Board of Directors
Foundation for Excellence in Education

Mission: To build an American education system that equips every child to achieve his or her God-given potential.

Vision: An education system that maximizes every student’s potential for learning and prepares all students for success in the 21st century.

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A Message from Our Chairman

All children are born with the gift of their own unique talents and abilities. But for far too many, that gift never is unwrapped.

Children born with the soul of a poet who never will write a verse. Children born with an entrepreneurial spirit who never will start a business. Children born with the ability to tear things apart and put them back together who will never work on an engine or build a home.

The loss of this potential is a tragedy for them, their families, their communities and our nation. It is through the combined talents of individuals that America prospers and leads the world.

But they must be given opportunity to participate and succeed. And in the 21st-century economy, opportunity requires knowledge—the ability to think critically, to problem solve, to become the master of technology rather than its victim.

Our system of public education is not creating opportunity for all students. Too often, their ability to learn is pre-judged and expectations for them reduced. Their diversity and individual strengths and weaknesses are not accounted for in classrooms where all are expected to learn in the same way and at the same speed.

We are trying to cram 21st-century children into an antiquated 19th-century model, and too many do not fit. No amount of funding can change that. For 10 years now, the Foundation for Excellence in Education has worked to reform this system. We have made significant progress, but innovation and change come slowly to bureaucracies that are massive, entrenched and resistant.

In this report, you will see the broad range of initiatives we are working on—policies that personalize the learning experience for students, that challenge them with college- or career-ready expectations, that prioritize early-grade literacy and that hold schools accountable to parents and taxpayers.

But the alpha reform, the one that truly will bring disruptive change to the system, is empowering parents to put their children in the right learning environment. And that means providing them with a marketplace of quality options, from traditional public schools to charters to private schools to online offerings and homeschooling support.

Parents should not be forced to send their children to schools where they are not learning because they can’t afford anything better.

Thanks to encouraging results, there is growing bipartisan support for choice and for enabling states to empower parents. Now is the time to replace incremental progress with bold advances.

Please support us, and join us, as we fight for educational equality for all children.

Sincerely,

Jeb Bush
Chairman, ExcelinEd
A Message from Our CEO

Those of us working day to day on education reform sometimes get so bogged down in the trees we lose sight of the forest we are helping to grow.

Producing this report gives us an opportunity to stand back and reflect on the success of our movement.

There now are almost 3 million students attending charter schools picked by their parents. The data on student outcomes continues to improve, particularly for our most disadvantaged children.

There are currently more than 450,000 students participating in 50 private school choice programs in 25 states and the District of Columbia. About half of these programs have been created in the past six years alone.

A relatively new choice program called Education Scholarship Accounts (ESAs) has emerged in five states and is being introduced in others. These accounts give parents the freedom and resources to customize learning for their children. Parents not only can use funds to pay for tuition, but also tutors, online classes and other educational services, including therapies for students with disabilities.

ESAs are a recognition that parents, not bureaucracies, are the best decision makers for children.

We are moving beyond school choice to course choice, allowing families to select from a menu of academically rigorous classes offered by vetted providers. School walls for too long have been barriers to knowledge. Now we can offer children the chance to expand their minds and horizons, giving them access to any field of study.

We are at the forefront of a personalized learning movement in which students can move through course material at a speed most conducive to their abilities. It is a system in which progress is determined by mastery of the curriculum, not time spent in a classroom seat.

We are developing templates for accountability reports that intuitively convey information on school quality to parents. By better informing them, we will better engage them in their children’s education.

These reform policies, and many others, are designed around the needs of students and parents. They get us to a 21st-century, family-centered education system that uses new technology and new approaches, and presents parents with more options to pursue success for their children.

The demand for educational equality and opportunity is gaining momentum. We thank our passionate supporters and committed partners for all they have done to contribute to this movement. And most importantly, we invite others to join us as we move forward in 2017.

Sincerely,
Patricia Levesque
CEO, ExcelinEd
“Each year, moms and dads across our great nation send their kids to schools they know cannot or will not meet their children’s individual learning needs. These students deserve something better, and their parents deserve the ability to select the best educational options for their children. I’m encouraged to see a movement of state and education leaders acting to give parents greater educational choices. And I hope that one day all parents in this country will be able to realize the opportunity of a better life for their sons and daughters.”

Eric Cantor
Board Member, ExcelinEd
Launched by former Florida Governor Jeb Bush in 2008, the Foundation for Excellence in Education (ExcelinEd) is a national leader in the education reform movement. ExcelinEd is a hands-on, how-to organization that designs, develops and promotes sound education policy and supports states in undertaking bold, transformative change with model legislation, rule-making expertise, technical assistance, implementation strategies and public outreach.

Theory of Action
ExcelinEd wants all students to leave school with the knowledge and skills to achieve their full potential. To achieve this, ExcelinEd focuses on improving quality within the traditional education system as well as creating conditions in every state that foster innovation, parent empowerment and educational options for students both inside and outside of the traditional system.

By providing customized, strategic support to state policymakers, community and business leaders, reform advocates, teachers and parents, ExcelinEd aims to cultivate innovation and disruptions within the policy environment toward a quality, personalized learning experience for all students—while ensuring rigorous standards, meaningful measurement and effective supports.

Simply put, ExcelinEd’s formula for student achievement focuses on choice, innovation and accountability, with these specific goals: empower parents and students with educational choice; customize learning for today’s students; use rewards and incentives to drive behavior; and measure what matters.

We Are a Policy and Advocacy Organization
We Work on a Broad Range of Policies
We Have a Flexible National Footprint

Creating policy conditions for success.
Raising student achievement through educational choice, next generation learning and accountability.
Supporting states across the nation where there is opportunity for transformational change.
ExcelinEd’s Reform Agenda

To achieve a high-quality, student-centered education system, ExcelinEd emphasizes a comprehensive reform agenda that, when aggressively pursued, results in a measurable, objective rise in student learning across all student groups.

Since there is no single policy solution that can turn around America’s schools, ExcelinEd advances a broad range of proven and cutting-edge policies, the core pillars of which are accountability, high-quality standards and measures, equitable funding, early literacy and transparency. These foundational policies are proven pathways to improving student achievement. They also create stability for advancing innovations—such as competency-based education, course access and college and career pathways—that can increase access to a quality education for all students, individualize learning and prepare students for success beyond the K-12 environment.

ExcelinEd in Action is the 501(c)(4) sister organization to the Foundation for Excellence in Education. ExcelinEd in Action works with state lawmakers and partner organizations to pass legislation that empowers families with educational choice, prepares students for college and career, prioritizes early literacy, expands innovation and strengthens school performance.

ExcelinEd in Action’s Board of Directors is an accomplished and diverse group of business, education and policy leaders, chaired by Governor Jeb Bush with members Eric Cantor, F. Philip Handy, William Oberndorf and Dr. Zachariah P. Zachariah.
January

**National School Choice Week**
Joined students, parents, teachers, community leaders and elected officials at National School Choice Week events across the nation, including events in Alabama, Arkansas, Florida, Georgia, Mississippi, Nevada and Texas.

**Georgia Education Summit**
Joined Georgia state leaders and lawmakers at the 2016 Educate Georgia Summit to explore ways to improve educational opportunities and outcomes for Georgia students.

February

**Personalized Learning**
Released the *Competency-Based Education Communications Toolkit* for lawmakers, policymakers, district leaders and advocates seeking to adopt and implement competency-based education policies.

**Policy Brief**
Released *Expanding Access to Advanced Coursework in Arizona High Schools* in collaboration with the Arizona Chamber Foundation. The policy brief finds that completing rigorous coursework in high school is one of the best predictors of students’ success in college.

March

**Charter Survey**
Published *How to Recruit High-Performing Charter Management Organizations to a New Region* in collaboration with the National Alliance for Public Charter Schools and Ampersand Education.

**21st-Century Learning**
Florida and Utah continued charting the course for a 21st-century learning environment with the adoption of competency-based education laws.
Year in Review - Quarter Two

April

Testing Resources for Parents
Produced English- and Spanish-language resources around assessments and accountability for Florida parents: Testing Empowers Parents and El Poder de Saber.

Age Demography Research
Released and presented customized, original research from Turn and Face the Strain: Age Demographic Change and the Near Future of American Education for Georgia, North Carolina and South Carolina.

School Choice
Florida expanded school choice options for students and parents with the adoption of public school choice and improvements to charter school, voucher, education scholarship and home education policies. In the 2015-16 school year, more than 1 million students benefited from Florida’s approach to school choice.

May

How Do We Stack Up?
Launched How Do We Stack Up? Using OECD’s PISA to Drive Progress in U.S. Education, an EdPolicy Leaders Online course developed in collaboration with America Achieves and with editorial contributions from the Organisation for Economic Co-operation and Development (OECD).

First-of-Its-Kind Book
Collaborated with the American Enterprise Institute to commission experts and author a series of essays for a first-of-its-kind volume on Education Savings Account (ESA) policy.

June

Model Accountability Framework
Produced a model accountability outline to inform state accountability implementation under the Every Student Succeeds Act (ESSA).

Student Data Privacy
Released Building a Trusted Environment for Education Technology Products, ExcelinEd’s third white paper on student data privacy.

Effective Teachers
Joined business and industry groups in signing an Amici Curiae letter in Vergara v. California to support students’ constitutional right to equal access to effective classroom teachers.

Charter Schools
Colorado, Georgia and Mississippi adopted improvements to charter school laws, expanding quality educational options to more students.
July

Shaping ESSA Regulations
Engaged in the effort to shape regulations governing accountability and state plans under ESSA; submitted a letter to USED with signatures from eight states, including a governor, state education chiefs, legislative leaders and state partner organizations.

The EdFly Blog
Published The EdFly Blog’s 600th post, Goodbye, middle school! This top school’s K-8 model works.

College & Career Pathways
Arizona, Colorado, Minnesota, North Carolina and South Carolina adopted new laws to support student success and access to college and careers.

August

Fewer, Better Tests
Developed parent- and teacher-friendly policy recommendations aimed at improving the quality and utility of statewide assessment systems and ensuring the results of those assessments are valuable to parents, students and teachers.

Promoting ESAs
Built and launched the Tennessee ESA website, MyEducationTN.org, to promote the state’s Individualized Education Account program.

Redesigning School Report Cards
Began developing an open-source school report card prototype for states to model. The parent-friendly online tool enhances transparency, displays comprehensive, easy-to-understand school ratings and empowers parents with actionable feedback on school performance.

September

MOOCs for Education Leaders
Launched Learning to Dream: Education and Economic Mobility, the fifth of ExcelinEd’s EdPolicy Leaders Online free, self-paced online courses for policymakers and education reform leaders.

#AskExcelinEd
Launched #AskExcelinEd, a Q&A e-series to help state partners and stakeholders explore education policy. The series kicked off with a focus on ESSA and the opportunities and challenges it presents for states.

Competency-Based Education
Released Policy, Pilots and the Path to Competency-Based Education: A Tale of Three States, a comprehensive policy paper outlining how and why Idaho, Utah and Florida launched competency-based education pilot programs.

Partnership for ESAs
Partnered with the Texas Public Policy Foundation and the Texas Business Leadership Council to publish The Achilles Heel of Texas: Improving College Eligibility Rates Through K-12 Education Savings Accounts.

School Choice Progress
The Nevada Supreme Court ruled that ESAs are constitutional and laid out a blueprint to address the program’s funding technicality. The ruling reopens the door to 8,000 parents who had applied for an ESA in pursuit of greater educational opportunities for their children.
Year in Review – Quarter Four

October

Policy Showcase
Produced five educational videos on ExcelinEd policies, including Mississippi Literacy-Based Promotion Act, How Should We Fund Education? and Course Access: Fundamental Principles.

Supporting ESSA Implementation
Joined national education reform experts to discuss opportunities for accountability and transparency within ESSA at a convening hosted by the Progressive Policy Institute.

Early Literacy
Idaho, Michigan and Tennessee demonstrated their commitment to early literacy with the adoption of new K-3 reading laws.

Shaping the National Dialogue
ExcelinEd Chairman Governor Jeb Bush guest lectured at the Harvard Graduate School of Education Askwith Forum, sharing policy solutions to address the highest-priority challenges facing education.

November

ESSA Playbook Series
Launched the ESSA Playbook Series with papers on A-F School Accountability and School Interventions. The playbooks provide state policymakers with practical advice and resources on core areas of ESSA.

ESSA Input
Submitted comments to USED on ESSA proposed “supplement, not supplant” regulations. ExcelinEd called for the withdrawal of the regulations and for the federal government to rely on states to provide oversight, financial transparency and equity for all students as Congress intended.

December

Convening State and National Leaders
Hosted more than 1,000 policymakers and education leaders from 47 states at the ninth annual National Summit on Education Reform in Washington, D.C.

ESSA Webinar Series
Concluded a five-part webinar series discussing ESSA and what it means for states. More than 200 policymakers, state and education leaders, and philanthropic and advocacy organizations from 25 states and Washington, D.C. participated in the series.
School Grading Drives Student Success

A-F School Grading

A transparent, objective, easy-to-understand school accountability model.

Most states use vague labels, such as “satisfactory” or “Level 1,” to rate schools instead of offering parents, policymakers and the public transparent, objective information about school effectiveness. In 1999, Florida made the revolutionary decision to grade schools on an A-F scale just like students—no further explanation needed. Behind the A-F simplicity is a data-driven system of accountability. ExcelinEd promotes an A-F School Grading policy that measures what matters: overall student performance and progress, with extra focus on struggling students, and graduation rates and college and career readiness in high school. School grading works by holding all schools to the same high expectations and clearly communicating the results to parents.

Student Learning Gains Outpace National Average

In seven states with multiple years of implementation of A-F school grading, students are outpacing the national average on NAEP.

<table>
<thead>
<tr>
<th>STATE</th>
<th>First Year of Grades</th>
<th>Scale Score Improvement OVER National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>1999</td>
<td>4th GRADE READING</td>
</tr>
<tr>
<td>Arizona</td>
<td>2011</td>
<td>+13</td>
</tr>
<tr>
<td>Indiana</td>
<td>2011</td>
<td>+4</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2011</td>
<td>+3</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2012</td>
<td>+7</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>2012</td>
<td>+5</td>
</tr>
<tr>
<td>Utah</td>
<td>2012</td>
<td>+4</td>
</tr>
</tbody>
</table>

Source: National Assessment of Educational Progress (NAEP)
“Transparency in public education is always a good thing, and the information provided in the A-F grading system will provide parents with a clear view of their options when making decisions on the best way to educate their children.”

Senator Del Marsh | President Pro Tem, Alabama State Senate

State Actions

Passed Policy: Tennessee
Improved Policy: Arizona, Georgia, Utah
Guided Implementation: Alabama, Arizona, Georgia, Mississippi, Tennessee, Texas, West Virginia
Supported States: Arkansas, Colorado, Connecticut, Florida, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, Nebraska, Nevada, New Mexico, North Carolina, Oklahoma, South Carolina, Wisconsin

ExcelinEd Engaged in 26 States on A-F School Grading 2016

Existing Policy | 2016 Engagement | Policy Passed or Improved


Resources

Video: What grade would your school earn?
Video: A-F School Accountability under ESSA
Policy Summary: School Accountability: School Grading Drives Success
ESSA Playbook: A-F School Accountability
A comprehensive reading intervention policy that begins in kindergarten and ensures that students are prepared for success before moving on to fourth grade.

From kindergarten through third grade, children are learning to read. Then in fourth grade, they transition to use reading to learn. The ability to read opens doors and opportunities that each child deserves. Without this ability, students are hindered in achieving their potential. Children who are not reading proficiently in third grade are four times more likely to drop out or fail to graduate from high school, according to a report by the Annie E. Casey Foundation. For low-income black and Hispanic students, that likelihood doubles.

ExcelinEd’s comprehensive K-3 Reading policy was developed to ensure all students enter fourth grade with the foundational reading skills they will need to learn, graduate and succeed.

K-3 Reading Policies Help Struggling Readers

After multiple years of implementing comprehensive K-3 Reading policies, struggling readers* in five states are making faster improvements on NAEP fourth-grade reading than the nation as a whole.

An effective K-3 Reading policy ensures students become successful readers through early identification of struggling readers, intensive reading intervention, teacher resources and parent involvement. A comprehensive policy includes:

- Early Literacy Screening
- Parent Notification
- Individual Plans
- Progress Monitoring
- Supports & Interventions
- Retention & Exemptions
- Teacher Training
- Funding Support

<table>
<thead>
<tr>
<th>State</th>
<th>4th Grade Reading Scale Score Improvement Over National Average</th>
<th>Approximate Learning Gain**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma</td>
<td>+10.7</td>
<td>1 year</td>
</tr>
<tr>
<td>Indiana</td>
<td>+9.1</td>
<td>1 year</td>
</tr>
<tr>
<td>North Carolina</td>
<td>+6.8</td>
<td>1/2 year</td>
</tr>
<tr>
<td>Arizona</td>
<td>+2.0</td>
<td>&lt;1/2 year</td>
</tr>
<tr>
<td>Colorado</td>
<td>+1.3</td>
<td>&lt;1/2 year</td>
</tr>
</tbody>
</table>

*Struggling readers are students scoring at the 10th percentile in NAEP fourth-grade reading.
**10 points equate to approximately a year’s worth of learning.

Source: National Assessment of Educational Progress (NAEP)
“With the help of ExcelinEd, we were able to support passage of a landmark K-3 Reading bill which will provide the right interventions to the right students at the right time, raising the performance bar for all 1.5 million students in Michigan.”

Beth DeShone | Advocacy Director, Great Lakes Education Project

State Actions

**Passed Policy:** Idaho, Michigan, Tennessee

**Improved Policy:** Mississippi, North Carolina

**Guided Implementation:** Arizona, Colorado, Florida, Indiana, Mississippi, Nevada, North Carolina, Ohio, South Carolina, Tennessee

**Supported States:** Alaska, Delaware, New Mexico, Oklahoma

“Existing Policy” reflects states with K-3 Reading policies where ExcelinEd provided technical support or engagement through 2015. ‘Engagement’ reflects states where ExcelinEd engaged in policy development, adoption or implementation in 2016. ‘Policy Passed or Improved’ reflects states where ExcelinEd in Action helped pass or improve K-3 Reading in 2016.

**Resources**

- **Video:** Mississippi Literacy-Based Promotion Act
- **Video:** Prioritizing Early Literacy in the Age of ESSA
- **Video:** Reading Isn’t Just Fundamental—It’s Critical

**Policy Summary:** K-3 Reading: The Ability to Read Is the Gateway to Success
A reform that prioritizes each student’s learning by funding education in a way that is equitable, transparent and promotes local empowerment and choice.

The way states fund student education can support forward-looking solutions or thwart progress with archaic and obsolete constraints. In many states, outdated funding formulas force districts to focus on inputs rather than the unique needs of each child. On the other hand, student-centered funding formulas are fair, transparent and promote local empowerment and choice. ExcelinEd supports student-centered funding that prioritizes each child’s learning, where all students receive base funding—with additional amounts depending on student characteristics—and spending follows the child.

## Student-Centered Funding: A National Sample

Edunomics Lab at Georgetown University examined a sample of state budgets to analyze their student-based allocation formulas. The research illustrates the extreme variation of student-centered funding from state-to-state.

<table>
<thead>
<tr>
<th>STATE</th>
<th>STUDENT-BASED ALLOCATION %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>83%</td>
</tr>
<tr>
<td>Florida</td>
<td>83%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>77%</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>61%</td>
</tr>
<tr>
<td>Georgia</td>
<td>38%</td>
</tr>
<tr>
<td>Ohio</td>
<td>33%</td>
</tr>
<tr>
<td>Illinois</td>
<td>18%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>5%</td>
</tr>
<tr>
<td>Idaho</td>
<td>1%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Edunomics Lab; ExcelinEd for Florida only
State Actions

**Passed Policy:** Florida

**Supported States:** Arizona, Colorado, Georgia, Idaho, Illinois, Mississippi, Nebraska, Oklahoma, South Carolina, Tennessee, Texas

"Student-centered funding opens the door for visionary changes to address the realities of modern classrooms. Through these reforms, states can create the flexibility for educational innovations and incentives that focus on what truly matters: equipping every student for success."

**Patricia Levesque | CEO, ExcelinEd**

ExcelinEd Engaged in 12 States on Education Funding Reform

2016 Engagement • Policy Passed

'Engagement' reflects states where ExcelinEd engaged in policy development, adoption or implementation in 2016. 'Policy Passed' reflects states where ExcelinEd in Action helped pass or improve Education Funding Reform in 2016.

Resources

Video: [How Should We Fund Education?](#)
Video: [Making the Switch to Student-Funded Education](#)
Revolutionizing Educational Choice

Education Scholarship Accounts

The next generation of choice that empowers families with the financial freedom to choose the right school or learning environment for their child.

Since the first Education Scholarship Account (ESA) program was introduced in 2011, this policy has been changing education as we know it. ESAs place state dollars designated for a child's education into an account that parents can manage to cover the cost of customized learning. Account funds can cover multiple education options, including private school tuition, online education, tutoring and dual enrollment, and unused funds can be saved for future K-12 or higher education costs. ExcelinEd promotes the expansion of ESAs in states as a way for parents to care for their children's unique educational needs. ESAs create an entirely flexible approach to education, where the ultimate goal is personalizing education and maximizing each child's natural learning abilities.

ESAs Empower Parents

A growing number of students are taking advantage of ESAs in early adopting states that are offering parents the opportunity to make the best education choices for their child.

From 2015 to 2016, PARTICIPATION INCREASED

270% in Florida’s Gardiner Scholarship and 118% in Arizona’s Empowerment Scholarship Accounts.

In 2016, ESA programs in Arizona, Florida and Mississippi served 11,425 STUDENTS putting more than $100 MILLION in the hands of parents.

Source: EdChoice
“I found a small private school specializing in children with learning challenges. Through the ESA, Gregory was able to attend this school and get the one-on-one help he needed so badly. To see the progress with his writing, reading, maturity and socialization skills—it has been like meeting a new child.”

Katie Swingle | Florida Mother of Special Needs Student and Gardiner Scholarship Recipient

State Actions

**Improved Policy:** Arizona, Florida, Mississippi, Tennessee

**Guided Implementation:** Arizona, Florida, Mississippi, Nevada, Tennessee

**Supported States:** Alabama, Arkansas, California, Colorado, Connecticut, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Missouri, North Carolina, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont

ExcelinEd Engaged in 27 States on Education Scholarship Accounts 2016

Resources

- **Video:** [ESAs & the New Frontier in Educational Choice](#)
- **Toolkit:** [ESAs: The Next Generation of Choice](#)
- **Report:** [How to Recruit High-Performing Charter Management Organizations to a New Region: Results from the 2015 CMO Survey](#)
- **Policy Summary:** [ESAs: Innovation and Customization](#)
Policies that provide information, incentives and access to advanced courses and certifications to prepare students for higher education and the workforce.

Our nation’s failure to educate its students leaves many of them unprepared for the challenges they will face after high school, and this failure also threatens the country’s ability to thrive in a global economy. ExcelinEd promotes comprehensive policies that create college and career pathways to best equip students for the rigors of the college classroom and the labor market. The model includes:

- Increasing students’ access to Advanced Placement, International Baccalaureate and dual enrollment courses and industry-certifications during high school.
- Rewarding schools and teachers for student success in earning college credit and industry certifications.
- Informing teachers, parents and students about college and career options through Economic Security Reports.

More Florida Students Are Prepared for College & Career with Incentive Policies

<table>
<thead>
<tr>
<th>Students Passing at Least One Advanced Placement Exam</th>
<th>Students Earning Industry Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>2007*</td>
</tr>
<tr>
<td>Students Earning Industry Certification</td>
<td>26,448</td>
</tr>
</tbody>
</table>

79% INCREASE

8,626% INCREASE

*Year prior to policy implementation.

Source: College Board and Florida Department of Education
“We must ensure our students are prepared for postsecondary success in our 21st-century economy. Whether a student pursues college or a career, policies that promote incentives for securing industry certifications or passing AP courses will help guarantee readiness for Minnesota’s students.”

**Representative Jenifer Loon | Chair, Minnesota House of Representatives Education Finance Committee**

## State Actions

**Passed Policy:** Arizona, Colorado, Minnesota, North Carolina, South Carolina

**Improved Policy:** Florida

**Guided Implementation:** Arkansas

**Supported States:** Alabama, Connecticut, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, Nebraska, Nevada, Oklahoma, Tennessee, Texas, Utah

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### Resources

- **Video:** College & Career Pathways: Being Workforce Ready
- **Video:** The High School Diploma is Woefully Inadequate
- **Policy Brief:** Expanding Access to Advanced Coursework in Arizona High Schools
- **Policy Summary:** College and Career Readiness: Building a Global Workforce
Expanding Access and Equity
Course Access

A technology-driven choice initiative that allows K-12 students to access quality courses regardless of location.

Access to a high-quality education no longer needs to depend on location. ExcelinEd promotes Course Access to connect students—wherever they may live—with a wide variety of quality instructors and courses. Course Access uses technology and innovative policy to offer a catalog of courses to students statewide. Families can select the best courses for their children from an online catalog of in-person, online and blended learning courses. From Advanced Placement to STEM and music courses, states can use Course Access to engage students like never before by offering their preferred courses in their preferred formats from effective, qualified teachers.

First Year Success for New Course Access Program in Rhode Island

In 2016, Rhode Island opened its Course Access program, the Advanced Coursework Network, to help districts and schools create opportunities for Rhode Island students to envision, pursue and realize their individualized graduation pathway.

About 50% of Rhode Island SECONDARY SCHOOLS are participating in the Advanced Coursework Network with more than 800 ENROLLMENTS in the first year.

Students can choose from 120 COURSES offered by 14 PROVIDERS, including:
- Dual-Enrollment Courses at Local Colleges
- Advanced Placement Courses
- Career Preparation Courses
- Other Advanced Learning Opportunities

Source: Rhode Island Department of Education
“Guthrie Virtual School provides a Course Access option to students and school districts across Texas. From Spanish I to Pathophysiology, our growing course catalog helps neighboring school districts offer students online courses for many hard-to-fill subject areas.”

Summer Reel | Lead Teacher, Guthrie Virtual School

State Actions

**Guided Implementation:** Rhode Island, Virginia

**Supported States:** Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Utah

Existing Policy | 2016 Engagement

‘Existing Policy’ reflects states with Course Access policies where ExcelinEd provided technical support or engagement through 2015. ‘Engagement’ reflects states where ExcelinEd engaged in policy development, adoption or implementation in 2016.

Resources

**Video:** Course Access: Fundamental Principles

**Video:** The Perfect Match: Course Access & College and Career Readiness

**Policy Brief:** Leading in an Era of Change: Making the Most of State Course Access Opportunities
A competency-based education system provides the foundation for personalized learning and creates the framework educators can use to meet students where they are. Key features of a successful competency-based education policy include:

- **Student-Centered Instruction**
- **Anytime, Anywhere Learning**
- **Assess When Ready**
- **Progress Upon Mastery**
- **Competency-Based Diplomas**
- **Stakeholder Engagement**

ExcelinEd promotes competency-based education models to redesign education from a system where students advance based on seat-time and passing grades to one that advances students when they are ready.

Real Results of Competency-Based Learning

**California’s Lindsay Unified School District (LUSD) transitioned to a competency-based education system and saw immediate improvements in student learning.**

LUSD learners (students) are predominantly from traditionally under-served populations.

- 50% English Learners
- 100% Eligible for Free & Reduced Lunch
- 15% Categorized as Homeless

Yet LUSD is seeing **GROWTH** and **SUCCESS** that outpaces state and national averages.

- **Graduation Rate**
  - 82% Overall
  - Higher than the state average
  - 17% Increase for English Learners
  - 35% Increase for Learners with Disabilities

- **College Ready**
  - 41% Go to a Four-Year University
  - Doubled since 2010
  - 55% Passed an Advanced Placement Exam
  - 2.5 times the national rate

Source: Lindsay Unified School District
“I am very confident in my learning now. I feel that I know what I’m doing, and I have all the resources that are going to help me accomplish all my goals.”

**Ikonkar Khalsa | Student, Lindsay High School, CA**

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**State Actions**

**Passed Policy:** Florida, Utah

**Guided Implementation:** Florida, Idaho, Utah

**Supported States:** Alabama, Arizona, Colorado, Connecticut, Georgia, Indiana, Maryland, Michigan, Missouri, Nebraska, Nevada, North Carolina, Ohio, Oklahoma, South Carolina, Texas, West Virginia

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**Resources**

- **Video:** Building Consensus for Personalized & Competency-Based Education
- **Toolkit:** Competency-Based Education Communications Toolkit
- **Policy Summary:** Competency-Based Education: Move on When Ready
- **Whitepaper:** Policy, Pilots and the Path to Competency-Based Education: A Tale of Three States

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A shift in K-12 public education authority from the federal government to the states, creating new opportunities for states to develop innovative approaches that enhance school performance.

ESSA reduces the federal role in education and shifts more authority to states and school systems. When fully implemented, ESSA will affect every public school in the nation and more than 50 million students attending these schools. Since becoming law, states have begun developing ESSA-compliant accountability systems while simultaneously capitalizing on new opportunities to support state innovations.

ESSA Support & Resources

ExcelinEd helps state partners understand the new law and prepare to tackle new challenges and leverage new opportunities. In 2016, ExcelinEd:

- Provided state-specific technical support and policy guidance to partners in 25 states.
- Created two robust ESSA Playbooks and a Model Accountability Framework.
- Launched #AskExcelinEd—an interactive Q&A email series.
- Presented on a range of ESSA-related topics on more than 30 occasions to national and state-based groups.
- Hosted six ESSA-related keynotes and panels at the 2016 National Summit.
- Led a five-part webinar series on ESSA and what it means for states.

“Over the past year, ExcelinEd has provided thoughtful and innovative approaches to demonstrating how our A-F school accountability system meets the new requirements of ESSA, as well as how to incorporate minor adjustments to the calculation to ensure federal approval.”

Dr. Carey Wright | State Superintendent of Education, Mississippi Department of Education
Today, more than ever before, states have an opportunity to provide critical information on school performance in a parent-friendly format. Ambitious states can meet the requirements of ESSA while transforming their state’s school report card with a user-friendly design that includes tools to help parents understand, interpret and use complex school data.

**KEYS TO SUCCESSFUL SCHOOL REPORT CARDS**

- A user-friendly mobile-first design that clearly portrays school data.
- Thoughtfully organized data exhibits that promote understanding and encourage interaction.
- Clean and bias-free data presented with context and explanation.
- Ongoing engagement with a focus on parents.

**KNOW YOUR SCHOOL PROJECT**

To help support states, ExcelinEd began developing KnowYourFloridaSchool.org as a live prototype and model online school report card using Florida’s data. The prototype and the accompanying resources being created exemplify innovative best practices and strategies for achieving excellence in public reporting. The tool was built through an open-source development process with readily available code. Access to the design and development tools could give states a head start toward public reporting that reflects their priorities and school data.

**Georgia School Report Card Spotlight**

In 2016, Georgia reimagined its school report card and released the state’s first annual A-F school grades at SchoolGrades.Georgia.gov. The interactive website allows everyone to see how local schools are performing, view past performance, compare school performance and download results.
By the Numbers
Transforming Lives Through Education

- 42 Laws Improved/Passed
- 26 Policies Protected
- 41 States Engaged
- 19 States with Implementation Support
- 317 Education Reform Partners
- 104 State & National Speaking Engagements
- 189 Bills Engaged
- 38 New Policy Resources
- 12 Expert Testimonies in 8 States

- 193 Years of Collective Professional Experience
- 8 Staff with Experience Teaching in K-12 Classrooms
- 51% of Staff Have Worked for a Governor, State Legislature or a State Education Agency
"We cannot have an America where your circumstances at birth determine your lifetime destiny, but that is the America we see looming on the horizon. The battle for educational equality is the challenge of our generation. The extent to which we succeed not only determines the success of the next generation but also the very cohesiveness of our social fabric."

Dr. Condoleezza Rice | Board Member, ExcelinEd
ExcelinEd’s ninth annual National Summit on Education Reform drew more than 1,000 reform-minded attendees to Washington, D.C. on November 30 through December 2. National leaders, state policymakers, advocacy organizations and education stakeholders convened to address the policies and best practices so critical to improving education across the nation.

In Their Own Words

“We enjoyed the National Summit and all it had to offer. I remain excited with the energy shown to help those that are underserved.”

Frank Gettridge
W.K. Kellogg Foundation

“I arrived with a weak background in ed policy, and I left with a solid foundation in the major reform areas.”

Representative Frank White
State of Florida

“The conference is a highlight of the year for me...far and away the best conference out there on education issues.”

Todd Scott
Missouri Governor’s Office

“I’m still thinking about your wonderful conference in Washington, D.C. It was so inspirational with many takeaways. [For a monthly column], I highlighted your conference encouraging the ‘Go Big, Go Bold’ message. Excellent job!”

Joyce Rankin
Colorado State Board of Education

Convening the Nation’s Leaders
2016 National Summit on Education Reform
ExcelinEd’s Chairman, Governor Jeb Bush, opened the Summit with a memorable keynote advocating for bold action on behalf of America’s children. Dr. Condoleezza Rice engaged past U.S. Secretaries of Education in a stimulating discussion on federal policy. Other keynotes included Dr. Angela Duckworth speaking on the power of perseverance, Dr. Todd Rose exploring the end of average, a conversation with Sal Khan and David Coleman on leveling the playing field, and Diane Tavenner sharing her vision for redesigning education. A dozen strategy sessions replete with experts covered topics ranging from school choice and personalized education to early literacy, student-centered funding and college and career readiness.
ExcelinEd works to improve K-12 education to strengthen economic competitiveness and individual prosperity.

State policy has enormous implications for both expanding or limiting student options, scaling innovative school models, empowering parents and setting the high standards and measures needed to prepare students for success in college, career and life. Our core focus is creating the state policy conditions needed to advance reform by providing policy, advocacy and communications services to policymakers, state education leaders, advocacy organizations and other stakeholders.

ExcelinEd supports policymakers in building an education agenda for the 21st century and provides states with technical assistance to expand capacity in developing and implementing proven and leading-edge policies.

ExcelinEd cultivates relationships with in-state and national advocacy organizations to foster partnerships, build alliances and strengthen collaboration in support of reform.

ExcelinEd provides thought leadership by convening local, regional and national policymakers to explore challenges and opportunities and design solutions for improving school performance, increasing student achievement and modernizing education systems.

The following state pages feature the 24 states we were most active and engaged in throughout 2016.
STATE PROFILE
ALABAMA

ExcelinEd EXISTING POLICIES

A-F School Grading

ExcelinEd POLICY ENGAGEMENT

<table>
<thead>
<tr>
<th>POLICY</th>
<th>OUR ROLE</th>
<th>GOAL</th>
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<tbody>
<tr>
<td>A-F School Grading</td>
<td>Leading Partner Organization</td>
<td>IMPLEMENT</td>
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<tr>
<td>School Choice Education Scholarship Accounts</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
</tr>
<tr>
<td>School Choice Tax Credit Scholarships</td>
<td>Supporting In-State Partners</td>
<td>IMPLEMENT</td>
</tr>
<tr>
<td>College &amp; Career Pathways Industry Certifications</td>
<td>Leading Partner Organization</td>
<td>PASS*</td>
</tr>
<tr>
<td>College &amp; Career Pathways Economic Security Report</td>
<td>Leading Partner Organization</td>
<td>PASS**</td>
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<tr>
<td>Competency-Based Education</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>Student Data Privacy</td>
<td>Supporting In-State Partners</td>
<td>PROTECT</td>
</tr>
</tbody>
</table>

K-12 DEMOGRAPHICS

730,000+ TOTAL STUDENTS

- Low-income: 52%
- Minority: 44%
- Choice: 1%

AGE DEPENDENCY RATIO

2010 60% vs. 2030 79%

www.ExcelinEd.org/FaceTheStrain

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)

2015 Nation’s Report Card Proficient or Better

READING

- 4th GRADE: 35% (NATIONAL), 29% (ALABAMA)
- 8th GRADE: 33% (NATIONAL), 26% (ALABAMA)

MATH

- 4th GRADE: 39% (NATIONAL), 26% (ALABAMA)
- 8th GRADE: 32% (NATIONAL), 17% (ALABAMA)

ADVANCED PLACEMENT (AP)

Students Scoring 3 or Higher

CLASS of 2016

- 22% (NATIONAL), 13% (ALABAMA)

WHAT THEY ARE SAYING

“I’m hopeful to see ESA legislation finally passed in Alabama, opening more opportunities for parents and children. It’s past time that we stop looking at the system and turn our focus to the needs of the child. To help even one child who has a special need can be the difference between an average life or a life lived to its fullest potential.”

Representative Ken Johnson
Education Scholarship Account Bill Sponsor

Data Sources: Alabama State Department of Education, National Center for Education Statistics, EdChoice and College Board
PK-12 DEMOGRAPHICS

1.12 MILLION+ TOTAL STUDENTS

低-收入 47%

Minority 61%

Choice 24%

AGE DEPENDENCY RATIO

2010 65% vs. 2030 87%

+22%

www.ExcelinEd.org/FaceTheStrain

WHAT THEY ARE SAYING

“We are proud to have played a role in advancing legislation that encourages schools to work hard to graduate more students with college credit. It means that more Arizona students will graduate not only with a high school diploma, but with a clear path toward completing college ready to enter our workforce. It’s a great deal for students, schools and taxpayers.”

Glenn Hamer
President, Arizona Chamber of Commerce and Industry

Data Sources: Arizona Department of Education, National Center for Education Statistics, EdChoice and College Board
### National Assessment of Educational Progress (NAEP)

2015 Nation's Report Card Proficient or Better

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Proficient</th>
<th>Math Proficient</th>
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<tr>
<td>4th</td>
<td>35%</td>
<td>39%</td>
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<tr>
<td>8th</td>
<td>33%</td>
<td>32%</td>
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### Advanced Placement (AP)

Students Scoring 3 or Higher

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<thead>
<tr>
<th>Class of 2016</th>
<th>National</th>
<th>Arkansas</th>
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<tbody>
<tr>
<td>4th Grade</td>
<td>22%</td>
<td>17%</td>
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<tr>
<td>8th Grade</td>
<td>27%</td>
<td>25%</td>
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### What They Are Saying

"The Succeed Scholarship for students with special needs, in its first year, is already providing greater opportunities for those parents and students who need it most. We owe every child no matter their disability an opportunity for a great academic or tailored life-skills education, and that’s exactly what we are doing in Arkansas."

Representative Douglas House
Succeed Scholarship Bill Sponsor

*Data Sources: Arkansas Department of Education, National Center for Education Statistics, EdChoice and College Board*
**STATE PROFILE**

**COLORADO**

**ExcelinEd EXISTING POLICIES**

- **K-3 Reading**
- **Education Funding Reform**
- **School Choice Charter Schools**
- **School Choice Tax Credit Scholarships**
- **College & Career Pathways AP Computer Science Incentives**
- **College & Career Pathways Industry Certification Incentives**
- **Student Data Privacy**
- **Teacher Quality**

**ExcelinEd POLICY ENGAGEMENT**

<table>
<thead>
<tr>
<th>POLICY</th>
<th>OUR ROLE</th>
<th>GOAL</th>
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<tbody>
<tr>
<td>K-3 Reading</td>
<td>Supporting In-State Partners</td>
<td>PROTECT/IMPLEMENT</td>
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<tr>
<td>Education Funding Reform</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>School Choice Charter Schools</td>
<td>Supporting In-State Partners</td>
<td>IMPROVE</td>
</tr>
<tr>
<td>School Choice Tax Credit Scholarships</td>
<td>Supporting In-State Partners</td>
<td>PASS*</td>
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<tr>
<td>College &amp; Career Pathways AP Computer Science Incentives</td>
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<td>PASS</td>
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<tr>
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<td>DEVELOP</td>
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<tr>
<td>Teacher Quality</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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**K-12 DEMOGRAPHICS**

898,000+ TOTAL STUDENTS

- **42%** Low-income
- **46%** Minority
- **11%** Choice

**AGE DEPENDENCY RATIO**

2010 55% vs. 2030 72%

+17%

**NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)**

2015 Nation’s Report Card Proficient or Better

<table>
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<tr>
<th></th>
<th>4th GRADE</th>
<th>8th GRADE</th>
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<tr>
<td>READING</td>
<td>35%</td>
<td>33%</td>
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<tr>
<td>MATH</td>
<td>39%</td>
<td>38%</td>
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**ADVANCED PLACEMENT (AP)**

Students Scoring 3 or Higher

<table>
<thead>
<tr>
<th></th>
<th>CLASS of 2016</th>
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<tbody>
<tr>
<td>Students Enrolled</td>
<td>22%</td>
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<tr>
<td>Students Enrolled</td>
<td>27%</td>
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**WHAT THEY ARE SAYING**

“When it comes to creating more high-quality educational options for our kids, we need to ensure that we have the land and buildings necessary to open new schools. Opening up critical resources for our public charter schools is essential to their long term success.”

Governor John Hickenlooper

Data Sources: Colorado Department of Education, National Center for Education Statistics, EdChoice and College Board

*Tax Credit Scholarships: Legislation was not successful.
ExcelinEd EXISTING POLICIES

K-3 Reading

ExcelinEd POLICY ENGAGEMENT

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<td>DEVELOP</td>
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<td>College &amp; Career Pathways</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP+</td>
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<td>Economic Security Report</td>
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<td>Digital Learning</td>
<td>Supporting In-State Partners</td>
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<td>PROTECT</td>
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*College & Career Pathways and Digital Learning: Ongoing through the implementation of federal Every Student Succeeds Act.

PK-12 DEMOGRAPHICS

541,000+ TOTAL STUDENTS

Low-income: 38%
Minority: 44%
Choice: 1%

AGE DEPENDENCY RATIO

2010 59% vs. 2030 78%

+19%

www.ExcelinEd.org/FaceTheStrain

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)

2015 Nation’s Report Card Proficient or Better

READING

4th GRADE

35%

43%

8th GRADE

33%

43%

MATH

4th GRADE

39%

41%

8th GRADE

32%

36%

CLASS of 2016

22%

30%

NATIONAL

CONNECTICUT

WHAT THEY ARE SAYING

“Time is the constant; we’ve got them for 13 years, and how much they learn is the variable. We need to switch that and make learning the constant and time the variable so kids get the time they need to learn what they need to learn.”

Joseph Cirasuolo

Executive Director, Connecticut Association of Public School Superintendents

Data Sources: Connecticut State Department of Education, National Center for Education Statistics, EdChoice and College Board
### ExcelinEd EXISTING POLICIES

- **A-F School Grading**
  - **Our Role:** Leading Partner Organization
  - **Goal:** IMPLEMENT/IMPROVE

- **Assessments**
  - **Our Role:** Supporting In-State Partners
  - **Goal:** PROTECT

- **Education Funding Reform**
  - **Our Role:** Leading Partner Organization
  - **Goal:** DEVELOP

- **School Choice**
  - **Education Scholarship Accounts**
    - **Our Role:** Leading Partner Organization
    - **Goal:** PASS
  - **Charter Schools**
    - **Our Role:** Supporting In-State Partners
    - **Goal:** IMPROVE/PROTECT
  - **Opportunity School District**
    - **Our Role:** Supporting In-State Partners
    - **Goal:** PASS**

- **School Choice**
  - **Tax Credit Scholarships**
    - **Our Role:** Supporting In-State Partners
    - **Goal:** DEVELOP

- **College & Career Pathways**
    - **Our Role:** Leading Partner Organization
    - **Goal:** DEVELOP

- **Competency-Based Education**
  - **Our Role:** Supporting In-State Partners
  - **Goal:** DEVELOP

- **Teacher Quality**
  - **Our Role:** Supporting In-State Partners
  - **Goal:** PASS

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### ExcelinEd POLICY ENGAGEMENT

**Data Sources:** Georgia Governor’s Office of Student Achievement, National Center for Education Statistics, EdChoice and College Board

**WHAT THEY ARE SAYING**

“The inaugural Educate Georgia Summit brought together more than 300 state officials, educators, parents, students and business and community leaders to discuss the current challenges and future solutions for education in our state. We were excited to have ExcelinEd’s Patricia Levesque with us to share national trends and best practices with our attendees!”

Representative Valencia Stovall

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**NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)**

2015 Nation’s Report Card Proficient or Better

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
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<tbody>
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<td>4th</td>
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<td>39%</td>
</tr>
<tr>
<td>8th</td>
<td>33%</td>
<td>32%</td>
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**ADVANCED PLACEMENT (AP)**

Students Scoring 3 or Higher

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<thead>
<tr>
<th>Class of 2016</th>
<th>National</th>
<th>Georgia</th>
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<tr>
<td>22%</td>
<td>22%</td>
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**AGE DEPENDENCY RATIO**

2010 57% vs. 2030 73%

[+16%](https://www.ExcelinEd.org/FaceTheStrain)
STATE PROFILE
IDAHO

ExcelinEd EXISTING POLICIES
Competency-Based Education

ExcelinEd POLICY ENGAGEMENT

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<tr>
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<td>DEVELOP</td>
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<td>Education Scholarship</td>
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<td>DEVELOP</td>
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<tr>
<td>Accounts</td>
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<tr>
<td>College &amp; Career Pathways</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
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<td>AP/IB Incentives</td>
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<td>College &amp; Career Pathways</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
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<td>Industry Certification</td>
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<td>Incentives</td>
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<tr>
<td>Competency-Based Education</td>
<td>Leading Partner Organization</td>
<td>IMPLEMENT</td>
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PK-12 DEMOGRAPHICS
294,000+ TOTAL STUDENTS

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>STUDENTS</th>
<th>STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49%</td>
<td>23%</td>
<td>6%</td>
</tr>
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</table>

Low-income 49%
Minority 23%
Choice 6%

AGE DEPENDENCY RATIO
2010 66% vs. 2030 75%

www.ExcelinEd.org/FaceTheStrain

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)
2015 Nation’s Report Card Proficient or Better

<table>
<thead>
<tr>
<th>READING</th>
<th>MATH</th>
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<tbody>
<tr>
<td>4th GRADE</td>
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ADVANCED PLACEMENT (AP)
Students Scoring 3 or Higher

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<tr>
<th>CLASS of 2016</th>
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<tr>
<td>22%</td>
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WHAT THEY ARE SAYING

“The ability to read is the gateway to success in academics and in life. Idaho’s innovative early literacy initiative equips Idaho students with necessary reading skills by the end of the third grade and provides students with a strong foundation to achieve success.”

Governor C.L. "Butch" Otter

Data Sources: Idaho State Department of Education, National Center for Education Statistics, EdChoice and College Board
ExcelinEd POLICY ENGAGEMENT

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<td>Education Funding Reform</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>College &amp; Career Pathways</td>
<td>Leading Partner Organization</td>
<td>DEVELOP+</td>
</tr>
<tr>
<td>Course Access</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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</table>

PK-12 DEMOGRAPHICS

<table>
<thead>
<tr>
<th>TOTAL STUDENTS</th>
<th>2.04 MILLION+</th>
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<tbody>
<tr>
<td>STUDENTS</td>
<td></td>
</tr>
<tr>
<td>STUDENTS ENROLLED</td>
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</tbody>
</table>

50% Low-income
51% Minority
17% Choice

AGE DEPENDENCY RATIO

2010 59% vs. 2030 73%

+14%

www.ExcelinEd.org/FaceTheStrain

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)

2015 Nation’s Report Card Proficient or Better

<table>
<thead>
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<tr>
<td>4th GRADE</td>
<td>4th GRADE</td>
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<tr>
<td>35% 35%</td>
<td>39% 37%</td>
</tr>
<tr>
<td>8th GRADE</td>
<td>8th GRADE</td>
</tr>
<tr>
<td>33% 35%</td>
<td>32% 32%</td>
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</tbody>
</table>

WHAT THEY ARE SAYING

“With ExcelinEd’s support, One Chance Illinois developed the Untapped Potential policy initiative to increase the identification of low-income, high-ability children. Legislation signed by Governor Rauner in 2016 led to the development of a new, national organization named the Untapped Potential Project, which expands the strategy into new populations with unique abilities and creates a refresh for how we approach education policy.”

Myles X. Mendoza
Founder, Untapped Potential Project

Data Sources: Illinois State Board of Education, National Center for Education Statistics, EdChoice and College Board
**STATE PROFILE**

**INDIANA**

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**ExcelinEd EXISTING POLICIES**

- **A-F School Grading**
- **K-3 Reading**
- **College & Career Pathways**

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**ExcelinEd POLICY ENGAGEMENT**

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<th>GOAL</th>
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<tbody>
<tr>
<td>A-F School Grading</td>
<td>Supporting In-State Partners</td>
<td>PROTECT</td>
</tr>
<tr>
<td>Assessments</td>
<td>Supporting In-State Partners</td>
<td>PROTECT</td>
</tr>
<tr>
<td>K-3 Reading</td>
<td>Supporting In-State Partners</td>
<td>PROTECT/IMPLEMENT</td>
</tr>
<tr>
<td>School Choice Education Scholarship Accounts</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
</tr>
<tr>
<td>College &amp; Career Pathways Economic Security Report</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
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<tr>
<td>Competency-Based Education</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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</tbody>
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**PK-12 DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>TOTAL STUDENTS</th>
<th>1.13 MILLION+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income</td>
<td>45%</td>
</tr>
<tr>
<td>Minority</td>
<td>30%</td>
</tr>
<tr>
<td>Choice</td>
<td>12%</td>
</tr>
</tbody>
</table>

**AGE DEPENDENCY RATIO**

2010 61% vs. 2030 76%  
+15%

[www.ExcelinEd.org/FaceTheStrain](http://www.ExcelinEd.org/FaceTheStrain)

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**National Assessment of Educational Progress (NAEP)**

2015 Nation’s Report Card Proficient or Better

<table>
<thead>
<tr>
<th>CLASS of 2016</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
</tr>
<tr>
<td>4th GRADE</td>
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<tr>
<td></td>
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<tr>
<td>35%</td>
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<tr>
<td>39%</td>
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<td>50%</td>
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**Advanced Placement (AP)**

Students Scoring 3 or Higher

<table>
<thead>
<tr>
<th>CLASS of 2016</th>
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<tbody>
<tr>
<td>2016</td>
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<td>33%</td>
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<td>37%</td>
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<td>32%</td>
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<tr>
<td>39%</td>
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**WHAT THEY ARE SAYING**

“As a national leader in K-12 education reform, Indiana will continue to make students our priority by focusing on policies that further expand quality educational options for all students, maintain strong and meaningful assessment and accountability systems, and attract and retain the best and brightest to the teaching profession.”

**Betsy Wiley**

President and CEO, Institute for Quality Education

---

*Assessments: Legislature enacted a work group to propose recommendations for 2017 consideration.

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Data Sources: Indiana Department of Education, National Center for Education Statistics, EdChoice and College Board
**State Profile**

**Kentucky**

**ExcelinEd Policy Engagement**

<table>
<thead>
<tr>
<th>Policy</th>
<th>Our Role</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Choice Education Scholarship Accounts</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>School Choice Charter Schools</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
</tr>
<tr>
<td>School Choice Tax Credit Scholarships</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>College &amp; Career Pathways AP/IB Incentives</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
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<tr>
<td>College &amp; Career Pathways Industry Certification Incentives</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
</tr>
<tr>
<td>College &amp; Career Pathways Economic Security Report</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
</tr>
</tbody>
</table>

**K-12 Demographics**

- **Total Students**: 655,000+
- **STUDENTS ENROLLED**
  - Low-income: 69%
  - Minority: 21%
  - Choice: 0%
- **CLASS of 2016**
  - Students Scoring 3 or Higher
    - Reading: 35%
    - Math: 39%
    - Industry Certification Incentives: 33%
    - Economic Security Report: 36%

**Advanced Placement (AP)**

- Students Scoring 3 or Higher: 22%
- Students Scoring 18%

**What They Are Saying**

“We worked with ExcelinEd and Kentucky policymakers to combine an ESA bill for special needs students with legislation that would create a scholarship tax credit program for low-income students. The result is a new hybrid choice proposal unlike anything else in the nation, and we’re looking forward to it becoming reality!”

Julia Crigler
State Director, Americans for Prosperity Kentucky

*Data Sources: Kentucky Department of Education, National Center for Education Statistics, EdChoice and College Board*
LOUISIANA STATE PROFILE

**National Assessment of Educational Progress (NAEP)**

2015 Nation's Report Card Proficient or Better

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>8th</td>
<td>33%</td>
<td>32%</td>
</tr>
</tbody>
</table>

**Advanced Placement (AP)**

Students Scoring 3 or Higher

<table>
<thead>
<tr>
<th>Class of 2016</th>
<th>National</th>
<th>Louisiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>22%</td>
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</table>

**What They Are Saying**

"Louisiana’s educational choice programs have empowered thousands of low-income families to choose the school that best meets their child’s unique needs. Those choices, coupled with the state’s high expectations for participating schools, have proven to be effective strategies for providing all children with equitable access to a great education and lifelong opportunity."

John White

Louisiana State Superintendent of Education

Data Sources: Louisiana Department of Education, National Center for Education Statistics, EdChoice and College Board

ExcelinEd EXISTING POLICIES

- A-F School Grading
- College & Career Pathways
- Course Access

ExcelinEd POLICY ENGAGEMENT

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<thead>
<tr>
<th>Policy</th>
<th>Our Role</th>
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<tr>
<td>School Choice Education</td>
<td>Supporting</td>
<td>DEVELOP</td>
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<tr>
<td>School Choice Charter Schools</td>
<td>Supporting</td>
<td>PROTECT</td>
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<tr>
<td>School Choice Public School</td>
<td>Supporting</td>
<td>DEVELOP</td>
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<tr>
<td>School Choice Vouchers</td>
<td>Supporting</td>
<td>PROTECT</td>
</tr>
<tr>
<td>College &amp; Career Pathways</td>
<td>Leading Partner</td>
<td>DEVELOP</td>
</tr>
</tbody>
</table>

**PK-12 Demographics**

722,000+ Total Students

- 82% Low-income
- 55% Minority
- 26% Choice

**Age Dependency Ratio**

2010: 59% vs. 2030: 77%

www.ExcelinEd.org/FaceTheStrain
ExcelinEd EXISTING POLICIES

Course Access

ExcelinEd POLICY ENGAGEMENT

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<tr>
<td>K-3 Reading</td>
<td>Leading Partner Organization</td>
<td>PASS</td>
</tr>
</tbody>
</table>

PK-12 DEMOGRAPHICS

1.54 MILLION+ TOTAL STUDENTS

- 46% Low-income
- 33% Minority
- 9% Choice

AGE DEPENDENCY RATIO

2010 60% vs. 2030 73%

www.ExcelinEd.org/FaceTheStrain

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)

2015 Nation’s Report Card Proficient or Better

- 4th GRADE
  - Reading: 35% (NATIONAL), 29% (MICHIGAN)
  - Math: 39% (NATIONAL), 34% (MICHIGAN)
- 8th GRADE
  - Reading: 33% (NATIONAL), 32% (MICHIGAN)
  - Math: 32% (NATIONAL), 29% (MICHIGAN)

ADVANCED PLACEMENT (AP)

Students Scoring 3 or Higher

- CLASS of 2016
  - 22% (NATIONAL), 20% (MICHIGAN)

WHAT THEY ARE SAYING

“Michigan’s Third Grade Reading Legislation was the result of a bipartisan, bicameral workgroup that received extensive input from numerous stakeholder groups. We relied heavily on ExcelinEd for their research and first-hand experience implementing this legislation in other states. The legislation has focused needed attention on Michigan’s performance in literacy and created intense interest in improving outcomes for our children.”

Representative Amanda Price
Third Grade Reading Bill Sponsor

Data Sources: Michigan School Data, National Center for Education Statistics, EdChoice and College Board
MINNESOTA

STATE PROFILE

MINNESOTA

ExcelinEd EXISTING POLICIES

K-3 Reading Course Access

ExcelinEd POLICY ENGAGEMENT

<table>
<thead>
<tr>
<th>POLICY</th>
<th>OUR ROLE</th>
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<tr>
<td>School Choice</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>Education Scholarship Accounts</td>
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<tr>
<td>School Choice</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>Tax Credit Scholarships</td>
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<td>DEVELOP</td>
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<td>AP/IB Incentives</td>
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<tr>
<td>College &amp; Career Pathways</td>
<td>Supporting In-State Partners</td>
<td>PASS</td>
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<tr>
<td>Industry Certification Incentives</td>
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<tr>
<td>College &amp; Career Pathways</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>Economic Security Report</td>
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</tbody>
</table>

K-12 DEMOGRAPHICS

864,000+ TOTAL STUDENTS

- 38% Low-income
- 31% Minority
- 36% Choice

AGE DEPENDENCY RATIO

2010 59% vs. 2030 75%

www.ExcelinEd.org/FaceTheStrain

WHAT THEY ARE SAYING

“As a parent and former teacher, I believe students do better when families are empowered to choose the education options that work best for their child. Providing every student with the opportunity for a world-class education is one of my top priorities as a legislator, and to do that means implementing innovative reforms to improve student learning, expanding school choice and putting parents in the driver’s seat of their child’s education.”

Representative Kelly Fenton
Education Scholarship Accounts Bill Sponsor

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)

2015 Nation’s Report Card Proficient or Better

- 4th GRADE
  - READING: 35%
  - MATH: 39%
- 8th GRADE
  - READING: 33%
  - MATH: 40%

ADVANCED PLACEMENT (AP)

Students Scoring 3 or Higher

- CLASS of 2016
  - 4th GRADE: 22%
  - 8th GRADE: 48%

Data Sources: Minnesota Department of Education, National Center for Education Statistics, EdChoice and College Board
MISSISSIPPI State Profile

ExcelinEd EXISTING POLICIES

- A-F School Grading
- K-3 Reading
- Education Scholarship Accounts

ExcelinEd POLICY ENGAGEMENT

<table>
<thead>
<tr>
<th>POLICY</th>
<th>OUR ROLE</th>
<th>GOAL</th>
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<tbody>
<tr>
<td>A-F School Grading</td>
<td>Leading Partner Organization</td>
<td>IMPLEMENT/PROTECT</td>
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<tr>
<td>Proficiency Cut Scores</td>
<td>Supporting In-State Partners</td>
<td>PROTECT</td>
</tr>
<tr>
<td>K-3 Reading</td>
<td>Leading Partner Organization</td>
<td>IMPLEMENT/PROTECT/IMPROVE</td>
</tr>
<tr>
<td>Education Funding Reform</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>School Choice Education Scholarship Accounts</td>
<td>Leading Partner Organization</td>
<td>IMPLEMENT/IMPROVE</td>
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<tr>
<td>School Choice Charter Schools</td>
<td>Leading Partner Organization</td>
<td>IMPROVE</td>
</tr>
<tr>
<td>School Choice Tax Credit Scholarships</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
</tr>
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</table>

PK-12 DEMOGRAPHICS

- 486,000+ TOTAL STUDENTS
- 74% Low-income
- 55% Minority
- 0% Choice

AGE DEPENDENCY RATIO

- 2010 62% vs. 2030 77% [+15%]

Data Sources: Mississippi Department of Education, National Center for Education Statistics, EdChoice and College Board

WHAT THEY ARE SAYING

“School choice exists in Mississippi through parochial or private schools or by moving to another school district. Not everyone can afford those choices; we fought to provide public charter schools for families with limited options. Public charters can work alongside traditional avenues of public education to give all students an opportunity at success.”

Lieutenant Governor Tate Reeves

WHAT THEY ARE SAYING
MISSOURI STATE PROFILE

**K-12 DEMOGRAPHICS**

**TOTAL STUDENTS**

- **52%** Low-income
- **28%** Minority
- **2%** Choice

**AGE DEPENDENCY RATIO**

- 2010: 61% vs. 2030: 77%

+16%

Data Sources: Missouri Department of Elementary and Secondary Education, National Center for Education Statistics, EdChoice and College Board

**WHAT THEY ARE SAYING**

"Charter school expansion in Missouri will provide an additional opportunity for parents and students to meet the unique needs of their students. Expanding parental choice with charter school options encourages parental involvement by allowing them to better shape an educational experience that meets the individual needs of their students. In addition, charter school expansion in Missouri will be an incentive to encourage innovation, efficiency and excellence in traditional public schools throughout the state."

Representative Rebecca Roeber
**NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)**

**2015 Nation’s Report Card Proficient or Better**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficient or Better</th>
<th>Nevada</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>35%</td>
<td>40%</td>
<td>39%</td>
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<td>8th</td>
<td>33%</td>
<td>27%</td>
<td>32%</td>
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**ADVANCED PLACEMENT (AP)**

**Students Scoring 3 or Higher**

**Class of 2016**

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<th>Nevada</th>
<th>National</th>
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<tbody>
<tr>
<td>4th Grade</td>
<td>22%</td>
<td>23%</td>
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<tr>
<td>8th Grade</td>
<td>27%</td>
<td>26%</td>
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**WHAT THEY ARE SAYING**

“I believe Nevada parents have the right to find the best educational pathway for their child, and I believe Nevada students deserve to learn in an environment where they can thrive. I wholeheartedly support Education Savings Accounts because the program empowers parents with choice and innovation and opens doors for students to achieve academic success.”

Governor Brian Sandoval

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Data Sources: Nevada Department of Education, National Center for Education Statistics, EdChoice and College Board
**STATE PROFILE**

**NORTH CAROLINA**

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**ExcelinEd EXISTING POLICIES**

- A-F School Grading
- K-3 Reading
- College & Career Pathways

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**ExcelinEd POLICY ENGAGEMENT**

<table>
<thead>
<tr>
<th>POLICY</th>
<th>OUR ROLE</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F School Grading</td>
<td>Leading Partner Organization</td>
<td>IMPROVE*</td>
</tr>
<tr>
<td>K-3 Reading</td>
<td>Leading Partner Organization</td>
<td>IMPLEMENT/IMPROVE</td>
</tr>
<tr>
<td>School Choice Education Scholarship Accounts</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
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<tr>
<td>School Choice Charter Schools</td>
<td>Supporting In-State Partners</td>
<td>IMPROVE**</td>
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<tr>
<td>School Choice Vouchers</td>
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<tr>
<td>College &amp; Career Pathways</td>
<td>Leading Partner Organization</td>
<td>PASS</td>
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<tr>
<td>- AP/IB/Industry Certification Incentives</td>
<td>Leading Partner Organization</td>
<td>PASS</td>
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<tr>
<td>College &amp; Career Pathways</td>
<td>Leading Partner Organization</td>
<td>PASS</td>
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<td>- Economic Security Report</td>
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<tr>
<td>Competency-Based Education</td>
<td>Supporting In-State Partners</td>
<td>IMPROVE/PROTECT</td>
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<tr>
<td>Student Data Privacy</td>
<td>Supporting In-State Partners</td>
<td>SUPPORT/PROTECT</td>
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</tbody>
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**K-12 DEMOGRAPHICS**

- **1.54 MILLION+ TOTAL STUDENTS**
- Low-income: 52%
- Minority: 47%
- Choice: 5%

---

**AGE DEPENDENCY RATIO**

- 2010: 58% vs. 2030: 75%

---

**NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)**

- 2015 Nation’s Report Card Proficient or Better
- **READING**
  - 4th GRADE: 35%
  - 8th GRADE: 33%
- **MATH**
  - 4th GRADE: 39%
  - 8th GRADE: 32%

---

**ADVANCED PLACEMENT (AP)**

- Students Scoring 3 or Higher
- **CLASS of 2016**
  - National: 22%
  - North Carolina: 21%

---

**WHAT THEY ARE SAYING**

“Understanding the challenges and solutions that are reshaping the landscape of education as we know it has never been more important. That’s why we were proud to partner with ExcelinEd on a landmark report forecasting the future of North Carolina education, and to share it with more than 100 legislators, business leaders, education reformers and others.”

Darrell Allison
President, Parents for Educational Freedom in North Carolina

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*Data Sources: North Carolina Department of Public Instruction, National Center for Education Statistics, EdChoice and College Board*
ExcelinEd EXISTING POLICIES

A-F School Grading
K-3 Reading

ExcelinEd POLICY ENGAGEMENT

K-3 Reading
Supporting In-State Partners
IMPLEMENT

School Choice
Vouchers
Supporting In-State Partners
IMPROVE*

SUCCESS ONGOING FAILED

*Vouchers: No progress made in addressing an oversight from the 2015 Legislative Session that negatively impacted Ohio’s voucher laws.

K-12 DEMOGRAPHICS
1.68 MILLION+ TOTAL STUDENTS

50% Low-income
29% Minority
10% Choice

AGE DEPENDENCY RATIO
2010 61% vs. 2030 76%

www.ExcelinEd.org/FaceTheStrain

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)
2015 Nation’s Report Card Proficient or Better

READING
MATH

4th GRADE
35% 39%
38% 45%

8th GRADE
33% 32%
36% 35%

ADVANCED PLACEMENT (AP)
Students Scoring 3 or Higher

CLASS of 2016
22% 17%

WHAT THEY ARE SAYING

“Ohio recognizes that a child who cannot read proficiently by the end of the third grade will struggle the rest of their life. From the start of kindergarten, we are committed to providing each child with the extra support they need to be successful, including retaining them when absolutely necessary.”

Senator Peggy Lehner

Data Sources: Ohio Department of Education, National Center for Education Statistics, EdChoice and College Board
OKLAHOMA STATE PROFILE

EXCELINED EXISTING POLICIES

A-F School Grading
K-3 Reading
Course Access

EXCELINED POLICY ENGAGEMENT

POLICY | OUR ROLE | GOAL
--- | --- | ---
A-F School Grading | Leading Partner Organization | PROTECT*
Assessments | Supporting In-State Partners | PROTECT*
K-3 Reading | Leading Partner Organization | PROTECT
School Choice
Education Scholarship Accounts | Supporting In-State Partners | DEVELOP
College & Career Pathways
Industry Certification Incentives | Leading Partner Organization | DEVELOP
College & Career Pathways
Economic Security Report | Leading Partner Organization | DEVELOP

PK-12 DEMOGRAPHICS

688,000+ TOTAL STUDENTS

Low-Income: 62%
Minority: 50%
Choice: 3%

AGE DEPENDENCY RATIO

2010 62% vs. 2030 80%

WHAT THEY ARE SAYING

“As we consider several changes to Oklahoma’s accountability system while the Every Student Succeeds Act is being rolled out at the federal level, the open dialogue with ExcelinEd has been critical as we seek national best practices and strategies to continue to improve our system for the success of all Oklahoma students. Their feedback on pending legislation and proposed policy changes has helped ensure we find a local solution that is best for all Oklahoma students without reinventing the wheel.”

Jennifer Monies
Executive Director, Oklahoma Educated Workforce Initiative

Data Sources: Oklahoma State Department of Education, National Center for Education Statistics, EdChoice and College Board
SOUTH CAROLINA STATE PROFILE

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)
2015 Nation's Report Card Proficient or Better

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Proficient</th>
<th>Math Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
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ADVANCED PLACEMENT (AP)
Students Scoring 3 or Higher

<table>
<thead>
<tr>
<th>CLASS of 2016</th>
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<tbody>
<tr>
<td>National</td>
</tr>
<tr>
<td>South Carolina</td>
</tr>
</tbody>
</table>

WHAT THEY ARE SAYING

“When we began working to revamp South Carolina’s school accountability system, we heard weak proposals for everything from check marks to color ratings from the usual interest groups. ExcelinEd helped us cut through the noise and focus on what really matters to parents, students and everyone else—a fair but accurate assessment of school performance.”

Ellen Weaver
President and CEO, Palmetto Promise Institute

Data Sources: South Carolina Department of Education, National Center for Education Statistics, EdChoice and College Board
TENNESSEE

K-12 DEMOGRAPHICS
997,000+ TOTAL STUDENTS

35% Low-income

36% Minority

2% Choice

TENNESSEE K-12 DEMOGRAPHICS

TOTAL STUDENTS

36%

Minority

35%

Low-income

997,000+

AGE DEPENDENCY RATIO

2010 59% vs. 2030 77%

+18%

www.ExcelinEd.org/FaceTheStrain

WHAT THEY ARE SAYING

“Passing a new policy is one thing, but supporting that policy through its implementation is just as important. After Tennessee’s ESA program passed in 2015, we immediately began working with ExcelinEd to assist the Department in the rulemaking process, and to help make parents aware of this incredible opportunity for their children. We look forward to continuing that partnership on behalf of Tennessee children.”

Justin Owen
President and CEO, Beacon Center of Tennessee

Data Sources: Tennessee Department of Education, National Center for Education Statistics, EdChoice and College Board
**ExcelinEd EXISTING POLICIES**

- A-F School Grading
- K-3 Reading
- College & Career Pathways
- Course Access

**ExcelinEd POLICY ENGAGEMENT**

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<tr>
<td>A-F School Grading</td>
<td>Supporting In-State Partners</td>
<td>PROTECT/IMPROVE</td>
</tr>
<tr>
<td>College &amp; Career</td>
<td>Leading Partner Organization</td>
<td>DEVELOP</td>
</tr>
<tr>
<td>Pathways Industry</td>
<td>Supporting In-State Partners</td>
<td>PASS/IMPLEMENT</td>
</tr>
<tr>
<td>Certification Incentives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency-Based Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**K-12 DEMOGRAPHICS**

633,000+ TOTAL STUDENTS

- Low-income: 35%
- Minority: 25%
- Choice: 10%

**AGE DEPENDENCY RATIO**

2010: 68% vs. 2030: 77%

+9%

www.ExcelinEd.org/FaceTheStrain

**WHAT THEY ARE SAYING**

“With competency-based learning, we're seeing kids who never thought they were good at school actually thriving. Students who were ready to drop out suddenly have a new hope for their education. Learning is no longer about turning in homework or doing extra credit—it’s about fulfilling their innate passion for learning.”

Senator Howard Stephenson
Competency-Based Education Bill Sponsor

Data Sources: Utah State Board of Education, National Center for Education Statistics, EdChoice and College Board
**STATE PROFILE**

**WEST VIRGINIA**

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**ExcelinEd EXISTING POLICIES**

- **A-F School Grading**
- **K-3 Reading**

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**ExcelinEd POLICY ENGAGEMENT**

<table>
<thead>
<tr>
<th>POLICY</th>
<th>OUR ROLE</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F School Grading</td>
<td>Supporting In-State Partners</td>
<td>IMPLEMENT/PROTECT</td>
</tr>
<tr>
<td>Assessments</td>
<td>Supporting In-State Partners</td>
<td>PROTECT</td>
</tr>
<tr>
<td>School Choice Charter Schools</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
</tr>
<tr>
<td>Competency-Based Education</td>
<td>Supporting In-State Partners</td>
<td>DEVELOP</td>
</tr>
</tbody>
</table>

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**PK-12 DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>TOTAL STUDENTS</th>
<th>Low-Income</th>
<th>Minority</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>277,000+</td>
<td>74%</td>
<td>9%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**AGE DEPENDENCY RATIO**

2010: 59% vs. 2030: 78%

+19%

www.ExcelinEd.org/FaceTheStrain

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**NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)**

2015 Nation’s Report Card Proficient or Better

<table>
<thead>
<tr>
<th>4th GRADE</th>
<th>8th GRADE</th>
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</thead>
<tbody>
<tr>
<td>READING</td>
<td>MATH</td>
</tr>
<tr>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>27%</td>
<td>21%</td>
</tr>
</tbody>
</table>

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**ADVANCED PLACEMENT (AP)**

Students Scoring 3 or Higher

<table>
<thead>
<tr>
<th>CLASS of 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
</tr>
<tr>
<td>11%</td>
</tr>
</tbody>
</table>

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**WHAT THEY ARE SAYING**

“As we think about the tremendous opportunities and challenges that lie ahead for West Virginia’s economy, it is critical that we support innovative, student-centered approaches to competency-based education. Under such a system, we can personalize education based on student needs and ensure all students are college or career ready. We have a vision for transforming West Virginia classrooms and implementing new strategies and models of learning that will provide our students with the very best opportunities for success.”

Dr. Amelia Courts
President and CEO, The Education Alliance

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Data Sources: West Virginia Department of Education, National Center for Education Statistics, EdChoice and College Board
As with our formula for student achievement, ExcelinEd believes in accountability and transparency in our operations. We are committed to sound fiscal management, low overhead and bringing a strong return on investment to those who support our education reform work.

In 2016, ExcelinEd invested $10.8 million in total operating expenditures to successfully advance a bold reform agenda across the country. This was made possible by the generous pledges from our donors in 2016 and in prior years. Approximately 85 percent of ExcelinEd’s expenses were invested directly into our policy, advocacy and communications work in the states, as well as our signature convening, the National Summit on Education Reform.

Copies of our 990 filings, as well as a listing of our donors, are available on our website at: www.ExcelinEd.org.

*2016 Unaudited Results

**Program services include policy, advocacy, communications, outreach and education, the National Summit on Education Reform and the Arts for Life! program.

Copies of our 990 filings, as well as a listing of our donors, are available on our website at: www.ExcelinEd.org.
We often think of education reform as policies written in legislation—as rules enacted by elected officials and appointed boards. Rather, reform is a profound game changer in the lives of individual children, a gift that allows them to maximize their potential.

Today, because of our work together, 670,000 more students have educational choice. Student achievement is rising in states with strong accountability models. More children are reading on grade level in states with a focus on early literacy. And in states offering incentives, more than 250,000 students have earned an industry certification or passed an Advanced Placement course in readiness for college or a career.

We are deeply grateful to our donors who believe in the gift of a quality education, and with their generous support of our work, we are turning reform into reality.

2016 Donors

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The Cobb Family Foundation
EdChoice, Inc.
Finnegan Family Foundation
Kathy & Al Hubbard
Infrastructure & Industrial Constructors USA, LLC (i+iconUSA)
Raymond James Financial
Wynn Resorts

○ National Summit on Education Reform
○ Arts for Life
○ EdPolicy Leaders Online
○ Personalized Learning

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THE 2017 NATIONAL SUMMIT ON EDUCATION REFORM

NOVEMBER 29 - DECEMBER 1
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NASHVILLE, TENNESSEE

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