

**Kuumba Academy Charter School
Math and Reading Performance Data**

Innovative instructional approaches in math (Singapore Math) have enabled KACS students to score well above state averages in math, and have eliminated the achievement gap in grade 4 and grade 5 reading. In addition, KACS students were recognized in 2010 as part of the first cohort of schools to earn the \$150,000 Achievement Award for reducing the achievement gap between African and white students and low-income and non-low income students. Since 2010, KACS continues to make progress each year in closing or eliminating the achievement gap by race and SES (tables below)).

Proficiency Comparison DCAS Spring 2012							
Math	Kuumba	State	Title I (state)	Reading	Kuumba	State	Title I (State)
Grade 2	83%	80%	71%	Grade 2	75%	67%	54%
Grade 3	96%	76%	67%	Grade 3	89%	75%	61%
Grade 4	88%	78%	65%	Grade 4	85%	74%	58%
Grade 5	92%	74%	58%	Grade 5	95%	78%	60%

Reading Achievement Gap Analysis: DCAS Spring 2012					
Grade 3	Kuumba	State	African American	White	Gap
Fall	648	654	627	676	28
Winter	682	686	657	710	28
Spring	753	734	708	756	3
Grade 4	Kuumba	State	African American	White	Gap
Fall	669	697	671	720	51
Winter	710	720	697	739	29
Spring	779	757	736	775	-4
Grade 5	Kuumba	State	African American	White	Gap
Fall	714	731	706	750	36
Winter	739	745	716	766	27
Spring	817	785	760	804	-13

The gap analysis above shows that KACS narrowed the achievement from 28 points to just 3 points in 3rd grade reading, and reversed the gap in grades 4 and 5 by 4 points and 17 points, respectively.

Math Achievement Gap Analysis: DCAS Spring 2012					
Grade 3	Kuumba	State	African American	White	Gap
Fall	593	619	593	639	-46
Winter	646	648	618	671	-25
Spring	719	713	682	736	-17
Grade 4	Kuumba	State	African American	White	Gap
Fall	670	679	654	697	-27
Winter	721	698	667	720	1

Spring	754	752	721	775	-21
Grade 5	Kuumba	State	African American	White	Gap
Fall	705	712	690	727	-22
Winter	766	732	703	751	15
Spring	800	776	745	796	4

The gap analysis above shows that KACS narrowed the achievement from 46 points to 17 points in 3rd grade math, and reversed the gap in grade 5 by 4 points.



EXPEDITIONARY
LEARNING

An Overview of Expeditionary Learning

“This is how kids want to learn.”¹

Expeditionary Learning (EL) is a national network of schools who serve students in pre-K through grade 12 in all settings – urban, rural, and suburban. Since their start in 1992, they have grown from a small group of ten schools into a diverse network of more than 150 schools. EL partners with school districts and charter boards to open new schools and transform existing schools.

EL is a comprehensive K-12 educational design that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core and Delaware’s Prioritized Standards. Learning expeditions – long-term investigations of important real world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service.²

The EL model is an academic application of Outward Bound, an organization which values compassion, integrity, excellence, inclusion and diversity while seeking to develop character, leadership, and service in students as they learn through experiences which involve challenge and adventure in a supportive environment. As such, EL schools are designed to teach students the principles of self-discovery, having wonderful ideas, responsibility for learning, empathy and caring, success and failure, collaboration and competition, diversity and inclusion, the natural world, solitude and reflection, and service and compassion.

The following Core Practices of EL articulate how to translate the Design Principals into instructional practice.

Core Practices	What It Looks Like in the School Design
Curriculum	EL’s approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.
Instruction	EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.
Culture and Character	EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.
Assessment	EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.
Leadership	EL school leaders build professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team – it is a role and expectation for all.

Student performance data for EL schools demonstrates test scores that consistently exceed district averages, often by substantial margins; and continues to demonstrate particular effectiveness for high-need subgroups, students from high-poverty areas. In schools that implement EL with high levels of fidelity, students from lower socio-economic groups out-perform state

¹ Arne Duncan, US Secretary of Education when visiting an Expeditionary Learning school in Portland, ME.

² <http://www.elschools.org/design/index.html>

averages by 14 percentage points in reading and 7 percentage points in math. African American students in those same mentor schools out-perform state averages by 15 percentage points in reading and 14 percentage points in math³.

Furthermore, in a 2011 study, researchers examined the progress that EL schools in New York made between 2006 and 2010 toward closing achievement gaps for specific student populations from historically disadvantaged backgrounds: Hispanic, African-American, and special education students, English language learners, and those eligible for free or reduced price lunch. The effect sizes provide strong evidence that the EL schools in Rochester, NY and in New York City are substantially closing achievement gaps for these sub-groups. In many cases, the achievement gap was completely closed⁴.

Expeditionary Learning schools inspire teachers and students to engage in the adventure of learning. Students are motivated to learn, teachers are engaged with students' needs, and both students and teachers have renewed levels of focus and effort. They work together to transform schools into places where students and adults become leaders of their own learning. The Expeditionary Learning model challenges students – even those starting with low skill levels – with high-level tasks and active roles in the classroom. Through the Expeditionary Learning school design students will discover the adventure and the joy of learning.

³³ http://elschools.org/sites/default/files/Delivering%20Results_EL_061212_0.pdf

⁴ <http://elschools.org/our-results/academic-achievement>



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Evidence of Success



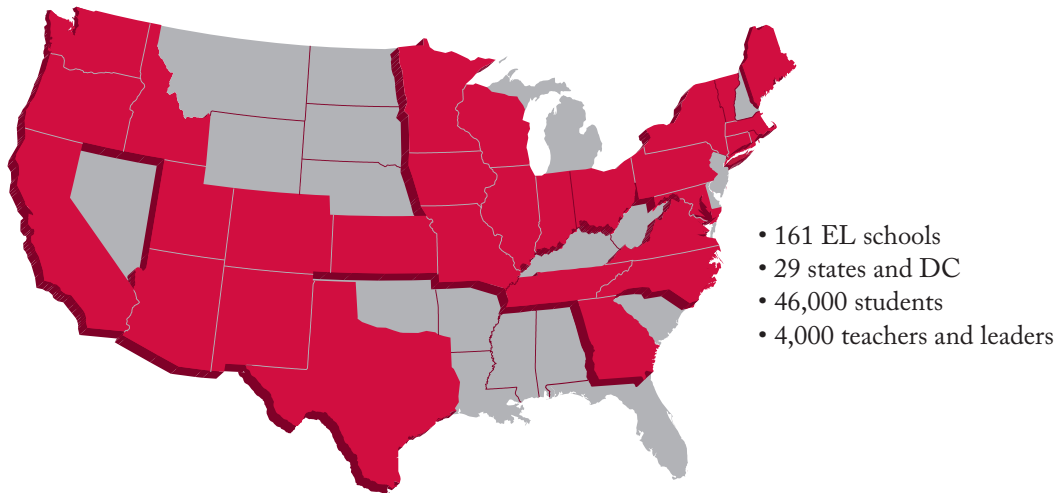
“Expeditionary Learning...this is how kids want to learn.”

U.S. Secretary of Education Arne Duncan at King Middle School, Portland, ME

“This kind of innovative school...
is an example of how all our schools should be.”

President Barack Obama at Capital City Public Charter School, Washington, DC

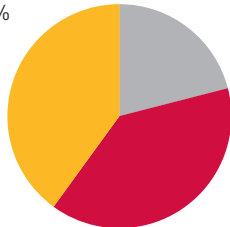
A national network of schools



Driving improvement in different settings

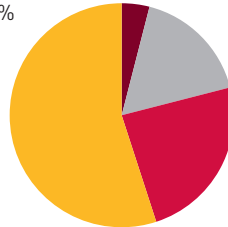
Diverse grades (2010-11)

- Elementary School 40%
- Middle School 39%
- High School 21%



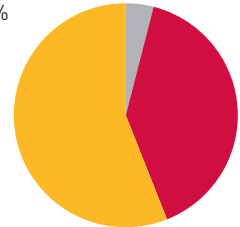
Diverse locales (2010-11)

- City 57%
- Rural 20%
- Suburban 18%
- Town 5%



Diverse governance (2010-11)

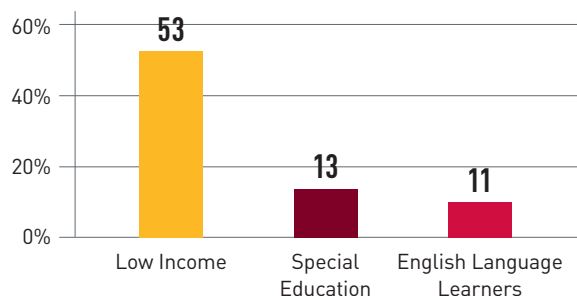
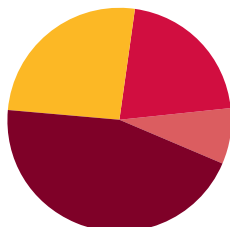
- District 56%
- Charter 39%
- Other 5%



Serving a diverse population of students

Student profile (2010-11)

- White 45%
- Black 26%
- Hispanic 21%
- Other 8%

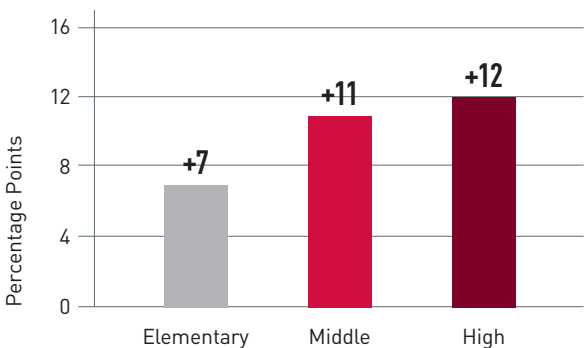


A higher percentage of Expeditionary Learning students score proficient or advanced on state tests

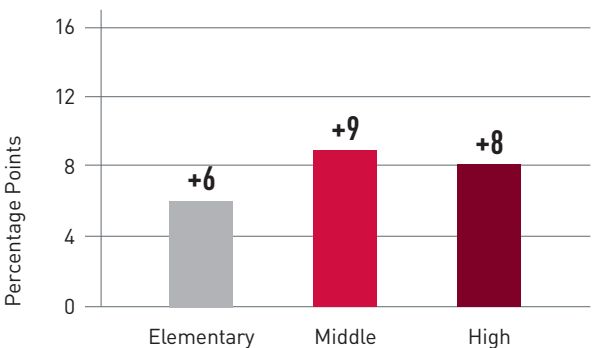
Network-wide achievement

Average percentage point difference between EL students reaching proficiency and their district peers

Reading/English language arts (2010-2011)

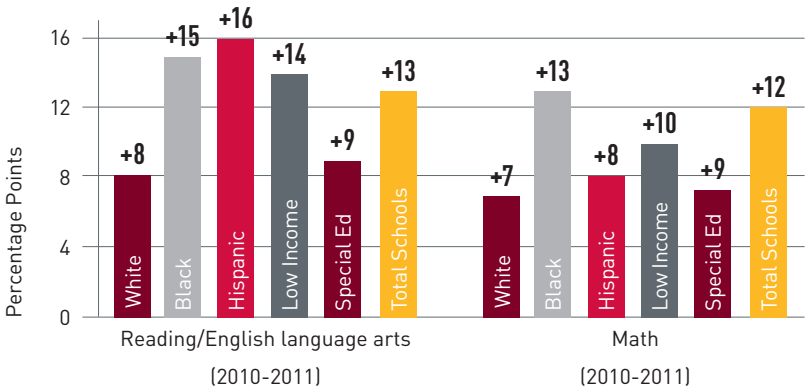


Math (2010-2011)



Mentor school achievement

Average percentage point difference between EL students reaching proficiency and their demographic peers



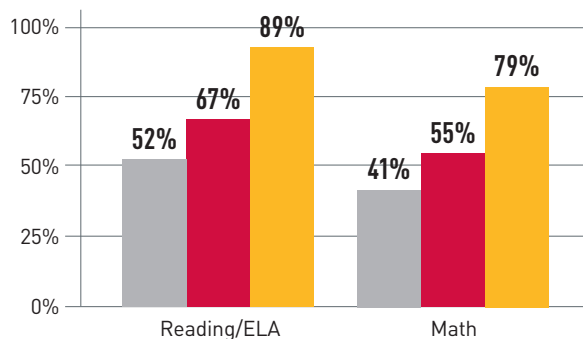
EL's 17 mentor schools are network leaders, chosen for their:

- Deep implementation of the EL model
- Student engagement
- Strong leadership

Longer partnerships yield higher achievement scores

% of EL schools outperforming districts based on length of partnership with EL (2010–11)

■ Partner <5 years
■ Partner 5-7 years
■ Partner 8+ years

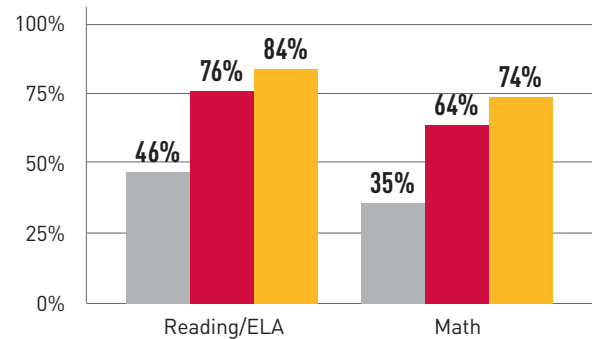


EL conducts an annual review to determine each school's level of implementation.

Deeper implementation of the model yields higher achievement scores

% of EL schools outperforming districts based on level of EL implementation (2010–11)

■ Early implementing
■ Implementing
■ Highly implementing



Independent findings

EL supports third-party research on the impact of its work. Two recent studies show significant evidence of EL's impact on student achievement.

Study 1

Impact of the Expeditionary Learning Model on Student Performance in Rochester, NY (UMass Donahue Institute, September, 2010)

Summary: A 2010 study of EL schools in Rochester, NY compared students from EL elementary and middle schools to their peers in the city's non-EL schools over two years. Researchers found that EL schools provided significant achievement advantages for elementary students in English language arts and math and for middle school students in English language arts.

EL studies can be found at www.elschools.org

Study 2

Expeditionary Learning: Impact on Achievement Gaps (UMass Donahue Institute, July 2011)

Summary: In 2011, researchers examined the progress made by EL schools in New York City and Rochester, NY between 2006 and 2010 in closing achievement gaps. Their analysis found that EL schools closed gaps in English language arts for African-American, Hispanic, and low-income students and English language learners in both cities.