



KIPP Bronx III Charter School

2020-21 ACCOUNTABILITY PLAN

PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Janessa C. Hernaez, Associate Director of Student Reporting and Compliance and Shawnae Montagueo, Associate Director of Compliance prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

	Board Position	
Trustee's Name	Office	Committee
Rafael Mayer	Chair	Finance & Audit Finance Committee
Richard Taft	Treasurer	Finance & Audit Finance Committee
Gwendolyn Brunson	Trustee/Member	n/a
Erica Dewan	Trustee/Member	n/a
Adaobi Kanu	Trustee/Member	Finance & Audit Finance Committee

Kate Baughman has served as the school leader since 2019.

SCHOOL OVERVIEW

Mission. As part of the national KIPP network of schools, our mission has always been to graduate students with the strength of character and academic abilities needed to succeed in life – and in so doing, to prove that urban schools can deliver an excellent educational experience. KIPP NYC schools follow the KIPP approach to school design, which focuses on (i) high expectations, (ii) character development, (iii) teacher and school leader development, and (iv) supporting students on the journey to and through college.

Strategic vision. In New York City, the KIPP network consists of 15 schools educating children in grades K-12 (7 elementary, 7 middle and our college preparatory high school). Together with KIPP Through College, our alumni support program, we impact the lives of over 6,000 children each year. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

Desired impact. In the United States today only 10% of students from low-income families ultimately earn a college degree (B.A.). These students are from the communities where KIPP NYC schools are located and where current and potential KIPP students reside. A diploma affords young people the ability to compete in the global economy and achieve self-sufficiency. Yet how do they get a degree if less than a quarter of them are not college ready? We are deeply committed to addressing this problem and reversing these dismal statistics. Starting in Kindergarten, we make a 19-year promise of support to each and every child all the way through college and career.

We focus on results – academic gains, character development, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years) from a current rate of 47% to 75% — our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:

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

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2017-18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	86	90	N/A	N/A	N/A	N/A	N/A	N/A	176
2020-21	N/A	N/A	N/A	N/A	N/A	75	88	87	N/A	N/A	N/A	N/A	N/A	250

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Without a state test in spring of 2020, and with uncertainty about whether or not there would be a state test in spring 2021, we started the school year without a goal oriented around the state test. Instead, our interest was in assessing where our students were at (given the previous spring of fully remote instruction), and then ensuring we were adjusting our approaches to meet kids' needs so that we would see consistent growth and progress across the year. We created a new diagnostic assessment that was administered at the end of "Unit 0", a new unit designed intentionally to support students in their foundational comprehension at the beginning of the year. Based on the results of this diagnostic, we identified "essential" lessons – ones most critical to addressing student learning needs – and increased our reliance on discourse as an instructional tool. When we administered the Unit 1 assessment (CPA), we saw improvement from the diagnostic, and used the data again to make small adjustments to our instructional approach. We continued to see growth in every subsequent CPA.

We also needed a new assessment from which we could set goals in the future, so as not to rely solely on the state test. This was the impetus behind the creation of our grades 3-8 ELA End of Year Assessment Working Group, which ultimately created and piloted new authentic literacy assessments at the end of the school year. We're using the data from these assessments to start the next school year capitalizing on our students' strengths and meeting our students' needs, and we'll be doing quantitative analyses of the data to inform goal setting for the 21-22 school year.

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.

- SY21 curricular revisions: In summer 2021, Curriculum Fellows are using curriculum revisioning plan and the results of the text selection audit to make revisions to existing ES and MS ELA curricular materials.

- Text Selection: In fall 2020, nine K-8 teachers and leaders opted into a text selection working group to develop a clear criteria for the selection and incorporation of shared texts into our curriculum. In spring 2021, we used this framework to audit our existing curriculum, identifying texts that needed to be removed and potential places for the addition of new texts.

Elementary School ELA Elementary Schools used the KIPP Foundation's Wheatley curriculum. In SY 2020-21, KIPP NYC used the KIPP Foundation's Remote Learning materials for remote and hybrid learning. KIPP NYC created self-guided Nearpod lessons using the Foundation's materials. Elementary schools used Writer's Workshop curriculum for writing instruction. In SY 2020-21, regional lesson designers created tailored lesson plans for remote writing instruction. In addition, lesson designers filmed a corresponding asynchronous video to guide students through the writing process remotely. Guided Reading instruction occurred in all elementary school classrooms. Instruction continued through Zoom during remote instruction. Students met with the teacher in small groups to read texts at their instructional level (as determined by the STEP assessment). Kindergarten through Second Grade students received systematic phonics instruction through the Success For All (SFA) curriculum. Phonics instruction continued through Zoom during remote instruction.

This past year, elementary school leader and teacher professional development focused on foundational skills (as taught through SFA), guided reading instruction, STEP data analysis to drive literacy instruction, and how to analyze and give feedback on student work, particularly when teaching remotely.

Middle School ELA

We use a custom KIPP NYC Wheatley curriculum (not to be confused with the KIPP Foundation's Wheatley curriculum). The curriculum underwent an overhaul in SYs 2017 and 2018, and in SY 2019 the curriculum was expanded to include several text options for teachers so that, in some units, teachers can choose from between two texts to teach for the Wheatley unit (the texts are different but the overall goals of the unit are aligned). Additionally, in SY19 these new units were created with two additional enhancements, one promoting differentiation and scaffolding opportunities, the other promoting culturally responsive and sustaining pedagogical practices.

- A writing curriculum (Baldwin) was developed custom in SY 2017. Regional professional development has been provided over SY 2018 and SY 2019 to support teachers in teaching both the writing process and the features and techniques of the genres kids write in the curriculum.
- New assessments were developed for the Wheatley units in SY 2019, and were used again with some modifications in SY 2020. These are called CPAs (Common Performance Assessments) and include an extended response to the anchor text of the unit as well as a cold read of a new text with authentic prompts.

- To support the experience of students with specialized learning needs, we used an online learning platform called Learning Ally to ensure every student had access to the audio version of their core unit novels.

- Professional Development: Teachers received professional development regarding the incorporation of discussion into the classroom and cultural responsiveness.

METHOD

Elementary ELA

- Reading: STEP* and then F&P once students tested out of STEP
- ELA interim assessments
- Authentic End-of-Year ELA Portfolio Assessment for Grades 3-4. This assessment was internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

*In the school year 2020-21 KIPP NYC used the STEP Assessment's new remote testing option, which allowed schools to gather similar data to that gathered during in-person testing. STEP was administered four times during the school year. During hybrid instruction, schools were able to assess students who opted for in-person learning using the traditional version of the STEP assessment.

Middle ELA

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessments
- CPAs (end of unit assessments)
- Baldwin (writing) published pieces
- 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.

RESULTS AND EVALUATION

Elementary ELA

STEP: A virtual version of the STEP assessment was administered in elementary schools throughout the 20-21 school year. The following percentage of KIPP NYC students met their STEP growth goals in 20-21:

- K: 51%
- G1: 27%
- G2: 28%
- G3: 15%
- G4: 18%

If our current students meet their reading goals over the next two years, we will make significant progress toward our 3rd grade reading moonshot goal.

End-of-Year ELA Assessment: We administered the EOY ELA Portfolio Assessment to 3rd and 4th graders to establish a baseline from which we can set goals for the 21-22 school year. This portfolio assessment required students to identify artifacts of their reading and writing from the school year,

describe their strengths and growth areas, and reflect in writing on their identities as readers and writers. The baseline data shows that 10% of students have exceeded the internally-defined standard, 40% are meeting or approaching the standard, and 50% are not yet meeting or approaching the standard. Because this assessment was used to establish a baseline, we do not yet have data on growth.

Middle School ELA

Since state testing did not occur, we shifted our emphasis to our end-of-unit assessments, the CPAs (common performance assessments). From Unit 1 to Unit 2, and again from Unit 2 to Unit 3, we saw growth in every grade level. When diagnostic assessments at the beginning of the year revealed that students were largely proficient with literal comprehension tasks, we shifted our instructional focus to emphasize discussion and deeper thinking. As a result, we saw even stronger rates of growth in analytical and inferential thinking questions as the year progressed.

End-of-Year ELA Assessment: We administered the EOY ELA Portfolio Assessment to 5-8th graders to establish a baseline from which we can set goals for the 21-22 school year. This portfolio assessment required students to identify artifacts of their reading and writing from the school year, describe their strengths and growth areas, and reflect in writing on their identities as readers and writers. This was administered in 5th-8th grade as well and should probably be noted in the Middle School ELA section. That assessment had two parts the Portfolio and Part 2, Guided Research and Authentic Writing

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

IA #1		
Grade	All Students	
	x % of students meeting proficiency goal	Number tested
5	45	69
6	30	83
7	39	79

ADDITIONAL CONTEXT AND EVIDENCE

3-8 ELA

While we hope to use our newly created authentic End-of-Year ELA assessment as our "north star" assessment, aligning progress monitoring goals and formative assessments to this capstone assessment, the assessment itself is still in need of some revisions (based on teacher feedback from this year's administration). We are in the process of conducting inter-rater reliability reviews and back-grading to evaluate consistency in scoring, and are conducting analyses to assess the validity of the assessment as well.

Middle School ELA

Although we used the same CPAs and interim assessments as in the previous school year, it is difficult to compare performance YOY due to the differing modes of assessment administration (i.e. paper-based in SY19, online in SY20).

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Elementary ELA

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

Middle School ELA

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

ACTION PLAN

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

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

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

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics:

For the 2020-2021 school year, there weren't any state test specific proficiency goals defined regionally due to the pandemic and remote learning.

For elementary school math, there was a regional lesson completion rate in Zearn of 3 lessons of new content per week. When measured in the spring, our regional goal was reached at approximately 3.1 Zearn lessons per week. In preparing students for grade-level content, our goal for all students was to grow at least one level on our regional interim assessments administered throughout the school year.

For middle school math, we aimed to have 100% of schools continue to participate in our regional bi-weekly assessments, aligned to the common core standards and New York state tests. This goal was close to being met in 20-21, with over 90% of schools administering our regional bi-weekly assessments along with our interim assessments throughout the course of the year. We continued to make progress towards our "moonshot" goal of attaining 90% participation rate in 8th grade Algebra with a 90% pass rate by 2023, by growing the number of students enrolled in our remote learning 8th grade Algebra course to over 70% of KIPP NYC 8th grade students, exceeding our pre-pandemic participation rate in 2019. Additionally, the roll-out of a new set of remote learning resources, including daily Nearpod self-guided lessons and new weekly formative assessments in Canvas, facilitated greater regional curricular alignment across our 7 middle schools schools than ever before.

BACKGROUND

Elementary School Math

The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar. We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts. Math routines, such as counting jar and money jar, as well as automaticity assessments, which are used to practice and assess student fluency with core skills.

One adaptation to this curriculum this year has been the design of digital interim assessments. This data helped regional curriculum developers determine regional deficits and adjust the scope and sequences accordingly.

Additionally, for the first time, our teachers had access to a list of "high priority lessons," which helped them prioritize learning time and analyze the highest leverage exit tickets.

Middle School Math

Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 6 years and is mostly aligned to the sequence of units covered in Eureka Math, but the daily objectives and content covered is different. Within each Math lesson, students typically complete a fluency drill, engage in a discussion following a launch or explore problem, learn new content and follow a model problem in guided practice, and spend at least 25 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 two years of content into one school calendar, with the 8th grade and Algebra I common core standards integrated into the same curriculum. Unlike the 8th grade Eureka Math curriculum, which follows a sequence that prepares students for the 8th grade NYS test, our Integrated Algebra curriculum consolidates the units from 8th grade Math with the Algebra units and helps prepare students to success on both the 8th grade Math exam and the Algebra Regents exam.

With the onset of remote learning, our regional MS Math curriculum was adapted into a 3-part instructional model for the 20-21 school year:

1. Asynchronous self-guided Nearpod lessons, designed by regional veteran content experts, containing direct instructional videos and aligned checks for understanding and practice problems, that students completed independently during a morning Math block.
2. Live synchronous instruction by content teachers in Zoom, including direct instruction, student discourse, checks for understanding, small group instruction, and real-time feedback on practice problems
3. Post live instruction practice, including an exit ticket where students scanned work into Canvas for teacher feedback, completed by students in printed math packets sent home with families each cycle.

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

In terms of assessment, this past year was the 3rd year of our MS Math regional bi-weekly assessment strategy, whereby students regionally complete short, 30 minute quizzes every other week that assess recently taught content. At the end of each of these weeks, grades are submitted to Illuminate and our regional content team analyzes the results in a biweekly regional analysis email that provides teachers with an overview, a suggested reteach topic and strategies for reteach, and previews the next two upcoming weeks along with the following assessment. The reteach topic is then assessed on the following bi-weekly quiz so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These bi-weekly quizzes are occasionally replaced by our lengthier end of module assessments and interim assessments. The assessments were adapted during the 2020-21 school year to allow for remote testing and scoring of student work directly in Illuminate.

Professional development from 2020-2021 for K-8 Math focused primarily on training teachers with our new remote learning platforms - Nearpod, Canvas, Zearn, and Zoom - and establishing best practices for asynchronous, synchronous, and hybrid instruction.

Overall changes to the K-8 Math program to strengthen our remote learning model included:

- Supporting teachers in assigning aligned lessons through online platforms and tools students were familiar with during in-person instruction, such as Zearn and Khan Academy
- Highlighting the most essential skills and concepts students need to master by the end of the school year, and prioritizing this content in our regional pacing calendars and on our regional assessments
- Using Canvas as a platform for communicating with students daily, sharing instructional videos, and providing students with the opportunity to submit work for daily feedback
- Switching to online assessments by having students test directly in Illuminate
- Engaging students with daily synchronous instruction in Zoom
- Strengthening teacher execution by prioritizing the use of Nearpod Live as a tool for engaging students and providing feedback on student work during synchronous instruction

To supplement instruction, students were assigned additional work in Zearn and Khan Academy for more targeted practice, and these supplemental platforms were used as tools for small group intervention.

To account for potential unfinished learning, the 2021-22 pacing calendars have built in more weekly time allocated for reteach and remediation, as well as embedded lessons prior to each unit for teachers to pre-teach upcoming content by reviewing pre-requisite skills from years past. We will also be partnering with i-Ready to allow for new diagnostic assessments in the fall of 2021 to better gauge any unfinished learning and support teachers in 2021-22 with new reteach resources."

METHOD

- High priority exit tickets (2-3 times per week) - formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-4 questions in length
- Bi-weekly quizzes and formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the week prior including a few reassessment questions
- End of module assessments (optional) - summative 60-90 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit
- 2-3 **digital** interim assessments - exams that cumulatively assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation - exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- Additional external assessment tools administered at the beginning and end of the year, primarily used to determine year over year growth and to identify students in need of intervention
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

RESULTS AND EVALUATION

We have not yet received results from the NYS exams or Algebra Regents exams, but these proficiency goals were not shared regionally at this school due to the pandemic.

Our Elementary School Students completed about 3.1 Zearn Math Lessons on average each week. Students in 1-4 across the region met this participation goal.

Our Middle School Students nearly exceed our regional assessment participation rate of 100%, with more than 90% of bi-weekly assessments administered across schools regionally. Our Algebra participation rate continued to increase from 64% in 2019 to exceed 70% in 2021. Most grades experienced modest student growth from IA#1 to IA#2 and from IA#2 to IA#3, where applicable, serving as a good indicator that instruction and learning improved significantly over the course of the school year, and that as a region, we are making progress towards improved test results from the onset of the pandemic in spring 2020.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

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In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

IA #1				
Grade	All Students			
	x % of students meeting proficiency goal	Number tested	% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
5	26	69	18	0
6	31	85	24	38
7	30	84	16	14

IA #2				
Grade	All Students			
	x % of students meeting proficiency goal	Number tested	% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
5	25	71	11	0
6	36	85	24	25
7	37	81	21	14

ADDITIONAL CONTEXT AND EVIDENCE

Due to the pandemic, students were provided with a waiver option for the Algebra I Regents examination. We had very limited administration of state tests - less than 1% of students tested - which were also opt-in for students/families. We therefore do not have any comprehensive or valid state test data that can be used to measure success against our goals.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Once the pandemic interrupted instruction, our goals for the year were not prioritized in the same way they have been in years past. Since students did not sit for the NYS exams or for the Algebra Regents in 2020, we were not able to gather much data on whether these goals would have been met had the pandemic not occurred, and we did not set growth goals on state test data or Regents data for 2021. We similarly have much less data that can be used to create new NYS test goals for 2021-2022. Students completed an end of year assessment in Math classes that captured some data on student achievement in May/June, but these digital assessments administered in Illuminate were shorter in length and provide less valid data than a NYS state where students would be required to test in-person.

We did have an Algebra participation rate this past year of above 70% - this is based off of the number of students who took an Algebra course and would have sat for the Algebra I Regents exam if required to do so in-person. This participation rate shows continued growth from 56% in 2019 to 64% in 2020 towards our ultimate goal of having 90% of students sit and pass the Algebra Regents by 2023.

ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2021-22:

- Accelerated pacing calendars - instead of prioritizing weeks of remediation to address any unfinished learning, our regional pacing calendars will continue to reduce the breadth of content covered and instead prioritize the in-depth study of core skills and concepts, with approximately 4 lessons of new content per week. The remaining lesson each week will be time allocated for reteaching aligned pre-requisite skills, supporting our struggling learners with small group intervention, and pushing the rigor for our students that continue to perform at or above grade-level.

- Emphasizing responsive instruction - supplementing our suite of Math assessments, this year teachers will use a new set of diagnostic assessments at various points through the year administered through the i-Ready platform, coupled with aligned reteach resources. When combined with the addition of new pre-unit assessments and more frequent formative assessments embedded throughout the year, teachers will have more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs.
- Establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades, continuing to narrow the focus of content taught in each grade-level, and shifting more of the Geometry standards from 8th grade to 7th grade to open up more time in the pacing calendar and facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam
- Providing more intentional support regionally for Tier 2 intervention instruction, by creating regionally designed pre-teach lessons for each grade-level every week, training teachers to use i-Ready Math as a supplemental tool for intervention, and introducing more opportunities for collaboration among learning specialists during regional professional development days
- Engaging teachers and instructional leaders in continued professional development that focuses on lesson internalization, particularly unit launches with the arrival of a new set of unit launch plans created by summer curriculum fellows, as well as increasing student cognitive engagement, and improving our summary checks for understanding
- Aligning regionally on our regional in-house designed 8th grade non-Algebra curriculum to allow schools to more easily differentiate instruction for our 8th graders and receive regional support and collaboration
- Continuing to adapt our curriculum and prepare teachers for next year's planned shift in standards when NYS implements the new Next Generation Learning Standards for Math

GOAL 3: SCIENCE**ELEMENTARY AND MIDDLE SCIENCE**

Goal 3: Science

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

BACKGROUND

- Hired on Director of Elementary School Science, Tech and Engineering Director to lead STE support in Elementary Schools for 21-22
- Elementary schools implemented the Amplify science curriculum for all grades (K-4). Each school had one K-2 science teacher and one 3-4 science teacher
- Middle Schools adopted Amplify science curriculum (switched from IQWST) to better align our K-8 science vision. All schools implemented curricula, but may not have been able to complete all units within the grade given reduced learning time during remote learning
- Assessments
 - ES: CFT & EOU assessments
 - MS: CFT & EOU assessments
- FIRST Robotics team took a pause during remote learning
- Launched the very first Curriculum Fellows Board for STE (Science and CT) with teacher leaders to create modifications to the curricula regarding literacy additions.
- Was able to continue with a modified launch of Year 2 Computational Thinking in elementary schools.
- Hands on group lab experiments were modified to fit social distancing requirements and will need to be considered again for next year
- Had a cohort of teacher leaders create remote self-guided science lessons to assist in remote instruction during the 20-21 school year.

METHOD

- Elementary School: Still continue with the CFT and EOU assessments and gauged success based on metrics set at the beginning of the year.
- Middle School Science: Implemented and administered CFT and EOU assessments as a part of the new amplify curricula.
- State Tests were optional this year for students in 4th and 8th grade.

RESULTS AND EVALUATION

Due to very limited administration of state tests that were opt in for students, we do not have passage rates on NYS tests that are comprehensive or valid.

Interim Assessments

All of our interim assessment items are aligned to New York State Common Core standards. The assessments are created using a combination of released New York State ELA and math items and questions created internally by our regional content leads. Additionally, our 3rd-8th grade interim assessments are generally formatted to align with the format of the New York State assessments (a combination of multiple choice, short response and extended response assessment items). All interim assessments are scoped to assess progress towards mastery of grade level standards by the end of the year.

Our Math interim assessments are cumulative – each interim assessment includes the content subsequent to the prior assessment plus spirals content from the prior assessment. Spiral questions are selected to measure growth against low performing questions from the prior assessment.

Our 3rd-8th grade ELA interim assessments assess all grade level standards at the beginning of the year. An effort is made to choose New York State released passages and items that are on the lower end of the Lexile range for each grade for the first interim. The Lexile level of the passages increases as the year progresses.

In Kinder-2nd grade ELA, interim assessments fold in additional common core aligned items in line with the scope and sequence as the year progresses. Again, content is spiraled in order to measure growth against low performing standards.

End of Module Assessment #1				
Grade	All Students			
	x % of students meeting proficiency goal	Number tested	% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
5	43	69	18	0
6	28	53	19	17
7	59	82	45	63

End of Module Assessment #2				
Grade	All Students			
	x % of students meeting proficiency goal	Number tested	% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
5	0	70	0	0
6	35	62	46	60
7	55	71	28	33

End of Module Assessment #3				
Grade	All Students			
	x % of students meeting proficiency goal	Number tested	% of students with IEPs meeting proficiency goal	% of ELL students meeting proficiency goal
5	0	65	0	0
6	41	56	47	29
7	57	51	30	20

ADDITIONAL CONTEXT AND EVIDENCE

- Due to the pandemic, we made the NYS science test optional to fourth and eighth graders. Very few students opted to take the test this year and the test did not include a practical lab component.
- Virtual administration of Checkpoint formative assessments and End of Module assessment led to less validity on internal assessments. Currently thinking through how to collect on-going diagnostic data throughout the year to best assess current levels of student understanding given the effects of the pandemic.

- Due to the incongruent implementation of science across science by school, the scope/sequence and time teaching science did not lend itself to standardized internal assessments.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

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

ACTION PLAN

- Aligned K-8 curriculum: starting in the 2020-2021 school year, middle school science will implement Amplify science as its core curriculum allowing for alignment within the region and network including implementation of progress build formative assessments and end of module assessments.
- Schools adhering to the time minimums for science
- Training and Development of teachers and leaders on curriculum
- Continuation of STE programming (robotics, computational thinking, data science etc, environmental literacy)
- State test is phasing out for 4th grade this year and in the 2022-2023 school year it will be 5th and 8th grade testing. Currently we are making sure the shift to amplify will prepare our students for the shift in testing.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	N/A
2019-20	Good Standing
2020-21	Good Standing