“Each of us has the responsibility to work toward creating, maintaining, and defending a more just and equitable society. And that starts with education.”

John B. King Jr., President and CEO, The Education Trust
Keynote address at the EL Education 2019 National Conference in Atlanta

Illustrations throughout the report are from What’s Out There?, an original book by fourth grade students from Conservatory Lab Charter School in Dorchester, Massachusetts. Explore our curated collection of high-quality student work on modelsofexcellence.ELeducation.org
Our Reach

500,000+ Students
30,000+ Teachers
1,500+ Schools
12,000,000+ Curriculum downloads
2,000,000+ Educator videos views
Dear friends,

2019 was a landmark year for EL Education in our mission to provide students with a transformative educational experience—steeped in challenge, leadership, and contribution. Together with our school and district partners, we served more than 500,000 students, the majority of whom are economically disadvantaged. These remarkable school and district partners—from the small Silverton School in Silverton, Colorado to Detroit Public Schools Community District—set their sights on a broad vision of student success that recognizes every child’s full humanity and reflects the latest science of how students learn and develop. Our collective mission is to help prepare young people to thrive in college, at work, and in life, with the commitment and capacity to create a better world.

This annual report, by design, looks back on the work of 2019, made possible with your partnership and generous support. Yet, as we write this letter, the COVID-19 pandemic is causing extraordinary challenges for our diverse community, magnifying deep inequities in our education system. We are incredibly proud of how our partners are leading the way in providing ongoing support for their students and families during extended school closures. We are collaborating every step of the way, retooling and redeploying our resources to meet urgent and vast needs. We know that as schools reopen, there will be a call for comprehensive community healing, and we believe that our schools—that have always invested in quality relationships first—will be a step ahead.

Here are highlights from 2019, a landmark year:

» We launched an important—our largest-ever—partnership with Charlotte-Mecklenburg Schools in North Carolina, a district that serves more than 100,000 students.

» We credentialed five exceptional public schools that are implementing our school design model with quality and consistency over years and getting excellent outcomes for students across an expanded view of achievement. These schools bring our national cohort of EL Education Credentialed Schools to 41.

» We celebrated one of our longtime partners, Dr. Luke Clamp, Principal of River Bluff High School, an EL Education Credentialed School in Lexington, South Carolina, for being named 2019 National Principal of the Year.

» Mathematica Policy Research released results from its five-year, federally funded “gold standard” research study of our comprehensive program that combines our research-based curriculum and coaching, finding groundbreaking results for both students and teachers. A growing and important set of external research studies confirms the efficacy of our holistic approach to teaching and learning.

We are pleased to share these stories and more in our EL Education 2019 Annual Report, Reason To Believe. We do believe that true progress—and a pathway to unlocking equitable outcomes for all students—is attainable.

Thank you to our partners, supporters, advisors, staff and board for your demonstrated commitment to our collective effort to rebuild our education systems to promote equity and excellence.

Scott Hartl
President & CEO

R. Bruce Rich
Chair, Board of Directors
“We want school to be a place where all students not only feel safe, but also feel empowered—that they have freedom to achieve their highest aspirations.”

Dr. Elida MacArthur, Assistant Superintendent, Mount Pleasant Elementary School District, San Jose, California

Finding Power in Partnership

In a third-grade classroom in the Mount Pleasant Elementary School District in San Jose, California, students are investigating an article about frog biology, analyzing phrases on notecards to understand the relationship between syntax and meaning. A visitor to the classroom might not know that many of the students are recent immigrants and English Language Learners. These students aren’t in separate classes or reading simpler documents than their fluent peers. All students are supported to meet the same high standards.

This strategy, called a Language Dive, is now common in classrooms across the district’s five schools serving 2,300 students, where the EL Education Language Arts Curriculum is taught in grades 3–8.

“We chose the curriculum because it gives all of our students access to rigor,” says Dr. Elida MacArthur, assistant superintendent. “It engages students in making connections with their personal experiences. Our students see themselves in the literature.”

A Journey Toward Equity

Mount Pleasant Elementary School District serves a diverse community: 74% of its students are economically disadvantaged and 47% are English Language Learners. In 2014, just 17% of English Language Learners and 28% of economically disadvantaged students were meeting or exceeding state literacy standards.

To address the needs of these two subgroups, district leaders then chose to participate in a randomized controlled trial by Mathematica Policy Research and EL Education, called the Teacher Potential Project. In 2014-2015, Ida Jew Academy piloted the EL Education Language Arts Curriculum with hands-on coaching and professional development for teachers provided by EL Education. The district was drawn to the curriculum for its focus on content-based literacy that set high standards for all students and was accessible to students from all backgrounds. It asks teachers to master new research-informed practices, and it asks students to read and comprehend sophisticated texts.
After one year, Ida Jew’s teachers and students delivered. **Literacy scores, including scores for English Language Learners and economically disadvantaged students, soared more than 20 percentage points,** giving their community a reason to believe in all students’ ability to master the highest standards.

**Scaling Success**

“In order to address inequity, we need to create changes system-wide, so that all teachers in all schools can do a great job,” says Dr. MacArthur. After ongoing success with the pilot, the district decided in 2017 to launch a multi-year partnership with EL Education, supporting all five schools in the district in adopting the curriculum and instructional practices.

“At first, teachers were concerned that their students weren’t ready,” says Maurissa Koide, principal of August Boeger Middle School. “**We’ve seen a huge shift in teacher mindset.**” As students rose to the challenge, teachers became passionate advocates for their students’ and their own efforts to adopt this new approach with support from their EL Education coach.

Productive struggle paid off for the students and the teachers. The district’s analysis of 2018-2019 state test scores shows that **students achieved at least one, sometimes two years of growth.** And, **students whose teachers participated in direct coaching from EL Education achieved significantly more growth.** “The level of critical thinking, the rich discussions, are happening now because of the EL Education curriculum and coaching,” says Koide. District leaders are confident that more growth is on the horizon as they continue to advance equity and excellence by expanding their partnership with EL Education.

After Mount Pleasant stepped up as the first partner in the Teacher Potential Project study, 18 other districts, serving 12,000 students in 70 schools, followed suit. In 2019, Mathematica Policy Research completed the five-year study, finding that **student literacy scores were significantly higher in schools using the EL Education Language Arts Curriculum and receiving professional learning support than in the control group.** Students and teachers in Mount Pleasant and beyond give us a reason to believe in a future where all students can achieve more than they thought possible.
All students deserve a high-quality literacy curriculum that will prepare them for success as readers, writers, thinkers, and leaders, ready to meet the challenges of our future.

Stories of Literacy Impact

Nearly a decade ago, EL Education decided to test a big idea: that we can transform student outcomes by creating a content-rich, research-aligned literacy curriculum and providing teachers with the support to fully engage with it. In 2019, two studies and early results from a district partnership confirmed that it works.

Bringing our curriculum to life for every student in every classroom can be challenging work. At a time when scores on NAEP (our “nation’s report card”) are stagnating and many students are not being taught literacy in line with current reading research, our mission is as clear as ever, and this evidence gives us all a reason to believe.
Rigorous research studies and early district results show EL Education curriculum and coaching improve student achievement and teacher practice.

Gold Standard Study by Mathematica Policy Research

The Teacher Potential Project—conducted by the international leader in education research, Mathematica Policy Research—found that teachers demonstrate significant improvement in classroom practices and students have higher scores on their state tests in schools that combine EL Education’s standards-aligned curriculum and empowering professional development. This federally funded, five-year “gold standard” study included more than 10,000 students in 4th-8th grade from 70 schools in 18 districts across the US. Participating schools served diverse students, 71% of whom were economically disadvantaged.

Rigorous Evaluation by WestEd

A rigorous study of the EL Education K-2 Language Arts Curriculum was conducted by leading research organization WestEd in a large district in Tennessee during the 2018-2019 school year. The researchers found that the EL Education curriculum combined with teacher coaching resulted in significant improvements in student achievement. The treatment group consisted of 1,095 students in seven schools, of whom 86% were Black and 64% were economically disadvantaged.

Strong First Year Results in Detroit

Detroit Public Schools Community District set out to shift the trajectory of their school district by implementing a robust education reform plan. As part of that strategy, the district adopted the EL Education K-8 Language Arts Curriculum. After just one year of partnership, students in Detroit posted their highest-ever scores on the Michigan ELA Assessment: M-STEP. In all but one tested grade, they also outperformed the state in growth.
EL Education Credentialed Schools Attain Remarkable Results

EL Education Credential Schools provide a unique and transformative educational experience for their students, and get results. Students in all types of EL Education Credentialed Schools, whether district or charter, rural or urban, from kindergarten to 12th grade, consistently outperform their state peers. They have higher average state test scores, graduation rates, and college acceptance rates.

“I was drawn to EL Education and its vision to empower students and adults to do more than they thought possible.”

Cherisse Campbell, Principal, Amana Academy, EL Education Credentialed School in Alpharetta, Georgia

A Diverse Portfolio of Schools
In 2018-2019, students at EL Education Credentialed Schools consistently outperformed their state peers in English Language Arts and Math. **Students from historically underserved groups gained the most.**

### English Language Arts

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<td>English Language Learners</td>
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### Math

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<td>19%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>26%</td>
<td>24%</td>
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</table>
“We made a difference and so can you.”

Karely, fifth-grade student, Silverton School, EL Education Credentialed School in Silverton, Colorado

Students as History Heroes

Like many rural small towns in America, Silverton, Colorado has just one school that serves the entire county. Silverton School—named an EL Education Credentialed School in 2019—has educated children from this frontier-turned-outdoor-adventure hub since the 1880s, shortly after the town’s founding as an important junction of the Denver and Rio Grande Western Railway. But as fourth and fifth graders at the school discovered through a Learning Expedition entitled History Heroes: Uncovering Diversity in the Colorado Story, it hasn’t always educated all of the town’s children. Chinese immigrants who came to build the railway and stayed to work in its lumber mills and restaurants were violently ejected from the town in 1902.

Guided by their teacher Whitney Gaskill, Karely and her classmates went far beyond memorizing historical dates and facts to understand their community’s history. Through this rigorous and multi-faceted academic project, these young students became true historians, analyzing primary source documents and artifacts, collaborating with experts, and connecting the dots between what happened in Silverton and what happened to immigrants and native Americans elsewhere in the West during the early part of the twentieth century.

<table>
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<tr>
<th>Project Impact</th>
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<tr>
<td>10,000 Visitors to the students’ exhibit</td>
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<tr>
<td>1,300 Student keynote audience</td>
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Taking Learning on the Road

Determined to understand the history of their own town in the context of Colorado history, students traveled nearly 1,000 miles accompanied by their teacher to explore museums, visit historic sites, collect artifacts, and talk to experts about Colorado’s diverse past and the variety of ways history is documented.

Most people they met along the way were surprised by the depth and scope of history that students were learning. “They seemed to think kids should be sitting in classrooms with worksheets. We were out in the world meeting all kinds of people, digging through artifacts, asking uncomfortable questions,” said one fifth grader.
Sharing the Impact

By the time students got back to their classroom, they had honed their research skills and expanded their knowledge of Colorado’s geography and history. However, their work was far from over. Next, they began brainstorming strategies for bringing the history of Silverton’s Chinese immigrants to life in their own town. They partnered with the San Juan County Historical Society and History Colorado to curate an exhibit to share their findings and this important story with the world. On opening night at the museum, students put on an original play and welcomed more than 100 people, including family members and local residents. The exhibit stayed open for the summer, and welcomed 10,000 visitors. Having learned that Silverton’s Chinese residents were forced to plant gardens outside of town, students built a commemorative public garden of Chinese vegetables in Silverton. Two students later represented their class and shared the story of their Learning Expedition, personal transformation, and contribution to community to more than 1,300 educators at the EL Education 2019 National Conference in Atlanta.

As Gaskill’s students learned, history can be erased if people don’t step up to preserve it. Silverton School students became historians and teachers themselves by sharing the story of the town’s immigrants with others.

“Studying Colorado history through the lens of diversity provided my students with the understanding that learning how to live in a diverse world has been of central importance throughout history,” says Gaskill. While history can sometimes be painful to face, these fourth and fifth graders helped teach their neighbors and the broader community that telling the truth plants a seed for greater understanding among cultures and cultivating a better world. These students give us a reason to believe in the next generation of global citizens and changemakers.
Student-Led Projects on Better World Day

Every year on the first Friday in May, EL Education students, teachers, and community members shine a light on learning that contributes to a better world.

In 2019, tens of thousands of students from more than 120 schools across 26 states participated in this day of collective action. From homeless outreach and advocacy in Bemidji, Minnesota, to trail maintenance in Kettle Falls, Washington, EL Education students made their mark on the world.

A Tiny House with a Big Mission
Amana Academy, Alpharetta, Georgia

As part of a school-wide campaign to care for their community, middle school students built a tiny house for a local person in need. Younger students beautified community spaces by creating seed pods, bird feeders, and decorative planters, while others worked to combat flooding at a local park.
Marching for the Environment
Casco Bay High School, Portland, Maine

Students rallied participants and marched with a 1,000 Portland kids and their adult allies in “SolaRISE Portland” to raise attention and funds for students’ push to have solar arrays installed on the roofs of school buildings.

Examining Power and Privilege
Realms High School, Bend, Oregon

Tenth-graders advocated for humane and thoughtful treatment of those people living in a homeless encampment adjacent to their campus. A culmination of their “Power and Privilege” Learning Expedition, students presented a well-researched, complete alternate action plan to local agencies.

Rallying Against Hunger
Launch, a NYC Outward Bound School, Brooklyn, New York

Sixth- and eighth-grade buddies rallied in the “Campaign Against Hunger.” Students worked to end hunger in their own Bedford-Stuyvesant community, partnering with the local Campaign Against Hunger, and planting in two Brooklyn farm sites, stocking a local food pantry, and creating packages for local children experiencing homelessness.

Honoring Veterans
Graham Elementary and Middle School, Columbus, Ohio

Students attended the Ohio Veteran’s Hall of Fame induction ceremony, interviewed veterans to gather their stories, and created a final book honoring the individual stories. Students hosted a community gathering to build relationships and celebrate learning.
Top Stories of 2019

EL Education Launches Partnership with Charlotte-Mecklenburg Schools

School districts across the country are turning to EL Education for an evidence-based pathway to student achievement. In 2019, Charlotte-Mecklenburg Schools (CMS) became one of the latest school districts—and one of the largest—to partner with EL Education to improve reading instruction at scale. The partnership brings EL Education’s top-rated K-8 Language Arts Curriculum to more than 100,000 students and 7,000 teachers.

“In every way, it is the right time to prioritize literacy,” said Brian Kingsley, Chief Academic Officer, Charlotte-Mecklenburg Schools. “The increased focus on and awareness of reading science, alongside curriculum that truly aligns to those practices, fosters improved return on our investments in new curriculum and professional learning.”

EL Education Credentials Five Schools

The EL Education Credential recognizes schools that have attained remarkable impacts with all students across three dimensions of achievement: mastery of knowledge and skills, character, and high-quality work. The Credential marks a milestone in a school’s multi-year journey to equity and excellence. In 2019, EL Education recognized five schools for their compelling stories of improvement and achievement across a broad vision of student success. We are proud to recognize our newly Credentialed Schools:

» Campbell Elementary School, Arlington, VA
» Channel View, A NYC Outward Bound School, Rockaway Park, NY
» Frank Elementary School, Kenosha, WI
» Pikes Peak School of Expeditionary Learning, Falcon, CO
» Silverton School of Expeditionary Learning, Silverton, CO
Flint Cultural Center Academy Opens

“Learning on a cultural campus where visual and performing arts, science, and history come to life is a dream realized at the Flint Cultural Center Academy in Flint, Michigan. “It’s important to me that my staff lets students create” said Eric Lieske, CEO of the academy, which opened as an EL Education school in the fall of 2019. With the capital support of the Charles Stewart Mott Foundation, the Flint Cultural Center Academy features cutting edge school architecture designed to activate learning. Here, students can learn about kinetic energy from the sculptures of Alexander Calder, discover the wonders of the universe in a planetarium, or attend a high energy dance performance.”

EL Education School Leader Named National Principal of the Year

Dr. Luke Clamp, Principal of River Bluff High School, an EL Education Credentialed School in Lexington, South Carolina, was named 2019 National Principal of the Year by the National Association of Secondary School Principals.

EL Education Selects Atlanta Educator for 2019 School Design Fellowship

Atlanta educator Kolt Bloxson was selected for the EL Education 2019 School Design Fellowship, made possible by a grant from The Buckley Foundation. As a Fellow, Kolt is in residence at Amana Academy, an EL Education Credentialed School in Alpharetta, Georgia, immersed in our integrated approach to education while she designs her new school, Miles Academy.

“I want my students to know that they have the power to change whatever comes their way.”

Kolt Bloxson, EL Education 2019 School Design Fellow
“EL Education leaders think in a new direction. They think in a way that begins with students first.”

Dr. Luke Clamp, 2019 National Principal of the Year
Partnerships with Schools and Districts

EL Education partners with innovative public schools and districts to transform teaching and learning and improve student outcomes across an expanded view of student success. We are committed to working with diverse and under-resourced urban and rural communities. We are incredibly proud of our partners.

Serving a Diverse Student Population

<table>
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<tr>
<th>Student Demographics</th>
<th>Economically Disadvantaged</th>
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<tr>
<td>White</td>
<td>52%</td>
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<tr>
<td>Latinx</td>
<td>26%</td>
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<tr>
<td>Black</td>
<td>23%</td>
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<tr>
<td>Multi-Racial</td>
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<tr>
<td>Asian</td>
<td>3%</td>
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<tr>
<td>Native American</td>
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Economically Disadvantaged 52%

English Language Learners 11%

Districts and Networks of Schools

EL Education partners with districts, charter management organizations, and nonprofit school networks in diverse communities. This list includes multi-year partnerships active in 2019.

California
Mt. Pleasant Elementary School District
Oakland Unified School District

Illinois
Waukegan Community Unit School District #60

Michigan
Detroit Public Schools Community District
UPrep - University Prep Schools

New York
East Ramapo Central School District
NYC Outward Bound Schools
Pine Bush Central School District
Westhill Central Schools

North Carolina
Charlotte-Mecklenburg Schools
Wake County Public School System

Pennsylvania
Propel Charter Schools

Tennessee
Shelby County Schools

Colorado
Garfield County School District No. 16
Jeffco Public Schools
Lake County School District
Roaring Fork Schools

Georgia
City Schools of Decatur
EL Education partners with schools, charter and district, to implement a comprehensive model for school design that transforms teaching, learning, and school culture. This list includes multi-year partnerships active in 2019. Bold text indicates EL Education Credentialed Schools.

### California
- Big Pine Unified School District
  - Big Pine
- Conway Elementary
  - Escondido
- Grass Valley Charter School
  - Grass Valley
- Lighthouse Community Charter School
  - Oakland
- Lodestar Community Charter
  - Oakland
- Manor Elementary
  - Fairfax
- Orange County Educational Arts Academy
  - Santa Ana
- Rosemary Elementary
  - Campbell
- Sierra Academy of Expeditionary Learning
  - Nevada City
- Sierra Expeditionary Learning School
  - Truckee
- Vallejo Charter School
  - Vallejo
- Ventura Charter School of Arts and Global Education
  - Ventura

### Colorado
- Adventure Elementary
  - Denver
- Annunciation Catholic School
  - Denver
- Bea Underwood Elementary School
  - Parachute
- Centennial Elementary School
  - Denver
- Columbine Elementary School
  - Denver

### Downtown Denver Expeditionary School
- Denver
- Escalante Middle School
  - Durango
- Explore Elementary
  - Thornton

### Fox Creek Elementary
- Highlands Ranch
- Glenwood Springs Elementary School
  - Glenwood Springs
- Glenwood Springs Middle School
  - Glenwood Springs
- Grand Valley Center for Family Learning
  - Parachute
- Grand Valley Middle School
  - Battlement Mesa
- Joe Shoemaker Elementary School
  - Denver
- Lake County Intermediate School
  - Leadville
- Lumberg Elementary School
  - Edgewater
- Mapleton Expeditionary School of the Arts
  - Thornton
- North Routt Community Charter School
  - Clark

### Odyssey School of Denver
- Denver
- Park Elementary School
  - Durango

### Pikes Peak School of Expeditionary Learning (PPSEL)
- Falcon

### Silverton School of Expeditionary Learning
- Silverton
- St. Bernadette Catholic School
  - Lakewood
- St. Rose of Lima
  - Denver

### Summit View Elementary
- Highlands Ranch
- Tollgate Elementary
- Aurora
- Welby Community School
  - Denver
- West Park Elementary School
  - Leadville

### William Smith High School
- Aurora

### Connecticut
- Expeditionary Learning Academy at Moylan
  - Hartford
- Maria C. Colón Sánchez Elementary
  - Hartford
- South Elementary School
  - Windsor Locks

### Delaware
- Kuumba Academy Charter School
  - Wilmington

### Georgia
- Amana Academy
  - Alpharetta
- Brighten Academy Charter School
  - Douglasville
- Clairemont Elementary School
  - Decatur
- Glennwood Elementary School
  - Decatur
- Michael R. Hollis Innovation Academy
  - Atlanta
- Oakhurst Elementary School
  - Decatur
- Westchester Elementary School
  - Decatur

### Idaho
- Anser Charter School
  - Garden City
## Schools

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<tr>
<th>State</th>
<th>School</th>
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<tr>
<td></td>
<td>Expeditionary Learning Middle School</td>
<td>Syracuse</td>
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<td></td>
<td>Gaynor McCown School</td>
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<td>Genesee Community Charter School</td>
<td>Rochester</td>
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<td></td>
<td>James Baldwin School</td>
<td>New York</td>
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<tr>
<td></td>
<td>Kurt Hahn School</td>
<td>Brooklyn</td>
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<tr>
<td></td>
<td>Launch Expeditionary Learning Charter School</td>
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<tr>
<td>Leaders High School</td>
<td>Brooklyn</td>
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<tr>
<td></td>
<td>Marsh Avenue Expeditionary Learning School (MAELS)</td>
<td>Staten Island</td>
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<td></td>
<td>Metropolitan Expeditionary Learning School (MELS)</td>
<td>Forest Hills</td>
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<td></td>
<td>MS 839</td>
<td>Brooklyn</td>
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<tr>
<td></td>
<td>Niagara Charter School</td>
<td>Niagara Falls</td>
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<td></td>
<td>Ripley Central School</td>
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<tr>
<td></td>
<td>Tapestry Charter School (K-12)</td>
<td>Buffalo</td>
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<td></td>
<td>West End Secondary</td>
<td>New York</td>
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<tr>
<td></td>
<td>WHEELS</td>
<td>New York</td>
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<tr>
<td></td>
<td>World of Inquiry School No. 58</td>
<td>Rochester</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Evergreen Community Charter School</td>
<td>Asheville</td>
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Reason To Believe EL Education 2019 Annual Report 20
### Schools

<table>
<thead>
<tr>
<th>Location</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin School of Innovation</td>
<td>Asheville</td>
</tr>
<tr>
<td>Ohio</td>
<td>Citizens Leadership Academy</td>
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<tr>
<td>Graham Elementary and Middle School</td>
<td>Columbus</td>
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<tr>
<td>The Graham School</td>
<td>Columbus</td>
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<tr>
<td>Oregon</td>
<td>City View Charter School</td>
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<tr>
<td>Health and Science School</td>
<td>Beaverton</td>
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<tr>
<td>Realms High School</td>
<td>Bend</td>
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<tr>
<td>Rimrock Expeditionary Alternative Learning Middle School (REALMS)</td>
<td>Bend</td>
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<tr>
<td>Springville K-8</td>
<td>Beaverton</td>
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<tr>
<td>Rhode Island</td>
<td>The Greene School</td>
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<tr>
<td>South Carolina</td>
<td>Gilbert High School</td>
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<tr>
<td>Lead Academy</td>
<td>Greenville</td>
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<tr>
<td>Meadow Glen Elementary School</td>
<td>Lexington</td>
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<tr>
<td>Meadow Glen Middle School</td>
<td>Lexington</td>
</tr>
<tr>
<td>River Bluff High School</td>
<td>Lexington</td>
</tr>
<tr>
<td>Utah</td>
<td>Entheos Academy-Kearns</td>
</tr>
<tr>
<td>Entheos Academy-Magna</td>
<td>Magna</td>
</tr>
<tr>
<td>GreenWood</td>
<td>Harrisville</td>
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<tr>
<td>Pacific Heritage Academy</td>
<td>Salt Lake City</td>
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<td>Promontory School of Expeditionary Learning</td>
<td>Perry</td>
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<td>Voyage Academy</td>
<td>Clinton</td>
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<td>Virginia</td>
<td>Campbell Elementary School</td>
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<td>Washington</td>
<td>Voyage Academy, Arlington</td>
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<td>Washington, DC</td>
<td>Capital City Public Charter School</td>
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<tr>
<td>Mundo Verde Bilingual Public Charter School</td>
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<tr>
<td>The Social Justice School</td>
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<tr>
<td>Two Rivers Public Charter School - 4th Street</td>
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<tr>
<td>Two Rivers Public Charter School - Young Campus</td>
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<tr>
<td>Wisconsin</td>
<td>Arbor Vitae-Woodruff Elementary School</td>
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<td>Atwater Elementary School</td>
<td>Shorewood</td>
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<tr>
<td>Frank Elementary</td>
<td>Kenosha</td>
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<td>Harborside Academy</td>
<td>Kenosha</td>
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<tr>
<td>Jefferson Elementary</td>
<td>Kenosha</td>
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<tr>
<td>Lake Bluff Elementary School</td>
<td>Shorewood</td>
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<tr>
<td>Marathon Area Elementary School</td>
<td>Marathon</td>
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<tr>
<td>Marathon Venture Academy</td>
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<td>Milwaukee Environmental Sciences Academy</td>
<td></td>
</tr>
<tr>
<td>Reason To Believe</td>
<td>EL Education 2019 Annual Report</td>
</tr>
</tbody>
</table>
Thank You to Our Supporters

We are deeply grateful for the support of many organizations and individuals who help EL Education transform students’ lives with our educational model. The following list recognizes active philanthropic commitments in 2019.

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Angela Duckworth
Peter Garbus
Susan and John Gevertz
Nancy Gladstone
Ronaldo Gonzalez
Gerald P. Kaminsky
Robyn Klopp
Barbara and Harold Krause
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Stella and Fortune Nava
Amanda Neville
and Three Furies Consulting
Gigi and David Priebe
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Carol and Irwin Silverberg
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Corinne Rieder

Alexandra Buckley Voris

Harriet L. Weissman

Susan J. Wilen

Virginia Hill Worden
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Founder and CEO, Character Lab

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Managing Director and Senior Research Associate,
University of Chicago Consortium on School Research

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Harvard Graduate School of Education

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University of Colorado, Boulder

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Associate Professor of Psychology, Stanford University

Roger Weissberg
UIC Distinguished Emeritus Professor of Psychology and Education and NoVo Foundation
Endowed Chair in Social and Emotional Learning, University of Illinois at Chicago
Chief Knowledge Officer, Collaborative for Academic, Social, and Emotional Learning (CASEL)

David Yeager
Associate Professor of Psychology, The University of Texas at Austin

Lists as of December 31, 2019

Institutional affiliations listed for purposes of identification
“Scientists know with complete certainty that all young people come into the world with tremendous curiosity. Somehow through the course of formal education, that early spark of curiosity, risk taking, and boldness goes out. It's extinguished... One of the things I love about EL is they find a way to keep that natural spark alive.”

Angela Duckworth, Christopher H. Browne Distinguished Professor of Psychology, University of Pennsylvania, and Founder and CEO, Character Lab
Financials

Statement of Activities for the Year Ended August 31, 2019

<table>
<thead>
<tr>
<th></th>
<th>Net Assets Without Donor Restrictions</th>
<th>Net Assets With Donor Restrictions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue, support and gains</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School, consulting, and product revenue</td>
<td>$ 18,068,021</td>
<td>–</td>
<td>$ 18,068,021</td>
</tr>
<tr>
<td>Contributions and grants</td>
<td>$ 817,240</td>
<td>$ 6,815,357</td>
<td>$ 7,632,597</td>
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<tr>
<td>Government grant</td>
<td>$ 1,043,013</td>
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<td>$ 1,043,013</td>
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<tr>
<td>Other income</td>
<td>$ 84,987</td>
<td>–</td>
<td>$ 84,987</td>
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<tr>
<td>Investment income</td>
<td>$ 120,930</td>
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<td>$ 120,930</td>
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<tr>
<td>Net assets released from restrictions</td>
<td>$ 8,166,300</td>
<td>$ (8,166,300)</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total revenue, support and gains</strong></td>
<td>$ 28,300,491</td>
<td>$ (1,350,943)</td>
<td>$ 26,949,548</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program services</td>
<td>$ 22,856,014</td>
<td>–</td>
<td>$ 22,856,014</td>
</tr>
<tr>
<td>General management and administration</td>
<td>$ 3,796,446</td>
<td>–</td>
<td>$ 3,796,446</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$ 1,111,475</td>
<td>–</td>
<td>$ 1,111,475</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>$ 27,763,935</td>
<td>–</td>
<td>$ 27,763,935</td>
</tr>
<tr>
<td><strong>Change in net assets</strong></td>
<td>$ 536,556</td>
<td>$ (1,350,943)</td>
<td>$ (814,387)</td>
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<tr>
<td><strong>Net assets, beginning of year</strong></td>
<td>$ 7,514,893</td>
<td>$ 8,663,739</td>
<td>$ 16,178,632</td>
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<tr>
<td><strong>Net assets, end of year</strong></td>
<td>$ 8,051,449</td>
<td>$ 7,312,796</td>
<td>$ 15,364,245</td>
</tr>
</tbody>
</table>

All information from EL Education’s independent audit report for the 2019 fiscal year ending August 31, 2019.
Financial Sustainability

EL Education’s strong financial position reflects capable financial management and oversight, diversified sources of revenue, and a healthy balance sheet. Our financial sustainability is critically important to our ability to deliver high-quality programs and services to public schools and districts across the country.

### 2019 Sources of Revenue

- **64%** School, consulting, and product revenue
- **35%** Contributions and grants
- **1%** Other income

### 2019 Allocation of Expenses

- **82%** Program services
- **14%** General management and administration
- **4%** Fundraising
“From large urban districts to small rural schools, we are all one. We are working to support students to become good human beings who do quality work, and who make the world a better place.”

Jenaiah, EL Education Student
Keynote address at the EL Education 2019 National Conference in Atlanta

> Watch Here
Our Vision

When students and teachers are engaged in work that is challenging, adventurous, and meaningful, learning and achievement flourish.

Our Mission

To create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

Our Approach

We are guided by the science of student success: research shows that social, emotional, and academic development are intertwined. That’s why we expand the definition of student achievement to include three dimensions: mastery of knowledge and skills, character, and high-quality work. We support students of all backgrounds and identities to achieve success across the three dimensions through our K-8 Language Arts Curriculum, our school model, and our educator resources.

Our approach is grounded in respect for educators as creative agents in their classrooms. We build their capacity to ignite each student’s motivation to succeed. Together, we entrust students with the power to build a better world.