



Community Education Council Meeting

SUPERINTENDENT REPORT

March 2, 2026

Dr. Khalek Kirkland, Superintendent

Dr. MicKisha McKoy, Deputy Superintendent

Dr. Ronda Phillips, Executive Director of School Support & Operations



Our Vision & Mission



District 23 schools establish a culture of joy, high expectations, critical thinking, and cultural competence in partnership with our families and school communities. We emphasize equitable and welcoming learning environments where every child will receive high-quality instruction every day.



At D23, we are steadfast in our commitment to realizing our vision through E.Q.U.I.T.Y, empowering our families and communities as true partners in our scholars' success. We prioritize high-quality instruction and set ambitious expectations, leveraging innovative ideas and resources to enhance both academic and social-emotional learning. Our instructional approach is grounded in the science of reading and focused on cultivating academic excellence and character development. By recognizing and nurturing each scholar's unique strengths, we are building strong pathways to lifelong success and economic security, delivering exceptional results across all schools in District 23.



District Priority Goals 1 and 3

DCEP Goal: Priority 1- All Students Learn to Read Well

By June 2026, literacy for All Students will improve, as measured by a 5% Increase, from 48.6 to 53.6, of percentage of students scoring at or above grade level on the NYS exam results

DCEP Goal: Priority 3- All Students Have a High Quality Academic Experience

By June, 2026, the Percent of students scoring at or above grade-level proficiency will increase by 7% as measured by the State assessments will Increase by 7% from 49.3% to 56%, for All Students, as measured by Math screeners, state exams results and progress monitoring tools IE... module/end of unit assessments.



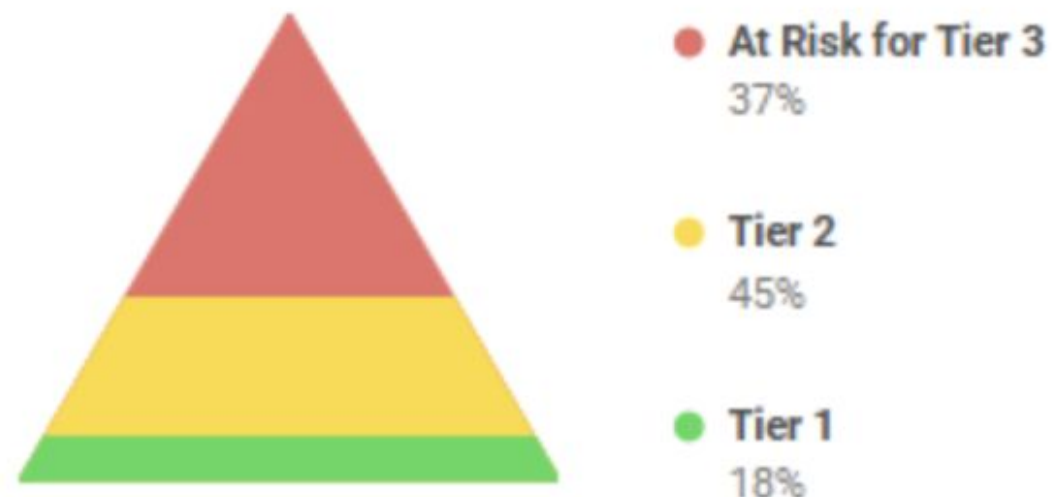
Iready Math Data- As of 2/13/26

18% of our students in grades 3-8 are on or above grade level in Math

Math MOY Spring 2026

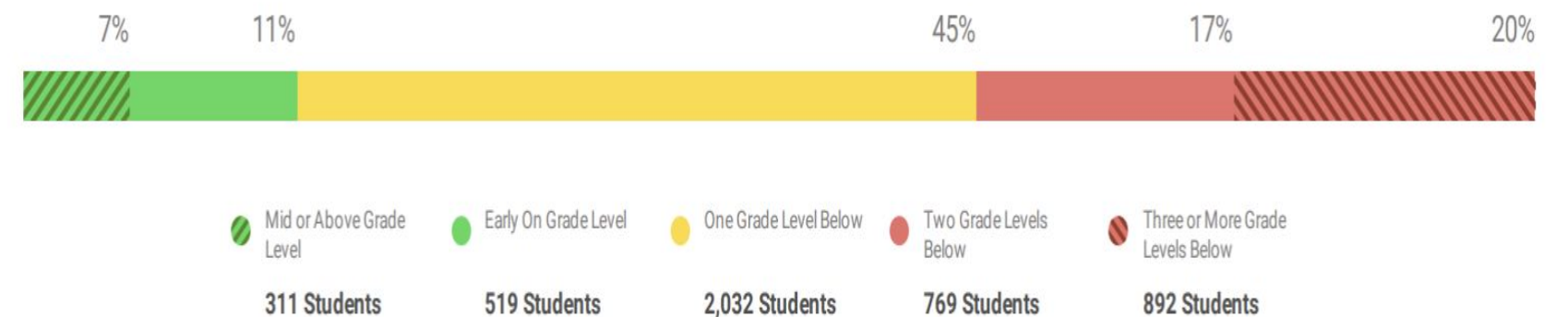
Students Assessed/Total: 4,523/4,741

Overall Placement

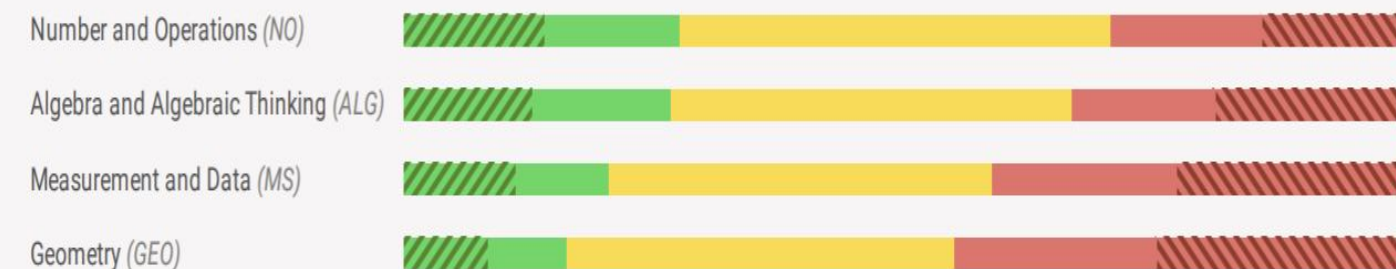


Overall Placement

Students Assessed/Total: 4,523/4,741



Placement by Domain





Mastery Math- As of 2/13/26

Grade	Standard	Completed/ Assigned	% Proficient	% Progressing	% Beginning
3	3.OA.9	367/446	22%	31%	47%
4	4.OA.3-2	356/452	18%	29%	53%
5	5.NBT.6	395/441	55%	21%	24%
6	6.NS.3-2	350/506	43%	18%	39%
7	7.NS.1d	352/435	50%	36%	14%
8	8.EE.7a	142/189	26%	26%	48%

Grade 5 has the highest percentage of students (55%) achieving proficiency in standard 5.NBT.6. (dividing whole numbers using strategies based on place value)



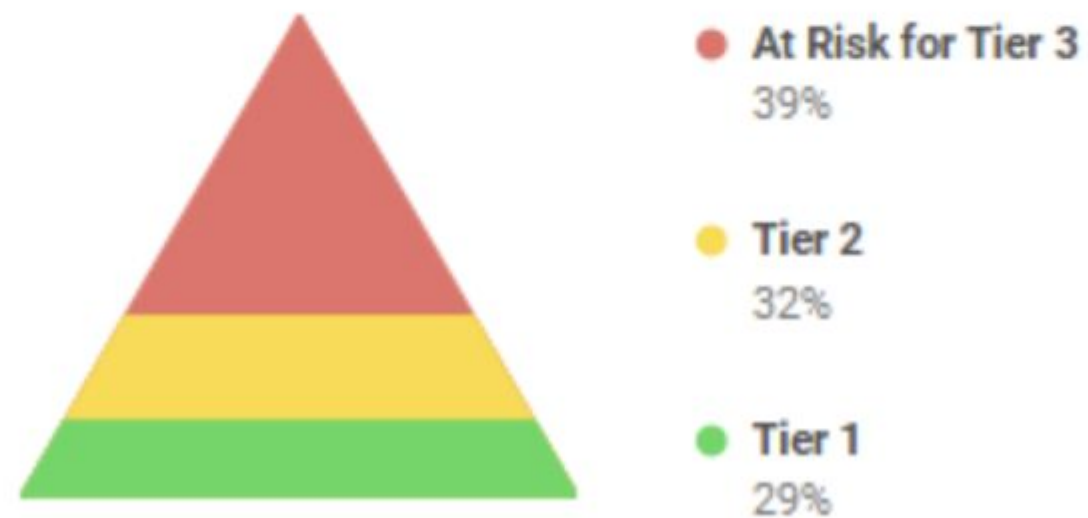
Iready ELA Data- As of 2/13/26

29% of our students in grades 3-8 are on or above grade level in ELA

ELA MOY Spring 2026

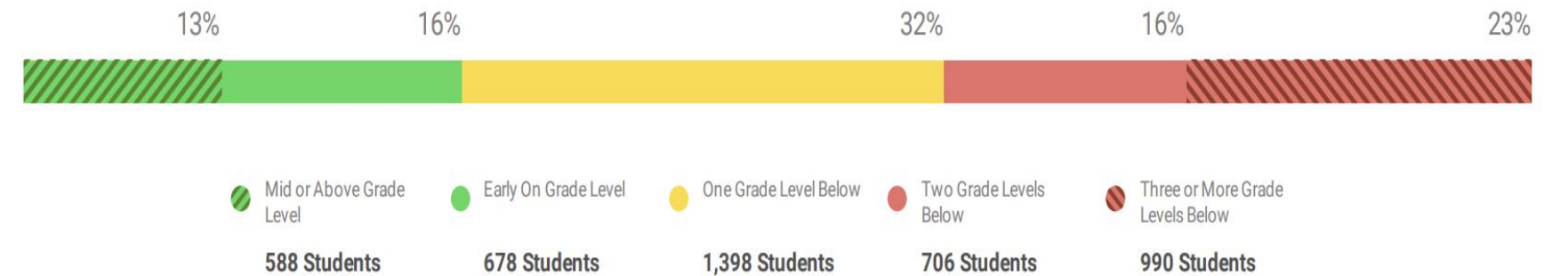
Students Assessed/Total: 4,360/4,741

Overall Placement

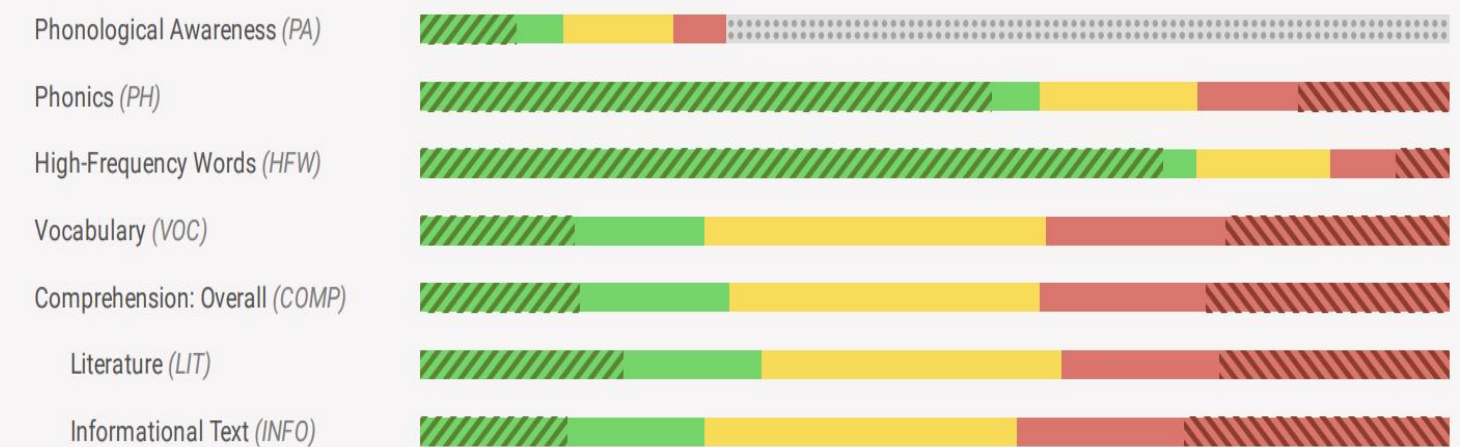


Overall Placement

Students Assessed/Total: 4,360/4,741



Placement by Domain



Not assessed (due to grade or domain exempted)



Mastery ELA- As of 2/13/26

Grade	Standard	Completed/ Assigned	% Proficient	% Progressing	% Beginning
3	3R6.1	405/481	16%	72%	13%
4	4R4.1	371/439	25%	40%	34%
5	5L.1a-q	394/473	35%	48%	17%
6	6R2.2	398/503	31%	32%	36%
7	7R1.1	298/419	21%	38%	41%
8	8R3.1	340/513	29%	41%	30%

Grade 5 has the highest percentage of students (35%) achieving proficiency in standard 5L.1a-q (Standards and descriptions using conventions)



Student Services

3 Year Analysis of Level 1-5 Incidents for All Schools

2023-2024						2024-2025						2025-2026					
1	2	3	4	5	Total	1	2	3	4	5	Total	1	2	3	4	5	Total
4	3	12	10	1	30	2		3			5	2	3	4	6		15
	1		7		8		2	2	5		9		1	2	11		14
		2	3		5	4	1	10	3		18	5	6	8	13	1	33
3	4	11	5		23	1	3	3	17	1	25	2	2	5	9	1	19
13	5	43	14		75	9	8	45	13	1	76	4	10	30	5	2	51
2	4	16	9	1	32	2	7	7	11		27	3	1	4	8	1	17
4	3	13	16	1	37	5	3	15	26	5	54	2	10	15	13		40
10	10	21	28	2	71	15	19	24	35	7	100	15	13	12	35	1	76
76	78	198	166	22	540	93	124	225	226	29	697	93	122	204	226	17	662

1. In comparison to the 2023-2024 school year, more serious incidents - level 4's have demonstrated a 36.1% increase.
2. From the 2023-2024 school year through the current 2025-2026 school year, level 5 incidents there has been 22.7% overall decrease from the first year to the third year.



Student Services

Student Suspension Data from 2023- current year (including principles suspension, removals and superintendent suspensions)

2023-2024				2024-2025				2025-2026			
P	R	S	Total	P	R	S	Total	P	R	S	Total
1	6	2	9					3	3	1	7
2	3	3	8	4		3	7				
6			6	4	1	2	7		3	3	6
	1		1	2	3	2	7				
6	7	3	16	5	4	11	20	2	6	5	13
9	2	14	25	1		8	9	2		4	6
3	2		5	1			1	2		2	4
35	40	34	109	32	10	51	93	19	19	30	68

This data shows an overall decrease of 41 % in student suspension in this period

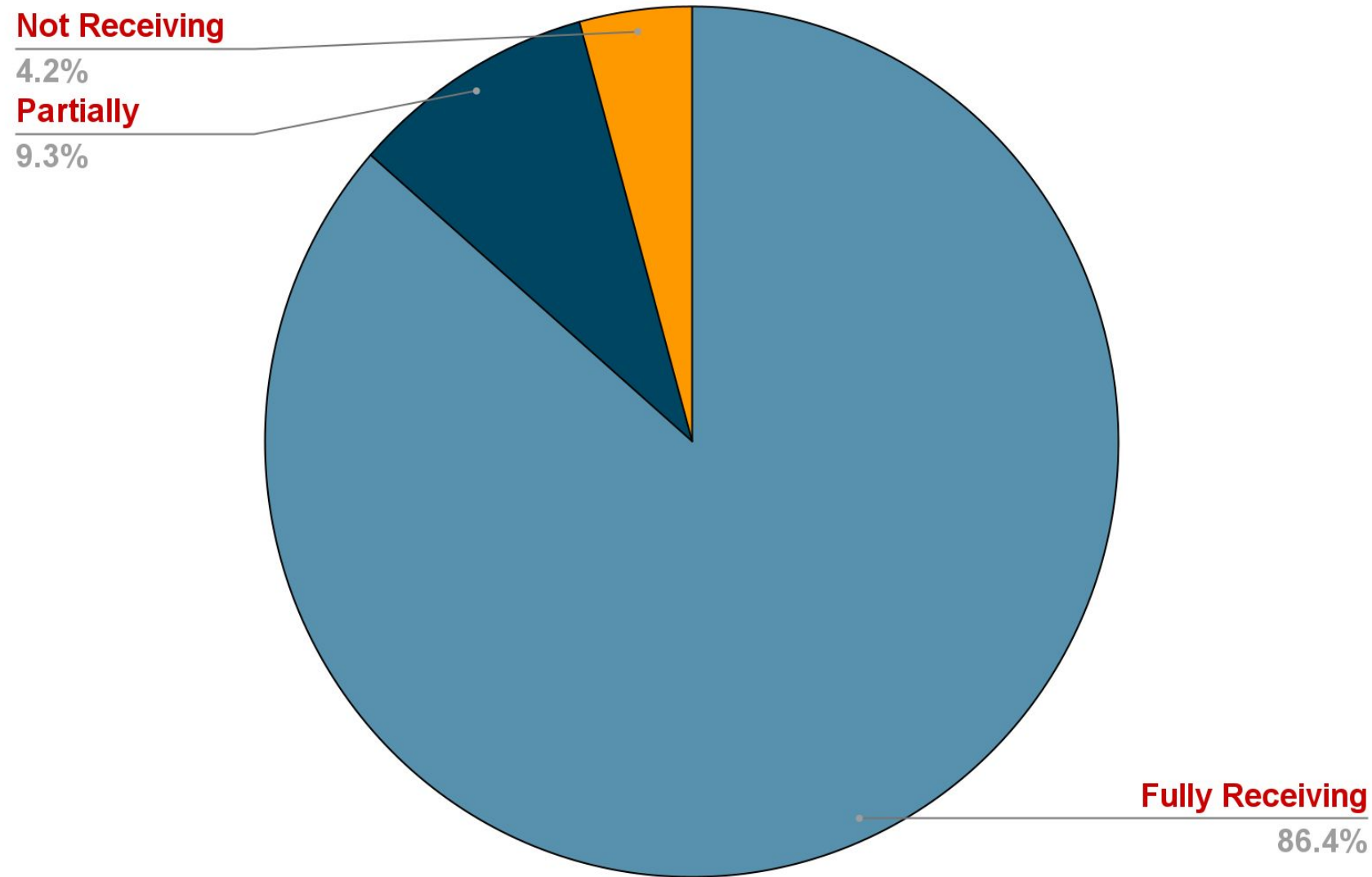


Special Education

Provision of Special Education Services:

Percentage of students who are programmed for their proper class assignment.

Students Receiving Status



We are currently at 86.4 percent fully serviced. Currently we are:

1. Working with schools to review the students who are partially serviced to ensure that the IEP reflects the current school programming.
2. Working with schools to ensure that all staffing request are being escalated and filled.
3. To help ensure accuracy, special education liaison's are working towards building sustainable protocols on reporting when there are changes to IEP programming.



Special Education

**Progress towards Individualized Education Program Goals:
Percentage of who are meeting their IEP Goals**

Meeting IEP Goal	Not Meeting IEP Goals
81.4%	18.6%

Action Steps:

- 1. Working with school liaisons to rethink the way in which goals are written and monitored.**
- 2. Retraining special education teachers to progress monitor on the active IEP.**



Additional Priority: Attendance/Chronic Absenteeism As of 2/25/26

Daily Attendance Rate - 89.1%
Chronic Absentee Rate - 40%

Action Steps:

- 1. Success mentor programs checking in daily with students who have 7-12 absences. Providing daily one on one support can increase attendance by 9%.**
- 2. Creating individual attendance plans with At-Risk of CA student families to identify ways to improve attendance.**



District Parent and Family Engagement

Parent Coordinators, Guidance Counselors, Social Workers, and Parent Leaders had their first **Caring for Caregivers Trauma - Informed Sessions** for informed community wellness workshop — and it was a great success!

Participants shared their experiences and discussed meaningful strategies to better support our District 23 families. The collaboration and open dialogue truly reflected our commitment to strengthening family engagement and care across the district.

Our next workshop will be held on March 13th, and all are welcome to attend. We look forward to continuing this important work together!





Math Curriculum Selection



OUR JOURNEY TO HQIM Math Curriculum

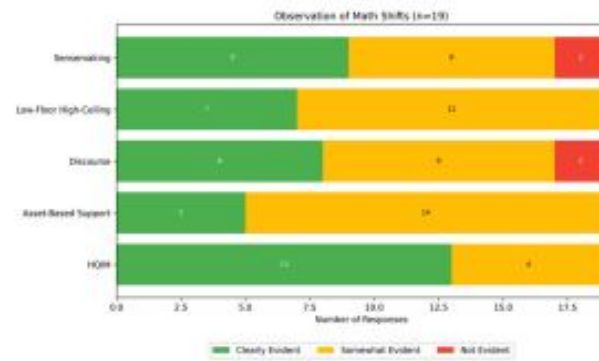
Dr. Khalek Kirkland, Community Superintendent | Dr. Mickisha McKoy, Deputy Superintendent
Dr. Ronda Phillips, Executive Superintendent

OVERVIEW

District 23 engaged teachers, leaders, students, and families through **intervisitations, showcases, and surveys** to select the best HQIM math curriculum. Educators reported that both programs provided strong instruction, opportunities for deep thinking, and meaningful math experiences.



PRINCIPAL'S ANALYSIS OF THE MATH SHIFTS IN PREP FOR HQIM SELECTION

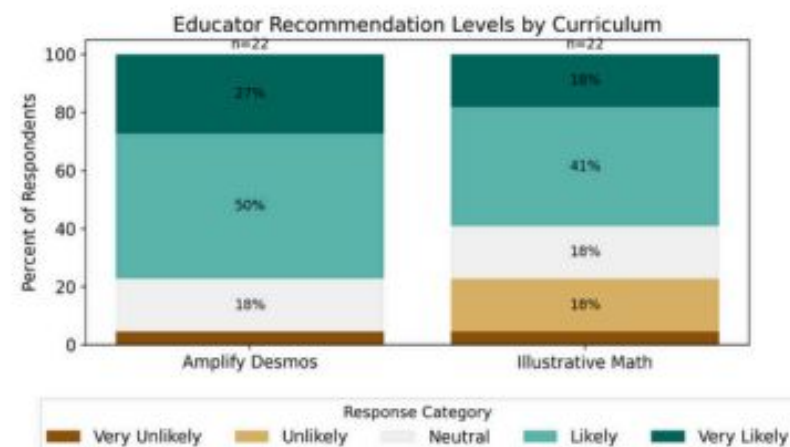


During the January 20, 2026, Principals Conference, NYC Solves introduced the Math Shifts through model instruction, a jigsaw reading, and observations of pilot classrooms. Principals identified evidence of the shifts in practice and reflected on implications for their instructional leadership and school communities. The official recap emphasized preparing for implementation by prioritizing the first two shifts, ensuring AP +1 attendance at the February 10 and 25 support sessions, and providing teachers time to collaboratively plan for the shifts and the new curriculum.

SUMMARY: EDUCATOR DATA

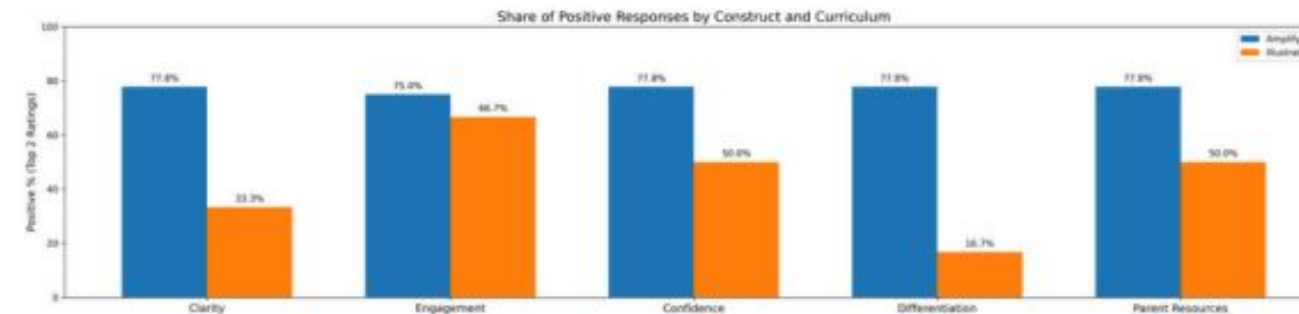
Survey data indicated both curricula received an average score of 4 out of 5 for instructional quality, and teachers rated the ease of implementation similarly across programs. Educators' comments emphasized engagement, digital readiness, scaffolds, and strong teaching routines across both curricula.

But when asked, "If you had to choose today, would you recommend this curriculum?", Amplify Desmos had 76% of educators say "Likely" or "Very Likely" compared to 55% for Illustrative math – **signaling high buy-in for Amplify Desmos.**



SUMMARY: PARENT DATA

Families on average rated **Amplify Desmos** more favorably than **Illustrative Math** across all major areas assessed. Specifically, 78% expressed strong confidence that Amplify would help their child grow, compared to 50% for Illustrative. In support of diverse learners, Amplify received 78% positive responses, while Illustrative received 17%. Regarding parent resources, 78% of parents rated Amplify positively compared to 50% for Illustrative. Parents collectively praised Amplify for being engaging, visual, and simple/straightforward, and for offering Spanish/English supports; the most common concern for Illustrative was adaptability for diverse learners.



WHY DISTRICT 23 SELECTED:

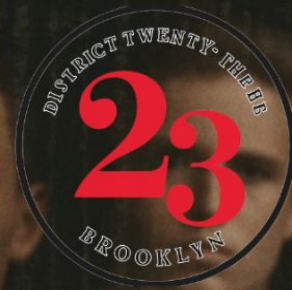
Amplify Desmos Math

CONCLUSION

NYC Solves used a rigorous rubric process, which resulted in the three HQIMs we selected from. In D23 however, stakeholders perceived **Amplify Desmos** as more attainable than Illustrative Mathematics in engagement, accessibility, digital readiness, and teacher implementation—all while aligning with our district's math-shift priorities: conceptual understanding, productive struggle, and meaning making.

“The curriculum seems very straightforward... I'd be able to figure it out on my own.”
- D23 Parent



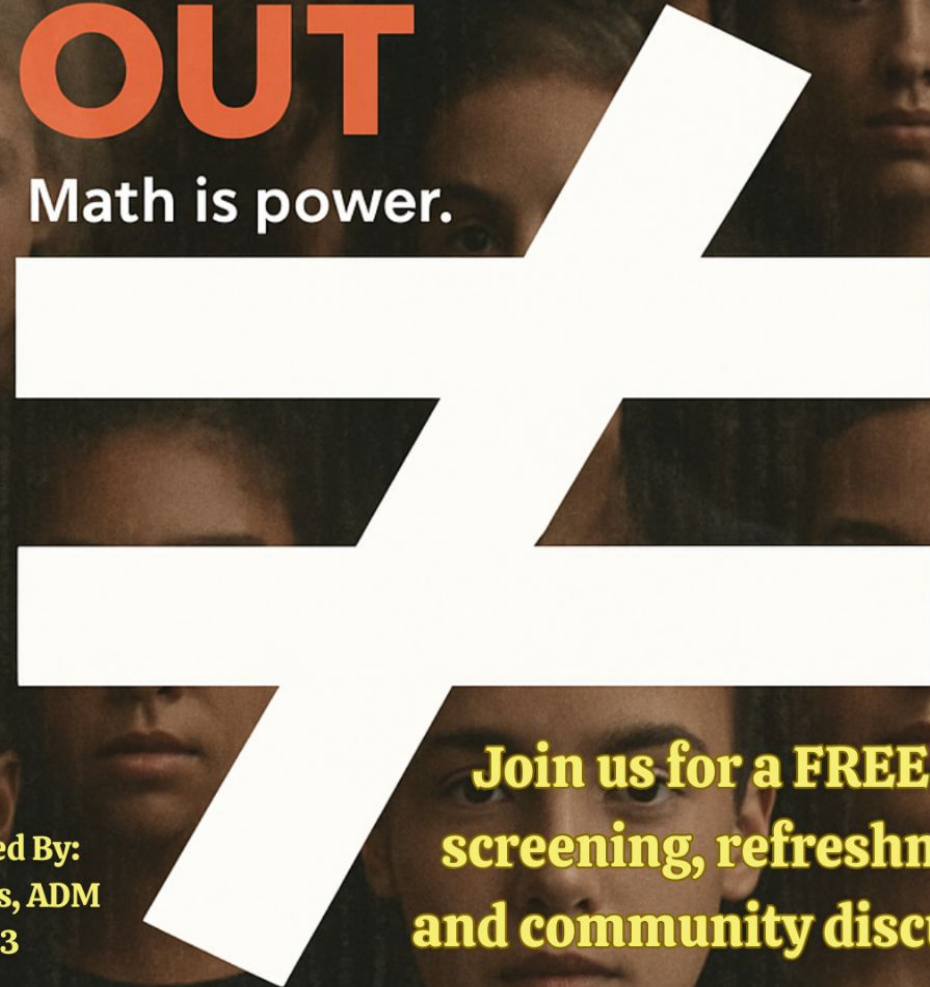


Counted Out illustrates the significant impact that mathematics has on various aspects of our society, including the economy and democratic processes.

A film by Vicki Abeles

COUNTED OUT

Math is power.



Join us for a FREE film screening, refreshments, and community discussion!

Sponsored By:
NYC Solves, ADM
& D23

Date: March 18, 2026

Time: 5:30 PM - 8:30 PM

Location: RACS/RAMS Campus

76 Riverdale Avenue

Brooklyn, NY 11212

Seats are limited
RSVP and Join Us!



https://docs.google.com/forms/d/e/1FAIpQLSfNGE77GmKHIXzbbDdJw7F_iKMmtITjwBt6mPXldCzuFe6rRg/viewform

Counted Out

The film illustrates the significant impact that mathematics has on various aspects of our society, including the economy and democratic process.

Join us for a free film screening, refreshments and community discussion!

**March 18th from 5:30-8:30pm
at RACS/RAMS**

RSVP form link

<https://forms.gle/pDDq6QTANcVJdhxc9>

[Counted Out Film Trailer](#)



Districtwide Events

MLK Soapbox at RACS/RAMS





Districtwide Events Calendar & Upcoming Family Engagement

- GJS Legendary Achievement Banquet- March 3rd
- Counted Out Video- March 18th
- Chancellor Engagement Night- March 23rd



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SOLVED



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