KIPP NYC PUBLIC SCHOOLS

KIPP Bronx II Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Brian Choi

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2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

Brian Choi, Associate Director of Compliance prepared this 2023-24 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
A.J. Fuentes	Trustee/Member	None
Dave Levin	Trustee/Member	None
Gwendolyn Brunson	Trustee/Member	None
Richard M. Taft	Trustee/Member	Audit Committee, Finance

Dominique Mejia has served as the principal since 2021.

John Carter has served as the principal since 2021.

SCHOOL OVERVIEW

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 9,000 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.

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
2021-22	61	0	0	0	0	0	92	0	0	0	0	0	0	153
2022-23	63	64	0	0	0	0	83	91	0	0	0	0	0	301
2023-24	109	115	116	116	114	97	109	104	101	0	0	0	0	981

GOAL 1: ENGLISH LANGUAGE ARTS

Elementary School

Students in Grades K-1 will meet their individual growth goal on the DIBELS assessment. For Grades 2-4, students will meet 100% of their typical growth goals on i-Ready and reach their individual proficiency targets on the NYS ELA assessment. Our overall proficiency goals for NYS ELA are 67% for Grade 3 and 61% for Grade 4.

Middle School

We establish individual NYS test proficiency goals for each school and grade based on student reading levels and past performance. Our overall proficiency targets for the NYS ELA assessment are 62% for Grade 5, 54% for Grade 6, 60% for Grade 7, and 67% for Grade 8. Additionally, we aim for 100% of students to achieve their typical growth goals on the i-Ready reading assessment.

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.

Elementary School

Elementary Schools have focused on better aligning our existing KIPP NYC Wheatley curriculum using the KIPP Foundation Wheatley curriculum as a baseline. For the 2023-2024 school year, elementary schools will have a more robust and aligned curriculum, with an opportunity to engage in Project Based Learning during Module 2 for G4 and Module 3 for GK-3. 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 foundational literacy and using our DIBELs/ i-Ready data and SFA progress monitoring data to better tailor our Literacy Acceleration Block.

Middle School

We use 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 SY23-24, though we did begin offering student-facing handouts for Do Nows for each lesson leveraging The Writing Revolution, a series of discrete writing strategies that emphasize the connection between writing and thinking. 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. Teachers received professional development related to effective writing instruction and integrated co-teaching practices.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

2023-24 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	110	0	6	7	0	0	0	116
4	110	0	6	4	0	0	0	116
5	90	1	3	2	0	0	0	94
6	89	3	6	5	0	0	1	99
7	91	1	5	4	0	0	0	97
8	87	1	6	3	0	0	0	94
All	577	6	32	25	0	0	1	616

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	110	40	36	73	31	42
4	110	51	46	72	35	49
5	90	44	49	53	33	62
6	89	31	35	10	1	10
7	91	43	47	59	31	53
8	87	59	68	78	52	67
All	577	268	46	345	183	53

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times

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

the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	PI
577	22.18	31.37	34.49	11.96	130.24

RESULTS AND EVALUATION

KIPP Bronx II Charter School's Performance Index (PI) is 130.24, well above the state's 2023-24 English Language Arts Measure of Interim Progress (MIP) of 113 for all students.

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.[3]

2023-24 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	42	73	N/A	N/A
4	49	72	N/A	N/A
5	62	53	N/A	N/A
6	10	10	N/A	N/A
7	53	59	N/A	N/A
8	67	78	N/A	N/A
All	53	345	N/A	N/A

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	87.7	448.0	439.9	0.96
7	88.8	453.0	443.0	1.15
8	N/A	N/A	N/A	N/A
All	88.3	450.7	441.6	1.06

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	55.3	50.0
7	61.2	50.0
8	N/A	50.0
All	58.6	50.0

ELA INTERNAL EXAM RESULTS

Elementary School: Reading is measured through DIBELS in Grades Kindergarten and First Grade. Elementary schools are administering DIBELS in G2-4 and we are also supplementing G2-4 with i-Ready 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 School: 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 i-Ready ELA in G5-8 to ensure that every student has a grade level equivalency and growth goal that will be progress monitored using i-Ready 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 2023-24, 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:

KIPP BX II Percent Meeting DIBELS Goals			
Grade	**BOY**	**MOY**	**EOY**
K	27%	52%	70%
1	65%	60%	70%
2	22%	N/A	N/A
3	N/A	N/A	N/A
4	N/A	N/A	N/A
Overall	38%	56%	70%

School	3	4	5	6	7	8
% of Students At or Above Grade Level on iReady EOY + 1 Level Below						
KIPP BX II	44% + 33%	37% + 38%	40% + 27%	28% + 22%	28% + 16%	25% + 29%
KNYC	**63% + 24%**	**47% + 38%**	**41% + 29%**	**39% + 30%**	**46% + 20%**	**43% + 20%**

School	3	4	5	6	7	8
% of Students Making 100%+ of their iReady EOY Growth Goal						
KIPP BX II	61%	61%	54%	55%	48%	36%
KNYC	**66%**	**60%**	**58%**	**64%**	**65%**	**54%**

SUMMARY OF THE ELA GOAL

Elementary School

Reading is measured through DIBELS in Grades Kindergarten and First Grade. Elementary schools are using DIBELS this year in G2-4 and we are also supplementing G2-4 with i-Ready 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 School

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessment - 1x/year, designed to mimic the NYS exam
- CPAs (end of unit assessments)
- Baldwin (writing) published pieces, scored on internally developed rubrics
- Authentic End-of-Year ELA Assessment in two parts: 1) Portfolio, and 2) Guided Research and Writing. These assessments were internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.
- i-Ready Reading - administered BOY, MOY, & EOY, designed to show how students are doing according to grade level reading standards and how much growth they are making across one school year.

- DIBELS assessment - administered BOY, MOY, & EOY for students who fall 2+ grade levels below according to iReady. Used to inform reading interventions and progress monitoring.

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
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.	Yes
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.	N/A
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.	Yes
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.	Yes

EVALUATION OF ELA GOAL

Elementary School

At the end of the 2023-2024 school year, 75% of students were at grade level on reading according to DIBELS. 71% of students grew at least one year this past year. 61% 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, 51% of our G3 students scored proficiency while in G4, 60% of our student scored proficient.

Middle School

On the End of Year Authentic Assessment, students on average scored 68%, up from 66% the previous school year (and 63% in SY21-22). On the NYS assessment, our overall percent proficient (levels 3 and 4) increased by 1%, from 55% in SY22-23 to 56% in SY24-25. Of 34 cohorts across our nine middle schools, five met or exceeded their proficiency goals while 15 came within 10%. In terms of reducing the number of students performing at Level 1, 4 of our cohorts met their goal while 22 came within 10% of their reduction goal. According to i-Ready Reading, 61% of students met their typical growth goal.

ADDITIONAL CONTEXT AND EVIDENCE

Elementary School

We are in full implementation of both i-Ready 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

This was our first year administering i-Ready Reading and DIBELS in Middle School. Because of new and varied beginning of year administration struggles, some of the student growth metrics might be a bit off, though we anticipate this inconsistency to be eliminated in year 2 of administration.

ELA ACTION PLAN

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

- Implementing KIPP Foundation's Wheatley curriculum at the elementary level
- Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level
- Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures
- Running a phonics block in K-2 using Success For All phonics curriculum
- 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
- Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy
- Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

GOAL 2: MATHEMATICS

Assessment Goals

i-Ready, an adaptive online assessment, was used for grades 3-8 to diagnose student learning needs at the start of the school year. Mid-year and end-of-year i-Ready assessments became our primary measures for tracking growth. Although we did not set specific goals for each school or grade level, we established a regional expectation that 100% of students should achieve their typical growth goals, which equates to one full year of Math content growth according to their i-Ready placement. Additionally, based on KIPP network and national data, we anticipated that 30-40% of students would meet their stretch growth goals by year-end, which represents growth equivalent to 1.3 years or more of Math content. For students who were placed two or more grades below on the fall diagnostic, we set an even higher stretch goal: 50% achieving stretch growth. This goal aimed to address significant learning gaps and help these students return to grade level.

We created NYS test Math goals for grades 3-8 based off of our fall i-Ready diagnostic data and the previous year's state test results for all schools and grades within each school. The regional proficiency

goals for the state test were as follows: 72% for 3rd grade, 79% for 4th grade, 74% for 5th grade, 74% for 6th grade, and 77% 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 75% 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.

Instructional Priorities

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

Elementary School

- Increase proficiency / the number of students on or above level through strengthening T1 Instruction.
- Reduce L1s / the number of students severely below through monitoring progress against student goals.

Middle School

Teacher and leader actions will be driven by daily use of student data to identify precise gap(s) in student outcomes, with a distinction between what this looks like for teachers and what this looks like for instructional leaders.

(1) Teachers use precise gap(s) to inform lesson planning and execution decisions, intervention groups are fluid and responsive to precise gap(s), and use of real time data (active monitoring) to respond to precise gap(s) before it is too late.

(2) Instructional leaders use precise gap(s) in student outcomes as a driver for lens when observing instruction, create action steps that target teacher actions that will address student precise gap(s), and real-time coaching based on precise gap(s) in student outputs.

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 three Zearn lessons per week and for MS Math, we aimed to have students complete and pass at least two i-Ready lessons per week.

Shift to Next Generation Learning Standards (8th Grade Algebra)

A key initiative for the 2023-24 school year was to revise our 8th Grade Algebra curriculum and assessments to align with the new Next Generation Learning Standards. This adjustment was essential

as the 2024 NY State Algebra Regents Exam would be the first to reflect these updated standards. To achieve this, we updated our formative, summative, and interim assessments to match the new standards' language and content shifts. This involved introducing new lessons, rearranging existing ones across grade levels, and providing professional development for teachers and leaders to ensure they were well-versed in the new standards and their implications.

BACKGROUND

Elementary School

The curriculum we now use for our K-4 Math instruction is Eureka Math Squared, a research-based curriculum designed for engagement, accessibility, and rigor that aligns with the Next Generation New York Math State Standards. We have adapted the scope and sequence of this curriculum to fit our school calendar and to ensure a robust learning experience.

To complement Eureka Math Squared, we have introduced a block called Responsive to Math Instruction (RMI). This data-driven block utilizes math data from Eureka Math, CGI, Counting Jar, and various formative and summative assessments to target individual learning needs and promote student growth.

CGI instruction occurs 2-4 times a week alongside the RMI block, enhancing problem-solving skills through student-led discussions on open-ended, real-world problems. We also incorporate Math routines, such as Counting Jar and Money Jar, as well as automaticity assessments to practice and assess student fluency with core skills. Additionally, we provide ES schools with access to daily automaticity practice to further support skill development.

To make math work more fun and engaging, we provide students with two digital programs: i-Ready and Zearn. i-Ready creates an individualized learning path based on students' beginning-of-year diagnostics, setting both typical growth and stretch goals to meet them where they are. Zearn complements our curriculum with interactive lessons that align with Eureka Math Squared, reinforcing concepts through engaging digital activities.

Middle School

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last decade, 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 next generation learning 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 support teacher preparation and lesson mastery, each grade-level curriculum provides detailed daily lesson plans. These plans outline key lesson concepts, align with Next Generation Learning Standards, introduce new vocabulary, identify opportunities for student discussion, prioritize key problems, and address common misconceptions, ensuring teachers are well-equipped for effective instruction. Over the summer, a team of curriculum fellows also prepared turnkey unit launch sessions that were used to facilitate adult learning throughout the school year, either in large-scale regional professional development settings, in grade-level professional learning communities, in co-teacher content meetings, and/or in one-on-one coaching sessions.

Elementary and Middle Additional Information

This year marked the second iteration of our K-4 Math formative assessments and the introduction of new end-of-module assessments for 2nd grade. We also continued our 6th year of Middle School Math formative assessments, which consist of short, 30-minute quizzes administered every three to four weeks to evaluate recently taught content.

At the end of each assessment cycle, grades are recorded in Illuminate, and our regional content team analyzes the results. Teachers receive an analysis email/template that includes an overview of performance, suggested reteach topics and strategies, and a preview of upcoming content and assessments. The reteach topics are reassessed in subsequent formative assessments, allowing for immediate feedback on the effectiveness of reteaching and close monitoring of student progress.

Additionally, these formative assessments are occasionally supplemented by longer end-of-module summative assessments and interim assessments for grades K-8. These summative and interim assessments evaluate mastery and application of cumulative content covered across units.

It is important to note that we transitioned to computer-based testing in grades 5-7 this year, so our assessments and test-prep materials were digitized in an effort to build student habits and skills for engaging in mathematics and problem solving in our ever-evolving digital world.

Professional development in 2023-2024 for K-8 Math focused primarily on supporting teachers with our regional priorities, specifically:

- How to proactively target unfinished learning gaps through pre-teach
- Strategies to regularly use data to ensure instruction is responsive to student needs by incorporating small group instruction in core block as well as during designated intervention time in our school schedules
- 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

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.

2023-24 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	110	0	5	6	0	0	1	0	116
4	107	0	9	6	0	0	0	0	116
5	88	2	4	3	0	0	0	0	94
6	87	3	8	7	0	0	1	0	99
7	84	1	12	10	0	0	0	0	97
8	0	0	0	0	0	0	0	94	94
All	476	6	38	32	0	0	2	94	616

Performance on 2023-24 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	110	80	73	73	58	79
4	107	68	64	71	52	73
5	88	40	45	52	29	56
6	87	51	59	9	3	33
7	84	55	65	55	40	73
8	0	0	0	0	0	0
All	476	294	62	260	182	70

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	PI
476	12.82	25.42	42.86	18.91	158.40

RESULTS AND EVALUATION

KIPP Bronx II Charter School's Performance Index (PI) is 158.40, well above the state's 2023-24 mathematics Measure of Interim Progress (MIP) of 115.3 for all students.

Math Measure 3 - Comparative

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

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.

2023-24 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79	73	N/A	N/A
4	73	71	N/A	N/A
5	56	52	N/A	N/A
6	33	9	N/A	N/A
7	73	55	N/A	N/A
8	0	0	N/A	N/A
All	70	260	N/A	N/A

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.

METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.[6]

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	87.7	461.0	441.8	1.51
7	88.8	466.0	444.3	1.69
8	N/A	N/A	N/A	N/A
All	88.3	463.7	443.2	1.61

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[7]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	77.5	50.0
7	68.8	50.0
8	N/A	50.0
All	72.6	50.0

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 critical content learned between formatives, and including 1-2 reassessment questions to measure reteach effectiveness and student growth
- 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 and rigor 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

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

School	3	4	5	6	7	8
% of Students At or Above Grade Level on iReady EOY + 1 Level Below						
KIPP BX II	45% + 44%	48% + 37%	55% + 29%	42% + 26%	54% + 20%	39% + 28%
KNYC	**59% + 35%**	**60% + 29%**	**60% + 27%**	**57% + 24%**	**51% + 27%**	**42% + 24%**

School	3	4	5	6	7	8
% of Students Making 100%+ of their iReady EOY Growth Goal						
KIPP BX II	69%	51%	69%	83%	83%	43%
KNYC	**69%**	**55%**	**72%**	**73%**	**63%**	**51%**

SUMMARY OF THE MATHEMATICS GOAL

Our 23-24 moonshot math goals include:

- 100% of students meet typical growth goals on i-Ready
- 100% of students are proficient (3+) on NYS Exam
- 90% of 8th grade students sit for the Algebra I Regents Exam
- 90% of 8th grade students who take the Algebra I Regents Exam score 80%+

Our Math growth metrics for ES and MS, according to i-Ready data include:

- 100% of students, regardless of starting point, meet typical growth goal as determined by i-Ready by end of year
- 40% of students starting the year "on or above grade level" meet their stretch goal by end of year
- 50% of students starting the year "below grade level" meet their stretch goal by end of year

Given our strong outcomes from the 2022-23 school year, we created ambitious achievement goals for our performance on the 2024 NYS Math Exam in grades 3-7, as well as the June 2024 Algebra I Regents Exam. In summary, our goals by grade level and performance bands were as follows:

- 3rd Grade: 1% Level 1s, 22% Level 4s, and 72% Proficient (3+4).
- 4th Grade: 4% Level 1s, 28% Level 4s, and 79% Proficient (3+4).
- 5th Grade: 6% Level 1s, 27% Level 4s, and 74% Proficient (3+4).
- 6th Grade: 6% Level 1s, 26% Level 4s, and 73% Proficient (3+4).
- 7th Grade: 6% Level 1s, 40% Level 4s, and 76% Proficient (3+4).
- KNYC Grades 3-7 Overall: 5% Level 1s, 29% Level 4s, and 75% Proficient (3+4).

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
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.	Yes

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.	N/A
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.	Yes
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Comparison to 2023-2024 NYS Exam Proficiency: All grades and cohorts showed a very similar performance to last year on 2023 - 2024 NYS test performance; for ES grades (3-4) the overall change was a 1% increase driven primarily by the 3% growth in grade 4. In MS for grades 6th and 7th, proficiency increased by 3% and 5% respectively; our grade 5 cohort experienced a 1% decrease year over year.

Comparison to 2023-2024 Proficiency Goals: All grades with the exception of 3rd grade fell a bit short of the internal network proficiency goal. In 3rd grade, the goal of 74% students was met. Across several campuses we saw certain grade levels that were able to exceed the grade level proficiency goal; AMP 7th, STAR 3rd, Wash Heights 4th, BEYOND 6th & 7th, INQ 3rd and FREE 6th.

ADDITIONAL CONTEXT AND EVIDENCE

This year, none of our 8th graders took the 8th grade state Math test. All schools, with the exception of KIPP Freedom Middle School, enrolled 100% of their students in the 8th grade Algebra Regents course. Consequently, we concentrated on preparing students for the Algebra I Regents exam in June and did not cover the 8th grade Geometry standards, leading to incomplete preparation for the state test. For the 25% of KIPP Freedom Middle School 8th graders not enrolled in Algebra, we administered an internal end-of-year high school placement exam to ensure proper course placement for the following year, as state test results are received too late for this purpose. Additionally, five students at KIPP AMP Middle School who completed the Algebra Regents exam in 7th grade took an 8th grade Geometry Regents course and sat for the exam in June. At other schools, any deviation from 100% Algebra Regents participation was due solely to student absences on the exam day. These details underscore the notable increase in our Algebra participation rate over the past school year.

MATHEMATICS ACTION PLAN

Tier 1: To ensure effective implementation of Eureka Math Squared (EM2) with fidelity in SY 24-25, it is essential to focus on several key practices:

- **Preparation and Utilization of Materials**
  Teachers must diligently prepare necessary materials, such as manipulatives, and effectively use the PowerPoint presentations via the digital platform. This approach will guarantee that students have access to Comprehensive Productive Verbal Activities (CPVA) and develop a deep conceptual understanding of mathematical concepts.
- **Daily Practice and Automaticity**
  Implementing daily practice routines and Sprints is crucial for reinforcing automaticity in math skills. Consistent practice will help students build fluency and confidence in their mathematical abilities.
- **Assessment Administration**
  Teachers should administer all required formative and summative assessments to monitor student progress and adjust instruction accordingly. This includes conducting EQUIP pre-module assessments to identify and address any prerequisite gaps or skills before and within each module.
- **Addressing Prerequisite Skills**
  It is important to close prerequisite gaps and strengthen foundational skills before diving into new modules. This ensures that students are well-prepared to engage with new content and achieve their learning goals. We will use EM2 EQUIP as the main avenue for this.

By adhering to these practices, schools will support a rigorous and effective math instruction program that fosters student growth and achievement throughout the school year.

For SY 24-25, **Tier 2** interventions will focus on refining instructional practices to address specific student needs and enhance learning outcomes. The key areas of focus include:

- **Focused Skill Development**
  Emphasize instruction on specific skills that students need to progress, such as number sense or fractions. Tier 2 interventions will target foundational skills that students may have gaps in, ensuring they master these skills to make meaningful progress and build a solid mathematical foundation.
- **EQUIP Pre-Module Assessment**
  Utilize EQUIP pre-module assessments to identify and address specific gaps in students' understanding before introducing new content. These assessments help pinpoint areas where students may need additional support to ensure they are prepared for the upcoming material.
- **i-Ready Math Individualized MyPath**
  Leverage the i-Ready Math individualized path to provide students with personalized learning experiences tailored to their unique needs. This tool will help students target and master specific skills at their own pace, reinforcing their understanding and improving their overall performance.
- **Instructional Fluency Routines**
  Build additional time into the schedule for instructional fluency routines. These routines are

crucial for developing students' automaticity and confidence in their math skills, ensuring that they can apply concepts fluently and effectively.

- **Data-Driven Targeted Instruction**
  Ensure that students receive data-driven, targeted small group instruction and differentiation based on their specific needs. This approach involves tailoring instruction to address individual learning gaps and providing the necessary support to help students succeed.

By concentrating on these areas, schools will provide targeted support that addresses individual student needs, helping them meet their goal of making one year's growth in one year's time. Additionally, these interventions will support at least 50% of students who start the year at three or more levels below grade level in math to meet their stretch goals, putting them back on track to grade-level proficiency.

Tier 3 Overview and Focus Area: Intensive Math Intervention

Tier 3 math intervention programs are specialized, intensive supports designed for students who struggle significantly with mathematical understanding. These interventions provide targeted, individualized support to address profound learning gaps and support students in achieving proficiency.

Key Focus Areas for Tier 3 Math Intervention:

- **Individualized Instruction**
  Provide highly personalized instruction tailored to each student's specific needs. This may involve one-on-one feedback or very small group settings to focus intensively on individual learning gaps.
- **Diagnostic Assessments**
  Use comprehensive diagnostic assessments to pinpoint precise areas of difficulty. These assessments help determine the root causes of mathematical struggles, such as gaps in foundational skills or misunderstandings of key concepts.
- **Skill Reinforcement**
  Focus on reinforcing fundamental math skills that are crucial for students' overall understanding. This may include targeted practice in number sense, basic operations, or specific problem-solving strategies.
- **Concrete and Visual Supports**
  Utilize concrete materials and visual aids to help students grasp abstract concepts. Tools such as manipulatives, visual models, and interactive activities can make math more accessible and understandable.
- **Targeted Interventions for Gaps**
  Address specific gaps identified through assessments, such as difficulties with fractions, decimals, or algebraic concepts. Implement interventions designed to close these gaps and build a strong foundation for future learning.
- **Math Resources**
  - Common Core Math Standards Coherence Map: Use this resource to understand how different math standards are connected and to identify gaps in students' understanding.

  - EQUIP Pre-Module Assessments: Utilize these assessments to evaluate prerequisite skills and follow the recommended supporting lessons to address identified gaps.
  - i-Ready Math Recommended Lessons: Leverage these lessons to provide targeted, individualized practice that aligns with students' current levels of understanding.
  - Specific Fluency Practice: Incorporate fluency practices tailored to meet students where they are, ensuring that they receive practice that is appropriate to their skill level.
- **Progress Monitoring**
  Regularly monitor student progress with formative assessments and adjust instruction as needed. Frequent check-ins ensure that interventions are effective and allow for timely adjustments to meet evolving needs.
- **Intensive Skill Practice**
  Incorporate intensive, focused practice sessions that emphasize repetitive learning and mastery of critical skills. This practice helps students build confidence and proficiency through consistent reinforcement.
- **Collaborative Support**
  Engage with special education professionals, reading specialists, and other support staff to provide a comprehensive approach to addressing students' needs. Collaborative efforts ensure that all aspects of students' learning difficulties are addressed.

By concentrating on these focus areas and utilizing the specified resources, Tier 3 interventions will provide the intensive, individualized support necessary to help students overcome significant learning barriers and progress towards mathematical proficiency.

GOAL 3: SCIENCE

The science goals are:

- 100% of teachers will attend and participate in Unit Launch sessions
- 100% of teachers will have at least one Science showcase/fair that include families and staff
- 100% of EOU assessments will be entered into DnA
- 80% of K-4 students will pass the EOU assessments
- 70% of 5-8 students will pass the EOU assessments
- 75% of K-8 students will pass the PB Focus Tasks
- 100% of schools will have a Robotics team consisting of 50% female identifying students

Our priority will be for fidelity, especially in the middle school, space around data and assessment.

BACKGROUND

Elementary Science

- Continued implementation of the Amplify science curriculum in all 8 Elementary schools.
- Reached 100% adoption of Computational Thinking units at all 8 elementary schools.

- At least 50% of schools will be doing science five days a week.
- 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 will continue to be a focus for the 2023-2024 school year by using the Amplify Data Base & illuminate for progress monitoring.
    - 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 2023-2024 school year by using the Amplify Data Base & Illuminate to track student data
    - 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 school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	50	22	44
8	79	33	42
All	129	55	43

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.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	50	22	44	N/A	N/A	N/A
8	79	33	42	N/A	N/A	N/A
All	129	55	43	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Elementary School Science

All KIPP NYC elementary schools continue to implement the Amplify science curriculum. In addition, all KIPP NYC elementary schools will implement Computational Thinking units that build off the phenomena introduced to students in the Amplify curriculum. Starting this year, all KIPP NYC elementary schools will have a Robotics Team. Each Robotics Team will participate in a Robotics Showcase Expo. The purpose of

the Computational Thinking units and the Robotics Teams is to provide more opportunities for our students to develop their engineering and programming skills.

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

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
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 School Science

- There was no 4th grade state test during the 2023-2024 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

KIPP NYC remains committed to maintaining and improving academic performance in science despite facing challenges in staffing and leadership consistency. For the 2023-2024 academic year, we continue our focus on providing high-quality instruction through the implementation of the Amplify science curriculum, which aligns with the Next Generation Science Standards (NGSS). Recognizing the influx of new teachers and the inconsistencies in hiring and school leadership, we are placing a stronger emphasis on creating cohesion and standardization across all our schools, both horizontally and vertically.

To address these challenges and strengthen our science program, we are implementing several key initiatives:

- **Enhanced Professional Development**
  These will focus on effective curriculum implementation, with special attention given to supporting new teachers and ensuring consistency across schools with varying levels of leadership stability.
- **Strengthened Alignment**
  We are intensifying efforts to create stronger horizontal and vertical alignment across our schools. This includes developing standardized practices for curriculum implementation, assessment, and data collection to ensure consistency despite variations in staffing and leadership.
- **Cohesive Systems Development**
  We will continue to strengthen existing systems and develop new ones to create greater cohesion amongst our schools. This includes implementing a regional scope and sequence to support teachers and schools in providing consistent formative and summative data checkpoints. These systems will allow for robust progress monitoring, teacher observations, and instructional coaching, ensuring quality instruction even in schools facing staffing or leadership challenges.
- **Data-Driven Interventions**
  Using the data collected through our improved systems, we will identify students struggling in science and provide targeted interventions. These may include after-school tutoring, reteach sessions, or small group instruction, tailored to address the specific needs arising from inconsistent instruction or leadership.
- **Supportive Learning Environment**
  We remain committed to creating an inclusive environment where all students feel they belong and can succeed in science. This includes fostering collaborative work, encouraging risk-taking, and celebrating successes, which is particularly important in schools experiencing staff turnover or leadership changes.
- **Norming and Cohesion Efforts**
  To address the variations caused by inconsistent hiring and leadership, we are implementing norming sessions across schools. These sessions will help establish common standards,

expectations, and best practices, ensuring a more uniform approach to science education across all KIPP NYC schools.

- **Leadership Support**
  For schools experiencing leadership inconsistencies, we are providing additional support from regional science leaders. This includes more frequent check-ins, targeted coaching, and resources to ensure these schools maintain high standards of science instruction.
- **Teacher Retention and Support**
  To combat inconsistent hiring, we are developing strategies to improve teacher retention. This includes mentorship programs, professional growth opportunities, and creating supportive professional communities within and across schools.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A

ACTION PLAN

KIPP NYC is working to implement more consistent data collection, reporting and response to data in the coming year. We will do this by:

- Teaching the 2024-2025 Scope and Sequence with fidelity, collectively using Amplify as our Tier 1 instruction
- Continue to assess each critical juncture and end of unit with reporting on the data and a collective response to gaps that the data reveals.
- Improve assessments to be more predictive of state test results, by including sample test language and application of the content in a diverse way in order to test the deeper understanding of the material.
- Add in IA exams for 3rd and 4th grade and revamp the 6th and 7th grade IA's to be more state-test aligned
- Train teachers to use their data to adjust instruction through both exit tickets, re-teaches and other formatives. And using summative assessments to plan performance training in January.
- Deans will engage in student work protocols to turn key at their schools in order to align the eye on student output.
- Schools will strategically respond to the data through adjustments to instruction
- Implement and prepare students for the upcoming 5th and 8th grade state tests through the use of the NY State Hands on Investigations, spiraled review of material and teaching of the current content with fidelity
- Continue expansion of Computational Thinking, Computer Science, and Data Science programming

- Continue ongoing robotics programming, and expand the number of teams at each school at both Elementary and Middle School Campuses

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

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