



KIPP Infinity Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute
on:

Aug 16, 2021

By Janessa C. Hernaez and Shawnae Montagueo

625 W. 133rd street New York, New York 10027

718-943-3710

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Janessa C. Hernaez, Associate Director of Student Reporting and Compliance and Shawnae Montagueo, Associate Director of Compliance prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committee
Rafael Mayer	Chair	Finance & Audit Finance Committee
Richard Taft	Treasurer	Finance & Audit Finance Committee
Gwendolyn Brunson	Trustee/Member	n/a
Erica Dewan	Trustee/Member	n/a
Adaobi Kanu	Trustee/Member	Finance & Audit Finance Committee

Carlos Capplan has served as the school leader of KIPP NYC College Prep HS since 2017.

Glenn Davis has served as the KIPP Infinity MS since 2017.

Maylien Herm has served as the school leader of KIPP Infinity ES since 2019.

SCHOOL OVERVIEW

Mission. As part of the national KIPP network of schools, our mission states that “Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.”

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 our alumni support program, KIPP Forward (Formerly known as KIPP Through College), we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, excellent academics, strong socio-emotional support and an equitable learning environment are the foundation for student success. 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 degree 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 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, socio-emotional development, career preparation skills, 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). 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 1995, is located in District 17 in the Crown Heights, Brooklyn, and currently serves grades K through eight. KIPP Infinity students attend school from 7:25 a.m. to 4:00 p.m. during the week and typically start school 2-3 weeks before other NYC public schools. This extended school day and year allows us to deliver the

program model that best fits what our students need and what our families are seeking. 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.

During the 20-21 school year, we worked and planned diligently to use our strong start with remote learning to improve our curriculum and instruction to ensure that all of our students received a comprehensive, rigorous and meaningful learning experience for the school year, as we planned 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 used it to develop the 20-21 plan.

We increased opportunities for remediation and feedback. We built more time into schedules to check in with students individually to provide feedback and extra support. Remote learning allowed us to reach students as they are learning and to make real-time suggestions. During the course of an instructional day, students had 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 allowing for independent thinking and research.

We started the year with a new online learning management system, *Canvas*, which students, families, and staff visited every day during remote instruction. *Canvas* allows students to access their assignments, receive announcements and feedback from their teachers, and see their grades. *Canvas* also houses 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 have and will continue to actively use an equity focused lens to evaluate all of our reopening and operational 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
2016-17	90	98	92	97	95	100	86	89	89	371	283	224	212	1,926
2017-18	94	90	93	88	94	102	99	83	95	364	379	208	223	2,012
2018-19	88	97	91	90	89	93	98	96	82	351	373	272	215	2,035
2019-20	106	91	98	96	99	92	95	96	96	336	396	247	287	2,135
2020-21	97	115	97	104	100	99	92	94	94	355	381	268	284	2,180

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

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 30 th
2018-19	2015-16	2015	73	0	73
2019-20	2016-17	2016	256	0	256
2020-21	2017-18	2017	237	0	237

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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)
2018-19	2015-16	2015	70	3	73
2019-20	2016-17	2016	251	5	256
2020-21	2017-18	2017	233	4	237

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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)
2018-19	2014-15	2014	65	9	74
2019-20	2015-16	2015	70	3	73
2020-21	2016-17	2016	244	12	256

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	% of Credits Required
ELA, Math, Science, Social Studies	4 *each
Language other than English (LOTE)	3
Visual & Performing Arts	1
Physical Education	2
Health	0.5
College Prep Electives	1
Electives of Choice	0.5

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.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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%.

Goal 1: 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.

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

The challenges from the 2019 - 2020 school year lingered into the 2020 - 2021 school year. There were external challenges presented by the COVID pandemic in our country that impeded on some of the goals that we are generally trying to reach with our students. In large, one of the biggest challenges is that the regents exams have been a major indicator of our goals for the school year. With the exams being waived the last two years, this has reduced the ability to track actual progress. There was also an opportunity to explore different ways to support students through social emotional learning while helping them to master the content of their education. We had the opportunity to assess the impact of our goals. Numerically, we surpassed the goals because students were granted the credits. There was success in the year despite the challenges in our student experiences and the inability to track the regents data. Students found support, access to resources and were still able to access content because of the social emotional learning that was happening and as a result we were able to still achieve results in graduation and additional benchmarks.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	240	73%
2020	274	80%

ADDITIONAL EVIDENCE

In the 2020-2021 school year credit accumulation was negatively impacted as there was a lot of unfinished learning. You can see this challenge from the data above. Typically on any given school year we have approximately 85% - 90% of students accumulating the required credits to be able to move on to the next grade in High School. As the year was progressing by the end of quarter one, you could see that the students were struggling given that 35% of the students were failing multiple classes and not on track to earn credit. We had to course adjust the way we were supporting our students to ensure that they would be able to find success. While we did not lower the academic bar we did provide additional spaces for students to connect with teachers and spend time with peers. We offered a set of optional and mandatory office hours for student progress. We launched our AIM(Academic Improvement Mentors) program to help the students feel supported and we extended the school year into the summer given the announcements made by the DOE regarding credit accumulation regarding the regents. These additional supports helped our students to progress towards better academic standing. We maintained a high bar and did not pass students forward for just showing up. We still encouraged our students to master the work for academic progress. We felt strongly that we would be doing a disservice to our students by giving them a passing grade if they were not prepared for the next level. We are pleased that given where things were at the end of quarter one that we were able to achieve the progress we did.

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.

RESULTS AND EVALUATION

No results to share due to the waiver of the exam.

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)
2017	2018-19	241	74%
2018	2019-20	244	95%
2019	2020-21	240	92%

ADDITIONAL EVIDENCE

No Additional Evidence

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 2017 cohort and graduated four years later and those who entered as members of the 2016 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.

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

For the senior class cohort of 2017, we had a graduation rate of 91%. This was very impressive for our community and the cohort of 2017 given the push from our community to continue to maintain a high bar of academic excellence despite the pandemic. Due to the circumstances we extended the school year into the summer months to ensure that the unfinished learning due to the pandemic was supported. This aided in many students completing the school year. Given that we were uncertain of the expectations due to the pandemic we were very happy with the results of 92% of students graduating. As you can see on the table below, it was a stronger graduation rate than the previous class that was also impacted by the pandemic.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	73	92%
2016	2019-20	256	89%
2017	2020-21	237	92%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	74	95%
2015	2019-20	73	88%
2016	2020-21	256	95%

ADDITIONAL EVIDENCE

While the graduation rate for this school year is lower than pre pandemic years, 92% is an improvement from the previous year which is a comparable cohort given that they were also impacted by the pandemic and we improved by 4%. I would also say that we got better at remote education and our educators and students went into this school year more prepared to tackle some of the software platforms that were being utilized. Canvas and Nearpod

became pivotal tools to the success of the community. It definitely helped us to find more success.

Goal 1: Comparative Measure

Each year, the percentage 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.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

In comparison to the district we have generally outperformed the average graduation rates. For example in 2019 the average graduation rate for districts 5, 6 and 17 was 79%. The 2015 cohort had a graduation rate of 92% during that school year. During the 2020 school year district 5, 6 and 17 held an average graduation rate of 74% while the 2016 cohort still held a graduation rate of 88%. Early indicators point out that an average 76% of students in high school in district 5, 6 and 17 graduated during the 2020-2021 school year. The 2017 cohort has graduated 92%. While we are proud to be one of the top performing schools in the district, we also know that the last 18 months has been difficult and genuinely worry about the cohorts to come after the cohort of 2017 as the impact of the pandemic and the move to remote will likely have the biggest impact on them as can be seen with the credit accumulation numbers shown above. Our approach to the school year will be to move forward instead of going back words and infusing opportunities for remediation.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designatio	School Year	Charter School	School District (note: CPHS represents students from 3 different school districts (majority from District 5))

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		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	73	92%	District 5: 902 District 6: 1338 District 17:1862	District 5: 76% District 6: 81% District 17: 81%
2016	2019-20	256	89%	District 5: 971 District 6: 1321 District 17: 1928	District 5: 74% District 6: 75% District 17: 74%
2017	2020-21	237	92%	Data not yet released	District 5: 73% District 6: 76% District 17: 80%

ADDITIONAL EVIDENCE

No additional Evidence

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

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 below.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled 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

Given the amount of students that sat for the Regents was less than 2% of the cohort the data is not an accurate representation of the class progress on Regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to achieve high scores to add to their transcripts.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)} \times 100$
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
Overall	N/A	N/A	N/A

All students who graduated passed or received waivers (due to covid) for all 5 regents exams and thus did not require an alternate pathway.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

ADDITIONAL EVIDENCE

No additional evidence

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

While we faced some challenges with the Regents exam indicator and the credit accumulation for the younger grades, we did really well at meeting our goals in most or all other categories. See below table.

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.	Partially Complete
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three	N/A

	different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Regents Exams Waived
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Complete 92%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Incomplete
Comparative	Each year, the percentage 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.	Complete
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.	Complete

ACTION PLAN

As a result of the pandemic we were required to be remote for the 2020-2021 school year. Being remote was new for all members of the community. We needed to monitor for screen exhaustion, balanced lessons and the medical impact on COVID infected students. Naturally, these heightened challenges created some gaps in the learning.

During the school year we offered the building as an in-person learning center to students who were not able to have access to all of the resources that they needed to be successful in a remote setting. They would come to the building and be remote in their classes from the school. In the learning center, students had access to food, wifi, computers and staff support. Anecdotally there were many students that benefitted from coming to the learning center that needed to be remote. It helped to support the social emotional challenges created by the pandemic. It helped hold students accountable to completing work.

Additionally, given that this is the first year the Department of Education is allowing students to replace grades from the school year with the classes that they take in summer school, we have utilized this opportunity by running a six week summer school program. There are two three week cycles that allow us to meet the social distancing norms while also providing space to a multitude of students. There is a remote option and an in person option for summer school that allows students to access the work that they need to complete to close the gap on the unfinished learning. By offering students the multitude of options, we have been able to maintain our academic outputs and support for our students.

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

As a school, we have a robust college and career 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. In addition, we offer a wide variety of credit bearing college courses, AP courses and career courses. Students also have access to SAT prep in their junior and senior years.

Additionally, we have been focusing on providing quality resources for students who take alternative paths to college. One of which is our workforce counselor who meets with students choosing alternative paths.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

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.

RESULTS AND EVALUATION

Over the past three years we have done extensive work to provide our students with access to college level work. Our students take AP exams and in addition over the past couple of years we have added partnerships with College Accredited Institutions to provide our

students with early access. We work with a program through Syracuse University, Albany University and State University of New York Broome Community College. As a result students show they are college ready through their GPA and progress , but also show their college readiness by having completed College Level Courses through these programs. We were able to maintain regular programming/academic offerings even through the pandemic and as such really helped our students to be college ready. Our goal of 75% college readiness in that 90% of the students participated and excelled in our indicators for college readiness.

Percentage of the 2017 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	140	109	50%
Passing a College Level Course	200	188	87%
Achieving College and Career Readiness Benchmark on SAT	0	N/A	N/A
Earning Advanced Regents Diploma	217	152	70%
Overall	217	195	90%

ADDITIONAL EVIDENCE

The Cohort of 2017 was on track to meet some of our progress from previous years but was side tracked by the pandemic. The biggest challenge came with the number of student participants in AP exams which in turn had a negative impact on the overall result. Between the 2019-2020 school year and the 2020 - 2021 school year in the heart of the pandemic and while remote was still in its early stages there was a hesitance from students to participate in AP classes. Students were lacking motivation and a desire to challenge themselves because of the move to remote and the emotional strain which they were under. Hence, while we have had above 62% participation since the 2013 cohort with the 2016 cohort topping off at 70% participation, the cohort of 2017 only had a participation rate of

53%. The pass rate for that 53% was high allowing 50% of the cohort to graduate with having passed at least one AP exam but participation was not high enough due to anxiety and fear. Students were more inclined to participate in our other college level courses from our partnerships with Syracuse, University at Albany and SUNY Broome. This allowed us to have 87% of the class graduating while having passed a college level course and leaving our school with potential college credits. Overall the different offerings we have allowed us to have 90% of the class graduate college ready even with a decline in AP participation.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

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 2020-21 and provide preliminary matriculation data for 2017 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

We have an expected matriculation of 80% for the cohort of 2017. What this means is that students have signed letters of intent and we expect that they will attend. The actual matriculation will not be 100% confirmed until October 1, 2021. At that time we will utilize the National Student Clearinghouse Data to confirm what the actual is against the expected.

Our team utilizes a College MATCH process to ensure that students are attending schools that are great academic and social fits for them. This helps to support another data point that we track for our students called the (Estimated College Completion)

Matriculation Rate of Graduates

HS Graduation Status	ECC Methodology	HS Unweighted GPA Band	CPHS (N)	CPHS ECC	KMSA (N)	KMSA ECC
All	College Matriculations Only	All	241	57.6	42	43.7
	All Students (no matric = 0)	All	303	45.8	88	20.8
Graduated Only	College Matriculations Only	All	238	57.7	30	46.0
	All Students (no matric = 0)	All	276	49.8	39	35.4
Graduated Only	College Matriculations Only	3.0+	72	73.0	Not Available	Not Available
		2.3-3.0	104	57.3	Not Available	Not Available
		2.0-2.29	30	43.6	Not Available	Not Available
		Less than 2.0	32	38.0	Not Available	Not Available

ADDITIONAL EVIDENCE

No Additional Evidence

SUMMARY OF THE COLLEGE PREPARATION GOAL

To have graduated this cohort with 90% of the meeting a college readiness indicator and 80% anticipated college matriculation is very impressive. We pushed through the pandemic and maintained results that were comparable to non pandemic years, but most importantly we unlocked different ways to be able to support our students through Social Emotional Learning and continue to produce positive results. Compared to previous years it is lower but still proud considering where things stood after quarter 1 of this past school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Complete 90%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Anticipated Complete 80%

ACTION PLAN

As we move into the upcoming year we are returning in person learning which is a great step in supporting our students from the cohort of 2018. We will have a college counseling team of four members supported by an additional two members of the College Advising Core program provided by the City University of New York. Students will have the opportunity to work with their counselors in person again through the implementation of the College and Career Readiness class that will be on student schedules. This class will allow them to prepare to find their college MATCH. Additionally, we are shifting some of the energy to ensure that we have career paths for the additional 5% -10% of students who do not go to college after High School. We want to ensure as a community that we are providing our students with access to post high school options. We will utilize this class and the support of the counselors to assess where students are and what they need to be successful.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will make 3 STEP levels of growth based on their beginning of year STEP level. This goal is a stepping stone toward our "moonshot" goal: 100% of 3rd graders reach STEP 12 by spring 2023.

Without a state test in spring of 2020, and with uncertainty about whether or not there would be a state test in spring 2021, we started the school year without a goal oriented around the state test. Instead, our interest was in assessing where our students were at (given the previous spring of fully remote instruction), and then ensuring we were adjusting our approaches to meet kids' needs so that we would see consistent growth and progress across the year. We created a new diagnostic assessment that was administered at the end of "Unit 0", a new unit designed intentionally to support students in their foundational comprehension at the beginning of the year. Based on the results of this diagnostic, we identified "essential" lessons – ones most critical to addressing student learning needs – and increased our reliance on discourse as an instructional tool. When we administered the Unit 1 assessment (CPA), we saw improvement from the diagnostic, and used the data again to make small adjustments to our instructional approach. We continued to see growth in every subsequent CPA.

We also needed a new assessment from which we could set goals in the future, so as not to rely solely on the state test. This was the impetus behind the creation of our grades 3-8 ELA End of Year Assessment Working Group, which ultimately created and piloted new authentic literacy assessments at the end of the school year. We're using the data from these assessments to start the next school year capitalizing on our students' strengths and meeting our students' needs, and we'll be doing quantitative analyses of the data to inform goal setting for the 21-22 school year.

BACKGROUND

K-8 ELA Program

- Based on assessment data, as well as feedback from students, teachers, and leaders, the K-8 ELA team developed four long-term curricular goals. These goals will shape the SY21-22, SY 22-23, and SY 23-24 curriculum revisions. The goals are: (1) Durability: K-8 Literacy Curriculum will be a durable curriculum that minimizes the need for duplicative work across the organization and over time. (This goal includes work on tightening vertical alignment K-8.) (2) Culturally Responsive-Sustaining Education: K-8 Literacy Curriculum will affirm and center our students' identities by honoring the varied experiences, histories, and perspectives of our students and providing opportunities to connect across differences. (3) Supportiveness: K-8 Literacy Curriculum will support all teachers, regardless of their level of expertise or experience, and push them to the top of their practice. (4) Collaboration: K-8 Literacy Curriculum will evolve through deliberate, ongoing collaboration between curriculum designers, teachers, leaders, students, and families.

- SY21 curricular revisions: In summer 2021, Curriculum Fellows are using curriculum revisioning plan and the results of the text selection audit to make revisions to existing ES and MS ELA curricular materials.

- Text Selection: In fall 2020, nine K-8 teachers and leaders opted into a text selection working group to develop a clear criteria for the selection and incorporation of shared texts into our curriculum. In spring 2021, we used this framework to audit our existing curriculum, identifying texts that needed to be removed and potential places for the addition of new texts.

Elementary School ELA Elementary Schools used the KIPP Foundation's Wheatley curriculum. In SY 2020-21, KIPP NYC used the KIPP Foundation's Remote Learning materials for remote and hybrid learning. KIPP NYC created self-guided Nearpod lessons using the Foundation's materials. Elementary schools used Writer's Workshop curriculum for writing

instruction. In SY 2020-21, regional lesson designers created tailored lesson plans for remote writing instruction. In addition, lesson designers filmed a corresponding asynchronous video to guide students through the writing process remotely. Guided Reading instruction occurred in all elementary school classrooms. Instruction continued through Zoom during remote instruction. Students met with the teacher in small groups to read texts at their instructional level (as determined by the STEP assessment). Kindergarten through Second Grade students received systematic phonics instruction through the Success For All (SFA) curriculum. Phonics instruction continued through Zoom during remote instruction.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA.

Elementary ELA

- Reading: STEP* and then F&P once students tested out of STEP
- ELA interim assessments
- Authentic End-of-Year ELA Portfolio Assessment for Grades 3-4. This assessment was internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

*During the school year 2020-21, KIPP NYC used the STEP Assessment's new remote testing option, which allowed schools to gather similar data to that gathered during in-person testing. STEP was administered four times during the school year. During hybrid instruction, schools were able to assess students who opted for in-person learning using the traditional version of the STEP assessment.

Middle ELA

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessments
- CPAs (end of unit assessments)
- Baldwin (writing) published pieces
- Authentic End-of-Year ELA Assessment in two parts: 1) Portfolio, and 2) Guided Research and Writing. These assessments were internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

RESULTS AND EVALUATION

Elementary ELA

STEP: A virtual version of the STEP assessment was administered in elementary schools throughout the 20-21 school year. The following percentage of students met their STEP growth goals in 20-21:

- K: 51%
- G1: 27%
- G2: 28%
- G3: 15%
- G4: 18%

If our current students meet their reading goals over the next two years, we will make significant progress toward our 3rd grade reading moonshot goal.

End-of-Year ELA Assessment: We administered the EOY ELA Portfolio Assessment to 3rd and 4th graders to establish a baseline from which we can set goals for the 21-22 school year. This portfolio assessment required students to identify artifacts of their reading and writing from the school year, describe their strengths and growth areas, and reflect in writing on their identities as readers and writers. The baseline data shows that 10% of students have exceeded the internally-defined standard, 40% are meeting or approaching the standard, and 50% are not yet meeting or approaching the standard. Because this assessment was used to establish a baseline, we do not yet have data on growth.

Middle School ELA

Since state testing did not occur, we shifted our emphasis to our end-of-unit assessments, the CPAs (common performance assessments). From Unit 1 to Unit 2, and again from Unit 2 to Unit 3, we saw growth in every grade level. When diagnostic assessments at the beginning of the year revealed that students were largely proficient with literal comprehension tasks, we shifted our instructional focus to emphasize discussion and deeper thinking. As a result, we saw even stronger rates of growth in analytical and inferential thinking questions as the year progressed.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

STEP				
Grade	All Students		% of students with IEPs meeting Reading level goal	% of ELL students meeting Reading level goal
	x % of students meeting Reading level goal	Number tested		
K	57	92	22%	0
1	17	119	13%	8%
2	4	96	0	0
3	18	101	0	0
4	5	103	4%	6%

Grade	All Students		% of students with IEPs meeting Reading level growth goal	% of ELL students meeting Reading level growth goal
	x % of students meeting reading level growth goal	Number tested		
K	70	92	41	0
1	45	119	44	41
2	51	96	33	57
3	75	101	55	53
4	48	103	63	50

IA #1		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested

3	47	97
4	26	92
5	40	75
6	40	63
7	24	66
8	51	70

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

While we hope to use our newly created authentic End-of-Year ELA assessment as our "north star" assessment, aligning progress monitoring goals and formative assessments to this capstone assessment, the assessment itself is still in need of some revisions (based on teacher feedback from this year's administration). We are in the process of conducting inter-rater reliability reviews and back-grading to evaluate consistency in scoring, and are conducting analyses to assess the validity of the assessment as well.

Middle School ELA

Although we used the same CPAs and interim assessments as in the previous school year, it is difficult to compare performance YOY due to the differing modes of assessment administration (i.e. paper-based in SY19, online in SY20).

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Elementary ELA

Elementary schools use 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 reading growth. Additionally, our 3rd and 4th grade students take the authentic End of Year ELA Assessment, which is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year.

Middle School ELA

Our authentic End of Year ELA Assessment is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. To get to this larger assessment, we progress monitor through our end of unit assessments (CPAs and writing process pieces) and our formative assessments (exit tickets on essential, or prioritized, lessons). Additionally, we administer interim assessments meant to approximate the NYS exam.

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

Goal 3: 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 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 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

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to achieve high scores to add to their transcript.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort²

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)
2015	2018-19	73	0	59	81%
2016	2019-20	256	2	199	78%
2017	2020-21	237	12	173	77%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	75	72%	241	76%	237	77%
2018	81	30%	244	63%	239	69%
2019			246	0%	240	N/A
2020					274	N/A

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

² Based on the highest score for each student on the English Regents exam

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.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were students that were prepared and were trying to get high scores to add to their transcript.

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)
2015	2018-19	73	0	79	96%
2016	2019-20	256	2	253	99%
2017	2020-21	237	12	223	94%

ADDITIONAL EVIDENCE

No additional Evidence

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2017	75	97%	241	96%	237	94% (5% exempt)
2018	81	44%	244	93%	239	85% (12% exempt)
2019			246	0%	240	1% (71% exempt)
2020					274	0%

Goal 3: Absolute Measure

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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percentage of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least 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.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 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 meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations 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 the college and career readiness standard.

RESULTS AND EVALUATION

As can be seen in the table below for the cohort of 2016 and 2017 we were able to meet the desired growth measure of having at least 50% of students who were not proficient in while in grade 8 score at least level 4.

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 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)
2015	2018-19	43	0	33	77%
2016	2019-20	102	0	57	57%
2017	2020-21	72	7	38	58%

ADDITIONAL EVIDENCE

No 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

As can be seen in the table below 98% of students in the 2017 cohort scored level 3 although they were not proficient in the 8th grade. We far surpassed the 75% goal for this cohort. This was during their freshman year when they were in the building the entire year. For the cohorts that follow we will be working on curriculum to ensure that we can have similar outcomes despite the pandemic.

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)
2015	2018-19	43	0	42	91%
2016	2019-20	102	2	99	98%
2017	2020-21	72	7	64	98%

ADDITIONAL EVIDENCE

No additional evidence

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As you can see in the table below some of the goals were impacted by the pandemic but overall we met the goals that were attainable.

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.	Complete
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.	Complete
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) 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 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.	Complete
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.	Complete

ACTION PLAN

Going into the 2021 school year one of the priorities for the school year is to address unfinished learning. Given the return of students to the school building from the pandemic there will need to be diagnostics across all grades. These diagnostics will help us to reassess where to pick up from the unfinished learning. While we were able to help students find success during the school year, students are still starting from behind. However the goal of these diagnostics is not to do remediation. We will plan to move forward and have students learn from where they are.

We believe that remediation will cause a delay that will set the students back additional time in their graduation progress.

In addition to the diagnostics, we have also adjusted the curriculum to be decolonized and focus on students' critical thinking. The ELA team came together over the last year to go through the curriculum and identify biased content. Lastly, we will continue to engage in experiential learning where they mirror the experiences of protagonists of the readings that they are engaging. within the text.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

For the 2020-2021 school year, there weren't any state test specific proficiency goals defined regionally due to the pandemic and remote learning.

For elementary school math, there was a regional lesson completion rate in Zearn of 3 lessons of new content per week. When measured in the spring, our regional goal was reached at approximately 3.1 Zearn lessons per week. In preparing students for grade-level content, our goal for all students was to grow at least one level on our regional interim assessments administered throughout the school year.

For middle school math, we aimed to have 100% of schools continue to participate in our regional bi-weekly assessments, aligned to the common core standards and New York state tests. This goal was close to being met in 20-21, with over 90% of schools administering our regional bi-weekly assessments along with our interim assessments throughout the course of the year. We continued to make progress towards our "moonshot" goal of attaining 90% participation rate in 8th grade Algebra with a 90% pass rate by 2023, by growing the number of students enrolled in our remote learning 8th grade Algebra course to over 70% of KIPP NYC 8th grade students, exceeding our pre-pandemic participation rate in 2019. Additionally, the roll-out of a new set of remote learning resources, including daily Nearpod self-guided lessons and new weekly formative assessments in Canvas, facilitated greater regional curricular alignment across our 7 middle schools schools than ever before.

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, which are used to practice and assess student fluency with core skills.

One adaptation to this curriculum this year has been the design of digital interim assessments. This data helped regional curriculum developers determine regional deficits and adjust the scope and sequences accordingly.

Additionally, for the first time, our teachers had access to a list of "high priority lessons," which helped them prioritize learning time and analyze the highest leverage exit tickets.

Middle School Math

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 6 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.

With the onset of remote learning, our regional MS Math curriculum was adapted into a 3-part instructional model for the 20-21 school year:

1. Asynchronous self-guided Nearpod lessons, designed by regional veteran content experts, containing direct instructional videos and aligned checks for understanding and practice problems, that students completed independently during a morning Math block.
2. Live synchronous instruction by content teachers in Zoom, including direct instruction, student discourse, checks for understanding, small group instruction, and real-time feedback on practice problems
3. Post live instruction practice, including an exit ticket where students scanned work into Canvas for teacher feedback, completed by students in printed math packets sent home with families each cycle.

To supplement our core curriculum in 2021-22, a team of summer curriculum fellows are building out comprehensive unit summary plans that provide teachers with both the specificity of the core skills and concepts, common misconceptions, and aligned assessment questions covered in each unit, along with a thematic overview, list of essential questions, and major standards covered that will facilitate the lesson internalization work led by our instructional leaders at schools.

In terms of assessment, this past year was the 3rd 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 for reteach, 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. The assessments were adopted during the 2020-21 school year to allow for remote testing and scoring of student work directly in Illuminate.

Professional development from 2020-2021 for K-8 Math focused primarily on training teachers with our new remote learning platforms - Nearpod, Canvas, Zearn, and Zoom - and establishing best practices for asynchronous, synchronous, and hybrid instruction.

Overall changes to the K-8 Math program to strengthen our remote learning model included:

- Supporting teachers in assigning aligned lessons through online platforms and tools students were familiar with during in-person instruction, such as Zearn and Khan Academy
- Highlighting the most essential skills and concepts students need to master by the end of the school year, and prioritizing this content in our regional pacing calendars and on our regional assessments
- Using Canvas 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 daily synchronous instruction in Zoom
- Strengthening teacher execution by prioritizing the use of Nearpod Live as a tool for engaging students and providing feedback on student work during synchronous instruction

To supplement instruction, students were assigned additional work in Zearn and Khan Academy for more targeted practice, and these supplemental platforms were used as tools for small group intervention.

To account for potential unfinished learning, the 2021-22 pacing calendars have built in more weekly time allocated for reteach and remediation, as well as embedded lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. We will also be partnering with i-Ready to allow for new diagnostic assessments in the fall of 2021 to better gauge any unfinished learning and support teachers in 2021-22 with new reteach resources.

METHOD

During 2020-21, the school(s) primarily used the following exams to assess student growth and achievement in mathematics:

- High priority exit tickets (2-3 times per week) - formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-4 questions in length
- Bi-weekly quizzes and formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including a few reassessment questions
- End of module assessments (optional) - summative 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 **digital** interim assessments - exams that cumulatively 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
- 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
- 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 (3rd interim assessment / EOY diagnostic)

RESULTS AND EVALUATION

We have not yet received results from the NYS exams or Algebra Regents exams, but these proficiency goals were not shared regionally in this school due to the pandemic. Our Elementary School Students completed about 3.1 Zearn Math Lessons on average each week. Students in 1-4 across the region met this participation goal.

Our Middle School Students nearly exceed our regional assessment participation rate of 100%, with more than 90% of bi-weekly assessments administered across schools regionally. Our Algebra participation rate continued to increase from 64% in 2019 to exceed 70% in 2021. Most grades experienced modest student growth from IA#1 to IA#2 and from IA#2 to IA#3, where applicable, serving as a good indicator that instruction and learning improved significantly over the course of the school year, and that as a region, we are making progress towards improved test results from the onset of the pandemic in spring 2020.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

IA #1				
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	99	79	100	100
1	62	107	47	69
2	74	86	50	40
3	54	101	15	27
4	61	97	31	20
5	48	84	33	57
6	38	88	5	0
7	31	74	10	30
8	20	15	13	0
Algebra	44	72	25	0

IA #2

Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	96	80	100	100
1	74	107	73	75
2	79	84	63	40
3	53	97	30	20
4	52	91	25	21
5	62	92	35	44
6	50	86	11	50
7	40	80	26	11
8	29	14	22	33
Algebra	67	54	29	0

IA #3 (Optional)

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for MS)				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
K	85	85	38	100
1	73	107	73	75
2	75	83	78	100
3	86	97	70	67
4	54	90	21	20

ADDITIONAL EVIDENCE

Due to the pandemic, students were provided with a waiver option for the Algebra I Regents examination. We had very limited administration of state tests - less than 1% of students tested - which were also opt-in for students/families. We therefore do not have any comprehensive or valid state test data that can be used to measure success against our goals.

SUMMARY OF THE ELEMENTARY AND MIDDLE 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 in 2020, we were not able to gather much data on whether these goals would have been met had the pandemic not occurred, and we did not set growth goals on state test data or Regents data for 2021. We similarly have much less data that can be used to create new NYS test goals for 2021-2022. Students completed an end of year assessment in Math classes that captured some data on student achievement in May/June, but these digital assessments administered in Illuminate were shorter in length and provide less valid data than a NYS state where students would be required to test in-person.

We did have an Algebra participation rate this past year of above 70% - this is based off of the number of students who took an Algebra course and would have sat for the Algebra I Regents exam if required to do so in-person. This participation rate shows continued growth from 56% in 2019 to 64% in 2020 towards our ultimate goal of having 90% of students sit and pass the Algebra Regents by 2023.

ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2021-22:

- Accelerated pacing calendars - instead of prioritizing weeks of remediation to address any unfinished learning, our regional pacing calendars will continue to reduce the breadth of content covered and instead prioritize the in-depth study of core skills and concepts, with approximately 4 lessons of new content per week. The remaining lesson each week will be time allocated for reteaching aligned pre-requisite skills, supporting our struggling learners with small group intervention, and pushing the rigor for our students that continue to perform at or above grade-level.
- Emphasizing responsive instruction - supplementing our suite of Math assessments, this year teachers will use a new set of diagnostic assessments at various points through the year administered through the i-Ready platform, coupled with aligned reteach resources. When combined with the addition of new pre-unit assessments and more frequent formative assessments embedded throughout the year, teachers will have more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs.
- Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, continuing to narrow the focus of content taught in each grade-level, and shifting more of the 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 i-Ready 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, particularly unit launches with the arrival of a new set of unit launch plans created by summer curriculum fellows, as well as increasing student cognitive engagement, and improving our summary checks for understanding
- Aligning regionally on our regional 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
- 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.

METHOD

The school administered the Regents mathematics exam(s) 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 any Regents Common Core mathematics exams. 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

The cohort of 2017 did not reach the benchmark of having 75% of students scoring level 4. on a regents exam by the completion of their fourth year. When analyzing the data you will see that they were outperformed by the cohort of 2016, but surpassed the cohort of 2015. The cohort of 2017 had 54% of students achieve level 4 by their fourth year. 10% lower than the cohort of 2016 but also , 17% higher than the cohort of 2015. We do believe that the pandemic impacted how we were able to help students find success and reach level four because their Junior and Senior year was impacted by loss of learning.

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)
2015	2018-19	73	0	27	37%
2016	2019-20	256	0	165	64%
2017	2020-21	237	6	125	54%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	75	68%	241	56%	237	54% (3% exempt)

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2018	81	63%	244	55%	239	48% (8% exempt)
2019			246	34% (20% exempt)	240	33% (44% exempt)
2020					274	0% (77% 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.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. 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 mathematics exams. 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.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to get high scores to add to their transcript.

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)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	73	0	70	96%
2016	2019-20	256	0	256	99%
2017	2020-21	237	6	229	97%

ADDITIONAL EVIDENCE

No Additional Evidence

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	99%	241	96%	237	97% (3% exempt)
2018	81	89%	244	95%	239	91% (12% exempt)
2019			246	57% (20% exempt)	240	50% (44% exempt)
2020					274	0% (77% exempt)

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations 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 grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We were not successful in helping the students who were not proficient in math in 8th grade to be able to move them to level 4. Movement for these students is something that normally takes more time in math because we provide our students with less access to the work with a two year track for math proficiency. As an example, they might have algebra 1 of 2. Given the pandemic we were not able to complete the second year of the support program in the way we would have wanted to in order to see results that were more telling of the skills the students were developing. However, you will see that we were able to move students to level 3. We believe that if not for the pandemic these results would have been different.

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)
2015	2018-19	14	0	1	7%
2016	2019-20	76	0	16	21%
2017	2020-21	58	3	1	2%

ADDITIONAL EVIDENCE

No Additional Evidence at this time

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

The Algebra two prong program for math really helped these students to get to level 3. We were able to achieve the goal of 75% of students proficient in 8th grade. We actually had 98% of the 2017 cohort reach the level 3 mark.

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 ³

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)
2015	2018-19	14	0	12	86%
2016	2019-20	76	0	76	100%
2017	2020-21	58	3	54	98%

ADDITIONAL EVIDENCE

No Additional Evidence

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.	Complete
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.	Complete

³ Based on the highest score for each student on the mathematics Regents exam

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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.	Incomplete
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.	Complete

The cohort of 2017 was exempt from many of the goals due to the pandemic but was able to meet three of the four goals that were still attainable. There was one goal pertaining to the students that were not proficient in the eighth grade that were not able to complete.

ACTION PLAN

Going into the 2021 school year one of the priorities for the school year is to address unfinished learning. To be able to be successful at this priority we will begin by focusing on two points. focus on is: 1) kids need to access/master grade level material, but we know we'll have to do some as-needed remediation, so PLCs are going through their pacing calendar with fine tooth combs to determine which standards can be moved to next year (and making sure that all courses are aware of the changes, so we stay vertically aligned) 2) Students need targeted intervention, as a result math teachers will pick up a push-in as a 5th class. We'll assign push-ins to the classes that have the greatest number of kids who need targeted support (Algebra 1, Algebra 10, etc.; not Honors Algebra 2).

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

See table below:

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

- Hired on Director of Elementary School Science, Tech and Engineering Director to lead STE support in Elementary Schools for 21-22
- 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 Schools adopted Amplify science curriculum (switched from IQWST) to better align our K-8 science vision. All schools implemented curricula, but may not have been able to complete all units within the grade given reduced learning time during remote learning
- Assessments
 - ES: CFT & EOU assessments
 - MS: CFT & EOU assessments
- FIRST Robotics team took a pause during remote learning
- Launched our very first Curriculum Fellows Board for STE (Science and CT) with teacher leaders to create modifications to the curricula regarding literacy additions.
- Was able to continue with a modified launch of Year 2 Computational Thinking in elementary schools.
- Hands on group lab experiments were modified to fit social distancing requirements and will need to be considered again for next year
- Had a cohort of teacher leaders to create remote self-guided science lessons to assist in remote instruction during the 20-21 school year.

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: Implemented and administered CFT and EOU assessments as a part of the new amplify curricula.
- State Tests were optional this year for students in 4th and 8th grade.

RESULTS AND EVALUATION

Due to very limited administration of state tests that were opt in for students, we do not have passage rates on the NYS test that are comprehensive or valid.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

End of Module Assessment #1				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
5	56	68	33	13
6	26	92	0	0

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7	0	1	0	N/A
8	100	1	100	0

End of Module Assessment #2				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
5	36	92	20	13
6	0	6	N/A	N/A
7	40	5	N	0

End of Module Assessment #3				
Grade	All Students		% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
	x % of students meeting proficiency goal	Number tested		
3	0	1	0	0
5	0	1	0	N/A
6	0	1	N/A	0
7	49	95	32	40

ADDITIONAL CONTEXT AND EVIDENCE

Due to the pandemic, we made the NYS science test optional to fourth and eighth graders. Very few students opted to take the test this year and tests did not include a practical lab component. Virtual administration of Checkpoint formative assessments and End of Module assessment led to less validity on internal assessments. Currently thinking through how to collect on-going diagnostic data throughout the year to best assess current levels of student understanding given the effects of the pandemic. Due to the incongruent implementation of science across science by school, the scope/sequence and time teaching science did not lend itself to standardized internal assessments.

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 the end of unit assessment using progress build formative assessments to progress monitor each unit. We will be adjusting our scope and sequences in science next year to pare down to essential understandings and skills of the unit in order to create one responsive day a week for spiral review and reteach. Students will continue with grade level curricula and will embed essential lessons from previous grades that may help with access to grade level content. Our assessment goals will be the same as years past in which 75% of students meet standards on our formative assessments. We will work to standardize all of our internal assessments so that teachers across all schools implement all formative assessments in the given windows.

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 including implementation of progress build formative assessments and end of module assessments.
- 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 the 2022-2023 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 exam(s). 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.

RESULTS AND EVALUATION

Given the amount of students that sat for the regents was less than 2% of the cohort the data is not an accurate representation of the class progress on regents exams. 100% of the students that sat for the exam passed. The students who sat were prepared and aiming to get high scores to add to their transcript.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

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)
2015	2018-19	73	0	70	96%
2016	2019-20	256	0	256	100%
2017	2020-21	237	3	228	97%

ADDITIONAL EVIDENCE

No additional evidence.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	99%	241	97% (1% exempt)	237	98% (1% exempt)

⁴ Based on the highest score for each student on any science Regents exam

2018	81	85%	244	96% (1% exempt)	239	96% (3% exempt)
2019			246	11% (65% exempt)	240	2% (95% exempt)
2020					274	1% (73% exempt)

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

No Additional Evidence

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

During the 2020-2021 school year we continued to work on helping our students to build their critical thinking skills by bridging the connections between all of the Humanities. We implemented a role in the school that we did not have previously. We have a Director of Instructional Coaching for Humanities. Their primary goal is to ensure that there is a connection between the Humanities and that there is a push on critical thinking skills. We believe that if there is a connection from History to English and so on and so forth it will help the students to build connections and expand their critical thinking skills.

The Director of Instructional Coaching worked with the department heads of English, History, World Languages and Art to help create a fluidity between the different subject areas. This allowed for there to be additional touch points for students to process historical events outside of History class. Additionally, the students had opportunities to work on their reading and writing skills from their English classes in their other Humanities classes. We had teachers from the different departments do virtual intervisitations with each other to get a sense of how this was being accomplished in a virtual setting. The teachers then shared ideas and feedback with each

other to ensure that we were maximizing all opportunities for the humanities while in a virtual setting.

Lastly, the professional learning communities continue to be a great help regarding accountability to the standards and to ensuring that teachers in the subject area of History are holding each other accountable. Professional learning communities in our community consist of groupings where teachers who are in the same subject area meet weekly to develop and adjust lesson plans accordingly to ensure that the basic skill development is being accounted for. In those meetings they also look over students' work and provide each other feedback.

These structures helped tremendously in helping to guide our teachers to a successful year despite the challenges with the pandemic.

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.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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)
2015	2018-19	73	0	66	90%
2016	2019-20	257	3	227	89%
2017	2020-21	237	235	0	99%

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.

EVALUATION

The cohort of 2017 was able to meet the goal of having 75% of the students be recorded at a 65 for the US regents exam. In large part because of the waiver that was provided to students. As a result 99% have earned credit on the regents at a 65.

Additional Evidence

Due to the pandemic students were provided with a waiver option for the regents examination. We had very limited administration of state tests that were opt in for students, we do not have passage rates on the NYS test that are comprehensive or valid.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	75	0%	241	0% (73% exempt)	237	0% (99% exempt)
2018	81	0%	244	0%	239	0% (83% exempt)
2019			246	0%	240	0%
2020					274	0%

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

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 Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	73	0	65	89%
2016	2019-20	257	3	239	94%
2017	2020-21	237	27	209	99%

As a result of the waiver that was provided by the state for the regents exams where students could earn the regents credit for US History if they pass the class 295 students from the cohort of 2017 earn the regents credit. Given the circumstances the data is not comparable to previous years. 33 students did opt to take the exam and all 33 passed earning the regents credit.

EVALUATION

There were 59 students who did not pass the regents exam during the 18-19 school year when the students took the regents exam (81% of the class earned regents credit for Global History). In the 2019-2020 school year 33 out of the 59 were able receive the Global History regents credit through the NYS waiver. As a result the passage rate going into this school year was at 91%.

ADDITIONAL EVIDENCE

Due to the pandemic students were provided with a waiver option for the regents examination. We had very limited administration of state tests that were opt in for students, we do not have passage rates on the NYS test that are comprehensive or valid.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	75	76%	241	88% (6% exempt)	237	88% (11% exempt)
2018	81	0%	244	0% (86% exempt)	239	0% (94% exempt)

2019			246	0%	240	0% (86% exempt)
2020					274	0%

Goal 6: Comparative Measure

Each year, the percentage of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

During school year 20-21, the 26 remaining students continued in credit recovery and 26 completed the course. As a result 91% are graduating with the Global History regents credit in their transcript.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

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
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing