

# Community Education Council Meeting Superintendent Report

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**AUGUST 4, 2025**

**DR. KHALEK KIRKLAND,  
SUPERINTENDENT**

**DR. MICKISHA MCKOY,  
DEPUTY SUPERINTENDENT**

**DR. RONDA PHILLIPS,  
EXECUTIVE DIRECTOR OF  
SCHOOL SUPPORT &  
OPERATIONS**

# Updated Cell Phone Policy

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- **Bell-to-Bell Restriction:** Starting fall 2025, all students in public, charter, and BOCES schools across New York State are prohibited from using internet-enabled personal devices including smartphones, smartwatches, and personal tablets from entry to dismissal, throughout the entire school day, including lunch and hallway time
- **Storage Plans:** Schools must develop local implementation plans—such as pouches, cubbies, or designated lockers to securely store devices. The state has allocated \$13.5 million to help districts purchase storage solutions.
- **Exceptions:** Internet-enabled devices are permitted in limited cases such as for documented medical needs, IEP accommodations, translation, family caregiving, emergencies or if the device is school-issued and used for instruction.
- **Contact During Day:** Schools are required to provide a mechanism for parents to contact their children during school hours in case of emergencies.
- **Consultation & Equity:** Schools must involve teachers, parents, and students in policy development, and ensure consistent disciplinary measures to prevent



# Important Update: New Policy on Student Academic Progress

## AYOL Policy (DRAFT) (Additional year of Learning)

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Dear [Recipient's Name],

I hope you're doing well. I'm writing to inform you about an important update regarding a new initiative being implemented in our district, effective immediately. Starting this school year, we are introducing a policy aimed at enhancing academic progress, particularly in reading. Students who are significantly below grade level in reading and have not made adequate progress throughout the year may be considered for retention and required to repeat the grade.

We understand that retention is a serious decision, but we believe this additional year of focused learning will provide the necessary support for students to master essential skills. Research shows that extra time and targeted interventions can have a significant, positive impact on long-term academic success.

In addition to the possibility of retention, students in this category will be strongly encouraged to participate in a six-week summer school program. However, it's important to note that summer school alone may not be sufficient to close the learning gap, and the decision to retain a student will be based on a comprehensive evaluation of their progress and needs.

As part of this process, schools will conduct Acadience and/or running records assessments for all students who may be retained (grades K-8) to identify specific academic deficiencies. Based on these assessments, a personalized learning plan will be created for each student. Progress will be closely monitored, and parents will receive quarterly updates on their child's growth and areas for continued support.

We recognize that this may raise questions, and we are committed to working with you to ensure every student's academic growth and well-being. Our team will provide tailored support for students and families affected by this policy, and we are here to answer any questions or provide further clarification.

Please reach out to your child's teacher or school administration if you have any concerns. We value your partnership as we work together to ensure the success of all students.

Thank you for your continued support.

## Student Services

Current Rate of Individual Progress  
Reviews (IPRs)  
Completed



Principal	Superintendent	Director of School Support and Operations	Student Services Manager	# of Completed IPRs	Register Grades 6 to 12	Completion Rate
Ashley Rougier	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	85	85	100%
Loren Cooper	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	106	110	96%
Geraldine Darko	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	143	143	100%
Gregory Jackson	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	200	257	78%
Joyelle Rance Fisher	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	269	269	100%
Bryant Brown	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	102	102	100%
Marica Myrie	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	106	108	98%
Rashad Meade	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	397	608	65%
Craig Garber	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	155	155	100%
Arabelle Pembroke	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	109	109	100%
Cahnlay Moore	Khalek Kirkland	Phillips, Ronda	Whitney, Jami	204	205	100%

# iReady Math Data

Tier 1

Tier 2

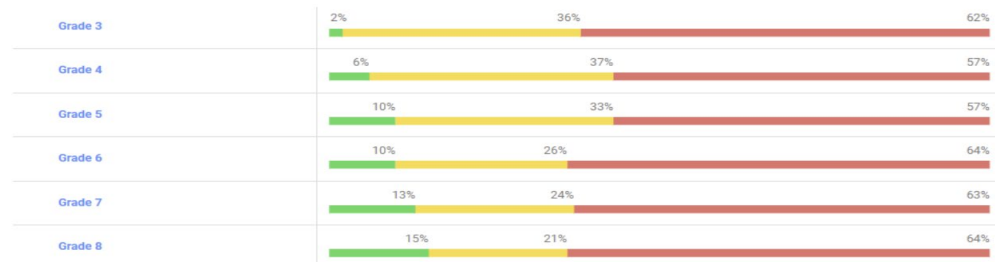
Tier 3

## MATH BEGINNING OF YEAR 2025

Math BOY Overall



Math BOY by Grade



## MATH END OF YEAR 2025

# iReady ELA Data

- Tier 1
- Tier 2
- Tier 3

## ELA BEGINNING OF YEAR

## ELA END OF YEAR

Reading BOY Overall



Reading BOY by Grade



# DISTRICT 23

## MULTIPLE CHOICE & CONSTRUCTIVE RESPONSE REPORT

### ELA 3

Students at DISTRICT 23 earned an overall score of **61%** on the 2025 ELA 3 State Exam (**57% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 ELA 3	2025 ELA 3	Increase/Decrease
Multiple Choice out of 23 questions	<b>56%</b>	<b>61%</b>	<b>5%</b> increase
Constructive Response out of 10 points	<b>5.9</b>	<b>6.2</b>	<b>0.29</b> increase

### ELA 4

Students at DISTRICT 23 earned an overall score of **58%** on the 2025 ELA 4 State Exam (**56% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 ELA 4	2025 ELA 4	Increase/Decrease
Multiple Choice out of 23 questions	<b>57%</b>	<b>57%</b>	<b>-04%</b> decrease
Constructive Response out of 14 points	<b>7.52</b>	<b>8.26</b>	<b>0.74</b> increase

### ELA 5

Students at DISTRICT 23 earned an overall score of **58%** on the 2025 ELA 5 State Exam (**50% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 ELA 5	2025 ELA 5	Increase/Decrease
Multiple Choice out of 26 questions	<b>48%</b>	<b>58%</b>	<b>10%</b> increase
Constructive Response out of 14 points	<b>7.3</b>	<b>8.12</b>	<b>0.85</b> increase

### MATH 3

Students at DISTRICT 23 earned an overall score of **59%** on the 2025 MATH 3 State Exam (**57% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 MATH 3	2025 MATH 3	Increase/Decrease
Multiple Choice out of 24 questions	<b>64%</b>	<b>64%</b>	<b>0%</b> increase
Constructive Response out of 14 points	<b>6.31</b>	<b>7.14</b>	<b>0.83</b> increase

### MATH 4

Students at DISTRICT 23 earned an overall score of **54%** on the 2025 MATH 4 State Exam (**52% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 MATH 4	2025 MATH 4	Increase/Decrease
Multiple Choice out of 28 questions	<b>60%</b>	<b>60%</b>	<b>0%</b> increase
Constructive Response out of 16 points	<b>8.58</b>	<b>9.6</b>	<b>1.02</b> increase

### MATH 5

Students at DISTRICT 23 earned an overall score of **55%** on the 2025 MATH 5 State Exam (**43% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 MATH 5	2025 MATH 5	Increase/Decrease
Multiple Choice out of 28 questions	<b>51%</b>	<b>55%</b>	<b>4%</b> increase
Constructive Response out of 16 points	<b>4.24</b>	<b>6.08</b>	<b>1.84</b> increase

# June Instructional Report

ELA Grade 3 -5

Math Grades 3-5

# June Instructional Report

ELA Grades 6 -8

Math Grades 6-8

# DISTRICT 23

## MULTIPLE CHOICE & CONSTRUCTIVE RESPONSE REPORT

### ELA 6

Students in District 23 earned an overall score of **56%** on the 2025 ELA 6 State Exam (**56% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 ELA 6	2025 ELA 6	Increase/Decrease
Multiple Choice out of 26 questions	<b>52%</b>	<b>52%</b>	<b>0%</b> increase
Constructive Response out of 14 points	<b>9.99</b>	<b>8.96</b>	<b>-1.03</b> decrease

### ELA 7

Students in District 23 earned an overall score of **66%** on the 2025 ELA 7 State Exam (**59% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 ELA 7	2025 ELA 7	Increase/Decrease
Multiple Choice out of 33 questions	<b>56%</b>	<b>64%</b>	<b>8%</b> increase
Constructive Response out of 14 points	<b>9.1</b>	<b>9.7</b>	<b>0.6</b> increase

### ELA 8

Students in District 23 earned an overall score of **63%** on the 2025 ELA 8 State Exam (**61% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 ELA 8	2025 ELA 8	Increase/Decrease
Multiple Choice out of 33 questions	<b>60%</b>	<b>58%</b>	<b>-2%</b> decrease
Constructive Response out of 14 points	<b>8.55</b>	<b>10.36</b>	<b>1.81</b> increase

### MATH 6

Students in District 23 earned an overall score of **45%** on the 2025 MATH 6 State Exam (**44% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 MATH 6	2025 MATH 6	Increase/Decrease
Multiple Choice out of 26 questions	<b>53%</b>	<b>53%</b>	<b>1%</b> increase
Constructive Response out of 14 points	<b>5.28</b>	<b>5.94</b>	<b>0.66</b> increase

### MATH 7

Students in District 23 earned an overall score of **54%** on the 2025 MATH 7 State Exam (**46% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 MATH 7	2025 MATH 7	Increase/Decrease
Multiple Choice out of 31 questions	<b>51%</b>	<b>56%</b>	<b>5%</b> increase
Constructive Response out of 18 points	<b>6.47</b>	<b>6.74</b>	<b>0.27</b> increase

### MATH 8

Students in District 23 earned an overall score of **37%** on the 2025 MATH 8 State Exam (**37% in 2024**), reflecting performance on both multiple-choice and constructed-response items. A comparison of the 2024 and 2025 results is shown below.

Exam Sections	2024 MATH 8	2025 MATH 8	Increase/Decrease
Multiple Choice out of 31 questions	<b>46%</b>	<b>44%</b>	<b>-2%</b> decrease
Constructive Response out of 18 points	<b>4.14</b>	<b>4.32</b>	<b>0.18</b> increase

# SAVE for College Data

## District 23 BB1 Data by Grade

Grade	# of Students with NYC Scholarship Accounts	# of Accounts Activated (BB1 Completion)	BB1 Rate
K	497	176	35.4%
1	486	205	42.2%
2	559	238	42.6%
3	529	248	46.9%
4-7th	31	16	51.6%

# District 23 Highlights

2,102

District 23 students with NYC Scholarship Accounts

\$276K

Accumulated in D23 NYC Scholarship Accounts for future college and career education



\$42K

Funded in Community Scholarships by local organizations, businesses, philanthropy, and community members

\$30K

In Building Block 1 Rewards waiting to be claimed

# District 23 Building Block 1 Data Snapshot

SY22-23	SY23-24	SY24-25
<p><b>1,036</b>  <u>Kindergarten &amp; 1st Graders</u>                      with NYC Scholarship Accounts</p>	<p><b>1,575</b>  <u>K-2nd Graders</u>                      with NYC Scholarship Accounts</p>	<p><b>2,102</b>  <u>K-3rd Graders</u>                      with NYC Scholarship Accounts</p>
<p><b>27.2%</b>                      of families completed                      Building Block 1 (BB1)</p>	<p><b>33.7%</b>                      of families completed                      Building Block 1 (BB1)</p>	<p> <b>42.0%</b>                      of families completed                      Building Block 1 (BB1)</p>
<p><b>2</b>                      out of 15 schools met                      citywide goal of 50%+ BB1 Rate</p>	<p><b>3</b>                      out of 15 schools met                      citywide goal of 50%+ BB1 Rate</p>	<p> <b>6</b>                      out of 15 schools met                      citywide goal of 50%+ BB1 Rate</p>

\* For SY22-23, data drawn from Save for College Program Monthly Report issued on June 30, 2023. For SY23-24, data drawn from Save for College Program Monthly Report issued on June 30, 2024. For SY24-25, data drawn from Save for College Program Monthly Report issued on June 30, 2025.



**ACADIENCE**

**Grades K-2**

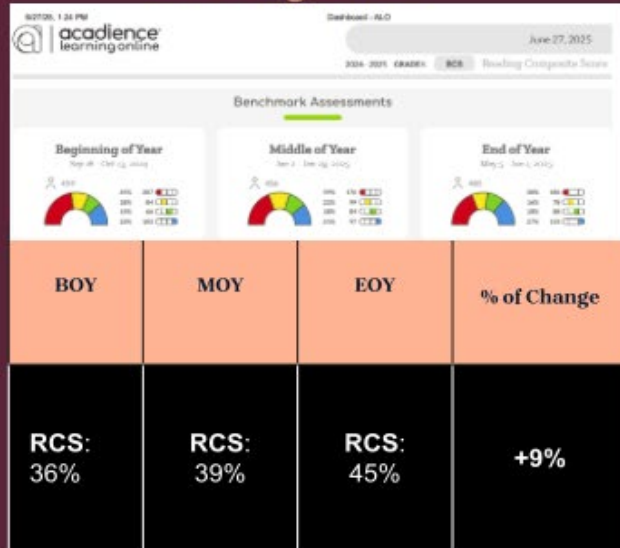
BOY-MOY-EOY

District 23 is Reading Science!



# District-Wide Overview

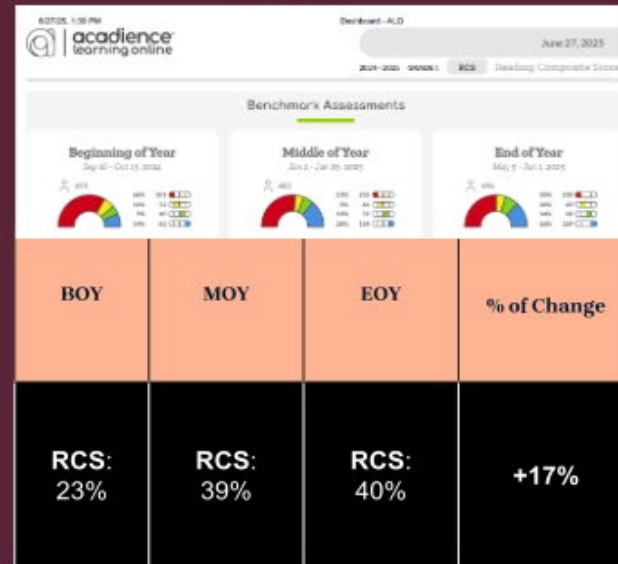
## Kindergarten



Implications: SY 25-26

Explicitly teach alphabetic principle nonsense word fluency (NWF) in preparation for oral reading fluency (ORF) MOY.  
-Decodable texts access

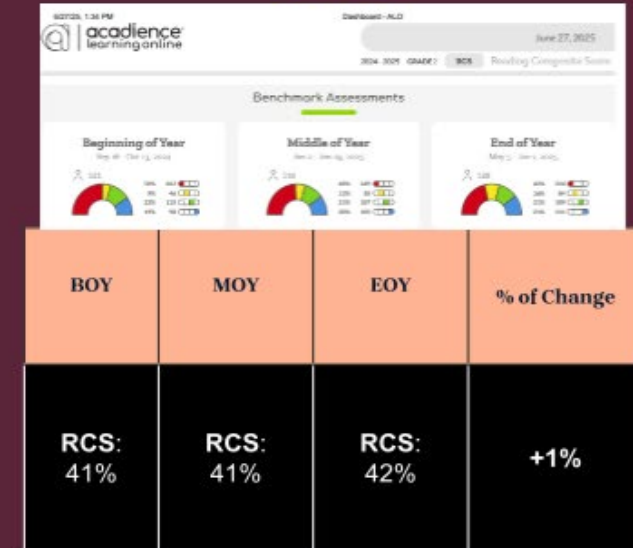
## First



Implications: SY 25-26

Explicitly teach alphabetic principle nonsense word fluency (NWF) in preparation for oral reading fluency (ORF) MOY.  
-Decodable texts and fluency practice access

## Second



Implications: SY 25-26

Fluency practice drills and connected texts in preparation for MOY Acadience.  
Data alignment:  
Oral Reading Fluency (ORF), Maze (vocabulary) and State Exam

# District Wide Implications



## Coherence

Acadience, Foundations and Heggerty Curricula are aligned to reading science



## Universal Screener

Acadience serves as the bridge between reading science and structured literacy



## Data

According to the Acadience measures scholars have made gains across K-2

Explicit teaching, pacing and exposure between measures / BOY-EOY is essential for fluency



## District 23 Framework

Teacher knowledge in foundational literacy research improves structured literacy practices



**INTERTWINED  
LITERACY SKILLS**

# District-wide Next Steps



## Response to Data (RTD)

SY 25-26 Proactive Plan

- Ensure that you are using the universal screener to craft your small groups
- Embed fluency drill practice to increase oral reading fluency.

## Shared path forward

Sacred consistent literacy schedule will make time for

- Structured literacy practices aligned to D23's MTSS framework and literacy research
- Decodables across K-2

## Districtwide Planning Tools Aligned to Literacy, Data and MTSS

District 23's Foundational Literacy Research Guidance (AIM)

- Leverage Literacy (AIM) Leaders (APs) to model best practices
- District-wide MTSS structured literacy schedule (WIN period)
- All scholars should have an Acadience goal and reading plan



# District 23 Best Practices

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- ❑ Leading with Excellence, Equity, and Care
- ❑ Lead with Relationships First: Prioritize meaningful connections with staff, students, families, and community partners to build trust and a strong school culture.
- ❑ Center Equity in All Decisions: Ensure that policies, resources, and practices are inclusive and designed to meet the needs of all learners—especially our most vulnerable students.
- ❑ Communicate with Clarity and Consistency: Maintain transparent, timely communication with staff and families to build a shared vision and collective responsibility.
- ❑ Focus on Instructional Leadership: Regularly engage in classroom walkthroughs, provide actionable feedback, and support teachers with high-quality professional development.
- ❑ Use Data Strategically: Leverage academic, behavioral, and attendance data to inform schoolwide goals and drive targeted interventions.
- ❑ Empower Your Teams: Create systems for shared leadership and invest in developing teacher-leaders, APs, and support staff.
- ❑ Celebrate and Elevate Student Voice: Involve students in shaping the school environment, programming, and decision-making.
- ❑ Model Balance and Wellness: Foster a healthy work culture by modeling boundaries and promoting self-care for yourself and your team.
- ❑ Stay Rooted in the Community: Honor the rich history, pride, and resilience of Brownsville and Ocean Hill by continuing to build strong school-community partnerships.