



**KIPP AMP Charter School  
2019-20 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

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Janessa C. Hernaez, Manager of Student Information and Compliance and Brandi Womack, Director of Special Projects prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Rafael Mayer	Chair
Richard Taft	Treasurer
Gwendolyn Brunson	Trustee/Member
Erica Dewan	Trustee/Member
Adaobi Kanu	Trustee/Member

**Antoine Lewis has served as the school leader since 2017**

## SCHOOL OVERVIEW

**Mission.** As part of the national KIPP network of schools, our mission has always been to graduate students with the strength of character and academic abilities needed to succeed in life – and in so doing, to prove that urban schools can deliver an excellent educational experience. KIPP NYC schools follow the KIPP approach to school design, which focuses on (i) high expectations, (ii) character development, (iii) teacher and school leader development, and (iv) supporting students on the journey to and through college.

**Strategic vision.** In New York City, the KIPP network is comprised of 15 schools educating children in grades K-12 (7 elementary, 7 middle and our college preparatory high school). Together with KIPP Through College, our alumni support program, we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

**Desired impact.** In the United States today only 10% of students from low-income families ultimately earn a college degree (B.A.). These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A diploma affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are not college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.

We focus on results – academic gains, character development, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years) from a current rate of 47% to 75% — our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:

- 95% graduate from high school
- 85% matriculate to college
- 75% graduate from a four-year college within six years
- 70% of our KIPP alumni are employed

KIPP AMP Charter School, founded in 1995, is located in District 17 in the Crown Heights, Brooklyn, and currently serves 253 students in grades K through eight. KIPP AMP students attend school from 7:25 a.m. to 5:00 p.m. during the week, for four hours on Saturdays, and for three weeks during the summer. These hours add up to 67% more time in the classroom than the national average and they are focused on addressing the academic, intellectual, and social needs of our students.

**Transition to remote learning.** In March, 2020, KIPP NYC made an immediate shift to a remote learning structure for all of our students in response to a decision to protect our students, staff and families from the COVID-19 pandemic. Even though the decision was incredibly quick, it was deliberate and planned. KIPP NYC was able to ensure that the majority of our students had immediate access to technology and the internet, with almost all of our students having full access within a few weeks.

We have been working and planning diligently to use our strong start with remote learning to improve our curriculum and instruction to ensure that all of our students receive a comprehensive, rigorous and meaningful learning experience for this upcoming school year, as we are planning for both remote and hybrid models of learning. To that end, we gathered feedback from families on our remote learning from the end of last school year and we are using it to develop this year's plan. We think we will be stronger at providing curriculum and information to students and families, and supporting staff with delivering instruction, based on

our prior experience.

We are increasing opportunities for remediation and feedback. We have built more time into schedules to check in with students individually to provide feedback and extra support. Remote learning allows us to reach students as they are learning and to make real-time suggestions. During the course of an instructional day, students will have the opportunity to engage in a combination of live Zoom sessions with their teachers, pre-recorded video lessons from veteran teachers, and self-guided lessons that allow for independent thinking and research.

We are starting this year with a new online learning management system, *Canvas*, which students, families, and staff will visit every day while we are remote. *Canvas* allows students to access their assignments, receive announcements and feedback from their teachers, and see their grades. *Canvas* will also house other resources that students need for school, such as access to additional software or online programs. We will also take attendance through *Canvas*. Parents and guardians can access the platform for school-specific information and their students' lessons, assignments, and teacher communications.

Inclusive of our commitment to learning continuity for our students, the health and safety of our students, staff and families is our highest priority. Our reopening plan outlines our comprehensive approach for how we intend to ensure the physical safety of our school community as well as attend to their emotional and mental health.

We are actively using an equity focused lens to evaluate all of our reopening plans and decision-making. This commitment to equity and anti-racism is reflected in our communication with families, how we are incorporating the voices of staff and families, our attention to trauma, and designing programming with the success of the most marginalized of our student populations at the forefront of our mind.

In creating our plans for the 20-21 school year, we solicited direct feedback from our staff, students and families to ensure that we meet the needs of our entire community. As we continue to revise our plans amidst the ever changing landscape, we will continue to use science, data, health experts and the voices of our community to inform our decisions.

Whether KIPP NYC students are learning remotely or in person, we remain committed to delivering engaging and impactful instruction that fosters a love of learning and a strong sense of self for our students, staff and families.

# ENROLLMENT SUMMARY

## School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	96	101	98	N/A	N/A	94	86	88	81	N/A	N/A	N/A	N/A	644
2016-17	90	94	93	88	N/A	85	89	83	80	N/A	N/A	N/A	N/A	702
2017-18	70	87	85	91	82	64	77	85	79	N/A	N/A	N/A	N/A	720
2018-19	63	70	91	92	89	94	61	69	78	N/A	N/A	N/A	N/A	707
2019-20	81	86	93	101	96	101	90	63	77	N/A	N/A	N/A	N/A	788

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

For the 2019-2020 school year the goal was for students to be at a 71% proficiency level for the NYS exam

For the 2020-2021 school year, students will make 3 STEP levels of growth based on their beginning of year STEP level.

### Background

#### Elementary ELA

- We used to use a custom KIPP NYC-adapted Wheatley curriculum for ELA instruction but decided (before the pandemic) to shift to the KIPP Foundation's Wheatley curriculum for SY 2020.
- A writer's workshop curriculum was developed custom for us in SY 2017, and that curriculum continues to be used.

- Guided reading block across all grade levels during which kids read books at their instructional level in small groups with targeted support from a teacher. K-2 also uses the SFA phonics curriculum.
- Teachers' professional development over the past couple of years has focused on guided reading and then (this year) on phonics.

## **Middle School ELA**

We use a custom KIPP NYC Wheatley curriculum (not to be confused with the KIPP Foundation's Wheatley curriculum). The curriculum underwent an overhaul in SY 2017 and SY 2018. This year, we've expanded our list of text options for teachers so that, in most units, teachers can choose from between two texts to teach for the Wheatley unit (the texts are different but the overall goals of the unit are aligned..

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019. These are called CPAs (Common Performance Assessments) and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.

### Summer 2020 Professional Development

- We did a huge 2-day virtual literacy institute for all K-8 teachers this summer. The institute addressed core topics in the teaching of reading.

### Changes to the program as a result of transition to remote learning:

- Spring 2020: MS ELA created direct instruction videos for key lessons in the Wheatley and Baldwin scope and sequence
- Spring 2020: ES ELA made use of programs like Amplify to keep kids engaged in reading. (Leslie knows more about this)
- Fall 2020: ES ELA transitioned to using the KIPP Foundation's Wheatley curriculum (which is different from the KIPP NYC-specific Wheatley curriculum MS ELA uses); we adapt the online materials the foundation provides for Canvas and Nearpod.
- Fall 2020: MS ELA created a "Unit 0" which eases students back into ELA. It includes three embedded diagnostics to provide data on where students are in relation to the major work of MS ELA (analyzing characterization, interpreting theme, and writing short responses to literature)
- Fall 2020: The region is creating full self-guided Nearpod lessons for the most essential lessons in the Wheatley and Baldwin curriculum and guidance for teachers on how to create similar self-guided materials for the other lessons

## **Method**

### **Elementary ELA**

- Reading: STEP and then F&P once students tested out of STEP
- ELA interim assessments
- End-of-unit assessments

### **Middle ELA**

- Interim assessments
- CPAs
- Baldwin published pieces

## **Results and evaluation**

Due to the pandemic we do not have specific results that address the NYS exam goals, however we are setting goals this year that roll over individual student growth goals as set during the 19-20 school year. We are using our NYS exam aligned interim assessments in 3-8 grade to measure progress along those goals and in the case that NYS exams are cancelled this year, we plan to create a commensurate assessment using past NYS released items to internally mark progress throughout the year. We are also using this year to create a working group to create a meaningful end of year assessment for our 3-8 ELA students that rigorously and fairly assesses our student mastery in reading and writing.

For Elementary school reading levels, STEP has converted their assessments into a digital format and we are expecting that students will make three levels of growth in terms of their STEP levels this year. We just completed our BOY STEP level in September of 2020. We will be progress monitoring throughout the year and have built in three STEP testing windows throughout the year.

## **Additional Evidence**

Due to the pandemic, we did not administer any State or culminating end of year assessments. Upon students return in 20-21, we will conduct diagnostics to identify instructional loss, and develop detailed intervention plans to address student needs.

## **Summary of the Elementary English Language Arts Goal**

In elementary school, we are using the STEP assessment and the Fountas and Pinnell assessment to measure progress in reading. Our goal is that every student will make three STEP levels of growth in terms of reading. In addition, 71% of 3-8 graders will be proficient in NYS ELA exam. In the case where NYS exams are cancelled, we will be administering an internal assessment mirrored from the NYS ELA exam as a way to measure progress.

## Action Plan

The following strategies will help us progress toward our reading and writing goals:

1. Implementing KIPP Foundation's Wheatley curriculum at the elementary level
2. Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level
3. Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures
4. Running a phonics block in K-2 using Success For All phonics curriculum
5. Administering a suite of literacy assessments and regionally leading analysis of assessment data. The suite of assessments includes: Reading Inventory, Fountas & Pinnell, curricular performance assessments, authentic writing tasks, and interim assessments that mirror the state test
6. Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy
7. Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

## GOAL 2: MATHEMATICS

### Elementary Mathematics

Goal 2: Mathematics

For the 2019-2020 school year the goal was for students to be at a 88% proficiency level for the NYS exam.

Due to the pandemic, we don't have specific results that address the NYS exam goals.

We made progress towards improving our test results with a variety of initiatives, such as the formalizing of regional assessments for grade 4, the alignment around pre-teach lessons to support our struggling learners and reduce the number of 1s, our increased regional collaboration to improve student engagement through lesson hooks/launches through our GLCC initiative, and our improved assessment strategy with a focus on targeted reteach lessons.

# Background

## Elementary School Math

The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar.

We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts.

Math routines, such as counting jar and money jar, as well as automaticity assessments, are used to practice and assess student fluency with core skills.

One adaptation to this curriculum this year has been the design of in-house assessments that are more aligned to the content assessed on the NYS exam, with increased regional collection of data on these assessments to drive targeted reteach than in years past.

Much of the regional professional development has focused on the development of teacher content knowledge, primarily focused on improving teacher lesson internalization with the Eureka lessons so that teachers are understanding and stamping the core content from a lesson as well as teacher execution of an effective discussion during the CGI portion of the curriculum.

## Middle School Math

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 5 years and is mostly aligned to the sequence of units covered in Eureka Math, but the daily objectives and content covered is different. Within each Math lesson, students typically complete a fluency drill, engage in a discussion following a launch or explore problem, learn new content and follow a model problem in guided practice, and spend at least 25 minutes completing independent practice aligned to the daily objective. Students are assessed daily through formative checks for understanding and oftentimes an exit ticket.

Our Algebra 8th grade students follow a unique pacing calendar that integrates two years of content into one school calendar, with the 8th grade and Algebra I common core standards integrated into the same curriculum. Unlike the 8th grade Eureka Math curriculum, which follows a sequence that prepares students for the 8th grade NYS test, our Integrated Algebra curriculum consolidates the units from 8th grade Math with the Algebra units and helps prepare students to success on both the 8th grade Math exam and the Algebra Regents exam.

This past year was the 2nd year of our MS Math regional bi-weekly assessment strategy, whereby students regionally complete short, 30 minute quizzes every other week that assess recently taught content. At the end of each of these weeks, grades are submitted to Illuminate and our regional content team analyzes the results in a biweekly regional analysis email that

provides teachers with an overview, a suggested reteach topic and strategies, and previews the next two upcoming weeks along with the following assessment. The reteach topic is then assessed on the following bi-weekly quiz so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These bi-weekly quizzes are occasionally replaced by our lengthier end of module assessments and interim assessments.

**Professional development from 2020-2021 focused primarily on four key topics:**

- Collaborating regionally with our GLCC initiative with the goal of creating more effective lesson hooks and launches to engage students in the cognitive thinking and lesson purpose at the outset of a new lesson
- Supporting our struggling Math learners by conducting an inventory assessment at the outset of the year, identifying students in need of tier 2 and tier 1 interventions, and aligning regionally on a template for pre-teaching high leverage content with intentionally designed small group instruction.
- Improving teacher content knowledge by establishing clear guidelines for lesson internalization meetings run by school Deans and coaches.
- Exploring effective mid-lesson checks for understanding that engage all students in the thinking and allow teachers to make mid-lesson adjustments based on student work.

**Changes to the program as a result of transition to remote learning:**

**In the spring of 2020, K-8 Math instruction quickly transitioned to remote learning by:**

- Supporting teachers in assigning aligned lessons through online platforms and tools students were familiar with during the course of instruction in the fall, such as Zearn and Khan Academy
- Using Google Classroom as a platform for communicating with students daily, sharing instructional videos, and providing students with the opportunity to submit work for daily feedback
- Switching to online assessments by having students test directly in Illuminate
- Engaging students with synchronous instruction in Zoom
- In the Fall of 2020, after consulting teachers and leaders across the region and reviewing research on effective practices for remote learning, our K-8 Math program has landed on a new model:
- 30 minutes of daily, asynchronous, self-guided instruction in Nearpod. These daily lessons consist of a launch problem, an introduction to new content, and a think-aloud all recorded in video screencasts created by veteran teachers and managed regionally. The self-guided lessons also contain aligned checks for understanding embedded throughout and assigned independent practice problems for students to complete so that teachers have data they can use to drive live instruction
- 30 minutes of daily, synchronous live instruction in Zoom. In addition to reviewing the results of the self-guided Nearpod lesson, teachers will be using this time to personally

connect with their students, reteach and remediate content as necessary, and provide students with real-time feedback on their work.

- 30 minutes of independent practice and spiraled review. The final component of Math instruction consists of an extended practice block where students complete practice aligned to the daily objective, along with an exit ticket, that is scanned to Canvas for the purposes of receiving teacher feedback. This extended practice time also provides students with the opportunity to complete interleaved spiral practice as well as fluency drills.

Aligned to the three components described above, students will be receiving printed packets for their daily work that will facilitate the flow of the lesson and allow teachers to provide more specific feedback on student written work.

To supplement this instruction, students will be assigned additional work in Zearn and Khan Academy for more targeted practice as well as a tool for small group intervention.

To account for potential loss of learning in the spring, the 2020-2021 pacing calendars have more weekly time allocated for reteach and remediation, as well as embedded remediation lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. Students will also be completing new diagnostic assessments in September to better gauge the learning loss from remote learning in the spring.

## Method

- Daily exit tickets at the conclusion of each lesson
- Formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-3 questions in length.
- Bi-weekly quizzes
- 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including 1-2 reassessment questions
- End of module assessments
- 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2 interim assessments in November and February
- Exams that cumulative assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation
- Exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- MAP testing and Saxon inventory
- Additional external assessment tools administered at the beginning and end of the year, primarily used to determine year over year growth and to identify students in need of intervention

- End of year fluency assessments
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation

## Results and evaluation

Due to the pandemic, we don't have specific results that address the NYS exam goals or the Algebra Regents pass rate goal.

Our Algebra participation rate increased from 56% in 2019 to approximately 70% in 2020.

We made progress towards improving our test results with a variety of initiatives, such as the formalizing of regional assessments for grade 4, the alignment around pre-teach lessons to support our struggling learners and reduce the number of 1s, our increased regional collaboration to improve student engagement through lesson hooks/launches through our GLCC initiative, and our improved assessment strategy with a focus on targeted reteach lessons.

## Additional Evidence

Due to the pandemic, we did not administer any State or culminating end of year assessments. Upon students return in 20-21, we will conduct diagnostics to identify instructional loss, and develop detailed intervention plans to address student needs.

## Summary of the Elementary Mathematics Goal

Once the pandemic interrupted instruction, our goals for the year were not prioritized in the same way they have been in years past. Since students did not sit for the NYS exams or for the Algebra Regents, we were not able to gather much data on whether these goals would have been met had the pandemic not occurred. We also have much less data that can be used to create new NYS test goals for 2020-2021. Students completed an end of year assessment in Math classes that captured some data on student achievement in June, but these online assessments were both shorter in length and slightly easier than a NYS exam, and we did not get close to 100% participation across the region.

We did have an Algebra participation rate last year of around 70% - this is based off of the number of students who took an Algebra course and were planning to sit for the Regents prior to its cancellation - which is a major increase from the year prior of 56%, and puts us on the right track to achieving the 90% Algebra participation rate by 2022.

# Action Plan

Aligning regionally on an in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration

- Supporting teachers with core content instruction in the creation of regionally shared guided practice videos and aligned checks for understanding designed by veteran content experts
- Continuing to adapt our curriculum and prepare teachers for next year’s planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

## GOAL 3: SCIENCE

### Elementary Science

Goal 3: Science

Component	K-4 (120-180 min per week minimum)	5-8 (300-365 min per week + elective)
<b>Science Content</b>	All K-8 KIPP students learn the <b>full course of Amplify Science</b> (or equivalent) each year.	
<b>Design, CS, Engineering</b>	All K-4 students complete a minimum of <b>25-30 hours of DCE instruction each year</b> in addition to Amplify.	All 5-8 students complete at <b>140 hours of DCE instruction</b> by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).
<b>Team Robotics</b>	All K-4 schools operate at least one <b>FIRST Lego League Jr.</b> team with 50% female enrollment.	All 5-8 schools operate at least one <b>FIRST Lego League</b> team with 50% female enrollment.
<b>Environmental Literacy</b>	All K-12 students complete a minimum of <b>two off-campus environmental literacy learning experiences</b> per year and at least <b>one residential outdoor experience</b> before graduation.	

## Background

During the 2018-2019 school year

- Hired on Director of K-12 Science
- Elementary schools implemented the Amplify science curriculum for all grades (K-4). Each school had one K-2 science teacher and one 3-4 science teacher
- Middle School continued with the IQWST curriculum
- Assessments
  - ES: CFT & EOU assessments
  - MS: EOU & Interim Assessments
- Received grant from FIRST to start robotics teams in our K-8 schools, 18 teams were started.
- Professional Development: Happened 4 times per year and included school visits as DoS to coach leaders/teachers on best practices in science.

During the 2019-2020 School Year

- Elementary School continued with Amplify curriculum
- Middle School continued with IQWST curriculum and DoS wrote aligned formative assessments for each grade .
- Year 2 of robotics grant: added on an additional 12 teams with a total of 30 teams across our K-8 schools. Also received grant from Amazon to start computer science and robotics team at the High School.
- Assessment and Professional development remained the same.
- Received multi-year grant from Robin Hood foundation to embed computational thinking and data science in our K-5 classrooms. Year 1 of the grant included K-4 students at two pilot schools (Infinity and STAR ES) receiving computational extension units as part of the Amplify curriculum written by KIPP Foundation curriculum writers (students only completed 1 out of the 2 units due to COVID-19). All of our 5<sup>th</sup> grade social studies classrooms completed 2 out of the 4 designated data science units due to COVID 19.

As a result of the March 2020 transition to remote learning:

- Continued with curriculum—just modified for remote instruction by adjusting the pacing. We did not require IA for Middle school, only formative and EOU assessments.
- No staff changes—all teachers remained.

## Method

- Elementary School: Still continue with the CFT and EOU assessments and gauged success based on metrics set at the beginning of the year.

- Middle School Science: Only administered up to the third IA and teachers still administered the formative assessments to gauge mastery of skills towards the end of the year.
- No state test this year.

## Results and evaluation

- Goal for state test: 70% or higher for passing
- 2018-2019 school year 4<sup>th</sup> Grade Science State test average (schools that were tested) : 94% (up 2% point from previous year)
- 2018-2019 school year 8<sup>th</sup> Grade Science test average (schools that were tested): 58% (down 11% from previous year)

## Additional Evidence

- Due to the pandemic, we did not administer any State or culminating end of year assessments. Upon students return in 20-21, we will conduct diagnostics to identify instructional loss, and develop detailed intervention plans to address student needs.
- State test scores fluctuation—due to implementation of new curriculum, training & development of teachers as well as turnover.

## Summary of the Elementary Science Goal

All elementary schools are implementing Amplify science meeting the specified time minimums (K-2 at least 2 days a week for 45 minutes each; 3-4 at least 4 days a week for 45 minutes each). One of our goals is that at least 75% of students meet standards on end of unit assessment using progress build formative assessments to progress monitor each unit. This assessment strategy will continue to exist in our current remote setting. One of the other major process goals this year due to remote learning is creating self-guided remote curricula for elementary students so that all students receive solid science instruction with the same time minimums as if we were in person.

## Action Plan

The following strategies are being implemented to push schools towards achieving our Math goals:

- Creating more frequent opportunities for formative assessment in K-8 with the development of new regional diagnostic exams, new bi-weekly quizzes, and mid-module and end of module assessments

- Continuing to administer and provide regional data analysis and support with our suite of Math assessments for K-8, including automaticity quizzes, counting jar, bi-weekly quizzes, mid and end of module assessments, interim assessments, a Regents simulation, a Zearn Math screener, MAP testing, and end of year fluency assessments
- Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, narrowing the focus of content taught in each grade-level, and shifting Geometry standards from 8th grade to 7th grade to open up more time in the pacing calendar and facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam
- Providing more intentional support regionally for Tier 2 intervention instruction, by creating regionally designed pre-teach lessons for each grade-level every week, training teachers to use Zearn Math as a supplemental tool for intervention, and introducing more opportunities for collaboration among learning specialists during regional professional development days
- Engaging teachers and instructional leaders in continued professional development that focuses on lesson internalization, increasing student cognitive engagement, and effective checks for understanding
- Aligning regionally on an in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration
- Supporting teachers with core content instruction in the creation of regionally shared guided practice videos and aligned checks for understanding designed by veteran content experts
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

## GOAL 4: ESSA

### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### Method

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA

accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

## Results and evaluation

KIPP AMP is currently in good standing, and has been so for the accountability period.

## Additional Evidence

KIPP AMP has been in good standing for each year during the accountability period.

### Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing