



**KIPP Infinity Charter School**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By Brian Choi

625 W 133rd Street, New York, NY 10027

718-943-3710

## 2023-24 ACCOUNTABILITY 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

**Glenn Davis has served as the principal since 2017.**

**Maylien Herm has served as the principal since 2019.**

## 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	104	89	109	91	102	99	94	92	90	297	290	174	217	1848
2022-23	101	107	87	109	90	99	98	94	90	236	296	185	211	1813
2023-24	77	100	110	88	113	99	100	100	98	245	253	269	215	1867

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	309	6	303
2022-23	2019-20	2019	225	5	220
2023-24	2020-21	2020	240	6	246

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	238	0	238
2022-23	2019-20	2019	225	5	230
2023-24	2020-21	2020	233	4	237

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	233	4	237
2022-23	2018-19	2018	232	6	238
2023-24	2019-20	2019	218	3	221

### PROMOTION POLICY

Students at KIPP NYC College Prep can graduate with a Regents or Advanced Regents Diploma. Our school places emphasis on completing the required coursework and tests to earn an Advanced Regents Diploma, based on the belief that students meeting this higher standard will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation. In order to graduate with a Regents or Advanced Regents Diploma, students must complete 22 credits (1 credit = 1 year) in the following courses:

Courses & Number of Credits

English & Language Arts 4

Mathematics 3

Science 3

Social Studies 4

Language other than English 1 (3 for Adv. Regents)

Visual & Performing Arts 1

Physical Education 2

Health 0.5

Electives of Choice 3.5 (1.5 for Adv. Regents)

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

KIPP NYC College Prep sets our special College Prep Diploma graduation requirements to exceed the New York State requirements (22 credits and a 65 passing for both courses and Regents Exams) based on the belief that students meeting our higher standards will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation.

### GOAL 1: HIGH SCHOOL GRADUATION

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

#### **Graduation Goal Measure 1 - Leading Indicator**

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	188	85%
2023	200	91%

#### Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	244	95%
2021	2022-23	248	87.5%
2022	2023-24	188	89%

#### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

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

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	303	282	93%
2019	2022-23	220	189	86%
2020	2023-24	237	210	89%

<sup>1</sup> These data reflect August graduation rates.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	237	228	96%
2018	2022-23	305	289	95%
2019	2023-24	221	213	96%

#### Graduation Goal Measure 5 - Comparative Measure

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

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	303	282	93%	District 5: 743 District 6: 1266 District 17: 1711	District 5: 81 District 6: 86 District 17: 84
2019	2022-23	220	189	86%	District 5: 798 District 6: 1152 District 17: 1739	District 5: 81 District 6: 87 District 17: 85
2020	2023-24	237	210	89%	District 5: N/A District 6: N/A District 17: N/A	District 5: N/A District 6: N/A District 17: N/A

#### Graduation Goal Measure 6 - Absolute Measure

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

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
English	232	226	96%
Algebra	232	230	97%
Biology	232	227	96%
Overall	232	230	97%

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	304	98%
2019	2022-23	220	99%
2020	2023-24	232	97%

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes 96%
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Yes 97%

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

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Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes 89%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Yes 96%
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Yes 89% > 86%
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Yes 97%

### EVALUATION OF THE GRADUATION GOAL

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

### ADDITIONAL CONTEXT AND EVIDENCE

We are proud of how consistent we have been in meeting our regents goals each year. In addition to the regents exams required by the state, we have students go on to take geometry, algebra 2, chemistry and physics. We also have a large number of students take the SPANISH city-wide exam. The additional exams offered at KIPP NYC College Prep have pushed our Pathway Exam percentage to exceed 95%.

### ACTION PLAN

Lower attendance trends have impacted our graduation rates. We now have a Senior Academic Advisor, who is on the Leadership Team. The Senior Academic Advisor is tracking and attending grade level meetings and has a Leadership attendance meeting every week to debrief attendance trends in each grade level and to put action steps in place for each grade level. The entire attendance policy has been updated to allow for earlier interventions when students are missing school. As a school, we're focused on reducing chronic absenteeism by at least 10%. When students are in school, they are much more likely to graduate on time.

## GOAL 2: COLLEGE PREPARATION

### COLLEGE PREPARATORY COURSEWORK

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

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

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

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

Dual Enrollment Courses: We work with several partner institutions to offer Dual Enrollment classes across a variety of subjects. We are currently working with SUNY Albany, SUNY Broome, Syracuse University, Howard University, University of Pennsylvania, SUNY Westchester Community College, and Arizona State University. The Class of 2024 has had the opportunity to take 12 Dual Enrollment courses starting their freshman year in College Psychology, College Writing, Computer Science, Earth Science, Film Analysis, Hispanic Literature, Honors Precalculus, Latin American History and Culture, Precalculus, SUPA Biology, SUPA Personal Finance and Universal Justice.

Pre-College and College Now Coursework: Over 10% of the Class of 2024 has participated in pre-college programs on college campuses or virtually. In partnership with CUNY, a select number of students have enrolled in college-credit courses through CUNY College Now. Additionally, many students engaged in college-level coursework at top tier universities across the country this summer, and through this exposure, many plan to apply for undergraduate admission.

#### **College Preparation Goal Measure 1 - Absolute**

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

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

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- A different school-created indicator approved by the Institute.

### Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Scored a 3+ on an AP Exam	210	70	33%
Completed a College Level Course	210	189	90%
Graduated with an Advanced Diploma	210	32	15%
Overall	210	192	91%

### College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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### College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2018	2021-22	287	256	89.20%
2019	2022-23	269	233	86.62%
2020	2023-24	210	183	87.14%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	91%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A

<sup>5</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A
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### EVALUATION OF THE COLLEGE PREPARATION GOAL

Our college matriculation rate into both two- and four-year programs continues to exceed our goal of 75%. The Class of 2024 exceeded this goal by 12.14%. The majority of our graduates do plan to pursue college immediately after high school. 74% of our college-bound graduates are enrolling in Bachelor's programs this Fall. These plans are confirmed by our senior college and workforce development counselors in the one-on-one commitment meetings we host with each of our families in the Spring, and then through our ongoing support of their transition work through the summer. Our KIPP Forward Success Team will confirm Fall enrollments through the National Student Clearinghouse in October.

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

### ADDITIONAL CONTEXT AND EVIDENCE/ACTION PLAN

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

## GOAL 3: ENGLISH LANGUAGE ARTS

### **Elementary 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.

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### 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 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	79	0	9	7	0	0	0	88
4	90	0	21	12	0	0	1	112
5	93	5	0	4	0	0	0	98
6	99	1	0	1	0	0	0	100
7	99	1	0	1	0	0	0	100
8	94	0	0	0	0	0	0	94
All	554	7	30	25	0	0	1	592

Performance on 2023-24 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	79	57	72	73	55	75
4	90	55	61	80	51	64
5	93	48	52	84	42	50
6	99	42	42	93	40	43
7	99	62	63	91	57	63
8	94	64	68	88	61	69
All	554	328	59	509	306	60

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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### 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 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.<sup>7</sup>

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	PI
554	13.54	27.26	39.17	20.04	155.69

### 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.<sup>8</sup>

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<sup>7</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

<sup>8</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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## 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 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75	73	N/A	N/A
4	64	80	N/A	N/A
5	50	84	N/A	N/A
6	43	93	N/A	N/A
7	63	91	N/A	N/A
8	69	88	N/A	N/A
All	60	509	N/A	N/A

### 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.

### 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.<sup>9</sup>

<sup>9</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## 2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.1	456.0	438.9	1.69
4	87.8	457.0	442.0	1.46
5	92.0	449.0	439.7	0.98
6	96.9	449.0	438.0	1.26
7	91.5	455.0	442.5	1.44
8	93.3	457.0	446.2	1.17
All	91.6	453.8	441.1	1.34

### 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.<sup>10</sup>

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.

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<sup>10</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Mean Growth Percentile	
	School	Target
4	47.1	50.0
5	45.7	50.0
6	47.5	50.0
7	63.8	50.0
8	52.3	50.0
All	51.3	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 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

KIPP INF Percent Meeting DIBELS Goals			
Grade	BOY	MOY	EOY
K	31%	69%	85%
1	53%	69%	91%
2	60%	72%	80%
3	61%	77%	74%
4	49%	66%	80%
Overall	51%	71%	82%

School	3	4	5	6	7	8
<b>% of Students At or Above Grade Level on iReady EOY + 1 Level Below</b>						
KIPP INF	74% + 23%	43% + 38%	38% + 39%	39% + 39%	42% + 24%	39% + 25%
KNYC	63% + 24%	47% + 38%	41% + 29%	39% + 30%	46% + 20%	43% + 20%

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

School	3	4	5	6	7	8
<b>% of Students Making 100%+ of their iReady EOY Growth Goal</b>						
KIPP INF	66%	55%	64%	66%	57%	56%
<b>KNYC</b>	<b>66%</b>	<b>60%</b>	<b>58%</b>	<b>64%</b>	<b>65%</b>	<b>54%</b>

### 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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>11</sup>

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<sup>11</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>12</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	233	37	173	74%
2019	2022-23	220	188	22	69%
2020	2023-24	232	11	171	77%

#### High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

#### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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<sup>12</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	229	14	214	99%
2019	2022-23	233	37	196	100%
2020	2023-24	232	11	215	97%

#### High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### High School ELA Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### High School ELA Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

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

Percent Achieving at Least Performance Level 4 on Common Core exam among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	69	16	25	43%
2019	2022-23	80	2	66	14%
2020	2023-24	N/A	N/A	N/A	N/A

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	69	16	51	97%
2019	2022-23	79	67	9	75%
2020	2023-24	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Last year during the 23-24 academic year the English Language Arts team met both of their goals around level 4 and level 3 performance on the English regents exam. The percentage of students who earned a Level 4 (75%+) was 77%, and increase of 8% from the previous year. A level 4 benchmark is a 75+ score because that is a college ready benchmark. We were able to achieve this through coursework along with waivers and exemptions in specific cases that were needed. For our second benchmark goal we surpassed the goal of 80% of students achieving a level 3 benchmark of a 65+ through coursework along with waivers and exemptions. Overall, our passage rate for students achieving a 65+ was 97%

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	77%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	97%
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

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

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

### ADDITIONAL CONTEXT AND EVIDENCE

Some concerns we have regarding the data was the number of students who received waivers during this time period in order to pass the regents. We must take into consideration that the administration of

the exam for this cohort and year happened after COVID and during a time in which learning loss and closing learning gaps was of paramount importance. As we move into this new academic year, we will ensure that less waivers are utilized for students.

### **ACTION PLAN**

As we move into the next academic year, the ELA department is working on increasing enrollment in honors and elevated AP course enrollment. We utilized middle school data to specifically and intentionally place 9th grade students into ELA courses. We offered a summer institute for incoming high school students to come and get more at-bats with the ELA curriculum. In terms of professional development, our goal is around building strong professional learning communities that look at student work and data consistently to improve upon ELA regents scores.

## **GOAL 4: MATHEMATICS**

### **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.

## METHOD

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 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	80	0	8	7	0	0	0	0	88
4	91	0	20	9	0	0	1	0	112
5	91	7	0	5	0	0	0	0	98
6	98	2	0	1	0	0	0	0	100
7	95	5	0	6	0	0	0	0	100
8	0	0	0	0	0	0	0	94	94
All	455	14	28	28	0	0	1	94	592

### 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	80	68	85	74	65	88
4	91	66	73	79	57	72
5	91	70	77	82	64	78
6	98	78	80	92	74	80
7	95	69	73	87	66	76
8	0	0	0	0	0	0
All	455	351	77	414	326	79

#### 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

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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
455	5.05	17.80	49.89	27.25	185.71

### 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 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	88	74	N/A	N/A
4	72	79	N/A	N/A
5	78	82	N/A	N/A
6	80	92	N/A	N/A
7	76	87	N/A	N/A
8	0	0	N/A	N/A
All	79	414	N/A	N/A

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### 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.

#### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.1	465.0	444.6	1.46
4	87.8	463.0	443.8	1.37
5	92.0	469.0	440.1	2.29
6	96.9	465.0	439.0	2.06
7	91.5	473.0	443.5	2.48
8	N/A	N/A	N/A	N/A
All	91.3	467.0	442.2	1.93

### 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.<sup>13</sup>

<sup>13</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### 2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	38.9	50.0
5	54.7	50.0
6	56.0	50.0
7	68.1	50.0
8	N/A	50.0
All	54.7	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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

School	3	4	5	6	7	8
<b>% of Students At or Above Grade Level on iReady EOY + 1 Level Below</b>						
KIPP INF	78% + 19%	42% + 44%	80% + 19%	66% + 23%	47% + 32%	41% + 27%
KNYC	59% + 35%	60% + 29%	60% + 27%	57% + 24%	51% + 27%	42% + 24%

School	3	4	5	6	7	8
<b>% of Students Making 100%+ of their iReady EOY Growth Goal</b>						
KIPP INF	80%	36%	99%	54%	52%	38%
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).

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
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.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in

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mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	233	20	213	91%
2019	2022-23	220	105	113	98%
2020	2023-24	232	207	12	48%

### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	233	20	210	90%
2019	2022-23	220	105	112	98%
2020	2023-24	232	207	124	99%

### High School Math Measure 3 - Absolute

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

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## METHOD

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

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Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	59	9	8	16%
2019	2022-23	48	41	0	0%
2020	2023-24	N/A	N/A	N/A	N/A

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	59	9	48	96%
2019	2022-23	48	41	4	57%
2020	2023-24	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We met our level 3 goals in math for each of the cohorts shared above, with 99% of our Accountability Cohort meeting this goal. We did not meet our level 4 goals in math for the 2020 cohort.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	48%

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Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	99%
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

We met our level 3 goals in math for each of the cohorts shared above, with 99% of our Accountability Cohort meeting this goal. We did not meet our level 4 goals in math for the 2020 cohort.

### ADDITIONAL CONTEXT AND EVIDENCE

Our Accountability Cohort had remote instruction during their 9th grade year. As a result, they were exempt from taking the Algebra 1 Common Core Regents, provided they passed their Algebra course. As a result, only students who did not pass Algebra their 9th grade year are included in the group of students who have a valid score. As a result, although our achievement rates at a Level 3 remain high, we were not successful in reaching our Level 4 goals.

### ACTION PLAN

We have instituted three main changes this year to increase the number of students performing at a Level 4 on Common Core Regents. First, we have added an additional 2-3 periods of math each week for students in Algebra 1. These blocks will allow for additional practice time for students to practice specific skills that they have yet to master and additional re-teach opportunities for topics that a majority of students have yet to master. Secondly, we have added an additional ICT pairing, so we can offer more sections of classes with a co-teaching model. This allows us to better differentiate instruction for our students. In order to support our ICT teachers, we are increasing the PD offerings we are providing for ICT teachers. Finally, we are requiring teachers who have emerging English language learners in their classes to attend PD specifically aimed at supporting students who are ELL.

Additionally, we are continuing the following in 2024-25:

New resources to support teachers with lesson internalization and looking at student work that build off of the PLC developmental plans that were designed in the summer of 2024 and launched before the start of the school year. We have a team of instructional coaches who are supporting with lesson internalization/deliberate practice sessions which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.

### GOAL 5: 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 5<sup>th</sup> and 8<sup>th</sup> 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 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	82	33	40
8	84	36	43
All	166	69	42

### 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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	82	33	40	N/A	N/A	N/A
8	84	36	43	N/A	N/A	N/A
All	166	69	42	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**

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- 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,

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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 8<sup>th</sup> 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.

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- 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

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	233	9	224	96%
2019	2022-23	220	212	6	75%
2020	2023-24	232	189	38	88%

#### High School Science Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Below you will see that we were able to meet our Absolute goal of 75 percent in the high school Accountability Cohort scoring at least 65 on a New York State Regents science exam.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	88%
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Yes

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

We met our Absolute and Comparative goals for Science for the Accountability Cohort.

### ADDITIONAL CONTEXT AND EVIDENCE

The majority of the 2020 cohort were exempt from sitting for Regents exams during their 9th grade year, as that year was a remote instruction year.

### ACTION PLAN

For the 24-25 school year, we have re-instituted an Earth Science course. This course will serve as a rigorous Science course for 11th and 12th grade students who took 2+ years to pass Living Environment. Additionally, we have increased the number of ICT sections we are offering for both 9th and 10th grade Living Environment students and we will continue to offer 15:1 Living Environment classes for 9th graders. Furthermore, 9th grade Living Environment classes are offering three totally new labs this year to prepare for the updated Regents Exams. Finally, all Living Environment courses - both those for 9th graders and those for older students are focusing on vocabulary acquisition this year.

Additionally, we are continuing the following in 2024-25:

New resources to support teachers with lesson internalization and looking at student work that build off of the PLC developmental plans that were designed in the summer of 2024 and launched before the start of the school year. We have a team of instructional coaches who are supporting with lesson internalization/deliberate practice sessions which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.

### GOAL 6: SOCIAL STUDIES

Our goal as a social studies department is for students to leave KIPP equipped with critical thinking, reading and writing skills to navigate our complex world. To do this, we offer robust courses from supportive settings such as ICT to Advanced Placement and Dual Enrollment. Our goals are for 75% of each cohort to take and pass an AP course and for 100% of our students to take and pass both the

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Global and United States regents. The social studies department is continuing to work on alignment across grade levels to ensure students are academically challenged as they progress through high school.

### BACKGROUND

This year we expanded our curriculum efforts to be more aligned to the AP examinations. Our hope is to elevate our courses to make them accessible to all learners while maintaining the integrity and the rigor of the course, to strive for greater academic achievement we have expanded our access to rigorous courses starting in the 9th grade. This year we are offering pre-AP world history to all 9th graders. Our hope is to expand enrollment in our AP World History course where we have seen tremendous results from students. We hope to encourage students to take more rigorous courses. We fundamentally believe the skills acquired in pre-AP and AP classes are the key to being true historical thinkers and passing the NY state regents exams.

### Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	233	231	0	N/A
2019	2022-23	220	216	1	25%
2020	2023-24	232	21	206	98%

### Social Studies Measure 2 - Comparative

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

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	233	231	0	N/A
2019	2022-23	220	216	3	25%
2020	2023-24	232	30	190	94%

### Social Studies Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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### SUMMARY OF THE SOCIAL STUDIES GOAL

We met all of our goals for Social Studies. We are very proud of this fact.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	98%
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	94%
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

Based on the data, we have a high passage rate for the US regents with 98% passage rate and for the Global Regents 94% passage rate. These are very high passage rates that we've achieved because our teachers know what it takes to pass and ensure that students are assessed in this manner throughout the school year. Moving forward, we will continue to strive for 100% as we build out a more rigorous lower level curriculum.

### ADDITIONAL CONTEXT AND EVIDENCE

One thing to note regarding the data, is that some students in this cohort received waivers as a passing score for the regents. This cohort was impacted by COVID-19 and thus this was a safety net put in place by the state to help support learners with knowledge and or skill gaps who took the exam multiple times and did not pass.

### ACTION PLAN

The students in the 2020 cohort that did not pass or are not on track to pass are currently enrolled in a credit recovery or regents prep class and will retest in January. Teachers are planning together daily to ensure that their lessons are aligned and that data is used to best support their students. We will

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continue being intentional about the team planning time so our history team can continue building in time each week to lesson plan, dive into student data, engage in lesson internalization, and share relevant data that can be used to provide more specific support to their individual students. Tutoring is offered daily. Students will be taking a mock exam this Fall and all students that did not pass in June or August will retest in January.

To strive for greater academic achievement we have expanded our access to rigorous courses starting in the 9th grade. This year we are offering pre-AP world history to all 9th graders. Our hope is to expand enrollment in our AP World History course where we have seen tremendous results from students. We hope to encourage students to take more rigorous courses. We fundamentally believe the skills acquired in pre-AP and AP classes are the key to being true historical thinkers and passing the NY state regents exams.

### GOAL 7: ESSA

#### ESSA Measure 1

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

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

#### Accountability Status by Year

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

#### ADDITIONAL CONTEXT AND EVIDENCE

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