KIPP Washington Heights Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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212-991-2620

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

Janessa C. Hernaez, Associate Director of Student Reporting and Compliance and Shawnae Montagueo, Associate Director of Compliance prepared this 2021-22 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)
Rafael Mayer	Trustee/Member	Audit, Finance
Richard Taft	Treasurer	Audit, Finance
Gwendolyn Brunson	Trustee/Member	None
Erica Dewan	Trustee/Member	None
Adaobi Kanu	Trustee/Member	Audit, Finance
Kange Kaneene	Chair	None

Rebecca McMurdie has served as the school leader of Washington Heights ES since 2011

Eric Cato has served as the school leader of Washington Heights MS since 2022

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SCHOOL OVERVIEW

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

Strategic vision. In New York City, the KIPP network is comprised of 18 schools educating children in grades K-12 (8 elementary, 9 middle and our college preparatory high school). Together with our alumni support program, KIPP Forward (Formerly known as KIPP Through College), we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, excellent academics, strong socio-emotional support and an equitable learning environment are the foundation for student success. We strive to provide these for every child.

Desired impact. In the United States today, only 10% of students from low-income families ultimately earn a college degree. These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A degree affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.

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

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

We made the decision for the 21-22 school year to start our schools in person for everyone and

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ran a regional KIPP NYC remote school for students with medical exemptions. In the end, the remote school had about 30 students grades K-8, which meant 99% of our student body returned in person. The health and safety of our students, staff, and families were a top priority. We made some adjustments to teaching and learning to reflect the social distancing requirements in school. Additionally, coping with the pandemic and being remote has had an adverse impact on many students both academically and socio-emotionally. We started the year with a clear strategy to address both. Most notably, we started an optional summer school to help reacclimate students to the routines of attending school. We then did a round of diagnostic testing in both reading and math prior to our summer PD days so that we could spend PD time analyzing data and identifying how to address the diverse academic needs of our students. This strategy ensured we were still teaching grade level content, increased the number of flex days within each unit, and identified high priority standards and lessons within our curriculum to make space for necessary intervention.

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

We have and will continue to actively use an equity focused lens to evaluate all of our reopening and operational plans and decision-making moving forward. This commitment to equity and anti-racism is reflected in our communication with families, how we are incorporating the voices of staff and families, our attention to trauma, and designing programming with the success of our student population at the forefront of our minds.

In creating our plans for the 21-22 school year, we solicited direct feedback from our staff, students and families to ensure that we meet the needs of our entire community. As we continue to revise our plans amidst the ever changing landscape, we will continue to use science, data, health experts and the voices of our community to inform our decisions.

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

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ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	96	97	91	92	90	91	97	91	82	N/A	N/A	N/A	N/A	817
2018-19	91	95	96	92	90	90	90	88	87	N/A	N/A	N/A	N/A	819
2019-20	95	95	95	91	96	96	93	88	85	N/A	N/A	N/A	N/A	834
2020-21	102	94	89	90	96	96	96	91	88	N/A	N/A	N/A	N/A	842
2021-22	77	93	91	92	96	96	95	92	88	N/A	N/A	N/A	N/A	820

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Elementary ELA

SY 21-22 goal: Students will make 3 STEP levels of growth based on their beginning of year STEP level. This goal is a stepping stone toward our "moonshot" goal: 100% of 3rd graders reach STEP 12 by spring 2023. Students starting below grade level will make 4 STEP levels of growth based on their beginning of year STEP level.

MS ELA

SY 21-22 goal: Students will make 20% growth, on average, on their End of Year ELA Assessment. We also set individual NYS test proficiency goals for each school/grade based on student reading level data and prior years' proficiency.

Background

K-8 ELA Program

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- 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.

- SY22 curricular revisions: In summer 2022, Curriculum Fellows are using curriculum revisioning plan and the results of the text selection audit to make revisions to existing ES and MS ELA curricular materials.

- Text Selection: In fall 2020, nine K-8 teachers and leaders opted into a text selection working group to develop a clear criteria for the selection and incorporation of shared texts into our curriculum. In spring 2021, we used this framework to audit our existing curriculum, identifying texts that needed to be removed and potential places for the addition of new texts. 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 have 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 will have 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 are continuing 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 use a custom KIPP NYC Wheatley curriculum (not to be confused with the KIPP Foundation's Wheatley curriculum). The curriculum underwent an overhaul in SYs 2017 and 2018, and in SY 2019 the curriculum was expanded to include several text options for teachers so that, in some units, teachers can choose from between two texts to teach for the Wheatley unit (the texts are different but the overall goals of the unit are aligned). Additionally, in SY19 these new units were created with two additional enhancements, one promoting differentiation and scaffolding opportunities, the other promoting culturally responsive and sustaining pedagogical practices.

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019, and were used again with some modifications in SY 2020. These are called CPAs (Common

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Performance Assessments) and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.
- 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.
- Professional Development: Teachers received professional development regarding the incorporation of discussion into the classroom and cultural responsiveness.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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.

Method

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 8 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	84	1	1	0	3	89
4	88	1	1	0	0	90
5	86	1	0	0	3	90
6	94	1	0	0	0	95
7	85	1	2	0	1	89
8	80	5	0	0	1	86
All	517	10	4	0	8	539

[1] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Results and evaluation

Elementary ELA

At the end of the 2021-2022 school year, 40% of students were at grade level on reading according to STEP and F&P. 65% of students grew at least one year (3 STEP levels) this past year, which has been one of our best results to date. While only 14% of students with IEPs are on grade level at the end of the 21-22 school year, 57% 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.

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. Similarly, in Writing, we use common rubrics to assess student writing in various genres. Data showed that our students are largely proficient in their clarity, but need further instruction in the development of their ideas. This will be a large focus in the coming school year. 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. We used data from its first year of administration (20-21) to set an ambitious growth goal of 20% growth overall; we exceeded that goal, with students making an average of 27% growth YOY.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	84	34%	74
4	11%	88	9%	70
5	24%	86	27%	75
6	57%	94	61%	82
7	40%	85	41%	79
8	70%	80	70%	79
All	39%	517	41%	459

Additional Evidence

Elementary ELA

All students are expected to take all of the common assessments and our reading data is inclusive of all of our elementary students. Because STEP is a nationally normed assessment, we believe the results to be valid

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Middle School ELA

While we have common shared assessments, rubrics, and robust scoring guides with exemplars, we did not prioritize scoring norming or scoring alignment. In the 22-23 school year, we hope to use more of our common planning time to intentionally align on scoring, so we have more valid and reliable results across our schools

Goal 1: Comparative Measure

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.

Method

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.[2]

Results and Evaluation

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[2] Schools can acquire this data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

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2021-22 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34%	74	28%	486
4	9%	70	23%	504
5	27%	75	18%	586
6	61%	82	39%	583
7	41%	79	35%	648
8	70%	79	39%	650
All	41%	459	31%	3457

Additional Evidence

Elementary ELA

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Middle School ELA

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INternal exam results

2021-22 KIPP NYC Elementary School Student Growth by Number of Years			
Kindergarten	**KIPP NYC**	**KIPP WH ES**	**KIPP WH MS**
<.33	2%	0%	
.33-.67 Years	4%	6%	

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.67 - 1 Year	9%	13%	
1 - 1.33 Years	22%	35%	
>1.33 Years	63%	46%	
1st Grade	**KIPP NYC**	**KIPP WH ES**	**KIPP WH MS**
<.33	4%	3%	
.33-.67 Years	13%	7%	
.67 - 1 Year	24%	23%	
1 - 1.33 Years	35%	45%	
>1.33 Years	24%	23%	
2nd Grade	**KIPP NYC**	**KIPP WH ES**	**KIPP WH MS**
<.33	2%	0%	
.33-.67 Years	12%	7%	
.67 - 1 Year	30%	39%	
1 - 1.33 Years	25%	27%	
>1.33 Years	31%	27%	
3rd Grade	**KIPP NYC**	**KIPP WH ES**	**KIPP WH MS**
<.33	5%	2%	
.33-.67 Years	14%	22%	
.67 - 1 Year	18%	26%	
1 - 1.33 Years	24%	30%	
>1.33 Years	39%	20%	
4th Grade	**KIPP NYC**	**KIPP WH ES**	**KIPP WH MS**
<.33	6%		12%
.33-.67 Years	12%		16%
.67 - 1 Year	15%		13%

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1 - 1.33 Years	16%	[redacted]	13%
>1.33 Years	50%		46%

Summary of the English Language Arts Goal

Elementary ELA

Elementary schools use the STEP Assessment and the Fountas and Pinnell assessment to measure progress in reading. Our goal is that every student will make three STEP levels of reading growth. Additionally, our 3rd and 4th grade students take the authentic End of Year ELA Assessment, which is our capstone assessment for the school year, assessing students on the major reading and writing skills and habits they should be developing over the course of the year. We will be also piloting DIBELS 8 as our reading assessment in a few grades within a few of our schools.

Middle School ELA

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

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.	41% of students in at least their second year scored at proficiency on the ELA exam
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.	
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

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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

Action Plan

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

1. Implementing KIPP Foundation's Wheatley curriculum at the elementary level

2. Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level

3. Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures

4. Running a phonics block in K-2 using Success For All phonics curriculum

5. Administering a suite of literacy assessments and regionally leading analysis of assessment data. The suite of assessments includes: Reading Inventory, Fountas & Pinnell, curricular performance assessments, authentic writing tasks, and interim assessments that mirror the state test

6. Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy

7. Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

GOAL 2: MATHEMATICS

Goal 2: Mathematics

For the 2021-2022 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 first 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 all 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 20-30% of students would achieve their stretch growth goals set by i-Ready at the end of the year, indicating that 20-30% of students would achieve growth of 1.5-2 years of Math content by the end of the year.

- We created NYS test Math goals for grades 3-8 based off of our fall i-Ready diagnostic data, which provided us with information on where students were in their Math placement entering the school year and returning from the 1.5 years of mostly remote instruction. Historically, we have used our prior year's state test data to predict state test proficiency rates for the following year,

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but since students did not sit for the state test in 2020 or 2021, the i-Ready diagnostic data became our primary means for making these state test predictions. The proficiency goals were: 91% 3rd, 71% 4th, 68% 5th, 72% 6th, 68% 7th, and 65% 8th.

- 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+.

2. Instructional Priorities

In order to attain the assessment goals above, our regional and school-based leaders aligned on the following priorities for instruction:

-Improving our Tier 1 instruction - we believe that high-quality tier 1 instruction is one of the key factors to student outcomes. One of the levers for improving tier 1 instruction was our focus on being particularly responsive to data captured via active monitoring during class along with teachers' in-the-moment instructional responses to address misconceptions.

-Formative Assessment - we believe that assessments that make a difference exist most at the formative and summative level within Tier 1. We set a goal of having 100% of schools participate in these formative assessments, which were new this year for ES Math and revised for MS Math.

Intentional intervention - we 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 4 Zearn lessons per week and for MS Math, we aimed to have students complete and pass at least 2 i-Ready lessons per week.

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.

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

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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 units from 8th grade Math with the Algebra units and helps prepare students for success on both the 8th grade Math exam and the Algebra Regents exam.

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

In terms of assessment, this year was the launch year for our K-4 Math formative assessments, and the 4th 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-4. All assessments were adapted from those administered remotely during the 2020-21 school year, to account for the prerequisite skills taught to address unfinished learning, along with the greater amount of content covered this school year.

Professional development in 2021-2022 for K-8 Math focused primarily on supporting teachers with our regional priorities, specifically:

- How to address unfinished learning through the use of diagnostic and pre-unit assessments, pre-teach lessons, and intentional intervention instruction.
- The power of ICT instruction and effective co-teaching models
- Active monitoring and strategies for collecting and responding to data captured during instruction
- Building teacher content knowledge by collaborating with teachers and instructional leaders on lesson internalization

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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.

To account for potential unfinished learning, the 2021-22 pacing calendars were designed with more weekly time allocated for reteach and remediation - typically a flex lesson occurred in the pacing calendars each Wednesday - as well as embedded lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. We also partnered with i-Ready to allow for new diagnostic assessments in the fall of 2021 to better gauge any unfinished learning and supported teachers in 2021-22 with new reteach resources.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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.

Method

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
- Bi-weekly quizzes and formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including a few reassessment questions
- End of module assessments - summative 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 interim assessments - exams that cumulatively assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation - exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- i-Ready diagnostic and standards mastery assessments - adaptive assessments administered at the beginning of the year, middle of the year, and end of the year, primarily used to measure growth, determine grade-level placement by domain, and identify students in greatest need for intervention.
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[3]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	86	1	0	0	2	89
4	89	1	0	0	0	90
5	86	1	0	0	3	90
6	91	2	0	0	0	93
7	86	2	0	0	1	89
8	25	10	3	0	48	86
All	463	17	3	0	54	537

Results and evaluation

On the Algebra I Regents exam, 79% of students passed with a score of 65 or higher and 57% of students passed with a score of 75 or higher. 3 of 7 schools had more than 50% of their 8th graders sit for the Algebra Regents, and 4 of 7 schools had 90% or more of students who sat for the Regents pass with a 65 or higher. For some schools, we met our participation rate goals of having 70% or more students take the Algebra Regents, but for the most part, we fell short of this participation rate goal coming back from remote learning, as our students' fall diagnostic placement indicated that a much larger cohort of students was at least 2 grade-levels behind entering 8th grade, making the accelerated 2-year program even more challenging. Of the schools that had high participation rates, the pass rates were unexpectedly strong, though lower than our historic pre-pandemic pass rates.

Our i-Ready growth results indicated that our median student across grades made 137% progress towards their typical growth goal, meaning half of our students made more than 137% growth and half made less. 65% 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, but exceeded expectations with regards to the number of students making stretch growth. 5 of 6 elementary schools and 6 of 9 middle schools exceeded the goal of 20-30% of students making stretch growth, and

[3] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

all but 1 elementary school and 2 middle schools had 60% or more students meet their typical growth goals.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	49%	86	49%	75
4	29%	89	30%	70
5	22%	86	25%	75
6	52%	91	51%	80
7	42%	86	45%	78
8	4%	25	0%	24
All	33%	463	38%	402

Additional Evidence

Two additional notes about our assessment data - our 8th grade Algebra students did not sit for the NYS exam this year, with the exception of KIPP Infinity 8th grade Algebra students. The 8th grade Algebra curriculum focused on 8th grade prerequisite standards in preparation for topics in Algebra, and the unit on Geometry was cut from the curriculum this year and last year due to remote learning. As a result, students would not have covered all of the Geometry content necessary to succeed on the 8th grade state test, so only the non-Algebra 8th grade Math students took this exam. This is worth noting as it means our 8th grade state test data will account for far fewer students than in years past, when students took both the 8th grade state test and the Algebra Regents exam. We also expect that this decision will mean our 8th grade state test results will be lower in comparison to other grades and prior years, since our most advanced 8th graders were placed into Algebra and thus not taking the 8th grade state test. 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 does not account for all students, and could also skew the results in a lower direction in comparison to the other grades.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

Goal 2: Comparative Measure

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.

Method

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.[4]

Results and Evaluation

On the Algebra I Regents exam, 79% of students passed with a score of 65 or higher and 57% of students passed with a score of 75 or higher. 3 of 7 schools had more than 50% of their 8th graders sit for the Algebra Regents, and 4 of 7 schools had 90% or more of students who sat for the Regents pass with a 65 or higher. For some schools, we met our participation rate goals of having 70% or more students take the Algebra Regents, but for the most part, we fell short of this participation rate goal coming back from remote learning, as our students' fall diagnostic placement indicated that a much larger cohort of students was at least 2 grade-levels behind entering 8th grade, making the accelerated 2-year program even more challenging. Of the schools that had high participation rates, the pass rates were unexpectedly strong, though lower than our historic pre-pandemic pass rates.

Our i-Ready growth results indicated that our median student across grades made 137% progress towards their typical growth goal, meaning half of our students made more than 137% growth and half made less. 65% 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, but exceeded expectations with regards to the number of students making stretch growth. 5 of 6 elementary schools and 6 of 9 middle schools exceeded the goal of 20-30% of students making stretch growth, and all but 1 elementary school and 2 middle schools had 60% or more students meet their typical growth goals.

2021-22 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 2nd Year	All District Students

[4] Schools can acquire this data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	49%	75	29%	478
4	30%	70	18%	509
5	25%	75	15%	585
6	51%	80	13%	584
7	45%	78	19%	646
8	0%	24	9%	400
All	38%	402	17%	3192

Additional Evidence

Two additional notes about our assessment data - our 8th grade Algebra students did not sit for the NYS exam this year, with the exception of KIPP Infinity 8th grade Algebra students. The 8th grade Algebra curriculum focused on 8th grade prerequisite standards in preparation for topics in Algebra, and the unit on Geometry was cut from the curriculum this year and last year due to remote learning. As a result, students would not have covered all of the Geometry content necessary to succeed on the 8th grade state test, so only the non-Algebra 8th grade Math students took this exam. This is worth noting as it means our 8th grade state test data will account for far fewer students than in years past, when students took both the 8th grade state test and the Algebra Regents exam. We also expect that this decision will mean our 8th grade state test results will be lower in comparison to other grades and prior years, since our most advanced 8th graders were placed into Algebra and thus not taking the 8th grade state test. 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 does not account for all students, and could also skew the results in a lower direction in comparison to the other grades.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

INternal exam results

School	3	4	5	6	7	8
% of Students At or Above Grade Level on iReady Mid-Year + 1 Level Below						
KIPP Washington Heights	36% + 45%	34% + 41%	40% + 37%	48% + 34%	35% + 24%	30% + 48%
KNYC	52%+39%	27%+27%	49%+32%	46%+29%	44%+27%	36%+31%
% of Students Making 100%+ of their iReady EOY Growth Goal						

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

KIPP Washington Heights	67%	57%	59%	83%	59%	71%
KNYC	73%	65%	66%	71%	62%	52%
% of Students Who Improved Their Relative Grade Level Placement from Diagnostic to EOY						
KIPP Washington Heights	76%	71%	70%	85%	59%	76%
KNYC	85%	79%	72%	73%	54%	51%

Summary of the ELEMENTARY/MIDDLE MATHEMATICS Goal

Our return to in-person instruction this year brought an ambitious set of goals around recovering unfinished learning as a result of 1.5 years of remote learning. Some of these ambitious goals were met this school year - the % of students meeting their i-Ready stretch growth goals indicates that a high percentage of students grew 1.5-2 grade-level equivalents in Math over the course of the year. But the results of where students placed at the end of the school year indicate that there is much more room for growth and still lots of unfinished learning to account for. While we don't yet have state test data to determine whether these goals were met, we fell short of our goal in having all students meet typical growth measured by the i-Ready EOY assessment, and fell short on our Algebra participation and pass rate goals.

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.	38% of students in at least their second year scored at proficiency on the ELA exam
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.	
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

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

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

Action Plan

The following strategies are being implemented to push schools towards achieving our Math goals in 2022-23:

- 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 lesson plans for every lesson in our in-house 5-8 and Algebra curricular, which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.
- New pacing calendars with strategically timed flex lessons - with our new school schedule allowing for the same class lengths Monday to Friday, this allowed for more strategic placement of flex lessons over the course of the year that will encourage teachers to more intentionally spiral topics in reviewing for upcoming assessments. Our regional pacing calendars will continue to reduce the breadth of content covered and instead prioritize the in-depth study of core skills and concepts.
- Emphasizing 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, new interim assessments brought back for grades 5-8 and Algebra at the request of teachers and leaders, and for some lessons, 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.
- Aligning to the Next Generation Learning Standards - Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, continuing to narrow the focus of content taught in each grade-level, and shifting more of the Geometry standards from 8th grade to 7th grade to open up more time in the pacing calendar and facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam
- Providing more intentional support regionally for Tier 2 intervention instruction, by creating regionally designed pre-teach lessons for each grade-level every week, training teachers to use i-Ready Math as a supplemental tool for intervention, and introducing more opportunities for collaboration among learning specialists during regional professional development days
- Engaging teachers and instructional leaders in continued professional development that focuses on lesson internalization, particularly unit launches with the arrival of a new set of unit launch plans created by summer curriculum fellows, as well as increasing student cognitive engagement, and improving our summary checks for understanding
- Aligning regionally on our regional in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

GOAL 3: SCIENCE

Goal 3: Science

Component	K-4 (120-180 min per week minimum)	5-8 (300-365 min per week + elective)	9-12 (1-2 STE Classes per year)
Science Content	All K-8 KIPP students learn the **full course of Amplify Science** (or equivalent) each year.		**Grads w/ 3+ AP score:** 24%
Design, CS, Engineering	All K-4 students complete a minimum of **25-30 hours of DCE instruction each year** in addition to Amplify.	All 5-8 students complete at **140 hours of DCE instruction** by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take **AP CS Principles.** All KIPP High schoolers are provided an opportunity to take **at least two advanced STEM courses** (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)
Team Robotics	All K-4 schools operate at least one **FIRST Lego League Jr.** team with 50% female enrollment.	All 5-8 schools operate at least one **FIRST Lego League** team with 50% female enrollment.	All 9-12 schools operate at least one **FIRST Tech Challenge** team with 50% female enrollment.
Environmental Literacy	All K-12 students complete a minimum of **two off-campus environmental literacy-learning experiences** per year and at least **one residential outdoor experience** before graduation.		

Background

- Director of Elementary Science, Technology and Engineering worked with the 9 Elementary schools to maintain year 4 of Amplify curriculum and expansion of the Computational Thinking Units to all schools.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

- Each elementary school had one K-2 science teacher and one 3-4 science teacher. There is a cohort of Elementary Science leaders being developed who work with the Director of Elementary Science, Technology & Engineering to continue implementation of Amplify by coaching and developing teachers. There is at least one leader per school.
- This is the second year of Amplify Science implementation for the 9 Middle Schools adopted Amplify science All schools implemented curricula and completed the 6 core units along with the appropriate assessments based on the districts pacing calendar.
- Assessments were a focus for the 2021-2022 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
  - MS (5-8): CFT, CJA & EOU assessments
- Schools opted in to participate in FIRST Robotics due to the hybrid nature of the competition. There were a total of 18 teams, about one from each K-8 school, that participated in the 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.
- The second year of curriculum Fellows Board for STE (Science and CT) with teacher leaders to create modifications to the curricula. 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 NYCs first regional science fair. This will take place in June 2023. The elementary school additions will focus on project based learning.

Elementary AND MIDDLE Science

Goal 3: Absolute Measure

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.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4	53%	66
8	48%	71
All	50%	137

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

Additional Evidence

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	NA	NA	NA
8	2018-19	NA	NA	NA
8	2021-22	NA	NA	NA

Additional CONTEXT AND Evidence

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

Summary of the Elementary/MIDDLE Science Goal

All elementary schools are implementing Amplify science meeting the specified time minimums (K-2 at least 2 days a week for 45 minutes each; 3-4 at least 4 days a week for 45 minutes each). One of our goals is that at least 75% of students meet standards on the end of unit assessment using progress build formative assessments to progress monitor each unit. We will be adjusting our scope and sequences in science next year to pare down to essential understandings and skills of the unit in order to create one responsive day a week for spiral review and reteach. Students will continue with grade level curricula and will embed essential lessons from previous grades that may help with access to grade level content. Our assessment goals will be the same as years past in which 75% of students meet standards on our formative assessments. We will work to standardize all of our internal assessments so that teachers across all schools implement all formative assessments in the given windows.

Action Plan

- Aligned K-8 curriculum: starting in the 2020-2021 school year, middle school science will implement Amplify science as its core curriculum allowing for alignment within the region and network including implementation of progress build formative assessments and end of module assessments.
- Schools adhering to the time minimums for science
- Training and Development of teachers and leaders on curriculum
- Continuation of STE programming (robotics, computational thinking, data science etc, environmental literacy)

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

- State test is phasing out for 4th grade this year and in the 2022-2023 school year it will be 5th and 8th grade testing. Currently we are making sure the shift to amplify will prepare our students for the shift in testing.

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

Goal 4: Absolute Measure

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

Method

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

Results and evaluation

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

Additional Evidence

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

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

One additional note - KIPP Freedom ES student data is not included in our i-Ready results, as this school did not administer the i-Ready assessments to its founding cohort of 3rd graders, but is planning to administer the assessments in the 22-23 school year.