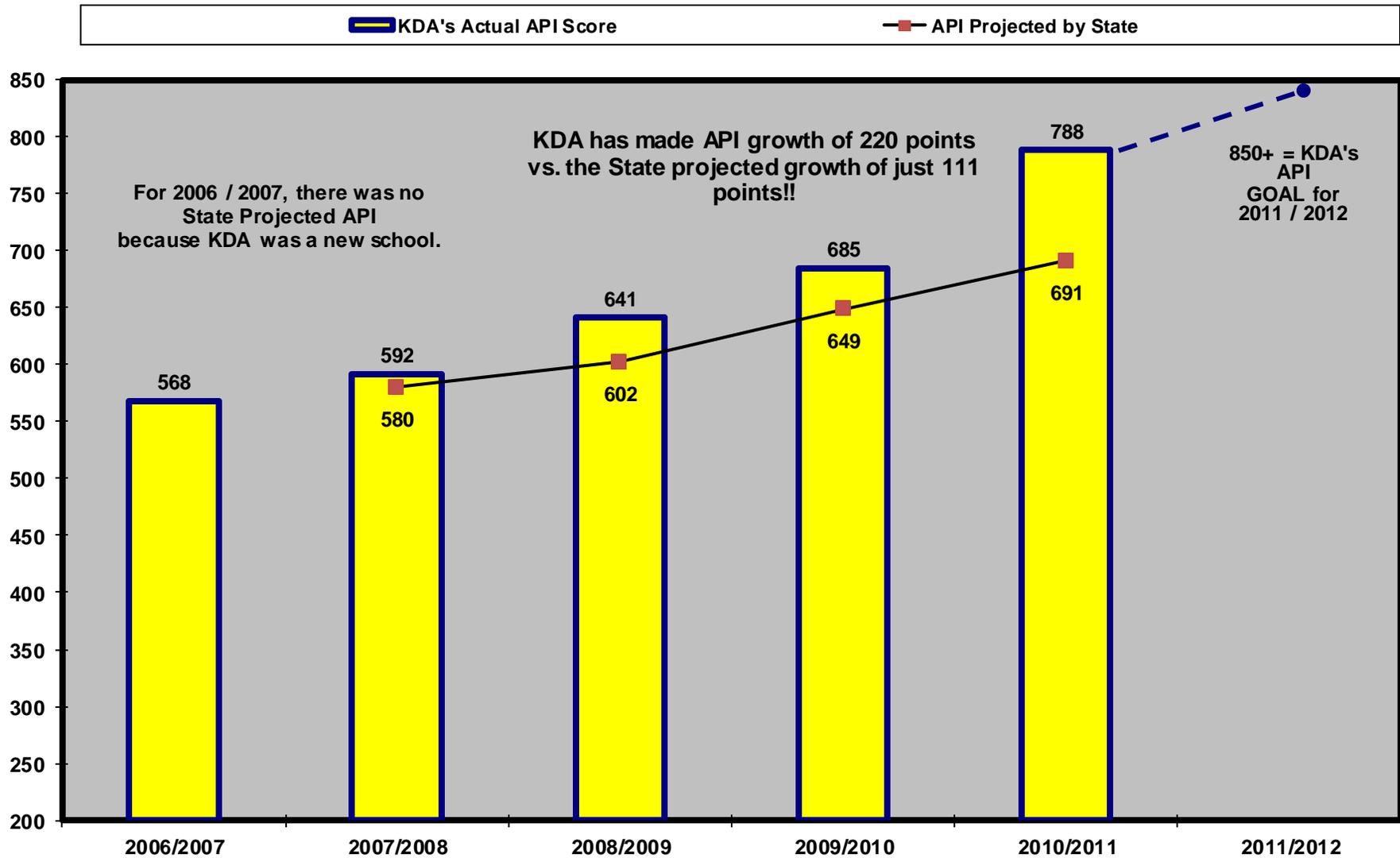# SETTING THE CONTEXT FOR GROWTH:

THE FRED T. KOREMATSU DISCOVERY ACADEMY'S EXPERIENCE LEAVING PROGRAM IMPROVEMENT STATUS
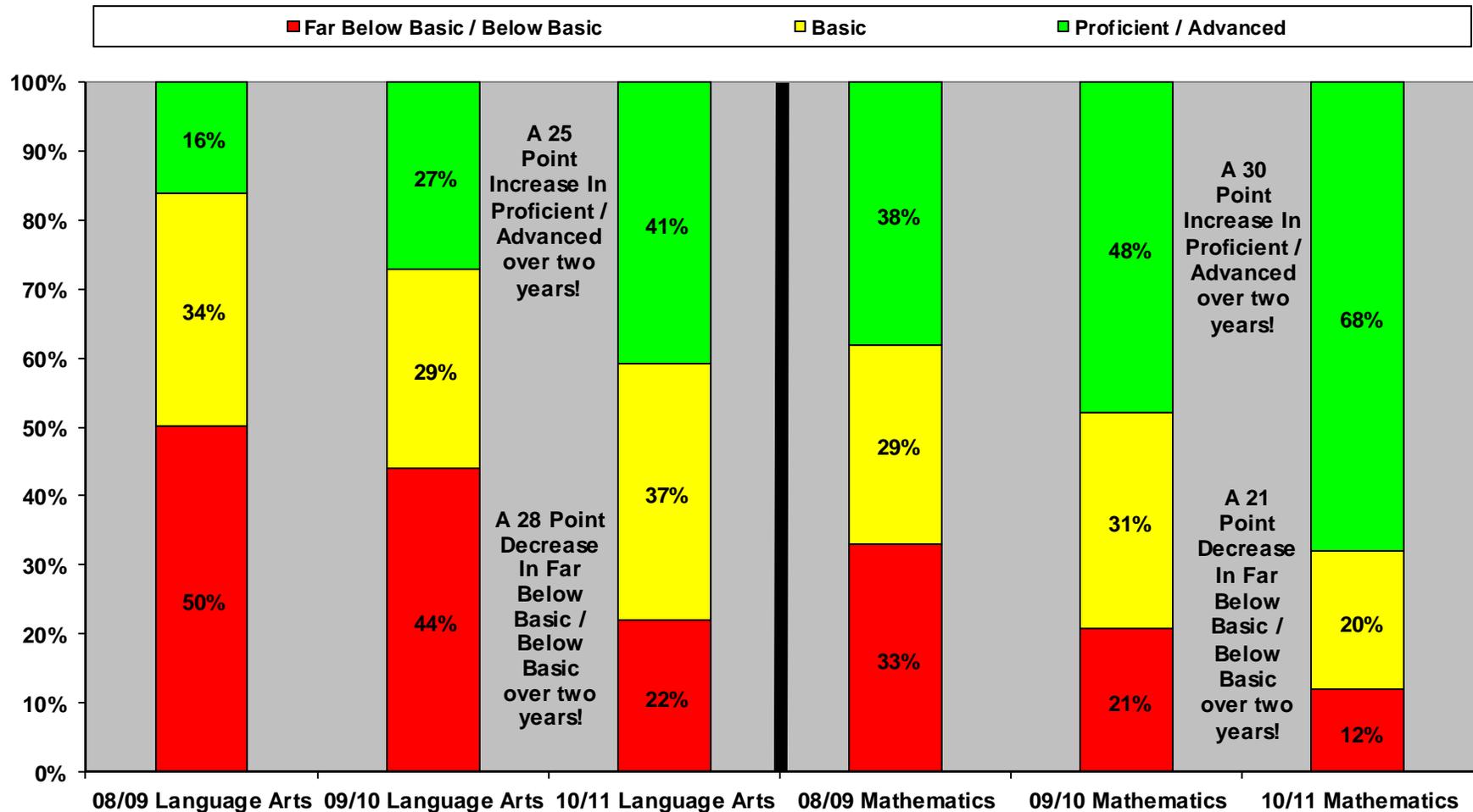
The Fred T. Korematsu Discovery Academy

- Developed in 2005/2006 with community members as a response to NCLB Program Improvement (PI) Year 5 status of former school (Stonehurst Elementary)
- Opened in 2006/2007
- Entered PI Year 1 status in 2009
- **Exited PI Status in 2011!**

- Pre-K- 5th Grade
- Current Enrollment = 383
- 70% Latino
- 17% African American
- 10% Arabic
- 3% Other (Pacific Islander, Asian)
- 70% English Learners
- 95% Free and reduced-price lunch (although 100% students receive free meals due to their Provision II status.)
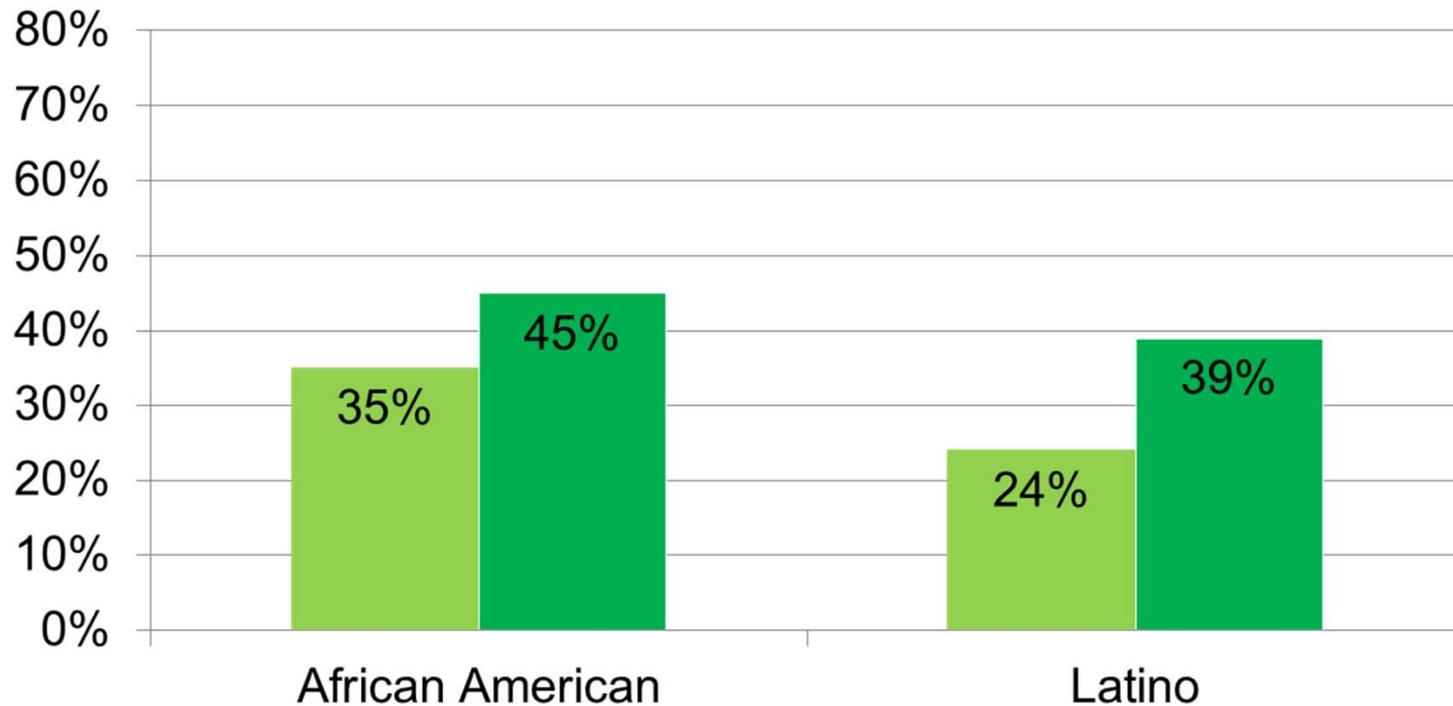
State Projected API Growth vs. KDA Actual API Growth

□ KDA's Actual API Score　　　**■— API Projected by State**

For 2006 / 2007, there was no State Projected API because KDA was a new school.

KDA has made API growth of 220 points vs. the State projected growth of just 111 points!!

850+ = KDA's API GOAL for 2011 / 2012

Year	Actual API	State Projected
2006/2007	568	
2007/2008	592	580
2008/2009	641	602
2009/2010	685	649
2010/2011	788	691
2011/2012		

How Did KDA 2nd, 3rd, 4th, & 5th Graders Do on the Language Arts and Math CST over Two Years?

Legend: ■ Far Below Basic / Below Basic　■ Basic　■ Proficient / Advanced

	08/09 Language Arts	09/10 Language Arts	10/11 Language Arts	08/09 Mathematics	09/10 Mathematics	10/11 Mathematics
Proficient / Advanced	16%	27%	41%	38%	48%	68%
Basic	34%	29%	37%	29%	31%	20%
Far Below Basic / Below Basic	50%	44%	22%	33%	21%	12%

A 25 Point Increase In Proficient / Advanced over two years!

A 28 Point Decrease In Far Below Basic / Below Basic over two years!

A 30 Point Increase In Proficient / Advanced over two years!

A 21 Point Decrease In Far Below Basic / Below Basic over two years!

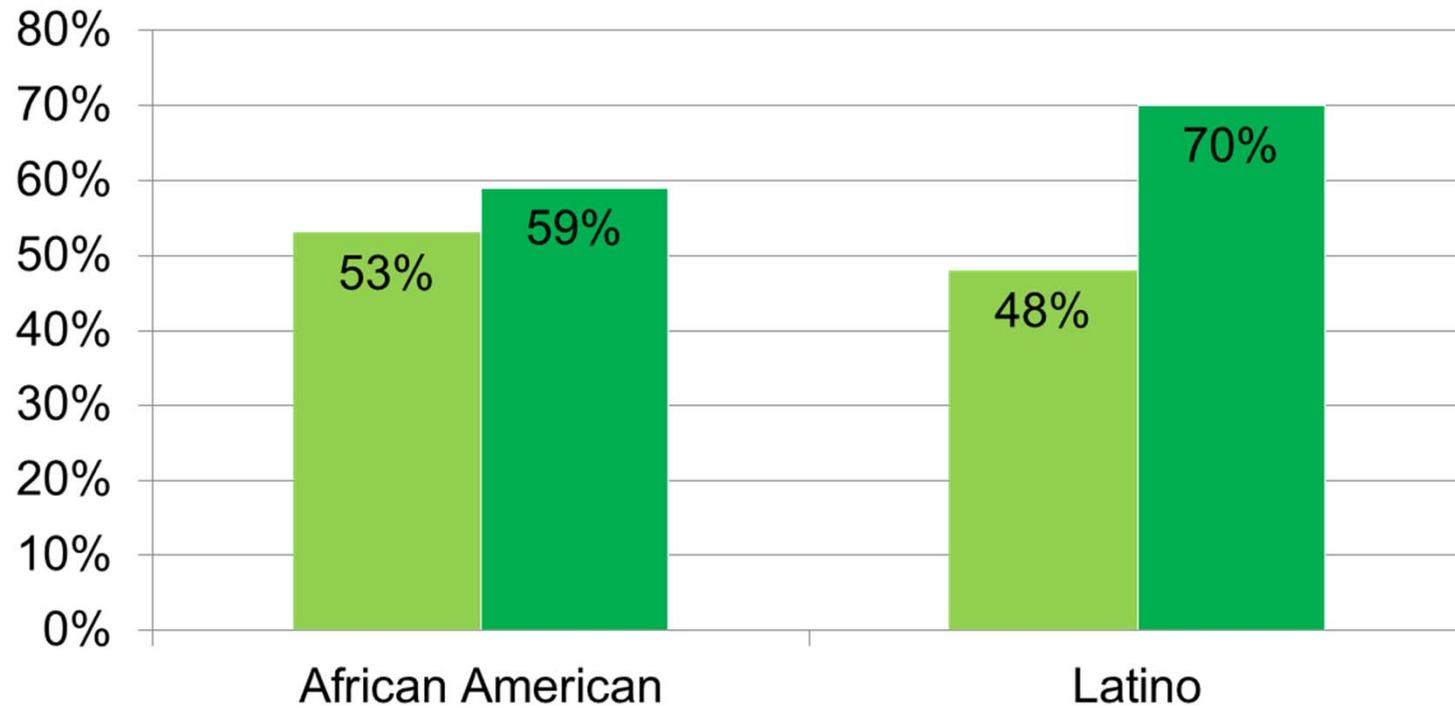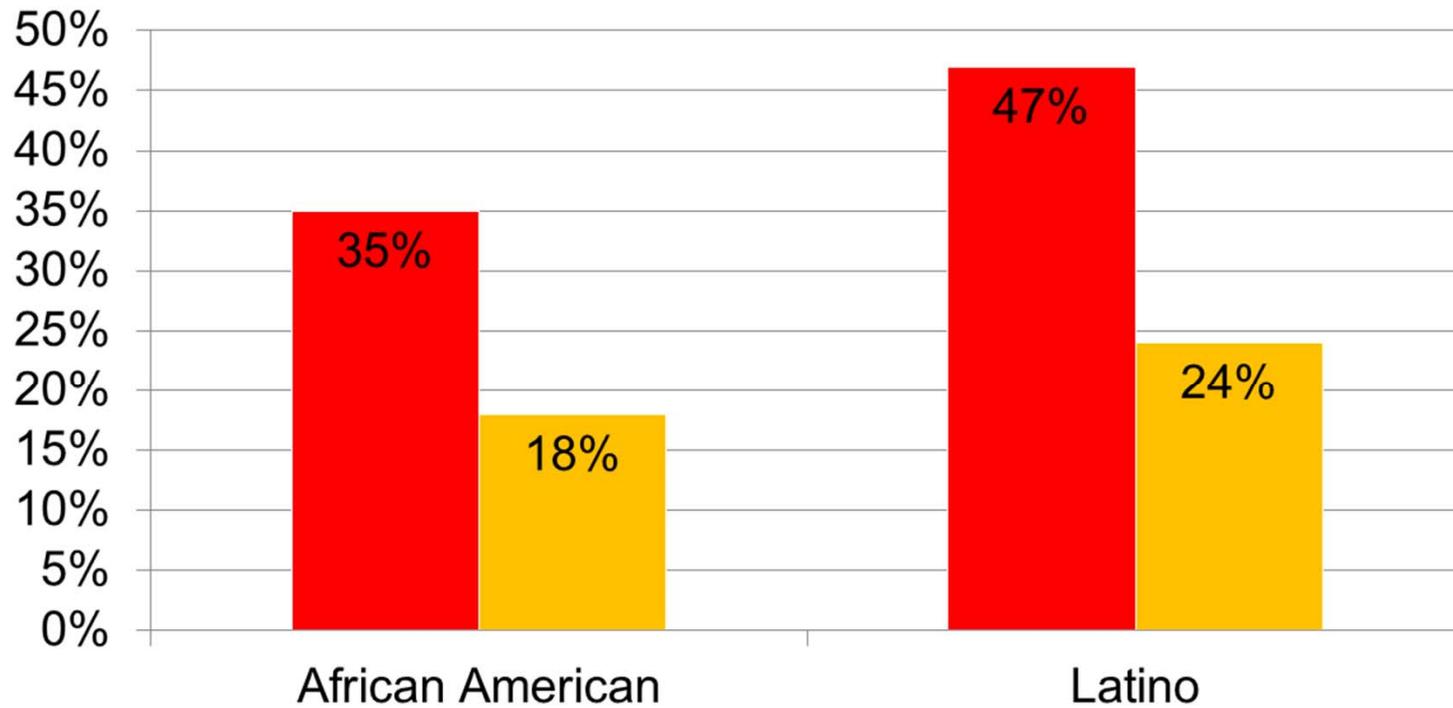**Korematsu CST ELA Increase of Success Rate: Proficient and Advanced**

Korematsu CST Math
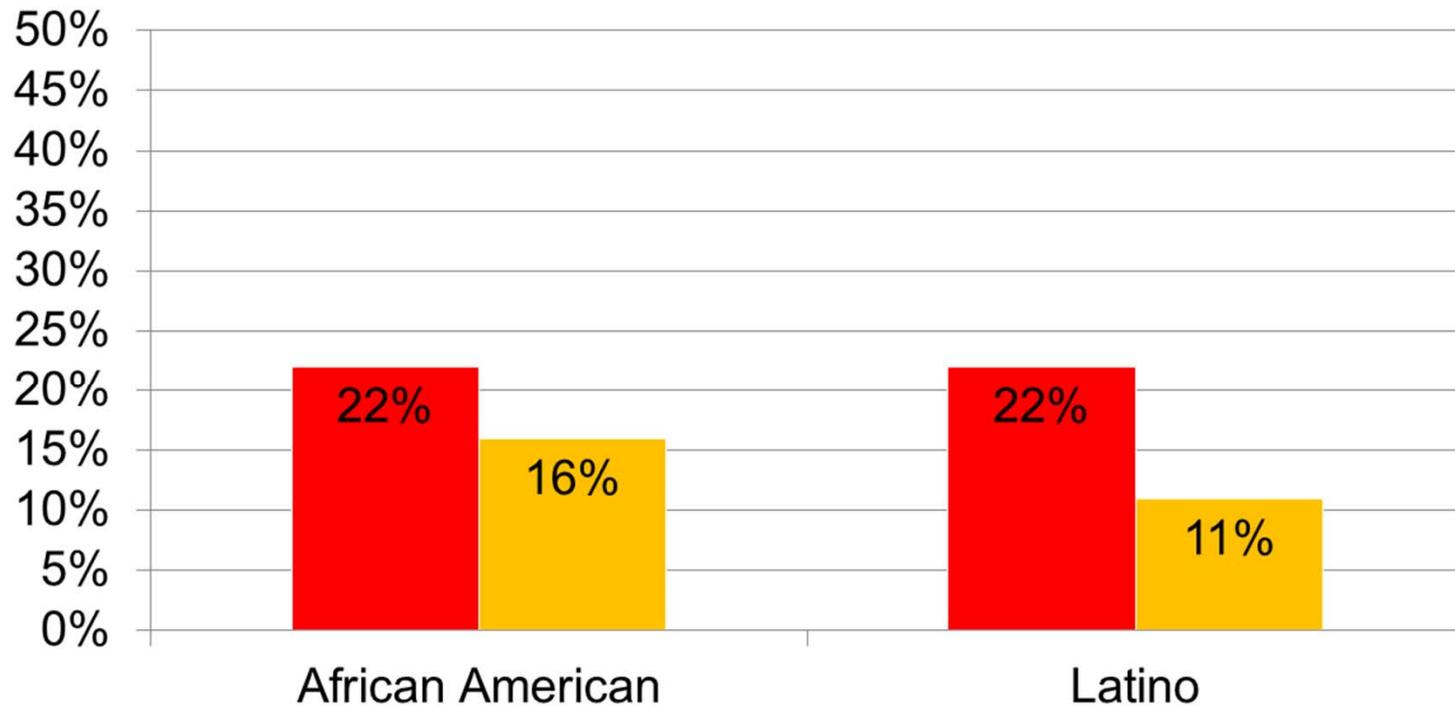Increase of Success Rate:
Proficient and Advanced

Korematsu CST ELA
Reduction of Failure Rate:
Far Below Basic / Below Basic

Reflections on KDA's Growth:
How did we get here? Where are we going?

- Consistent Teaching Staff: Amazing group of teachers unified around a single vision of student growth

- Consistent Leadership: No change in leadership over 6 years. Leadership is avidly focused on instruction

- Focused Coaching: Instructional Facilitator develops skills of teachers to use data to craft instruction

- Real Collaboration: Data Teams meet weekly to focus on inquiry process in disciplinary writing

- Focus on Social and Emotional Learning: School-wide, daily use of Caring Schools Community curriculum, consistent approach to school climate, increased mental health services

Reflections on KDA's Growth:
How did we get here? Where are we going?

- <u>Direct instruction</u>: School-wide use of Direct Instruction model developed by staff specifically for KDA

- <u>Differentiation and Intervention</u>: Focusing resources around innovative, research-driven practices (e.g. Fast ForWord, RTI Deployment, one-on-one / small-group intervention)

- <u>Family Involvement</u>: Data-driven goal-setting practices supported by frequent progress reports

- <u>Focus on Data and Goals</u>: School-wide frequent analysis and recognition of performance