



EQUITY,

EXCELLENCE, AND

INNOVATION



ALLIANCE FOR EXCELLENT EDUCATION

2017 ANNUAL REPORT

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AND INNOVATION

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“We must use time creatively and
forever realize that the time is
always ripe to do right.”

— Dr. Martin Luther King, Jr.
Letter from Birmingham City Jail

TABLE OF CONTENTS

Alliance for Excellent Education’s Mission and Commitment to Diversity, Equity, and Inclusion.....	2
Message from the President.....	3
Creating Systems to Improve Low-Performing High Schools	5
Feature Story 1: Supporting Equity in Alabama	7
Ensuring a College- and Career-Ready Experience for All Students	9
Feature Story 2: Deepening Students’ Learning at Pittsburgh Brashear High School.....	13
Supporting Innovation and School System Redesign	15
Feature Story 3: Creating a Culture of Innovation for Highline Public Schools (WA)	17
Donors.....	19
All4Ed Governing Board.....	20
All4Ed Staff.....	21
Call to Action	22
Financial Report	23

The Alliance for Excellent Education (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. all4ed.org



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ALLIANCE FOR EXCELLENT EDUCATION’S MISSION AND COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

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“We believe that by better understanding each other and our respective backgrounds, we can become stronger advocates for students, no matter their background.”

— Understanding Diversity, Equity, and Inclusion at All4Ed

The [mission](#) of the Alliance for Excellent Education (All4Ed) is to promote high school transformation to make it possible for every child to graduate prepared for postsecondary learning and success in life.

All4Ed stands for [diversity, equity, and inclusion](#) and advocates on behalf of all students who are underperforming, historically underserved, or discriminated against because of their race, ethnicity, culture, class, sexual orientation, gender identity, or mental or physical abilities. This includes African American and Latino students, economically disadvantaged students in urban and rural areas, homeless students, students learning to speak English, and others who frequently slip through the cracks.

Currently, the potential of too many of these students goes unrecognized and unrealized. Because these students make up more than half of the nation’s K–12 population, focusing attention and change on their educational needs provides a tremendous opportunity to improve individual lives and reinvigorate local communities, break the cycle of intergenerational poverty and the school-to-prison pipeline, promote social mobility, and close the large opportunity gap separating so many Americans.

Through its policy, advocacy, practice, and communications work, All4Ed strives to improve thousands of low-performing high schools while simultaneously supporting high expectations, innovation, and school system redesign. The heart of its work focuses on ensuring all students enjoy a high school experience that allows them to identify and build on passions, strengths, and interests while receiving the comprehensive support they need to develop academic knowledge and life skills necessary for success in postsecondary education, training, a career, and citizenship.

All4Ed’s mission has brought together a staff of individuals who have devoted some—or all—of their professional lives to creating a more equitable education system and society. Yet there still is so much more that can be done to address the full range of inequities that exist. That is why staff members at All4Ed work together to enhance their understanding, skills, and expertise in the areas of diversity, equity, and inclusion. This effort will strengthen the organization’s ability to work on behalf of students who do not have the opportunity and support necessary to achieve their full potential, ensuring they receive an excellent education that equips them with the skills they need for success.

Photo by Allison Shelley/The Verbatim Agency for [American Education: Images of Teachers and Students in Action](#)

MESSAGE FROM THE PRESIDENT

2017 was All4Ed’s most significant year yet in its sixteen years of operation. Still, All4Ed constantly is evolving and adapting to apply its expertise and seize opportunity when it arises in the ever-changing education landscape.

In the last several years, All4Ed shifted from an established federal policy and advocacy organization to one that also promotes effective policy and practice at the state, district, and school levels. That additional work came to fruition in 2017 through efforts to ensure that states implement the nation’s main federal education law, the Every Student Succeeds Act (ESSA), in a manner that is consistent with the law’s historic status as a civil rights law.

All4Ed’s work on ESSA encompasses two main roles: (1) a “cheerleader” for good policy and (2) a “watch dog” to encourage improvement. In 2017, All4Ed worked directly with sixteen states to ensure that their ESSA plans safeguard the interests of historically underserved students and support the needs of those who are underperforming. All4Ed published [twenty one-page analyses](#) of how well various states advance equitable education opportunities for all students in their ESSA plans. All4Ed also issued a [report](#) that examines the 100 different types of diplomas states award to students, revealing that historically underserved high school students are much less likely to graduate with a diploma that prepares its recipient for college and a career. And All4Ed kept education advocates and policymakers informed on the latest ESSA implementation news with [Federal Flash](#), its five-minute (or less!) video series on important developments in education policy in Washington, DC. In 2017, these *Federal Flash* videos were viewed more than 23,000 times.

Because ESSA transfers greater responsibility for student outcomes from the federal government to states, school districts, and schools, All4Ed’s [Future Ready Schools®](#) (FRS) initiative informs local education leaders about the latest evidence-based practice to modernize learning environments and implement innovative research-based school improvement practices. As the largest school improvement network in the nation, FRS helps leaders in more than 3,200 school districts—representing more than 19.2 million students—plan and implement personalized, research-based digital learning strategies to allow all students to reach their full potential.

Under ESSA, nearly 13,000 school districts must develop plans for improving their low-performing high schools. To assist schools and districts with this work, All4Ed is capitalizing on its demonstrated strengths in policy and practice to launch [MatchK12™](#), an initiative that focuses on partnerships and networks. Through networks—including its FRS network—and strong partnerships, All4Ed encourages education leaders to use the ESSA opportunity as an urgent and opportune time to innovate. MatchK12 will connect district and school leaders in need of support with innovative education leaders, researchers, and policy and practice experts who can provide ready access to resources that support effective school improvement.

Before I sign off, I cannot help but remember what a difficult year 2017 was for the nation. There were massacres at a concert in Las Vegas and at a church in Texas. In Charlottesville, the actions by white supremacists were a wake-up call to the racism and bigotry that many thought were banished decades ago. And more than 750,000 undocumented students enrolled in K–12 schools nationwide had their futures placed in jeopardy with the announcement to end the Deferred Action for Childhood Arrivals (DACA) program. Then, earlier this year, gun violence took the lives of seventeen students at a high school in Parkland, Florida.

Since its founding, All4Ed has advocated on behalf of struggling students and historically underserved students, working to ensure that they and all students have rightful access to an education that prepares them for what the future may hold.

But for all the talk about ESSA implementation and a high school diploma that prepares students for success, does any of it really matter if a child does not come home alive at the end of the school day?

Or if immigrant students are too afraid to go to school in the morning because they do not know whether their parents will be at home waiting for them when they return? Such is life for the estimated 4 million children in the United States—82 percent of whom are U.S.-born citizens—who have an undocumented immigrant parent.

In 2018 and beyond, All4Ed will continue to advocate on behalf of students facing the greatest challenges and having the greatest needs.

All4Ed will work to ensure that low-performing high schools are recognized and receive the resources they need to implement positive change.

All4Ed will work to ensure that the academic performance and high school graduation rates of struggling students and historically underserved students are in plain sight so that these groups of students receive the attention and extra support they need to succeed.

All4Ed also will join those who are calling for social justice for people of color, working to end gun violence, and seeking a permanent solution for immigrant students.

As Dr. Martin Luther King, Jr., wrote in his letter from Birmingham City Jail, “We must use time creatively and forever realize that the time is always ripe to do right.”



Bob Wise, President



CREATING SYSTEMS TO IMPROVE LOW-PERFORMING HIGH SCHOOLS

The Every Student Succeeds Act (ESSA) offers states new-found flexibility and a unique opportunity to improve low-performing high schools and promote academic excellence for historically underserved students and those who are underperforming. In 2017, all fifty states developed plans for implementing ESSA. As states conducted this important work, advocates and leaders from sixteen states turned to All4Ed for guidance to ensure that their plans safeguard the interests of historically underserved students and support the needs of those who are underperforming.

During a [three-day conference](#) organized by All4Ed, state legislators, education board members, education agency leaders, and governors' education advisors evaluated methods for designing and enforcing state accountability systems under ESSA to ensure all students have access to equitable educational experiences. The attendees, who represented state education leadership from **Arkansas, Delaware, Kansas, Louisiana, Massachusetts, New Jersey, New Mexico, Utah**, and the **District of Columbia**, also examined approaches for identifying low-performing schools and implementing

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“[All4Ed] has been an invaluable partner in New Mexico’s efforts to raise the bar for student success. We all need independent organizations to advocate for kids—first policies and programs that transcend the tired vestiges of the twentieth-century paradigm. [All4Ed] holds our country, and state leaders, accountable when they don’t follow through on promises made to kids and families.”

– Christopher Ruskowski
New Mexico Secretary of Education

evidence-based school improvement practices that develop students’ abilities to think critically, solve problems, collaborate, communicate effectively, and direct their own learning—a set of skills collectively known as deeper learning competencies. State departments of education also received personal technical assistance from All4Ed on crafting their accountability and school improvement plans with the goal of strengthening states’ focus on equity and providing evidence-based support to historically underserved students and those who are underperforming. Meanwhile, state-based civil rights and education activists worked with All4Ed to develop effective strategies for influencing the development of their states’ ESSA plans and advocating for provisions

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“A quality education is a civil right. [All4Ed] provides policymakers with the information and recommendations we need to ensure that federal policy adheres to that principle, encouraging equitable and high-quality educational opportunities for all students.”

– U.S. Senator Christopher Murphy (D-CT)



All4Ed Vice President Phillip Lovell testifies before the U.S. House Committee on Education and the Workforce about states’ implementation of ESSA.

Photo by All4Ed

that support the needs of students who are historically underserved and those who are underperforming. All4Ed advised multiple states as they crafted and submitted ESSA plans that included high-quality indicators of school quality and student success, increased the number of students captured in their accountability systems, and took steps to ensure that low-performing groups of students receive the support they need to succeed academically.

Members of the U.S. Congress likewise turned to All4Ed for expert advice in developing effective plans for overseeing states’ implementation of ESSA. The U.S. House Committee on Education and the Workforce invited All4Ed to testify during the committee’s July hearing [“ESSA Implementation: Exploring State and Local Reform Efforts.”](#) Meanwhile, members of congressional offices requested technical assistance from All4Ed experts to support congressional oversight of ESSA implementation and urge President Donald Trump’s administration to adhere to the equity-focused provisions of ESSA.



Former U.S. Secretary of Education John B. King, Jr., now president and chief executive officer for The Education Trust, addresses state legislators and education leaders during All4Ed’s ESSA conference.

Photo by All4Ed

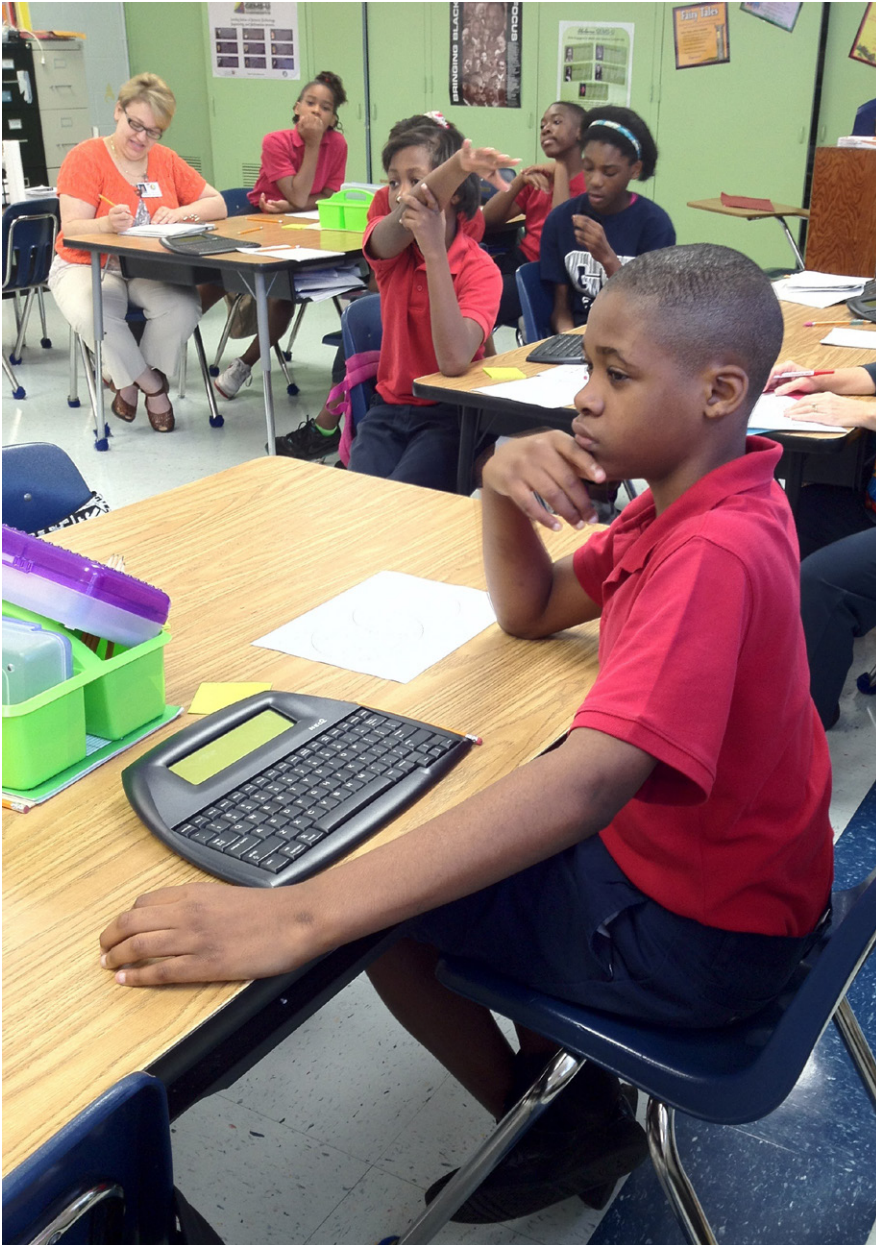
FEATURE STORY 1: SUPPORTING EQUITY IN ALABAMA

In the fall of 2017, advocates from **A+ Education Partnership**, a nonprofit education policy and practice organization in Alabama, contacted All4Ed for help in ensuring that the state’s ESSA implementation plan would hold schools accountable for the performance of historically underserved students. At the request of the state’s interim superintendent, advocates from A+ Education Partnership and organizations representing the state’s school board members, district superintendents, principals, and teachers came together to develop a proposed accountability system that would satisfy ESSA’s requirements and a state law calling for a rating system that assigns letter grades to schools based on their performance. Advocates from A+ Education Partnership wanted to ensure that the state’s accountability and school rating systems would reflect the performance of individual student subgroups sufficiently, so they contacted All4Ed for an assessment of the state’s proposed ESSA plan and examples of best practices from other states.

“We have worked with All4Ed on and off over the years ... and it was clear that All4Ed had a wealth of knowledge about ESSA and could help us move forward,” explains Thomas Rains, vice president for operations and policy at A+ Education Partnership. “Having an organization we could turn to that has been watching ESSA closely, both at the federal level and looking at the state plans, gave us some guidance on where we needed to go.”

All4Ed’s analysis of Alabama’s draft ESSA implementation plan revealed that the performance of student subgroups would have no independent effect on school ratings. That means an Alabama school could receive a top letter-grade rating overall even if individual groups of students performed poorly. Armed with this analysis, Rains and fellow advocates brought the issue to the attention of the full working group and a representative of the interim superintendent.

“The research [All4Ed provided] from other states helped us hold the line for accountability,” says Rains. “We are very grateful for All4Ed’s help and look forward to working with them again in the future.”



Pictured here: Staff and board members from A+ Education Partnership meet with students in Alabama’s public schools.

A+ Education Partnership, a nonprofit education policy and practice organization in Alabama, worked with All4Ed to advocate for provisions to ensure that the state’s ESSA implementation plan would hold schools accountable for the performance of historically underserved students.

Photos provided by A+ Education Partnership

ENSURING A COLLEGE- AND CAREER-READY EXPERIENCE FOR ALL STUDENTS

Throughout the United States, many historically underserved students lack access to an excellent education that offers engaging, rigorous, and real-world learning experiences necessary to graduate from high school prepared for college and life. As a result, both students of color and those from low-income families earn diplomas and attend college at much lower rates than their white and more affluent peers. With students of color and those from low-income families now representing the majority of K–12 public school students, the nation must do a better job of educating these students as they are the nation’s future leaders, workers, and consumers.

Fortunately, American education is evolving and many schools are embracing innovative research-based approaches to teaching and learning that offer students necessary career preparation as well as skills in critical thinking, problem solving, communication, and collaboration. Although such efforts still are uneven and insufficient, more and more students now engage in learning that connects to their interests and dreams; design and execute projects that apply to their communities; and develop in-demand technical skills while in high school. But a misconception exists that such innovative approaches require fancy new buildings filled with expensive technology and flashy gadgets. Furthermore, a more damaging and bigoted misconception exists that both students of color and students from low-income families are unable to learn in these types of environments.

Building on its knowledge of schools around the country that provide historically underserved students with rigorous authentic learning experiences, All4Ed conducted a photography project and communications campaign to

showcase how students of color, students from low-income families, and other historically underserved students thrive in these types of learning environments. The project also documents how schools have reimagined the education experience by highlighting innovative teaching and learning environments that truly engage students in the excitement of exploration and learning.

As a result of the project, reporters, photo editors, communications professionals, education and civil rights advocates, and the public have access to nearly 300 original commissioned photos (including those shown on this page and the opposite page) through All4Ed’s exclusive collection, “[American Education: Images of Teachers and Students in Action](#).” These openly sourced royalty-free images show real students from preschool through twelfth grade engaged in authentic learning environments and dispel public misconceptions about American high schools and students. Since the collection debuted in 2017, the images have been viewed and downloaded more than 46,000 times, featured in publications such as *Education Week* and *Kappan* magazine, and used by education advocacy organizations, nonprofits, state departments of education, and think tanks.

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“[All4Ed’s] photo gallery is an invaluable resource. We regularly use compelling photographs in our communications work and it can be a struggle to find images of diverse students and teachers engaged in deeper learning. [All4Ed’s] images help bring to life our research on effective twenty-first-century learning.”

– **Gretchen Wright, Director of Strategic Communications**
Learning Policy Institute

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Photos by Allison Shelley/The Verbatim Agency for *American Education: Images of Teachers and Students in Action*



ENSURING A COLLEGE- AND CAREER-READY EXPERIENCE FOR ALL STUDENTS (CONTINUED)

As student demographics continue to change, the nation has both moral and economic obligations to ensure that all students, regardless of their race or income level, graduate from high school equipped with skills they need to succeed in college and a career. Moreover, as educational attainment increases, communities, states, and the nation also benefit from the addition of new jobs; increased tax revenues, spending, and investments; and lower health-care costs that accompany a more educated population.

Nearly 150 business and nonprofit leaders, educators, and other advocates learned how to maximize and leverage this “Graduation Effect” in their communities during events organized in conjunction with All4Ed in Columbia, South Carolina, and Harlingen, Texas, in fall 2017. During the events, attendees explored the economic benefits their communities potentially could realize by increasing their high school graduation rates to 90 percent, and developed strategies and arguments to advocate for programs that prepare students for college and career success.

Through All4Ed’s companion on-line resource, GraduationEffect.org, business leaders, institutions of higher education, policymakers, community and civil rights activists, educators, parents, and others also now can access updated findings for the nation, all fifty states, and more than 130 metropolitan areas that demonstrate the impact on local, state, and national economies of raising the high school graduation rate to 90 percent. These groups also can explore the economic benefits their communities and states could realize by closing the high school graduation gaps for African American and Latino students and access resources to advocate for programs designed to improve the learning outcomes for these students.

Realizing these economic benefits, though, requires school districts and states to align their high school graduation requirements with college and career expectations and implement programs that offer students rigorous academics and real-world learning experiences.

Recognizing this, in 2017, the **Indiana State Board of Education** invited All4Ed to provide technical guidance about the state’s newly proposed high school graduation

requirements to ensure the new requirements would prepare students adequately for success in college and a career. In its final policy, the state’s requirements aligned with many of All4Ed’s recommendations, including requiring state assessments to be evidence-based measures of college and career readiness; adopting work-based learning as an option to fulfill the new graduation requirement; and including the state’s most rigorous high school graduation pathways, which have been shown to lead to postsecondary success, as options for all students.

Similarly, the **District of Columbia State Board of Education** and **New Mexico Public Education Department** requested All4Ed’s advice on ways their jurisdictions could strengthen their high school graduation requirements.

The federal government also acknowledged the need to provide all students with college- and career-ready experiences in high school when members of the U.S. Senate introduced the [CTE Excellence and Equity Act](#) in 2017. This bipartisan legislation, modeled on a proposal and recommendations from All4Ed, would authorize federal funding for partnerships between school districts, employers,

and institutions of higher education to create innovative career and technical education programs for students to ensure they graduate from high school prepared for the workforce.

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I’m so appreciative of the work that [All4Ed] does to empower others with knowledge. The #GradEffect convening in the Rio Grande Valley of Texas was an important convening where businesses and schools could gather and learn about the impact graduation rates have on our economy. The Texas-Mexico border is an area of the country with great potential but also great need. The presence and support of [All4Ed] can change lives and communities.”

– **Barbara Baggerly-Hinojosa**
Chief Executive Officer and Founder
Leadership Empowerment Group, LLC



Collaborating partners from La Joya (Texas) Independent School District, South Texas College, Leadership Empowerment Group, Our Lady of the Lake University, and Texas State Technical College gather with All4Ed President Bob Wise (third from right) during All4Ed’s Graduation Effect event in Harlingen, Texas.

Photo by All4Ed



Christopher Cabaldon (at podium), mayor of the City of West Sacramento in California, leads panelists representing Porterville Unified School District (California), McCarthy Holdings, JPMorgan Chase & Co., NAF, and Howard University during a briefing about innovative approaches to college and career pathways that All4Ed organized with the U.S. Senate Career and Technical Education Caucus.

Photo by All4Ed

FEATURE STORY 2: DEEPENING STUDENTS' LEARNING AT PITTSBURGH BRASHEAR HIGH SCHOOL

After the Pennsylvania Department of Education identified **Pittsburgh Brashear High School** as a priority school for improvement, the school's educators began to rethink their approach to instruction. Teacher leaders wanted to identify promising practices that would improve engagement for the school's 1,230 students, most of whom are African American or come from low-income families. They also were looking for ways to increase academic rigor and promote cross-curricular instruction to enable all students to achieve academic excellence.

Specifically, the educators wanted guidance on how best to nurture students' critical thinking and problem-solving skills and abilities to collaborate, communicate effectively, and direct their own learning—a set of skills collectively known as deeper learning competencies. So, in 2017, the leadership team from the school's STEAM (science, technology, engineering, arts, and math) Academy contacted All4Ed for direct technical assistance on implementing strategies that support deeper learning.

"My principal had shared some information with me about deeper learning and I felt like it would work with what we wanted to do," explains Jennie Canning, lead STEAM teacher at Brashear. "We wanted to increase rigor and our students' academic abilities, so I thought it would make sense for our school setting."

Canning and Brashear's principal, Kimberly Safran, collaborated with All4Ed to plan a two-day summer professional learning workshop for the STEAM Academy faculty. During a training session conducted by All4Ed staff members, teacher leaders explored practices and experiences that develop students' deeper learning competencies and identified ways to incorporate them into their curriculum and unit lesson plans. During the days following the workshop, teachers collaboratively developed the academy's curriculum unit plans for School Year 2017–18, intentionally integrating deeper learning experiences and approaches throughout the plans. Since the workshop, Canning says many of the STEAM Academy teachers have become more deliberate about incorporating deeper learning experiences into their lessons and creating units that bridge different academic subjects.

"The classes where the teachers have latched on and are using deeper learning are going so well," Canning says. "I feel like we were really lucky to have the opportunity to work as a group of teachers and gain direct knowledge and insight from [All4Ed] ... and I hope we are able to continue to work with the [All4Ed] team."



Top: All4Ed Vice President Winsome Waite, PhD, leads a training session for teachers at Pittsburgh Brashear High School about deeper learning.
Bottom: Brashear students engage in classroom activities designed to promote collaboration, communication, and student-directed learning.

Top photo by All4Ed | Bottom photos provided by Jennie Canning



SUPPORTING INNOVATION AND SCHOOL SYSTEM REDESIGN

The modern economy has changed. Careers that require problem-solving and critical thinking skills continue to expand, while those that rely on routine manual skills are declining. The instructional models developed in the nineteenth-century no longer meet the needs of twenty-first-century learners. Consequently, districts must redesign their school systems to implement new and innovative approaches to teaching and learning. As districts embark on this transition, All4Ed equips school and district leaders with skills and resources they need to reimagine education and create equitable opportunities that enable historically underserved students and those who are underperforming to achieve academic excellence.

More than 3,200 school districts—representing more than 19.2 million students—have benefitted from All4Ed’s **Future Ready Schools®** (FRS) initiative, which helps district and school leaders plan and implement personalized, research-based digital learning strategies to allow all students to reach their full potential. In 2017, FRS introduced new programming targeted specifically to district leaders, principals, instructional coaches, and technology leaders, building on successful programming launched for school librarians in 2016. All five groups now can access resources, strategies, and professional learning activities that support the unique role each group plays in a district’s transition to student-centered learning. For instance, 27,000 individuals have joined the FRS personalized learning networks on Facebook and Twitter allowing for greater collaboration, expert advice, and the exchange of ideas, and more than 10,000 viewers participated in sixteen FRS webinars in 2017. Additionally, superintendents, district leaders, principals, instructional coaches, technology leaders, and librarians representing 700 school districts in forty-eight states received customized professional learning on implementing personalized, research-based digital learning strategies through FRS’s seven institutes and seventeen workshops in 2017.

Reimagining the school experience means reimagining how practitioners, policymakers, nonprofit organizations, consultants, and other service providers collaborate as a larger community. Once districts and schools identify the need for change, they often need help identifying and connecting with peers who successfully have navigated the change process as well as experts, research-based strategies, resources, and providers who can meet their specific school improvement needs.

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“Partnering with [All4Ed] to advocate for and work toward school transformation and equity has increased the capacity of educational systems and district leaders in achieving those goals. Through [All4Ed], educational leaders have access to a network that provides resources to support work in the arenas of federal policy, advocacy, and critical systems transformation. As a superintendent and as president of AASA, I understand and appreciate the value of the mission [All4Ed] has established. [All4Ed] is a force behind the essential work being done across the nation to redefine, redesign, and reimagine education in our nation.”

– **Gail Pletnick, Superintendent**
Dysart (Arizona) Unified School District and President, AASA,
The School Superintendents Association

To support these connections and collaboration, All4Ed began work in 2017 on **MatchK12™**, an initiative that will help district and school leaders (1) analyze their school improvement needs and (2) connect to strategies, research, interventions, experts, materials, and technical assistance that result in better student outcomes. Working with nationally recognized partners including **AASA, The School Superintendents Association; Clayton Christensen Institute; Digital Promise; EdSurge; NewSchools Venture Fund; and The Learning Accelerator**, All4Ed laid critical groundwork in 2017 to support the 2018 launch of this new tool that will create and nurture networks of educators seeking to implement student-centered learning strategies that develop skills and knowledge students need to succeed after high school.



School district leaders, principals, technology leaders, instructional coaches, and librarians show their future ready spirit during the Future Ready Schools® institute in Palm Springs, California.

Photo by Butch Owens Photography

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“We believe that purposeful technology, personalized learning, and professional development for educators are keys to unlocking the full potential of each learner. That’s why we’re proud to partner with [All4Ed] to help districts plan and implement personalized, research-based digital learning strategies that empower teachers and keep student outcomes in the forefront.”

– **Heath Morrison, President**
McGraw-Hill Education PreK–12

Redesigning the educational environment also means aligning education policies and practices with scientific research. In 2017, All4Ed began working with researchers in the science of learning community to translate and communicate research on the **science of adolescent learning** (SAL) for policy and practice audiences to support application of school improvement strategies informed by science about how students learn best. Last fall, leading researchers, education leaders, and policy experts explored opportunities to better connect SAL research to policy and practice during a day-long gathering organized by All4Ed.

The group included representatives from **American Institutes for Research, Aspen Institute, Center for American Progress, EDGE Consulting Partners, EducationCounsel, Ford Foundation, Georgetown University, Howard University, Institute for Student Achievement, Johns Hopkins Institute for Education Policy, National Public**

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“Neuroscientific understanding of adolescent brain development has advanced significantly in the past decade, but until now very little of this work has informed the design of schools and learning experiences for teenagers. The All4Ed science of adolescent learning initiative is forging a much-needed interdisciplinary conversation about the implications of the scientific discoveries for progressive change in America’s struggling middle and high schools.”

– **Mary Helen Immordino-Yang, Professor of Education, Psychology, and Neuroscience**
Brain and Creativity Institute, University of Southern California

FEATURE STORY 3: CREATING A CULTURE OF INNOVATION FOR HIGHLINE PUBLIC SCHOOLS (WA)

Highline Public Schools is a large urban-suburban school district located just outside of Seattle, Washington. Of the district’s approximately 20,000 students, 77 percent are students of color and 67 percent come from low-income families. More than one-quarter of the students are learning to speak English.

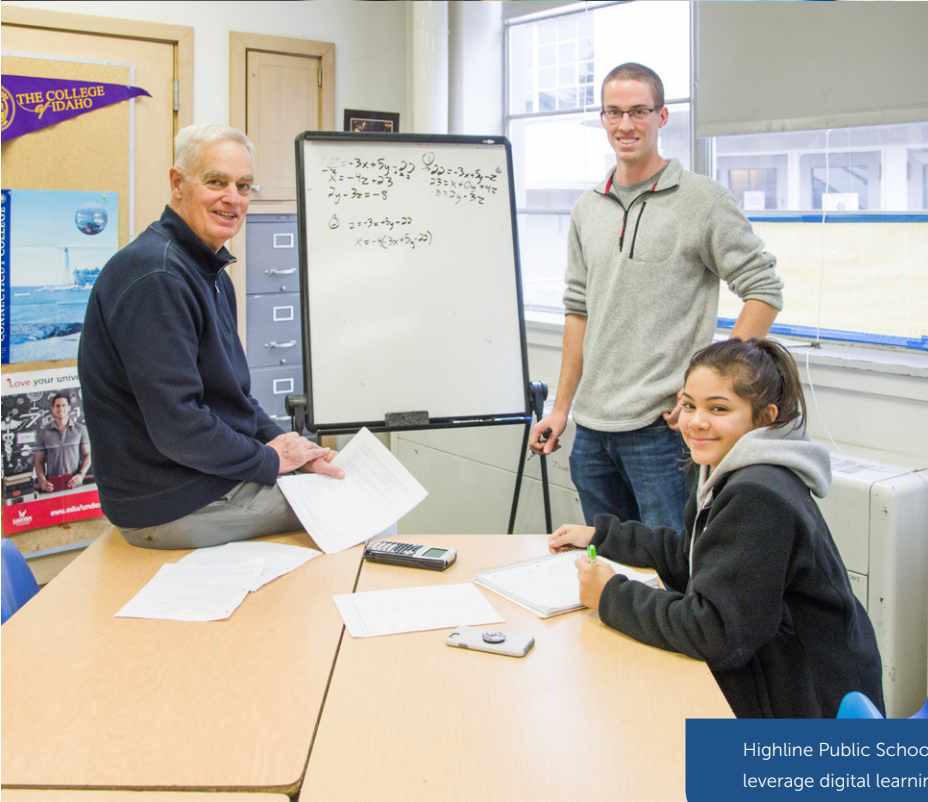
“Many of our students come to us with significant challenges, but that does not mean they don’t have tremendous promise,” says Superintendent Susan Enfield. “They still want to, and can, change the world and that makes it incumbent on us to change what we do so they are prepared.”

Recognizing that the world students will enter after high school has evolved, district leaders developed a new four-year strategic plan designed to meet students’ needs more effectively, improve their learning outcomes, better leverage digital learning strategies, and create a culture of innovation to support effective technology use. To support this work, Highline’s team turned to All4Ed’s Future Ready Schools® (FRS) program for resources and guidance.

“We feel it’s really important to step outside of our world here in Highline and learn from what others are doing, so being a part of the [FRS] network was so important,” says Enfield. “We know we’re not going to get better just by doing what we always have done. We will get better by looking at models our peers are using and adapting from that.”

In addition to participating in FRS’s professional learning events, Highline’s leadership team is using FRS’s research-based self-assessments and action tools to implement personalized digital learning strategies. But the greatest benefits of participating in FRS are the connections Highline has developed with other FRS districts, Enfield says, and the empowerment the program gives participating districts to direct their own improvement.

FRS has “given us a jumping off point to develop our own strategies and vision,” says Enfield. “It’s connected us with colleagues we might not otherwise have gotten to know and there is tremendous value to that.”



Highline Public Schools turned to All4Ed’s Future Ready Schools® program to support the district’s efforts to better leverage digital learning strategies and improve student learning outcomes.

Photos provided by Highline Public Schools

DONORS

All4Ed gratefully acknowledges the generous support of the following foundations, corporations, and individuals in 2017. Through these partnerships, All4Ed influences policy and practice to ensure that all students, particularly those historically underserved and those underperforming, graduate from high school ready for success in college, work, and citizenship.

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Sue Levine	Esther Wojcicki

ALL4ED GOVERNING BOARD



Dan Leeds, Chairman
President, National Public Education Support Fund

“When my grandfather came to the United States as a refugee, he was asked by the immigration agent, ‘What is your financial security?’ He put his arms around his children and said, ‘My children.’ My family built their lives thanks to a great U.S. public education system. When we started All4Ed in 2000, our focus was ‘Every Child a Graduate.’ We knew that proven school models existed to enable every child to graduate from high school. All4Ed has helped to lead a broad coalition of wonderful partners. Seventeen years later, graduation rates have increased from 72 percent to 84 percent. Today, half of American children live in poverty and all children, no matter their background, are the financial security for our nation’s future. We know much more about what young people need to be successful and how to get them there. All4Ed will continue to put that knowledge to work, so all children receive the education they need.”



Michael O’Keefe
Vice Chairman
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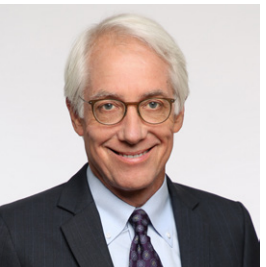


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These individuals served on All4Ed’s governing board as of December 31, 2017.

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Communications and Social Media Manager

These individuals served on All4Ed’s staff as of May 1, 2018.

CALL TO ACTION

How can you support All4Ed’s vision and work?

COMMUNICATE

Visit all4ed.org to learn more about the programs, strategies, and efforts that support the needs of historically underserved students and those who are underperforming. You will find resources that communicate the benefits communities, states, and the nation can realize by increasing students’ levels of educational attainment; information about how your state’s ESSA plan measures up on thirteen critical equity indicators; and tools to ensure that improvement plans for your school, district, and state lead to greater success for all students, particularly students of color and those from low-income families.

ADVOCATE

Contact your school principal, district superintendent, school board members, chief state school officer, state legislator, governor, and members of Congress to advocate for high-quality programs (all4ed.org/High-School-Solutions/) that prepare young people for success in college and a career.

DONATE

Make a tax-deductible donation at all4ed.org/take-action/donate/.



All4Ed Senior Associate Monica Almond, PhD, (center) and President Bob Wise lead a webinar in All4Ed’s studio with guest Valerie Wilson, PhD, (left) from the Economic Policy Institute.

Photo by All4Ed

FINANCIAL REPORT

Twelve months ended December 31, 2017

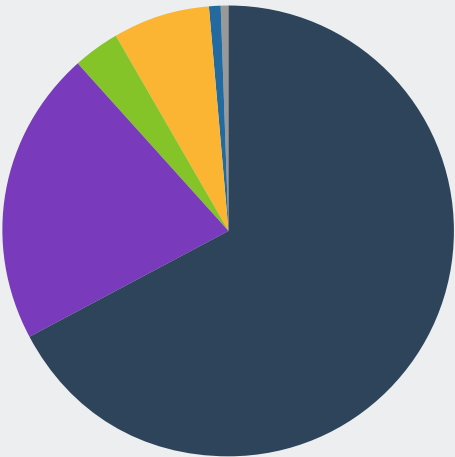
2017 REVENUE	PERCENTAGE	AMOUNT (\$)
Foundations	68.06%	\$5,443,411
Corporations	21.36%	\$1,708,232
Individuals	3.19%	\$255,505
Investment Income	7.17%	\$573,342
Rental Income	0.18%	\$14,600
Other	0.04%	\$3,095
TOTAL	100%	\$7,998,185

2017 TOTAL REVENUE

\$7,998,185

- Foundations
- Corporations
- Individuals
- Investment Income
- Rental Income
- Other

Revenue 2017



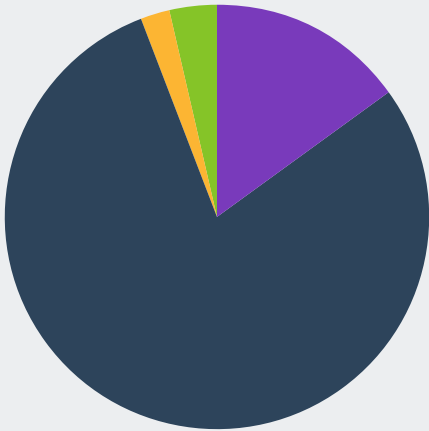
2017 EXPENSES	PERCENTAGE	AMOUNT (\$)
Program	79.07%	\$6,255,857
Management and General	15.11%	\$1,195,740
Development	3.35%	\$265,391
Communications	2.47%	\$195,143
TOTAL	100%	\$7,912,131

2017 TOTAL EXPENSES

\$7,912,131

- Program
- Management and General
- Development
- Communications

Expenses 2017



Note: Figures in this financial summary have not been audited.

The Alliance for Excellent Education (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. all4ed.org



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ALLIANCE FOR EXCELLENT EDUCATION 2017 ANNUAL REPORT

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