



KIPP Bronx III Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Brian Choi

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Choi, Director of Data and Compliance prepared this 2024-25 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	N/A
A.J. Fuentes	Trustee/Member	N/A
Dave Levin	Trustee/Member	N/A
Cindy Marte	Trustee/Member	N/A
Richard M. Taft	Trustee/Member	Audit Committee and Finance
Rohan Wadhwa	Trustee/Member	N/A

Kate Baughman has served as the principal since 2019.

Diamond Graham has served as the principal since 2019.

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SCHOOL OVERVIEW

The KIPP NYC mission is to partner with families and communities to create joyful, academically excellent schools that equip students with the skills and confidence to pursue the paths of their choosing. This August, we will welcome more than 9,000 students in grades K–12 back to school, while also continuing to invest in support for over 2,300 alumni in high school, college, and beyond. With more than 1,000 dedicated staff members, we remain committed to being an employer of choice, empowering our team to do their best work while driving strong, lifelong outcomes for students. Since our founding, KIPP has been grounded in a shared commitment among schools, families, communities, and staff working together at every level of the 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
2022-23	62	66	97	102	0	62	89	91	91	154	0	0	0	814
2023-24	69	68	74	97	105	91	98	99	95	262	180	0	0	1238
2024-25	86	98	80	97	117	110	108	104	111	492	350	373	267	2393

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: (<http://www.p12.nysed.gov/irs/sirs/ht>))

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	N/A	N/A	N/A
2024-25	2021-22	2021	287	1	289

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TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	N/A	N/A	N/A
2024-25	2021-22	2021	279	1	280

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	N/A	N/A	N/A
2023-24	2019-20	2019	N/A	N/A	N/A
2024-25	2020-21	2020	10	5	15

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:

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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

KIPP NYC College Prep is committed to ensuring that all students who remain enrolled through 12th grade graduate from high school, with a goal of achieving a 100% graduation rate for these students. After high school, the aim is for at least 75% of graduates to matriculate to college, with a strong emphasis on enrollment in four-year institutions. Looking further ahead, KIPP's national network has set an ambitious long-term objective: for at least 50% of alumni to earn a college degree within six years of high school graduation.

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	277	80
2024	433	88

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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 through at least 2021-22, some second year cohorts may 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 2025, the 2023 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)
2021	2022-23	N/A	N/A
2022	2023-24	N/A	N/A
2023	2024-25	277	84

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 specific graduation requirements appear in this document above the graduation goal.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A
2021	2024-45	287	279	97

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
2018	2022-23	N/A	N/A	N/A
2019	2023-24	N/A	N/A	N/A
2020	2024-25	15	7	47

¹ These data reflect August graduation rates.

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Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	N/A	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A	N/A
2021	2024-25	287	279	97	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

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

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = [(b)/(a)] * 100
English	265	260	98
Algebra	146	144	99
Biology	233	229	98
Overall	644	633	98

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those 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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Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A
2021	2024-25	N/A	N/A

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 Met
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
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
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No
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.	N/A
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.	N/A

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 and consistent support for students who need it.

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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

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 2025 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.

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College Preparation Goal Measure 1 - Absolute

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

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

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Scored a 3+ on an AP Exam	279	122	44
Completed a College Level Course	279	142	51
Graduated with an Advanced Diploma	279	25	9
SAT	279	60	22
Overall	279	175	63

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

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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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A
2021	2024-25	279	250	90

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

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 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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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.	No
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Yes

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 2025 exceeded this goal by 14%. The majority of our graduates do plan to pursue college immediately after high school. 73% 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

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.

ACTION PLAN

N/A

GOAL 3: ENGLISH LANGUAGE ARTS

In Elementary ELA, every student in grades GK–4 is expected to meet their individual growth goal on DIBELS, while students in grades 2–4 will also achieve 100% of their typical growth goal on i-Ready and meet their individual proficiency targets on the NYS ELA assessment in grades 3–4, with overall proficiency goals set at 65% for grade 3 and 66% for grade 4. In Middle School ELA, schools set proficiency targets by grade based on student reading levels and prior years' results, with overall NYS ELA proficiency goals of 65% in grade 5, 63% in grade 6, 71% in grade 7, and 76% in grade 8, alongside the expectation that 100% of students make their typical growth goal on the i-Ready reading assessment.

BACKGROUND

To better align KIPP NYC's goals with the national KIPP network, Fishtank ELA was selected for pilot implementation in the 2024–25 school year, with full adoption planned for 2025–26. This Science of Reading–aligned curriculum was chosen by the KIPP Foundation team based on assessment data and feedback from students, teachers, and leaders to better meet student learning needs.

At the elementary level, schools focused on strengthening alignment between the existing KIPP NYC Wheatley curriculum and the KIPP Foundation Wheatley curriculum. In 2024–25, this work produced a more robust and coherent program, with opportunities for Project-Based Learning (Module 2 for grade 4 and Module 3 for grades K–3). KIPP NYC Wheatley was also aligned thematically and by genre with the Writer's Workshop curriculum, creating a more integrated ELA block. Foundational literacy continued to be supported through Success for All, with instruction guided by DIBELS, i-Ready, and SFA progress monitoring data to inform the Literacy Acceleration Block. Two of seven elementary schools piloted Fishtank ELA to prepare for full network implementation in 2025–26. To support students with specialized learning needs, schools utilized Learning Ally to provide audio access to core unit novels and emphasized the development of integrated co-teaching practices. Teachers also received professional development focused on data-driven instruction and inclusive teaching practices.

In middle schools, students engaged with the custom KIPP NYC Wheatley (reading) and Baldwin (writing) curricula—distinct from the KIPP Foundation's Wheatley—designed to build authentic literacy practices across narrative, informational, and argumentative genres. Aligned with the Next Generation Learning Standards and grounded in culturally responsive pedagogy and differentiation, these curricula remained largely unchanged in 2024–25, though student-facing Do Now handouts were added using strategies from The Writing Revolution to strengthen the connection between writing and thinking. All middle schools also piloted at least one Fishtank ELA unit to support the transition to full adoption in 2025–26. As with elementary schools, supports included Learning Ally for accessible text engagement and a continued focus on co-teaching. Teachers received professional development centered on effective writing instruction and inclusive 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.

2024-25 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	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	65	0	11	6	0	0	0	76
7	93	0	13	6	0	0	0	106
8	102	1	8	5	0	0	0	111
All	260	1	32	17	0	0	0	293

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	65	50	77	11	8	73
7	93	69	74	60	43	72
8	102	78	76	88	68	77
All	260	197	76	159	119	75

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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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 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	PI
260	5.0	19.2	42.7	33.1	187.4

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.⁸

2024-25 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

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

⁸ 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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3	0	0	68	995
4	0	0	68	1041
5	0	0	71	1049
6	73	11	65	1022
7	72	60	68	1001
8	77	88	66	1086
All	75	159	67	6194

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁹

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	78.5	454.0	440.0	1.40
7	71.0	457.0	446.2	1.09
8	72.6	461.0	446.9	1.40
All	73.6	457.5	444.7	1.28

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

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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 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 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.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	0	50.0
5	0	50.0
6	56.3	50.0
7	57.3	50.0
8	45.6	50.0
All	53.0	50.0

ELA INTERNAL EXAM RESULTS

In Elementary ELA, reading progress is measured through DIBELS in grades K–4, with i-Ready ELA administered in grades 2–4 to establish beginning-of-year proficiency levels and generate individualized growth goals. Schools also administer two interim assessments (IAs) during the year, alongside exit tickets and end-of-module assessments in the Tier 1 Reading Curriculum (Wheatley or Fishtank). In Middle School ELA, assessment includes exit tickets, end-of-unit assessments (CPAs), and published writing pieces within the Tier 1 curriculum, supported by internal IAs. i-Ready ELA is administered in grades 5–8 to provide grade-level equivalency, establish growth goals, and monitor progress three times per year, while DIBELS has also been used across schools to track student fluency and phonics accuracy.

During 2024-25, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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KIPP BX III Percent Meeting DIBELS Goals			
Grade	BOY	MOY	EOY
K	22%	80%	93%
1	65%	78%	86%
2	49%	69%	83%
3	59%	72%	79%
4	49%	64%	81%
Overall	49%	72%	84%

School	3	4	5	6	7	8
% of Students At or Above Grade Level on iReady EOY						
KIPP BX III	58%	48%	46%	50%	49%	51%

School	3	4	5	6	7	8
% of Students Making 100%+ of their iReady EOY Growth Goal						
KIPP BX III	70%	79%	71%	74%	57%	64%

SUMMARY OF THE ELA GOAL

In Elementary ELA, reading is measured through DIBELS in grades Kindergarten through Fourth Grade, with grades 2–4 also taking i-Ready ELA to establish beginning-of-year proficiency levels and generate individual growth goals. Students complete two interim assessments (IAs) during the year in addition to exit tickets and end-of-module assessments within the Tier 1 Reading Curriculum (Wheatley). In grades K–4, students also take summative assessments at the end of each unit in Wheatley or Fishtank, with weekly sight word assessments in grades K–2 and Morphology assessments in grades 3–4. In Middle School ELA, assessment practices include exit tickets from essential or prioritized lessons, one interim assessment designed to mirror the NYS exam, and CPAs (end-of-unit assessments). Students also complete published Baldwin writing pieces scored with internally developed rubrics, as well as an authentic end-of-year assessment that includes a portfolio and a guided research and writing project—both developed by the 3–8 ELA Assessment Working Group in consultation with current assessment research and best practices. Additionally, i-Ready Reading is administered three times a year (BOY, MOY, and EOY) to track proficiency against grade-level standards and measure growth across the year, while the DIBELS assessment is administered at the same intervals for students performing two or more grade levels below on i-Ready, providing targeted data to inform reading interventions and progress monitoring.

Type	Measure	Outcome Met
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.	Yes

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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.	Yes
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

In Elementary ELA, 81% of students were reading at grade level by the end of the 2024–25 school year according to DIBELS, with 73% demonstrating at least one year of growth. Notably, 65% of students with IEPs made a year's worth of growth, showing progress at rates similar to their general education peers. On the NYS ELA assessment, 66% of grade 3 students and 70% of grade 4 students scored proficient. In Middle School ELA, schools saw progress on the NYS assessment, with many students moving closer to proficiency targets and reductions in the number of students performing at Level 1. According to i-Ready Reading, 61% of middle school students met their typical growth goal.

ADDITIONAL CONTEXT AND EVIDENCE

In Elementary ELA, we continued administering i-Ready ELA and DIBELS, with a focus on ongoing professional development to strengthen norming and administration practices and ensure the validity of assessment results. In Middle School ELA, this was the second year of implementing i-Ready Reading and DIBELS. While some inconsistencies in beginning-of-year administration affected certain student growth metrics, these challenges are expected to be resolved as schools gain experience and consistency in the second year of implementation.

ELA ACTION PLAN

To advance our reading and writing goals, we are implementing Fishtank across both elementary and middle schools, while using DIBELS data to guide literacy instruction based on student needs. Daily fluency routines will ensure students are consistently reading and applying multisyllabic word strategies, and a dedicated phonics block in grades K–2 will leverage the Success for All curriculum. Our comprehensive assessment suite—including Reading Inventory, DIBELS, curricular performance assessments, authentic writing tasks, and interim assessments aligned to the state test—will provide actionable data, supported by regional analysis. Professional development will focus on literacy across the school day and on integrating key strands of literacy, while school-based leaders will continue to

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engage in Looking at Student Work practices and Observation–Feedback cycles to strengthen instruction.

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.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

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)
2019	2022-23	1	1	0	0
2020	2023-24	10	2	1	13
2021	2024-25	286	21	225	85

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**.

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

¹² 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.

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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.

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 $(c)/(a-b)$
2019	2022-23	1	1	0	0
2020	2023-24	10	2	8	100
2021	2024-25	286	21	260	98

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

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Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	0	1	N/A	N/A
2010	13	10	N/A	N/A
2021	85	286	N/A	N/A

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	0	1	N/A	N/A
2010	13	10	N/A	N/A
2021	85	286	N/A	N/A

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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High School ELA Measure 7 - Growth

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

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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A

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2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Last year during the 24-25 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 85%, and increase 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 98%.

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.	Yes
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.	Yes
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.	Yes
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.	Yes
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.	Yes
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A 2019: no BX III 9–12 students; 2020: no NYS exams (COVID); 2021: <10% tested (remote)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English	N/A 2019: no BX III

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	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.	9–12 students; 2020: no NYS exams (COVID); 2021: <10% tested (remote)
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EVALUATION OF HIGH SCHOOL ELA GOAL

We met our academic goals due to a combination of teacher preparation, aligned assessments to end of year exam and professional development. We heavily rely on professional learning communities for our teachers to use for support and guidance in building a robust curriculum that supports our students in developing the skills necessary to demonstrate mastery of ELA standards.

ADDITIONAL CONTEXT AND EVIDENCE

Last year we had concerns about the waivers students earned during covid, but that is no longer the case. All of our students are now sitting for all exams.

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. More specifically, this year we continued expanding our AP Seminar enrollment in the 11th grade because this is a course that our students have done very well in and has proven to be a more accessible AP course. We increased the number of students taking seminar last year by over 800% and we will continue growing this program. Additionally, this year we added AP Research for the students that completed AP Seminar in 11th grade. This year we are introducing NOVEL, a new ELA curriculum to all of our 9th graders. We are also piloting some units in the 10th grade. Lastly, we are using i-Ready database to track our students reading levels from the beginning and end of 9th grade and using necessary interventions to support struggling readers. In terms of professional development, our goal is around building strong professional learning communities that look at student work and data consistently to improve upon ELA regents scores.

GOAL 4: MATHEMATICS

For SY 2024–25, i-Ready Math continued to serve as the primary diagnostic and growth measure for grades 2–8, with the regional expectation that 100% of students would achieve their typical growth goal, equivalent to one year of content growth. In addition, 50% of students who began the year three or more grade levels behind and were not yet proficient on the NYS exam were expected to meet their stretch growth goals, reflecting the accelerated progress needed to close gaps. For state accountability, regional math goals included 75% proficiency on the NYS exam, fewer than 10% of students scoring at Level 1, and 90% of students meeting their individual state growth projections. At the high school level, benchmarks extended to college readiness and access to advanced coursework, with goals that 75% of students would meet the SAT math benchmark of 530 and that all 9th graders who passed the State Math exam at Level 3 or above would be enrolled in Honors math. Together, these expectations

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reflected a comprehensive approach: typical growth for all, accelerated growth for those furthest behind, high standards for accountability, and equitable pathways to advanced math opportunities.

Instructional priorities were centered on the theme of “One Year’s Growth in One Year’s Time.” Teachers and leaders engaged in deep analysis of formative and summative data—connecting daily exit tickets, topic quizzes, and interim assessments with i-Ready diagnostics—to identify unfinished learning, design responsive interventions, and monitor their effectiveness in real time. Instructional teams prioritized not only academic progress but also the development of math confidence, perseverance, and problem-solving skills. At the secondary level, this extended to preparing students for advanced coursework and college readiness, with active progress monitoring and evidence-based adjustments ensuring that every student, regardless of starting point, could make at least one year’s growth.

Assessment practices expanded this year, marking the second iteration of K–4 math formatives, the launch of new end-of-module assessments in grade 2, and the seventh year of middle school formative assessments. These short, 30-minute quizzes, administered every three to four weeks, provided immediate feedback on recently taught content. Results were submitted in Illuminate, where the regional content team generated analysis reports highlighting reteach priorities, strategies, and upcoming content. Reteach topics were reassessed on the following formative, allowing teachers and students to immediately measure the impact of instructional adjustments. These assessments were supplemented by end-of-module summatives and interim assessments for K–8, which measured cumulative mastery and application across units. Importantly, this year marked the transition to computer-based testing in grades 5–7, with digitized assessments and test-prep materials supporting student readiness for digital engagement in mathematics and problem-solving.

Professional development focused on building teacher capacity to target unfinished learning through proactive pre-teaching, integrate small-group instruction into both core and intervention blocks, and leverage ICT and co-teaching models effectively. Teachers also engaged in active monitoring strategies, real-time data collection and response, and deepened their content knowledge through collaborative lesson and unit internalization with instructional leaders. To supplement instruction, students received targeted practice through i-Ready, Zearn, and Khan Academy, which were also used as tools for small-group intervention.

BACKGROUND

Elementary School Math

In SY 2024–25, all K–4 classrooms transitioned from Eureka Math to Eureka Math² (EM2), marking a significant investment in deepening students’ mathematical proficiency by strengthening both conceptual and procedural understanding. EM2 provides coherence across grades, models, and strategies, ensuring stronger vertical alignment over time.

The assessment program was realigned to support EM2 implementation and prepare students for the state’s transition to computer-based testing (CBT). End-of-module assessments were required in grades

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K–4, while grades 1–2 also administered Topic Tickets to provide ongoing formative data. In grades 3–4, a blended model combined EM2 Topic Quizzes with CBT-formatted DnA item bank assessments, building digital fluency prior to the NYS exam. Math Interim Assessments (IAs) were given three times per year across all grades as summative checkpoints aligned to EM2 standards. i-Ready Math was administered three times annually in grades 2–4, while grades K–1 piloted i-Ready for the first time in preparation for KIPP-wide adoption in SY25–26.

Professional development was central to the successful launch of EM2. Bi-monthly Dean Days equipped instructional deans to analyze student work, coach teachers, and strengthen lesson execution. This combination of curriculum rollout, aligned assessments, and leadership development made SY24–25 a pivotal transition year, laying the foundation for more consistent instruction, stronger data practices, and improved readiness for both EM2 and state assessments.

Middle School Math

In SY 2024–25, six of nine 5th grade cohorts and three of nine 6th grade cohorts piloted Eureka Math², a research-based curriculum designed for engagement, accessibility, and rigor, aligned with the Next Generation Math Standards. Lessons followed a four-part structure: Fluency, Launch, Learn, and Debrief, with daily checks for understanding and exit tickets. Remaining 5th and 6th grade cohorts, along with 7th grade, continued with KIPP NYC’s in-house curriculum, refined over the past decade and largely aligned with Eureka’s scope but differentiated in daily objectives and pacing. Lessons included a Do Now, fluency practice, launch activity, guided practice with model problems, and at least 20 minutes of independent work. Eighth grade Algebra students followed a unique integrated curriculum combining 8th grade standards with Algebra I content, preparing them for success on the June Algebra I Regents exam.

To support teacher preparation, all curricula included comprehensive lesson plans outlining key ideas, standards alignment, vocabulary, student discourse opportunities, and common misconceptions. For teachers piloting EM2, weekly content calls beginning in November provided deeper topic and lesson internalization. These sessions highlighted coherence across grades, alignment with standards and NYS exams, and clear expectations for daily mastery.

Assessment practices included the second year of K–4 formatives, the launch of new grade 2 end-of-module assessments, and the seventh year of middle school formatives. These 30-minute quizzes, administered every 3–4 weeks, assessed recently taught content. Results were submitted in Illuminate, and the regional content team provided analysis reports with reteach recommendations, strategies, and upcoming content previews. Reteach topics were reassessed on subsequent formatives, giving teachers and students immediate feedback on instructional effectiveness. These were supplemented by end-of-module summatives and K–8 interim assessments that measured cumulative mastery across units.

To extend learning and provide targeted support, students also engaged with i-Ready, Zearn, and Khan Academy, which were integrated into small-group intervention and independent practice.

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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.

2024-25 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	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	66	0	10	5	0	0	0	0	76
7	96	0	10	3	0	0	0	0	106
8	0	111	0	27	0	0	0	107	111
All	162	111	20	35	0	0	0	107	293

Performance on 2024-25 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	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	66	60	91	11	9	82
7	96	90	94	61	58	95
8	0	0	0	0	0	0
All	162	150	93	72	67	93

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.

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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 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level				PI
	Level 1	Level 2	Level 3	Level 4	
162	1.2	6.2	34.0	58.6	220.7

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.

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	0	0	70.2	1022
4	0	0	68.6	1066
5	0	0	62.5	1064
6	82	11	59.0	1041
7	95	61	67.8	1005
8	0	0	55.1	136
All	93	72	65.3	5334

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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 2024-25 analysis is not yet available. This report contains 2023-24 results.¹³

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	78.5	479.0	446.0	2.33
7	71.0	488.0	453.2	2.40
8	0	0	0	0
All	74.2	484.1	450.1	2.37

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.

¹³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁴

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	0	50.0
5	0	50.0
6	83.7	50.0
7	68.5	50.0
8	0	50.0
All	75.0	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During SY 2024–25, the school employed a comprehensive suite of assessments to monitor student growth and achievement in mathematics. Daily checks for understanding, such as high-priority exit tickets administered two to three times per week, provided immediate formative data on mastery of the daily objective and allowed teachers to address misconceptions in real time. Every two to three weeks, teachers also administered formal formative assessments—approximately 30 minutes in length—that measured critical content and included reassessment items to capture growth following reteach cycles. This assess–reteach–reassess approach created a continuous feedback loop for both students and teachers.

At the module level, end-of-module assessments aligned to Eureka Math² offered summative evidence of mastery across larger domains, while two to three interim assessments throughout the year provided cumulative benchmarks, predicted state test performance, and informed reteach priorities. To further prepare students for accountability measures, upper grade students participated in NYS test simulations and Algebra I Regents practice exams, both designed to replicate the rigor and format of official assessments while diagnosing areas for targeted remediation.

¹⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Complementing these teacher-created assessments, all students in grades 2–8 completed i-Ready diagnostics three times per year. These adaptive assessments provided growth measures, domain-specific placement, and early identification of students most in need of intervention. Standards mastery checks within i-Ready offered real-time insight into proficiency on priority standards across the year. Finally, end-of-year assessments in June measured core math skills and concepts while also serving as handoff data to inform the following year’s instructional planning.

Taken together, this layered system—spanning daily, formative, modular, interim, diagnostic, and end-of-year measures—ensured a robust and multi-dimensional view of student progress in mathematics, equipping teachers and leaders with the evidence needed to drive instruction, intervention, and long-term outcomes.

During 2024-25, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

School	3	4	5	6	7	8
% of Students At or Above Grade Level on iReady EOY						
KIPP BX III	59%	56%	64%	46%	47%	35%

School	3	4	5	6	7	8
% of Students Making 100%+ of their iReady EOY Growth Goal						
KIPP BX III	71%	66%	70%	62%	49%	55%

SUMMARY OF THE MATHEMATICS GOAL

For SY 2024–25, KIPP NYC set ambitious math goals across i-Ready, NYS exams, and Regents outcomes. In grades 2–8, the expectation is that 100% of students will achieve their typical growth target on i-Ready Math, while 50% of students beginning the year three or more grade levels behind and not yet proficient on the NYS exam will meet their stretch growth goals. On the NYS Math assessment, 90% of students are expected to meet their personalized growth projections, which were determined using a combination of i-Ready data and historic proficiency trends. These projections translated into grade-level targets of 70% proficiency in grade 3 (with 3% at Level 1 and 16% at Level 4), 84% proficiency in grade 4 (1% Level 1, 34% Level 4), 75% proficiency in grade 5 (3% Level 1, 36% Level 4), 73% proficiency in grade 6 (4% Level 1, 25% Level 4), and 83% proficiency in grade 7 (2% Level 1, 45% Level 4), with overall goals across grades 3–7 set at 77% proficiency, 3% Level 1, and 31% Level 4. At the high school level, expectations extend to the Algebra I Regents exam, with 100% of 8th grade students sitting for the June 2025 administration, 69% scoring at least 70, and 11% scoring 85 or higher.

Type	Measure	Outcome Met
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

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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.	Yes
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

During the 2024–25 school year, we launched Eureka Math² in nine fifth- and sixth-grade classrooms, marking the first major step toward full K–8 implementation by Fall 2026. Despite the scale of this transition, overall math outcomes held steady, as reflected in both end-of-year i-Ready growth metrics and NYS summative assessments (administered via computer-based testing in grades 3–7). Compared to 2023–24, elementary school proficiency rose by 2% to 76% overall, with grade 4 improving three points (76%) and grade 3 holding steady at 75%. In middle school, grade 5 increased six points to 64% proficiency and grade 7 rose three points to 78%, though grade 6 declined eight points to 64%, consistent with statewide trends. Against our 2025 network goals, results were mixed: grade 3 met its 74% target (75%), but overall proficiency fell five points short of the 77% goal (71% actual). Still, several campuses outperformed expectations.

ADDITIONAL CONTEXT AND EVIDENCE

While we are encouraged that overall math achievement remained steady during this period of significant instructional transition, we also recognize several areas of concern. Our i-Ready growth data, though consistent with prior years, did not reflect the accelerated gains we had anticipated in the early stages of Eureka Math² implementation, a result we attribute partly to the natural learning curve teachers experienced as they adapted to the curriculum's structure, pacing, and planning demands. The 2024–25 school year also marked the transition of grades 3–5 to computer-based testing, which introduced challenges related to stamina, navigation, and student comfort with the digital platform—factors that may have affected performance despite high participation. To address these challenges, we are expanding opportunities for students to build familiarity with online testing tools and strengthening internal systems to ensure equitable and smooth assessment experiences. Looking ahead, we will leverage the lessons learned this year to enhance professional learning for teachers, refine Responsive Math Instruction (RMI) systems, and ensure that the phased rollout of Eureka Math² leads not only to stable outcomes but to accelerated student growth.

MATHEMATICS ACTION PLAN

To ensure consistency in data collection and reporting, and to sustain improvement in academic performance, KIPP NYC schools employed a robust multi-tiered system of assessments and interventions in mathematics during SY24–25. The rollout of Eureka Math² (EM2) was paired with intentional structures for gathering daily, formative, interim, and diagnostic data, enabling schools to closely monitor progress toward the regional goal that all students achieve at least one year's growth in math, with 50% of those starting three or more grade levels below meeting their stretch goals.

At Tier 1 (Core Instruction and Universal Data Collection), teachers administered high-priority exit tickets, topic quizzes, and EM2 end-of-module assessments to track proficiency with daily and unit objectives. EQUIP pre-module assessments were embedded to surface prerequisite gaps before new learning, while i-Ready diagnostics were administered three times annually to measure growth, set individualized goals, and guide domain-specific placement. Daily fluency and automaticity routines were protected within schedules to strengthen foundational skills. Data from these measures was collected consistently across schools and reported regionally to inform coaching, pacing, and instructional priorities.

At Tier 2 (Targeted Interventions), students identified through formative, interim, and diagnostic data received additional support to accelerate progress. These included EQUIP reteach lessons, small-group instruction aligned to EM2 standards, and personalized practice via i-Ready MyPath. Teachers and deans used interim data and exit ticket trends to flexibly group students around priority skills such as number sense, operations, and fractions, while progress monitoring ensured interventions were adjusted if students fell off track toward typical or stretch growth goals.

At Tier 3 (Intensive Interventions), students with the most significant gaps received individualized instruction in very small groups or one-on-one. Diagnostics identified precise areas of need, and instruction emphasized concrete supports, visual models, scaffolded practice, and intensive fluency routines. Interventionists and special education staff collaborated to deliver these supports, with frequent monitoring to recalibrate instruction and maximize growth.

Based on SY24–25 results, schools prioritized closing gaps for specific cohorts and subpopulations. Students entering three or more grade levels below received additional instructional time and targeted supports with the goal of 50% meeting stretch growth. Transition grades, such as grade 3 preparing for state assessments and grade 8 preparing for the Algebra I Regents, received enhanced supports including practice test simulations, additional small-group cycles, and access to enrichment or honors pathways once proficiency thresholds were reached.

Through consistent, multi-level data collection and tiered, responsive interventions, schools ensured that instructional decisions remained evidence-based and directly aligned to math goals. This approach maintained fidelity across classrooms, established a shared language for progress monitoring, and provided clear, demonstrable evidence of student growth to support renewal.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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)
2019	2022-23	1	0	0	0
2020	2023-24	10	6	1	25
2021	2024-25	286	140	119	82

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2019	2022-23	1	0	0	0
2020	2023-24	10	6	4	100
2021	2024-25	286	140	144	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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	0	1	N/A	N/A
2020	25	10	N/A	N/A
2021	82	286	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	0	1	N/A	N/A
2020	100	10	N/A	N/A
2021	99	286	N/A	N/A

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

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

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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.

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.	Yes

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Yes
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.	Yes
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.	Yes
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A 2019: no BX III 9–12 students; 2020: no NYS exams (COVID); 2021: <10% tested (remote)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A 2019: no BX III 9–12 students; 2020: no NYS exams (COVID); 2021: <10% tested (remote)

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2025-26:

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 2025 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

For SY 2024–25, KIPP NYC established ambitious science goals across grades K–8. At the elementary level, the target was for 90% of students per grade band to meet their end-of-unit (EOU) pass rate goal. Within this, 90% of students in grades K–2 and 80% of students in grades 3–4 were expected to demonstrate mastery on EOU assessments, with additional goals of 65% mastery on the grade 2 end-of-year (EOY) Science IA and 55% mastery on the grade 4 EOY Science IA. At the middle school level, the target was again for 90% of students per grade band to meet their EOU pass rate goal, with 90% of students in grades 5–6 and 80% of students in grades 7–8 expected to demonstrate mastery on EOUs. Additional benchmarks were set for performance on the grade 5 and grade 8 NYS Science Exams. To support these outcomes, the K–8 Science instructional priority focused on building deans' capacity to lead effective internalization meetings and foster strong internalization habits among teachers, ensuring more consistent, high-quality science instruction across the region.

BACKGROUND

KIPP NYC's K–8 Science program leverages a blend of Amplify Science and KIPP STEM Master Teacher resources, grounded in a phenomena-based approach where students gather evidence through multiple modalities to make sense of natural phenomena. Students complete three to four formative assessments per unit and a summative assessment at the unit's end, with additional interim assessments in grades 2 and 4 at the elementary level and an end-of-year interim in grades 5–8. Regional professional development for science teachers is provided each trimester to strengthen instructional practices. In SY24–25, elementary schools implemented a new end-of-year 4th Grade Science IA, designed to set a regional benchmark and establish baseline data for 5th grade teachers,

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

aligned to NGSS performance expectations commonly assessed on the state exam. At the middle school level, KIPP NYC piloted computational thinking units in grades 5–8, introducing students to computer science, engineering, and artificial intelligence. These units will expand to all KIPP NYC middle schools in SY25–26.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform **at or above proficiency** on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	0	0	0
8	84	64	76
All	84	64	76

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.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	0	0	0	N/A	N/A	N/A

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8	84	64	76	N/A	N/A	N/A
All	84	64	76	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Over the past year, KIPP NYC implemented targeted strategies to support progress toward its science goals. Consistent classroom observations and walkthroughs were prioritized, with leaders and instructional coaches collecting real-time data on teaching and learning to inform next steps. Regional alignment on resources and instruction was emphasized to ensure coherence, giving all teachers access to common unit plans, pacing guides, and lesson materials. In addition, Performance Training materials were revised to better prepare teachers for commonly assessed science topics, incorporating short, targeted mini-lessons that broke down high-leverage content areas and question types frequently appearing on state exams.

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.	Yes
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

On the 2024–25 NYS Science Exams, 5th grade results showed 46% of students scoring proficient (Levels 3 and 4), with 4% at Level 4, 42% at Level 3, 45% at Level 2, and 9% at Level 1. In 8th grade, 66% of students scored proficient (Levels 3 and 4), with 13% at Level 4, 53% at Level 3, 30% at Level 2, and 5% at Level 1.

ADDITIONAL CONTEXT AND EVIDENCE

KIPP NYC remains committed to improving science achievement during the 2024–25 school year, even as schools navigate staffing and leadership transitions. Through the continued use of the Amplify Science curriculum, aligned with the Next Generation Science Standards (NGSS), we are focused on delivering consistent, high-quality instruction across all grade levels. Key priorities include strengthening alignment and cohesion through standardized curriculum, assessment, and data systems; providing targeted professional development and coaching for new and returning teachers; and implementing responsive, data-driven interventions to close learning gaps while offering enrichment for students demonstrating advanced mastery. At the same time, we are supporting schools with leadership transitions through regional science leader coaching and investing in teacher retention via mentorship, professional growth opportunities, and collaborative professional communities. Together, these strategies are designed to stabilize instruction, accelerate student learning, and ensure equitable access to rigorous science education across all KIPP NYC schools.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

KIPP NYC K–8 Science is committed to consistent, transparent, and actionable data practices across all schools and grade levels. Uniform protocols for administering assessments, collecting student work, and documenting teacher observations will be paired with a centralized data system in Illuminate, ensuring teachers, leaders, and network staff work from the same information. Regular audits will reinforce accuracy and reliability, while strategic interventions will be guided by ongoing analysis. Teacher support will include professional development on analyzing student work to surface misconceptions and coaching on high-leverage instructional moves. Curriculum adjustments will allow pacing flexibility on priority standards and embed supplemental tasks where needed. For students, targeted interventions will address below-grade-level gaps while enrichment opportunities extend learning for those demonstrating advanced mastery. Progress monitoring will occur through quarterly data deep dives, with leaders evaluating intervention effectiveness, making mid-course corrections, and sharing results transparently across schools to foster collaboration and shared responsibility for student progress.

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)
2019	2022-23	1	1	0	0
2020	2023-24	10	9	1	100

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2021	2024-25	286	53	229	98
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High School Science Measure 2 - Comparative

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

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	0	1	N/A	N/A
2010	100	10	N/A	N/A
2021	98	286	N/A	N/A

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.

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.	Yes
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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

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 focusing on vocabulary acquisition this year.

Additionally, we are continuing the following in 2025-26:

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 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2019	2022-23	1	1	0	0
2020	2023-24	10	2	4	50
2021	2024-25	286	30	227	89

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	0	1	N/A	N/A
2020	50	10	N/A	N/A
2021	89	286	N/A	N/A

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2019	2022-23	1	1	0	0
2020	2023-24	10	5	5	100
2021	2024-25	286	36	247	99

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	0	1	N/A	N/A
2020	100	10	N/A	N/A
2021	99	286	N/A	N/A

SUMMARY OF THE SOCIAL STUDIES GOAL

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Yes
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.	Yes
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.	Yes
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.	Yes

EVALUATION OF THE SOCIAL STUDIES GOAL

Based on the data, we have a high passage rate for the US regents with 89% passage rate and for the Global Regents 99% 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

N/A

ACTION PLAN

The students in the 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 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. Last year we started offering pre-AP world history to all 9th graders. Our hope is to

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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
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

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