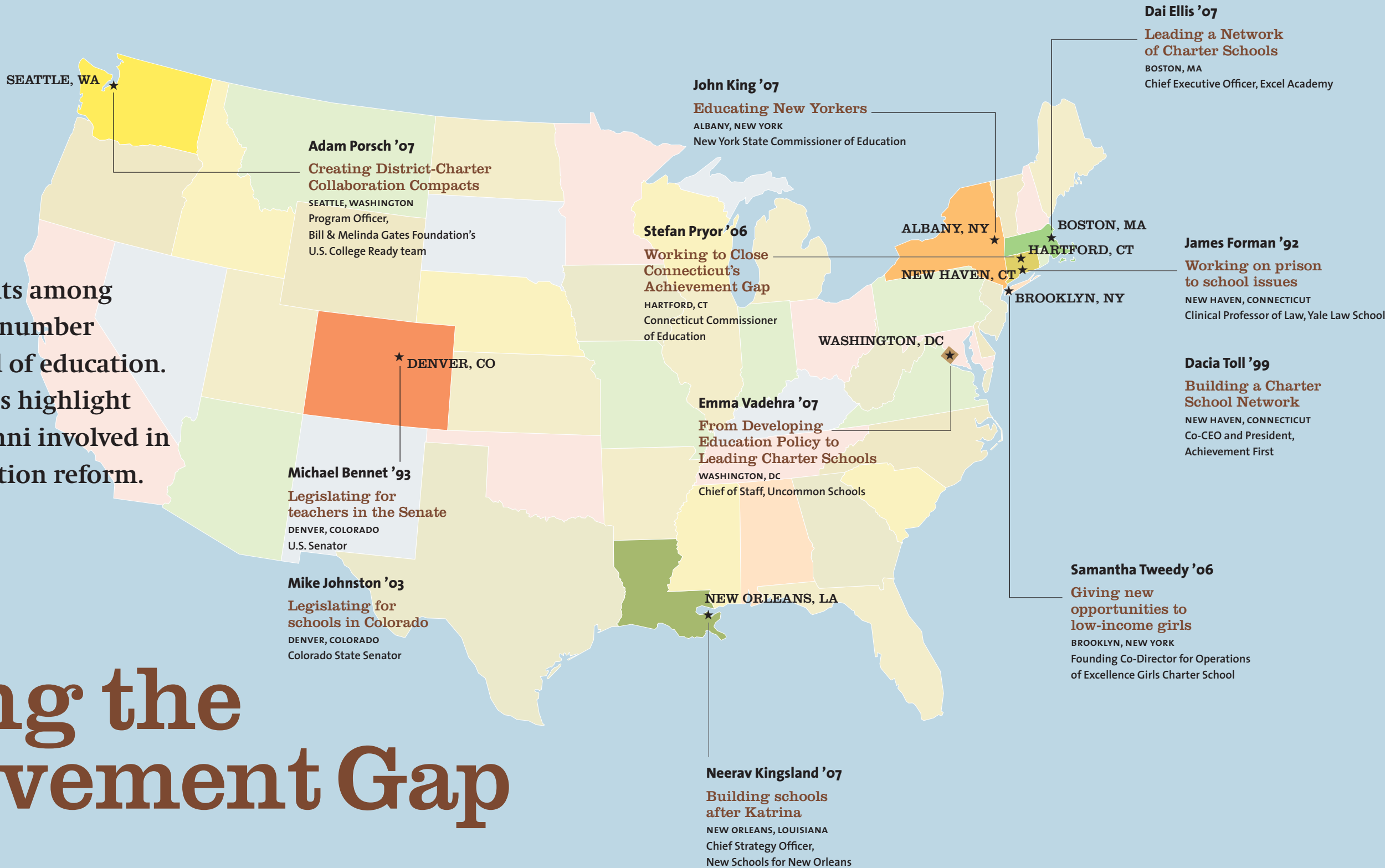


Yale Law School counts among its graduates a great number of leaders in the field of education. The following profiles highlight just a few of the alumni involved in education and education reform.

Closing the Achievement Gap

BY KAITLIN THOMAS



John King, Jr. '07 Educating New Yorkers

ALBANY, NEW YORK

New York State Commissioner of Education

John King '07 knows first-hand about the impact a good teacher can have on a kid's life. When King was just eight years old his mother died suddenly of a heart attack. A few years later, his father died, leaving King an orphan at age twelve. The New York City Public Schools, King says, saved him.

"School was a place that was safe and supportive and rigorous and interesting and that made all of the difference in my life. It was my relationships with teachers and the supportive experience of school that allowed me to not only persevere through those experiences but also find strength and joy in learning," King says.

Now, at age 36, King is New York's new Commissioner of Education. He is one of the youngest in the country to hold that rank and New York State's first African-American and Puerto Rican education commissioner.

Among those who helped King in his early school years was a New York Public School teacher named Mr. Osterweil. "His classroom is what I hope we can create for every student in New York State," King says.

"Mr. Osterweil was—he is—incredibly passionate about learning," King explains. "He created this amazing environment where we read *The New York Times* everyday, where we did a production of *A Midsummer Night's Dream* and productions of *Alice in Wonderland* and *Through the Looking-Glass*. We—his class—were constantly being pushed academically and being encouraged to read the most challenging books that we could and to study countries from around the world... All of those experiences really cultivated in his students a lifelong love of learning."

After earning a bachelor's degree from Harvard, King went on to receive a master's from Columbia University's Teachers College. He spent three years teaching before joining with others to form Boston's Roxbury Prep—a charter school that has had outstanding academic success for high-need students. After spending five years getting that charter school off the ground, King matriculated at Yale Law School—a decision that was born of a desire to learn more about public policy and law.

"I wanted to figure out how we could scale up from some of the lessons learned from Roxbury Prep's experience," King says about his decision to attend YLS. "My hope was that in law



school I'd have a chance to think about the public policy implications of Roxbury Prep's success and figure out how to use my Roxbury Prep experiences and my teaching experiences to inform education policy." Yale's Legislative Advocacy Clinic became an important part of King's law school experience, helping him think about how education policy and state government intersect and helping him understand the politics of education more deeply. While at YLS King also joined forces with some colleagues from the charter school community to launch Uncommon Schools, a network that now includes more than two dozen individual charter schools.

"Law School, in a lot of ways, helped me understand the role of law in public policy, helped me think about the ways in which the language of statutes or regulations shape people's behavior," King says. "It also gave me a new community of colleagues—there are people from my Law School class who I not only interact with now as friends, but who I also interact with professionally. That community of colleagues is a very valuable part of the law school experience."

After devoting several years to Uncommon Schools, King joined New York's Education Department where he had served

"Law School, in a lot of ways, helped me understand the role of law in public policy, helped me think about the ways in which the language of statutes or regulations shape people's behavior." JOHN KING, JR.

"The people I was able to spend those three years with and think alongside and work alongside — they put me on a different path and it's a path that's allowing me to have a much larger and more meaningful impact on kids than I would have had before."

SAMANTHA TWEEDY

as deputy commissioner since 2009 until being named commissioner in May 2011.

Now, as education commissioner, King faces the challenge of working to support school districts to ensure that students graduate from New York high schools ready for college and career. King is focused on the New York's State Board of Regents' four-pronged reform agenda, which focuses on the implementation of common core standards; data systems and instructional reporting to help track performance and provide actionable data; teacher and leader effectiveness; and the aggressive turnaround of chronically underperforming schools.

"I think ultimately the goal is to make it possible for every student to have the full range of choices when each of them graduates from high school," King says. "I think the challenge is, how do we create school environments in which students are engaged academically, excited about learning, and then given the skills that they need? Certainly we have schools that are falling short of that today and I'd love to get to a place where every school is providing a high quality education and preparing students for college and careers. To get to a place where, no matter your zip code, you can be confident that you're going to attend an excellent school."

Samantha Tweedy '06

Giving new opportunities to girls

BROOKLYN, NEW YORK

Founding Co-Director for Operations of Excellence Girls Charter School

At 7 am every school day you'll find Samantha Tweedy '06 standing outside the front doors of Excellence Girls Charter School in Brooklyn's Bedford-Stuyvesant neighborhood. She greets each student with a handshake and a "good morning," ushering them into the building for the 7:10 am start to the school day.

That early start is just one of the many factors Tweedy credits for the school's track record of academic success.

"Our students enter our school through a public lottery... so they come to us at every level," Tweedy explains. "If you look

at all of the research, the average low-income student who is starting kindergarten is already disadvantaged, has already been exposed to 30 million fewer words than have their higher income peers. From the moment our kids enter our doors in kindergarten we are playing catch-up."

For that reason Excellence Girls Charter School has a school model that includes a longer school day, a longer school year, and tutoring after school, on Saturdays, and in the summer for any student who needs it. In Tweedy's mind, there's no silver bullet, no magical solution to close the socioeconomic achievement gap.

"It's the most important issue of our time, but it's really hard work," she says. "At Uncommon Schools, we approach our work with what we call the 100 one-percent solution model. There's not one thing that we do that allows our students to close the achievement gap. It's those 100 one-percent solutions that make it happen." Among the solutions the charter school uses: data-driven instruction, the longer school day and school year, a heavy emphasis on parent involvement, and an extreme focus on literacy (students are reading for over two and a half-hours every day). "It's the sum of those pieces that allows our students to grow academically and that allows our students to close the socioeconomic achievement gap," Tweedy says.

Excellence Girls is one of the twenty-eight charter schools in the Uncommon School network, offering free, public, college preparatory education. Seventy-three percent of the school's students qualify for free and reduced lunch. Ninety-three percent of the students are African-American, and the remainder are Latina and Southeast Asian.

"Unfortunately, we're at a place in our country where a lot of people, in their heart of hearts, believe that low-income kids and minority kids are not able to achieve in the same way their peers are," Tweedy says. "It's all about expectations. If we don't believe that every student has the ability to learn and be



successful, to go to college, to have a successful career, then we're not going to put the schools, the systems, the money in place to make it happen...

"I believe it's up to us to show that great schools with great teachers can change the trajectory of low-income minority kids' lives," she continues. "If we do that, the expectations will change and, in turn, so will all of the other pieces that need to fall into place for the achievement gap to no longer exist."

Though she was interested in becoming a teacher from a young age, Tweedy found herself drawn to the "big picture" questions about education reform as a college student.

"By the time I went to law school I was thinking I wanted to work, potentially, as a direct service lawyer, but more likely as a policy person," she says. "My thinking was that I'd work to change the education landscape; that the work I'd do would allow for the existence of schools that would prepare low-income students for college." At the Law School, Tweedy quickly became involved in the Education Adequacy Clinic. She worked during her 1L summer at Advocates for Children, a non-profit organization in New York that provides direct service representation to low-income families who need to advocate for their students within the New York City Public School System.

Following her graduation from YLS, Tweedy took a position as an attorney with Simpson Thacher & Bartlett (she chose the firm, in part, because it was litigating New York's Campaign for Fiscal Equity case and she knew that her pro bono hours would be devoted to education reform issues). She also joined the Board of Trustees of an Uncommon School. As a Board member and a friend of an Uncommon School co-founder John King '07 (see page 38), Tweedy had the opportunity to visit all of the Uncommon Schools.

As soon as she started learning more about charter schools, Tweedy had found her home. "I realized being in a charter school would allow me – in whatever short time I have on this earth – to make the greatest impact," she says.

When she learned that there was an opportunity to found a new school she decided to leave law firm life. "I had the opportunity as a child in Brooklyn to see the inequity and experience it firsthand," she says. "And so having an opportunity to come back home and found a school in Brooklyn was very meaningful to me."

Uncommon Schools have dual leadership models. As the co-director for operations at Excellence Girls, she works with a co-director for curriculum and instruction. Together they founded and together they run the school.

Tweedy is responsible for all of the non-instructional details of running the school – from long-range planning (including the planned expansion of the school through grade 8) to the nitty-gritty daily details. The variety is what keeps it eternally challenging and eternally rewarding, she says. "In one day, I might be figuring out our budget for the next school year, or planning for the next Board meeting, or creating our student

recruitment project plan for the next year... And then later that day I'm pushing tables together for the family potluck that's going to happen that evening and I'm giving a student a high-five at lunch when she tells me she's moved up a reading level."

Her law school education, she says, was invaluable when it came to founding the school. "I really do believe that Yale Law School teaches you to be a master problem solver," she says. "And when you're doing something like founding a school from scratch, you face more problems than you can count every day!"

"Going to Yale made me think that I could do anything I set my mind to, and, most importantly, that I had the responsibility to do it. ... The people I was able to spend those three years with and think alongside and work alongside – they put me on a different path and it's a path that's allowing me to have a much larger and more meaningful impact on kids than I would have had before."

To learn more about Excellence Girls Charter School, visit excellencegirls.uncommonschoools.org.



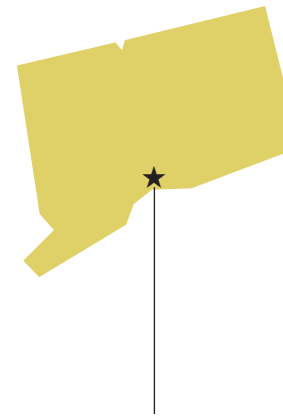
James Forman, Jr. '92

Working on prison to school issues

NEW HAVEN, CONNECTICUT
Clinical Professor of Law, Yale Law School

In the late 1990s, Yale Law School Clinical Professor James Forman, Jr. '92 was working as a public defender in Washington, D.C., representing clients in the juvenile justice system. A lot of what he did, he says, was function as a social worker – trying to get his clients to go to school and stay off the streets. Inevitably, they would have a court appearance, his client's record would show constant school absenteeism, and the judge would move toward detention.

"I would say to my kids, 'Why don't you just go to school?'," Forman remembers. "And they would say to me, 'Why don't you come to school with me and see?'"



"I'm really passionate about three things ... I want to have less violence, fewer prisoners, and better schools."

JAMES FORMAN, JR.

Forman did go to some of the schools – and he was shocked at what he saw. "You had classrooms where there were no teachers in the classroom at times. The hallways were chaotic and violent," he remembers.

Frustrated by what he saw as great needs by his "kids" and a seeming inability of the system to meet those needs, he started questioning what else he could do. Around that time, he was contacted by an acquaintance named David Domenici who was interested in starting a tutoring program for kids in the juvenile justice system. The two quickly decided to partner to form an after-school tutoring and job training program. With the money cashed out from Domenici's 401K, they purchased a pizza shop from which they could run the program.

"The kids would come to work and make pizzas and deliver pizzas in the pizza shop – but that was just the carrot," Forman explains. "They had to come for tutoring in the afternoon in return for the right to work and get paid. That's what they really wanted – the chance to work and get a paycheck."

The program accepted eight kids from the juvenile justice system—all clients of other public defenders in D.C. The program sought to engage kids in subjects like math by making lessons immediate to the work of the pizza shop. The students would figure out, for example, how many cans of tomato sauce they would need during specific times of the year, or calculate profit and loss statements.

Though the program was successful, it had limitations. The pizza shop could only accommodate a handful of students and Forman and Domenici felt that their offerings weren't comprehensive enough given the needs of the kids.

"We couldn't tackle the core educational deficits that our kids had because we only had them for a couple of hours," Forman says. "And there were other issues—some of these kids had had trauma they had never received counseling for. They had mental health issues... And we couldn't really tackle any of that."

In 1997 Forman and Domenici approached the D.C. school system with a proposal: Would the schools work with them to

make their after-school program a half-day credit-granting program?

"They blew us off, basically," Forman says.

But Forman and Domenici decided that the need in the community was too great to give up.

"We decided that we were going to open a private school and it was going to be free and it was going to be freestanding. No tuition. We would raise all of the money privately. That was nuts, but that's what we decided to do," Forman says.

Domenici quit his job at Wilmer Cutler Pickering Hale and Dorr. Forman took a year's leave of absence from his job in the public defender's office. Friends at George Washington University gave them office space and computers and they started writing grant applications.

"We had to do four big things right away: we had to raise money, we had to get a building, we had to hire teachers, and we had to find students. The student part we knew would be easy. The other three things we were worried about," Forman says.

A few months later, they had pulled it off. Everything was in place by Labor Day for the start of their first school year.

"Because we had a lot of legal connections, we had a lot of people to do pro bono work for us. I was calling on all of my classmates from Yale Law School – and David reached out to his classmates from Stanford."

The school opened that first year with twenty students, four teachers, a counselor, and Forman and Domenici serving as co-principals and teachers.

Just as the school was opening, the D.C. charter school law passed with the first applications for schools to be accepted on September 15.

"We basically had ten days to do this 100-page charter application, but we had an advantage because we actually had a school," Forman says. "We didn't have to describe our school in the abstract – we could say, 'Here's the curriculum that we're using.' Of course, we'd only been using it for two days – but it existed."

Today that school—now known as Maya Angelou Charter School—has grown to 600 students on three campuses.

In addition, the city asked the See Forever Foundation – the parent group for the Maya Angelou Schools—to assume management of the educational program at New Beginnings Youth Development Center (a juvenile detention center) in 2007.

"Taking over the education within the juvenile jail was, in a way, kind of our dream from the beginning because that's the heart of our mission," Forman explains.

"I'm really passionate about three things," Forman says. "I want to have less violence, fewer prisoners, and better schools."

At YLS Forman works on issues of criminal law, criminal procedure, education law and policy, and constitutional law. A new addition to the law school's faculty, he is still fine-tuning the exact shape of his clinical projects in Connecticut.

“I was regularly working with the General Counsel’s office on issues tied to employment contracts, facilities sharing agreements, special education due process hearings, or federal and local funding streams. This experience showed me the value that a legal education could bring to my future career.” ADAM PORSCH

“I believe it’s a mistake to come to a new place and say ‘I know what is needed here based on what I did someplace else,’” Forman explains. His projects, he says, will certainly be focused on violence reduction, reducing the size of the prison population, and focusing on the kids who are least well served, including those in the juvenile justice system.



Adam Porsch '07 Creating District-Charter Collaboration Compacts

SEATTLE, WASHINGTON
Program Officer, Bill & Melinda Gates Foundation's
U.S. College Ready team

As a Program Officer within the Bill & Melinda Gates Foundation's U.S. College Ready team, Adam Porsch '07 spends his days focused on the Foundation's goal of ensuring that all students graduate from high school college-ready.

“Currently, only a third of students graduate on time with the skills and knowledge they need to succeed beyond high school,” Porsch says. “Together with our partners, we are working to provide all students—especially low-income and minority students—with the opportunity to realize their full potential.”

Porsch is responsible for identifying and managing investments in states, districts, and charter school networks across the country in the areas of effective teaching, college and

career-ready standards, curriculum and assessments, and creation of new school models that personalize instruction through the incorporation of technology. He also works with leading district and charter operators across the country to develop District-Charter Collaboration Compacts, which, he explains, are designed to help district and charter schools move beyond a competitive dynamic to instead collaborate in bold, innovative ways that enable all students to choose from among a variety of highly effective schools.

“Through these agreements, the signatories have committed to replicating high-performing school models, while improving or closing down schools (both district and charter) that are not serving students well,” Porsch explains. So far, district and charter leaders in twelve cities have signed such compacts, including New York City, Los Angeles, New Orleans, Denver, and Hartford.

Porsch's interest in education reform began at a young age when he transferred from a small parochial school to a large public high school. The transition was eye-opening.

“I immediately saw huge differences between my two academic experiences in terms of teaching quality, rigor of the curriculum, and support for students who were falling behind. I realized that I was one of the lucky ones,” Porsch says. Thanks to his strong elementary school foundation, supportive parents, and access to AP classes, Porsch did graduate from high school ready for college.

“I saw, however, that not all of my classmates were so fortunate,” he says. “I knew all students deserved a fair shot and that a great education for all students was the only way to ensure that everyone has an opportunity to lead a full and productive life.”

When he went to college he pursued his budding interest in education; he devoted a significant portion of his academic studies to education (both his undergraduate and master's theses were on education topics), volunteered in a public middle school in Chicago, and spent a summer at the U.S. Department of Education.

After receiving his master's degree, Porsch worked as a strategy consultant at McKinsey & Company before taking a position as Director of Performance Management in the Superintendent's Office of the District of Columbia Public Schools. Over the course of four years, he led the development and execution of performance plans for each department within the central office, ensuring that the departments were providing an appropriate level of service to schools across the

district. He also helped to reform the district's special education program and developed a partnership with the Maya Angelou Public Charter School, co-founded by James Forman '92 (see page 40).

“Through my efforts to improve the district's special education services, and in shaping a formal district-charter partnership with Maya Angelou Public Charter School, I saw how education policy often had to defer to legal strategy,” Porsch says. “I was regularly working with the General Counsel's office on issues tied to employment contracts, facilities sharing agreements, special education due process hearings, or federal and local funding streams. This experience showed me the value that a legal education could bring to my future career.”

After matriculating at Yale Law School, Porsch spent half of his 1L summer with the Gates Foundation Global Health Initiative in New Delhi, India, through a Schell Center Fellowship. The experience piqued his interest in the role of philanthropy in social change. He then spent part of his 2L summer with the Gates Foundation's U.S. Education Division, and after graduation he moved to Seattle to work with the Foundation's College Ready Program, focused on K-12 education.

Among the reform measures that Porsch sees as most promising is the research devoted to better understanding what makes for an effective teacher.

“There's a lot of work to better understand the measures that can identify the impact the best teachers are having, and use that information to rethink the way we recruit, train, retain, and evaluate teachers to improve student outcomes more broadly,” Porsch says.

More actionable data about school performance is also a key to education reform, Porsch says. “There are now many examples where the approaches taken by the highest-performing charter networks in the country are being transmitted to other classrooms across the country,” he explains. “Increased availability and comparability of data will enable more powerful collaboration and increased ability to spread what works.”

And Porsch sees an increased desire at the state and district level to provide school leaders with autonomy as an encouraging sign for the state of education. “Charter schools now enroll more than thirty percent of students in six school districts nationwide, which is helping to increase parent choice and is improving outcomes for students,” he says. “Moreover, several states, including Colorado, are creating ‘Innovation Schools and Districts’ that provide schools with charter-like autonomy in academic and operational decision-making in exchange for increased accountability. This flexibility allows more schools to meet the needs of students and to replicate successful practices and models.”

TESTING CHARTERS DATA

Education and Law at YLS

THOUGH EDUCATION LAW courses are now a regular part of law school curricula across the country, that wasn't always the case.

“We were alone in 1964,” says John Simon '53, Augustus E. Lines Professor Emeritus of Law and Professorial Lecturer in Law. “I think even if we had never taught it, it would have caught on—but I think we helped to spur the field.”

In the early 1960s, then Yale Law School Dean Eugene Rostow '37 suggested to Simon that they write a grant application to try to secure funding from the Ford Foundation for a new course. Simon wrote the application for a program called “Urban Law” which didn't include any mention of education. When the grant application was approved and the Law School received the funding, Simon—along with Professor Alexander Bickel—started what he describes as a “hodgepodge of a course” called Urban Law. In a brainstorming session in which they were trying to figure out how to give the course more focus, Bickel and Simon came up with the idea of transforming the course to focus on law and education. With the Ford Foundation's blessing to increase the scope of the course, Bickel and Simon quickly began developing a new curriculum.

“There was nothing to go on because there was no course in the country that was being offered on that topic,” Simon remembers. With no casebook in existence, the course relied on a lot of photocopied materials.

Two others co-taught the class with Bickel and Simon: Seymour Sarason (who Simon describes as “a towering figure in educational psychology”) and Charles Black '43 (“a towering figure in constitutional law”).

“Education and the Law” debuted in 1965 as a seminar, then became a regular course a couple of years later. The course has been taught every two to three years since 1965 and has evolved as the field of education law has evolved.

“I've never seen a course that's changed as much as this one,” Simon says.

About half of all education law in 1965 had to do with desegregation as *Brown v. Board of Education* was a relatively new decision. “Nowadays about ten percent of the course—if that—is devoted to desegregation,” Simon

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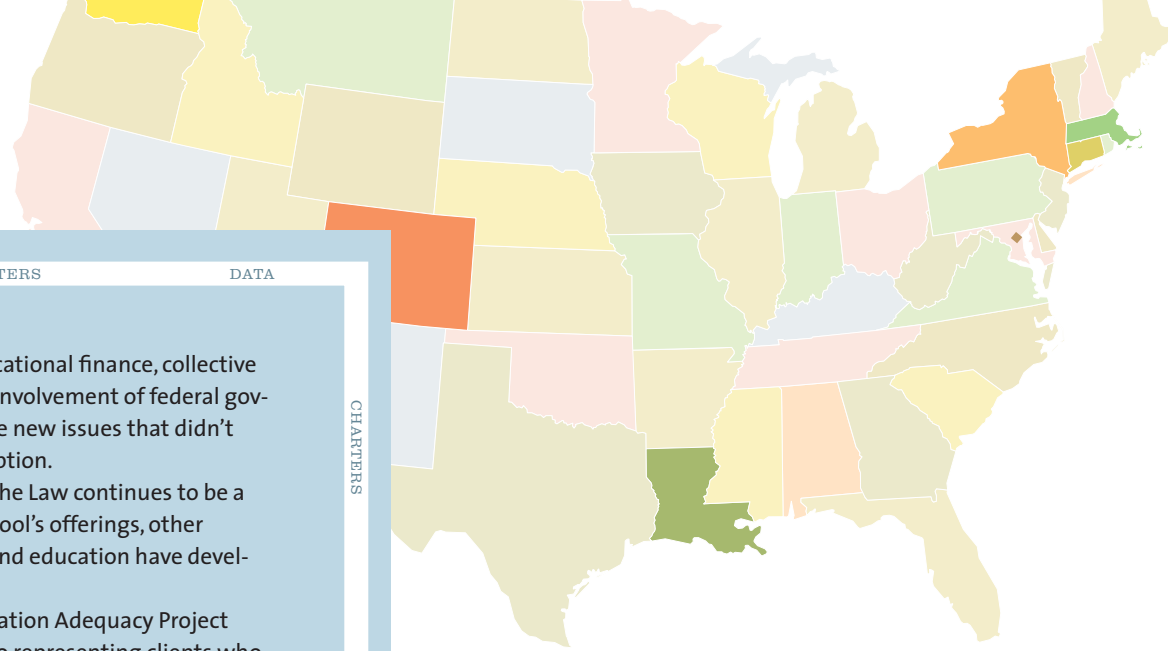
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TESTING CHARTERS DATA

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STANDARDS

says. Student rights, educational finance, collective bargaining for teachers, involvement of federal government—all of these are new issues that didn't exist at the course's inception.

While Education and the Law continues to be a mainstay of Yale Law School's offerings, other courses focused on law and education have developed in recent years.

The Law School's Education Adequacy Project (EAP) is a clinic devoted to representing clients who wish to improve the quality of educational opportunities being provided to children. Currently, the bulk of the clinic's work stems from a class action lawsuit in which parents and children allege that the State of Connecticut is failing to fulfill its state constitutional duty to provide "suitable and substantially equal educational opportunities." As the plaintiffs' lawyers, students in the clinic are involved in all aspects of the ongoing litigation. Indeed, several years ago students argued successfully before the Connecticut Supreme Court that the state constitution guarantees this right. The case is now in the discovery phase and gearing up for trial. The clinic provides students with an opportunity to take part in a major case that will shape the future of a critical civil and human rights issue of our time: the right of a child to receive a suitable educational opportunity regardless of the child's wealth or place of birth.

The Law School's Ludwig Center for Community and Economic Development Clinic (CED) is also involved in education reform in Connecticut. In the fall of 2010, Research Scholar in Law and Selma M. Levine Clinical Lecturer in Law Robin Golden '98 started a school reform project with students in CED. Students worked in several areas of education reform, including the launch of New Haven Promise (which guarantees college scholarships for eligible New Haven students who meet certain standards) and work on a new teacher evaluation system for the City of New Haven. (See the Summer 2011 issue of the Yale Law Report for more on student involvement in the New Haven Promise program.)

Both the EAP and the CED clinics operate under the auspices of the Eugene and Carol Ludwig Center for Community & Economic Development, a new center at the Law School started with the generous support of Carol and Gene Ludwig '73.

PERFORMANCE ADVOCACY CHOICE

The list of YLS alumni involved in education is expansive. Here are a few more of the many Yale Law School graduates who have made substantial commitments to education and education reform.

COLORADO

Michael Bennet '93
DENVER, CO
U.S. Senator

- ★ A former school superintendent and a member of the Senate Education Committee, Bennet is pushing for reforms that support teachers, cut red tape and bureaucracy, and incentivize innovative efforts at the state and local level that drive student achievement and help prepare students to compete in the new economy.

Mike Johnston '03
DENVER, CO
Colorado State Senator

- ★ Johnston has been a key player in education reform in Denver, helping found and then serving as principal for a Colorado public school nationally recognized for student achievement.
- ★ He also wrote a Colorado law on teacher evaluation that had a large and influential impact. More than a dozen separate states have now attempted to pass versions of Johnston's bill.
- ★ Johnston served as a key education advisor to Barack Obama during the 2008 presidential campaign.
- ★ Johnston got his start in education teaching in a rural Mississippi school for two years as part of Teach for America. He authored *In the Deep Heart's Core* about his experiences teaching.

LOUISIANA

Neerav Kingsland '07
NEW ORLEANS, LA
Chief Strategy Officer, New Schools for New Orleans

- ★ Kingsland joined New Schools for New Orleans at its inception after graduating from Yale Law School – currently he runs the day-to-day operations of the organization.
- ★ Kingsland has been a key figure in developing the nation's first charter school district; currently, 80 percent of New Orleans students attend charter schools.
- ★ By 2013, New Schools for New Orleans will have launched more than 25 percent of the city's public schools.

CONNECTICUT

Stefan Pryor '06
HARTFORD, CT
Connecticut Commissioner of Education

- ★ Pryor began work as the new Commissioner of Education for the State of Connecticut in October 2011.
- ★ His previous positions include Deputy Mayor for Economic Development in the City of Newark, New Jersey; President of the Lower Manhattan Development Corporation; Vice President at the Partnership for New York City; and Policy Advisor to the Mayor of New Haven, Connecticut.
- ★ Pryor is a co-founder and was the first Board President of Amistad Academy, a highly acclaimed charter school in New Haven.

Dacia Toll '99
NEW HAVEN, CT
Co-CEO and President, Achievement First

- ★ Toll is responsible for the development and expansion of Achievement First (a network of urban charter schools) and the success of all Achievement First schools. She manages the organization's internal operations and external relations, and her core responsibilities include strategic planning, principal coaching and training, talent recruitment and development, community outreach, fundraising, and board relations.
- ★ Prior to co-founding Achievement First in 2003, Toll led the founding team of Amistad Academy and served as the school's principal from 1999 to 2005. Under her leadership, Amistad Academy consistently produced student performance results that tripled the New Haven Public Schools' average and topped Greenwich and Westport averages in some subjects. Amistad was the subject of a nationally televised PBS documentary called "Closing the Achievement Gap."



Stefan Pryor '06 (above right) at a ceremony for Amistad Academy K-8 school in New Haven, Connecticut. Photo by Melissa Bailey, New Haven Independent.org.

MASSACHUSETTS

Dai Ellis '07
BOSTON, MA
Chief Executive Officer, Excel Academy

- ★ As CEO of Excel Academy, Ellis is responsible for program strategy and vision, recruiting, external relations and overall management of the network of Excel Academy Charter Schools. His responsibilities also include board relations and governance, educational accountability, budgeting and finance, legal and regulatory compliance, and facilities issues.

DISTRICT OF COLUMBIA

Emma Vadehra '07
WASHINGTON, DC
Chief of Staff, Uncommon Schools

- ★ Vadehra joined Uncommon Schools in 2011 as Chief of Staff.
- ★ She was Deputy Assistant Secretary for Planning, Evaluation and Policy Development at the U.S. Department of Education, working on K-12 education policy development and issues related to the Elementary and Secondary Education Act.
- ★ She also worked as a Senior Education Counsel for Senator Edward M. Kennedy on the staff of the U.S. Senate Education Committee, also on K-12 education policy as well as student loan and national service policy. Y