



EXPEDITIONARY
LEARNING

Expeditionary Learning
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Evidence of Success



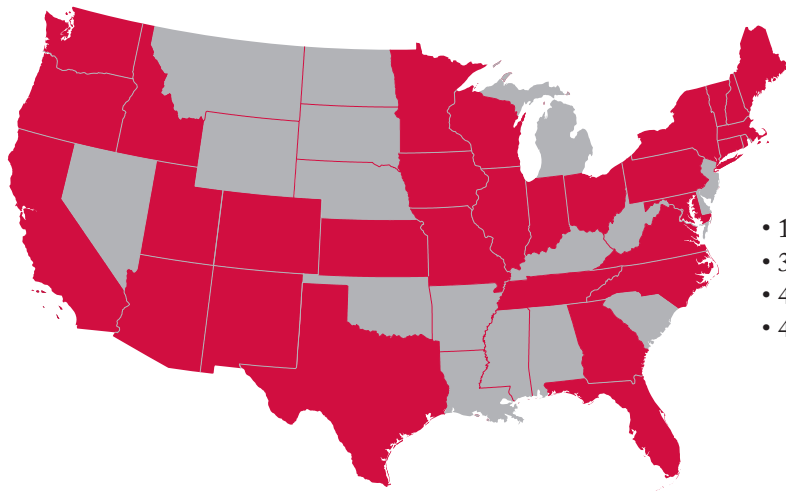
“Expeditionary Learning...this is how kids want to learn.”

U.S. Secretary of Education Arne Duncan at King Middle School, Portland, ME

“This kind of innovative school...
is an example of how all our schools should be.”

President Barack Obama at Capital City Public Charter School, Washington, DC

We are a growing network with national reach

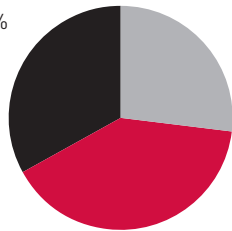


- 165 schools
- 30 states and DC
- 45,000 students
- 4,000 teachers

We drive improvement in a wide variety of settings

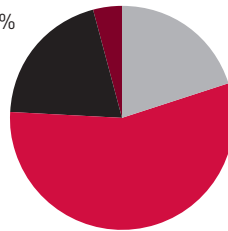
Diverse grades (2009–10)

- Elementary School 40%
- Middle School 33%
- High School 27%



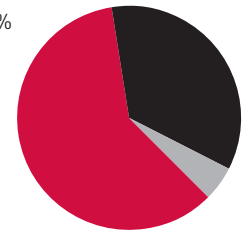
Diverse locales (2009–10)

- City 56%
- Rural 20%
- Suburban 20%
- Town 4%



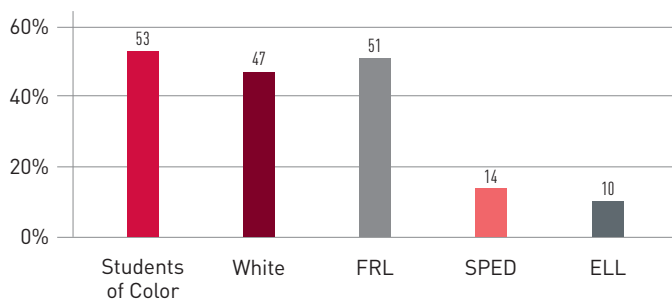
Diverse governance (2009–10)

- District 60%
- Charter 35%
- Other 5%



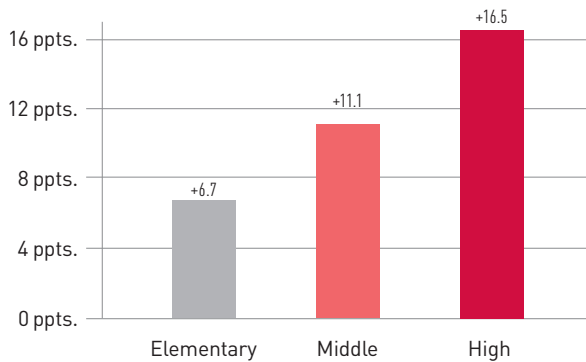
We serve a diverse population of students

% of students by selected demographics (2009–10)

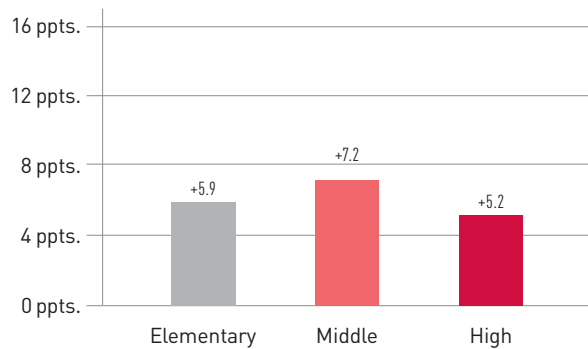


Schools implementing the EL model outperform district averages in reading/English language arts and math

EL schools compared to district averages in reading/English language arts (2009-2010)



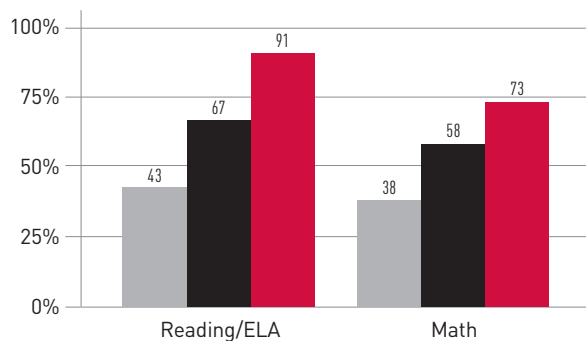
EL schools compared to district averages in math (2009-2010)



Longer partnerships with EL and deeper implementation of the model yield higher achievement scores

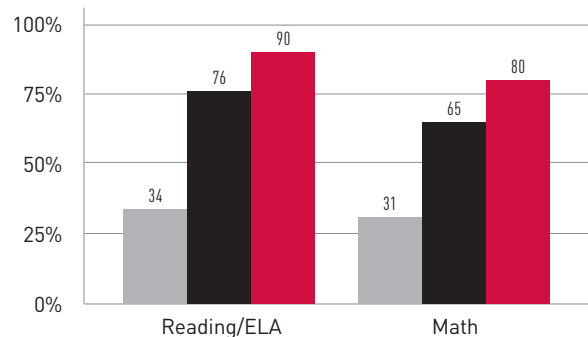
% of EL schools outperforming districts based on length of partnership with EL (2009-10)

- Partner <5 years, N=63
- Partner 5+ years, N=52
- Partner 10+ years, N=11



% of EL schools outperforming districts based on level of implementation (2009-10)*

- Early implementing, N=59
- Implementing, N=55
- Highly implementing, N=10



*EL conducts an annual review to determine each school's level of EL implementation.

Expeditionary Learning's expanding evidence base

EL is committed to collecting third-party research on the impact of its work. Three recent studies show statistically significant evidence of EL's impact on student achievement.

Study 1: Impact of the Expeditionary Learning model on student academic performance in Rochester, NY

Type: Quasi-experimental matched comparison group design

Location: Rochester, NY

Date: September 2010

Author: UMASS Donahue Institute

Summary: In a 2010 study of EL schools in Rochester, NY, researchers compared students from EL elementary and middle schools to district peers in non-EL schools in Rochester, NY over two academic years. Researchers documented two important findings:

- Participating in an EL school resulted in substantial and statistically significant achievement advantages for elementary students in English/language arts (ELA) and math, and for both years of middle school ELA.
- These statistically significant positive effects predict that, on average, enrollment in an EL school would raise 55% of comparison school elementary students and 39% of comparison school middle school students from the non-proficient level to the proficient level on the ELA exam. In math, the effect size suggested that 65% of elementary students would have increased from the non-proficient level to the proficient level.

Study 2: The relationship between Expeditionary Learning participation and academic growth

Type: Quasi-experimental study

Location: National

Date: August 2010

Author: Mountain Measurement, Inc.

Summary: In a national study of more than 11,000 students in eight states, researchers compared growth in reading, math, and language usage between students in EL schools to a non-EL comparison group. The researchers found that in mature EL schools – those that had implemented the EL program at a high level of fidelity for three years or more – students experienced significantly greater test score gains than non-EL students in four out of six comparisons in math, reading, and language usage.

Study 3: Expeditionary Learning: Analysis of impact on achievement gaps

Type: Quasi-experimental matched comparison group design

Location: New York, NY and Rochester, NY

Date: July 2011

Author: UMASS Donahue Institute

Summary: In a 2011 study, researchers examined the progress that EL schools in New York made between 2006 and 2010 toward closing achievement gaps for specific student populations: Hispanic, African-American, and special education students, English language learners, and those eligible for free or reduced price lunch. These gaps were measured in terms of effect sizes for English/language arts (ELA) and mathematics.¹ Representing achievement gaps as effect sizes created a benchmark against which EL and comparison school effect sizes could be measured. Researchers documented two important findings:

- Results provide strong evidence that EL schools are closing achievement gaps for these populations in Rochester and New York City. Residual effect sizes are large and consistent in ELA in all three schools and in math in two of the schools.
- Effect sizes suggest that the EL schools in this study are substantially closing achievement gaps for students eligible for free or reduced price lunch, English language learners, and African-American and Hispanic students. In many cases, the achievement gap was completely closed.

¹ Methodology described by Bloom, Hill, Black, and Lipsey (2008)

Expeditionary Learning: Redefining student achievement



College and career readiness

EL schools teach college and career readiness at all grade levels. Students develop critical thinking, problem solving, communication, and collaboration skills that equip them to do original research and present their findings to audiences beyond the classroom. They develop habits of scholarship that prepare them to persevere with difficult work until they have reached mastery. And, they outperform their peers on standardized tests.

Active citizenship

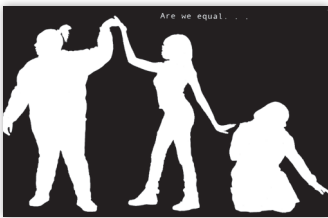
EL students conduct research and fieldwork that help them connect their academic content to their community's needs. They explore solutions and create projects that make a difference in the world.

Motivation and engagement with learning

The more deeply students engage with their academics and are motivated to take on challenges, the higher their achievement. Active learning experiences that bring students into their communities, combined with high expectations for quality work, make EL schools rigorous environments where students enjoy learning. EL is piloting a new research tool that measures the relationship between motivation and engagement and improved academic performance.

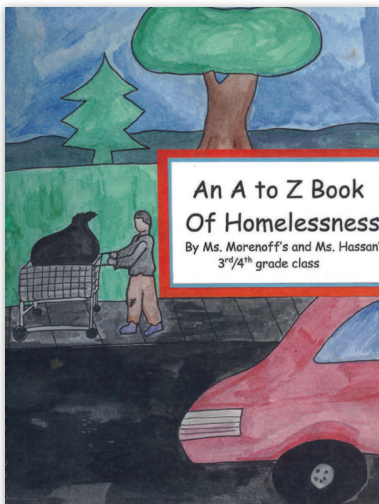
High quality student work

Our archive of K-12 student project work houses hundreds of student projects that demonstrate our commitment to quality, primary research, and active learning.



And Justice For All
Eleventh grade
Tapestry Charter High School
Buffalo, NY

An A to Z Book
of Homelessness
Third/Fourth grade
Capital City Public
Charter School
Washington, DC



What's Happening in the Bog?
Sixth grade
Duggan Middle School
Springfield, MA

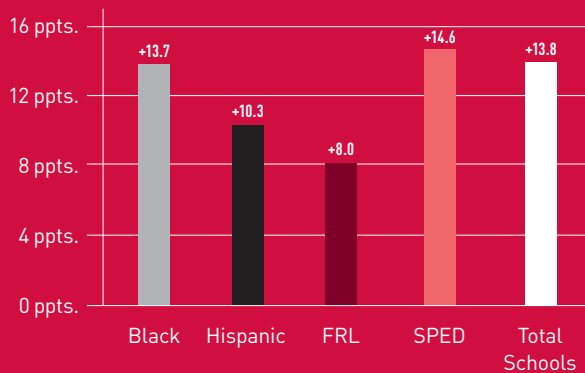
“For a vision of what great schools can be, you owe it to yourself to visit an EL mentor school. Their achievement goes beyond high test scores alone. They set a national standard for deeply engaging teaching and learning.”

Expeditionary Learning President and CEO, Scott Hartl

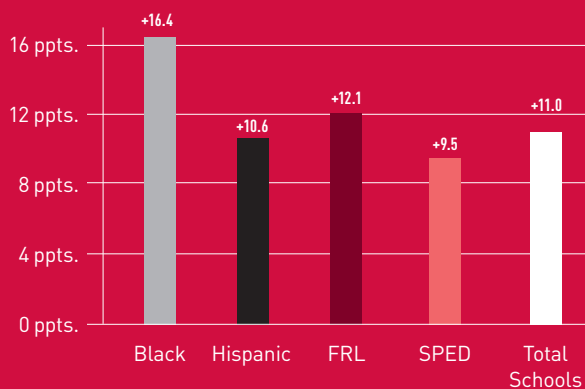
Mentor Schools: High achieving EL schools

EL mentor schools are high performing schools that have been implementing the EL model deeply for four or more years. Mentor schools are leaders within the EL network, partnering with us to document best classroom practice, offer residencies for new leaders, and lift the performance of all schools.

EL mentor schools compared to district averages in reading/English language arts (2009-2010)



EL mentor schools compared to district averages in math (2009-2010)



EL Mentor Schools

- ANSER Charter School, Boise, ID
- Capital City Public Charter School, Washington, DC
- Casco Bay High School, Portland, ME
- Clairemont Elementary School, Decatur, GA
- Codman Academy Charter Public School, Boston, MA
- Genesee Community Charter School, Rochester, NY
- Grass Valley Charter School, Grass Valley, CA
- Kettle Falls Elementary School, Kettle Falls, WA
- King Middle School, Portland, ME
- Manzanita SEED, Oakland, CA
- Northpoint EL Academy, Prescott, AZ
- The Odyssey School, Denver, CO
- Pocatello Community Charter School, Pocatello, ID
- Springfield Renaissance School, Springfield, MA
- Washington Heights EL School, New York, NY
- William Smith High School, Aurora, CO
- World of Inquiry School, Rochester, NY

Recent accolades

- 100% of 2011 graduates in EL mentor high schools were accepted to college
- US Department of Education Blue Ribbon School, 2010 – World of Inquiry School
- Maine Middle Level Principal of the Year and National Principal of the Year finalist, 2010 – Mike McCarthy, King Middle School
- National Title I Distinguished School, 2010 – Manzanita SEED
- Magnet School of Excellence and Commonwealth Innovation School, 2011 – Springfield Renaissance School
- Highest achievement of all Denver Public Schools in eighth grade reading, writing, and math, 2011 – The Odyssey School
- Governors Brightest Star Award, 2010 – ANSER Charter School