



KIPP Infinity 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 Compliance and Special Projects prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Rafael Mayer	Chair
Richard Taft	Treasurer
Gwendolyn Brunson	Trustee/Member
Erica Dewan	Trustee/Member
Adaobi Kanu	Trustee/Member

Carlos Capellan has served as the Principal of KIPP NYC College Prep High School since July of 2017.

Glenn Davis has served as the Principal of KIPP Infinity Middle since July of 2017.

Maylien Herm has served as the Principal of KIPP Infinity Elementary since July of 2019.

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 Infinity Charter School, founded in 2004, is located in District 5 & 7 in Harlem and the Bronx area, and currently serves 1159 students in grades K through 12. KIPP Infinity students attend school from 8:00 a.m. to 4:15 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	103	102	102	101	99	93	95	91	78	87	82	50	57	1140
2016-17	90	98	92	97	95	100	86	89	89	79	88	61	53	1117
2017-18	94	90	93	88	94	102	99	83	95	84	89	63	59	1133
2018-19	88	87	91	90	89	93	98	96	82	85	91	54	64	1108
2019-20	106	91	98	96	99	92	95	96	96	78	87	64	61	1159

High School Cohorts

Accountability Cohort

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
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2017-18	2014-15	2014	74	0	74
2018-19	2015-16	2015	73	0	73
2019-20	2016-17	2016	256	0	256

Total Cohort for Graduation

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	69	5	74
2018-19	2015-16	2015	70	3	73
2019-20	2016-17	2016	251	5	256

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	58	3	61
2018-19	2014-15	2014	65	9	74
2019-20	2015-16	2015	70	3	73

Promotion Policy

KIPP NYC College Prep set our College Prep Diploma graduation requirements to exceed the New York State requirements (22 credits and a 65 passing for both courses and Regents Exams) based on the belief that students meeting our higher standards will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation.

To receive our College Prep diploma, students must successfully complete a minimum of 24 credits (1 credit= 1 year) consisting of the courses below, as well as pass five New York State regents Exams (Science, Math, English, Global History and US History(with a 75 or above.

Courses	Number of Credits Required
English & Language Arts	4
Mathematics	4
Science	4
Social Studies	4
Language other than English (LOTE)	3
Visual & Performing Arts	1
Physical Education	2
Health	.5
College Prep Electives	1
Electives of Choice	.5

Credit Requirements for Promotion

Students earn 1.0 credit for passing a year-long class, and half a credit (.5) for passing a semester-long class.

To be promoted from 9th to 10th grade:

- Students must have earned 4.0 credits.

To be promoted from 10th to 11th grade:

- Students must have earned a minimum of 10.0 credits.
- Students must have at least 2.0 credits in Global History.
- Students must have at least 2.0 credits in English.

To be promoted from 11th-12th grade:

- Students must have earned a minimum of 15.0 credits .

GOAL 1: HIGH SCHOOL GRADUATION

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Write the school's graduation goal here.

The 4 year high school graduation goal for all 8th grade graduates of KIPP is 90%. If the student attends KIPP NYC College Prep, the goal is 95%.

Method

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Results and Evaluation

97% of the 2019 cohort and **86%** of the 2018 cohort received enough credits to be promoted to the next grade level. Both cohorts surpassed the 75% goal. The performance of the 2019 cohort was in line with that of the 2018 in 2018-2019, during with 96% of students met the goal. The 2018 cohort outperformed previous high school cohorts. Only 78% of the 2017 cohort was promoted after their second year.

Percent of Students in First and Second Year Cohorts

Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted

2018	239	86%
2019	251	97%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

Results and Evaluation

In each year during the accountability term, more than 80% of students have passed at least 3 regents by the end of their second year. This number peaked at 95% with the 2018 cohort.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from

			June/August 2020)
2016	2017-19	256	90%
2017	2018-19	241	84%
2018	2019-20	244	95%

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.[1]

The school's graduation requirements appear in this document above the graduation goal.

Results and evaluation

89% of the 4th year cohort and 95% of the 5th year cohort graduated, meeting the goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating

2014	2017-18	74	88%
2015	2018-19	73	92%
2016	2019-20	256	89%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	61	95%
2014	2018-19	74	88%
2015	2019-20	73	95%

Additional Evidence

Graduation rates at CPHS have remained high over the past 3 cohorts, despite the cohort growing substantially in 2019-20. In the most recent year, graduation rates were consistently high across subgroups as well. For the 2016 cohort, while 88.7% of the cohort graduated, each subgroup, with the exceptions of students with disabilities, was within 2 percentage points of that benchmark. Black students had the highest graduation rate in the 2016 cohort, with 90% of students graduating in 4 years. Students with disabilities, the group with the lowest graduation rate, still surpassed 80%.

Method

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

Results and Evaluation

As a college preparatory school, one of our focus points in NYC is ensuring that our students meet the CUNY Bench Marks in Algebra and ELA. Meeting the mark of 75+ (CUNY Benchmark) ensures that our students are not being placed in remedial courses when entering the College. Our community is surpassing the 65+ mark at a high rate and our curriculum has shown great success.

Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	# at 65+	% at 65+	# at CUNY Benchmark	% at CUNY Benchmark
Living Environment	305	99%	N/A	N/A
Algebra I	305	99%	286	93%
Global History	295	96%	N/A	N/A
ELA CC	302	98%	277	90%
US History	285	93%	N/A	N/A
Both CUNY Benchmarks	N/A	N/A	271	88%

Summary of the High School Graduation Goal

As a College Prep School our community works diligently to ensure that our student do not just get into college but also that they have the skills necessary for them to succeed in college. Allowing them to utilize the resources and the skills provided to them by the university to achieve their life goals and financial independence. To measure their preparedness for college we rely on our 75% goals.

75% of Students will earn a College-Ready GPA (2.3)

75% of Students will achieve College Ready Benchmarks on the SAT

75% of Students will earn an Advanced Regents Diploma

75% of Students will hit the CUNY Benchmark on the English and Math Regents Examinations

75% of Students will take and pass at least one AP Exam

By reaching these goals we anticipate that it will support us in our graduation and matriculation goals.

99% of student will graduate from high school

95% of students will be accepted into a college option

90% of students will matriculate to college

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A

Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	

Action Plan

The Covid 19 pandemic had a major impact on how we finished the year. Some of the work that we do with our students to close out the school year to provide support with attaining these goals was impacted severely as we had to enter emergency remote teaching. It was not conducive to student progressing positively. As we go into this year we are working to develop ways to support students with these measures as best we can. The college team has been working diligently and is still holding classes for our seniors. Currently the SAT is not being offered at any site in NYC and College Campuses on the east coast have adjusted their acceptance models to void the SAT. We are currently awaiting to see what happens with the regent exams as they were cancelled in the spring and we worry that it may happen again. College Board will continue to offer the AP exams utilizing the structure from the spring. Utilizing the exams from the Spring has been the baseline for preparation for the AP Teachers

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

- 95% of students will be accepted into College
- 85% of students will matriculate into College in the in the fall
- 75% of students will graduate from College in the six years.
- 75% of student will take and pass at least one AP Exam in their HS career

Method

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

As a school, we have a robust college counseling team to meet the needs of the 300+ students in each cohort. Each counselor on the team is responsible for 50+ students for individual counseling sessions and running a classroom setting. During Covid we still continued to meet with students and facilitated the class virtually.

I will also add that we have been focusing our energy on ensuring that we are also providing quality for students who take alternative paths to college. We have a workforce counselor that meets with students who are choosing alternative paths.

Our AP and SAT Benchmarks also support and dictate College Placement. We know that a major access point for college acceptance is the SAT exam and we also know that if we can offer students access to AP exams it will save them money in the long run as the hope is that they can get through college and not be burden with debt.

Results and evaluation

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	178	136	54%

Passing a College Level Course	167	165	68%
Achieving College and Career Readiness Benchmark on Sat	239	123	51%
Earning Advanced Regents Diploma	241	160	66%
Overall	241	212	88%

AP/Honors Enrollment			
<i>Goal: 75% of students take and pass an AP exam.</i>			
	# of Students	% of Students	Range for Cohorts 2009-2015
AP Course*	226	73%	42%-64%
Honors/SUPA Course*	263	85%	58%-85%

AP or Honors/SUPA Course*	274	89%	61%-91%
AP Course Completed	186	60%	42%-63%
AP Exam Pass at 3+	136	44%	35%-48%
Chance to Pass AP at 3+ for 1st time this year	81	26%	N/A

SAT College-Ready Benchmarks

Students will reach College Board benchmarks on the SAT: 480 for EBRW (Critical Reading) and 530 for Math.

SAT	# meeting benchmark	% meeting benchmark
EBRW - 480+	210	68%
Math - 530+	174	56%
Both sections	158	51%
1060+ overall	152	49%

As we closed out the year we reached the following College Acceptance Benchmarks

91% of student from the 2016 cohort were accepted into college

90% of students who graduated from the 2016 cohort matriculated to college

85% of the entire 2016 cohort matriculated to college

10% of students were placed or are pursuing workforce opportunities

Additional Evidence

We also had some highlights of first time placements and acceptances. We had our first Harvard acceptance, thought the student was already committed because the acceptance came after being waitlisted. But that led to our first Princeton acceptance and Matriculation and we also had our first Stanford.

Method

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

Results and Evaluation

As a school our focus has been to ensure that we are finding the best match for our students. In finding the best matches it helps to ensure that our students are succeeding at the next level. We utilize a measurement call the ECC (Estimated College Completion) as the tool to see if our matches are where we need to be in order to set students up for success.

- 94% of the 2016 Cohort graduated by August of 2020
- 62% of the 2016 Cohort earned an Advanced Regents Diploma
- 70% of students who matriculated from the class of 2016 matriculated to a school that is considered Competitive, Very Competitive, Highly Competitive, or Most Competitive
- 30% of students who matriculated from the class of 2016 matriculated to a school that is considered Very Competitive, Highly Competitive, or Most Competitive
- School types attended by students who matriculated from the class of 2016:
 - CUNY: 39.25%

- Public: 6.42%
- Private: 27.17%
- SUNY: 27.17%
- 92% of the 2016 Cohort participated in one or more class that was eligible for Dual Enrollment credit

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	65	61	94%
2015	2018-19	67	60	89%
2016	2019-20	Due to the Clearinghouse data not being available until October, our region is unable to report this data at this time.		

Summary of the College Preparation Goal

Type	Measure	Outcome
Absolute	75% of Students will earn a College-Ready GPA (2.3)	66% of students

		finished the year with a Cumulative Weighted GPA that was equal or greater than 2.3 and 63% finish Cumulative Unweighted GPA equal to or greater than 2.3
Absolute	75% of Students will achieve College Ready Benchmarks on the SAT (530 EBRW & 530 Math)	56% Met Both. 62% met the EBRW Bench Mark and 70% met the Math Benchmark
Absolute	75% of Students will earn an Advanced Regents Diploma	64% of students graduated with a Advanced Regents Diploma
Absolute	75% of Students will hit the CUNY Benchmark on the English and Math Regents Examinations	Met
Absolute	75% of Students will take and pass at least one AP Exam	Met 78% of students passed at least one AP Exam
Absolute	94% of students graduated by August of 2020	99% of student will graduate

		from high school
Absolute	91% of students graduated with a college option.	95% of students will be accepted into a college option
Absolute	90% of students were planned to matriculate to college in the fall of 2020	90% of students will matriculate to college

Action Plan

The Covid 19 pandemic had a major impact on how we finished the year. Some of the work that we do with our students to close out the school year to provide support with attaining these goals was impacted severely as we had to enter emergency remote teaching. It was not conducive to students progressing positively. As we go into this year we are working to develop ways to support students with these measures as best we can. The college team has been working diligently and is still holding classes for our seniors. Currently the SAT is not being offered at any site in NYC and College Campuses on the east coast have adjusted their acceptance models to void the SAT. We are currently waiting to see what happens with the Regent Exams as they were cancelled in the spring and we worry that it may happen again. College Board will continue to offer the AP exams utilizing the structure from the spring. Utilizing the exams from the Spring has been the baseline for preparation for the AP Teachers.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 3: 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 students 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

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year. *(Relevant to school serving grades 9-12.)*

Method

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Results and Evaluation

78% of the 4th year accountability cohort scored a level 4 or above on the Common Core ELA exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	74	0	57	77%
2015	2018-19	73	0	59	81%
2016	2019-20	256	2	199	78%

Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	68	66%	65	80%	256	78%
2017	78	44%	75	72%	241	76%
2018			81	30%	244	63%
2019					246	0%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

Results and Evaluation

Percent Scoring at Least Level 3 on Regents English Common Core Exam

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	74	0	69	93%
2015	2016-19	73	0	79	96%
2016	2019-20	256	2	253	99%

Additional Evidence

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	68	91%	65	98%	256	99%

2017	78	56%	75	97%	241	96%
2018			81	44%	244	93%
2019					246	0

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Results And Evaluation

Percent Achieving at Least Performance Level 4 on Common Core exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	35	0	24	69%
2015	2018-19	43	0	33	77%
2016	2019-20	102	2	57	57%

Additional Evidence

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Results And Evaluation

Percent Achieving at Least Performance Level 3 on Common Core exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	35	0	32	91%
2015	2018-19	43	0	42	98%
2016	2019-20	102	2	99	99%

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 High School English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core)	N/A

	will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	

Action Plan

We are working with our Social Justice Coordinators in all subject areas to decolonize the curriculum. As a result, we are changing some of the books that have been traditionally used for our curriculums. In the summer we all participated in a professional development session

facilitated by the Social Justice Coordinators discussing what it means to decolonize the curriculum.

curriculum and identifying places where changes can be made, both short term and long term.

Given that we have not heard from the state pertaining to Regents exams we are currently preparing as if we will be taking them at the end of the year. Additionally, we are anticipating that AP exams will happen the same way as last year but have not heard anything. We will continue to plan for the AP exam in our AP classes.

GOAL 4: MATHEMATICS

Goal 4: 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

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

High School Mathematics

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Results and Evaluation

In the past two years we have improved drastically our results pertaining to the Common Core Exams in mathematics. The cohort of 2014 had a passage rate of 62% in Algebra 1 and 29% in Algebra 2. Since then we had the cohort of 2015 have a passage rate of 97% in Algebra 1 and 57% in Algebra 2. To this past cohort who finished with 98% in Algebra 1 and 65% in Algebra 2. The biggest adjustment is having an understanding of which key concepts and skill sets would be tested for in comparing the general regents exams to the common core regents exam. Once there was a clear understanding, teachers made adjustments to the skills they were developing in our students by adjusting the independent practice work and the assessments throughout the year.

**Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort**

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	74	0	19	26%
2015	2018-19	73	0	27	37%
2016	2019-20	256	0	165	64%

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.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	68	69%	65	72%	256	64%
2017	78	67%	75	68%	241	56%
2018			81	63%	244	55%
2019					246	34% (20% Exempt)

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Results and Evaluation

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2014	2017-18	74	0	72	97%
2015	2016-19	73	0	70	96%
2016	2019-20	256	0	256	99%

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.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2016	68	96%	65	98%	256	100%
2017	78	87%	75	99%	241	96%
2018			81	89%	244	95%
2019					246	57% (20% Exempt)

Results And Evaluation

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	24	0	0	0%
2015	2018-19	14	0	1	7%
2016	2019-20	76	0	16	21%

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.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Results And Evaluation

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	24	0	23	96%
2015	2018-19	14	0	12	86%
2016	2019-20	76	0	76	100%

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 High School Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met – 64% Achieved this outcome
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

Action Plan

As we move into the 2020-2021 School Year one of the biggest adjustments that will have an impact on all of the subject areas is the change to the leadership team. More specifically, we added two new roles to the leadership team to support the development on the Humanities and STEM classes. We now have a Director of Instructional Coaching for Humanities and a Director Instructional Coaching for STEM. There are three goals that we are hoping to achieve in adding these roles and they are:

1. Create more alignment with the regional curriculum.
2. Expand our Humanities and our STEM Program by having individuals specifically looking at curriculum with a broader lens instead of just departmental.

- To help ensure that we can transition the work in our building to the new HS in two–three years.

Secondly, we are working with our Social Justice Coordinators in all subject areas to decolonize the curriculum. As a result, we are changing some of the books that has been traditionally used for our curriculums. In the summer we all participated in professional development session facilitated by the Social Justice Coordinators discussing what it means to decolonize the curriculum and identifying places where changes can be made, both short term and long term.

Given that we have not heard from the state pertaining to Regents exams we are currently preparing as if we will be taking them at the end of the year. Additionally, we are anticipating that AP exams will happen the same way as last year but have not heard anything. We will continue to plan for the AP exam in our AP classes.

GOAL 5: SCIENCE

Elementary Science

Goal 5: Science

Component	K-4 (120-180 min per week minimum)	5-8 (300-365 min per week + elective)	9-12 (1-2 STE Classes per year)
Science Content	All K-8 KIPP students learn the full course of Amplify Science (or equivalent) each year.		Grads w/ 3+ AP score: 24%
Design, CS, Engineering	All K-4 students complete a minimum of 25-30 hours of DCE instruction each year in addition to Amplify.	All 5-8 students complete at 140 hours of DCE instruction by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take AP CS Principles . All KIPP High schoolers are provided an opportunity to take at least two advanced STEM courses (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)

Team Robotics	All K-4 schools operate at least one FIRST Lego League Jr. team with 50% female enrollment.	All 5-8 schools operate at least one FIRST Lego League team with 50% female enrollment.	All 9-12 schools operate at least one FIRST Tech Challenge team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of two off-campus environmental literacy learning experiences per year and at least one residential outdoor experience 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 5th 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 4th Grade Science State test average (schools that were tested) : 94% (up 2% point from previous year)
- 2018-2019 school year 8th 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

- Aligned K-8 curriculum: starting in the 2020-2021 school year, middle school science will implement Amplify science as its core curriculum allowing for alignment within the region and network.
- Schools adhering to the time minimums for science
- Training and Development of teachers and leaders on curriculum
- Continuation of STE programming (robotics, computational thinking, data science etc, environmental literacy)
- State test is phasing out for 4th grade this year and in 2021-2022 school year it will be 5th and 8th grade testing, currently we are making sure the shift to amplify will prepare our students for the shift in testing.

High School Science

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

Results and Evaluation

Traditionally we have had strong results with the living environment regents exam. We are continuing to show those positive trends with the class of 2016. The cohort finished with a pass rate of 100%. Seeing a 4% increase from the class of 2015. We will continue to utilize our curriculum in preparation for this exam.

Science Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	74	0	72	97%
2015	2016-19	73	0	70	96%
2016	2019-20	256	0	256	100%

Additional Evidence

We do expect continued strong results in living environment as long as the exam format does not change. One step that was taken to help push students to the next level in Biology and other content areas and the SAT is that we pushed on the formatting of questions and the curriculum to infuse SAT language and questions structures along with the Biology while maintaining the

high passage rates. Given that Living environment is a necessary course for advanced regents graduation we do want to continue to offer it in our current cycle.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	68	96%	65	100%	256	100%
2017	78	88%	75	99%	241	97% (1% Exempt)
2018			81%	85%	244	96% (1% Exempt)
2019					246	11% (65% Exempt)

Additional Evidence

We are monitoring the impact of the pandemic on the rising 10th graders and the incoming 9th grades as we are still waiting to hear from the state on any accommodations for the regents exams this year.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Our goal as a Social Studies department is to increase the use of historical reasoning skills in our instructional practices to drive student thinking and historical understanding. We spent the

2018-2019 academic year amending assessments to align with historical thinking skills. Based on my observations and co-planning sessions, all PLC teams added the terms continuity, change, causation, comparison analysis to their assessments and daily objectives. We heard students using evaluative language and identifying continuity, change, and cause/effect relationships. However, this level of analysis allowed for connections to be made at the end of a class, but was not the driving force behind the thought process; therefore students understanding remained primarily summative. In addition, we found that despite creating aims or assessments aligned to thinking skills, this did not translate in to their writing. The question we are left with is, how can we push historical reading and writing instructional practices in our entire social studies curriculum so we become teachers of historical literacy rather than teachers of historical content?

This year our priority is to build our repertoire of skills by embedding historical thinking skills into our instructional practices. We need to push our understanding of how to teach reading and writing from a historical lens so that our students move beyond identification and explanation to application and synthesis of why historical patterns exist. This means it will live in the way we ask students to read primary and secondary sources, how we ask students to write about those sources, the questions we ask to promote close reading, the activities designed to create engagement through corroboration and sourcing, and the rubrics we provide for grading student work.

Lastly, we will use the KIPP NYC PD sessions to develop common language and share literacy skills across humanities (Spanish, English, and Social Studies) classes. The goal is to develop a common language for writing, to understand what each course demands of students and how we can work together to move the middle forward.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Results

The AP U.S. History and AP World History course and exam expect students to master several key skills that enable them to effectively study, understand, and interpret the past. At least one of these nine APUSH historical thinking skills is tested on every single question on the exam. In our general education courses we align our curriculum to the state regents exam, however this is negatively impacting the type of historical thinking our students are doing. Therefore, our

instructional focus has been on realigning our curriculum to allow for more independent thought and interaction with primary and secondary sources.

The 21st century demands a shift from what students know toward how students use what they know. The ability to accurately interpret and thoughtfully employ information is among the most seminal assets in college and in the modern job market. Content-based curriculums— promoted by regents exams that primarily value content memorization, need to be updated for our modern information age. This need fits well with Common Core standards that emphasize creation and justification of arguable claims through non-fiction media. It seems then that the study of history provides an excellent forum by which to emphasize, practice, and master such skills.

With this new curriculum design that puts the onus on students to redefine history, we are encouraging ownership, and through that, perhaps build a sense of empowerment. Facts cannot be changed, but interpretation is subjective. This should be embraced and nurtured. Overall, we want to move away from exam-driven curriculums and instead we should, through our teaching, work to build habits of mind and heart by explicitly emphasizing curiosity, assertiveness, conscientiousness, research, and creativity.

The curriculum will emphasize the traditional mediums of a history class (historical content, reading, writing) and facilitate higher-order thinking by use of a progression of Decipher→Wonder→Unpack. All aspects of class will be tied to this progression.

1. Decipher: demonstrate fundamental, fact-based understanding of historical information
2. Wonder: apply curiosity to question history and work towards a larger historical understanding.
3. Unpack: create new ideas (through arguable claims) based upon existing information, ideas, and understandings.

Every unit students will read a primary source text and use decipher, wonder, unpack skills to dig deeper into history and draw their own conclusions. Teachers will administer daily decipher – wonder- unpack activities and teachers will assess these historical skills. Depending on student performance, teachers will create differentiated activity packets for the next unit that hones in on the specific historical thinking skill each individual student needs to master.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	74	0	63	85%
2015	2016-19	73	0	66	90%
2016	2019-20	257	3	227	89%

Evaluation

The cohort of 2016 ended slightly under 90% from where the cohort of 2015 finished high school. 2016 finished at 89% pass rate for US History. The biggest impact on the numbers is with the enrollment. With some of the shifts to our AP Enrollment the past few year we has more students in the 2016 cohort taking the regents examination.

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.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2016	68	0%	65	89%	256	94% (1% Exempt)
2017	78	0%	75	0%	241	0% (73% Exempt)
2018			81	0%	244	0%
2019					246	0%

Results

We are expecting continued success this up coming year with US History as 83% of the cohort of 2017 has already met the bench mark after their junior year.

Global History Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	74	0	66	89%
2015	2016-19	73	0	65	89%
2016	2019-20	257	3	239	94%

Evaluation

The class of 2016 had an improvement from the previous year where we had 89% of the 2015 cohort pass the exam compared to 94%. One of the factors that caused a dip from the 99% in the early years are the challenges created by the changes by the common core adjustments. This is the last cohort that was part of the transition with understanding the adjustments to the common core test

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	68	87%	65	97%	256	97% (1% Exempt)
2017	78	0%	75	76%	241	88% (6% Exempt)
2018			81	0%	244	0% (86% Exempt)
2019					246	0%

Additional Evidence

The class was able to get to 97% and showed improvement from previous cohorts sooner than the previous two cohorts because of the adjustments made by the history team from the lessons learned with the transitions that occurred with common core exam changes.

GOAL 7: ESSA

Goal 7: 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 Infinity is currently in good standing, and has been so for the accountability period.

Additional Evidence

KIPP Infinity 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

