

# EQUITY IN 2024 ACTION REPORT

A REPORT  
PRESENTED BY



The Mind Trust

IN  
PARTNERSHIP  
WITH



CIRCLE CITY PREP



Paramount  
SCHOOLS OF EXCELLENCE





For more information or to download this report and the executive summary, visit [themindtrust.org/equityreport](https://themindtrust.org/equityreport) or scan the QR code.



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An engaged student is an engaged mind, and that's where learning happens.

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## Friends,

Since our founding in 2006, The Mind Trust’s mission has been to ensure every Indianapolis student has access to a high-quality education. We are proud to have supported the launch and growth of many public charter and innovation network schools that drive meaningful academic and life outcomes for their students, particularly students of color and low-income students. The work to grow these schools is grounded in our belief that all children can excel with great teachers and school leaders who are empowered with the autonomy to innovate and make decisions as close to students as possible.

The Mind Trust is working toward a day when race and income are no longer predictors of life outcomes. To reach this goal, our city’s schools must be laser-focused on consistent math and reading proficiency gains, closing racial and income achievement gaps, and setting a solid foundation for their students’ college and career goals.

The “Equity in Action Report” explores the values, habits, and strategies of four local charter school networks that have consistently driven positive student achievement for the students they serve. We hope schools in our community and beyond can use the strategies outlined in the report to strengthen their work to create better academic outcomes.

We are grateful to the teams at BELIEVE Circle City High School, Circle City Prep, Herron Classical Schools, and Paramount Schools of Excellence for allowing us to learn more about their school models for this report and for the work they do each day for the students and families they serve.

While we are still far from seeing our mission fully realized, I am proud of the progress we’ve made in Indianapolis and look forward to our continued work to grow and support great public schools in our city. We hope this report leaves you inspired and more convinced than ever that achieving excellent outcomes for all children is possible.

With gratitude,



Brandon Brown  
CEO, The Mind Trust





## Research Design

**THE RESEARCH METHOD USED IN THIS QUALITATIVE** study involved in-depth interviews with school leaders and leadership teams of four public charter schools located in the boundaries of the Indianapolis Public School district. Each interview session lasted between 45 to 75 minutes, allowing for the comprehensive exploration of how their schools are achieving equitable outcomes for the students they serve. Given logistical considerations, the interviews were predominantly conducted over Zoom, providing a platform for easily accessible, remote engagement.

To ensure accuracy and thoroughness, all interview sessions were recorded with the consent of the participants. These recordings were subsequently transcribed verbatim, in order to capture direct quotes. The interviewer also took handwritten notes to capture details and further insight from interviewees.

The data obtained from the interviews was analyzed using thematic analysis, a qualitative research method aimed at identifying recurring, meaningful patterns or themes within the dataset. Through an iterative process, the researcher systematically reviewed the transcripts, coding segments of text relevant to the research questions. These codes were then organized into broader themes, allowing for a nuanced understanding of “equity in action,” the phenomena under investigation.

By employing thematic analysis, the researcher sought to uncover underlying patterns, perspectives, and insights expressed by multiple school leadership teams, enriching the interpretation of the qualitative data collected during the interviews. This approach facilitated the exploration of similarities and differences in terms of how equity work is defined, internalized and implemented within high-performing charter schools in Indianapolis. The findings and overarching themes could serve as examples of best practices for achieving equity in schools throughout the country.

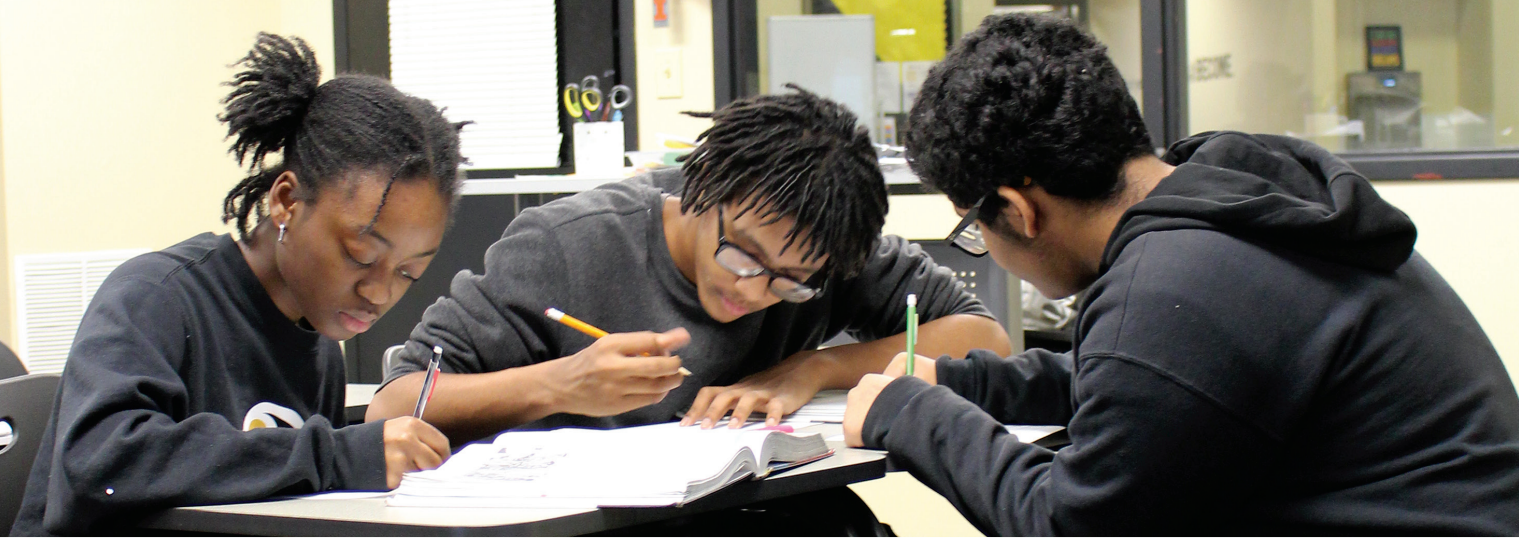


## ACKNOWLEDGMENTS

**To the visionary school leaders, dedicated leadership teams, and inspiring teachers of BELIEVE Circle City High School, Circle City Prep, Herron Classical Schools, and Paramount Schools of Excellence:**

We extend our heartfelt gratitude to you. Your invaluable attention and time invested in these interviews have made this report possible. Thank you for your unwavering commitment and profound engagement in serving all students with excellence. Your dedication is truly commendable.

We are privileged to support your innovative efforts and your steadfast belief in the potential of every student. Together, we can continue to foster environments where every learner thrives.



## Introduction

**THE EQUITY IN ACTION REPORT, PRODUCED BY THE MIND TRUST**, illuminates the efforts of public charter schools within Indianapolis Public School boundaries that are achieving remarkable outcomes for students. This research initiative was driven by the recognition that the practices of successful schools often remain unheralded, yet are integral to realizing equitable educational outcomes for all students. While not all schools featured in this report initially prioritized equity as a central mission, their commitment to delivering exceptional academic results prompted a deeper understanding of the importance of addressing individual student needs and backgrounds.

The report showcases four distinct schools: BELIEVE Circle City High School, Circle City Prep, Herron Classical Schools, and Paramount Schools of Excellence. Spanning from Kindergarten through 12th grade, each institution offers a unique perspective, approach, and school model. This report aimed to showcase their innovative strategies and accomplishments, sparking ongoing dialogue and action within the education community on how to address the diverse needs of every learner and attain incredible results, irrespective of backgrounds.

## About The Mind Trust

**THE MIND TRUST IS AN INDIANAPOLIS-BASED EDUCATION NONPROFIT** that works to build a system of schools that gives every student, no exceptions, access to a high-quality education. The Mind Trust does this by building a supportive environment for schools through policy and community engagement, empowering talented, diverse educators to launch new schools, and providing existing schools with the support they need to hire world-class talent and achieve excellence. Since 2006, The Mind Trust has supported the launch of 51 schools, 15 education nonprofit organizations, and has helped place more than 1,800 teachers and school leaders in Indianapolis classrooms.

## The Mind Trust's Diversity, Equity, and Inclusion Statement

**THE MIND TRUST IS COMMITTED TO DIVERSITY, EQUITY, AND INCLUSION (DEI)** in all we do to ensure present and future educational success for all students in Indianapolis. Upholding these principles is critical for our staff, Fellows, community stakeholders, and partners to spark systemic change. We recognize the past and continued existence of racism and discrimination in our education system, in particular their adverse effects on our students of color.





## Overarching Themes

FOLLOWING EXTENSIVE INTERVIEWS WITH FOUR CHARTER SCHOOL NETWORKS located within Indianapolis Public Schools' boundaries, three overarching themes for their practices to achieve equity prevailed:

1. Have a steadfast commitment to academic acceleration
2. Adeptly leverage student data
3. Foster a conducive learning environment through strategic partnerships

Their practices are anchored in a staunch conviction that all students, regardless of their race, gender or family's socio-economic status, possess the potential to excel academically. A summary of each theme is provided below:

### 1. A STEADFAST COMMITMENT TO ACADEMIC ACCELERATION

Each school highlighted in the report emphasized the significance of establishing a **clear academic bar** for students and **implementing strategies to expedite their progress** toward those goals. These schools demonstrate a dedication not only to offering academic interventions if students fall behind, but also **guaranteeing that every student has access to grade-level instruction**, dual-credit courses, and accelerated career pathways in high school. This approach ensures that upon graduation, students have the option to seamlessly enter the workforce or pursue higher education immediately.

*"I think we just have clear expectations for all kids and what the academic bar is. We are non-compromising in that we are an academic institution focused on literacy and math and the reality of what that means for our students' long-term trajectory." (Circle City Prep)*

*"We provide access to high-quality curriculum and instruction without the barrier of affluence.... Everyone gets exposure to thoughts and arguments, logic and rhetoric....We have embedded honors courses, extensive dual-credit courses, and open access to Advance Placement classes." (Herron Classical Schools)*

### 2. ADEPTLY LEVERAGING STUDENT DATA

A pivotal practice consistently emphasized in each interview was the **systematic collection, review, and analysis of student data**. All interviewed schools employ diverse formal and informal assessments to gather data, utilizing it to pinpoint additional support required for students to achieve their goals.

*"When we individualize and leverage data to the student level, it really helps us get to the granular level of the need and provide the right accommodations for every single student to get them over the hump. We have to look at data and be responsive to the data." (Paramount Schools of Excellence)*





*“We try to make testing more meaningful for our students. We want to see if they are performing to their ability. We don’t just administer tests to give tests. Anytime an assessment comes up, we ask ourselves how we will utilize the data.” (Herron Classical Schools)*

### **3. FOSTERING A CONDUCIVE LEARNING ENVIRONMENT THROUGH STRATEGIC PARTNERSHIPS**

The schools featured in the report implement **multi-tiered systems of support (MTSS)** providing students with the academic, attendance, and social-emotional support needed to thrive. Moreover, these schools **actively engage with parents and community partners** to expose students to a variety of opportunities and provide cultural affirmation and access to essential resources, enabling students and their families to prioritize attendance and learning.

*“We’ve partnered with Reading Interventions Partnerships for our kids who struggle with reading the most. They have intensive interventions everyday. We have kids who come to us reading on a first or second grade level but we don’t focus our energy on how that happened. It doesn’t matter, they’re here now and we have to fill in the gaps.” (BELIEVE Circle City High School)*



## BELIEVE Circle City High School

GRADE LEVELS SERVED: 9–12

### BACKGROUND

Founded in 2020 through the leadership of Kimberly Neal-Brannum, BELIEVE Circle City High School (BCC) embodies the principles of self government, free choice, and acceleration. Through exploration and exposure, BELIEVE scholars have a unique opportunity to foster academic achievement through experiential learning and early career and college planning. A rigorous academic model alongside teaching life skills ensures that every scholar is equipped with the tools they need to be successful adults in whatever pathway they choose.

"BELIEVE Circle City High School is a public college and career preparatory high school dedicated to the achievement of students in the Indianapolis area. Our mission is to develop students into leaders through a community that fosters their agency, autonomy, and acceleration— providing a foundation for future independence and success."<sup>1</sup>

### STUDENT ACADEMIC OUTCOMES

As of April 2024, nearly 50% of the school population participates in early college and/or career programming. BELIEVE aims for at least 80% of its juniors and seniors to be actively engaged in early college and/or career programming; presently, the school is surpassing this goal with 85.59% participation by juniors and seniors.

#### Early College

- ✳ Access: 41.6% of the entire school population participates in early college programming through dual enrollment courses.
- ✳ Associate degrees:
  - Nine scholars completed their Associate of General Studies by May 2024.
  - Five scholars are on track to earn their Associate of General Studies or Associate of Psychology in July 2024.
- ✳ Advanced Placement<sup>®</sup>: 10 AP<sup>®</sup> courses were offered to BCC high school students during the 2023–2024 school year.

#### Early Career Partnerships Include:

- ✳ EmpowerEd Families
- ✳ Franciscan Health's Emergency Medical Technician Program
- ✳ Ivy Tech Community College
  - Accounting Technical Certificate
  - Business Administration Technical Certificate
  - Entrepreneurship Technical Certificate

<sup>1</sup> BELIEVE Circle City High Schools website (2024)

- Pharmacy Technician Technical Certificate
- Smart Manufacturing Technical Certificate
- Software Development Technical Certificate

- \* Messer Construction
- \* Minority Contractors Collaboration
- \* The Patachou Foundation
- \* The PATH School
- \* StitchWorks
- \* Textures Institute of Cosmetology

# #4

IN 2023, BCC WAS THE FOURTH HIGHEST PERFORMING PUBLIC HIGH SCHOOL WITHIN IPS BOUNDARIES FOR BLACK STUDENT ACHIEVEMENT ON THE SAT.

## EQUITY IN ACTION

BELIEVE Circle City High School prioritizes equitable outcomes by focusing on personalized pathway plans and embracing cultural diversity. “We believe in educating our kids about cultures. Our goal is to ensure that our curriculum reflects the diversity of our student body. We are intentional about our programming, exposing students to a wide range of experiences. Community partnerships are integral to our model, allowing students to connect with relatable resources. Equity and inclusion begin with stories that resonate with our students.” (Angel Jackson-Anderson, School Leader)

### BELIEVE Circle City High School

- \* Believes that every student is a capable scholar.
- \* Encourages an accelerated curriculum through discipline and accountability.
- \* Fosters a culture of community through agency and autonomy.
- \* Embodies core values of building partner relationships and investment in self.

At BELIEVE Circle City High School, equity is achieved through access to accelerated academic and career pathways, a rigorous and culturally-affirming environment, and exposure through partnerships.

## WHAT WE HEARD

### Accelerated Academic and Career Pathways

BELIEVE Circle City High School offers students two distinct pathways: a career-focused track and an early college track. Those who excel in either path are granted additional opportunities to expand their horizons before graduation. Through an accelerated curriculum, students can earn an associate degree, Indiana College Core<sup>2</sup>, and/or an industry-based certification alongside their high school diploma. BCC takes a comprehensive approach to student preparation, emphasizing employability, adult readiness, and leadership skills. This includes offering programs and courses centered on holistic wellness, job shadowing, community service, and practical real-world experiences.

<sup>2</sup> The Indiana College Core is a block of 30 credit hours of general education, college-level coursework which is guaranteed to transfer between all Indiana public colleges and universities (Indiana Commission for Higher Education).



***“Our goal is to have every student on a pathway to college or career by the start of their sophomore year. Then, from there, our Village Leaders are constantly checking in each week with our scholars to see what their goals are for the week and whether or not they are on track to hit them.”***

*“We are not a college-only model. We teach our kids that college is not necessarily the only way that you can find success, although we do a lot of teachings around the income gap and how college is sometimes an easier pathway toward the income that you want.”*

***“COVID created massive gaps and we’re still feeling the impact of that. We have high schoolers who missed instruction around basic fractions and knowing how to add and subtract fractions. We’ve done a lot of work with our teachers around the Opportunity Myth and how to ensure that our students are still getting grade-level content and finding other opportunities to remediate.”***

*“At BELIEVE, no two schedules look the same. We double block our courses so students can earn the majority of their core 40 courses in the first two years. That opens up the opportunity for dual enrollment.”*

***“We have something here called, ‘A Summer Well Spent.’ There’s a stigma that summer school is just for credit recovery. There’s a small aspect of that but we are intentional about finding opportunities for everyone to have some type of summer experience.”***

### Rigorous, Culturally-Affirming Environment

BCC serves about 50% Black students, 45% Latino students, and 5% other, so it is vital to the school that their leadership reflects the diversity of the students. In order to focus on the individualized needs of students, BCC offers small group sessions where each student is assigned a “village” leader. The village leader is assigned to students to learn about students’ needs and ensure accessibility to what is needed for their continued success. This helps leaders tailor each student’s educational pathway by determining each student’s goals and strengths. In recognizing language and income gaps that are often barriers to success, BCC immerses their scholars in different cultural practices and languages. They offer field trips that are reflective of various cultures.

***“Our culture team is instrumental. We find time to supplement cultural learning material during our village time... for STEM, equity looks like access to all kids. All the books [and curriculum resources] that we have chosen are stories that our children can find their identity in.”***

*“A lot of our practices are rooted in who we bring on our team... We are always looking to maintain an equitable hiring system...Our goal is that our kids see people that look like them or have shared similar experiences as them. When we think about the village leader, the most successful village leaders are ones who are very intentional around relationships. Relationships are one of our core values, and we cannot do the work without relationships.”*

***“We wanted all of our chosen books to be books that our kids could find their identity in. There’s no curriculum that’s perfect so we add supplemental material. For example, we have a lot of students who are Muslim and fasting right now. Because so many of our scholars observe Ramadan it’s important for us to teach Ramadan. We want all of our scholars to see their experiences living and breathing in the school that they attend.”***

*“We have our ‘For the Culture’ shirts because we have a lot of scholars who are from the continent of Africa and a lot who are from South America. That’s where our scholars are predominantly coming from. We truly believe in educating our kids about culture.”*

# 2X

BELIEVE CIRCLE CITY  
BLACK STUDENTS’ COLLEGE-  
READINESS RATES ON  
THE 2023 SAT WERE TWO  
TIMES HIGHER THAN  
STATEWIDE AVERAGE  
FOR BLACK STUDENTS.



**The big vision or goal for our scholars is that they walk away from high school with not just their high school diploma, but an associate degree and/or an industry-based certification. So, we have scholars who are on a dual enrollment track earning their associate degree. They're also able to pick up a certification too.**

## Exposure Through Partnerships

At BCC, the belief is that by accelerating learning and broadening exposure, students can pave a path towards greater success beyond high school. This philosophy is embodied in what the school calls “Freedom Fridays,” dedicated to college and career exploration and community engagement. Freedom Fridays are characterized by immersive experiences facilitated through community partnerships.

Friday mornings at BCC showcase an array of elective courses taught by external partners, enriching students’ learning experiences with diverse perspectives. This unique approach, known as Freedom Fridays, shifts the focus to core academic subjects required for graduation from Monday to Thursday, granting teachers valuable time for professional development on Fridays. Concurrently, community experts share their insights and experiences with students, offering valuable real-world perspectives on career navigation.

On Friday afternoons, BELIEVE students partake in a meticulously planned schedule of activities, including local college tours, immersive job shadowing experiences, SAT preparation sessions, involvement in community service initiatives, and hands-on workshops focusing on essential life skills such as swimming.

***“Our goal is to expose our kids to all types of fields; fields in which they are not even thinking about, in terms of job security. We are very intentional about our external partnerships. We get really creative about the things we believe are important for our students to walk away from high school knowing and understanding.”***

*“We run a traditional high school schedule Monday through Thursday. That’s eight periods per day, 45-minute blocks. We want our scholars to accelerate and earn their associate degree or credential but because of that, there’s not a lot of room in their schedules for electives throughout the week. Our scholars start Fridays in their electives through community partners.”*

***“We do a lot of community service. On Fridays, we call it Freedom Fridays, where we focus on college, career, and community. Our kids can be doing anything from community service to going on college tours and job shadowing. We work with a lot of community partners. We want to bring in community partners that 1) our kids can identify with and 2) can speak to different experiences throughout the workforce and the path that they took to get there.”***

*“Every year, we take our freshman class on the Red Line. We will go north on the red line and south on the red line as far as you can go. The objective there is to note the differences. We have a healthy food policy here so we ask questions around what they notice about the access to healthy foods and grocery stores—which neighborhoods have them and which do not.”*





*“We’ve partnered with Reading Interventions Partnerships for our kids who struggle with reading the most. They have intensive interventions everyday. We have kids who come to us reading on a first or second grade level but we don’t focus our energy on how that happened. It doesn’t matter, they’re here now and we have to fill in the gaps.”*

### **BELIEVE CIRCLE CITY HIGH SCHOOL SUMMARY**

*“We recognize that although we have very high expectations when it comes to academics and being able to put rigorous curriculum in front of our kids, we also recognize that it’s important to develop kids holistically.”*

BELIEVE Circle City High School stands out for offering both college preparatory and career-focused tracks, providing students with the flexibility to choose the pathway that aligns with their goals. This holistic approach empowers students to explore their interests and aspirations, ensuring they can pursue a pathway suited to their lifestyle objectives.

Guided by core values of agency, autonomy, and acceleration, BELIEVE achieves equitable outcomes by accelerating academic and career pathways, fostering a rigorous and culturally-affirming environment, and facilitating community engagement and career exploration through strategic partnerships.



**BCC STUDENTS WHO QUALIFY FOR FREE AND REDUCED LUNCH OUTPERFORMED THE MARION COUNTY PUBLIC SCHOOL COLLEGE-READINESS RATE AVERAGE FOR THE SAME STUDENT GROUP ON THE 2023 SAT.**

**SCHOOL STUDY 1**





## Circle City Prep

GRADE LEVELS SERVED: K–8

### BACKGROUND

Founded in 2017 with Kindergarten and first-grade classrooms, City Circle Prep (CCP) now serves over 300 Kindergarten through eighth-grade students on the Far Eastside of Indianapolis.

*“The Circle City Prep model takes the best practices of high-performing charter schools from across the country and layers a focus on student voice and empowerment to build our future leaders. We are uniquely focused on educating students on the Far Eastside of Indianapolis and prioritize building partnerships with the community to build the school our children deserve.”<sup>3</sup>*

Circle City Prep provides a college preparatory environment founded on the conviction that each student possesses the capacity to thrive and make a meaningful difference in society. CCP is dedicated to equipping every student with the resources and guidance required to achieve academic excellence, alongside fostering essential soft skills and personal integrity to realize their utmost potential.

### STUDENT ACADEMIC OUTCOMES

Over the past three years, Circle City Prep has made remarkable strides in academic achievement. They have not only reduced the percentage of students testing below proficiency on the ILEARN Math assessment, but have also significantly increased the number of students testing at or above proficiency levels. Similarly, there has been a steady rise in the percentage of students achieving proficiency on the ILEARN English Language Arts assessment.

These academic gains are just one facet of Circle City Prep’s success story. With a remarkable 94% staff retention rate and overwhelmingly positive parent feedback, evidenced by 95% of parents and families expressing their willingness to recommend the school to others, Circle City Prep is making a profound impact on its students and community. This celebration of achievement is a testament to the dedication and hard work of everyone involved in the Circle City Prep family.

### EQUITY IN ACTION

When asked about how Circle City Prep achieves equitable outcomes, the answer was resolute: “I think we just have clear expectations for all kids and what the academic bar is. We are non-compromising in that we are an academic institution focused on literacy and math and the reality of what that means for our students’ long-term trajectory. In addition to having high academic expectations, we provide substantial supports.” (Megan Murphy, School Leader)

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<sup>3</sup> Circle City Prep’s website (2024)

## Circle City Prep

- ✳ Affirms the inherent potential of every scholar to meet and exceed rigorous academic standards.
- ✳ Dismantles obstacles by implementing holistic supports to meet student and family needs.
- ✳ Nurtures a dynamic community dedicated to fostering individual identity exploration.

At Circle City Prep, equity is achieved through an unapologetic focus on data-driven literacy and mathematics instruction, holistic student and family support, and intentionally honoring student heritage and identity.

## WHAT WE HEARD

### Unapologetic Focus on Data-driven Literacy and Mathematic Instruction

Circle City Prep prioritizes equitable academic outcomes through a strong emphasis on Reading and Mathematics instruction. Although students also engage in other core academic subjects such as Science and Social Studies, CCP teachers persistently focus their energy and communication to students and families around reading and math scores. The school dedicates substantial resources to garner improvement in those two subjects, ensuring that every student can read and compute proficiently.

***“We have an unrelenting focus on academics which means we’re required to implement data-driven instruction. That means having an extended school day. It means our model invests in more people so when kids are coming to us potentially years below grade level, we can provide intentional intervention and data-driven support within the school day.”***

*“Our structure is set up so that in Kindergarten through third grade we have an Associate Teacher who pushes in for 80 minutes of phonics and fluency intervention in addition to the lead teacher leading guided reading. We call this our ‘Lit Rotations.’ Our Associate Teachers also manage our Tier 2 MTSS<sup>4</sup> for their grade level. So, they pull out or push in for intervention supports.”*

***“We’ve partnered with outside providers to push in for our MTSS Tier 3 interventions. We partner with the Indy Learning Team to do Orton Gillingham support and we work with Ignite Tutoring to do one-on-one literacy intervention. All of those are offered outside of what students are already getting in the general education classroom.”***

*“We assign individualized instruction on high-quality curricular platforms like Zern or IXL when students can’t be in a small group to make sure they are getting data-driven one-on-one instruction. If they’re not with a real person, then at least they have access to intervention on the computer, which has been a huge support for our scholars who are above grade level and need additional support in that direction.”*



**ON THE 2023 ILEARN,  
CIRCLE CITY PREP  
BLACK, LATINO, AND  
LOW-INCOME STUDENTS  
OUTPERFORMED THE STATE  
PROFICIENCY AVERAGE  
FOR THEIR PEERS.**

<sup>4</sup>MTSS is an abbreviated term for Multi-tiered Systems of Support. According to the Institute of Education Sciences, multi-tiered systems of support can help schools implement evidence-based programs and practices to promote and support the development of social and emotional skills along with positive academic and mental health outcomes. (IES, 2024).





**Our extended school day naturally allows for more small group support than any other school schedule I've ever seen. Not only are the ratios of class sizes about 15 or less to one, but everyone in this building is a teacher no matter what your title is. Everyone teaches an intervention block to make sure students are getting a minimum of 40 minutes of small group intervention if they are not considered on grade level.**

SCHOOL  
STUDY  
2

*“There are a lot of systems and structures, every grade level team has a shared prep. We have our grade level team meetings on Mondays where they review data and our shared academic dashboard. We have a meeting every Wednesday that’s focused solely on math. That meeting is led by our instructional leadership team. We have shared professional development time from 2–4 pm on Fridays, so we differentiate PD during that time but that’s where you see a lot of our close reading training.”*

*“We do grade-level band huddles and we use our, ‘Look at Student Work Protocol.’ We bucket students’ work into high, medium, and low piles to determine how the highest scores compare to the teacher’s exemplar. We review to determine if there’s anything that students missed that needs to be retaught and what it would take to get from medium to high. Finally, we want teachers to walk away with two things: first, what is the misconception, and next, what is my action step.”*

**TOP 3**

OF ALL PUBLIC SCHOOLS WITHIN IPS BOUNDARIES, CIRCLE CITY PREP HAD THE 3RD HIGHEST PROFICIENCY GAIN FROM THE 2022 TO 2023 ILEARN.

### Holistic Student and Family Support

City Circle Prep provides an array of robust support services for students and families, embodying a culture where every student is the responsibility of every staff member. This mindset drives staff members to proactively address barriers to academic and social-emotional success. Through initiatives like their Family Resource Center, offering non-perishable items, clothing, and home goods, CCP demonstrates a commitment to holistic student and family support.

*“We recognize that kids cannot be successful if their basic needs are not being met. The robustness of that support increases every year as our capacity grows and as we are introduced to more resources outside of our school community that we can tap into to provide those extra supports.”*

*“We have a Family Resource Center (FRC) so parents can come in and get any nonperishable foods that they need or soap or coats. We want to address any barriers that keep kids from being successful when they get into the building.”*



***“We have a Scholar Concern Box. Anytime a teacher is feeling concerned about a student or their families for any reason, whether it’s academic, food insecurity, housing, or medical issues the concern gets sent over to me so that we can connect our parents with resources to eliminate the barriers and find some sort of solution.”***

*“What we know to be true is that students in the suburban, high-performing districts are getting lessons beyond the four walls of their school building. They’re spending spring break in Paris, going to karate after school, and then additional tutoring. So, for us, we have to constantly be thinking about the ‘worldliness’ of our kids and bringing experiences into our model that they wouldn’t otherwise have access to.”*

***“We have a Director of School Culture and Afterschool Programming whose primary job is to be thinking about the ‘worldliness’ of our scholars and how we increase various opportunities for them, but I’m always clear that none of these other ancillary things are possible if we’re not focusing on academics. So, if we’re talking about clubs and not talking about literacy, we’re doing a disservice to kids.”***

*“Some attendance issues come from things like dirty uniforms. We find out that students may not have access to washers and dryers at home so we say, ‘bring the uniforms to school, and we will wash them here.’”*

### **Intentionally Honoring Student Heritage and Identity**

Circle City Prep is dedicated to fostering a culture of inclusivity and diversity through its multicultural academic curriculum. By intentionally hiring a diverse staff and leadership team, the school ensures that students can see themselves reflected in their educators. CCP provides a wide range of extracurricular activities to allow students to explore their identities, interests, and talents.

***“We ask ourselves, do the pictures and images we put up in the hallways represent our scholars? Do they see themselves in these images?”***

*“We have a lot of Black and Brown students but we also have a large population of Haitian-Creole students so we have posters in Creole. We also have images and writings in Spanish.”*

***“We do a monthly multicultural focus. We don’t just celebrate culture by naming it on a calendar or on the walls, we have content that’s put together that we incorporate into the classroom around multiculturalism.”***

*“We provide extensive clubs and athletic offerings so that kids can have different experiences to figure out what they’re uniquely passionate about. We offer everything from Dungeons & Dragons and gardening clubs to soccer teams. But, again, none of that is possible unless our focus is constantly on students being able to read and do math.”*

***“We think about our curriculum selection in terms of windows and mirrors<sup>5</sup>. We want our students to learn about themselves through our curriculum and learn about others.”***

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<sup>5</sup> The concept of Windows and Mirrors was developed by educator, Emily Style, as a concept and framework for building an inclusive curriculum where students experience stories about life from a different perspective (windows) and students experience stories where they can see themselves positively reflected (mirrors). (Waterford.org, 2022).





### CIRCLE CITY PREP SUMMARY

“There are three prongs to our approach as a school: an unrelenting focus on academics, student support, and identity work.” (Megan Murphy, School Leader)

Circle City Prep is dedicated to achieving equitable outcomes for all students by setting a high academic bar, regardless of a student’s race or family socioeconomic status. Recognizing that reaching this standard requires breaking down barriers to student success, CCP provides comprehensive support in collaboration with community organizations to ensure students and their families thrive.

Circle City Prep places an emphasis on representation in education, ensuring students see themselves reflected in the academic curriculum and their backgrounds celebrated throughout the school environment. This commitment has yielded significant results, with the percentage of Black students proficient on ILEARN Math more than doubling the state average for all Black students who took the ILEARN Math assessment in 2023. The percentage of students at Circle City Prep scoring proficient on ILEARN in English Language Arts also far exceeded the percentage of Black students scoring proficient across the state.

**#5**

CIRCLE CITY PREP STUDENTS HAD THE 5TH HIGHEST PROFICIENCY GAIN WITHIN IPS BOUNDARIES FROM THE 2022 TO 2023 IREAD AND OUTPERFORMED THE MARION COUNTY PUBLIC SCHOOL PASS RATE AVERAGE.

SCHOOL STUDY 2



## Herron Classical Schools

GRADE LEVELS SERVED: K–12

### BACKGROUND

“Herron Classical Schools is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust, and engages in an urban environment in order to prepare students to be world-class citizens.”<sup>6</sup>

The idea for Herron High School originated in 2003 under the belief that a classical, liberal arts education is the best preparation for a future life of leadership and service. The network is structured around an art history timeline emphasizing the classic art and literature of many cultures. To date, the network encompasses three brick-and-mortar school sites including their flagship school, Herron High School, a second high school campus, Herron-Riverside High School (HRHS), and an elementary school, Herron Preparatory Academy. Herron-Riverside High School boasts a rich and diverse student body population from around the city and the world with a proud focus on serving Black and Brown students in the city of Indianapolis. Nearly 80% of the students at HRHS are Black or Hispanic.

### STUDENT ACADEMIC OUTCOMES

Herron High School students consistently excel, exceeding state averages across all measured and reported state benchmarks. From SAT scores to College & Career Coursework and Diploma Strength, they consistently outperform their peers. Impressively, not only do Herron High School students surpass the state average for Graduation Pathway Completion, but their Black and Hispanic students surpass their White counterparts, achieving completion rates of 95.7% and 98.6% respectively, compared to 95.2%. In 2022, Herron-Riverside High School ranked number two in the state of Indiana for Math College and Career Readiness rate among English Learner students. The school ranks number two amongst Indianapolis charter schools for their combined SAT EvidenceBased Reading and Writing and Math Scores. Additionally, Herron-Riverside High School ranks number two in Indianapolis public schools for Math scores amongst minority students.

The elementary school, Herron Preparatory Academy (HPA) is seeing similar results. HPA students consistently surpass both state and Indianapolis Public School peers on the IREAD-3<sup>7</sup> and ILEARN Math<sup>8</sup> assessments. Notably, 92% of Black students at HPA passed the IREAD-3 assessment during the 2022–2023 school year compared to 66% statewide and 53% within the district. Similarly, 42% of Black students at HPA passed the ILEARN Math assessment, contrasting with 16% statewide and just 10% within the district.

### EQUITY IN ACTION

When asked about how Herron Classical Schools achieve equitable outcomes for their students, the answer is clear: “We are intentional about our values. Everything we do stems from there. Our core belief is that every student is a scholar and every student can achieve greatness and success. Ninety percent of what we do comes from that frame.” (School Leader)

<sup>6</sup> Herron Classical Schools website (2024).

<sup>7</sup> IREAD-3 is an abbreviated term for the Indiana Reading Evaluation and Determination grade 3 assessment

<sup>8</sup> ILEARN is an abbreviated term for Indiana’s Learning Evaluation and Assessment Readiness Network. This assessment measures student achievement and growth according to Indiana’s academic standards in English Language Arts, Mathematics, Science, and Social Studies

## Herron Classical Schools

- \* Believes that every student is a scholar.
- \* Engages in an Urban Community.
- \* Advances Timeless Ideas and Content.
- \* Builds a Culture of Respect and Trust through Relationships with people and ideas.
- \* Serves as a catalyst for renewal.

Like many educational institutions, the network’s foundational values are prominently displayed on Herron’s website. What sets Herron apart, however, is its unique practice of specifying how these values manifest in everyday school life. For instance, regarding the value of recognizing every student as a scholar, specific examples are provided to depict how this belief is actualized within the school community.

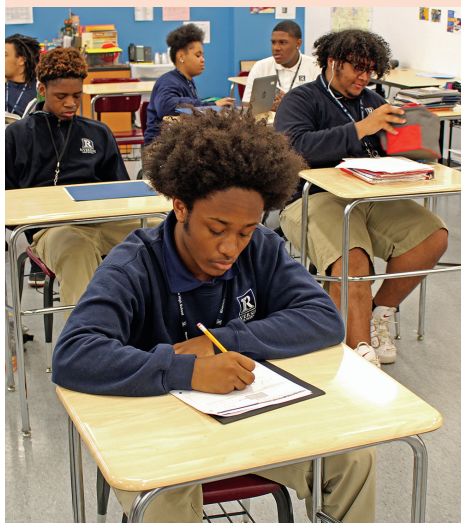
As articulated on the Herron Classical Schools website, this commitment is exemplified by a “shared belief that students are capable of reflexive dialogue, critical reasoning, and engaging in meaningful interactions that promote a lifetime of learning.” Members of the network’s leadership team further underscored their dedication to this principle, offering additional insights into its practical application. At Herron, the expectation is clear: “Every student is called upon to demonstrate scholarship.” This conviction serves as a foundational pillar because the institution firmly believes in the potential of each student’s ability to attain greatness and success.

**At Herron Classical Schools, equity is achieved through an unrelenting focus on scholarship, the intentional use of data, and habit formation as a core component of tiered supports.**

## WHAT WE HEARD

### Unrelenting Focus on Scholarship

Herron Classical Schools prioritizes equitable outcomes by providing all students with a rigorous academic experience. This is achieved through a combination of initiatives: extensive dual-credit course offerings, embedded honors classes throughout the curriculum, and open access to Advance Placement (AP) classes.





**We provide access to high-quality curriculum and instruction without the barrier of affluence. Students at Herron can take classes at any of our campuses. Everyone gets exposure to thoughts and arguments, logic and rhetoric, which is what the classical model calls.**





*“At the beginning of the school year, we spend two days with our freshmen and transfer students on campus solely focusing on the interventions necessary for them to meet the rigorous academic expectations we have for them.”*

*“Our students are expected to be scholars just like our teachers and our leadership team. School Leaders teach classes because they love it. We don’t mandate it but our school leaders love teaching. It allows them to keep their ears to the ground and gives them a level of credibility and buy-in from teachers. It also allows them to lend additional insights to parents regarding their students and serves as a best practices space for teachers to think about what good instruction looks like.”*

*“At Herron, students must achieve at least 70% to gain credit for the course. We provide as much support as possible to make that happen. For example, we host a Summer Academy for students who may need a bit more academic support before the school year starts. That has been a huge success. We had over 1,000 students participate in Summer Academy and our overall pass rate for those courses was 89%.”*

### **Intentional Use of Data**

At Herron Classical Schools, equitable outcomes are attained through the meticulous utilization of comprehensive data. The institution takes a holistic approach, getting granular on data that could otherwise seem insignificant. They are data-responsive and consistently communicative about academic outcomes with their staff, students, families, and Board of Directors.

*“We try to make testing more meaningful for our students. We want to see if they are performing to their ability. We don’t just administer tests to give tests. Anytime an assessment comes up, we ask ourselves how we will utilize the data. Initially, we gave our students the NWEA MAP assessment multiple times per year. We noticed scores started to decline because students were sick of doing the same thing repeatedly. Now, every student takes a variety of assessments. For instance, every student takes the Armed Services Vocational Aptitude Battery and the Cognitive Abilities Test because the variety in assessments offers us more variety of interpretation and gives us deeper insight into a student’s overall ability.”*

**#1**

**IN IPS BOUNDARIES, HERRON HIGH SCHOOL WAS THE #1 SCHOOL FOR COLLEGE-READINESS RATES ON THE 2023 SAT FOR BLACK, LATINO, AND FREE AND REDUCED LUNCH STUDENTS.**



*“When I first started teaching here, it was the last year of ISTEP testing. I remember so vividly being in a meeting reviewing data. Even though the school had achieved a 91% pass rate, we spent that entire meeting discussing what we were going to do about the other 9%. I knew this was the place for me.”*

*“We do a deep dive into all of our data. We don’t just stop after we’ve given one assessment, we’re constantly assessing. Sometimes it’s formal, other times it’s informal. For instance, we took a deep dive into data regarding which families were accessing PowerSchool. We noticed there was a gap that correlated to academic outcomes and parents accessing PowerSchool. So, now we send home a weekly report similar to a report card so that parents know we care about the whole child while also emphasizing our unwavering commitment to their students meeting academic expectations.”*

### Habit Formation and Tiered Systems of Support

Strong academic expectations require a supportive environment with systems tailored toward the individual needs of each student. Herron fosters this by explicitly teaching good habit formation, creating a culture that empowers students to achieve their academic goals. This commitment starts with freshmen attending a two-day onboarding program before school commences with returning students. The focus during the two-day onboarding is on teaching the expected behaviors as community values and ensuring every student is socially and academically prepared to excel.

*“Habit formation is a tenet of classical education. It’s similar to teaching social-emotional learning. We teach habits for automaticity. The habit of attention is taught as a foundational habit in elementary school. We teach kids to attend to the task at hand in order to be fully engaged in our academic activities. The habits grow over time.”*

*“Our Multi-tiered System of Supports are top-notch. We can have high expectations all day but if we don’t have the supports to help students achieve those high expectations then it’s just words.”*

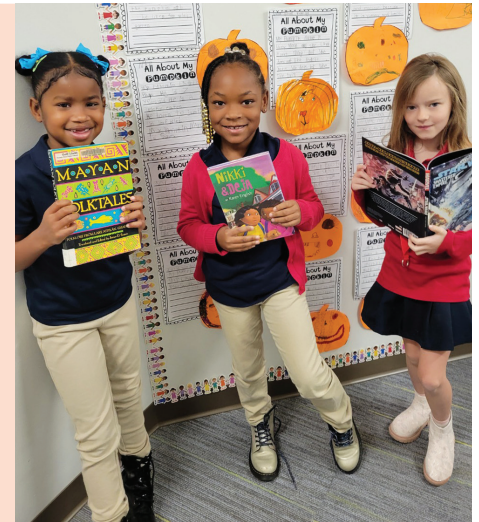
*“We have exceptional counselors and we have an actual clinic in our school buildings. Our students also have access to nurses and mental health support through a partnership with Eskenazi Health.”*

*“At Herron, our behavior policies are universal. These policies are less about rules and more about being explicit regarding how we will engage as a community. Our teachers have the same behavior expectations in every classroom which alleviates the cognitive life of trying to determine the behaviors that are okay or not okay.”*

# 3X

LATINO STUDENTS AT  
HERRON-RIVERSIDE HIGH  
SCHOOL ACHIEVED  
COLLEGE-READINESS  
RATES ON THE 2023 SAT  
AT MORE THAN THREE  
TIMES THE MARION  
COUNTY PUBLIC  
SCHOOL AVERAGE.

*“We have a clear ‘No Cell Phone’ policy because we want students fully engaged. We want our instructional leaders to do the work that they are tasked with leading, which is facilitating logic and rhetoric discourse in classrooms.”*



## HERRON CLASSICAL SCHOOLS SUMMARY

*“Our school leaders don’t just lead in their buildings. They lead and teach in classrooms, not because they have to, but because teaching is their first love. All of our instructional leadership roles teach at least one class as well. That’s just the kind of school we are.”*

Herron Classical Schools’ commitment to equity is reflected in their dedication to preparing all students, regardless of background, to participate productively in society through grammar, logic, and rhetoric.<sup>9</sup> Herron equips students with essential skills for critical thinking, communication, and engagement with the world around them. They are seeing promising academic outcomes for students, specifically Black and Brown students, through their unrelenting focus on scholarship, the intentional use of varying data, and habit formation as a core component of their tired system of support.



**HERRON AND HERRON-RIVERSIDE HIGH SCHOOL WERE THE TOP TWO HIGHEST ACHIEVING PUBLIC HIGH SCHOOLS WITHIN IPS BOUNDARIES ON THE 2023 SAT.**

**SCHOOL STUDY 3**

<sup>9</sup> Society For Classical Learning. The Elements of Classical Education (2014).





## Paramount Schools of Excellence

**GRADE LEVELS SERVED: K–8**

### BACKGROUND

Paramount Schools of Excellence is an Indianapolis-based network of six schools serving approximately 2,200 students in Kindergarten through 8th grade. Paramount’s academic model emphasizes student engagement and data-driven instruction. Unique features include science lessons on a learning farm with goats and bee apiaries, as well as a planetarium within the school building. “Using the community school model, we blend academics with a consistent and dedicated community focus to create a culture of connectivity.” (Tommy Reddicks, Paramount CEO).

Paramount has three brick-and-mortar schools in Indianapolis: Paramount Brookside serving students in K–8, Paramount Englewood serving students in 5–8, and Paramount Cottage Home serving students in K–5.

### STUDENT ACHIEVEMENT OUTCOMES

Paramount Brookside, one of the network’s schools located in Marion County, ranks in the top five of highest academically performing schools in the county. The school received the 2022 Indiana Department of Education “Excellence in Academic Gains”<sup>10</sup> Award and is performing in the top 5th percentile of all schools in Indiana for English Language Arts and Math ILEARN and IREAD-3 test outcomes. Additionally, the school’s subgroup data significantly outperforms the state average in nearly all categories.

ILEARN English Language Arts scores for Black students at Paramount exceed the state average by more than double. Math scores for Hispanic students also surpass the state average by more than double. Black students’ math scores triple the state average. Proficiency data for students receiving Free or Reduced Lunch (FRL) is double or nearly double the state average for both Math and English Language Arts as well.

**Paramount Schools of Excellence champion equity across their network by respecting each individual and correcting injustices, cultivating engaging learning environments, and purposefully utilizing data, evidence-based resources, and wraparound support.**

### EQUITY IN ACTION

#### Respecting Each Individual and Correcting Injustices

Paramount Schools of Excellence see every student as an individual learner with individual learning styles and goals which requires an individualized learning plan. Student’s goals are tracked and monitored regularly and additional support is provided if goals are not achieved.

<sup>10</sup> The inaugural “Excellence in Academic Gains” Award in 2022 acknowledged four school corporations or charter schools in Indiana that have made the most progress improving achievement for Indiana’s most at-risk students (Indiana Department of Education, 2022).





*“When we individualize and leverage data to the student level, it really helps us get to the granular level of the need and provide the right accommodations for every single student to get them over the hump. We have to look at data and be responsive to the data.”*

*“We’re definitely in a constant work in progress, but probably the most noteworthy thing we’ve done is the pay and salary equity audits that we do annually where we look at years of service, racial equity, and pay...It’s not getting to root-cause but it’s helping us heal any inequities annually to stay on top of that problem. The first year we did it, it was amazing because we did have inequities in a couple areas, especially in some of our non-teaching categories. We were able to bring employees in, explain the disproportionality and tell them they’re getting an immediate adjustment.”*

*“We’re always asking ourselves, ‘how are we creating a sense of belonging in our culture?’ So, salaries are just one piece of that but getting to that root cause is important to us.”*

*“We have a committee of diverse staff members representing different races. We have our special education and multilingual staff members and General education teachers and leaders as part of that committee and they help us vet curriculum every year that best meets the need of all of our students. So, we have diverse resources and I think having a committee that can keep us pointed towards that North Star is really important for us.”*

*“Every student has an individualized educational plan. Every student has goals set for academics and those are tracked and monitored for growth. Additional plans are put in place if they’re not achieving their goals.”*

*“We work really hard to educate our staff and our teacher coaches to look through a lens of equity and unconscious bias and to try to find the areas where students may need additional support.”*

*“So you know, not a lot left to guess work. When every single student has a track, a path, a plan, and an actionable way for staff to make sure that child is on the right path.”*



**OUT OF ALL PUBLIC SCHOOLS IN THE STATE OF INDIANA, PARAMOUNT COTTAGE HOME HAD THE 3RD HIGHEST PROFICIENCY RATE FOR LATINO STUDENTS AND THE 5TH HIGHEST PROFICIENCY RATE FOR BLACK STUDENTS.**



**We went through a strategic planning process back in 2019 and 2020 which kind of reformed how we're looking at our work. One of the six pillars that we put together in that strategic plan was a DEI pillar. And within that we have five pillars of DEI, which include school culture, hiring and retention, curriculum and teaching, disproportionality and discipline and finally, pay and salary equity.**

SCHOOL  
STUDY  
4

## Cultivating Engaging Learning Environments

Paramount Schools of Excellence distinguishes itself through a focus on active student engagement and participation. Instead of prioritizing teacher autonomy in lesson design and delivery, Paramount utilizes a structured instructional cycle to ensure consistency across the network. Their “cycle of instruction” starts with teachers providing a brief, mini lesson before transitioning to guided and independent practice. Paramount prioritizes students taking the lead in their learning, fostering deep engagement and practice with the material. Curricular resources utilized at Paramount are recommended and vetted by the school’s diverse curriculum committee.



**WITHIN IPS BOUNDARIES, PARAMOUNT COTTAGE HOME HAD THE HIGHEST PROFICIENCY RATE FOR BLACK, LATINO, AND LOW-INCOME STUDENTS ON THE 2023 ILEARN.**

*“In short, we have a cycle of instruction where teachers lead with the mini lesson. Then, students participate in a guided practice where they take on some more responsibility along with the assistance from the teacher. Then, students move on to an independent practice where they are solely responsible for the work.”*

*“Our cycle of instruction is something sacred that we expect to be implemented across every grade level, even in our online school, just a different modality.”*

*“What we want to try to do is remove the idea of fully autonomous teaching. We don’t want our students just learning by absorption.”*

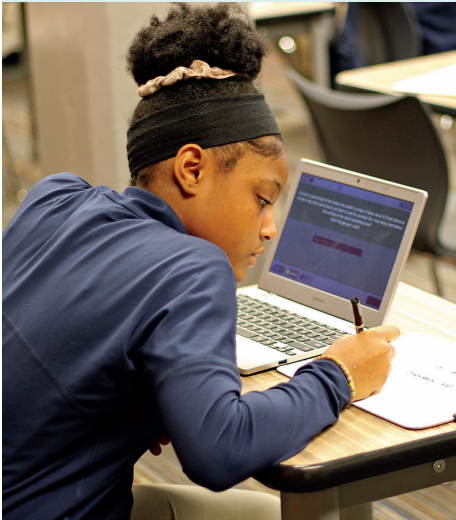
*“Teachers are allowed to use any of our approved, academic platforms that we’ve already approved to supplement material.”*

*“The system is making sure that students are doing the work and it’s being actively monitored by a teacher and that we can see the work happening and correct mistakes as they happen.”*

*“An engaged student is an engaged mind and that’s where learning happens.”*

## Purposefully Utilizing Data, Evidence-Based Resources, and Wraparound Support

The network diligently monitors both student and teacher data and implements responsive systems to provide timely support when necessary. Data serves not only as a tool for teachers to assist students but also informs the network team of tailored supports necessary for teachers. Similar to students, teachers received tiered support.





**I think when you have a system that's set up for students to do a lot of the heavy lifting they have more sweat equity in the process. Students have a lot more pride and ownership.**

SCHOOL  
STUDY  
4



Those requiring more assistance, such as additional classroom observations, feedback, and coaching, receive personalized support. Through its comprehensive Multi-Tiered Systems of Support (MTSS), the school can address the needs of every student and teacher, offering academic, attendance, and social-emotional support as needed. Having robust tiered systems of support allows them to meet each student and teacher where they are and to offer academic, attendance, and mental health wraparound services when necessary.

*“When it comes to the different resources that our academic platforms have, we consider whether or not they have the specific item types that we know our students will see on state assessments. We want to make sure that our students have as many opportunities to practice how they play.”*

*“When a student first starts with us they are immersed with support from all angles. We are very well-staffed at all of our schools in terms of counselors and support staff. We’re able to identify social-emotional needs and academic needs quickly. We have our Families Allies Community Team (FACT) who’s responsible for building bridges between school and families and connecting them with resources.”*

*“Special education and ML students are performing at about the same level as the overall general education state average. So, we’re very proud of what we’re able to do with those subgroups. Our outcomes are really a byproduct of making sure we have safeguards in place like our side by side curriculums that allow for our students with disabilities to have access to the same learning but at a different level of rigor and a different pace at times.”*

*“All of our students have access to a laptop and high quality digital curriculum that meets and exceeds what they need to get out of state standards.”*

*“Our students have access to opportunities like tutoring. We run a very robust tutoring program three times throughout the course of the year from 3:30 to 5:30. Tutoring includes a meal every night for every student in the program. Our students also get additional support in Language Arts and Mathematics and then a robust summer school program as well.”*

*“Assessment is critical. You’ve got to have data.”*

### PARAMOUNT SCHOOLS OF EXCELLENCE SUMMARY

Paramount Schools of Excellence stand out as a top-performing network of schools in Indianapolis. Their meticulous attention to data and personalized approach to education yield remarkable outcomes, consistently exceeding state averages across various student subgroups. Leveraging evidence-based resources, they offer tailored academic interventions and provide comprehensive wraparound support to families through their FACT team.

**3X+**

ON THE 2023 ILEARN, BLACK STUDENTS AT PARAMOUNT BROOKSIDE AND PARAMOUNT ENGLEWOOD HAD MORE THAN THREE TIMES THE PROFICIENCY RATE THAN THE STATE AVERAGE FOR BLACK STUDENTS.





## A Path Forward: Insights for Community Use

**ONE FINAL INTERVIEW QUESTION FOR SCHOOLS IN OUR STUDY** inquired about suggestions they might provide to others aiming to produce similar outcomes. While reluctant to prescribe “recommendations” due to the diverse needs of each individual school and the communities they serve, they did offer insights based on the practices they will preserve moving forward. We have synthesized their insights as a potential roadmap for schools aspiring to achieve similar success.

### AUTOMATIC ACCESS

To expedite student learning, schools should consider automatic, seamless access to advanced courses and learning opportunities.

- ✦ These courses should not be exclusive to specific students unless prerequisites are required.
- ✦ Remediation without acceleration may not accelerate students toward their goals as quickly.
- ✦ Schools must ensure that students can access learning standards at or above their current grade level while also addressing skill gaps.

***“We provide access to high-quality curriculum and instruction without the barrier of affluence.... Everyone gets exposure to thoughts and arguments, logic and rhetoric....We have embedded honors courses, extensive dual-credit courses, and open access to Advance Placement classes.”***  
(Herron Classical Schools)

### USE THE DATA

While many schools have access to abundant data, detailing students’ readiness to learn, it is imperative that schools consistently review and promptly respond to this data.

- ✦ This ensures that student needs are addressed in real-time, facilitating timely support and intervention

***“Assessment is critical. You’ve got to have data.”*** (Paramount Schools of Excellence)

***“We try to make testing more meaningful for our students. We want to see if they are performing to their ability. We don’t just administer tests to give tests. Anytime an assessment comes up, we ask ourselves how we will utilize the data.”*** (Herron Classical Schools)

## REMOVE THE BARRIERS

A belief that all students can achieve is only part of the equation.

- \* Schools should pay keen attention to removing the barriers hindering students from academic achievement through their tiered systems of support.

***“We’ve partnered with outside providers to push in for our MTSS Tier 3 interventions. We partner with the Indy Learning Team to do Orton Gillingham support and we work with Ignite Tutoring to do one-on-one literacy intervention. All of those are offered outside of what students are already getting in the general education classroom.” (Circle City Prep)***

***“We have a Family Resource Center (FRC) so parents can come in and get any nonperishable foods that they need or soap or coats. We want to address any barriers that keep kids from being successful when they get into the building.” (Circle City Prep)***

## SHARE THE LOAD

Achieving equitable outcomes for students of diverse backgrounds, abilities, and disabilities necessitates collaboration; it cannot be pursued in isolation. To maintain a steadfast focus on academic achievements, partnerships are indispensable.

- \* Parents and communities play a crucial role in providing the resources essential for fostering an environment conducive to learning in schools.
- \* By sharing the responsibility with your community, their achievements become intertwined with yours, and vice versa. Their success becomes your success, and yours becomes theirs.

***“We’ve partnered with Reading Interventions Partnerships for our kids who struggle with reading the most. They have intensive interventions everyday. We have kids who come to us reading on a first or second grade level but we don’t focus our energy on how that happened. It doesn’t matter, they’re here now and we have to fill in the gaps.” (BELIEVE Circle City)***





“

**We want our students to learn about themselves through our curriculum and learn about others.**

For more information or to download this report and the executive summary, visit [themindtrust.org/equityreport](https://themindtrust.org/equityreport) or scan the QR code.







# EQUITY IN ACTION REPORT

A REPORT  
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