

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

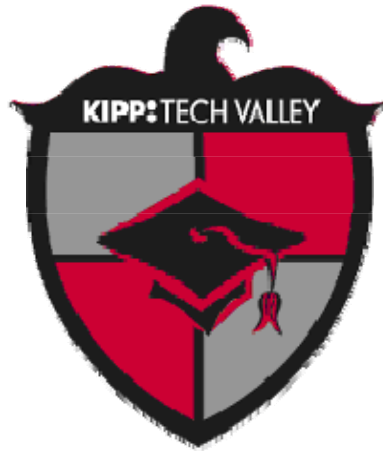
SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.



**KIPP: TECH VALLEY
CHARTER SCHOOL**

**2009-10
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3rd, 2010

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Dustin Mitchell prepared this 2009-10 Accountability Progress Report on behalf of the school's Board of Trustees:



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INTRODUCTION

In August of 2005, KIPP TECH VALLEY opened its doors with the promise that hard work would lead to academic success and the road to college for underserved children in Albany with the mission that every KIPP: TECH VALLEY student would acquire and apply the knowledge skills and character habits necessary to succeed in high school, college and beyond. Five years later, results show that KIPP TECH VALLEY students have made impressive academic gains, proving that KIPP’s “no shortcuts” philosophy pays off.

Students at KIPP: TECH VALLEY not only commit to a three-week summer session, but also attend school from 7:30am to 5:00pm Monday through Friday, participate in academic and extracurricular classes on alternating Saturdays, and complete up to two hours of homework each night. In addition to more time for core academic courses, KIPP: TECH VALLEY’s longer school day, week, and year also allows students to participate in extracurricular activities. Dedicated teachers are available by cell phone after hours for homework help and questions from parents.

The KIPP program of structure and high expectations combined with more time in the classroom has paid off. Over the first two year’s at full enrollment, KIPP TECH VALLEY seventh and eighth graders outperformed both the Albany City School District and the New York State average in English language arts, and outperformed both the district and state in mathematics.

School Enrollment by Grade Level and School Year

School Year	5	6	7	8	Total
2005-06	81	-	-	-	81
2006-07	91	75	-	-	166
2007-08	93	84	44	-	221
2008-09	101	84	54	38	277
2009-10	86	88	66	46	286

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students at the KIPP: TECH VALLEY Charter School will become proficient in reading and writing of the English language.

Background

The KIPP English Language Arts curriculum is derived largely from the Fountas and Pinnell Readers Workshop, Scholastic Guided Reading and the Renaissance Learning Accelerated Reader program. The school utilizes the scientifically based Scholastic Reading Inventory to measure reading comprehension. Students are tested at regular intervals throughout the school year to evaluate their individual progress as part of the program.

Additionally, students receive a minimum of 180 minutes a week of writing instruction. This curriculum reinforces New York State Grammar, Usage and Mechanics standards through a Writers Workshop approach structured around mini-lessons, student conferencing and rubric based feedback.

Finally, every student at KIPP: TECH VALLEY is assigned 30-60 minutes of daily independent reading, assessed weekly through Accelerated Reader, as part of the KIPP: TECH VALLEY Library program. Every book in the KIPP: TECH VALLEY library is coded with a reading level and corresponding Accelerated Reading point value to ensure that both students and teachers are monitoring the pace and comprehension of independent reading.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	82	-	-	4	86
6	83	-	-	5	88
7	63	-	-	3	66
8	46	-	-	0	46
All	274	-	-	12	286

Results

KIPP: TECH VALLEY increased results from the previous year with the overall percent of students in at least their second year achieving a Scale Score of 650.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	82	82
	Students in At Least 2 nd Year	<u>82</u>	11
6	All Students	88	83
	Students in At Least 2 nd Year	<u>90</u>	67
7	All Students	84	63
	Students in At Least 2 nd Year	<u>84</u>	63
8	All Students	80	46
	Students in At Least 2 nd Year	<u>80</u>	46
All	All Students	84	274
	Students in At Least 2 nd Year	<u>85</u>	187

Evaluation

This goal was surpassed with 85 percent of all tested students who are enrolled in at least their second year performing at or above a Scale Score of 650 on the New York State English language arts examination.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.² The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	3	48	42	4	274

$$\begin{aligned}
 \text{PI} &= 48 + 42 + 4 = 94 \\
 &+ 42 + 4 = 46 \\
 \text{PI} &= \mathbf{130}
 \end{aligned}$$

Following the method for calculating Performance Index proscribed by the State Education Department for purposes of accountability under the federal No Child Left Behind Act, KIPP TECH VALLEY has also calculated its performance index by adding the number (not percent) of students at Levels 2 through 4 with the sum of the number of students at Levels 3 and 4, divided by the total number of test takers and multiplied by 100.

Grades	Number of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	15	134	115	10	274

$$\text{Performance Index} = [(134+115+10+115+10) / 274] \times 100 = \mathbf{140}$$

Evaluation

KIPP: TECH VALLEY’s Performance Index of 130 and 140 will not meet the current AMO of 155 and Effective AMO of 148 for schools with 274 tested students if the State Education Department does not change AMOs to reflect recent changes in proficiency scores.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

KIPP: TECH VALLEY considerably outperformed the Albany City School District on the 2010 NYSTP ELA exam.

**2009-10 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	82	11	38	581
6	90	67	30	576
7	33	63	28	534
8	57	46	26	531
All	62%	187	31%	2222

Evaluation

KIPP: TECH VALLEY met this goal with 62 percent of tested students who are enrolled in at least their second year performed at or above Level 3 on the state English language arts exam. This outperforms all students in the same tested grades in the Albany City School District by 31 percentage points.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

Data clearly illustrates that during their first 2 years at KIPP: TECH VALLEY students do not perform as well as similar students state wide, but after that time the linear progression continues and they far exceed expectations.

KIPP: TECH VALLEY students in grades 5-8 who qualify for free lunch scored at their predicted level of performance (not higher than expected) on the state English language arts exam and students in grades 7 and 8 performed “higher than expected to a large degree” (above 0.79).

2008-09 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		98	70.4	80.5	-10.1	-1.08
6		84	72.6	78.1	-5.5	-0.58
7		53	90.6	76.6	14.0	1.23
8		37	100.0	63.8	36.2	2.46
All	48.5	272	79.0	76.7	34.7	0.01

School’s Overall Comparative Performance:
<i>About the same as expected</i>

Evaluation

Although KIPP: TECH VALLEY free-lunch students in grades 5-8 collectively scored “about the same as expected,” they did not perform higher than expected to a small degree. Free-lunch students in grades 7 and 8 performed “higher than expected to a large degree” (above 0.79). The effect size was positive and progressed linearly as the time at KIPP increased. In summation, the longer students attend KIPP: TECH VALLEY, the more likely they will exceed the expected level of performance.

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

All 4 grade level cohorts at KIPP: TECH VALLEY met their goal. As a result, this goal was met.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
5	8	25	50	75	YES
6	67	71	73	90	YES
7	63	73	74	84	YES
8	46	91	Positive	80	NO
All	186	74%	75	86%	YES

3 out of 4 grade level cohorts at KIPP: TECH VALLEY met their goal, with the 8th grade still performing above the 75% threshold. As a result, this goal was met.

Summary of the English Language Arts Goal

In 2009-10, KIPP: TECH VALLEY met 75% of the available goals in ELA.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Previous Year’s data included
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved

Action Plan

During the summer of 2010, the management team at KIPP: TECH VALLEY Charter School developed and implemented an internal assessment guide to help ensure that the ELA standards being taught and tested internally were aligned with the state curriculum and NYSTP based on the information released by NYSED regarding the 2010-11 tests. A restructuring of the organizational chart to include an Academic Dean and Instructional Data Analyst allows the management team to ensure that daily student packets are reviewed regularly and aligned to the scope and sequence. The curriculum is spiraled to introduce new ELA skills and concepts while simultaneously and constantly assessing previously introduced concepts and skills, allowing students to review basic ideas while developing more and more sophisticated ELA abilities. The Instructional Data Analyst position allows the management team to track progress on individual performance indicators longitudinally throughout the year. Remediation groups are held based on specific weaknesses for each child. The separation of whole group and small group remediation times allows instructors to deliver the help that is needed to the particular students who need it.

Additionally, the Scholastic Reading Inventory was given to all students after the start of the school year in August 2010, and it will be given again at the mid-year and end of the school year to be used in conjunction with the Scholastic Guided Reading program. Internal instructional materials and assessments were based on New York State standards, as well as the National Assessment of Educational Programs assessment.

MATHEMATICS

Goal 2: Mathematics

Students at the KIPP: TECH VALLEY Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

For grades 5-6, KIPP Tech Valley uses the KIPP MATH curriculum designed by Dave Levin at KIPP Academy NY. This curriculum incorporates many aspects of the tactile and kinesthetic pedagogy of Harriett Ball's Fearless Learning instructional program. In addition, this curriculum is supplemented with Saxon Math and McGraw Hill/Glencoe Mathematics resources. The KIPP Math curriculum at KIPP Tech Valley is spiraled to introduce new mathematical concepts while simultaneously and constantly assessing previously introduced concepts and skills, allowing students to review basic ideas while developing more and more sophisticated mathematical ability. In addition to 90 minutes of daily math instruction, all KIPP Tech Valley 6th graders receive 180 minutes per week of Math Problem Solving reinforcement. Based on the data derived from our weekly math assessment system, this Problem Solving course allows all students to receive targeted remediation, skill reinforcement and daily enrichment.

The grade 7 and 8 mathematics curriculum is based on Saxon Math.

Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	82	-	-	4	86
6	84	-	-	4	88
7	63	-	-	3	66
8	45	-	-	1	46
All	274	-	-	12	286

Results

KIPP: TECH VALLEY’s 2010 NYSTP mathematics exam results validate that the school is on the correct course as the linear progression begins in grade 6 and continues to a point of 100% passing for students who complete the middle school program.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	93	82
	Students in At Least 2 nd Year	<u>82</u>	11
6	All Students	95	84
	Students in At Least 2 nd Year	<u>97</u>	67
7	All Students	97	63
	Students in At Least 2 nd Year	<u>97</u>	63
8	All Students	100	45
	Students in At Least 2 nd Year	<u>100</u>	45
All	All Students	96	274
	Students in At Least 2 nd Year	<u>97</u>	186

Evaluation

This goal was surpassed with 97 percent of all tested students who are enrolled in at least their second year performing at or above a Scale Score of 650 on the New York State mathematics examinations.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135⁴. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	2	34	49	16	274

$$\begin{aligned}
 \text{PI} &= 34 + 49 + 16 = 109 \\
 &+ 49 + 16 = 65 \\
 \text{PI} &= 174
 \end{aligned}$$

Following the method for calculating Performance Index proscribed by the State Education Department for purposes of accountability under the federal No Child Left Behind Act, KIPP TECH VALLEY has also calculated its performance index by adding the number (not percent) of students at Levels 2 through 4 with the sum of the number of students at Levels 3 and 4, divided by the total number of test takers and multiplied by 100.

Grades	Number of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	6	94	131	43	274

$$\text{Performance Index} = [(94+131+43+131+43) / 274] \times 100 = 161$$

Evaluation

KIPP: TECH VALLEY’s Performance Index of 174 and 161 surpasses the current AMO of 135 and Effective AMO of 128 for schools with 274 tested students if the State Education Department does not change AMOs to reflect recent changes in proficiency scores.

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

KIPP: TECH VALLEY considerably outperformed the Albany City School District on the 2010 NYSTP mathematics exam.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	82	11	40	588
6	69	67	37	588
7	70	63	38	547
8	84	45	24	537
All	74	186	35	2260

Evaluation

KIPP: TECH VALLEY met this goal with 74 percent of tested students who are enrolled in at least their second year performing at or above Level 3 on the state English language arts exam. This outperformed all students in the same tested grades in the Albany City School District by 39 percentage points.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

Data clearly illustrates that during their first 2 years at KIPP: TECH VALLEY students do not perform as well as similar students state wide, but after that time the linear progression continues and they far exceed expectations.

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		103	83.5	86.8	-3.3	-0.36
6		83	96.4	80.5	15.9	1.37
7		53	92.4	84.7	7.7	0.78
8		38	100.0	76.7	23.3	1.63
All	48.5	277	91.3	83.1	8.2	0.65

School’s Overall Comparative Performance:
<i>Higher than expected to a medium degree</i>

Evaluation

KIPP: TECH VALLEY met this goal with free-lunch students in grades 5-8 collectively scoring “higher than expected to a medium degree” (an effect size of 0.65) and 8th grade students scored “higher than expected to a large degree” with an effect size of 1.63.

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

All 4 grade level cohorts achieved their goal. As a result, this goal was met.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
5	8	38	57	88	YES
6	67	86	Positive Growth	95	YES
7	63	96	Positive Growth	97	YES
8	45	92	Positive Growth	100	YES
All	183	89	Positive Growth	97	YES

Evaluation

All 4 grade level cohorts achieved their goal. As a result, this goal was met.

Summary of the Mathematics Goal

KIPP: TECH VALLEY met the goal in all 5 areas in mathematics.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved

SCIENCE

Goal 3: Science

Students at the KIPP: TECH VALLEY Charter School will meet and exceed state standards for mastery of skill and content knowledge in Science.

Background

KIPP students learn science by doing science rather than merely reading about it in a textbook. Using inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, KIPP students learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ. Each student will be exposed to the learning of all science disciplines (Life Science, Earth & Space Science, and Physical Science) in each grade, learning fundamental principles that underlie the distinct disciplines but also appreciating their connections through interdisciplinary studies.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in the spring of 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

KIPP: TECH VALLEY failed to meet this goal in Science 8.

Charter School Performance on 2009-10 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	6.82	29.55	56.82	6.82	63.64	44
	Students in At Least 2 nd Year	6.82	29.55	56.82	6.82	63.64	44

Evaluation

This goal was not met in 2010.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

Comparative results are not available as of 9/3/2010.

Summary

Due to the results of the Albany City School District being unavailable at the time of the submission of this report, this goal is unable to be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	TBD

Action Plan

Over the summer of 2010, the management team at KIPP: TECH VALLEY Charter School completed an internal assessment guide, which provided valuable information regarding the alignment of the curriculum to the state assessment. Analysis of the internal assessment guide provided information that was used to determine that our earth science topic coverage was weak. Additional earth science topics will be included in the grade 8 curriculum. These results will allow the students to be more prepared based on the NYSTP. The same process that has been implemented for the ELA program has been put in place for the Science portion of the KIPP: TECH VALLEY academic program.

SOCIAL STUDIES

Goal 4: Social Studies

Students at the KIPP: TECH VALLEY Charter School will meet and exceed state standards for mastery of skills and content knowledge in Social Studies, History and Civics.

Background

KIPP Tech Valley uses the History Alive curriculum designed by the Teachers' Curriculum Institute. In grades 5 and 6, *History Alive! The Ancient World* introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world. In grades 7 and 8, *History Alive! The United States* makes U.S. history a palpable experience for middle school students. This survey course follows U.S. history from the nation's fledgling years through the Great Depression and World Wars to the Civil Rights Movement and contemporary American society. Students ponder the problems of America's English colonists and gain an understanding of the desperation and hope of turn-of-the-century immigrants. Students receive a minimum of 180 minutes per week of history instruction in each grade, with grades 5 and 8 receiving an additional 45 minutes of direct instruction each week.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009 and 8th grade in June 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The 5th grade social studies assessment measures the acquisition and application of material delivered in grades 1-4, and is therefore not representative of any time spent at KIPP: TECH VALLEY. 100% of all students in grade 8 earned a score that was classified as proficient by the New York State Education Department.

**Charter School Performance on 2009-10 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level ¾	
8	All Students	-	-	52.17	47.83	100	46
	Students in At Least 2 nd Year	-	-	52.17	47.83	<u>100</u>	46

Evaluation

KIPP: TECH VALLEY successfully met this goal. For the second year in a row 100% of our students scored proficient.

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

Despite comparative results not currently being available, it is safe to assume that KIPP TECH VALLEY met this goal. With 100 percent of KIPP: TECH VALLEY students performing at or above Level 3, nearly every student in the Albany City School District would be required to score at or above Level 3 on the exam. In 2008-09, just 45 percent of District students did so.

Evaluation

KIPP: TECH VALLEY received a 100% proficient mark on the NYS SS8 assessment.

Summary

With 100 percent of students scoring

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

NCLB

Goal 5: NCLB

Under the state’s NCLB accountability system, the school’s accountability status will be “Good Standing” each year.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation 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. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

KIPP: TECH VALLEY was labeled as in good standing in 2010.

Evaluation

The measure was met.

Additional Evidence

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing