

DISTRICT INFORMATION



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“We thought it was important to go with a learning system that had solid research behind it—something that was not just anecdotal,” said Kreienkamp. She had been a private tutor using DI before the founding of CKCS and had seen what she calls “amazing success” with students at all grade levels.

CKCS integrates effective traditional and contemporary teaching methods to create a dynamic learning environment for all students. The school uses the Core Knowledge® Learning Sequence, a detailed and systematic curriculum content guide for each grade level that can be taught consistently year after year. CKCS also employs a number of McGraw Hill Direct Instruction programs, including [Direct Instruction](#), [Direct Instruction](#), and [Direct Instruction](#). The school’s website notes, “Direct

Direct Instruction is just one part of that process, but it's a huge part," said Kisting.

Continuous Improvement with DI

Although the CKCS teachers have been using DI for anywhere from five to 20 years, implementation is ongoing.

"One of our main goals has always been to maintain the DI program's integrity because it works so well," said Wozniak. "Every year we are focused on ongoing implementation and protecting the fidelity of the program, the proper coaching of our teachers, the continuous review of the data we're collecting on a daily basis, and the results we're seeing that allow us to continue enrolling. We want to grow and offer more and more children the opportunity to do well in both elementary and middle school."

Kreienkamp agreed. "Again, the most important thing about DI is having highly qualified teachers. DI is only effective when teachers are really trained to use it to its fullest. At our school, that is priority number one." [esch.0-1u-1.unit1.Dconesch.](#)

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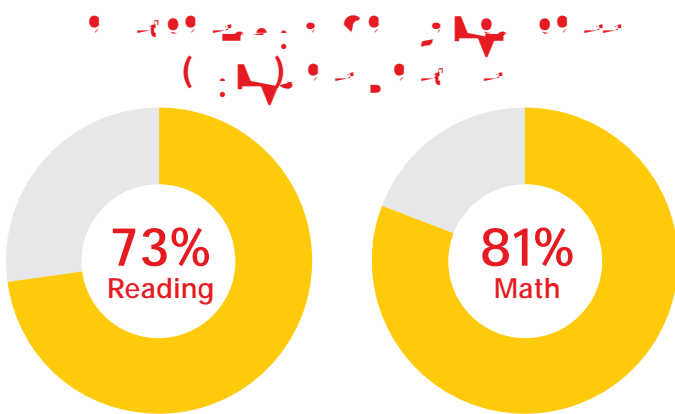
–Annita Wozniak

CKCS Parent and Pledge
 of CKCS Goals and Objectives



“They love Direct Instruction,” said Kreienkamp of her second-grade students. “It is fast-paced and keeps them really engaged. And when they find out the things they’re learning about, they say things like, ‘This is really easy.’ I tell them, ‘These are things middle school students do,’ so they get really excited. There is nothing about it that I do not like. I think that it has worked well with every child who has walked through this school because they are being taught at their instructional level rather than their grade level.”

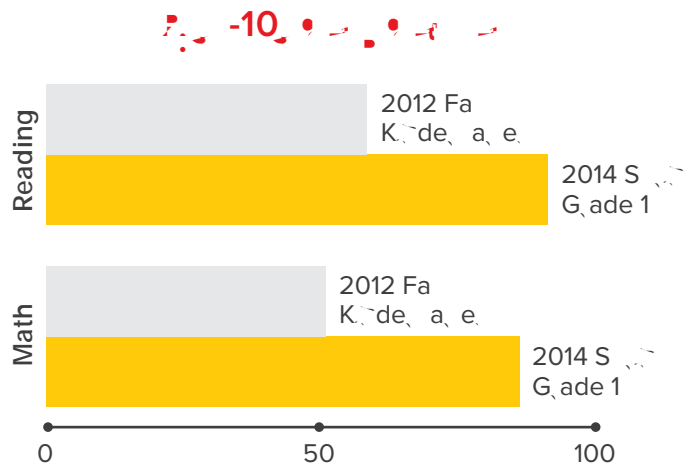
Kreienkamp’s enthusiasm is supported by the 2012–13 school year Measures of Academic Progress (MAP) test results. For grades 3–8, the average percentage of students demonstrating proficiency in reading was 73 percent, while an average of 81 percent displayed proficiency in mathematics.

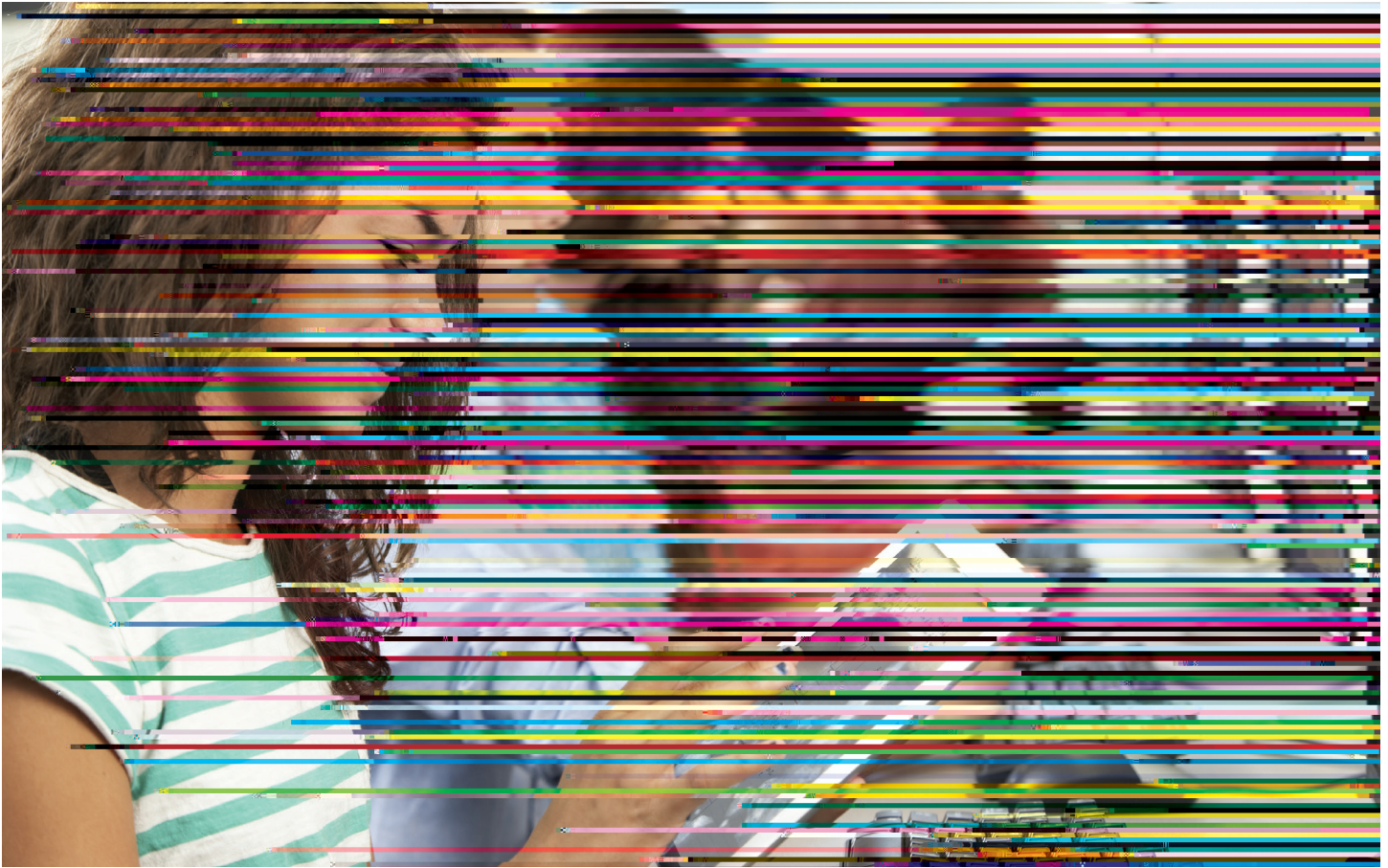


Grades 3–8 Proficiency

Stanford Achievement Test -10 (SAT-10) results have consistently shown significant growth for CKCS students at the end of first grade when compared to their kindergarten entry-level or baseline scores. The chart below represents SAT-10 results from a cohort of first-grade students in spring of 2014 as compared to their entry-level scores in fall of 2012.

“Our school was started by a contract with the district that identified DI as our core instructional program,” Kreienkamp remembered. “So we have had full-scale implementation of Direct Instruction for almost two full decades. We have seen excellent results since the very first year.”





About McGraw Hill Direct Instruction Programs

Connecting Math Concepts[®]

This K–5 math program teaches computation, problem-solving, and mathematical thinking while bringing at-risk or underperforming students up to grade level.

Reading Mastery[®]

This research-proven K–5 literacy and language arts program has a 35-year history of helping even significantly at-risk students become fluent, independent, and highly skilled readers.

Corrective Reading[®]

This program focuses on decoding and comprehension and targets readers in grades 3 and up who are one or more years below grade level. It also addresses many deficits common to older learners.

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