

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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 State University 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 State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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
ACCOUNTABILITY PLAN PROGRESS REPORT, 2005 – 2006



November 10, 2006

Every KIPP TECH VALLEY student will acquire and apply the knowledge, skills and character habits necessary to succeed in high school, college and beyond.

ACADEMIC ACHIEVEMENT

English Language Arts

Goal: Students at the KIPP: TECH VALLEY Charter School will be proficient readers and writers of the English language.

Absolute Proficiency

Required outcome measures

Outcome measure 1.1: By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State English Language Arts assessment.

KIPP: TECH VALLEY has only completed 1 year of operation and therefore does not yet have a cohort of students eligible for this measure. However, our baseline test indicates a proficiency rate of 51.3% on the NYS Grade 5 ELA test.

Outcome measure 1.2: Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

KIPP: TECH VALLEY was a first year school and therefore did not have an AYP goal under NCLB. However, our baseline performance index of 180.89 would put us among the highest performing schools in Albany according to this measure.

Comparative Proficiency on State Exams

Required outcome measures

Outcome measure 1.3: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of their peers in Albany Public Schools.

KIPP: TECH VALLEY has only been in operation for a year and therefore does not yet have a cohort of students eligible for this measure. However, our baseline proficiency rate of 51.3% on the NYS Grade 5 ELA test exceeds that of the Albany City School District average by more than 5%.

Outcome measure 1.4: Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis

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controlling for students eligible for free lunch among all public schools in New York State.¹

Value Added to Student Learning

Required outcome measures

Outcome measure 1.5: Grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.²

Optional outcome measures

Outcome measure 1.6: Grade-level cohorts of students will reduce by the amount equal to 50 minus the baseline, divided by the number of years remaining until the completion of grade 8 the gap between their average NCE in the previous spring on the Terra Nova, a nationally normed reading test, and an NCE of 50 (i.e., grade level) in the current spring.³

While our first administration of the Terra Nova necessarily tracked a fall-to-spring cohort, it revealed that KIPP: TECH VALLEY is succeeding in achieving this goal. In reading 5th grade KIPP: TECH VALLEY students eliminated the 8 NCE gap between their baseline score and the 50th percentile completely in just one year, finishing the year at the 50th NCE. Similarly, in Language Arts, 5th grade KIPP: TECH VALLEY students entirely eliminated an 11 NCE gap between their baseline score and the 50th percentile. Therefore we believe we have successfully met this goal for 2005-2006.

	<i>Entering Grade 5</i>	<i>Exiting Grade 5</i>
<i>Reading (NCE)</i>	42	50
<i>Language (NCE)</i>	39	50
<i>Math (NCE)</i>	41	47

Mathematics

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

¹ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis will be conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

² If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

³ If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

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Absolute Proficiency

Required outcome measures

Outcome measure 2.1: By the 2008 – 09 school year, 75% of KIPP TECH VALLEY students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State mathematics assessment.

KIPP: TECH VALLEY has only completed 1 year of operation and therefore does not yet have a cohort of students eligible for this measure. However, our baseline test indicates a proficiency rate of 53.4% on the NYS Grade 5 mathematics assessment.

Outcome measure 2.2: Each year, the school's aggregate Performance Index on the State mathematics exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

KIPP: TECH VALLEY was a first year school and therefore did not have an AYP goal under NCLB. However, our baseline performance index of 205 would put us among the highest performing schools in Albany according to this measure.

Comparative Proficiency on State Exams

Required outcome measures

Outcome measure 2.3: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam in each tested grade will be greater than that of the local school district.

KIPP: TECH VALLEY has only been in operation for a year and therefore does not yet have a cohort of students eligible for this measure. However, our baseline proficiency rate of 53.4% on the NYS Grade 5 ELA test exceeds that of the Albany City School District average by more than 7%.

Outcome measure 2.4: Each year, the school will exceed its expected level of performance on the State math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.⁴

⁴ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis will be conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

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Value Added to Student Learning

Required outcome measure

Outcome measure 2.5: Grade-level cohorts of students 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.⁵

Optional outcome measure

Outcome measure 2.6: Grade-level cohorts of students will reduce by the amount equal to 50 minus the baseline, divided by the number of years remaining until the completion of grade 8 the gap between their average NCE in the previous spring on the Terra Nova, a nationally normed reading test, and an NCE of 50 (i.e., grade level) in the current spring.⁶

While our first administration of the Terra Nova necessarily tracked a fall-to-spring cohort, it revealed that KIPP: TECH VALLEY is succeeding in achieving this goal. In reading 5th grade KIPP: TECH VALLEY students eliminated the 8 NCE gap between their baseline score and the 50th percentile completely in just one year, finishing the year at the 50th NCE. Similarly, in Language Arts, 5th grade KIPP: TECH VALLEY students entirely eliminated an 11 NCE gap between their baseline score and the 50th percentile. Therefore we believe we have successfully met this goal for 2005-2006.

	<i>Entering Grade 5</i>	<i>Exiting Grade 5</i>
<i>Reading (NCE)</i>	42	50
<i>Language (NCE)</i>	39	50
<i>Math (NCE)</i>	41	47

Social Studies

Goal: 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.

Absolute Proficiency

Required outcome measures

Outcome measure 3.1: By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two

⁵ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

⁶ If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

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or more years will score proficient (i.e. at level three) or better on the New York State Social Studies assessment.

KIPP: TECH VALLEY has only completed 1 year of operation and therefore does not yet have a cohort of students eligible for this measure. However, our baseline test indicates a proficiency rate of 63% on the NYS Grade 5 social studies assessment.

Comparative Proficiency on State Exams

Required outcome measures

Outcome measure 3.2: On the New York State Social Studies assessment, a greater percentage of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score at proficient and advanced levels than will their peers in Albany Public Schools.

Science

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

Absolute Proficiency

Required outcome measures

Outcome measure 4.1: By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State Science examination.⁷

Comparative Proficiency on State Exams

Required outcome measures

Outcome measure 4.2: On the New York State Science examination, a greater percentage of KIPP: TECH VALLEY Charter School students will score at proficient and advanced levels than will their peers in Albany Public Schools.

Additional Required Academic Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

⁷ This measure, and all other measures on the Grade 8 New York State Science Assessment, assumes the final development, implementation and scoring of the test. Such measures will become an active part of the Accountability Plan when that goal has been achieved.

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