

2021

# Annual Report





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# A message from our CEO

The 2020–21 school year was a complex one for schools, educators, families, and students. When we look back on it, I suspect we will marvel at what we accomplished, wonder how we did it, and mourn the devastating impact it had—all at the same time.

For Instruction Partners, our goal was to be of service. We faced a choice: we could either hold to and adapt the model of work we had traditionally supported in a virtual context or we could expand the range of ways we would show up to help, acknowledging that we were learning alongside our partners in much of this new terrain. We chose the latter.

Our message to our team was “go be helpful to schools as they navigate this complexity, and learn as much as we can while we’re doing it.” Throughout it all, we tried to share what we were seeing and learning as transparently as we could, knowing we needed to be together on the journey—now more than ever.

Every organization experienced challenges this year, and we were no exception. We tried hard to support our partners and our team as they juggled childcare and work responsibilities, while trying to keep our sense of connection strong without getting that time in person to refuel our spirits. I am so grateful for the creativity of my colleagues and their incredible commitment to our mission, vision, and the partners we serve.

I am also grateful for our supporters and financial champions, who provided us with flexible resources so that we could conduct critical learning, get ahead of growth, and pivot to respond to rapidly changing scenarios.

We will feel the impact of the 2020–21 school year for many years to come. We all have a lot of work to do to support students and families and ensure this is an event that ultimately strengthens our capacity to support and serve each other. We are engaging in a number of big new learning areas in the next two years to strengthen our ability to meet the moment, detailed in this report, and we look forward to continuing to be of service to schools, systems, and states around the country.

To the community that makes our work possible—you have our deepest gratitude.

One step at a time, together,

Emily Freitag  
Co-founder and CEO  
Instruction Partners



## Mission

All students experience an excellent education that prepares them to contribute to their community, achieve economic security, and pursue their dreams.

## Vision

We work shoulder to shoulder with educators to support great teaching and accelerate student learning. We focus on small systems, both districts and charters, and we work to ensure equitable access to great instruction for students in poverty, students of color, multilingual learners, and students with disabilities.

“

Working alongside devoted, equity-driven professionals who are willing to go above and beyond to help leaders, teachers, and students thrive is one of my favorite aspects of my job. We are working to support leaders during one of the most difficult periods in our nation's history and are committed to rolling our sleeves up and engaging in the work with them.

**Golda Sharpe**

Managing Director of Instructional Support, Instruction Partners

# Our core values



## Live **Bighearted**

We care deeply about ourselves, each other, our work, our partners, and the students we serve.



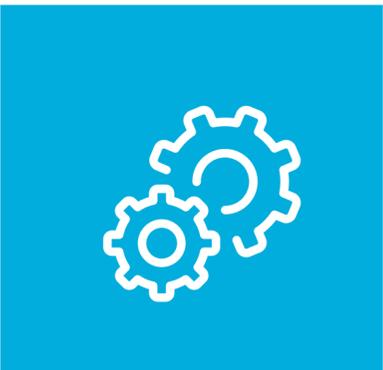
## Be **Honest**

We are open, authentic, and truthful with ourselves, teammates, and partners.



## Choose **Optimism**

We believe that, with the right support, every student can succeed.



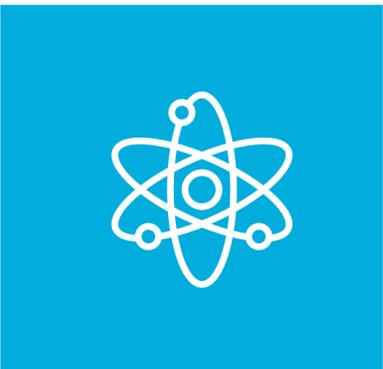
## Get **Practical**

We believe support should be thoughtful by meeting people, schools, and systems where they are.



## Advance **Antiracism**

We create and uphold space for all team members, partners, and students so they are seen, valued, and heard.



## Keep **Learning**

We know and love that we don't yet have all the answers because we are nerds for learning, even when it's hard or ambiguous.

# The year in partnerships

“

Instruction Partners really helps you break down that huge task of [improving instruction]. I'm very happy in education when theory and practice meet, and that's exactly what Instruction Partners does. They're able to give you a process to make theory come to life.

**Sara Monaco, Ed.D.**

Assistant Superintendent, Smithfield Public Schools, RI

# 110

system partners

# 8

state partners

# 38,500

service hours

# 10

custom projects

As any teacher or school leader will tell you, 2020–21 was a year unlike any other. Many of our partner schools lived multiple versions of school in the same year, moving from fully virtual to hybrid virtual/in-person to fully in-person (and sometimes back again).

Our partners managed these context shifts while relentlessly attending to student and staff health and safety; learning new approaches to instruction as well as student and family engagement; and developing ways to connect with teachers and grow their capacity in virtual environments.

To better meet the immediate needs of our partners and their students, we pivoted both our service model and our focus areas. Five guiding questions centered our work:

1. Are students showing up?
2. Are students connecting?
3. Are students given worthy work?
4. Are students doing the work?
5. Are students learning?

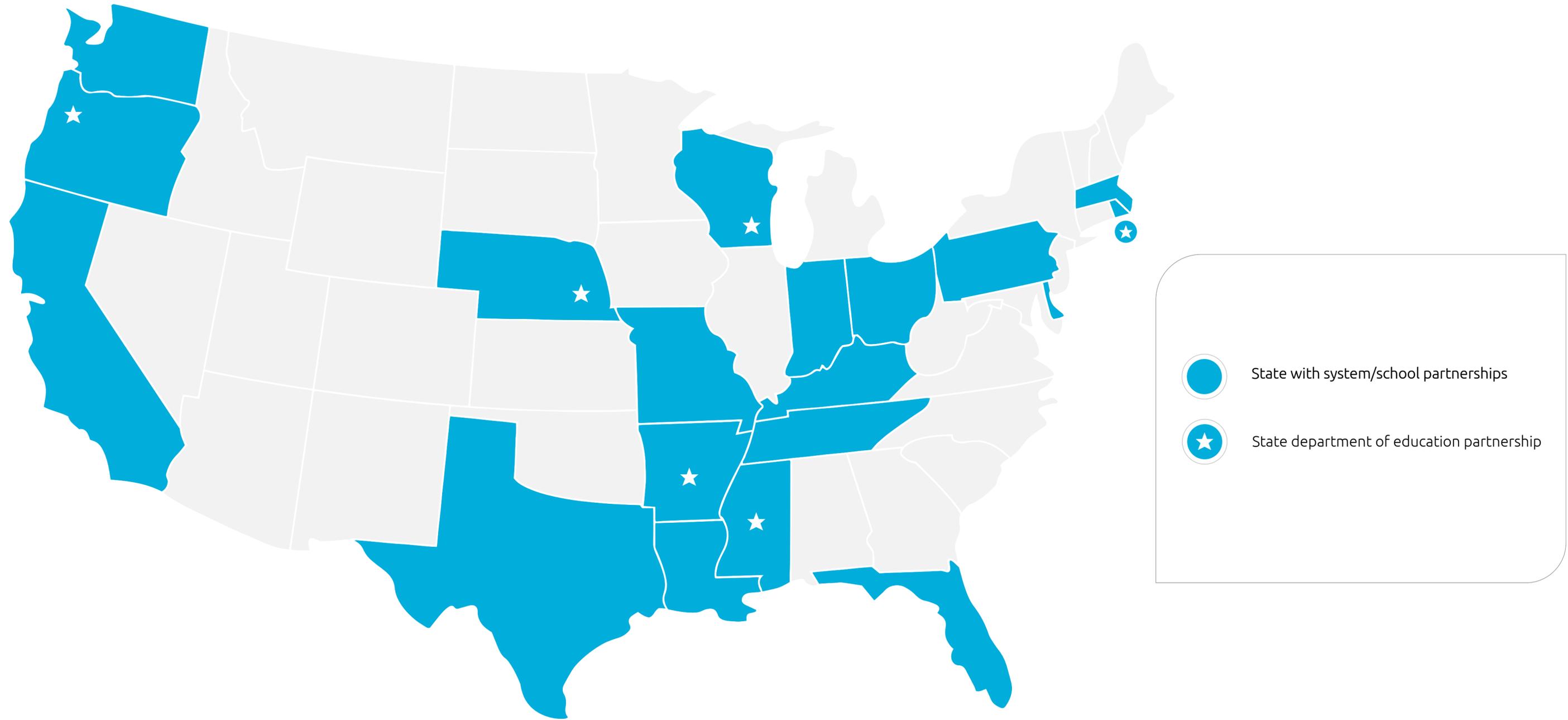
Because we could not physically be in schools all year—even for those who returned to in-person instruction—we adapted our partnership delivery in multiple ways. We have always been shoulder-to-shoulder partners, working closely alongside educators to improve instruction; in 2020–21, we preserved that as we adjusted to the realities of the moment:

- We kept our shoulder-to-shoulder spirit even as we pivoted to screen-to-screen support—instead of walking together with leaders into physical classrooms, leaders recorded lessons and we would “watch to the gametape” together on Zoom.
- We developed new approaches for designing and supporting virtual partners’ instruction, emphasizing shorter and more targeted cycles of improvement such as setting a six-week goal for improving virtual-lesson attendance, identifying a few key strategies, testing them, and adjusting quickly based on the results.
- We modeled virtual coaching cycles for many teachers and instructional coaches and leaned into deeper thought partnership with leadership teams, not only building but also adding capacity.

Though it was not a year any of us would choose to experience again, we emerged from it with deeper connections with school leaders as well as a service delivery model that allows us to be more effective in an increasingly virtual world. Providing more hybrid support to partners in fall 2021 allowed us to reduce travel time while still creating opportunities to visit classrooms and meet teachers and students in person this fall.



# Where we work



# Expansion to state partnerships

In the summer of 2020, we formed a state partnerships team to build and add capacity for state departments of education as they launched strategic plans, implemented high-quality instructional materials, and facilitated communities of practice.

## Spotlight: Nebraska Department of Education

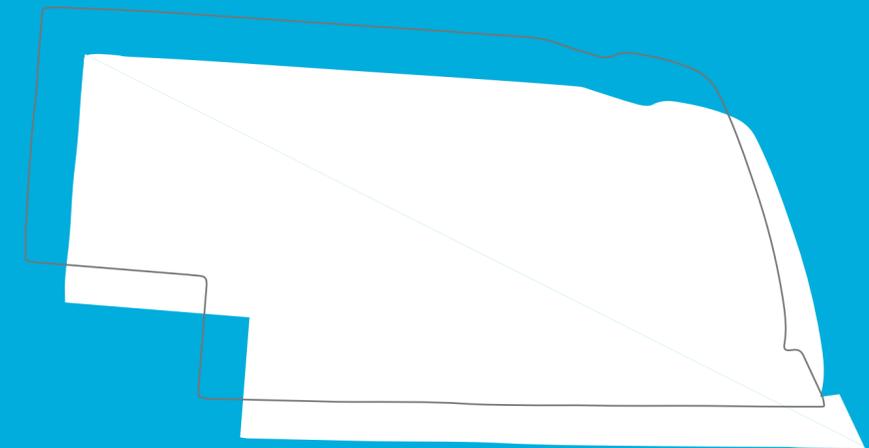
In recent years, the Nebraska Department of Education (NDE) shifted from operating primarily as a regulator to becoming a capacity builder and is now creating systems of support for schools and districts across the state. The Instruction Partners team is helping NDE leaders develop a unified vision for exceptional, equitable materials and instruction and supports for continuous improvement efforts statewide.

“The selection of instructional materials can still be a local decision, but we wanted to elevate conversations around quality, selection processes, and support for implementation,” says Cory Epler, NDE’s academic officer.

The department engaged Instruction Partners to provide targeted support for individual school systems in service of scaling continuous improvement across the state. “The continuous improvement process is something that every school, regardless of their designation, engages in,” says Shirley Vargas, NDE’s school transformation officer. “Instruction Partners [ensures] that our school leaders and teachers and district leaders have and are sustaining healthy habits around continuous improvement, that they’re able to ensure that there are processes in place that can outlive the partnership.”

“It’s been really helpful to have someone push us,” adds Epler. “The external perspective really brings this level of clarity that often in an internal group we might not get to. Our hope is that we can learn from [Instruction Partners] and build systems that actually allow us to sustain the work. I think that the value of high-quality partners in our efforts is really getting us to think about the sustainability of the work, and how we can ultimately empower others to take it statewide.”

See the full story [here](#).



## Custom services

Our custom team sits at the vanguard of our service design, keeping ears and eyes open for new opportunities to advance our mission and leading the way in the development of novel ideas to research and pilot so we can predict and explore how Instruction Partners can have the greatest possible future impact. In 2020–21, the team designed and delivered bespoke services to partners outside of our core and emerging service model, including:

- **Strategic planning and executive advising:** Supporting districts and district leaders with developing multi-year strategic plans while acting as executive advisors for district leadership in execution of the strategic priorities.
- **Unfinished learning support:** Piloting a statewide professional learning series for districts to address unfinished learning in math, ELA, science, and foundational literacy; piloting an ongoing retainer service for a CMO aligned to unfinished learning supports.

## School and system partnership impact

As in prior years, we set goals around improvements in instructional quality and partners' perception of our services as a valuable investment of time. We then set context-specific goals for each partner, which fell into the following categories.

1. **Student attendance and engagement:** Because so many schools were challenged with absenteeism and disengagement in virtual and hybrid learning experiences, we focused on 1) improving student attendance and engagement in virtual lessons for partners in all-virtual settings and 2) helping teachers and leaders plan for students learning virtually even as others returned to in-person experiences.
2. **Teacher professional learning structures:** In addition to designing instruction for students in different learning scenarios, leaders had to redesign teacher learning structures (teacher planning and collaboration meetings, professional development, classroom observations, coaching, etc.) for virtual environments. We set goals around the frequency and quality of these structures.
3. **Curriculum implementation:** Many partner systems were inspired to adopt new, higher-quality instructional materials (HQIM) last year. Though some sought out materials that better matched the needs for virtual access and instruction; others took this as an opportunity to try to advance selection and implementation of HQIM. Overall, the urgency of the moment led partners to prioritize providing higher-quality materials to teachers and students.



When our partners see changes in their teachers, see their teams are doing hard things, see students deeply engaged in the learning—these are powerful moments. Leaders we serve say that they feel we're working toward something. That gives me a lot of inspiration, a lot of life."

**Nicholas Mendoza**

Associate Director of Custom Services, Instruction Partners

**More than 70% of our school system partners met the majority of their goals for improvement.**

Despite a year of changing contexts and learning scenarios, our instructional improvement results matched pre-pandemic levels. By pivoting the focus of our services to respond to the unique needs of schools, systems, and states during the pandemic, we strengthened relationships, increased leader satisfaction, and made concrete progress toward goals.

- **Instructional quality:** Though a smaller percentage of schools completed two instructional observations to measure growth in quality, schools with fall and spring classroom observations saw similar growth in instructional quality compared to prior years (based on the percentage of positive indicators on our instructional observation tool).
- **Partner satisfaction:** On average, 92% of teachers and leaders taking part in training or coaching experiences with our team agreed that the Instruction Partners experience was a valuable use of time.
- **Partner-specific goals:** Across all partners, schools achieved more than 80% of their context-specific goals. More than half of these goals focused on improvements in teacher learning systems, including classroom observation and feedback, teacher planning and collaboration times, and building the content knowledge and instructional leadership capacity of school leaders.



Recreating school in a virtual setting was a new challenge, but the pandemic brought to the surface challenges that have always existed, like making sure students are showing up, learning, connecting, and getting worthy work. The pandemic energized us to organize around solutions. I was inspired by how the organization pivoted to meet the needs of partners; it gave me confidence in the team's vision and leadership.

**Sarah Guerrero**

Managing Director of Instructional Support, Instruction Partners

## Spotlight: Woodville ISD

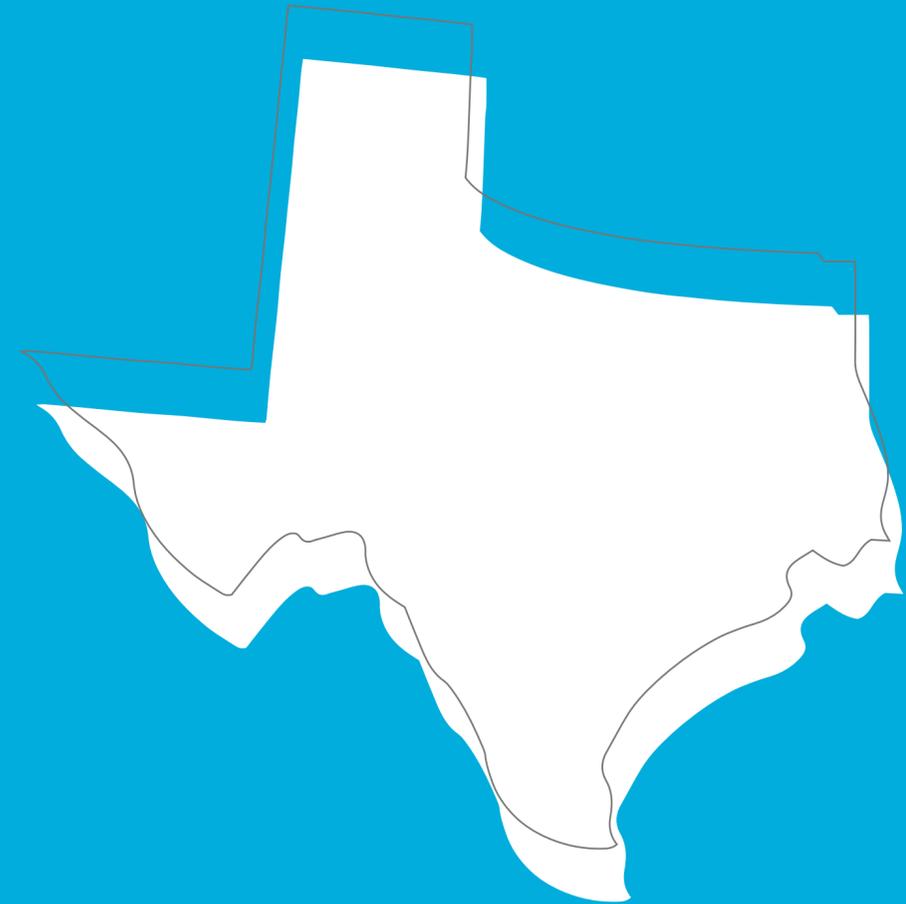
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Leaders in Woodville Independent School District, a rural district in Texas, knew that they needed to build a stronger campus learning culture. With more than 60% of students below grade level in reading and math, high teacher and leader turnover, and limited resources, they also knew that they needed help from an outside partner. Ashley Weatherford, Director of Federal Programs & Curriculum, recalls, “we struggle in our area with having the right tools and the right resources.”

Instruction Partners’ experience partnering with small, rural districts allowed our team to provide support and resources tailored to Woodville ISD’s unique needs. “We respected [the Instruction Partners team’s] experiences working with school districts just like ours—I feel like that helped a lot,” says Weatherford.

In collaboration with Instruction Partners, Woodville principals have strengthened teacher support systems in their schools. Weatherford shares, “With our principals growing as strong instructional leaders, we were able to focus on those planned [PLC] meetings . . . they started to plan what those really need to look like and how to really discuss data and take that and use that in your classrooms. I see a stronger district. . . . We can see improvement in our scores already, and I really feel like it has a lot to do with our principals becoming stronger instructional leaders, which trickles down to our teachers.”

See the full story [here](#).



**Renewal rates were strong, and many partners deepened or expanded their engagement.**

Renewals were stronger than expected this year, with more than 70% of our total revenue coming from existing partners. This is especially notable as we grew our overall revenue by 30%. We attribute this to the power of building deeper relationships and making progress toward goals. In addition, partners increased the scope and depth of their work with Instruction Partners by an average of \$24,000.



Having an external partner helped us pause and be reflective and also helped us to be that partner for districts. It gave us some really key questions to ask at points in the planning process and created an opportunity to think differently about doing things.

**Amber McCulloch**

Executive Director of K–Post-secondary at Puget Sound ESD, Washington

# The year in learning

At the start of the pandemic, we threw ourselves into learning how to best support and protect students during this time—speaking with educators, researchers, content experts, families, and students; reviewing the research landscape; and sharing what we were learning, right as we were learning it. As part of that commitment, Emily Freitag began sending a weekly email to leaders in our partner schools as well as a small circle of colleagues. Eighteen months later, Emily continues to share what she’s learning with a growing community of email subscribers. Topics this year ranged from content deep-dives to support unfinished learning, to lessons from Race to the Top, to principal supporting structures.



I love that I get to be innovative in my work at Instruction Partners and that people are always first. When we develop action plans with our partners, we always center around those impacted by them: the students for whom we want to see changes, but also the educators charged with carrying out these changes. We work to support the process in a way that makes it manageable and rewarding for the teachers and leaders with whom we partner.

**Silva Nicasio**

Director of Instructional Support, Instruction Partners

# Rethinking Intervention

In March 2020, we began an interview series with a wide-ranging group of educators, researchers, and organizational leaders to answer questions like: How should we allocate limited money and time? What is the most important focus for professional learning? If nothing else, what should we aim to do best?

One conversation turned into five, then fifteen, then forty. In January of 2021, we released a series of round-up videos, focused on the six big takeaways from the Rethinking Intervention conversations:

1. Relationships and learning are inseparably connected.
2. What teachers expect of their students influences what students expect of themselves.
3. Students engage and learn best from work that is challenging, relevant to their lives, and helps them understand and impact the world.
4. Moving forward into new content with support will advance learning more than stopping and going back.
5. Even a great plan will not work for all students; continuously monitoring, understanding, and meeting needs will.
6. The way teachers support students mirrors the way leaders support teachers.

These six takeaways served as a guiding light to inform our team's thinking around [how school and system leaders can address unfinished learning in light of COVID-19](#).

As of fall 2021, the Rethinking Intervention video series has been viewed more than 20,000 times. In addition, Emily Freitag and other members of our team have delivered keynote speeches and led workshops based on the big takeaways from the project.

# Addressing Unfinished Learning

Throughout the 2020–21 school year, we partnered with several school systems to learn more about how leaders and teachers need to use their limited instructional time to address unfinished learning for all students, especially for their most instructionally vulnerable students. We found that the decisions that matter most don't make for great headlines—they live in the pacing guide, the feedback a teacher gets on a lesson plan, the questions that arise during a student work analysis review, and the thousands of real-time decisions that teachers make every day.

Due to the significant interruptions in schooling over the last 18 months, it has never been more critical for leaders and teachers to have access to strategies to address unfinished learning through Tier 1 priority content with a high-quality curriculum. We found that four were most important:

- **Center on priority students:**<sup>1</sup> Research indicates that by centering instruction on the needs of priority students, we will increase academic achievement for all students.
- **Prioritize content:** Educators need to be aware of where their students need additional support and when they can defer teaching non-prioritized content in favor of dedicating the maximum amount of instructional time to the major work of the current grade.
- **Utilize data practices:** It is essential to ensure that leaders and teachers understand how to simplify and target assessments so they reveal actionable information that can be used to provide just-in-time support to students.
- **Support teacher practice with professional learning:** Teachers look to their school and system leaders for explicit, practical guidance on where and how to focus their time among the broad array of challenges they face in their classrooms.

We took what we learned about these four strategies and created the **Addressing Unfinished Learning toolkit**—complete with 1 content-specific guidelines and customizable worksheets to inform instructional planning at the year, unit, and lesson levels and 2 step-by-step, curriculum-specific examples of content prioritization in action—for instructional leaders who want realistic strategies for making sure students learn grade-level content.

Since its launch in July 2021, the unfinished learning toolkit has been downloaded 1,500 times, and the unfinished learning landing page, which includes key findings and a report brief, has received 14,800 visits. Our subscriber base grew 19% in the first 10 weeks after the toolkit’s release. This winter we are updating the toolkit to include more support for addressing unfinished learning in early literacy. You can read more about our early literacy work in the “Looking Ahead” section of this report.

## Science

In 2020–21, we partnered with schools, districts, and peer organizations such as BSCS Science Learning and OpenSciEd to learn more about the challenges leaders face and how to build leaders’ capacity to support excellent science instruction through our expanded service pilot with 17 schools across Tennessee. This statewide science work, combined with the launch of Instruction Partners’ math and ELA state service integration pilot led to the conclusion that states have significant influence and play a critical role in helping local education agencies (LEAs understand their priorities, orient toward the right goals, organize action and continuous improvement, and prioritize support through the right resources in the context of high-quality instructional materials—just like in ELA and math.

Instructional leaders need high-quality tools for establishing, sharing, and progressing toward a vision for excellent science teaching and learning. In July 2021, we released **Solidify and the Science Classroom Observation Tool**. Solidify is a science leadership development workbook integrating the best available instructional support resources into a practical, self-paced series for instructional leaders. Solidify helps leaders understand the shifts required by phenomena-driven, three-dimensional science instruction and build the knowledge to deliver quality feedback to teachers using the classroom observation tool.

Used in combination with Solidify, the Science Classroom Observation Tool helps leaders capture what’s happening in science classrooms, identify instructional strengths and opportunities for growth, and monitor progress over time. The Solidify workbook served as our entree into science instruction. To date, the workbook has been downloaded more than 600 times, and our science resources and materials have received 3,300 views.

<sup>1</sup> We define priority students as students who need the most support to access the content being taught, relative to their classmates.

## Spotlight: Frayser Community Schools

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Leaders from Frayser Community Schools, a neighborhood charter network in Memphis, TN engaged Instruction Partners to support excellent science instruction.

“Before we were with Instruction Partners, I knew that we had a desire to deliver three-dimensional science lessons, but we didn’t know how,” recalls Keiyoma Dabney, multi-classroom lead at Frayser Community Schools. We worked to build leaders’ capacity to support teachers in implementing instructional models that strengthen students’ conceptual understanding of science.

Tonya Hervey, director of principal leadership, reports a positive shift in teacher practice: “They’ve realized that science is all about children figuring out the science in the everyday world around them, identifying everyday phenomena, and really piquing children’s curiosity about why things happen around them, and helping them to understand that there’s science everywhere in life. That epiphany has changed the way they address science instruction.”

See the full story [here](#).



# Our people and culture

This year we surpassed the 100-employee mark, and we continue to grow. The success of our recruitment efforts was critical to ensuring we could move the work forward and better serve our school, system, and state partners. We are excited about the growth of the organization and remain committed to ensuring our team culture remains strong and aligned to our organization's core values.

We created two new positions integral to team culture: a Chief People and Culture Officer, who started February, and a Senior Director of Culture, who started June. These roles, in conjunction with the full human resources and talent team, helped us focus on team members' holistic experience. We also made several notable additions to our senior leadership team.

Our priority for the year was putting our people first, emphasizing safety and team culture as we managed through a pandemic and supported schools across the country. We continued our commitment to the safety of our staff, our partners, and the students we serve by remaining virtual through July 2021.



It's important to me that I work in a warm environment with honest people who genuinely care about their colleagues and their work, and in my experience it takes a long time to build a team and culture where people care about each other. When I joined Instruction Partners, I immediately sensed that the team and culture were already there.

**Lovette Curry**

Chief of People and Culture, Instruction Partners

# Advancing equity

Our mission charges us to serve as partners working with schools to ensure every student is seen, valued, and heard, as well as respected in instructional interactions as a human with dignity and a capable learner. We cannot achieve our mission if we do not clearly set goals, hold ourselves accountable, and take strategic action to advance antiracism.

This past year:

- In community with our board, we reviewed our mission, vision, and values. As a result of this process we confirmed our mission to help our partners strengthen teaching and learning with attention to students of color including Black, Latinx, Asian American and Pacific Islander, and Native students; students in poverty; students with disabilities; and multilingual learners. We clarified that we define effective teaching and learning to be inclusive of effective academic support (content and pedagogy) and affirming relationships. We confirmed that we seek to continue to support small and midsize school systems serving priority groups across a range of contexts and that we will orient our focus to help partners take key actions that will advance outcomes for students in priority groups in their context.
- We developed multiple internal learning structures to support and advance our individual and collective learning and reflection. We engaged in a staff-wide study of Unconscious Bias in Schools; compiled study resources for partnership teams; and launched an audit of people practices, including role bands and compensation.
- We sought out diverse researchers and practitioners to participate in our **Rethinking Intervention** learning series and attended to learning from, and sharing, resources focused on meeting the needs of priority groups.
- We worked deeply with one partner using **Facing History and Ourselves** curriculum to learn alongside them how these materials can support adult and student culture.

In the two years to come, we are working to:

1. Help partners address unfinished learning in ways that support students of color, students in poverty, multilingual learners, and students with disabilities.
2. As a research and development priority, learn how to help school and system leaders structure support for teachers to ensure that every single student and adult experiences affirming relationships in their interactions and instructional experience.
3. Within our organization, strengthen relationships, inclusive culture and the consciousness of the impact of interactions.
4. Ensure our team, board, and contractors increasingly reflect the priority groups in our mission.
5. Support equitable access to learning and advancement of opportunities for staff.



# Looking ahead

## Organizational growth

The next two years will be incredibly important for students' futures; children have a vast range of needs, and a lot is on the line if we cannot meet those needs. At the same time, schools have received a historic and time-bound influx of funding, creating an opportunity to rethink how schools meet the needs of students and communities and to learn how to support learning and wellness for every single child.

School and system leaders play a critical role in meeting the moment. This year, Instruction Partners developed a two-year strategic plan to strengthen both our impact and our sustainability, ensuring we can provide leaders with relevant, practical, and high-leverage support centered around what matters most: positive outcomes for all students.



Because we hold students at the center of our work, our partners feel safe setting aspirations for what they want students to experience and acknowledging where they're strong and the areas they need help. And because our partners trust that we are all in the room on behalf of students, they engage vulnerably and with the confidence that we will give them the perspective and guidance to chart a path forward.

**José Guadarrama Torres**

Director of Instructional Support for Early Literacy, Instruction Partners

## Goals and initiatives for 2021–23

**Impact goal:** Our partnership work will more consistently help leaders improve experiences and learning for priority groups of students.

### Initiatives

- Strengthen support for unfinished learning for priority groups
- Develop new partnership capabilities to strengthen future impact
- Pilot integrated support model for state work

**Sustainability goal:** Workloads will match expectations; earned revenue will fully cover the cost of contracts; we will be well-positioned to weather education sector funding fluctuations.

### Initiatives

- Bring discipline and focus to opportunity analysis
- Strengthen support for people and culture
- Continuously improve financial sustainability of partnership model
- Attend to organizational resilience

# Learning agenda

## Early literacy

In fall of 2021, we released a set of five **essential practices for building an effective early literacy system**, along with resources for observing, coaching, and reflecting on the current state of K–2 literacy instruction. The practices invite leaders and teachers to reimagine how they center early literacy instruction to accelerate students’ development of foundational reading skills both in the short term by offering creative solutions to address COVID-related unfinished learning and in the long term by codifying the practices that help leaders build a system in which all students are reading proficiently by the time they enter 3rd grade. In 2022, we’ll release a case study to illustrate how a Tennessee school district is using the essential practices to rethink and rebuild their early literacy program. We’ll also share research-informed best practices for centering multilingual learners in early literacy instruction. Finally, we’ll deliver a practical, user-friendly playbook strategically designed for school and system leaders.

## Leadership systems

We revised our partnership approach for the 2021–22 school year, adding more time and focusing more deeply on diagnosing partner leadership systems: priority content/curriculum, teacher professional learning systems, and assessment inventories. We are also engaging with 16 partners to test new tools that will allow us to reliably diagnose the current state of a school’s leadership systems and determine a measurable improvement pathway that explicitly tracks 1) whether those systems are getting stronger and 2) the effect of stronger systems on teacher practice and eventually student performance.

## Affirming relationships

Leveraging the current research on what affirming relationships in schools look like and why they matter, we are working with school and district leaders to gain clarity on how to help leaders systematically develop affirming relationships with every student, and how to build affirming relationships in the context of academic work. We are exploring entry points, pathways, and resources for helping teachers and leaders understand, experience, and practice affirming relationship–building with students across lines of difference. Through these efforts, we seek to 1) help leaders enact structures and practices that support affirming relationships among adults; 2) increase and deepen affirming interactions between students and teachers during instructional time; and 3) ensure that students experience equitable and affirming learning environments that improve their school experience and boost their sense of agency and engagement in their learning.

# Appendix

## Financials

	FY21 budget	Actuals 6/30/21
Philanthropy	\$6,380,000	\$7,094,322
Earned revenue—partnerships	\$6,338,142	\$7,538,710
Other revenue*	\$4,800	\$1,225,344
<b>Total revenue</b>	<b>\$12,722,942</b>	<b>\$15,858,376</b>
Salary & benefits expense	\$10,592,329	\$11,118,499
Professional services expense	\$913,507	\$849,611
Travel & PD expense	\$222,900	\$3,842
General & administrative expense	\$425,254	\$331,945
<b>Total expense</b>	<b>\$12,153,990</b>	<b>\$12,303,897</b>
<b>Net assets (loss)</b>	<b>\$568,952</b>	<b>\$3,554,479</b>
Year end cash balance		\$5,709,833
Days cash		\$109.48

## Balance Sheet as of 6/30/21

<b>Assets</b>	
Current assets	\$7,001,341
Long-term assets	\$37,100
<b>Total assets</b>	<b>\$7,038,441</b>
<b>Liabilities &amp; net assets</b>	
Liabilities	\$1,082,675
Net assets	\$5,955,766
<b>Total liabilities and net assets</b>	<b>\$7,038,441</b>

\*Other revenue for FY21 includes full forgiveness of the PPP loan received in FY20.

# Notable press

Major education publications featured our work throughout the year, including the following notable spotlights:

- The Fordham Institute’s “Flypaper” blog amplified several of Emily’s emails:
  - [Lessons from Race to the Top](#)
  - [The recovery plans we need and how to develop them](#)
  - [There’s more to the education story than what’s in the news](#)
- *Education Week* published an op-ed by Emily Freitag titled [“The Pandemic Will Worsen Our Reading Problem. Another Outcome is Possible.”](#) The publication also featured Emily Freitag as an expert contributor in multiple pieces related to addressing unfinished learning:
  - [“Understanding Learning ‘Acceleration’: Going Slow to Go Fast”](#)
  - [“Tens of Thousands of Students May Have to Repeat a Grade. Should They?”](#)
  - [“COVID-19’s Harm to Learning Is Inevitable. How Schools Can Start to Address It”](#)
  - [“What Should We Teach? 5 Steps for Keeping Kids on Track This Fall”](#)
  - [“High-Dosage Tutoring Is Effective, But Expensive. Ideas for Making It Work”](#)
- Chalkbeat published several articles related to Instruction Partners:
  - On the eve of the 2020 election, Chalkbeat published an op-ed by Emily titled [“Let’s fight about the future of public education”](#)
  - A feature on Tindley charter schools, [“Indianapolis charter schools get \\$1.5 million grant to improve math,”](#) spotlighted our partnership with the system
- EdSurge featured our work with the Haslam Foundation to provide curricular materials to the Tennessee Tutor Corps in their piece, [“To Combat the ‘COVID Slide,’ Tutoring Program Pairs Elementary Schoolers with College Students”](#)



## Leadership team

**Malika Anderson**, *Chief Program Officer*  
**Erika Cook, Ph.D.**, *Senior Managing Director of State Partnerships*  
**Lovette Curry**, *Chief of People and Culture*  
**Ben Fenton**, *Chief of Growth and Delivery*  
**Emily Freitag**, *Chief Executive Officer*  
**Elizabeth Ramsey**, *Senior Managing Director of Program Services*  
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**Jabari Sims, Ed.D.**, *Executive Director of District Partnerships*  
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