ENROLL INDY

2020 ANNUAL REPORT

ENROLL INDY

OUR VISION

All families in Indianapolis will have equitable access to a diverse set of school options, and all students will attend high-quality schools that meet their unique needs.

OUR MISSION

Enroll Indy helps families choose schools that meet their children's needs by providing a one-stop enrollment process, school information that is relevant and easy to understand, and data to inform school improvement in Indianapolis.

OUR CORE VALUES

Empowered Families

We believe families are best-suited to select the right schools for their children, and we work to remove barriers, provide families with information, and raise awareness of school options.

Equitable Access

We believe that all families deserve equal access to quality school options, and that opportunity gaps resulting from oppressive systemic practices and prejudices need to be addressed and rectified.

Efficiency & Efficacy

We believe in simplifying the school application and enrollment process in a way that serves families and schools accurately, easily, and in a timely fashion.

Engaged Partnership

We believe in building trust by communicating honestly and transparently with all of our stakeholders. Our community partners—schools, community organizations, government entities, and neighborhood groups—are critical to our success.

Dear Colleagues, Partners, and Friends,

The 2019-2020 school year presented us all with unique and daunting challenges. Families and educators have been called upon to sacrifice, to endure, and to overcome all manner of struggle. Families of Color and those from low-income backgrounds have unfairly borne the greatest tragedies of illness, uncertainty, and inequity.

At Enroll Indy we made a commitment that we would, to the best of our ability, serve as a constant for families during this most difficult season and support them when they called upon us to do so. Although we had to close our physical office, we were able to increase our capacity to respond to families by investing in improved technology. While our primary work facilitating school choice continued, we quickly became an informed friend and supportive navigator in a number of areas. We added functionalities to our School Finder that allowed families to identify meal support. We also connected them to community agencies providing educational, medical, and social services. This summer alone we conducted over 10,000 enrollment transactions, but we also fielded easily that same number in calls from families looking for information, advice, or consolation.

Within these pages lies the summary of our work this year helping students access a high-quality education, and exercise a fairer and more informed school choice. We hope that our readers find it informative and helpful. But we are also all called to do more for our children and their families. Maximizing educational opportunities is but one mechanism for addressing disparity and moving toward a more just society. On its own, it is inadequate. We are indebted to those partners in the broader Indianapolis community who work adjacent to education in order to address those systems which inhibit and oppress the families with whom we work, and we are honored to work alongside them.

With respect,

Bill Murphy, Executive Director

HELPING SCHOOLS GET THE RIGHT NUMBER OF STUDENTS

In Year 3, Enroll Indy focused on working closely with schools to set ambitious enrollment targets that carefully considered historic matriculation and attrition data. This improved target-setting process is designed to increase enrollment stability while minimizing the number of late or unexpected enrollees. When schools are able to set targets that more accurately predict their desired enrollment, it decreases the number of students experiencing instability, allows schools to better plan staffing, more accurately predict student needs, reduces the need for backfilling, and helps families make school selections that are less likely to change.

Schools that used Enroll Indy suggested targets had fewer late enrollees signing up after the lottery over the summer. This means schools knew the names of the vast majority of students who would be in attendance on the first day of school prior to the start of summer.

Moreover, these schools were able to enroll a number of students for the first day of school that reflected the likely attrition over the course of the year, ensuring that charter capacity targets were met, such as in the case of the school below.

YEAR	USED ENROLL INDY PROJECTION	DESIRED ENROLLMENT	FIRST DAY OF SCHOOL	% DIFFERENCE	LATE ENROLLEES
2019	NO	700	820	+17%	24%
2020	YES	700	781	+12%	16%

THE IMPACT OF COVID-19 ON OUTREACH

While we were fortunate that the COVID shutdown only presented for the last six weeks of the second lottery round, it did impact our ability to continue outreach at local events and application nights. Six pre-scheduled dates with our partner schools were canceled, in addition to several other school and community events where we had hoped to share information about OneMatch. Nevertheless, we are proud of our deepened partnerships to assist families transitioning between grades or who were new to the lottery process. We look forward to working with schools and community organizations to adapt to our socially-distanced circumstances for the 2021-22 OneMatch application cycle.

REACHING THE COMMUNITY

This year we further refined our targeted outreach, focusing on transition-grade students who were not part of a feeder program. We also contacted the families of TC Howe High School students, following the announcement of its closure, to discuss the options available to them and attempt to ease their transition.

Year One
25K+ Households Canvassed or Phone Banked

Year Two
8,294 households contacted 3+ times

Year Three
4,161 households contacted 3+ times

Thanks to the schools and community organizations who co-hosted enrollment events with our team:

Allegiant Preparatory Academy
Anna Brochhausen #88
BELIEVE Circle City
Butler Lab School #55
Butler Lab School #60
Christian Park #82
City of Indianapolis
Clarence Farrington #61
Coburn Place
Day Early Learning
Edison School of the Arts #47
Enlace Academy
Ernie Pyle #90
Family Development Services/Head Start
Francis W Parker Montessori #56
George Buck #94
George Washington Carver Montessori #87

George Washington High School
Global Preparatory Academy @ Riverside #44
Harshman Middle School
Hawthorne Community Center
Herron High School
Indianapolis Public Schools
Invent Learning Hub
James Russell Lowell #51
Kindezi Academy @ School #69
Latino Roundtable
Lew Wallace #107
Longfellow Medical/STEM Middle School
Maple Seeds Pre-K
Marion County Health Department
Matchbook Learning @ Wendell Phillips #63
New Circle Church
Newcomer Program

Northwest Middle School
Parkview Pre-K Co-Op
Riverside High School
School on Wheels
Shepherd Community Center
Shortridge High School
Sidener Academy for High-Ability Students
Southeast Community Services
St. Mary's Pre-K
Stephen Foster #67
SUPER School at Frederick Douglass #19
The Children's Museum
Thrival Indy Academy
URBAN ACT Academy
Vanguard Collegiate of Indianapolis
William McKinley #39
William Penn #49

63 — School and community events attended

97K+ — Social media impressions

4.0M — Impressions delivered through digital campaign

45K+ — Unique visitors to our site

82% — of families used School Finder to research schools

85% — of families said it was easy or very easy to complete OneMatch

ONEMATCH TIMING AND PARTICIPATION

In Year 2, Enroll Indy received positive feedback from both schools and families regarding the updated timeline and the move from three lottery rounds to two; thus, we chose to maintain that same structure in Year 3. Unfortunately, we did see a 15% decrease in the number of applications received overall. Anecdotally, families shared with us during phone banking that they were uncertain about enrolling in or changing schools due to COVID-19 and its potential impact on fall semester instruction. This is borne out by the dramatic drop in Round 2, followed by the surge in late enrollment activity, which increased by 10% over the summer of 2019.

Despite the overall decrease in lottery applications, participation at transition grades (students entering Kindergarten, 7th grade, and 9th grade) saw an increase of 2%.
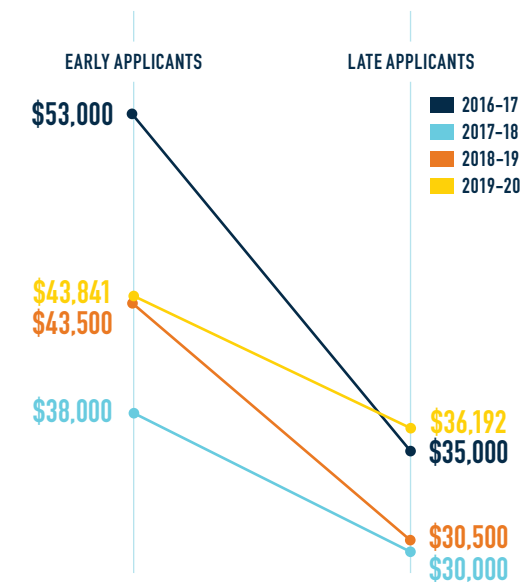
Total Applications

	Year Two	Year Three	% Change
ROUND ONE	5,202	5,086	-2%
ROUND TWO	4,085	2,777	-32%
TOTAL	9,288	7,863	-15%

Total Unique Applicants

	Year Two	Year Three	% Change
ROUND ONE	5,202	5,086	-2%
ROUND TWO	3,023	2,061	-32%
TOTAL	8,225	7,147	-13%

CLOSING THE GAP

The income gap between early and late applicants dropped significantly in Year 3 to less than $8,000, compared to $13,000 in Year 2.

EARLY APPLICANTS   LATE APPLICANTS

- 2016–17
- 2017–18
- 2018–19
- 2019–20

$53,000
$43,841
$43,500
$38,000
$36,192
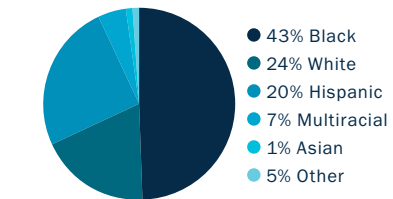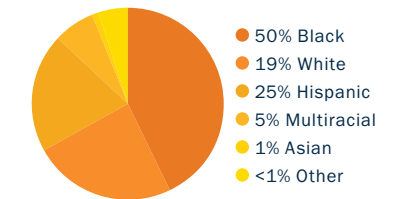$35,000
$30,500
$30,000

Applicants by Race

Ideally, the racial demographics of OneMatch applicants should mirror the demographics of the schools participating in the Enroll Indy system. In Year 3—our second year of collecting this data—we saw applicant demographics shift as more Hispanic/Latino families participated in the lottery. We want to continue focusing our outreach efforts toward Families of Color and low-income families, and are in talks with stakeholders to identify opportunities to better meet them where they are.
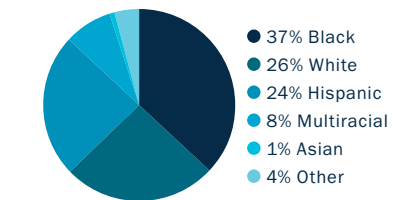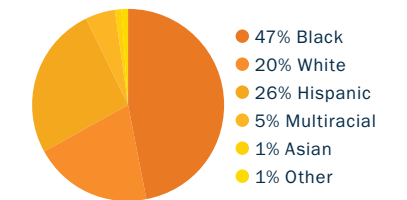
Year 2 Applicants

OneMatch Applicants
- 43% Black
- 24% White
- 20% Hispanic
- 7% Multiracial
- 1% Asian
- 5% Other

All Center Township Schools
- 50% Black
- 19% White
- 25% Hispanic
- 5% Multiracial
- 1% Asian
- <1% Other

Year 3 Applicants

OneMatch Applicants
- 37% Black
- 26% White
- 24% Hispanic
- 8% Multiracial
- 1% Asian
- 4% Other

All Center Township Schools
- 47% Black
- 20% White
- 26% Hispanic
- 5% Multiracial
- 1% Asian
- 1% Other

ONEMATCH PARTICIPATION AND RESULTS

Match rates improved across the board in Year 3. In Round 2, this can be attributed to the significant decline in the number of applications received due to the COVID-19 pandemic; however, it is worth noting that they also improved in Round 1. We believe this is because of the improved target-setting by schools using Enroll Indy historical data.

	These students matched to any of their choices.			These students matched to their top choice.			These students matched to one of their top 3 choices.		
	YEAR ONE	YEAR TWO	YEAR THREE	YEAR ONE	YEAR TWO	YEAR THREE	YEAR ONE	YEAR TWO	YEAR THREE
ROUND ONE	94%	89%	90%	83%	79%	80%	93%	87%	89%
ROUND TWO	81%	89%	91%	71%	74%	79%	77%	87%	89%
ROUND THREE	75%	N/A	N/A	66%	N/A	N/A	72%	N/A	N/A
TOTAL	85%	89%	90%	74%	77%	79%	82%	87%	89%

Families Who Ranked At Least One

66.3% IPS Choice School **27.6%** Charter School **37%** Innovation School **2.3** average number of schools ranked by families on OneMatch apps

TRANSITION GRADE MATCH RATES

The term "transition grades" refers to students entering school for the first time, or transitioning out of an elementary or middle school into the next grade band. We pay particular attention to match rates at these grades, because they are the grades where we receive the highest number of applications and make up the majority of our outreach efforts. Despite the circumstances surrounding the pandemic, we saw the number of transition-grade applications received increase by 2%. Students who had a guaranteed 7th or 9th grade seat in a feeder school are not included in this table.

	These students matched to one of their Kindergarten choices.	These students matched to one of their 7th grade choices.	These students matched to one of their 9th grade choices.
MATCH RATE	KINDERGARTEN	7TH GRADE	9TH GRADE
ROUND ONE	83%	94%	99%
ROUND TWO	94%	92%	98%
OVERALL	87%	93%	99%

Transition Grade Participation

60% of all rising 7th graders (transitioning from 6th to 7th) participated in OneMatch **79%** of all rising 9th graders (transitioning from 8th to 9th) participated in OneMatch

IPS PRE-K APPLICATIONS

Round 1

68% match rate with 464 applications

Round 2

64% match rate with 282 applications

IMPLEMENTATION OF AMAZON CONNECT PHONE SYSTEM

Our Challenge

In previous years, we served families in-person. Families would come to our office, take a number, fill out a form, and then when their number was called we would help them find a school. We did not take enrollments over the phone. Our old phone system had 4 lines and did not queue calls at all. It was simply a "luck of the draw" to see if a family could get through. If we tried to take enrollments over the phone with our old system, it would be at the sacrifice of fairness and equity for our families. We hit a direct conflict with our mission.

Additionally, we were in an environment where economic uncertainty was all around us and was hitting the public, private, and nonprofit sectors. None of us were immune to those realities. Not only did families need us to continue providing service, but schools also needed to fill seats because they were facing a possible enrollment cliff that could decrease their funding for the 2020-21 school year.

Our Solution

We knew we were going to need to implement some sort of queuing system remotely that would allow us to have insights into who was calling us and what order they should receive support from our teams. In early May, we began working with our tech consultants to implement Amazon Connect. We had about 5 weeks to establish requirements and stand up this solution in time for the late enrollment period to begin, and did so with great success.

Amazon Connect allows families to call in and be placed in a call queue to ensure that they are supported in the order in which they are called. Additionally, it allows us to split Spanish and English speakers into separate queues so that we could efficiently serve native Spanish speakers. We were able to train our team to use the system remotely, and it is so easy to use that we will continue to use it long into the future.

Amazon charges a low per-minute usage rate and it does not limit the number of users. This allows us to pay as we go and keep costs very low for the amount of support we are able to give. Additionally, we received a small grant through TechSoup that gives us $1,875 credits for Amazon Web Services, which has covered our first 4 months of use.
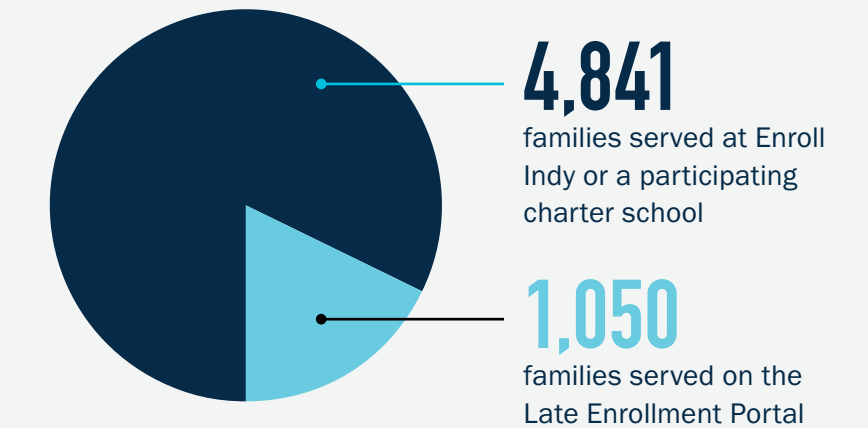

LATE ENROLLMENT

As the IPS building where our office is located remained closed throughout the summer, we needed to identify alternative means to continue serving families during the late enrollment phase. Thanks to the implementation of the Amazon Connect phone system and our online Late Enrollment Portal, we enrolled 5,891 students from June 4 through August 21.

Total Served

4,841 families served at Enroll Indy or a participating charter school

1,050 families served on the Late Enrollment Portal

10% increase from the summer of 2019

5,891 **TOTAL FAMILIES SERVED**

CONTINUOUS IMPROVEMENT: WHAT WAS NEW IN YEAR THREE?

Enroll Indy is committed to constant review of our existing systems and policies, in an effort to find efficiencies, increase organizational sustainability, and improve support for both our partner schools and our families. Here's what was new in Year 3:

Increased sustainable funding

Enroll Indy was founded with the goal of becoming financially sustainable as quickly as possible, moving from almost entirely philanthropic dollars to being funded by earned income. Prior to 2020, we received no more than $2.00 per student from Charter Authorizers and Indianapolis Public Schools, relying on philanthropic funding for more than 85% of our operating expenses. We began fiscal year 2020 with a fund balance for the first time ever and increased earned income by 200%. Our audit revealed dramatically improved fiscal health and a stronger financial partnership with OEI, ICSB, and IPS.

Deepened Partnership with ICSB

The Indiana Charter School Board (ICSB) has always been represented in the portfolio of Enroll Indy partner schools and on our board. In early 2020, ICSB voted to phase in required participation in our OneMatch lottery system. Schools authorized by ICSB may opt in now or will partner with Enroll Indy as a condition of their charter renewal. We are so grateful for their commitment to expanding equitable access for families.

Selection for the Bridges Collaborative

One of the key goals of the OneMatch lottery system is to diversify school applicants and student bodies by making the application simpler and more accessible to families from historically marginalized backgrounds. The Bridges Collaborative, a nationwide initiative to advance racial and socioeconomic integration in America's schools, selected Enroll Indy to participate in its inaugural cohort of 56 organizations. Over the next two years, the collaborative will serve as a hub for practitioners from across the country, providing school and housing leaders the opportunity to learn from one another, build grassroots momentum, and develop successful approaches for integration.

SCHOOL AND PARENT FEEDBACK

We know that our work could not succeed without the buy-in and insights provided by the schools we serve. Our School Advisory, which generally meets on a monthly basis, is made up of some of our most supportive choice program leaders who bring to the table important enrollment issues, and workshop solutions that frequently become implemented policies. In our most recently survey distributed to all our schools' leaders:

94%
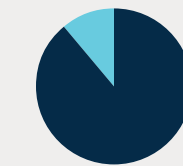indicated that they find the Enroll Indy staff helpful and responsive

88%
indicated that they feel Enroll Indy implemented their policies correctly and with fidelity
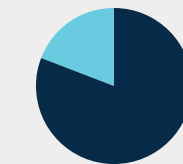
87%
indicated the Enroll Indy trainings were helpful

Parent Feedback

81% of primarily English-speaking families rated their OneMatch application experience as **"Easy"** or **"Very Easy"**

89% of primarily Spanish-speaking families rated their OneMatch application experience as **"Easy"** or **"Very Easy"**

While the overwhelming majority of family comments were either "N/A" or "no changes needed," we did note several who asked that our site and application be made more mobile-friendly, and asked that the link to the application itself be found in more places across the website. Others noted confusion around application language, such as the distinction between sibling priority, the Family Match function, and the purpose of asking about twins/multiples. This helps us make quick fixes in-house, and estimate the cost and scope of larger technological changes with our software developers.
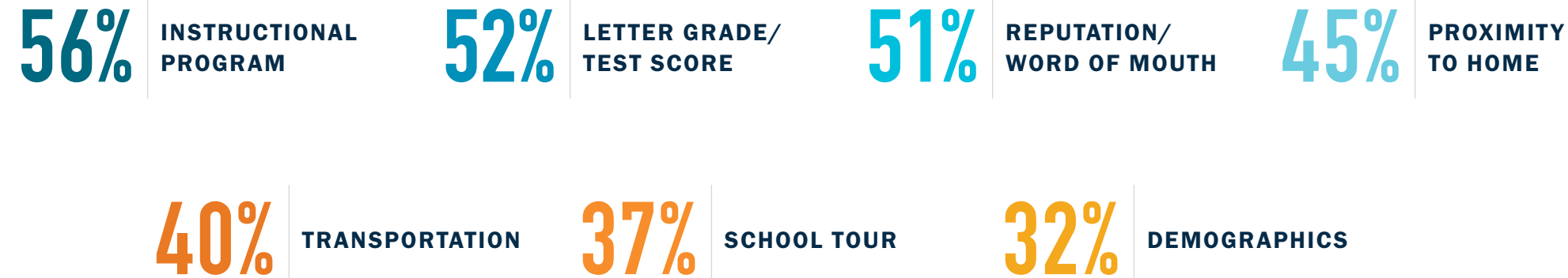
WHY PARENTS SAY THEY CHOOSE

Parents report a wide variety of reasons that influence their school choice. For example, many parents seek recommendations from their child's previous teachers while other families look for the availability of before-and-after-care. While these factors can be significant for individual parents, there are some issues that are considered very important for the average family across the district.

Families self-report that the three factors that most influence their decision are the school's reputation, letter grade/tests scores, and instructional programming offered (such as Montessori or language immersion). There is some evidence that families self-reported reasoning does not entirely align with their school choosing behavior. For example, many of the most in-demand schools are not the highest performing in terms of state testing. A deeper analysis to determine how the variables affect school choosing behavior is worth exploration.

Very Important Factors

56% INSTRUCTIONAL PROGRAM

52% LETTER GRADE/ TEST SCORE

51% REPUTATION/ WORD OF MOUTH

45% PROXIMITY TO HOME

40% TRANSPORTATION

37% SCHOOL TOUR

32% DEMOGRAPHICS

SPOTLIGHT

Spotlight: Neighborhood Schools

All K-8 students living within IPS district boundaries have a neighborhood school assigned to them based upon their address. Enroll Indy works with neighborhood schools in a number of ways, including pre-K enrollment, transition grade enrollment, and out-of-boundary neighborhood enrollment. Because every K-8 student has a right to a seat in their neighborhood school, and can enroll there at any time, the basic neighborhood school enrollment process is not a part of the unified enrollment process. This can create challenges unique to neighborhood schools. They do not have enrollment caps or dates at which they stop backfilling. They must accept and onboard any student who lives within their boundary for the entire school year. They are less prone to using marketing strategies for student recruitment. In grades K-8 they have less of an ability to specialize their programming. Enroll Indy hopes to more closely partner with the neighborhood schools and IPS district leaders to help ensure these schools gain the maximum benefit from unified enrollment.

Spotlight: Transfers

A change in a family's circumstances during the year may require a change in schools, often mid-semester. Additionally, the surplus of seats in the Enroll Indy system makes it fairly easy for families to engage in multiple transfers throughout the year. Student mobility is hard for both students and schools. While the IPS district has taken steps to limit the number and timing of high school-level and choice program transfers, there remain challenges for district schools and charter schools that do not have the same transfer limitations. High school in particular presents challenges as mid-semester transfers can cause lost credits and disrupt promotion. A more consistent and systemic solution across governance and school types may help to minimize the negative impacts of student movement.

WHAT'S NEXT

Planning for Enrollment and Transfers During COVID-19

Our team realized the possibilities for increased transmission of COVID-19 due to student movement, and began conversations with the district, authorizers, school leaders, and the Marion County Public Health Department in early summer to mitigate risks. We have collaboratively implemented plans to continue completing enrollments and transfers while delaying student arrivals on campuses. This allows all stakeholders to ensure timely communication regarding any positive COVID-19 cases and, if needed, temporarily pause enrollment for in-person instruction at individual schools.

Continuous Improvements to Data Processing and Accuracy

Our system is only as helpful to schools and families as the accuracy of our data and the speed at which we can provide it. For example, it is critical that we identify and remove duplicate students from the system, integrate our Salesforce system with schools' rosters, and more. We now have a 3-person data team to manage systems integration, automate various reports in Salesforce, and make changes to the application or records-keeping in-house. This allows us to deploy improvements more quickly, in addition to providing some cost savings. We look forward to continuing to simplify the application process for families, including making our sites more mobile-friendly, and providing schools with the most accurate and up-to-date information possible.

ENROLL INDY

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