 67%, which is commensurate with national and statewide college-going rates (68% and 66%, respectively). However, 10-15% of Marion County high school graduates delay enrolling in college for one year or more. Higher socio-economic status students and students who graduate with Academic Honors diplomas are more likely to enroll in college immediately after graduation from high school. Their overall college-going rates are also higher than the college-going rates for other groups. Students who graduate with an Academic Honors diploma continue to be far more likely to persist and graduate from college than students with either a Core 40 or General diploma.


3 – This applies to traditional public schools only. The enrollment rate for graduates of all schools in Marion County is 64% (Indiana Commission for Higher Education), as quoted earlier in this section.
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