At The Mind Trust, we aim to provide every student in Indianapolis with access to a high-quality, world-class education. We do this by recruiting and developing talented, innovative educators, launching high quality schools with the conditions for success and engaging neighborhoods and communities to help lead education innovation.

In 2016, The Mind Trust embarked on a new strategic plan to more than double the number of students attending high-quality schools within the boundaries of Indianapolis Public Schools (IPS). The Mind Trust is pursuing a number of bold strategies to achieve this goal, including providing deep technical assistance to school leaders who are developing new autonomous schools of varying types, restarting chronically low-performing schools, and leveraging autonomy to improve student outcomes at existing schools.

To date, The Mind Trust has provided technical assistance to schools and school leaders in Indiana’s largest school district to both improve the execution of their current school model, and to design or re-design models for new schools that have been used to restart chronically low-performing schools. The Mind Trust is nationally recognized for its comprehensive approach to school support and individualized school incubation programming.

**Approach**

The Mind Trust believes great school leaders should have autonomy to innovate and make decisions that align with the needs of their school communities. As such, The Mind Trust’s approach to technical assistance always respects school level autonomy and works to ensure access to differentiated support based on assets and challenges that are unique to the school. Over the last two years, The Mind Trust has convened and cultivated partnerships with a network of best-in-class organizations and individuals with deep expertise in a variety of areas that can be paired or grouped to provide targeted, holistic support to a school network and/or individual schools. This approach allows The Mind Trust to bring expertise from some of the nation’s most successful educational leaders to Indiana. No two networks or schools receive the same set of supports, nor the same level of support from each partner with which they might engage. Additionally, all technical assistance is voluntary.

Given these beliefs, The Mind Trust selected third-party providers with both a strong track record of expertise in a given area and a willingness to work across a variety of school types and philosophies. Selection criteria also required that providers were willing to commit to deep, ongoing support that goes beyond single-day workshops, in line with the latest research on the effectiveness of job-embedded professional development. Ultimately, The Mind Trust selected
the providers below to form a pool of third-party providers from which we can coordinate a holistic support team for individual schools.

<table>
<thead>
<tr>
<th>Support</th>
<th>Provider</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Academic Officer (CAO) Cohort</td>
<td>Instruction Partners</td>
<td>Ongoing development of rigorous instructional best practices through a multi-operator collaborative approach</td>
</tr>
<tr>
<td>Teacher Standards Training</td>
<td>Instruction Partners</td>
<td>Deep standards dissection in preparation for new Indiana state assessment</td>
</tr>
<tr>
<td>Executive Leadership Cohort</td>
<td>Attuned Education Advising</td>
<td>Cohort of executive leaders focused on building skill sets and leadership capacity to run multi-site networks</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Attuned Education Advising</td>
<td>Process that identifies school-wide strengths and weaknesses, organizational goals, and implementation plans</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Attuned Education Advising or Instruction Partners</td>
<td>Ongoing support to monitor the implementation of strategic plans</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>Relay Graduate School of Education</td>
<td>Deep, individualized instructional support tailored to each operator</td>
</tr>
</tbody>
</table>

As mentioned above, The Mind Trust expects these providers to commit to working with schools beyond a single instance of professional development. Schools and providers determine the appropriate cadence for engaging in training and support on a case-by-case basis.

Given the spectrum of support these providers can offer, The Mind Trust’s ideal partners are district or school leaders who are hungry for deep instructional support, or who are interested in leveraging autonomy and flexibility to improve student achievement. The Mind Trust and these providers have past experience supporting all types of schools as well as schools in pre-operational phases and those who have served students for decades.

Because The Mind Trust’s past experience has focused on supporting schools in Indianapolis, the state, district and school partners could support our success in a variety of ways. The state could facilitate success by connecting The Mind Trust to ideal partners. Districts can enhance success by removing as many barriers as possible between the schools/school leaders and the professional development opportunities available with these providers by ensuring school leaders have the flexibility to engage appropriately and deeply.

**Evidence of Track Record of Student and School Outcomes**
Multiple research studies provide an evidence base for the work of both The Mind Trust and the providers with which we have partnered. Below is a summary of the evidence base for each of the school supports incorporated in our approach.
CAO Cohort

Support: CAO Cohort
Level: Strong
Supporting Research: Two experimental studies, *The Impact of Providing Performance Feedback to Teachers & Principals* (Michael S. Garet, 2017) and *Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data* (John P. Papay, 2016), show a significant impact on student achievement from peer-to-peer learning and providing performance feedback to educators at both the classroom and leadership level. This research informed the ongoing nature of this approach as well as the cohort strategy to incorporate peer-to-peer learning.

Teacher Standards Training

Support: Teacher Standards Training
Level: Promising
Supporting Research: *The Impact of the 2012 TNCore Math Training on Teaching Practices and Effectiveness* (Booker, 2013) showed a significant correlation between deep standards training for teachers and student achievement.

Executive Leadership Cohort

Support: Executive Leadership Cohort
Level: Strong
Supporting Research: As mentioned above, *Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data* (John P. Papay, 2016) showed a significant impact on student achievement from peer-to-peer learning. The executive leadership cohort leverages this peer-to-peer learning benefit.

Strategic Planning

Support: Strategic Planning
Level: Promising
Supporting Research: An experimental study, *The Impact of Providing Performance Feedback to Teachers & Principals* shows a significant impact on student achievement from providing performance feedback to principals, which is a primary lever of the Strategic Planning support.

Progress Monitoring

Support: Progress Monitoring
Level: Strong
Supporting Research: An experimental study, *The Impact of Providing Performance Feedback to Teachers & Principals* shows a significant impact on student achievement from providing performance feedback to educators at both the classroom and leadership level. The ongoing nature of progress monitoring support leverages the impact of providing regular feedback.

Instructional Support

Support: Instructional Support
Level: Strong
Supporting Research: Two experimental studies, *The Impact of Providing Performance Feedback to Teachers & Principals* (Michael S. Garet, 2017) and *Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data* (John P. Papay, 2016), show a significant impact on student achievement from peer-to-peer learning and providing performance feedback to educators at both the classroom and leadership level.

Instructional Coaching

Support: Instructional Coaching
Level: Strong
Supporting Research: Two experimental studies, *The Impact of Providing Performance Feedback to Teachers & Principals* (Michael S. Garet, 2017) and *Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data* (John P. Papay, 2016), show a significant impact on student achievement from peer-to-peer learning and providing performance feedback to educators at both the classroom and leadership level.

As of spring of 2019, The Mind Trust supported schools and school leaders to create approximately 8,500 seats and improved the share of students attending a high-quality school in Center Township from 22% to 34%.

Many of these seats are available through Innovation Network Schools, which The Mind Trust has created in partnership with IPS and the Indianapolis Mayor’s Office of Education Innovation.
Since the 2018-19 school year, 20 Innovation Network Schools were operating in IPS. While the vast majority of these schools are still in their first three years of operation, they are achieving dramatic proficiency improvements in some of Indianapolis’ highest-need schools.

In the spring of 2019, Stanford University's Center for Research on Educational Outcomes (CREDO) released its 2019 City Study of Indianapolis. The study found that students in Indianapolis charter and Innovation Network Schools are consistently achieving increased learning gains relative to their peers in traditional public schools within IPS.

Gains for students in Indianapolis charter schools in 2016-2017 were equivalent to receiving 74 additional days of learning in reading and 98 additional days of learning in math when compared to their peers in traditional public schools in IPS. For low-income students, English-language learners, and students of color, the gains were even more robust. This is especially critical as Indianapolis charter schools serve a higher percentage of low-income (74.9%) and black (55.4%) students than any other school sector in Indianapolis.

The learning gains are also strong in Innovation Network Schools. CREDO found that Innovation Network Schools helped their students achieve an additional 54 learning days in reading and 88 additional learning days in math in 2016-2017 compared to their peers in traditional public schools in IPS. While not publicly released with the study, black students at Innovation Network Schools gained 61 more days of learning in reading and an astounding 113 more days of learning in math relative to their peers in traditional public schools in IPS.

These results substantiate and underscore the importance of autonomous school leaders, who are held to high levels of accountability, and who receive world-class support as outlined in this response.

References

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Kelli Marshall</td>
<td>Director of Instruction</td>
<td>Former CEO of Tindley</td>
<td>317-389-0003</td>
</tr>
<tr>
<td>Kevin Kubacki</td>
<td>Executive Director</td>
<td>Neighborhood Charter Network</td>
<td>317-383-0607</td>
</tr>
<tr>
<td>Kelly Herron</td>
<td>Executive Director</td>
<td>United Schools of Indianapolis</td>
<td>317-550-3363</td>
</tr>
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School Improvement Summit Attendance

The Mind Trust would gladly send at least three individuals to the School Improvement Summit, including:

- Vice President of School Support
- Senior Director of School Support
- Senior Director of Talent
- Manager of School Support