



EXPEDITIONARY LEARNING

Dear School Staff,

The attached materials present the findings from the Spring 2013 Expeditionary Learning (EL) Implementation Review. The Implementation Review (IR) scores for your school have meaning locally and nationally, since the scores are standardized across the network. The IR is designed to help:

1. Determine the level of implementation of EL practices in your school and all EL schools,
2. Track growth of your school's implementation practices levels over time,
3. Provide standardized scores that allow individual schools and researchers to analyze the relationships between level of implementation and other outcomes (e.g. growth in achievement, engagement, motivation, etc.), and
4. Inform the work plan and professional development activities for your school and EL schools nationally.

While the official scores for your school are reflected in the school designer score, school staff scores were analyzed as they provide a valuable and critical contribution to the validation of the instrument (so that there is independent confirmation that the instrument measures what it is supposed to measure).

The IR score is meant to be an accurate measure of the actual extent of implementation of 26 key EL practices in your school, called the EL *Power Practices*. Power practices are those aspects of the EL model that are hypothesized to have a direct impact on student achievement or practices that have an indirect impact on achievement but are essential aspects of the EL design. By establishing power practices, EL is not saying that anything in our Core Practices is unimportant; rather, we are attempting to prioritize those aspects of our design that we believe are most correlated with increased achievement.

You will notice that EL reduced the number of power practices assessed by the Implementation Instrument by six, leaving 26 power practices to be evaluated. The purpose of the reduction came as a response to issues of redundancy and lingering questions about whether we had really winnowed down to those most correlated with student achievement. After close review and discussion, the following power practices were removed by consensus:

Curriculum PP 5- Guiding Questions
Curriculum PP 6- Fieldwork, Experts & Service Learning
Curriculum PP 8- College and Career Readiness
Curriculum PP 9- Global Skills
Instruction PP 8- Fitness and Wellness
Culture & Character PP 6- Promoting Adventure

Accompanying this letter are the following documents:

- School Report- Numerical report showing Implementation Review scores for each power practice
- Individual School Chart- Bar chart showing implementation review scores for each power practice
- Rasch Variable map – Map that shows your school in relation to the implementation continuum
- Explanation of Rasch Variable map – Document that explains how to read the variable map
- Electronic copy of the Implementation Review Instrument

The first step in using these materials is to review the School Report and Individual School Chart. The Individual School Chart provides a graphical view of the score report. The scores for each power practice correspond to the individual rubric in the IR Instrument, which is provided for your reference. Column 5 describes the exemplary implementation of that power practice, and school designers and school leadership teams should use this column to identify specific targets for work plan goals and objectives. For power practices that a school is not implementing at an exemplary level, the IR instrument and Core Practices can be used as tools to establish explicit goals for improvement.

After reviewing the School Report and Individual School Chart, please examine the Rasch Variable Map. The Rasch variable map shows the extent to which schools are implementing EL practices (the “variable” that is being measured). The map was constructed using the Rasch Measurement Model—a measurement approach that represents EL practices as a continuum spread along the vertical line near the left side of the page. This continuum may be understood as a ladder-like progression for both schools and power practices. The position of your school on the map is marked with a star; this position indicates the extent to which your school is implementing EL practices in relation to the average practice of other schools in the EL network. Please reference the Explanation of Rasch Variable Map for additional information.

As you deepen your understanding of the Implementation Review instrument, we believe that you will gain new insight into the power of this instrument as it relates to achieving your school’s goals and documentation of progress along the way. We appreciate your partnership and look forward to working with you on your annual work plan.

Respectfully,

EL Implementation Review Research Team

EXPEDITIONARY LEARNING IMPLEMENTATION REVIEW SCORES SPRING 2013

School: Sierra Expeditionary Learning School

State: CA

Region: West

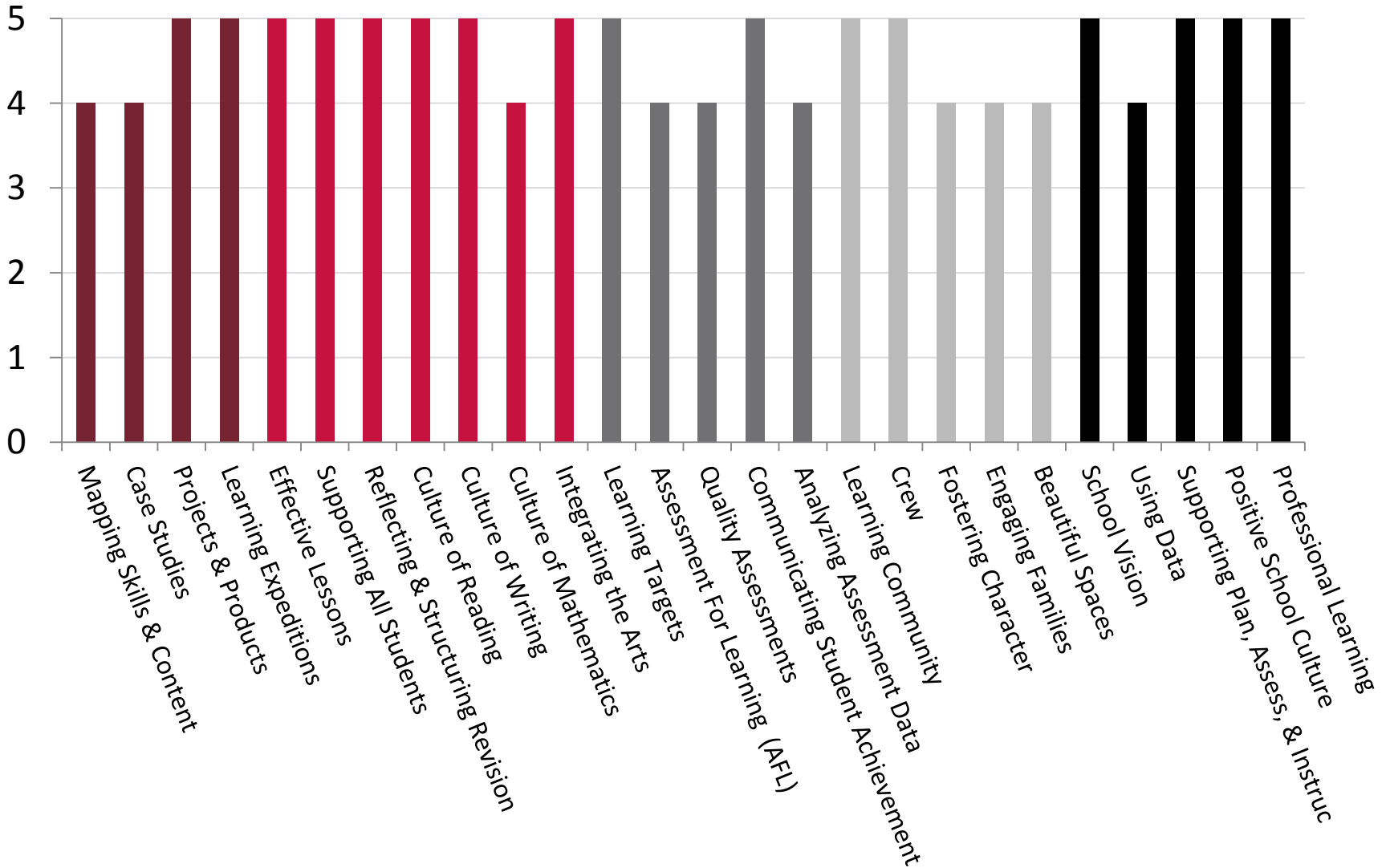
Dimension		Practice	Score
Curriculum	1	Mapping Skills & Content	4
	2	Case Studies	4
	4	Projects & Products	5
	6	Learning Expeditions	5
Instruction	1	Effective Lessons	5
	2	Supporting All Students	5
	3	Reflecting & Structuring Revision	5
	4	Culture of Reading	5
	5	Culture of Writing	5
	6	Culture of Mathematics	4
	7	Integrating the Arts	5
Assessment	1	Learning Targets	5
	2	Assessment For Learning (AFL)	4
	3	Quality Assessments	4
	4	Communicating Student Achievement	5
	5	Analyzing Assessment Data	4
Culture & Character	1	Learning Community	5
	2	Crew	5
	3	Fostering Character	4
	4	Engaging Families	4
	5	Beautiful Spaces	4
Leadership	1	School Vision	5
	2	Using Data	4
	3	Supporting Planning, Assessment, & Instruction	5
	4	Positive School Culture	5
	5	Professional Learning	5



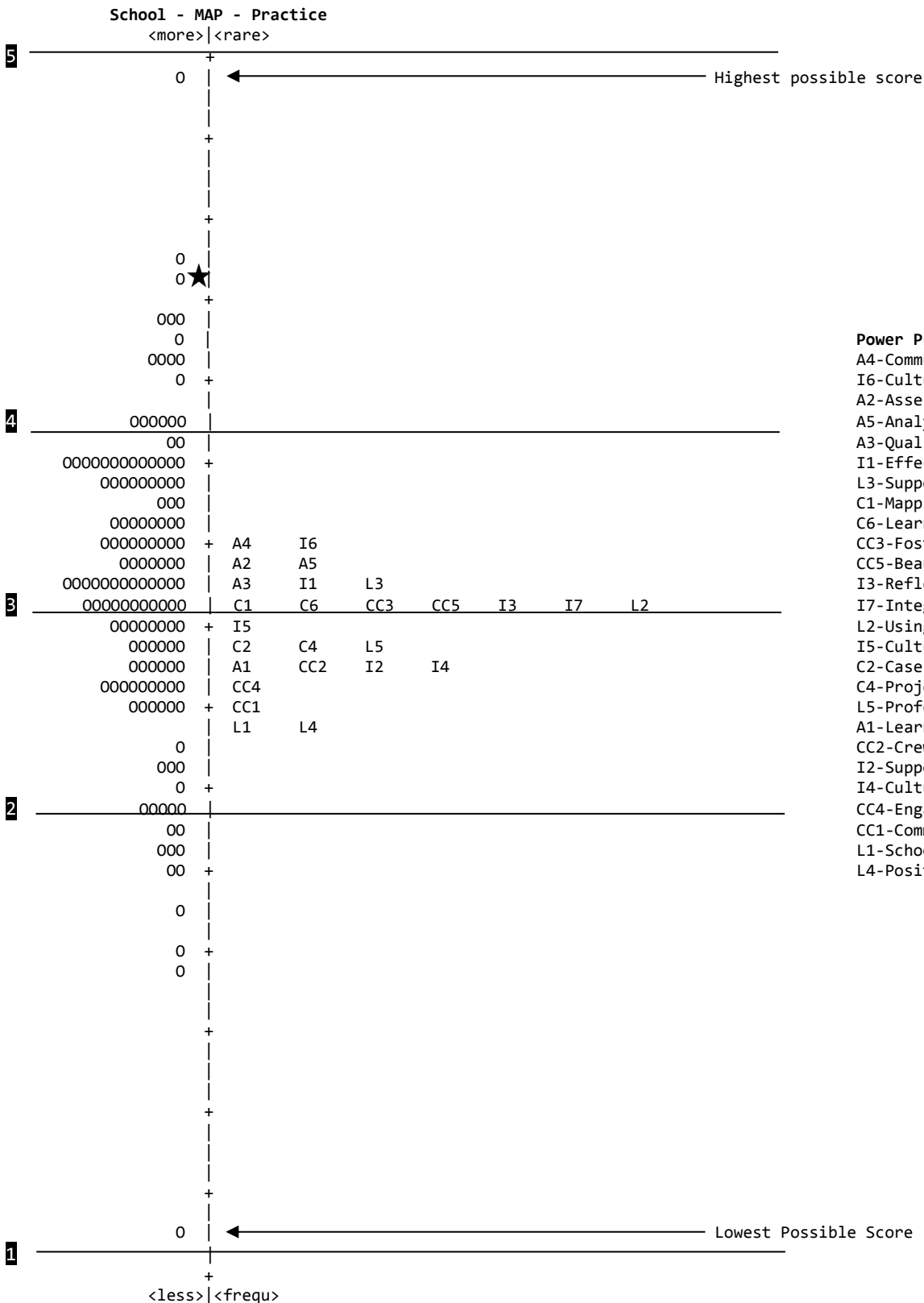
EXPEDITIONARY
LEARNING

Sierra Expeditionary Learning School

Implementation Review Scores Spring 2013



Expeditionary Learning Implementation Review – Spring 2013
System Level Variable Map: Level of Implementation Relative to the Average Practice
Sierra Expeditionary Learning School



- Power Practices**
- A4-Communicating Student Achiev
 - I6-Culture of Mathematics
 - A2-Assessment for Learning (AFL)
 - A5-Analyzing Assessment Data
 - A3-Quality Assessments
 - I1-Effective Lessons
 - L3-Supporting Plan, Assess, Instr
 - C1-Mapping Skills & Content
 - C6-Learning Expeditions
 - CC3-Fostering Character
 - CC5-Beautiful Spaces
 - I3-Reflecting & Restruct Revision
 - I7-Integrating the Arts
 - L2-Using Data
 - I5-Culture of Writing
 - C2-Case Studies
 - C4-Projects & Products
 - L5-Professional Learning
 - A1-Learning Targets
 - CC2-Crew
 - I2-Supporting All Students
 - I4-Culture of Reading
 - CC4-Engaging Families
 - CC1-Community of Learning
 - L1-School Vision
 - L4-Positive School Culture

Explanation of Rasch Variable Map

The numbers in the left margin represent the location on the scale of where an average response (sum of all item responses/number of items) of 5, 4, 3, 2, or 1 would be.

