

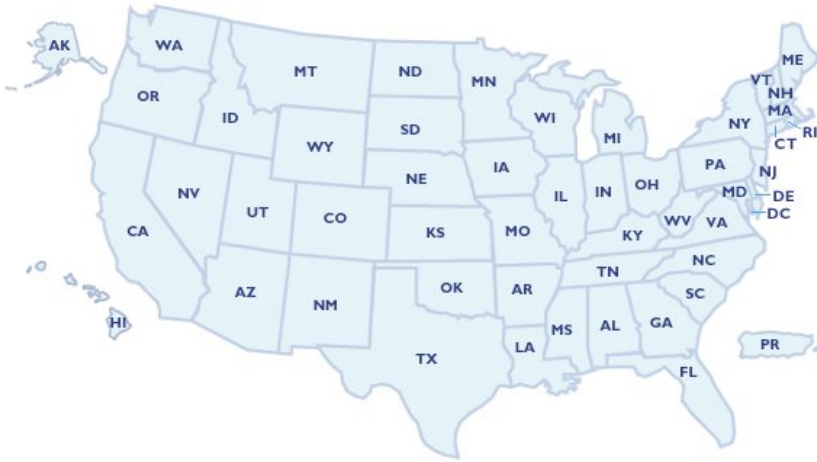
EXPEDITIONARY LEARNING



SCHOOL PERFORMANCE REPORT



A National Network



Impact in 2009-2010

165 Schools
29 States (plus
D.C.)
46,000
Students
4,000
Teachers

Expeditionary Learning is driving improvement in all kinds of schools – urban, rural, and suburban schools, district and charter schools, new and existing schools, and elementary, middle, and high schools.

**Expeditionary
Learning
schools
demonstrate
that students
can achieve at
high levels on
standardized
tests

AND

actively
engage as
critical
thinkers and
life-long
learners.**

In EL schools...

Instruction is organized around Learning Expeditions which involve students in original research to create high-quality products for audiences beyond the classroom.

The **curriculum** is both rigorous and flexible, balancing the demands of state and district standards with teacher creativity and judgment.





In EL schools...

High expectations and active, hands-on learning create environments where students love to learn and teachers love to teach.

Teachers and principals foster a strong **school culture** that demands and teaches good character and good citizenship.

100% **college acceptance** is expected for graduates.

**Expeditionary
Learning
schools
prepare
students for
the rigors of
college and
life.**

Sustained implementation of the Expeditionary Learning design has a powerful impact on student achievement.

*In EL schools rated **implementing** or **highly implementing** in the 2007-2008 school year...*

Students on average **outperformed** their district peers in reading by 9.3 percentage points and in math by 3.6 percentage points.

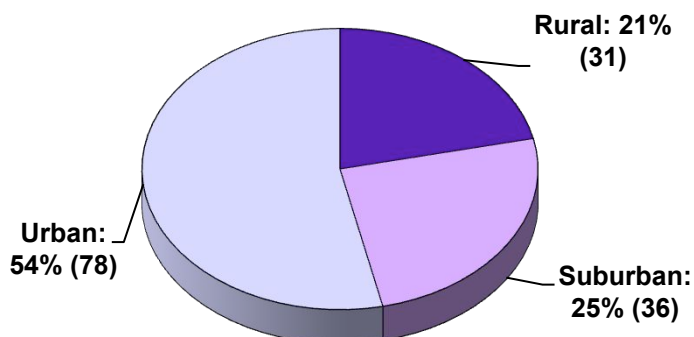
Key student subgroups – Black students, Hispanic students, low-income students, and Special Education students – **outperformed** their district subgroup peers in reading and in math.

Students created **inspiring** work products that demonstrated measurable 21st century skills and readiness at every grade level.



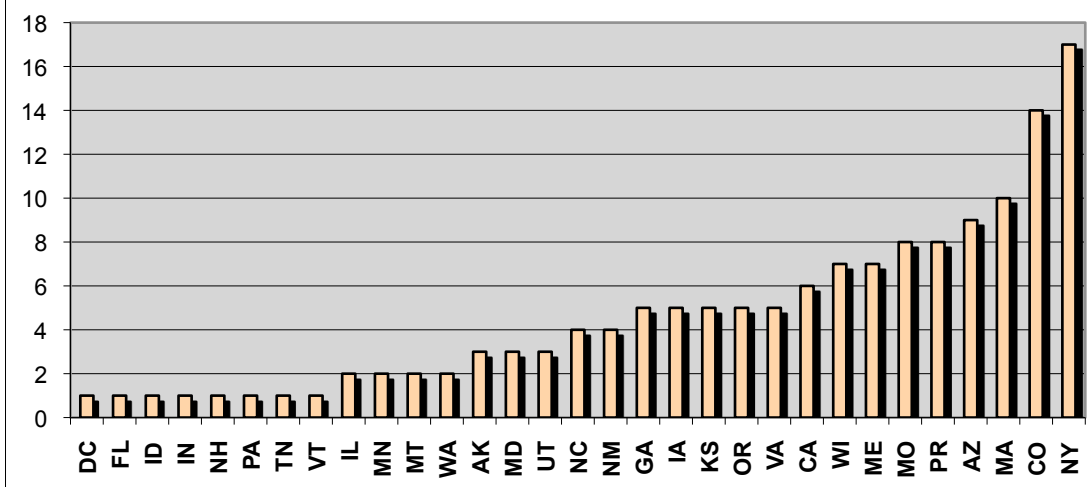
2007-2008 Demographic Data

Schools by Setting in SY07-08

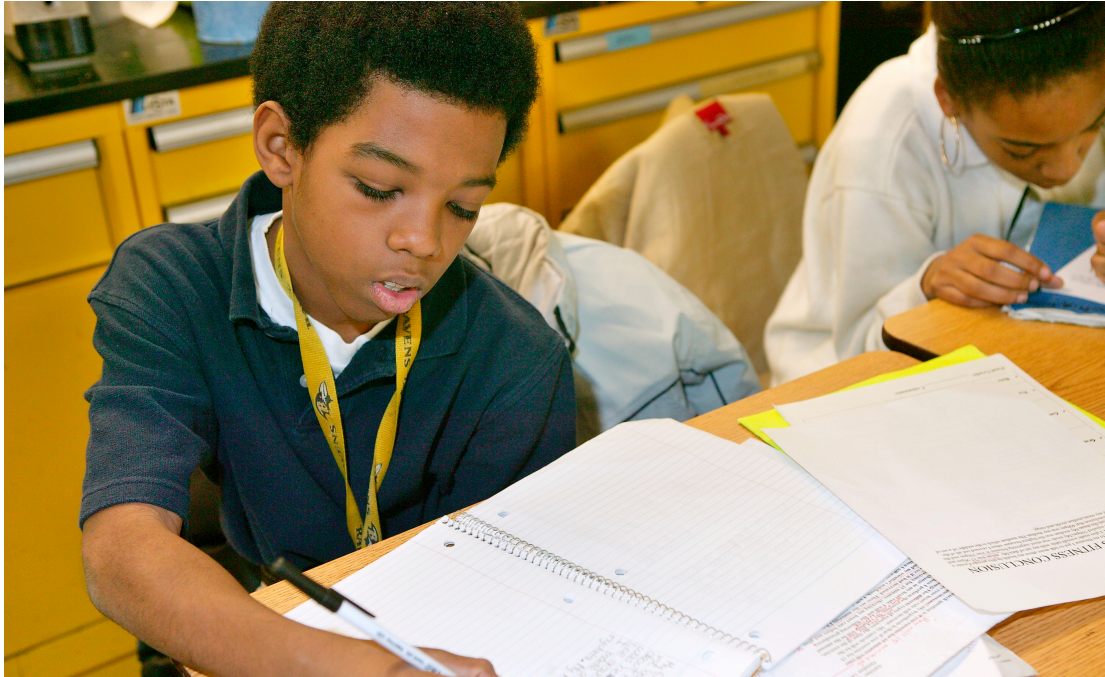


Most EL schools were located in urban areas (54%), with the remaining schools split between suburban (25%) and rural (21%) settings.

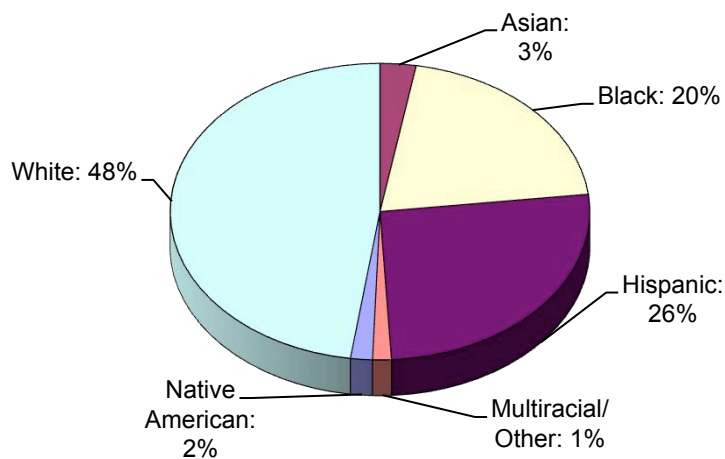
Schools by State in SY07-08



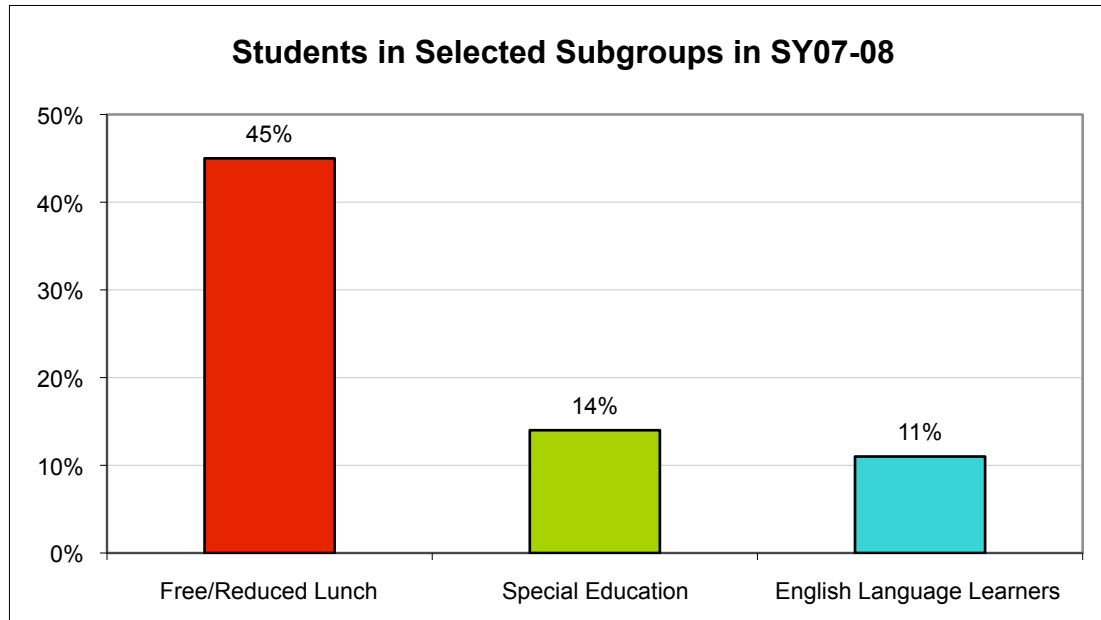
Of the 135 schools that were in operation in SY2007-2008, New York State had the highest number of EL schools with 17, followed by Colorado with 14 and Massachusetts with 10.



**Students by Race/Ethnicity
in SY07-08**



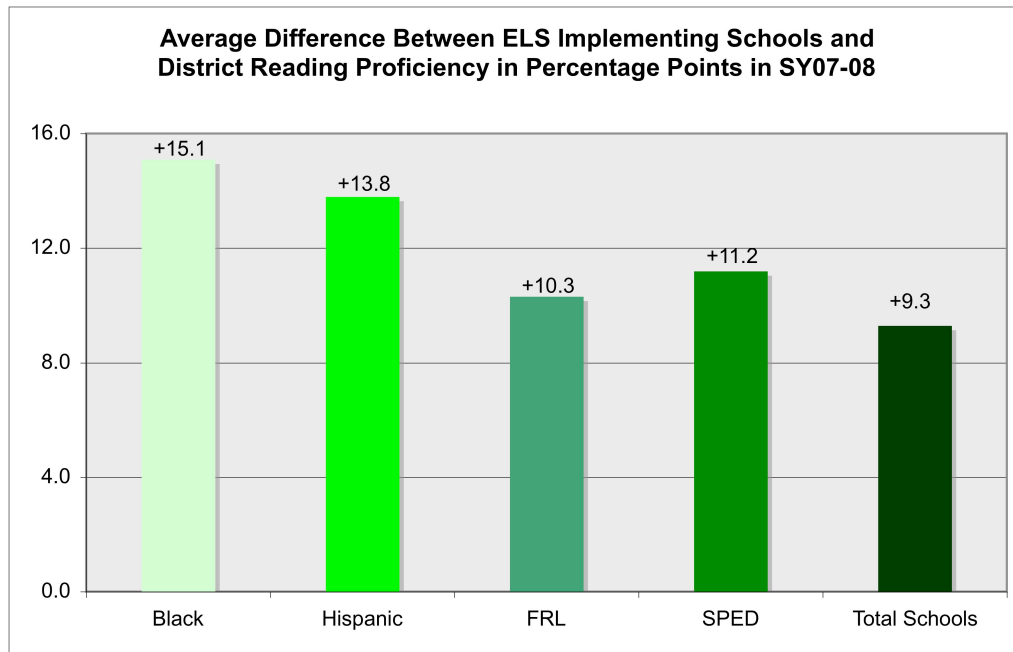
The majority of students in EL schools (52%) were non-white. White students (48%) represented the largest single racial/ethnic subgroup followed by Hispanic (26%) and Black (20%) students.



Forty-five percent of students were eligible for free/reduced price lunch. Fourteen percent of students received Special Education services, and 11 percent were English Language Learners.

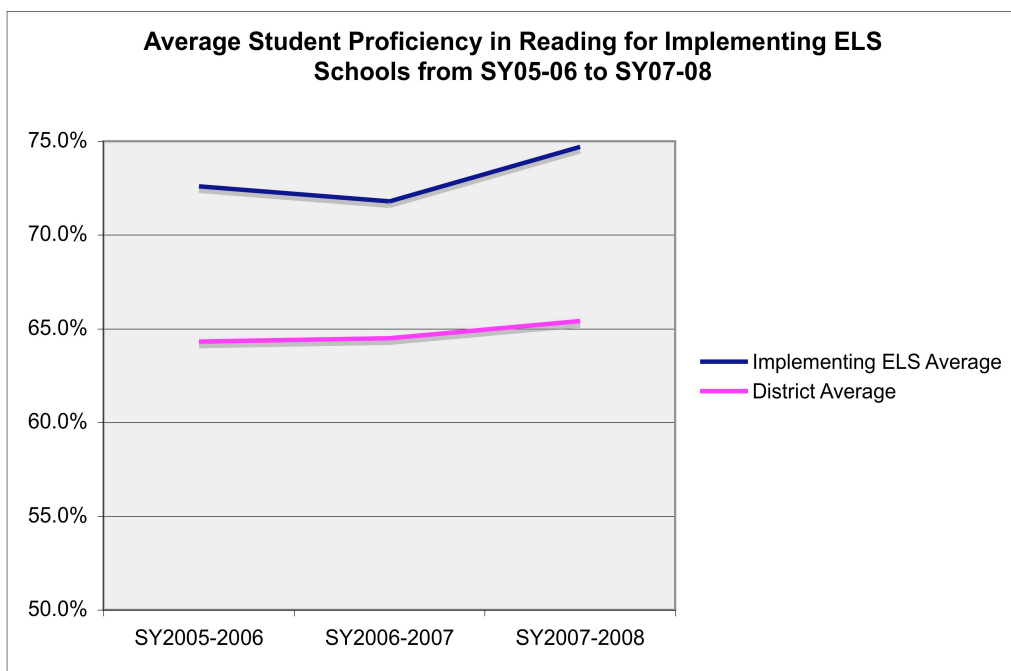


2007-2008 Performance Data



Black, Hispanic, FRL, and SPED students in implementing schools outperformed their district peers by 15.1 percentage points, 13.8 percentage points, 10.3 percentage points, and 11.2 percentage points respectively.

In implementing EL schools, the average reading proficiency rate was 9.3 percentage points higher than their district average, with some schools exceeding the district average by more than 40 percentage points.

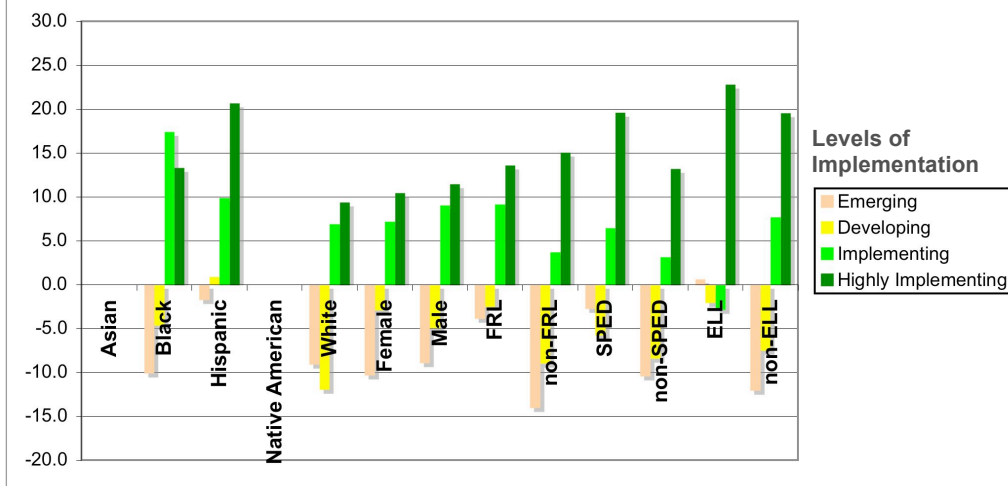


Implementing EL schools outperformed their district average in reading by 8.3 percentage points in SY2005-2006, 7.3 percentage points in SY2006-2007, and 9.3 percentage points in SY2007-2008.

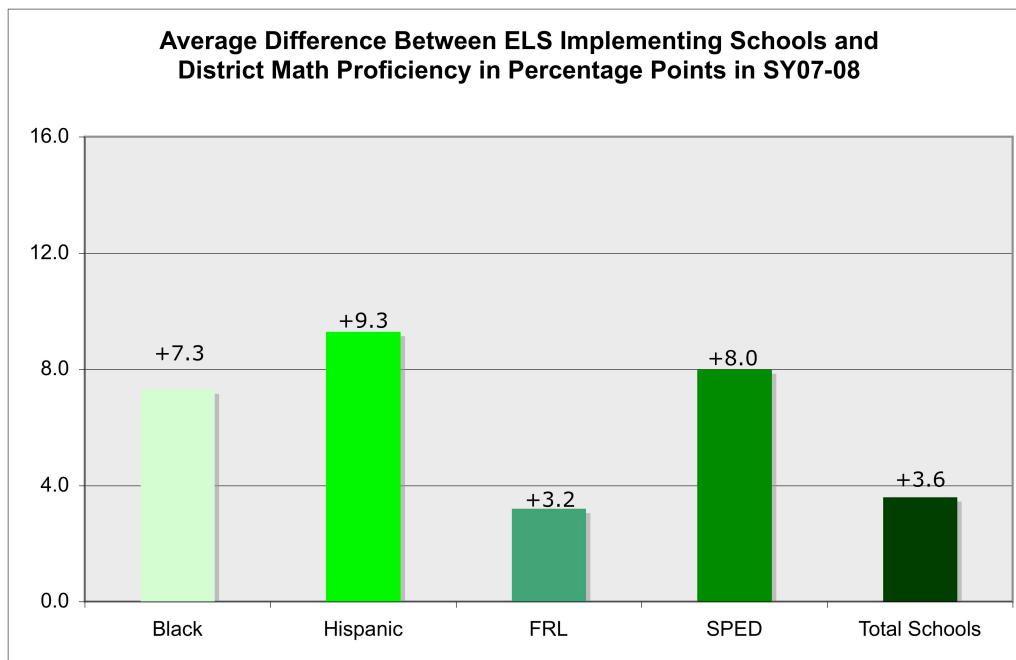




Average Difference Between ELS Schools and District Average Reading Proficiency in Percentage Points by Student Subgroup in SY07-08



The average reading proficiency rate in implementing EL schools was higher for all subgroups except ELL students. Highly implementing EL schools outperformed their districts for all student subgroups.

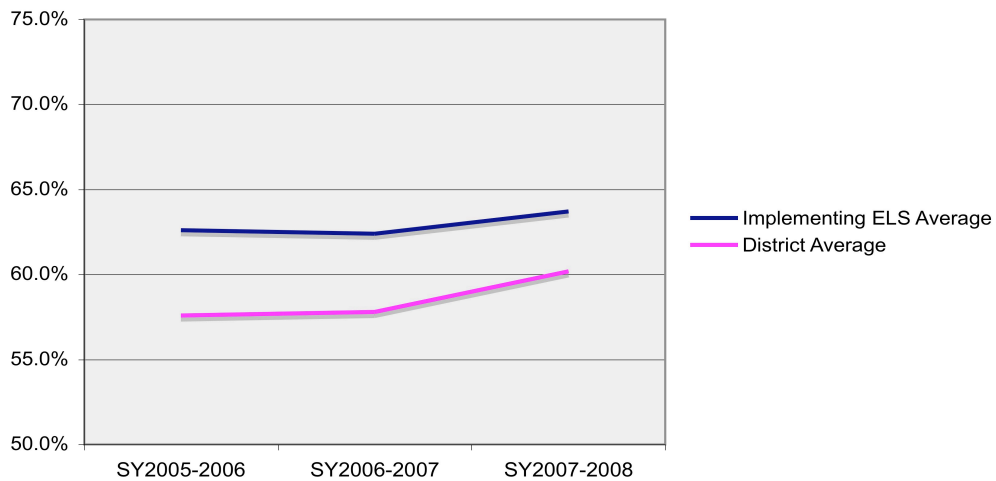


Black, Hispanic, and SPED students in implementing EL schools outperformed their district subgroup peers by an average of 7.3 percentage points, 9.3 percentage points, and 8.0 percentage points respectively.

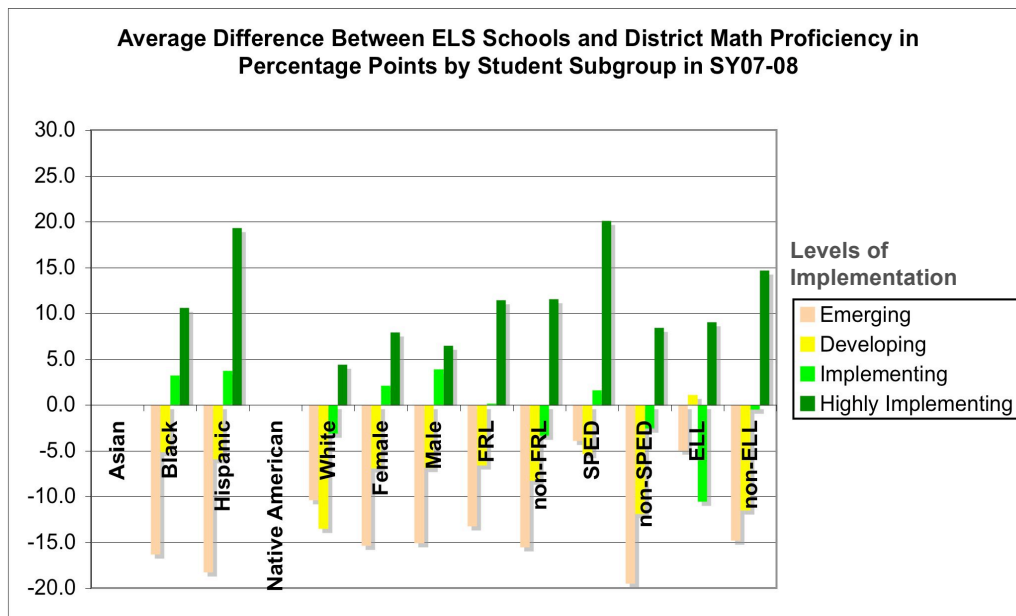
The average math proficiency rate in implementing EL schools was 3.6 percentage points higher than their district average.



**Average Student Proficiency in Math for Implementing ELS Schools
from SY05-06 to SY07-08**



Implementing EL schools outperformed their district average in math by 5.0 percentage points in SY2005-2006, by 4.6 percentage points in SY2006-2007, and 3.6 percentage points in SY2007-2008.



The average math proficiency rate in implementing EL schools was higher than the district average for Black, Hispanic, FRL, and SPED students. As in reading, highly implementing schools outperformed their districts for all student subgroups.



Expeditionary Learning Schools



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