

KIPP Infinity Charter School

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shawnae Montagueo and Brian Choi 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

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.

Monica Samuels has served as the school leader of KIPP College Prep High School 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.

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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	97	115	97	103	100	100	92	94	94	282	290	207	222	1893
2021-22	104	89	109	91	102	99	94	92	90	297	290	174	217	1848
2022-23	101	107	87	109	90	99	98	94	90	236	296	185	211	1813

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	237	0	237
2021-22	2018-19	2018	309	6	303
2022-23	2019-20	2019	225	5	220

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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 Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	233	4	237
2021-22	2018-19	2018	238	0	238
2022-23	2019-20	2019	225	5	230

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	244	12	256
2021-22	2017-18	2017	233	4	237
2022-23	2018-19	2018	232	6	238

PROMOTION POLICY

Students at KIPP NYC College Prep can graduate with a Regents or Advanced Regents Diploma. Our school places emphasis on completing the required coursework and tests to earn an Advanced Regents Diploma, based on the belief that students meeting this higher standard will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation. In order to graduate with

a Regents or Advanced Regents Diploma, students must complete 22 credits (1 credit = 1 year) in the following courses:

- Courses & Number of Credits
- English & Language Arts 4
- Mathematics 3
- Science 3
- Social Studies 4
- Language other than English 1 (3 for Adv. Regents)
- Visual & Performing Arts 1
- Physical Education 2
- Health 0.5
- Electives of Choice 3.5 (1.5 for Adv. Regents)

In addition to these credit requirements, to receive a Regents Diploma, students must pass five Regents Exams with a 65 or above (English, Math, Global History, US History and Science). To receive an Advanced Regents Diploma, students must pass nine New York State Regents Exams with a 65 or above (English, three Math, Global History, US History, two Science, and Language Other Than English)

KIPP NYC College Prep sets our special 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.

GOAL 1: HIGH SCHOOL GRADUATION

95% high school graduation within 5 years of starting HS.

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	248	98%
2022	208	91%

Graduation Goal Measure 2 - Leading Indicator

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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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	241	84%
2020	2021-22	244	95%
2021	2022-23	248	87.5%

Graduation Goal Measures 3 & 4 - Absolute

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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	237	220	93%
2018	2021-22	303	282	93%
2019	2022-23	220	189	86%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
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¹ 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.

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2016	2020-21	256	243	95%
2017	2021-22	237	228	96%
2018	2022-23	305	289	95%

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	237	220	93%	District 5: 835 District 6: 1341 District 17: 1738	District 5: 79% District 6: 85% District 17: 82%
2018	2021-22	303	282	93%	District 5: 743 District 6: 1266 District 17: 1711	District 5: 81% District 6: 86% District 17: 84%
2019	2022-23	220	189	86%	District 5: N/A District 6: N/A District 17: N/A	District 5: N/A District 6: N/A District 17: N/A

Graduation Goal Measure 6 - 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.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

² 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
English	220	220	100%
Algebra	220	218	99%
Biology	220	218	99%
Overall	220	218	99%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	295	92%
2018	2021-22	304	98%
2019	2022-23	220	99%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

As you can see from the data, the high school was able to meet or exceed all of the goals related to credit accumulation, Regents outcomes and graduation. This is through a combination of strong academic performance, consistent support for students who need it, and waivers in areas that were most impacted by the COVID crisis, which allowed for some flexibility for our school to meet the needs of students.

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.	Yes 95%
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Yes 87.5%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes 86%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Yes 95%
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth	TBD

	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Yes 29%

EVALUATION OF THE GRADUATION GOAL

As you can see from the data, the high school was able to meet or exceed all of the goals related to credit accumulation, Regents outcomes and graduation. This is through a combination of strong academic performance, consistent support for students who need it, and waivers in areas that were most impacted by the COVID crisis, which allowed for some flexibility for our school to meet the needs of students.

ADDITIONAL CONTEXT AND EVIDENCE

We are proud of how consistent we have been in meeting our regents goals each year. In addition to the regents exams required by the state, we have students go on to take geometry, algebra 2, chemistry and physics. We also have a large number of students take the SPANISH city-wide exam. The additional exams offered at KIPP NYC College Prep have pushed our Pathway Exam percentage to exceed 90%.

ACTION PLAN

This year, we saw a decrease in the number of students that passed 3 regents exams. For half of our students (9th and 10th grade), last year was the first time in 3 years that they were required to sit for a high stakes examination. Cohort 2020 (our current 12th graders) struggled the most with the transition back to in person instruction. We continue to offer extra support through credit recovery, tutoring, and mentoring this year for this cohort. We will be tracking their progress regularly and will continue supporting them as they work to pass all of their regents exams.

GOAL 2: COLLEGE PREPARATION

KIPP NYC has set ambitious goals for our students: 95% will graduate high school, 85% will matriculate to college, and 75% will graduate from college.

COLLEGE PREPARATORY COURSEWORK

We encourage our students to take the most rigorous courses possible.

We offer the following 14 Advanced Placement courses starting their freshmen year: Biology, Calculus AB*, Calculus BC*, Computer Science, English Language, English Literature, English Seminar, Government, Psychology, Spanish Language, Statistics*, Studio Art, US History, and World History.

*Denotes AP classes that earn 2 credits. ** Denotes AP classes that earn 0.5 credits.

Honors Level Courses: We offer the following 12 honors level courses starting their freshman year in Algebra 1 and 2, Biology, Chemistry, English 1 and 2, Geometry, Global History 1, Physics, Precalculus, and Spanish 2 and 3.

Dual Enrollment Courses: We work with several partner institutions to offer Dual Enrollment classes across a variety of subjects. We are currently working with SUNY Albany, SUNY Broome, Syracuse University, Howard University, University of Pennsylvania, SUNY Westchester Community College, and Arizona State University. The Class of 2023 has had the opportunity to take 12 Dual Enrollment courses starting their freshman year in College Psychology, College Writing, Computer Science, Earth Science, Film Analysis, Hispanic Literature, Honors Precalculus, Latin American History and Culture, Precalculus, SUPA Biology, SUPA Personal Finance and Universal Justice.

Pre-College and College Now Coursework: Over 10% of the Class of 2023 has participated in pre-college programs on college campuses or virtually. In partnership with CUNY, a select number of students have enrolled in college-credit courses through CUNY College Now. Additionally, many students engaged in college-level coursework at top tier universities across the country this summer, and through this exposure, many plan to apply for undergraduate admission.

College Preparation Goal Measure 1 - Absolute

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.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
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⁴ Schools use any method listed above, 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.

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Scored a 3+ on an AP Exam	210	66	31%
Completed a College Level Course	210	199	95%
Graduated with an Advanced Diploma	210	62	30%
Overall	210	200	95%

College Preparation Goal Measure 2 - Absolute

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.

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.

College Preparation Goal Measure 3 - Comparative

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

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.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	284	237	83.45%
2018	2021-22	287	256	89.20%

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

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2019	2022-23	269	233	86.62%
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SUMMARY OF THE COLLEGE PREPARATION GOAL

There is extensive preparation in 9th and 10th grade English and Algebra classes so that students are able to take and pass the Regents and meet the college ready benchmark. Students who don't meet the benchmark are placed in courses (either in summer school or in the next school year) that provide specific supports to students. In our College and Career Readiness classes, students receive SAT preparation, in addition to prep they receive through a tutoring partnership, and are scheduled to take several mocks before sitting for the official SAT in the Spring of their junior year. Because GPA is the #1 CR indicator that impacts students' admissions into 2/4 yr. colleges, students and families are provided with detailed information about how cumulative GPAs are calculated over the course of their four years in HS. Students work with their college and career counselors and counselors in 11th and 12th grade to review their transcripts and make plans to meet their academic goals.

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.	95%
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.	N/A

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our college matriculation rate into both two- and four-year programs continues to exceed our goal of 75%. The Class of 2023 exceeded this goal by 11.62%. The majority of our graduates do plan to pursue college immediately after high school. 74% of our college-bound graduates are enrolling in Bachelor's programs this Fall. These plans are confirmed by our senior college and workforce development counselors in the one-on-one commitment meetings we host with each of our families in the Spring, and then through our ongoing support of their transition work through the summer. Our KIPP Forward Success Team will confirm Fall enrollments through the National Student Clearinghouse in October.

The 13% of graduates who are not planning on attending college do have plans to enroll in professional certification programs in their industry of choice, or enlist in the military. 17 2023 graduates earned professional certifications while in high school through our workforce development program and counseling.

All of our graduates have solidified strong postsecondary plans aligned with their goals due to the intensive, supportive counseling they receive, and the low 60:1 student to college/workforce development counselor ratio.

ADDITIONAL CONTEXT AND EVIDENCE

Throughout the pandemic we have seen an increase in the number of students who want to stay at home and attend a CUNY school, as well as an increase in the number of students who want to pursue a CTE route directly after high school. We are increasing our training for all counselors on CTE options and stacking credentials with a mindful lens of how we as a community can value all pathways, while supporting students to have all of the information necessary as well as the skills they need to be successful and make their choice for the post-secondary option that will allow them to be most successful. We have also made the change to have senior year college and workforce development counselors continue to support students through May, June, and the summer to support their transition work and reduce melt, as these counselors have strong relationships with students and families.

ACTION PLAN

Throughout the pandemic we have seen an increase in the number of students who want to stay at home and attend a CUNY school, as well as an increase in the number of students who want to pursue a CTE route directly after high school. We are increasing our training for all counselors on CTE options and stacking credentials with a mindful lens of how we as a community can value all pathways, while supporting students to have all of the information necessary as well as the skills they need to be successful and make their choice for the post-secondary option that will allow them to be most successful. We have also made the change to have senior year college and workforce development counselors continue to support students through May, June, and the summer to support their transition work and reduce melt, as these counselors have strong relationships with students and families.

GOAL 3: 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.

RESULTS AND EVALUATION

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

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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.

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	101	0	4	2	0	0	0	105
4	83	0	5	2	0	0	0	88
5	94	0	4	3	0	0	0	98
6	89	0	5	4	0	0	2	96
7	88	0	3	1	0	0	1	92
8	87	0	3	3	0	0	0	90
All	542	0	24	15	0	0	3	569

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	101	65	64%	94	60	64%

⁶ 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.

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4	83	60	72%	78	59	76%
5	94	47	50%	88	46	52%
6	89	42	47%	85	41	48%
7	88	58	66%	87	57	66%
8	87	60	69%	85	60	71%
All	542	332	61%	517	323	62%

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 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.⁷

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	64%	94	34%	498
4	76%	78	35%	452

⁷ 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](#).

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5	52%	88	30%	485
6	48%	85	30%	503
7	66%	87	37%	566
8	71%	85	42%	644
All	62%	517	35%	3148

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.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	84.6	67.4	34.8	1.67
4	88.2	54.3	28.1	1.53
5	90.9	43.2	23.8	1.25
6	88.3	58.4	45.4	0.77
7	89.1	60.7	36.8	1.43
8	91.1	53.0	39.5	0.78
All	88.7	56.0	34.5	1.25

ELA Measure 5 - Growth

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁹ 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.

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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:

2022-2023 KIPP NYC Elementary School Student Growth by Number of Years		
Kindergarten	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	2%	DIBELS Pilot
1 Steps (1/3 year of growth)	3%	DIBELS Pilot
2 Steps (2/3 year of growth)	6%	DIBELS Pilot
3 Steps (1 year of growth)	21%	DIBELS Pilot
4+ Steps (1 1/3 year+ of growth)	68%	DIBELS Pilot
1st Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	1%	2%
1 Steps (1/3 year of growth)	13%	11%
2 Steps (2/3 year of growth)	30%	34%
3 Steps (1 year of growth)	28%	25%
4+ Steps (1 1/3 year+ of growth)	27%	27%
2nd Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	3%	5%
1 Steps (1/3 year of growth)	14%	20%
2 Steps (2/3 year of growth)	31%	34%

3 Steps (1 year of growth)	27%	20%
4+ Steps (1 1/3 year+ of growth)	26%	20%
3rd Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	4%	2%
1 Steps (1/3 year of growth)	16%	16%
2 Steps (2/3 year of growth)	25%	23%
3 Steps (1 year of growth)	26%	29%
4+ Steps (1 1/3 year+ of growth)	28%	30%
4th Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	11%	1%
1 Steps (1/3 year of growth)	18%	11%
2 Steps (2/3 year of growth)	24%	22%
3 Steps (1 year of growth)	17%	13%
4+ Steps (1 1/3 year+ of growth)	29%	53%

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 DIBELS 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, 62%
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, 62% (INF) vs. 35% (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 proficiency while in G4, 62% of our student 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

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

¹⁰ Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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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)
2017	2020-21	229	14	199	87%
2018	2021-22	233	37	173	74%
2019	2022-23	220	188	22	69%

High School ELA Measure 2 - 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.

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.

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)
2017	2020-21	229	14	214	99%
2018	2021-22	233	37	196	100%
2019	2022-23	220	188	33	100%

High School ELA Measure 3 - 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's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

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High School ELA Measure 4 - Comparative

Each year, the percent 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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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.

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.

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)
2017	2020-21	72	9	36	57%
2018	2021-22	69	16	25	43%
2019	2022-23	80	2	66	14%

High School ELA Measure 8 - Growth

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.

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.

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)
2017	2020-21	72	7	64	98%
2018	2021-22	69	16	51	97%
2019	2022-23	79	67	9	75%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Last year during the 22-23 academic year the English Language Arts team met both of their goals around level 4 and level 3 performance on the English regents exam. The percentage of students who earned a Level 4(75%+) was 69%. A level 4 benchmark is a 75+ score because that is a college ready benchmark. We were able to achieve this through coursework along with waivers and exemptions in specific cases that were needed. For our second benchmark goal we surpassed the goal of 80% of students achieving a level 3 benchmark of a 65+ through coursework along waivers and exemptions.

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.	69%
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.	97%
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	N/A

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

EVALUATION OF HIGH SCHOOL ELA GOAL

Last year during the 22-23 academic year, we met both of our ELA benchmark goals. The percentage of students who earned a Level 4 (75%+) was 69%. A level 4 benchmark is a 75+ score because that is a college ready benchmark. We were able to achieve this through coursework along with waivers and exemptions in specific cases that were needed. For our second benchmark goal we surpassed the goal of 80% of students achieving a level 3 benchmark of a 65+ through coursework along with waivers and exemptions.

We were able to achieve this by having robust course offerings, and for those students who did not pass the examination during the January administration were allowed to retest and supported through regents preparation based courses.

ADDITIONAL CONTEXT AND EVIDENCE

Some concerns we have regarding the data was the number of students who received waivers during this time period in order to pass the regents. We must take into consideration that the administration of the exam for this cohort and year happened after COVID and during a time in which learning loss and closing learning gaps was of paramount importance. As we move into this new academic year, we will ensure that less waivers are utilized for students.

ACTION PLAN

As we move into the next academic year, the ELA department is working on increasing enrollment in honors and elevated AP course enrollment. We utilized middle school data to specifically and intentionally place 9th grade students into ELA courses. We offered a summer institute for incoming high school students to come and get more at-bats with the ELA curriculum. In terms of professional

development, our goal is around building strong professional learning communities that look at student work and data consistently to improve upon ELA regents scores.

GOAL 4: 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	101	0	4	2	0	0	0	0	105

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

4	84	1	3	2	0	0	0	0	88
5	93	0	5	3	0	0	0	0	98
6	93	0	3	2	0	0	0	0	96
7	90	0	2	1	0	0	0	0	92
8	0	0	90	24	0	0	0	90	90
All	461	1	107	34	0	0	0	90	569

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	101	81	80%	94	75	80%
4	84	57	68%	79	55	70%
5	93	78	84%	87	73	84%
6	93	69	74%	89	67	75%
7	90	74	82%	89	73	82%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	461	359	78%	438	343	78%

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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	80%	94	37%	510
4	70%	79	34%	462
5	84%	87	30%	495
6	75%	89	21%	506
7	82%	89	35%	559
8	N/A	N/A	18%	415
All	78%	438	29%	2947

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	84.6%	78.7%	35.0%	2.01
4	88.2%	74.2%	26.0%	2.58
5	90.9%	54.8%	20.2%	2.03
6	88.3%	56.3%	22.9%	1.92
7	89.1%	65.2%	19.0%	2.97
8	91.1%	56.8%	15.4%	2.53
All	88.7%	64.5%	23.2%	2.34

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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)

School	3	4	5	6	7	8
% of Students At or Above Grade Level on iReady Mid-Year + 1 Level Below						
KIPP Infinity	61%+33 %	61%+33 %	83%+15 %	49%+33 %	53%+27 %	N/A
KNYC	59%+34 %	64%+26 %	59%+24 %	55%+26 %	54%+26 %	0%+10 %
% of Students Making 100%+ of their iReady EOY Growth Goal						
KIPP Infinity	67%	38%	100%	52%	64%	N/A
KNYC	68%	58%	71%	73%	69%	44%
% of Students Who Improved Their Relative Grade Level Placement from Diagnostic to EOY						
KIPP Infinity	84%	65%	95%	58%	60%	N/A
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.	Yes, 78%
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, 78% (INF) vs. 29% (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 fell 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

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	229	6	221	97%
2018	2021-22	233	20	213	91%
2019	2022-23	220	105	113	98%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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)
2017	2020-21	229	6	208	91%
2018	2021-22	233	20	210	90%
2019	2022-23	220	105	112	98%

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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

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)
2017	2020-21	59	5	1	1.8%
2018	2021-22	59	9	8	16%
2019	2022-23	48	41	0	0%

High School Math Measure 8 - Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	59	5	52	96.2%
2018	2021-22	59	9	48	96%
2019	2022-23	48	41	4	57%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We met all of our goals in math for each of the cohorts shared above. This was not easy during the pandemic so we are proud that we were able to meet our charter goals.

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.	98%
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.	98%
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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	98%
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.	98%

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

We met all of our goals in math for each of the cohorts shared above. This was not easy during the pandemic so we are proud that we were able to meet our charter goals.

ADDITIONAL CONTEXT AND EVIDENCE

n/a

ACTION PLAN

We have a strong algebra program at the high school and will continue offering the additional support some students may need. We will continue being intentional about the team planning time so our algebra team can continue building in time each week to lesson plan, dive into student data, engage in lesson internalization, and share relevant data that can be used to provide more specific support to their individual students.

Additionally, The following strategies are being implemented to push schools towards achieving our Math goals in 2023-24:

- New resources to support teachers with lesson internalization and looking at student work that build off of the PLC developmental plans that were designed in the summer of 2023 and launched before the start of the school year. We have a team of instructional coaches who are supporting with lesson internalization/deliberate practice sessions which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.
- Our new school schedule has longer class periods (49 minutes for 10th -12th grades and 57 minutes for 9th grade). This will allow for more independent practice and more frequent assessment of concept mastery.

GOAL 5: 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 (100-365 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

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.
- 5 middle schools participated in a coding for climate action pilot to bring project based learning coding experiences to students
- Piloted CoderZ programming curriculum for 5th graders across 7 middle schools

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
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	78	38	49%
All	78	38	49%

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	78	38	49%	N/A	N/A	N/A
All	78	38	49%	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.	No, 49%
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	Earth Sci	75	20	27%
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

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	229	3	224	98%
2018	2021-22	233	9	224	96%
2019	2022-23	220	212	6	75%

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Below you will see that we were able to meet our Absolute goal of 75 percent in the high school Accountability Cohort scoring at least 65 on a New York State Regents science exam. During remote learning, students earned waivers for passing the class since state exams were canceled. 8 students in the 2019 Cohort actually sat for the Regents exam and 6 of those students passed. Therefore, we had 75% of students who took the exam meet the goal.

Type	Measure	Outcome
Absolute	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.	75%
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

We met our Absolute goal of 75 percent in the high school Accountability Cohort scoring at least 65 on a New York State Regents science exam.

ADDITIONAL CONTEXT AND EVIDENCE

Some of the 2019 cohort took their first science regents in 8th grade (prior to the pandemic). Students in the 2019 cohort who were scheduled to take their first regents exam in 9th grade received a waiver in for the Regents if they passed the course for the year. 75%.

ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Science goals in 2023-24:

- New resources to support teachers with lesson internalization and looking at student work that build off of the PLC developmental plans that were designed in the summer of 2023 and launched before the start of the school year. We have a team of instructional coaches who are supporting with lesson internalization/deliberate practice sessions which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.

- Our new school schedule has longer class periods (49 minutes for 10th -12th grades and 57 minutes for 9th grade). This will allow for more independent practice and more frequent assessment of concept mastery.

GOAL 6: SOCIAL STUDIES

During SY22-23, we continued to pursue regional alignment of Social Studies instruction. We moved from having 1 shared instructional unit to two, we launched a multi-year collaborative effort with ELA to make teaching and learning transferable for students, and we continued to provide a variety of professional learning opportunities for teachers during regional meetings and virtual meetings referred to as "Roll Off Days."

The goals of the regional MS Social Studies program were as follows:

- *Leverage the Director Social Studies for vision setting and instructional program building.* This included clarifying the vision/purpose/goal of Social Studies instruction at KIPP NYC and updating the program strategy to include more regionally provided instructional materials based on the current state of teacher/student support needs. The focus of this strategic planning was to think about the long term goals of driving data collection and student performance outcomes on a set of regional assessments that would serve as indicators of achievement: *BOY/MOY/EOY Diagnostics, G5-8, EOY Global I Diagnostic for G8.*

- *Develop and maintain internal/external strategic partnerships to advance the instructional goals of the MS Social Studies program.* This included opportunities like:

1. Coordinating 30 hours of high quality professional development with the following facilitators: Stanford History Education Group, Bill of Rights Institute, the Gilder Lehrman Institute of American History.
2. Implementing curriculum pilots with the Greenwich Village Preservation Society (WHMS Pilot with 200 students), the EduHam program under the auspices of the Gilder Lehrman Institute of American History, (500 students, with 50 students attending *Hamilton* by earning tickets because of their project-based learning assignments).
3. Launching the 1st Annual Regional Social Justice Fair, with lower and upper middle school representatives representing 7 out of 9 schools.

To close out SY22-23, we yielded other instructional and professional achievements like:

- Curriculum Execution:

1. B-Mod Implementation: 90%
2. A-Mod Implementation: 94%
3. Data collection systems implemented for end-of-module writing tasks.

- Establishing enduring issues as our thematic focus for MS SS, using coaching, modeling, and student work examples to highlight the prominence of historical thinking skills and writing to anchor student progression over the course of the year.

- Executing 100% internally/externally facilitated PDs
- Differentiating school support for all 9 MS SS leaders, by completing school walkthroughs based on the SS Picture of Excellence, (co)creating professional development opportunities, and leveraging student work to drive outcomes through analysis, push-in support, and small-group instruction.

BACKGROUND

The MS Instructional program does not have a state-exam based north star. Our instructional curriculum is however influenced by the following standards:

- Common Core State Standards: *Reading informational texts, Writing, Speaking/Listening*
- NYS Content Standards: 5-9
- Teaching for Justice: Social Justice Standards
- 6th Grade Civics: C3 Civics Standards

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	229	229	0	N/A
2018	2021-22	233	231	0	N/A
2019	2022-23	220	216	1	25%

Social Studies Measure 2 - Comparative

Each year, the percent to 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 Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	229	25	203	99%
2018	2021-22	233	231	0	N/A
2019	2022-23	220	216	3	25%

Social Studies Measure 4 - Comparative

Each year, the percent 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 Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Sample data sets from SY22-23 have been collected and are still being analyzed to determine priority metrics for the MS SS instructional program.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No, 25%
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents	No, 25%

	exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district in comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

As we are in the process of concretizing data to prioritize that indicates achievement in Social Studies instruction. While an imperfect north star, we want the MS SS program to increase the passage rate of students taking the Global II/US History Regents courses in HS in order to open up schedule opportunities for social science electives, AP courses, and pre-college/college-credit generating courses. This is based on the vision planning work that began during SY20-21 and the goal to incorporate feedback from stakeholders like students, families, alumni and staff about the purpose and potential impact Social Studies can have in our region.

ADDITIONAL CONTEXT AND EVIDENCE

During SY22-23, the MS SS program experienced many successes and challenges. The aforementioned successes are a testament to the hard work and dedication of teachers and the few instructional leaders that exist on campus. As the instructional program expands to include modules, structured debate clubs, Model UN, and Moot Court/mock trial, and other academic pilots, we will need to establish a dedicated SS-leader on all campuses, as most leaders are in hybrid roles as teacher-leaders, or Instructional Coaches with other school leadership positions like being a Dean of Students, PIR, AP, or Principal. In addition, we need to create school schedules that allow for more teacher engagement in regional SS professional development opportunities. For example, at an EOY planning retreat to prepare for SY23-24, only 56% of Regional staff participated in EOY Retreat PDs. In addition, content team meetings happened at vastly different rates on campuses, ranging from every 2-3 weeks to every 6-8 weeks, which led to teacher knowledge and performance gaps.

ACTION PLAN

The regional SS priorities for SY23-24 are very straightforward: 1. Designing opportunities to strengthen SS knowledge/skill building and building community 2. Concretizing S & S for grades 5-8 2. Intentionally pursuing data collection These goals will be addressed by implementing a theory of action aligned to a series of *skillset, mindset, and heartset moves* aimed at targeting SS Leader inputs and strategic teacher moves that will drive student outcomes.

GOAL 7: 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	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

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