

KIPP Bronx II Charter School

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Shawnae Montagueo

501 Gerard Avenue Bronx NY 10451

929-521-7270



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shawnae Montagueo, Associate Director of Compliance and Brian Choi, Associate Director of Compliance prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kange Kaneene	Chair	None
Richard Taft	Treasurer	Audit Committee, Finance
Gwendolyn Brunson	Trustee/Member	None
Ann-Janette Fuentes	Trustee/Member	None
David Levin (in process)	Trustee/Member	TBD

Dominique Mejia has served as the school leader of AFF MS since 2021.

John Carter has served as the school leader of INQ ES since 2021.

SCHOOL OVERVIEW

Mission. The KIPP NYC mission is to work together with families and the community to create joyful and academically excellent schools that prepare students with the skills and confidence to pursue paths of their choosing. This August we will welcome over 8,000 students in grades K-12 back to school in pursuit of those pathways. In addition to the work we are doing K-12, we continue to make significant investments to provide support to over 2,300 KIPP NYC alumni in high school, college and beyond. With over 1,000 staff at KIPP NYC, we remain dedicated to making our organization an employer of choice and supporting our staff in doing their best work while supporting high quality life outcomes for our students. Since its earliest founding, KIPP has operated on the foundation of a shared commitment between school, community and dedicated staff working at all levels of our organization.

Desired impact.

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

As KIPP NYC considers how we want to grow in pursuit of increasing academic outcomes for students we have begun with the idea that for our organization to grow we must begin to look at student success through a wider perspective. We have undergone a multi-year process of research and reflection which has resulted in the development of a set of Graduate Aims that form the foundation of our organization's work into the future. As we consider both our past success and current opportunities, our strategy for moving forward is informed by the holistic vision of the academic and adaptive skills we are seeking to develop in each student who attends a KIPP school in New York City.

Graduate Aims:



The Graduate Aims were developed through a two-year community-driven, research-based process

The following eight Approaches will further the Graduate Aims outlined above. These strategies are central to how KIPP NYC will pursue continued growth. Our Graduate Aims work will focus on these eight key approaches - two of them are more methodological in nature, and the other six approaches focus on inside and outside of the classroom experiences and structures that drive holistic student development. The approaches are:

1. **Project Based Capstones:** Culminating projects at key points during the KIPP NYC education program through which students apply the skills and knowledge gained in project based units to improve their communities, explore personal interests and more deeply consider core academic topics
2. **Classroom Debate:** Written and oral debate rooted in fact based analysis of topics, including developmentally appropriate social justice issues, across KIPP NYC subjects
3. **Financial Literacy:** Financial literacy skills and knowledge taught to all students at KIPP NYC College Prep High School
4. **Advisory:** A region wide advisory period in which different strategies are used to support students to understand themselves and others, develop and work towards goals, and build community
5. **Culturally responsive pedagogy:** Methodologies and curricula that center and affirm student cultures, promote high expectations and positive identity development for all students, and enable students to develop and practice critical consciousness across KIPP NYC
6. **SEL informed pedagogy:** Methodologies that integrate and cultivate social emotional learning (SEL) competencies throughout a student’s experience at KIPP NYC

7. **Student leadership and community engagement:** Student leadership opportunities and community action initiatives that enable students to re-envision and improve their communities, within and outside of KIPP NYC
8. **Extracurricular programming:** Extracurricular programming during or after school through which students can explore interests, practice leadership, build community, and in some instances, plan and execute on long-term projects

In 2022-23, KIPP NYC continued to focus on addressing learning loss due to the pandemic that has been a significant factor in our education program for a portion of the charter term. KIPP will continue to address these challenges in the upcoming school year and throughout the following charter term.

In our K-8 academic Tier 1 program, we continue to identify grade-level priority standards and replace non-priority standards once a week with a responsive day. On this day, students either go deeper and extend their learning on priority lessons and/or engage in in-the-moment remediation to provide access to grade level material in the upcoming lessons. These instructional decisions are based on rigorous, curriculum-aligned, and regionally normed formative assessments.

In our middle schools, Intervention Blocks will continue to be part of the school schedule in each school. This time is split between math intervention and literacy intervention, and is differentiated so that only students requiring one or both of these interventions need to attend. For math, we use a combination of teacher-driven lessons from the iReady curriculum, the online iReady platform, and teacher-created materials to remediate where needed and to pre-teach prerequisite skills that students need in order to be successful on upcoming Tier 1 lessons. For literacy, students reading 3 grades below grade level, students are tested on DIBELS and based on their placement participate in small group intervention using the Amplify DIBELS mClass suite or Orton Gillingham.

In our elementary schools, students continue to receive intervention within the core classroom and outside of it, as needed. Our students continue to receive guided reading, and this year we committed to training all of our teachers on Success for All (SFA), which is our core phonics program. We continue to leverage SFA in K-4 so that all teachers can address remedial reading needs for students who have not mastered decoding and fluency. Last year we piloted the DIBELS program in Kinder, 1st and 2nd grade in several schools which provided a greater ability to assess and monitor progress on fluency and phonemic awareness and address deficits early. We will be expanding this program to all of our Kinder-2nd grade students in 2023-24. We also piloted iReady reading in middle school. Building on the success of the iReady math program, we are hoping that iReady reading will provide a meaningful, consistent reading metric for all middle school students to monitor progress toward grade level mastery. Additionally, iReady reading will provide more actionable data as well as resources to support middle schools students in reading intervention, which will help us remediate reading learning loss in our middle school students. In math, we continue our focus on core instruction using Eureka and CGI, and have also built in structured time where possible for students to use Zearn, which is an online learning platform that targets students' math instruction at the point of highest need.

Across the board in grades K-12, KIPP NYC continues to focus on the Power of Two and maximizing the potential of our co-teaching structures. We continue to focus coaching and professional development on this both regionally and at the school-based level, so that all of our co-teaching pairs develop a deeper fluency with different models for co-teaching. We continue to focus on how to maximize the opportunities to provide in-the-moment remediation, to pre-teach prerequisite concepts, and use student data to drive intervention, groupings, and co-teaching models for instruction in all of our co-taught classrooms.

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
2020-21	68	93	87	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	248
2021-22	61	N/A	N/A	N/A	N/A	N/A	92	N/A	N/A	N/A	N/A	N/A	N/A	153
2022-23	63	64	N/A	N/A	N/A	N/A	83	91	N/A	N/A	N/A	N/A	N/A	301

GOAL 1: ENGLISH LANGUAGE ARTS

Elementary ELA SY 22-23 goal: Every student will meet their individual growth goal in DIBELS for GK-1. For G2-4, students should make 100% of their typical growth goal in iReady and meet their individual proficiency goal on the NYS ELA assessment in G3-4. Our overall proficiency goals on NYS ELA are 67% in G3 and 61% in G4.

MS ELA SY 22-23 goal: Students will demonstrate, on average, a 75% average on their End of Year Assessment and will make the equivalent of 1 year's worth of reading growth according to the STAR Reading assessment. We also set individual NYS test proficiency goals for each school/grade based on student reading level data and prior years' proficiency. Our overall proficiency goals on NYS ELA are: 62% proficiency in G5, 54% proficiency on G6, 60% proficiency on G7, and 67% proficiency on G8..

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. - 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. In SY 22, we will continue to update texts using the text selection criteria and in ES to ensure more alignment between reading and writing including mentor texts that better bridge the two curricula together.

Elementary School ELA Elementary Schools focused on better aligning our existing KIPP NYC Wheatley curriculum using the KIPP Foundation Wheatley curriculum as a baseline. For the 2022-2023 school year, elementary schools had a more robust and aligned curriculum based on the revisions on the KIPP NYC Wheatley curriculum. Furthermore, we aligned KIPP NYC Wheatley thematically or genre-based with our Writer's Workshop curriculum to create a more aligned ELA block. In addition, we continued our focus on Success for All for our foundation literacy and using our STEP data and SFA progress monitoring data to better tailor our guided reading program.

Middle School ELA We used a custom KIPP NYC Wheatley (reading) and Baldwin (writing) curriculum. These are not to be confused with the KIPP Foundation's Wheatley curriculum. These curricula are designed to engage students in the three primary genres of text (narrative, informational, and argumentative) and to develop transferable and authentic literacy practices. They are aligned with the Next Generation Learning Standards and have been designed with principles of culturally responsive pedagogy and differentiation practices at the center. No significant changes to these curricula were made in SY22-23, except for the expansion of Wheatley unit options, enabling schools to choose between multiple core unit texts for each unit offering. - To support the experience of students with specialized learning needs, we used an online learning platform called Learning Ally to ensure every student had access to the audio version of their core unit novels. We also prioritize developing integrated co-teaching practices.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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6	70	0	3	4	0	0	4	77
7	85	0	2	2	0	0	5	92
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	155	0	5	6	0	0	9	169

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	70	37	53%	6	4	67%
7	85	50	59%	74	42	57%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	155	87	56%	80	46	58%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	32%	2734
4	N/A	N/A	36%	2889
5	N/A	N/A	36%	3083
6	67%	6	32%	2893
7	57%	74	38%	2922
8	N/A	N/A	50%	3118
All	58%	80	38%	17639

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	90.2%	57.1%	44.7%	0.74
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	90.2%	57.1%	44.7%	0.74

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

Elementary ELA: Reading is measured through DIBELS in Grades Kindergarten and First Grade. Majority of our schools are piloting DIBELS this year in G2-4 and we are also supplementing G2-4 with iReady ELA to provide a beginning of year proficiency status and to generate growth goals by students. We also provide two ELA IAs during the year in addition to exit tickets and end of module assessments in our Tier 1 Reading Curriculum (Wheatley).

Middle ELA: In addition to the exit tickets and end of unit assessments (CPA) and published writing pieces within our tier 1 ELA curriculum. We have internal IAs for ELA. This year we also launched iReady ELA in G5-8 to ensure that every student has a grade level equivalency and growth goal that will be progress monitored using iReady three times during the year. We also have an Authentic end of year ELA assessment that is in two parts: 1) Portfolio and 2) Guided Research

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-2023 KIPP NYC Elementary School Student Growth by Number of Years		
Kindergarten	KIPP NYC	KIPP Inquire ES
< 1 Step (<1/3 year of growth)	2%	5%
1 Steps (1/3 year of growth)	3%	2%
2 Steps (2/3 year of growth)	6%	3%
3 Steps (1 year of growth)	21%	14%
4+ Steps (1 1/3 year+ of growth)	68%	76%
1st Grade	KIPP NYC	KIPP Inquire ES
< 1 Step (<1/3 year of growth)	1%	0%
1 Steps (1/3 year of growth)	13%	13%
2 Steps (2/3 year of growth)	30%	17%
3 Steps (1 year of growth)	28%	37%
4+ Steps (1 1/3 year+ of growth)	27%	33%
2nd Grade	KIPP NYC	KIPP Inquire ES
< 1 Step (<1/3 year of growth)	3%	
1 Steps (1/3 year of growth)	14%	
2 Steps (2/3 year of growth)	31%	
3 Steps (1 year of growth)	27%	
4+ Steps (1 1/3 year+ of growth)	26%	
3rd Grade	KIPP NYC	KIPP Inquire ES
< 1 Step (<1/3 year of growth)	4%	
1 Steps (1/3 year of growth)	16%	
2 Steps (2/3 year of growth)	25%	
3 Steps (1 year of growth)	26%	
4+ Steps (1 1/3 year+ of growth)	28%	
4th Grade	KIPP NYC	KIPP Inquire ES
< 1 Step (<1/3 year of growth)	11%	
1 Steps (1/3 year of growth)	18%	
2 Steps (2/3 year of growth)	24%	
3 Steps (1 year of growth)	17%	
4+ Steps (1 1/3 year+ of growth)	29%	

SUMMARY OF THE ELA GOAL

Elementary ELA Reading is measured through DIBELS in Grades Kindergarten and First Grade. Majority of our schools are piloting DIBELS this year in G2-4 and we are also supplementing G2-4 with iReady ELA to provide a beginning of year proficiency status and to generate growth goals by students. We also provide two ELA IAs during the year in addition to exit tickets and end of module assessments in our Tier 1 Reading Curriculum (Wheatley).

Middle ELA

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessments
- 2x/year, designed to mimic the NYS exam - CPAs (end of unit assessments)
- Baldwin (writing) published pieces, scored on internally developed rubrics
- 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No, 58%
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes, 58% (Bronx II) vs. 38% (District)
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Elementary ELA Reading Data At the end of the 2022-2023 school year, 51% of students were at grade level on reading according to STEP and DIBELS. 57% of students grew at least one year (3 STEP levels) this past year. While only 17% of students with IEPs are on grade level at the end of the 2022-23 school year, 48% of students with IEPs made a year's worth of growth indicating that SpEd students are growing at similar rates as their general education peers. On the NYS ELA assessment, 57% of our G3 students scored proficient while in G4, 62% of our students scored proficient.

Middle School ELA We administered several common assessments across our ELA program. At the end of every unit, we administer a common performance assessment (CPA) that requires students to apply the skills they learned in their most recent reading unit to a new, on-grade-level text. Our results for both Unit 1 (fiction) and Unit 2 (nonfiction) suggest we outperformed our pre-pandemic (19-20) levels of mastery and demonstrated both YOY and cohort growth. Similarly, in Writing, we use common rubrics to

assess student writing in various genres. Cumulative writing data from across the year suggest that our students are performing about 20% better than they did last school year on their process pieces. Finally, we again administered our End-of-Year ELA assessment, an assessment designed with input from the community and intentionally crafted as an authentic assessment. Overall, we grew 3% from SY21-22, although the 7th and 8th grade cohorts demonstrated much more significant growth from their performance in the previous school year. On the NYS test, MS ELA continued to demonstrate progress, with 54% of grades 5-8 students performing proficient or advanced (+1% from last school year). 28 out of 32 cohorts across our nine middle schools demonstrated growth in proficiency levels from their previous school year, while 21 out of 32 cohorts demonstrated progress in reducing the number of students performing at a Level 1.

ADDITIONAL CONTEXT AND EVIDENCE

Elementary ELA We are in full implementation of both iReady ELA and DIBELS this year. Because of this, we expect that there are some learning curves with test administration consistency and using a computer based assessment for the first time that may impact initial results. We are committed to continued norming and administration practice PD throughout the year to ensure validity of assessments. **Middle School ELA** This year we prioritized more robust scoring norming practices across all our internal assessments. As a result, we believe our results to be more valid than in years past.

ELA ACTION PLAN

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

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

GOAL 2: MATHEMATICS

For the 2022-2023 school year, our K-8 Math program had a variety of goals:

1. Assessment Goals

- i-Ready, an adaptive online assessment, was used for grades 3-8 to diagnose student learning needs entering each grade. The i-Ready mid-year and end of year assessments became our primary measure for growth. In our second year of using the i-Ready assessments, we did not set specific goals for each school and grade-level, but set the expectation regionally that 100% of students should be able to achieve their typical growth goals, which meant the equivalent of growing a full year in Math on their i-Ready grade-level placement, and shared the expectation, based on comparative KIPP network data and national data, that 30-40% of students would achieve their stretch growth goals set by i-Ready at the end of the year, meaning that 30-40% of students would achieve growth equivalent to 1.5-2 years of Math content by the end of the year. For the subset of students who were placing 2 or more grades below on the fall diagnostic, we set an even higher stretch growth goal of 50% of students achieving stretch growth, with the rationale that these were the students who needed to grow the most in order to eventually get back onto grade-level.

- We created NYS test Math goals for grades 3-8 based off of our fall i-Ready diagnostic data and last year's state test results, for all schools and grades within each school. The regional proficiency goals for the state test were as follows: 62% for 3rd grade, 72% for 4th grade, 58% for 5th grade, 56% for 6th grade, and 50% for 7th grade. We did not create an 8th grade state test goal as none of our 8th graders were expected to take the 8th grade state test and instead were preparing for the Algebra I Regents exam in June.

- We continued to make progress towards our moonshot Algebra participation rate goals of having 90% of 8th graders sit for the Algebra I Regents exam, with 90% of these students passing with a score of 80+. Additionally, we created school specific goals for pass rates on the Algebra I Regents for our 8th graders, with a regional goal of 64% of students scoring 70+, as this benchmark would allow students to progress in their Math sequence to Geometry when entering our high school as 9th graders.

2. Instructional Priorities In order to attain the assessment goals above, our regional and school-based leaders aligned on the following priorities for instruction. For our Elementary Schools: (1) Increase proficiency / the number of students on or above level through strengthening T1 Instruction. (2) Reduce L1s / the number of students severely below through monitoring progress against student goals. For our Middle Schools:

1. Intellectual preparation and strong content knowledge are foundational for teacher development and effectiveness

2. Active monitoring and responding to data during and after class is a key driver of student learning and growth

3. Intentional intervention We also believe that in order to address gaps from unfinished learning, we must strategically use our intervention blocks with students to support in providing access to Tier 1 instruction. For ES Math, we aimed to have students complete at least 3 Zearn lessons per week and for MS Math, we aimed to have students complete and pass at least 2 i-Ready lessons per week.

4. Shift to Next Generation Learning Standards One of the primary initiatives in 22-23 was to adjust our K-8 Math curriculum and assessments to be aligned with the new Next Generation Learning Standards, as the 2023 administration of the state test was the first time the exams would be aligned to the new set of standards. This required adjusting our formative, summative, and interim assessments to be aligned with the language of the new standards and the shifts in content covered across grades; the introduction of new lessons and shifting of certain lessons across grade levels; and the professional development to familiarize teachers and leaders with the language and shifts of the new standards..

BACKGROUND

Elementary School Math The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar. We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts. In addition, we use 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. As a core complement to Eureka Math, teachers are encouraged to have students complete at least 3 Zearn Math lessons per week aligned to Tier 1 instruction. i-Ready instructional materials are also used as a resource to support teachers with pre-teach and reteaching in small group instruction.

Middle School Math Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 7+ 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 activate prior knowledge in a Do Now activity, complete a fluency drill, engage in a discussion following a launch/explore/hook activity, learn new content and vocabulary, then follow a model problem in guided practice, and spend at least 20 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 nearly 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 pre-Algebra content from 8th grade Math with the Algebra units and helps prepare students for success on the June Algebra I Regents exam.

To supplement our core curriculum in 2022-23, a team of summer curriculum fellows built out comprehensive daily lesson plans that provide teachers with the key ideas of a lesson, the aligned Next Generation Learning Standards, the new vocabulary to introduce, the moments to engage students in discourse, the problems to prioritize, the common misconceptions to address, and much more to support teachers in preparing for instruction.

In terms of assessment, this year was the second iteration of our K-4 Math formative assessments, and the launch of new end of module assessments in 2nd grade, along with our 5th year of our MS Math formative assessments, whereby students regionally complete short, 30 minute quizzes every few weeks 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 an analysis email/template that provides teachers with an overview, a suggested reteach topic and strategies for reteach, and previews the next few weeks along with the following assessment. The reteach topic is then assessed on the following formative assessment so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These formative assessments are occasionally replaced by our lengthier end of module summative assessments as well as interim assessments for K-8.

Professional development in 2022-2023 for K-8 Math focused primarily on supporting teachers with our regional priorities, specifically:

-How to continue to address unfinished learning gaps through responsive instruction and strategic intervention -The power of ICT instruction and effective co-teaching models

-Active monitoring and strategies for collecting and responding to data captured in-the-moment during instruction -Building teacher content knowledge by collaborating with teachers and instructional leaders on lesson internalization and unit/module internalization, particularly around the Next Generation Learning Standards To supplement instruction, students were assigned additional work in i-Ready, Zearn, and Khan Academy for more targeted practice, and these supplemental platforms were also used as tools for small group intervention.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

6	72	1	4	3	0	0	1	0	78
7	87	1	2	2	0	0	2	0	92
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	159	2	6	5	0	0	3	0	170

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	72	46	64%	6	5	83%
7	87	59	68%	77	53	69%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	159	105	66%	83	58	70%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	35%	2852
4	N/A	N/A	33%	3028
5	N/A	N/A	34%	3184
6	83%	6	27%	3018
7	69%	77	32%	2969
8	N/A	N/A	32%	2146
All	70%	83	32%	17197

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	90.2%	44.7%	21.9%	1.31
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	90.2%	44.7%	21.9%	1.31

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Assessment tools for measuring student proficiency and growth included:

- Daily checks for understanding, including 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
- Formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the two weeks prior including a few reassessment questions
- End of module assessments - summative 60 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 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
- i-Ready diagnostic and standards mastery assessments - adaptive assessments administered at the beginning of the year, middle of the year, and end of the year, primarily used to measure growth, determine grade-level placement by domain, and identify students in greatest need for 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)

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

School	3	4	5	6	7	8
% of Students At or Above Grade Level on iReady Mid-Year + 1 Level Below						
KIPP Affirm				55%+24 %	51%+25 %	
KNYC	59%+34 %	64%+26 %	59%+24 %	55%+26 %	54%+26 %	0%+10%
% of Students Making 100%+ of their iReady EOY Growth Goal						

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

KIPP Affirm				83%	77%	
KNYC	68%	58%	71%	73%	69%	44%
% of Students Who Improved Their Relative Grade Level Placement from Diagnostic to EOY						
KIPP Affirm				81%	77%	
KNYC	82%	77%	77%	75%	70%	52%

SUMMARY OF THE MATHEMATICS GOAL

Our results on the grade 3-7 state tests for Math were outstanding, as all grades showed year over year and cohort growth in proficiency ratings from the 2021-2022 school year, as well as significant drops in the percent of students scoring a level 1. Most significant growth was made with our 6th grade cohort, who increased proficiency from 34% in 2021-2022 to 70% in 2022-2023, and our 7th grade cohort, who grew from 48% proficiency in 2021-2022 to 70% proficiency in 2022-2023. Overall, Math proficiency was up 24% points regionally, increasing from 45% in 2021-2022 to 69% in 2022-2023. Regionally, the percent of students scoring level 1 decreased 17% from 27% in 21-22 to 10% in 22-23.

More students than ever before were given the opportunity to take Algebra I in 8th grade at KIPP NYC in 2022-23. 85% of 8th graders across KIPP NYC took the Algebra I Regents exam, an increase from a 52% participation rate in 2021-22, and exceeding the highest pre-pandemic participation rate of 70%. This increased access to Algebra I in 8th grade puts more and more students on the path to take Advanced Placement Math courses such as AP Calculus in high school, and ultimately opens up more opportunities for our high school graduates to major in STEM fields when they matriculate to college. While there is still room for growth in the percentage of students scoring 80+, we are making progress with a large percentage of students scoring 70+ this past year.

The i-Ready growth results also show some mixed results - on the one hand, we are far exceeding i-Ready's projected stretch growth (20-30%) across most of our schools and across most student sub-groups, however, the students who need to grow the most are our students who begin the year furthest behind, and these students are actually showing the least amount of growth relatively. Furthermore, we are regionally only moving approximately 2/3 of our students to achieve 1 full year's worth of Math growth, so there is still plenty of room for growth in ensuring that 100% of students demonstrate 1 year's worth of growth from BOY to EOY.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No, 70%
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes, 70% Bronx II vs. 32% (District)

Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

All grades and cohorts showed growth in our 3-7 New York State Test Math results from their performance in 2021-22 to the performance in 2022-23. All schools exceeded their proficiency projections in grades 3, 6, and 7. All but 3 schools exceeded their proficiency projection in grade 5, and 3 out of 7 schools exceeded their proficiency projection in grade 4, making this grade the greatest opportunity for growth in 2023-24. Most significant growth was made with our 6th grade cohort, who increased proficiency from 34% in 2021-2022 to 70% in 2022-2023, and our 7th grade cohort, who grew from 48% proficiency in 2021-2022 to 70% proficiency in 2022-2023. KIPP Infinity 3rd grade and KIPP Star 3rd grade did not have a single student score a level 1 for the first time ever, and KIPP Beyond middle school and KIPP Affirm middle school exceeded every single one of their goals. KIPP Freedom Elementary 4th grade, KIPP Infinity 5th grade, and 6th grade for all 9 middle schools and 7th grade for all 9 middle schools saw their percentage of students scoring a level 1 on the state test decrease by 50% from 2021-22 to 2022-23 school year.

We achieved our highest participation in 8th grade Algebra to date, with 85% of our 627 8th graders sitting for the June Algebra I Regents, inching closer to our moonshot goal of 90% of students regionally. Of the 7 middle schools that had 8th graders, 4 of these 7 schools had Algebra for All, meaning that 100% of their 8th graders were enrolled in the Algebra course. While only 25% of students regionally who sat for the Regents scored 80+, 61% of students passed with a score of 70 or higher, which means they're eligible to progress to the next course in our high school sequence, and 70% passed with a score of 65+. KIPP ALL MS and KIPP WHMS met their Algebra I proficiency goals for students scoring 70+, and KIPP AMP MS and KIPP WHMS had more than 70% of students score 70+.

Our i-Ready growth results indicated that our median student across grades 3-8 made 131% progress towards their typical growth goal, meaning half of our students made more than 131% growth and half made less. 63% of students regionally met their typical growth goals and 34% met their stretch growth goals, which means that we fell short of our expectation that all students make typical growth, and feel within the range of expectations with regards to the number of students making stretch growth. 1 elementary school, KIPP Elements, and 4 of 9 middle schools, KIPP ALL MS, KIPP AFF MS, KIPP FREE MS, and KIPP WHMS, had more than 75% of their students achieve typical growth. 2 elementary schools - KIPP STAR ES and KIPP ELEMENTS ES, and 6 of 9 middle schools, exceeded the goal of 40% of students making stretch growth - KIPP ACA MS, KIPP AFF MS, KIPP ALL MS, KIPP FREE MS, KIPP INF MS, and KIPP WHMS. Overall, our growth goals indicate that we fell short of getting close to 100% of students to achieve typical growth, did meet the stretch growth goal of 40%, but fell short of 50% of students testing 2+ grades below meeting their stretch growth goals.

ADDITIONAL CONTEXT AND EVIDENCE

We did not have any 8th graders sit for the 8th grade state test in Math this year. With 85% of students enrolled in Algebra I, we decided to prioritize preparing students to pass the Algebra I Regents exam in June and did not cover the 8th grade Geometry standards as a result, so students would not have covered all of the necessary content on the 8th grade state test. For the 15% of 8th graders who were not enrolled in Algebra, we administered an internal end of year high school screener exam to support our high school with placing these students into the appropriate 9th grade courses, since the state test results are received too late for our high school to take these results into account when determining placement.

On a related note, our 8th grade Algebra students did not sit for the end of year i-Ready assessment, so that more instructional time in June could be devoted to preparing for the Regents. This decision means that our 8th grade i-Ready growth data only accounts for a small subset of our 8th grade students, and could also skew the results in a lower direction in comparison to the other grades.

MATHEMATICS ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2023-24 and maintaining the growth we made in 22-23:

- 1) New resources to support teachers with lesson internalization - building off of the unit launch plans designed in the summer of 2021, we have a team of middle school Math veteran teachers and leaders designing unit launch slide decks for every unit in our in-house 5-8 and Algebra curriculum, which will support teachers and leaders in unit internalization and lesson internalization with the goal of all teachers becoming masters of the content they're teaching daily.
- 2) To ensure a more aligned vision of Math intervention and re-prioritize our students who enter the year 2 or more grades below, a team of veteran teachers and leaders embedded new pre-teach lesson resources into our pacing calendars for grades 5-8 that will provide students greater access to Tier 1 instruction. Additionally, we have created a renewed urgency around automaticity and fluency in grades K-8, as this was a routine that continues to be an area of growth post remote learning.
- 3) Continued Emphasis on responsive instruction - supplementing our suite of Math formative, summative, and interim assessments, we have expanded our assessment suite by including new summative assessments for grades K-2 and new priority exit tickets. These frequent formative assessments embedded throughout the year, will provide teachers with more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs. Coupled with our new suite of assessments, our data team has developed a new K-8 Math data dashboard that facilitates the tracking of student progress on specific standards and across assessments to allow for teachers to be even more strategic in their decision-making around pre-teach and reteach.

- 4) Greater alignment to the Next Generation Learning Standards - in year 2 of our alignment to the Next Generation Learning Standards, we're working on establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades and 7th grade and Algebra, continuing to narrow the focus of content taught in each grade-level, and opening up more time in the pacing calendar to facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam. This will also be the first year of the Algebra I Regents alignment to Next Generation Learning Standards, and our Algebra I curriculum and assessments are being adapted to NGLS as a result
- 5) The introduction of i-Ready as a tool for diagnosis and instruction for grade 2 will allow us to diagnose student gaps at a younger age and remediate those gaps earlier-on before testing grades
- 6) Engaging teachers and instructional leaders in continued professional development that focuses on developing teacher content knowledge and provides targeted teaching practices on responsive instruction

GOAL 3: SCIENCE

- 100% of teachers will complete 100% of the K-8 Scope & Sequence
- 100% of EOU will be entered into illuminate -70% Overall End of Unit Average
- 70% Overall Average on Chapter Tasks
- 70% of students will achieve PB3 in their EOU assessment (Based on overall data currently in Amplify)
- Growth Goal: 95% of students will grow at least 1 Progress Build by the end of each unit.
- Growth Goal: <70% grow at least 15% from EOU 1 to EOU 3
- . -100% of K-4 students will receive at least 20 hours of Computational Thinking -100% of 5-8 students will receive at least 20 hours of DCE
- 100% of schools should have at least 1 robotics team consisting of 50% female identifying students

Component	K-4 (120-180 min per week minimum)	5-8 (100-300 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

Elementary Science

- Continued implementation of the Amplify science curriculum in all 8 Elementary schools.
- Expanded the Computational Thinking units from 5 units to 11 units with all K-4 students receiving at least 20 hours of Computational Thinking - Reached 100% adoption of Amplify at all 8 elementary schools.
- Created a cohort of Elementary Science leaders. These leaders will work with the Director of Elementary Science, Technology & Engineering to continue implementation of the Amplify curriculum and to coach and develop teachers. - Increased the number of science teachers. Each elementary school now has one K-2 science teacher and one 3-4 science teacher. This will help to ensure that all students have access to high-quality science instruction.
- Participated in FIRST Robotics. A total of 18 teams, about one from each K-8 school, participated in the FIRST Robotics season. KIPP Infinity Middle School participated in the regional FIRST robotics competition based on being a top team in the regional qualifier. KIPP Academy ES and KIPP WHES embedded robotics as part of their curriculum for grades 3-4 and K-2 respectively. These schools hosted EOY fairs for parents & students to showcase their work from the season.
- Received a grant renewal from Robin Hood to continue the work of Computational Thinking in elementary schools. This grant will allow KIPP NYC to continue to provide students with the opportunity to develop the problem-solving and critical thinking skills that are essential in STEM fields. Assessments

were a focus for the 2022-2023 school year by using the Amplify Data Base & illuminate to track student data. The main assessments for each band is below ○ ES (K-4): CFT & EOU assessments

Middle School Science

- Continued expansion of Amplify science curriculum in all 9 middle schools.
- Completed year 3 of Amplify adoption in all middle schools.
- Continued the work of the curriculum Fellows Board for STE (Science and CT). This year, the work is focused on authentic learning experiences for students through presentation. For example, Middle School Science will add on a science fair unit with students participating in a school science fair. The top students from the school science fair will advance to KIPP NYC's first regional science fair. This will take place in June 2023. The elementary school additions will focus on project based learning.
- Assessments were a focus for the 2022-2023 school year by using the Amplify Data Base & illuminate to track student data. The main assessments for each band is below ○ MS (5-8): CFT, CJA & EOU assessments
- All middle schools have a dedicated science dean to support teachers in internalization, pedagogy, and coherence.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The Grade 4 NYS Science Exam was removed in the 2022-2023 School Year and will be moving to 5th grade starting in the 2023-2024 school year. All students in 8th grade took the NYS Science Exam in June 2023

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Elementary Science 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.

Middle School Science All middle schools focused on completing the full scope of the Amplify science curriculum to fidelity to meet the grade level NGSS standards. We assessed student outcomes through a combination of formative and summative assessments through chapter focus tasks, critical juncture assessments, and end of unit assessments with the goal that 75% of students reach progress build 3. We also emphasized increasing design, computational thinking, and engineering opportunities in middle school by pushing for greater participation in the robotics program, and by implementing computational thinking/ computer science extensions in our middle schools. We also leveraged our curriculum fellows team during the year to create regionally aligned extension activities to increase cultural relevance of science and design a regional science fair unit with 100% participation from all of our Middle Schools.

K-8 Science -KIPP NYC had a total of 20 K-8 Robotics Teams with the KIPP Robotics STEM Expo happening in May 2023. This is an increase from the previous year of 18 teams. KIPP Infinity Middle

School Robotics team competed advanced to the regional qualifier in April. KIPP NYC also hosted a FIRST Robotics scrimmage that took place in Jan 2023. This included 4 KIPP NYC middle school teams and 3 teams from NYCDOE.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

Elementary Science

- There was no 4th grade state test during the 2022-2023 school year
- 73% of Kindergarten students met Progress Build 3 by the end of the year of assessed students.
- 82% of 1st grade students met Progress Build 3 by the end of the year of assessed students.
- 74% of 2nd grade students met Progress Build 3 by the end of the year of assessed students.
- 79% of 3rd grade students met Progress Build 3 by the end of the year of assessed students.
- 73% of 4th grade students met Progress Build 3 by the end of the year of assessed students.

Middle School Science

- 8th Graders took the state test and 45% of students tested as proficient or higher in science.
- We anticipate that students will improve on these scores in 23-24 as the 8th grade test is an encompassing test from 6-8th grade science standards, and a large percentage of students missed key learning during remote/hybrid learning.
- 83% of teachers completed 100% of the scope & sequence

ADDITIONAL CONTEXT AND EVIDENCE

We are committed to maintaining and improving academic performance in science. We are going to continue focusing on providing high-quality instruction by implementing the Amplify science curriculum, which is aligned to the Next Generation Science Standards (NGSS). We will create stronger horizontal and vertical alignment by providing professional development for teachers to ensure that they are using the curriculum effectively. This will be led by our regional science leaders in both elementary and middle school. We will continue to strengthen existing systems and develop new systems to create cohesion amongst our schools and to ensure that we can monitor academic progress and collect data effectively in all of our elementary and middle schools. We plan on creating a regional scope and sequence to support teachers and schools in providing formative and summative data check points to allow for strong progress monitoring, teacher observations, and instructional coaching. We also look to strengthen providing targeted interventions by using the collected data to identify students who are struggling in science and provide them with targeted interventions. These interventions may include after-school tutoring, reteach, or small group instruction. We also want to continue creating a supportive environment in which all students feel like they belong and can be successful in science. This includes providing opportunities for students to work collaboratively, to take risks, and to celebrate their successes.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

ACTION PLAN

KIPP NYC will strive to maintain consistency in its data collection and reporting in science by:

- Align on regional science scope and sequence in all of K-8 science for the 2022-23 school year.
- Full alignment of K-8 using the Amplify Science curriculum as Tier 1 Instruction
- Adhere to minimum time requirements for science instruction for elementary and middle schools
- Using the same data collection tools and methods for all students and grades through Illuminate and Amplify
- Training all staff on the proper procedures for collecting and reporting data.
- Implementing a data quality assurance process to ensure that the data is accurate and complete. Regularly reviewing and updating the data collection and reporting process.

- Schools will use the data to identify areas where students are struggling and to develop strategic interventions to help them improve.
- Provide continuous training and professional development to all teachers and leaders on science priorities and content
- Implement and ready students for upcoming new 23-24 5th and 8th grade science state tests
- Continue expansion of Computational Thinking, Computer Science, and Data Science programming
- Continue ongoing robotics programming at all Elementary and Middle School campuses

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	N/A
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

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