

Building a 21st Century Public School System

Strategic Overview

October 2019



THE
OPPORTUNITY
TRUST

Contents

03	Executive Summary
04	The Problem
06	An Evidence-Based Solution
08	Our Strategy
15	Year One Review
24	Appendix

Executive Summary

- ▶ St. Louis is among the slowest improving regions in the nation in educational outcomes, and the academic performance of public schools serving more than 50% of children remains staggering low. Graduates aren't qualified for today's job market and will increasingly be left behind by the future of work, undermining the region's economic vitality, social vibrancy, and safety.
- ▶ Comparable cities across the country have undertaken fundamental change of their education systems to prepare students for a 21st century workforce. These efforts have significantly improved the performance of public schools and are attracting and retaining families and businesses at higher rates.
 - Denver has created a dynamic system of diverse schools where low performers are replaced with better alternatives.
 - Indianapolis has made aggressive investments in talent, innovation, new schools and policy change.
- ▶ Driving the change in these regions are nonprofit intermediaries charged with developing and implementing a blueprint for system change with a time horizon of a decade or more. In addition to housing the expertise needed to create and implement a sound plan, these organizations aggregate philanthropic resources locally, recruit additional financial and human resources nationally, and coordinate investment and learning across the region ensuring the maximization of both public and private investments.
- ▶ Learning from successful efforts, civic leaders have come together to launch The Opportunity Trust for St. Louis, a nonprofit intermediary organization dedicated to ensuring every child born in St. Louis is prepared to lead a life of choice and dignity as an adult. The organization facilitated a year-long process with many constituents locally and consulted with leaders from fast improving regions nationally to develop a plan to begin building a 21st century public education system in St. Louis.
- ▶ The goal of the plan is to grow the percentage of children attending world-class schools in St. Louis City from 10% to over 40% and ensure another 3,000 students in targeted districts of St. Louis County are in world-class schools. Our strategy focuses on four levers proven vital to accelerating and sustaining change in public education:
 1. Building the vision and capacity of education entrepreneurs to scale, transform and launch world class schools in St. Louis;
 2. Growing talent pipelines for the education sector and deploying talent to the highest impact interventions;
 3. Providing tools and resources for parents to help them advocate for higher quality school options and place their children in the best-fit school; and,
 4. Building awareness among leaders in business and government about the conditions that enable world class schools at the local and state level.
- ▶ The effort requires an initial operating capital raise of \$38m over five years. More than \$30m has been committed to-date by leading local and national philanthropists.

St. Louis students aren't qualified for today's job market and will increasingly be left behind by the future of work, undermining the region's economic vitality

- ▶ Graduates in St. Louis are **not career or college ready**.



7%

By grade 8, just 7% of students are **proficient in mathematics** compared to 31% of students statewide.



48%

Almost half of 9th graders do not **graduate on-time** and 24% do not graduate within 5 years.



13%

Those who do graduate are **unprepared for career or college**, as only 13% of St. Louis City's graduates score at or above the national ACT average (behind 34% statewide).

17

St. Louis students' composite ACT score is 17, **more than 4 points short** of the college readiness composite score of 21.3 and **8 points below** the University of Missouri threshold of 24.

41%

Among these graduates, **nearly half do not pursue any post-secondary training**.

- ▶ Success in a 21st century economy and democracy **requires strong literacy and math skills and post-secondary training**.

- Among those without a high school degree or GED, the St. Louis unemployment rate (18%) is **double that of the national average** (9%).

“Educational attainment is still a significant factor keeping unemployment rates high and wages low for those without adequate levels of education. For those without a high school degree or GED, the unemployment rate actually increased from 15.1% in 2013 to 18.1% in 2014, the only educational attainment cohort to do so.”

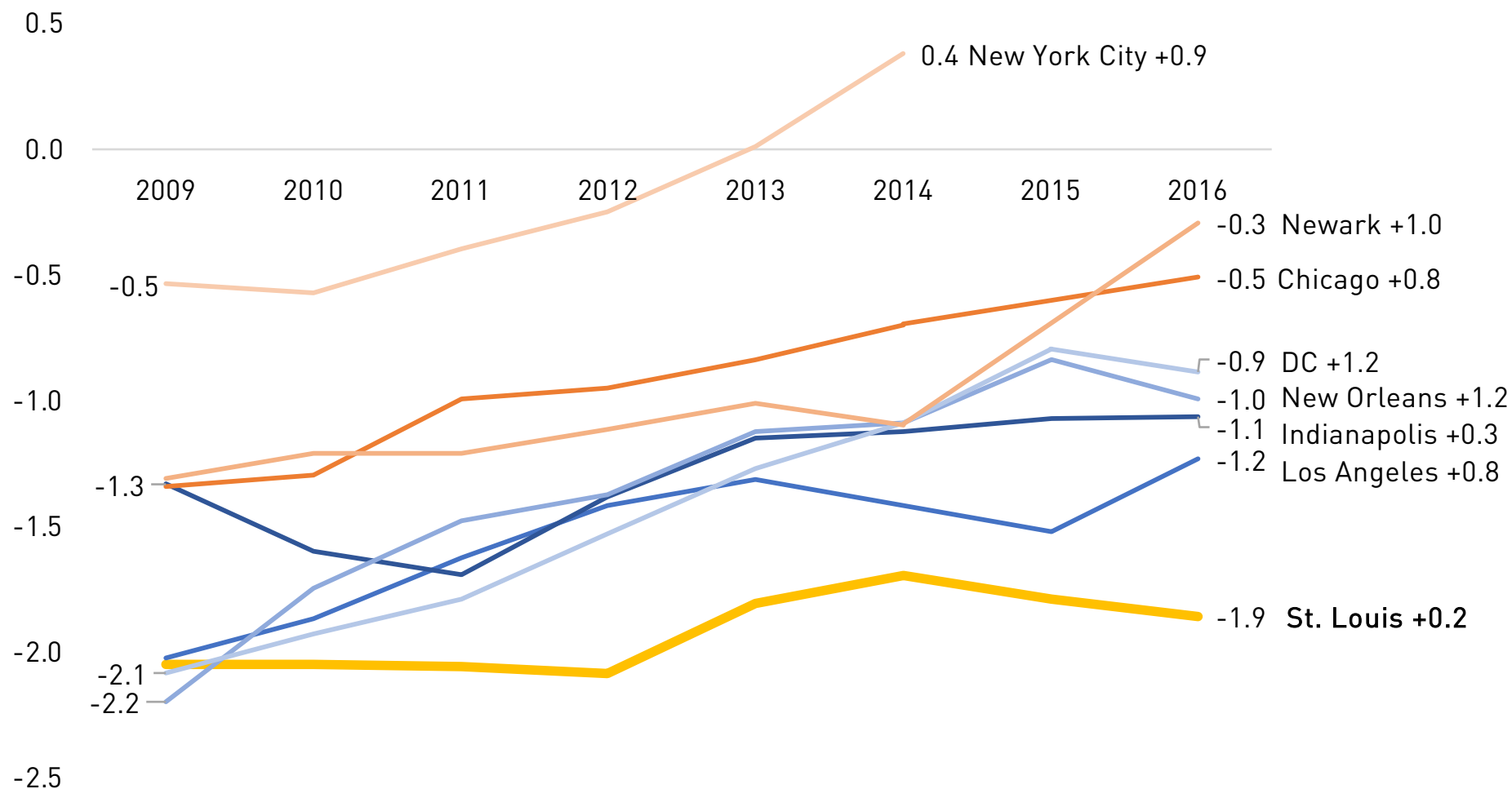
- State of St. Louis Workforce 2016

- Half (49%) of St. Louis regional employers signal that a **shortage of workers with the knowledge and skills required** for the job are available in the labor market.
- Looking ahead, **nearly 30% of existing U.S. jobs will experience a rapid change in their skills requirements**. An estimated 65% of children entering elementary school today will work in job types that do not yet exist.

Achievement growth in St. Louis has been largely stagnant in the last decade while other cities have seen large improvements

Even districts that had similar levels of achievement to St. Louis in 2009, such as Washington, DC and New Orleans have seen meaningful improvement.

ELA Years Above/Below Grade Level



Faster improving regions have established a nonprofit intermediary charged with developing and coordinating a system-level plan for change

Civic leadership in these regions recognize that neither the public sector nor private sector have the capacity or focus to steward the transformation of a public institution. This work requires a dedicated organization with meaningful financial resources and a long-term view.

- ▶ Education intermediaries have pursued a variety of change strategies nationwide, but all include:
 - Building the expertise required to develop a system-level plan;
 - Aggregating local philanthropy;
 - Investing in the creation of new schools;
 - Strengthening the school leader and teacher talent pipelines; and
 - Amplifying research, evaluation and continuous improvement activities.

Spotlight on Indianapolis



The Mind Trust



- Aggressive investments in **talent, innovation, new schools** and **policy change** in Indianapolis
- Recruits and supports local school board members and **advises district leadership on system-level changes**, including increasing principal and teacher autonomy
- **Supports high performing charter sector** with charter students gaining an additional 2 months in reading and 3 months in math compared to students in traditional public schools
- From 2013 to 2016, the **share of schools receiving an A or B rating increased 15% points to 50%**
- \$14M budget in 2017

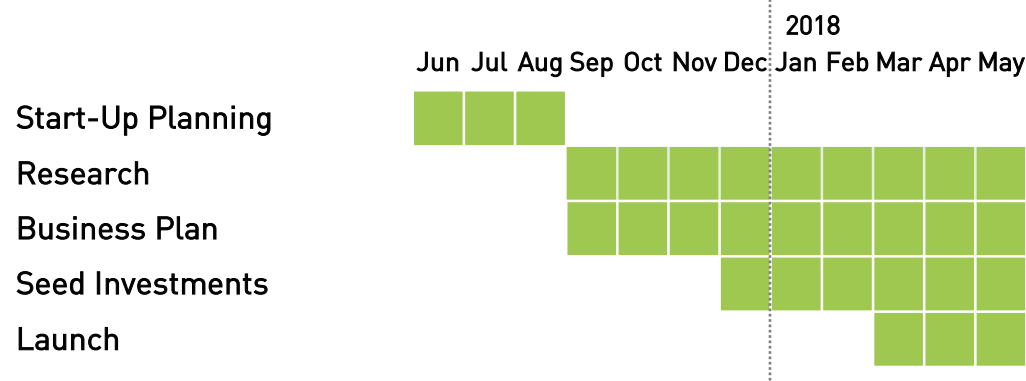
Based on these successes, civic leaders launched The Opportunity Trust to support the transformation of public education in the St. Louis region

A combination of leading local philanthropic and civic organizations and national philanthropic organizations invested \$1M in the year-long process to develop the plan for the organization.

In our planning year, we:

- Learned from fast-improving regions, notably Indianapolis, Denver, New Orleans, and Chicago;
- Engaged parents; community organizers; advocates; and business, civic, district and school leaders to understand barriers, opportunities, and to enlist support;
- Developed a business plan; and
- Piloted mini-grants to test and develop ideas in the St. Louis region.

Initial funders included:



The Trust launched in June 2018 with an initial commitment of \$10M from local and national funders



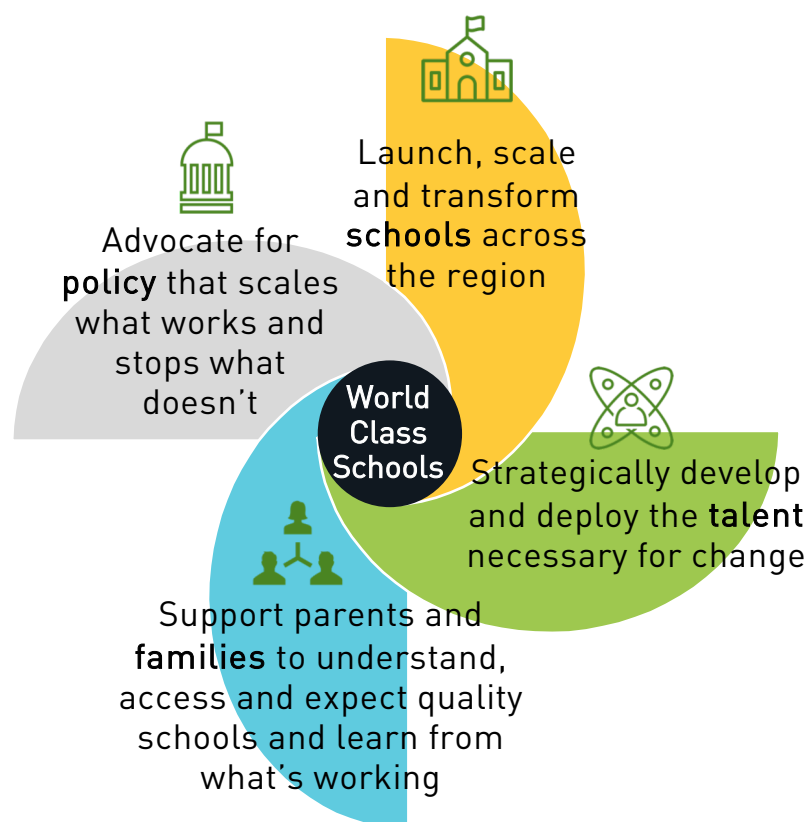
Pictured: www.theopportunitytrust.org



We assessed ongoing work in St. Louis and engaged national experts to develop a strategy based on four mutually reinforcing levers for change

Together, these levers will enable us to increase the percentage of children attending world-class schools in St. Louis City from 10% to over 40% over ten years and ensure another 3,000 students are enrolled in world-class schools in targeted districts of St. Louis County.

Our Strategy



Our Strategic Priorities

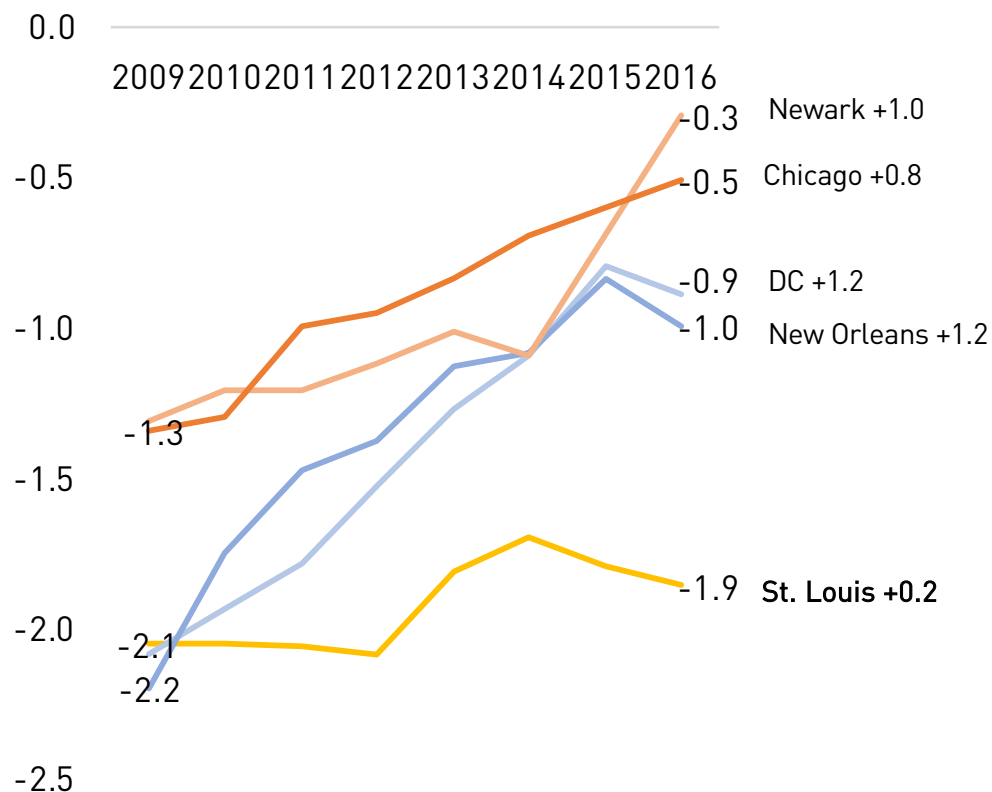
- SP 1**  Invest in growing the capacity of our most successful schools, launching new and innovative schools, strengthening existing schools with strong leadership, and helping districts transform approaches.
- SP 2**  Ensure the region has the necessary teacher and school leadership talent and that talent is strategically deployed to transform schools.
- SP 3**  Catalyze and sustain family and community demand for more diverse, quality school options and help the system as a whole learn from what's working.
- SP 4**  Support the development of local and state policies that grow what is working, encourage innovation, and maintain high standards and fair accountability.

The four strategic priorities that guide our investments draw from lessons learned across the country over 25 years of effort to expand opportunity

Several improving cities have a common commitment to school autonomy and accountability known as the “portfolio approach”.

ELA performance of 8th grade students, 2009-2016

By number of years below grade-level expectations



Common elements of the “portfolio approach” include:

- Expanding choices for all families
- Increasing the autonomy of school leaders to budget and make decisions
- Linking funding to student enrollment
- Creating a talent-seeking strategy
- Increasing sources of support for schools
- Holding schools accountable for performance
- Broadly engaging parents and families

Source: Seven Components of a Portfolio Strategy, Center for Reinventing Public Education, University of Washington, January 2013.

► School systems seeing rising improvement have pursued these strategies comprehensively, as any one strategy in isolation has limited impact on system-wide improvement.

School improvement is not easy and results can be mixed, but a proven package of reforms is making impact across the country

“School improvement is not an easy task. Clearly, many school turnaround efforts have not been successful. Closing low-performing schools and reopening new schools or sending students to other, higher-performing schools has shown positive outcomes...and recent intensive efforts at improving low-performing schools...have shown promise.”

Source: Loeb, S. (2017). Continued Support for Improving the Lowest-Performing Schools (Evidence Speaks, 2, 8). Washington, DC: Brookings Institution.

Focus on New Orleans



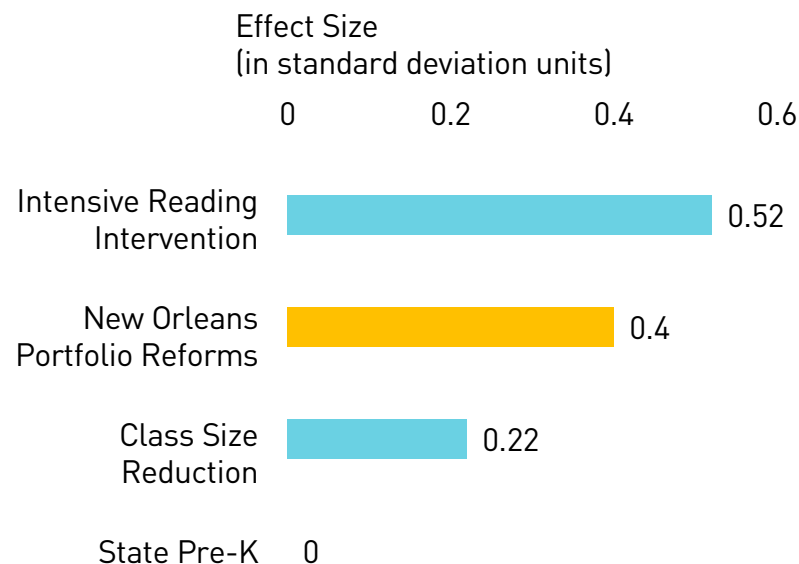
The nation's largest experiment with this package of improvement strategies is New Orleans. The results are dramatic, as identified in a rigorous, quasi-experimental evaluation conducted by the Education Research Alliance of New Orleans:

“We find that the package of reforms improved the quantity, quality, and equity of schooling in the city on almost every available measure, increasing average test scores by 0.28-0.40 standard deviations, high school graduation by 3-9 percentage points, college attendance by 8-15 percentage points, college persistence by 4-7 percentage points, and college graduation by 3-5 percentage points.”

Source: Douglas N. Harris and Matthew F. Larsen. “The Effects of the New Orleans Post-Katrina Market-Based School Reforms on Student Achievement, High School Graduation, and College Outcomes.” Education Research Alliance for New Orleans, 2018.

New Orleans Effects in Context

System-wide reform is possible and can produce achievement gains that are more sizable and, likely, more cost-effective than specific, programmatic interventions.



Source for Reading Recovery estimate: Boulay, B., Goodson, B., Olsen, R., McCormick, R., Darrow, C., Frye, M., Gan, K., Harvill, H., & Sarna, M. (2018). The Investing in Innovation Fund: Summary of 67 Evaluations: Final Report (NCEE 2018-4013). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Source for class size estimate: Alan B. Krueger, “Experimental Estimates of Education Production Functions,” Quarterly Journal of Economics, 115(2): 497-532 (1999). Source for pre-K estimate: “Does state pre-K improve children’s achievement?” by Grover J. “Russ” Whitehurst, Brookings Institution, July 2018.

Our school start-up and transformation strategy is anchored in empirical research on the effects of starting, scaling and supporting schools with proven records of success

A growing body of comparative school effectiveness research over the past decade has made clear that **there are significant differences in school quality**, both within and across districts, and that **school quality can be improved and replicated**.



Starting and Replicating High Performing Schools

High quality **models can be replicated to improve quality across the system** and doing so **can have positive effects on traditional schools**, as well.

“Replication charter schools generate large achievement gains on par with those produced by their parent campuses” – MIT School Effectiveness & Inequality Initiative

Source: “Can Successful Schools Replicate? Scaling Up Boston’s Charter School Sector” by Sarah Cohodes, Elizabeth Setren, and Christopher Walters, SEI Discussion Paper #2016.06, March 2018.

“Greater charter attendance increases per-pupil expenditures in traditional public schools and induces them to shift expenditure from support services to instruction and salaries. At the same time, charter expansion has a small positive effect on non-charter students’ achievement.” – MIT School Effectiveness & Inequality Initiative

Source: “Fiscal and Education Spillovers from Charter School Expansion” by Matt Ridley and Camille Terrier, SEI Discussion Paper #2018.02, July 2018.



Improving Schools with Promise

While school improvement is hard, **whole-scale school improvement is possible, particularly when talent is in-focus**.

“Two studies from California show not only that schools improved student learning outcomes as a result of participating in the [School Improvement Grant] program, but...in one of the studies...schools improved both by differentially retaining their most effective teachers and by providing teachers with increased supports for instructional improvement such as opportunities to visit each other’s classrooms and to receive meaningful feedback on their teaching practice from school leaders.” – Brookings Institution

Source: Loeb, S. (2017). Continued Support for Improving the Lowest-Performing Schools [Evidence Speaks, 2, 8]. Washington, DC: Brookings Institution.



Closing Low Performing Schools

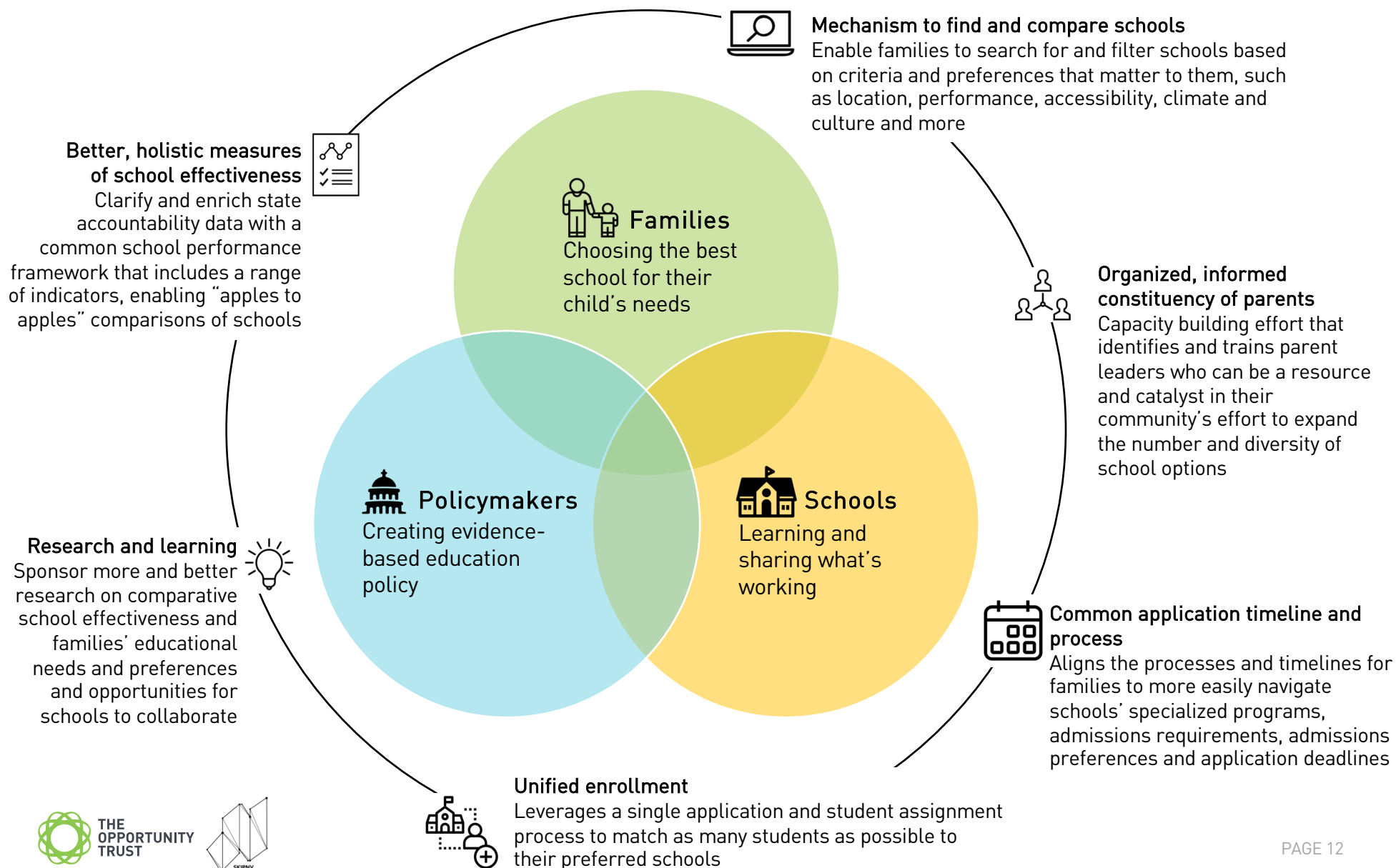
System-wide improvement can also be achieved by **moving students from low-performing to higher-performing schools**.

“Aided by the closure of low value-added schools, much of the improvement was due to shifting enrollment from lower- to higher-growth district and charter schools. Shifting enrollment accounted for 62 percent of the improvement in English. In math, such shifts offset what would have been a decline in achievement growth.” – Harvard Center for Education Policy Research






Source: Chin, M., Kane, T., Kozakowski, W., Schueler, B., & Staiger, D. (Working Paper). School District Reform in Newark: Within- and Between- School Changes in Achievement Growth. NBER Working Paper 23922

For St. Louis families to make informed decisions and for schools to learn and improve upon their practices, we must put into place an infrastructure that measures and meets the unique needs of the community

Families, schools and policymakers all have a stake in this civic infrastructure



We have distilled these insights into a set of initiatives with 5-year goals and intermediate benchmarks requiring \$38M in philanthropic capital

Priority	Initiatives	Intermediate Outcomes	5-Year Investment
 1 SP1. World-class Schools	<ul style="list-style-type: none"> SP1a: New School Start-Up SP1b: High-Performing School Expansion SP1c: Existing School Improvements SP1d: Autonomous District School Expansion 	<ul style="list-style-type: none"> Identify and incubate 10 entrepreneurs who launch 8 new schools leading to 700 seats and another 500 seeded* Fund planning and expansion of top 3 performing schools leading to 1,700 seats and another 780 seeded Recruit best-in-class capacity building supports for to improve 10 high potential schools with 60% success rate leading to 2,250 seats Support district level transformation in SLPS, University City, and one other target district 	\$17.7M
 2 SP2. Talent	<ul style="list-style-type: none"> SP2a: Establish New Teacher Pipelines SP2b: Scale Up Existing Pipelines SP2c: Recruit Best-in-Class Teacher Development Supports 	<ul style="list-style-type: none"> 200 St. Louis Teacher Residency teachers 100 new Teach For America teachers Best-in-class national teacher development supports launch in St. Louis to support school improvement 	\$4.0M
 3 SP3. Family and Community Demand	<ul style="list-style-type: none"> SP3a: Research Infrastructure SP3b: Parent Leadership SP3c: Transparent School Performance Framework SP3d: Unified Enrollment 	<ul style="list-style-type: none"> Data warehouse and research reports Incubate parent leader groups Launch school finder online and establish a unified enrollment system Support schools in collecting, analyzing, and sharing more wholistic measures of student success 	\$13.0M
 4 SP4. Policy	<ul style="list-style-type: none"> SP4a: Policy 	<ul style="list-style-type: none"> Continue advocacy for principal and teacher autonomy and accountability; support equitable funding efforts 	\$1.1M
 Building an Effective Organization	<ul style="list-style-type: none"> Fundraising Team Board Operating Systems 	<ul style="list-style-type: none"> Raise \$38M to capitalize the fund Build a staff of 6-8 FTEs Recruit 7 governing board members Launch diverse community advisory board 	\$3.0M

*Note: "Seeded" school seats have active investments within the five year fund but won't be realized until FY26.

Assuming 5 year renewals, \$6.6M is needed to fully capitalize the first fund and associated efforts

Fiscal Year	Budgeted Expenses Revised after Year 1	Cash-In + Committed	Weighted Pipeline
Total 5-Year	\$37,520,329	\$30,875,000 82% to updated goal	\$46,862,500 >100% to goal

Giving Level & Gifts Needed	Total Committed	Notes
\$10M (1)	\$10.5M	National gift from The City Fund: A venture philanthropy fund created by Reed Hasting, Steve Ballmer, Arthur Rock, and Laura and John Arnold. Final 2 years of gift (\$5M) depend on local funds and state level policy change
\$5M (3)	\$10M	William T. Kemper Foundation, Viragh Family Foundation
\$2.5M (5)	\$2.5M	Anonymous
\$1M (5)	\$4M	Steve and Nancy Fox, Greg and Carrie Walton Penner, Emily Rauh Pulitzer, John McDonnell
\$0.5M (6)	\$1M+	David and Kate Hatfield, John and Mary Lemkemeier, Youthbridge Community Foundation
\$0.25M (4)	\$1M+	Regional Business Council, Franklin and Catherine Johnson Foundation, John and Catherine Debs, Karen and Ned Gilhuly, Todd and Julie Schnuck

In our first year, we have seen progress and momentum in each strategic priority

EDUCATION

At new St. Louis charter school, students will decide their schedules and direct their learning

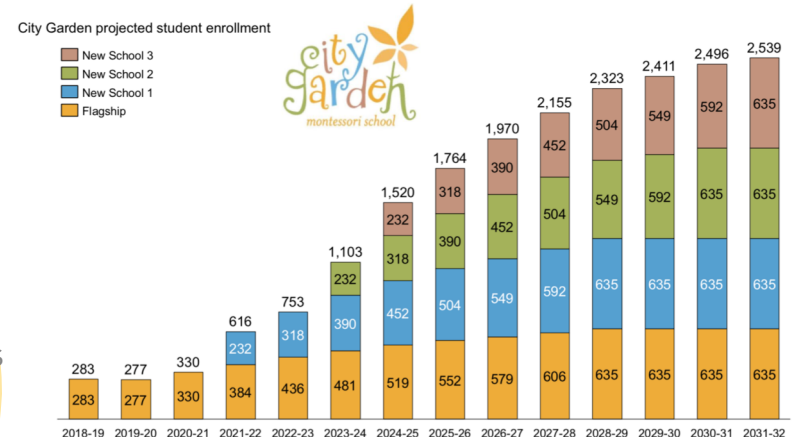
EDUCATION

Struggling schools in St. Louis will be given more freedom to improve

By Kristen Taketa St. Louis Post-Dispatch May 4, 2018 (7)



St. Louis was one of three cities selected nationally to incubate parent advocacy organizations modeled after Memphis LIFT (pictured).



Supported City Garden to develop a plan to expand its flagship school and launch three additional schools in St. Louis.

Advocate for policy that scales what works and stops what doesn't

Launch, scale and transform schools across the region

World Class Schools

Strategically develop and deploy the talent necessary for change

Support parents and families to understand, access and expect quality schools and learn from what's working



Our pilot version of the Catalyst Fellowship produced Entrepreneurs In-Residence work to design and launch new schools.

SP1: We initiated investments in more than 6,400 world-class school seats in just our first year

A purposeful and highly effective planning year set us up to for strong progress in our first year of operating. To date, we have seeded investments in more than 6,400 seats that will likely result in 3,300 new high quality seats (45% to our 5-year goal and 23% to our 10-year goal).*

Priority	Investment	Notes	Seats Invested*
SP1a - New Schools	 Catalyst Fellowship		N/A
	 Entrepreneur In-Residence	4 EIRs to launch 3 schools in 2021	720
	 Kairos Academy	Opening with 120 students in 2019	360
SP1b - High-Performing Expansion	 City Garden Exp.	Hiring CAO, doubling size of campus	1054
	 North Side Expansion	Expansion to middle school	300
	 KIPP Expansion	New elementary school and high school	842
SP1c - Existing School Improvements	 School Reviews and Planning (Hawthorn, Premier, KIPP)	Adopting more rigorous curriculum	1060
	 Implementation Support		N/A
SP1d - District Conditions for Sustained Success	 School Distr. U. City	Strategic planning and executive coach	2147
	 District engagement #2 and #3		TBD

*Note: Seats invested reflects total student enrollment, but in calculating progress-to-goal, we estimate 20% success likelihood for autonomous district expansion, 50% for school improvement efforts, 65% for new schools and 80% for expansion of high-performing schools.



On-track for impact



Some concern



Off-track for impact



No active investments

SP1 (ctd): In addition to financial resources, we are directly building the capacity of our grantees, connecting them to best-in-class resources, and playing a coordinator and accountability role in the ecosystem

Weak accountability structures in Missouri and limited capacity of our educational institutions requires us to be more engaged to ensure the success of our investments.

Coaching	<ul style="list-style-type: none">• Problem-solving with senior leadership of schools, districts, elected boards, and related nonprofits throughout strategic plan creation and implementation• Targeted observation and feedback in areas where leaders otherwise lack support or capacity in organizations
Connecting	<ul style="list-style-type: none">• Ensuring new school entrepreneurs are connected with program officers at NewSchools Venture Fund and the Charter School Growth Fund, resulting in significant additional funding from leading national philanthropies in education• Recruiting and facilitating the first-ever cohorts of consultancies with Success Academy and Achievement First out of NYC
Coordinating	<ul style="list-style-type: none">• Promoting aligned placement of talent through both Teach For America and STL Teacher Residency• Working with sponsors and school board members to push for restart or closure of low-performing schools and transfer of real estate and other assets
Accountability	<ul style="list-style-type: none">• Building data fluency of district and charter school board members• Aligning investments to student outcomes• Working with media outlets to publicize state list of persistently failing schools

E.g. Kairos Academies opened in August 2019 with 120 students and will grow to serve 700 students in the next five years; it is one of six new public charter schools that will open in the next three years



Kairos empowers students to direct their own lives and learning. We leverage technology to personalize learning and meet each child's unique needs and strengths.

Launch: Fall 2019 | Grades: 6-12 | Geography: Dutchtown | SY23 Enrollment: 700



Gavin Schiffres
Chief Executive Officer

Gavin Schiffres graduated magna cum laude from Yale University, with honors for his thesis work on educational innovation. Gavin has taught in New Haven, Israel, and then St. Louis through Teach For America, and he's worked to advance educational equity at StudentsFirst and the Louisiana Department of Education. Gavin holds a Master's in Education and joined Kairos to bring every child the cutting-edge tools and techniques he's seen in his work around the world.



Brittany Kelleher
Chief Operating Officer

Brittany Kelleher graduated magna cum laude from Princeton University with an honors thesis on Black identity. She began her career teaching in St. Louis through Teach For America, served as an Education Pioneers Fellow, and has spent the last several years working for a leading national nonprofit consulting firm. There, she supported some of the country's best schools in strategy, finance, and operations. Brittany joined Kairos because she believes self-directed learning is the best way to prepare students for success in college and beyond.






Jack Krewson
Chief Culture Officer

Jack Krewson graduated from Washington University-St. Louis, where he studied political and racial inequity in the City. Jack has taught in Hong Kong, held leadership roles at Normandy High School through Teach For America, and supported high-quality instruction through the St. Louis Teacher Residency. He holds a Master's in Education and joined Kairos because he believes every child deserves a school that meets their unique needs & strengths.







SP2: We are growing the overall quantity and diversity of teaching talent and aligning investments in talent with school transformation work

We supported the launch and now growth of the St. Louis Teacher Residency, growth of Teach For America, and are bringing capacity building resources and national expertise to the overall education field.

Priority		Investment	Notes
SP2a – New Talent Pipelines		St. Louis Teacher Residency	St. Louis Teacher Residency lost national funding making support via The Opportunity Trust critical to existence. Cohort will grow by 50% in coming year and placements are aligned with school investments
SP2b – Existing Talent Pipelines		Teach For America	Supporting TFA to grow incoming corps size to 30 and to align alumni teacher and school leader recruitment to school quality goals
SP2c – Leadership Development		Management Center and Data Strategy	Recruited best-in-class management training and data analysis support for grantees.


SP3: We are helping parents, educators, and policymakers access and utilize data to demand quality and to accelerate improvement

In addition to supporting the launch of new parent capacity building organizations and a school finder, we developed a pilot cohort of more than 30 schools across four districts and the St. Louis charter sector to use more holistic data on student performance in school improvement efforts.

Priority	Investment	Notes
SP3a – Sponsored Research	 [no current investments]	Planning for project to begin this spring likely to launch in the Fall
SP3b – Parent Leadership	 Org Zero	St. Louis based parent organizer hired, recruited 9 parents for incubation fellowship. Goal is to identify parent advocacy organization leader through fellowship and begin incubation of the new organization next fall
	 We Power	Startup funds for parent training program including parent-led forums on school quality
SP3c – Materials and School Finder Tool	 School Finder	Months long process to define requirements engaged over 200 families and now are in final stages of selecting vendor for build
	 Better Measures pilots	Partnership with Panorama Education to pilot social-emotional well-being and school climate measures with 34 schools across 4 districts and 10 charter organizations
SP3d – Unified Enrollment	 [no current investments]	



SP4: We are advocating for conditions that help to sustain success and support continued innovation and improvement in public education

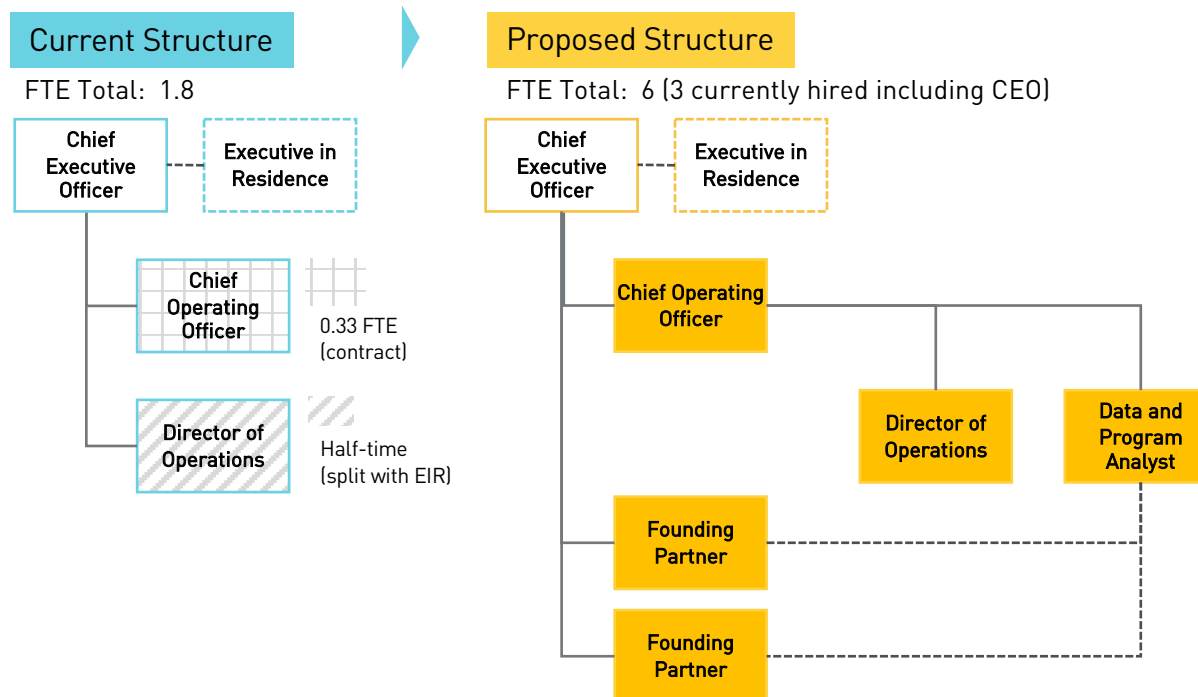
Our primary policy objective to increase accountability for persistently low performing charter and traditional district schools and to expand the geographies where charters can operate made little progress in this year’s legislative session at the state level; however, we saw progress on other niche legislation and made headway in relationship building with elected school boards locally.

Priority		Investment	Notes
SP4 – Policy		Legislator Education	Advocated for weighted lottery law that allows intentionally diverse schools to preference low-income students. Initiate first cross-district elected board member learning trip to Indianapolis

SP5: We are running an efficient organization that brings unique financial and human resources and coordination to regional change efforts

Administrative and operating expenses fell far below budget due to delayed hiring timelines. We worked with a professional search firm to prioritize hiring for the Chief Operating Officer and Founding Partner roles and working to close our first 5-year fund.

Priority	Investment	Notes
SP5 – Effective Organization	 Fundraising	
	 Operating Expenses	



Learning from our first year shape additional emphasis in the second year

Strengths	Weaknesses
<ul style="list-style-type: none">• Enlisted best-in-class national capacity building supports for local education leaders, including promising new school start up/redesign strategy• Strong initial fundraising success provides strong capital and leverage• Learning to Improve initiatives engaged broad swath of parents and educators and are at vanguard nationally	<ul style="list-style-type: none">• Limited full-time staff slowing implementation and missing opportunities for relationship building and local coordination• Deprioritized website leading to lack of public transparency regarding investment strategy and initial grants• Limited district engagements reinforce misperception of purpose (charter schools versus good schools and conditions for sustained success)
Opportunities	Threats
<ul style="list-style-type: none">• Increase communications capacity to influence regional conversation and narrative• Elevate Sharonica's work in SDUC to draw greater district attention and participation, expand district engagements• Support parent organizers and newly elected school board members to define a parent-centered Vision of School Excellence to combat accountability structures missing at state and local level (and to shape board engagement)	<ul style="list-style-type: none">• Governing boards in both districts and charters lack knowledge and capacity to effectively guide leaders• State accountability structures protect persistently failing schools and systems and provide weak guardrails for boards• Patient capital and longer term fundraising commitments given the long-term nature of the engagement

Key Implications for Next Year

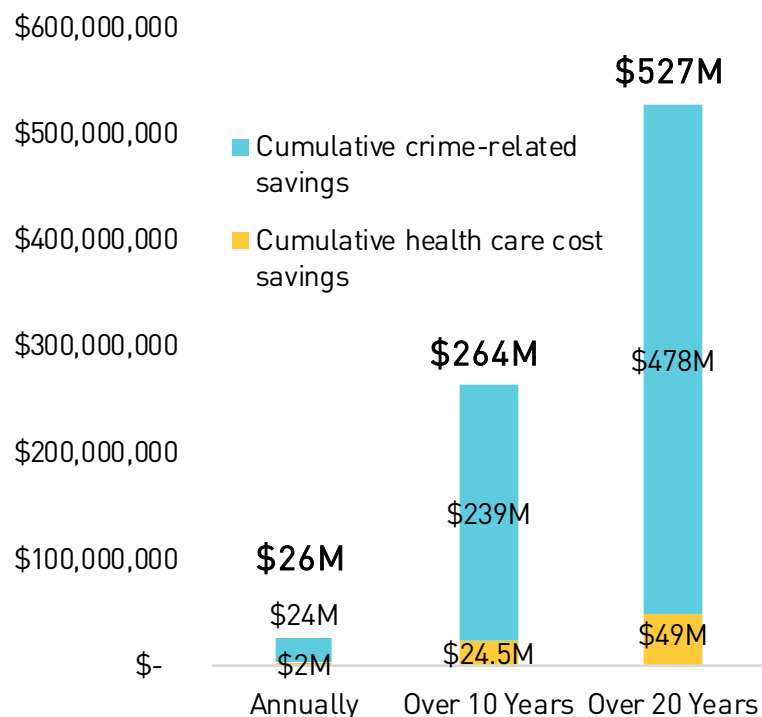
1. Increase capacity to engage school board members, influence policy, and coordinate locally particularly around persistently failing schools (district and charter)
2. Launch district initiative around conditions for sustained success
3. Increase investment in communications to help to broaden the coalition for system change

Appendix

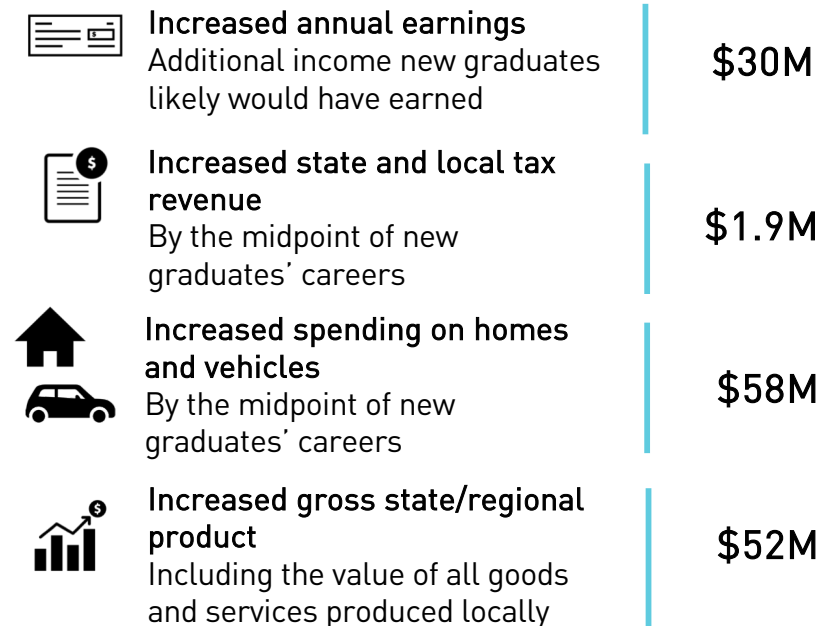
Achieving our world class schools target will save a half of a billion dollars in crime and healthcare expenses and increase regional GDP by \$52 million

Estimated Regional Savings

1-, 10- and 20-Year Projections



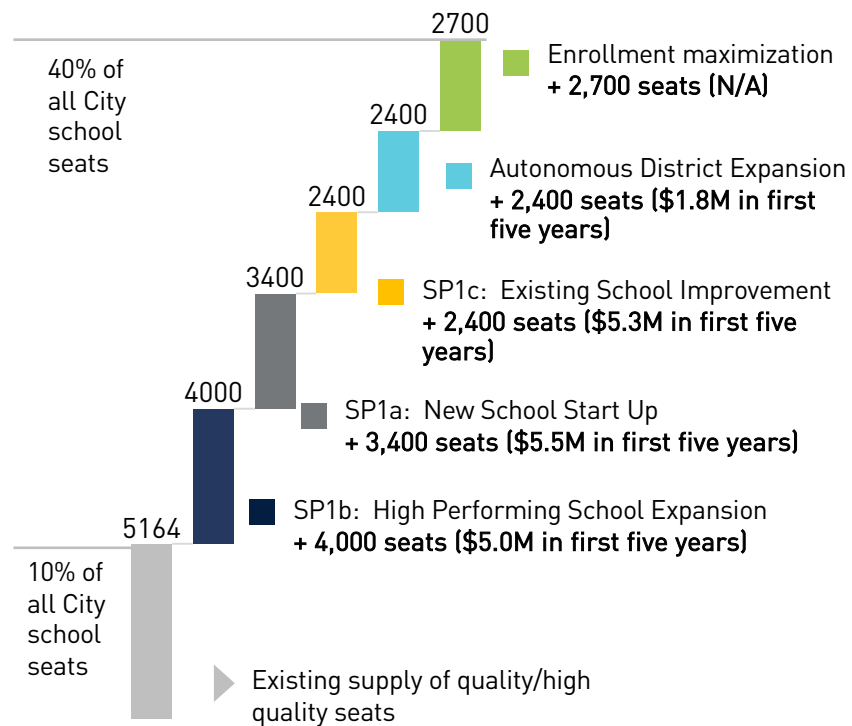
Estimated Regional Revenue Generation



Notes: Economic impacts extrapolated from the Alliance for Excellent Education's "Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings" (2013) and "The Graduation Effect" (accessed 2018). Annual health care cost savings are over graduates' lifetimes and estimated based on decreased Medicaid enrollment. Crime-related savings estimated by incidents from the 2009 FBI Uniform Crime Report and McCollister, French, and Fang, "The Cost of Crime to Society" (2010).

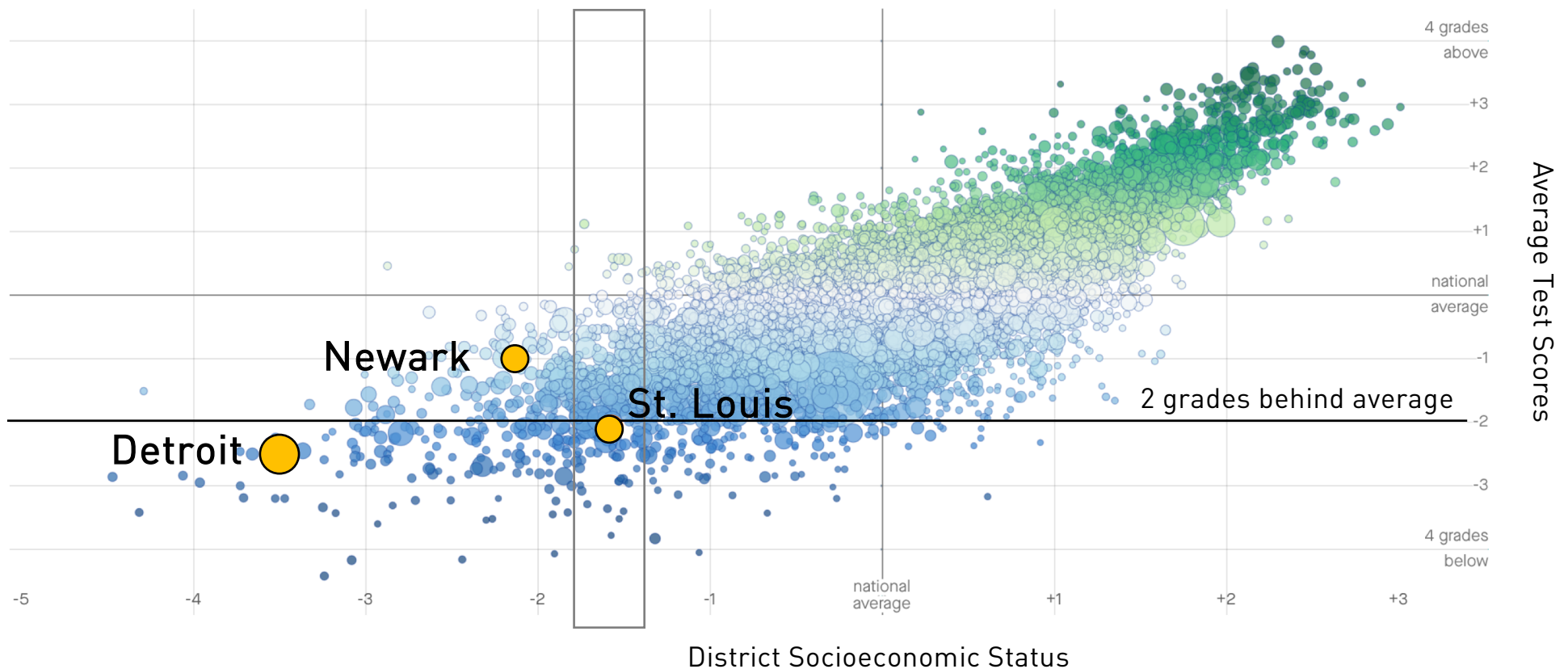
Ten Year Quality Seat Growth Strategy

Ten-year quality seat growth strategy



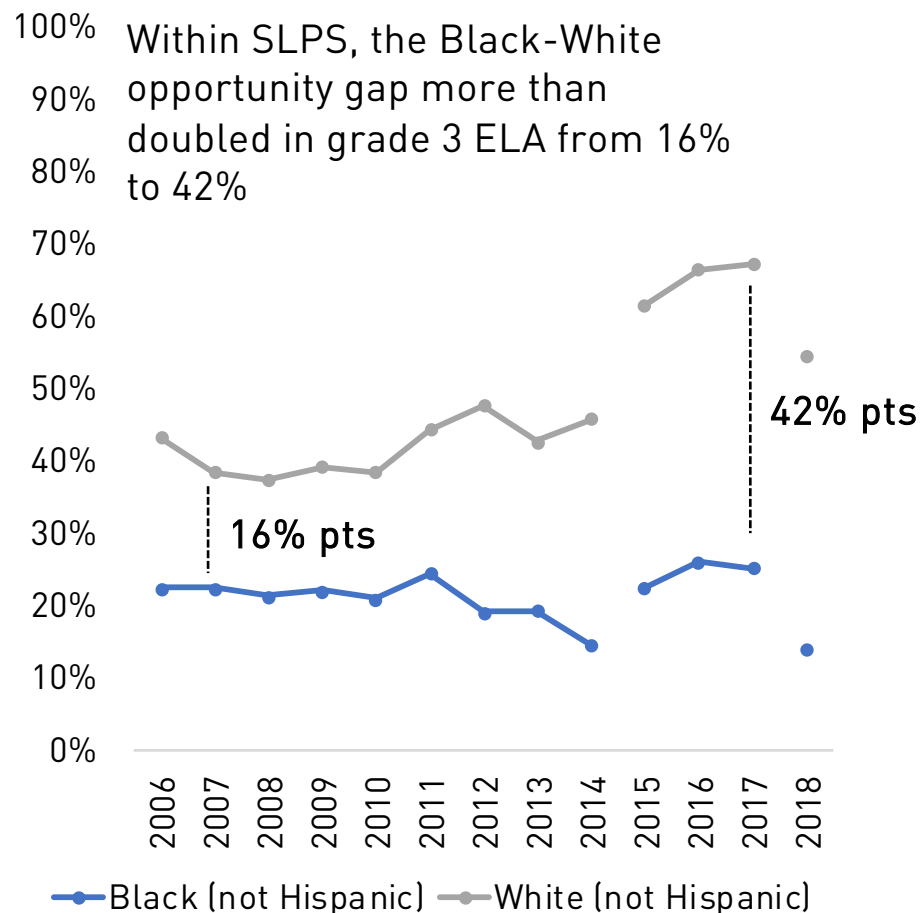
Looking at nationally comparable data, St. Louis students are, on average, 2 grade levels behind overall and 1 grade level behind students facing similar challenges of poverty and trauma

Newark is one example of a district with greater poverty and substantially higher performance.

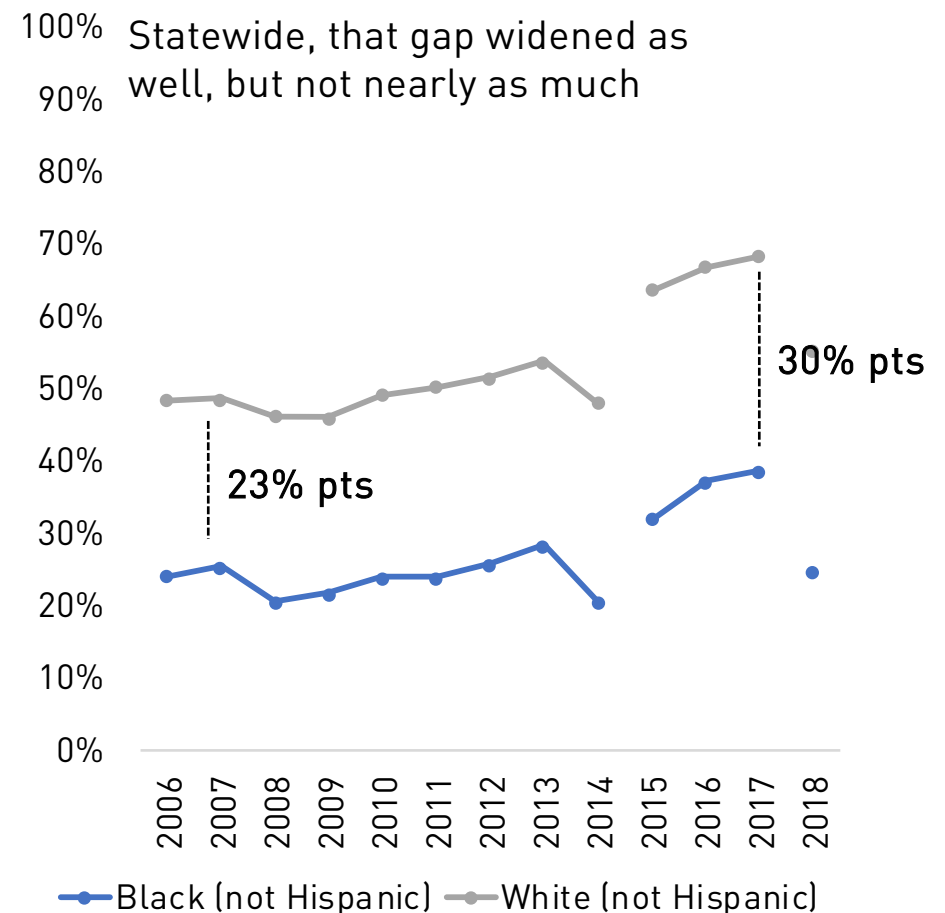


Third grade reading proficiency, an essential milestone for long term success, has seen racial opportunity gaps widen significantly in both Missouri and SLPS, with inequity in the district increasing at a faster rate than the overall state

SLPS Black-White Proficiency Gap ELA Grade 3



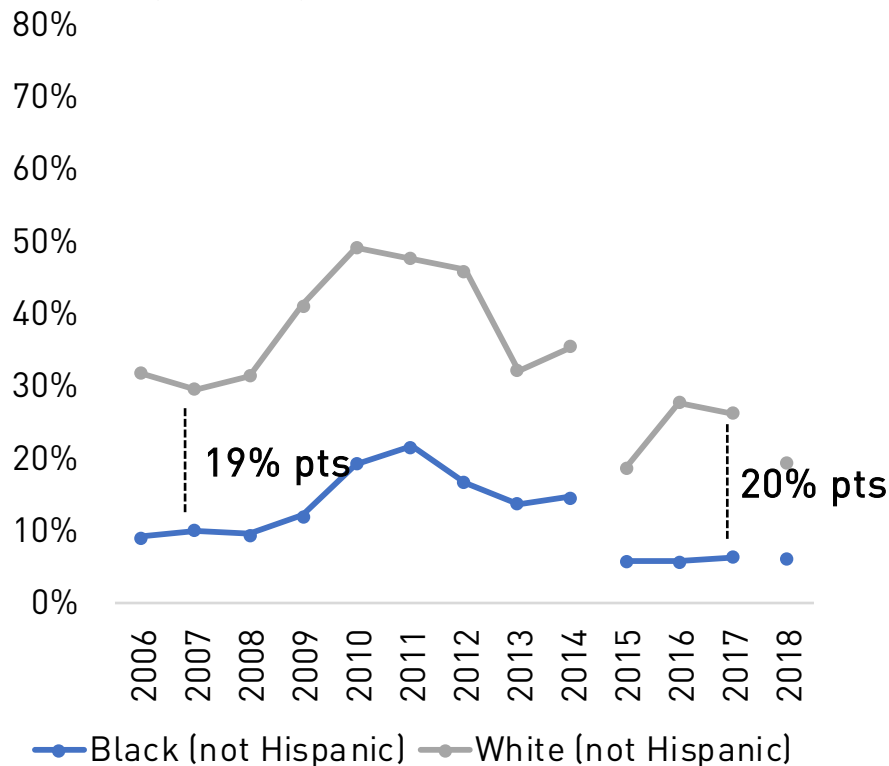
State Black-White Proficiency Gap ELA Grade 3



Eighth grade mathematics proficiency, an essential milestone for high school completion and workforce readiness, has seen opportunity gaps remain constant in SLPS while statewide there was a meaningful decrease in the gap

SLPS Math Grade 8

100% Within SLPS, the Black-White achievement gap expanded slightly in grade 8 math



State Math Grade 8

100% Statewide, the grade 8 math Black-White gap narrowed significantly during the same timeframe

