

KIPP: Tech Valley Charter School

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Stephanie Valle

321 Northern Blvd

518-694-9494

KIPP  **Albany**

PUBLIC SCHOOLS

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Stephanie Valle, Executive Director, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Reilly	President, Executive and Finance Committees
Kelly Walborn	Vice President, Executive Committee
Wayne Boomer	Treasurer, Executive and Finance Committee
Carl Young	Secretary, Executive Committee
Cornelius Murrary	
Kelly Kimbrough	

Stephanie Valle joined KIPP: Tech Valley Charter School as the Executive Director in January 2018. In this position, she oversees both the Primary and Middle Schools. For the 2017-2018 school year, Maya Tucci was School Leader of the Primary School and Dustin Mitchell was School Leader of the Middle School.

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In August 2005, KIPP: Tech Valley Middle School opened its doors with the promise that hard work would lead to academic success, the road to college, and a choice-filled life educationally for underserved children in Albany. The middle school's 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 – is imbued in all aspects of programming at the school. After thirteen years, results show that KIPP: Tech Valley students have made impressive academic gains, proving that KIPP's philosophy pays off.

Additionally, in August 2016, KIPP: Tech Valley Primary Charter School opened and welcomed their founding class of Kindergarten students. During the 2017-2018 school year, the school served kindergarten and first grade. The additions of kindergarten and first grade at the primary school have helped to expand the mission of the organization. With a successive grade added each year to the primary school, KIPP: Albany will have its primary program grow to an enrollment in of 500 students in grades K-4 by the year 2021. Through co-teaching and blended learning, KIPP: Tech Valley Primary School is able to individualize instruction in each classroom to ensure all students are making appropriate growth, reaching year end goals, and will be ready for middle school.

Students and families at KIPP: Tech Valley not only commit to a three-week summer session, but also attend school for an extended day, participate in extracurricular and academic activities one Saturday per month, and complete up to two hours of homework each night depending on grade level. Dedicated teachers are available by cell phone after hours for homework help and questions from parents.

KIPP: Tech Valley sixth, seventh and eighth grader students continue to outperform both the Albany City School District and the New York State average in English Language Arts assessments, and outperformed the district and state in seventh and eighth grade mathematics assessments.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14						74	92	68	50					284
2014-15						99	97	63	45					304
2015-16						99	98	66	35					298
2016-17	100					86	99	60	47					392
2017-18	100	100				87	99	62	35					483

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students at KIPP: Tech Valley Charter Schools will become proficient in reading and writing of the English Language.

BACKGROUND

At KIPP: Tech Valley Primary School, the English language arts curriculum is made up of a phonics block (30 minutes), a guided reading block (60 minutes), and a humanities block (70 minutes). All grades use this model daily to ensure students are getting both foundational and differentiated instruction to promote growth.

For the phonics block, the Wilson's Foundations[®] curriculum is used, and students are assessed using a mix of unit assessments from the curriculum and teacher created quizzes. Additionally, in kindergarten and first grade, teachers use this time to review sight words (pulled from the Dolch list).

For the Guided Reading block, students benefit from having two teachers in the classroom in all grades. Teachers plan lessons for small, homogeneous groups using data obtained from the University of Chicago's STEP Assessment. We use leveled texts from Scholastic and Reading A-Z to implement 20-minute mini lessons. Students also benefit from the use of Lexia, a supplemental web-based literacy curriculum, and differentiated independent work created by teachers.

For the Humanities block, the KIPP Wheatley Curriculum is implemented. This curriculum is thematic, and students are engaged in standards-based exploration of texts as well as writing tasks that are typically text-based. This consists of a 30-40 minute reading block and writing block depending on the time required for the day's writing task. Themes of the modules include: "Under the Sea," "Down on the Farm," "Lessons from Leaders," and "My 5 Senses." Themes are typically based in Social Studies or Science, and the skills taught are pulled from Common Core State Standards.

At KIPP: Tech Valley Middle School, the English language arts curriculum is derived largely from EngageNY, as well as the Fountas and Pinnell Readers Workshop, Scholastic Guided Reading and the Renaissance Learning Accelerated Reader program. Reading instruction totals a minimum of 360 minutes per week.

Middle school students in all grades also receive separate writing instruction for a minimum of 90 minutes per week. This curriculum reinforces the Common Core expectations of coherence, organization, style, and control of conventions in writing through a workshop approach structured around mini-lessons, student conferencing and rubric based feedback.

Finally, every student at KIPP: Tech Valley Middle School is assigned 20 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. Library also provides an

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opportunity for every KIPP: Tech Valley Middle School student to have dedicated vocabulary-building time through weekly vocabulary word lists.

Goal 1: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	81	1		4	1	87
6	96			2		99
7	62					62
8	35					35
All	274	1		6	1	283

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.

RESULTS AND EVALUATION

KIPP: Tech Valley Charter Schools failed to meet this goal, consistent with results from around New York State. However, with each successive grade level at KIPP: Tech Valley Middle School has increased proficiency rates, with sixth, seventh and eighth graders exceeding the proficiency average for Albany City Schools and New York State.

The results of the 2018 NYS ELA test proved that KIPP: Tech Valley was the highest performing middle school in the city of Albany as measured by the New York State Testing Program ELA examination. With the addition of the Primary School and increased support in 5th and 6th Grade ELA classes for the 2018-2019 school year, the KIPP: Tech Valley ELA curriculum will continue to work to ensure close alignment between the school’s curriculum and assessment and the state standards and progress in the lower Middle School grades.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	20	81	14	21
6	57	96	67	51
7	60	62	60	62
8	83	35	83	35
All	50	274	61	169

ADDITIONAL EVIDENCE

Students at KIPP: Tech Valley Middle School continue to show the growth over the years in ELA that allows them to move out of the lower level 1 window as their time here continues. For instance, there were 43% of 5th graders in level 1. That number decreased to 21% in grade 6 and then 0% in grades 7 and 8. Furthermore, 40% of eighth graders achieved a Level 4 on the ELA assessment. Finally, KIPP: Tech Valley Primary School is focused on preparing students for state exams and the lower middle school grades to continue to improve proficiency.

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ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	39	9	29	17	14	21
6	53	26	48	69	67	51
7	42	65	61	57	60	62
8	65	34	57	46	83	35
All	50	134	52	189	61	169

Goal 1: Absolute Measure

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.

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 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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

RESULTS AND EVALUATION

KIPP: Tech Valley's PI for 2017-2018 for ELA is 139. The final state MIP for 2017-2018 has not yet been released as of this report's due date; thus the comparison to state data still must be determined.

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English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
274	19	31	34	16

$$\begin{aligned}
 \text{PI} &= 31 + 34 + 16 = 81 \\
 &= 34 + 16 = 50 \\
 &+ (.5) * [16] = 8 \\
 \text{PI} &= 139
 \end{aligned}$$

Goal 1: Comparative Measure

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.

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.²

RESULTS AND EVALUATION

KIPP: Tech Valley Middle School substantially outperformed the Albany City School District in sixth, seventh and eighth grade, more than tripling the percentage of students earning proficiency on the exam in grades seven and eight.

2017-18 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	Number Tested	Percent	Number Tested
3				
4				
5	14	21	18	650
6	67	51	27	582
7	60	62	18	503
8	83	35	23	408
All	61	169	21	2143

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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ADDITIONAL EVIDENCE

This continues results achieved during the 2016-2017 school year, where KIPP: Tech Valley students in grades six, seven, and eight all tripled the proficiency percentage of Albany City Schools.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	39	15	29	17	14	18
6	53	15	48	15	67	27
7	42	15	61	16	60	18
8	65	23	57	28	83	23
All	50	17	52	18	61	21

Goal 1: Comparative Measure

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 SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

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Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

KIPP: Tech Valley successfully met this goal. The effect size for each tested grade, as well as the school’s aggregate effect size, far exceeded 0.3.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	89	82	34	21.8	12.2	.86
6	81	97	40	21.7	18.3	1.22
7	74	57	61	33.3	27.7	1.47
8	76	46	57	37	20	1.08
All	80.5	274	45.3	26.3	19.2	1.14

School’s Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

This continues KIPP: Tech Valley’s successful meeting of this goal, as evidenced by the table below. 2016-2017 was the largest aggregate effect size achieved by KIPP: Tech Valley over the last three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-8	80.1	290	27.4	19.4	0.54
2015-16	5-8	80.1	289	41.4	24.9	1.01
2016-17	5-8	80.5	274	45.3	26.3	1.14

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Goal 1: Growth Measure³

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

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

KIPP: Tech Valley achieved this result.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5	59	50.0
6	48	50.0
7	52.5	50.0
8	44	50.0
All	51	50.0

³ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁴ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	60	56.5	59	50.0
6	50	63.5	48	50.0
7	68	63.5	52.5	50.0
8	57.5	55	44	50.0
All	59	60	51	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

KIPP: Tech Valley successful met 4 out of 5, or 80%, of the ELA goals.

Type	Measure	Outcome
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.	Did not meet goal
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.	Met goal
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.	Met goal
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Met goal
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. (Using 2016-17 results.)	Met goal

ACTION PLAN

In the years to come, students will enter grade 5 better prepared due to the opening of the KIPP: Tech Valley Primary School and the K-4 instruction students will receive there. At the Primary

School, Guided Reading has been named as the instructional priority due to the fact that teaching students to read independently and critically will set them up for success in all other subjects. Because of this, teachers are reviewing data, receiving feedback on lesson plans, and coaching on execution on a weekly basis in this area. There have also been school visits to other KIPP schools to learn more about different opportunities for grouping within the classroom, grade level, or entire school to ensure students are best matched to their instructional level. KTV Primary continues to work closely with our STEP consultants from the University of Chicago on a quarterly basis as support in interpreting and acting on the data attained during the assessment window at the end of each quarter.

In addition, each ELA classroom in fifth and sixth grade at KIPP: Tech Valley Middle School is staffed by two teachers for the 2018-2019 school year. This allows students to receive differentiated instruction, strategic literacy support, increased opportunities for small groups, and greater remediation. This will continue to ensure students at all levels have the resources they need to achieve proficiency.

Additionally, the middle school's schedule allows for school-wide remediation during the school day, allowing students who need extra support another, individualized opportunity with their ELA teacher to receive additional instruction and practice.

The ELA Department at the Middle School administers assessments as a grade level on Fridays, which allows for weekly ELA professional development during the remaining time. In addition to regularly scheduled professional development sessions locally led by the KTV management team and nationally through the KIPP: network, KIPP: Tech Valley will continue to work to improve upon existing results through enhanced professional development and continue to target extra support to students who need it, including students with disabilities and students with English as a new language.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

At KIPP: Tech Valley Primary School, there is a focus on development of mathematical fluency, conceptual understanding, and procedural knowledge. Daily, students participate in 70-minute math block driven by the Engage NY curriculum, a 40-minute problem solving block following the practice of Cognitively Guided Instruction from Dr. Stephanie Smith, and a 10-minute reteach block to provide quick feedback on the previous day's performance.

At KIPP: Tech Valley Middle School, the math curriculum is derived heavily from the material presented on EngageNY. Additionally, 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. The curriculum is also supplemented with Saxon Math and McGraw Hill/Glencoe Mathematics resources

At the middle school, the math curriculum 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. Math assessments at the middle school have also been recently redesigned to reflect progress monitoring of spiraled and newly presented material. The math department, in conjunction with the middle school administration, has worked to increase the rigor of its internal assessments and more closely align the exams to the expectations of the New York State Testing Program.

The middle school prioritizes mathematical fluency and higher order thinking skills. The goal of the middle school mathematics programs is to advance students' ability and thinking so that they will end the program not only on, but above grade level as evidenced by performance on both the New York State 8th grade math assessment, and the Algebra I Common Core Regents.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in May 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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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 not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	80			3	1	84
6	94			4		98
7	59			2		61
8	34			1		35
All	267			10	1	278

RESULTS AND EVALUATION

KIPP: Tech Valley failed to meet this goal, but did have 100% of the school’s enrolled 8th graders receive credit on the 9th grade Algebra I Common Core Regents. This is the middle school’s third consecutive year of 100% passing on the 9th grade Regents exam. Additionally, each successive grade level achieved a higher percent of students at proficiency on the NYS exam.

Furthermore, after completing four years of study at KIPP: Tech Valley, 94% of eighth graders achieved proficiency on the state exam. Moreover, 47% of KIPP: Tech Valley’s 8th graders have score at a level 4 proficiency level. By comparison, 3% of Albany City School district 8th graders achieved proficiency on the same exam.

⁵ 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.

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Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	19	80	10	21
6	44	94	52	50
7	53	59	53	59
8	94	34	94	34
All	45	267	56	164

ADDITIONAL EVIDENCE

Every eighth grader at KIPP: Tech Valley Middle School takes the Grade 9 Common Core Algebra I exam. For the past three years, 100% of enrolled eighth graders received credit on the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	30	10	6	17	10	21
6	31	67	29	70	52	50
7	40	63	45	58	53	59
8	85	34	63	46	94	34
All	45	174	40	191	56	164

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Goal 2: Absolute Measure

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.

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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

RESULTS AND EVALUATION

KIPP: Tech Valley's PI for 2017-2018 for Math is 127. The final state MIP for 2017-2018 has not yet been released as of this report's due date; thus the comparison to state data still must be determined.

Mathematics 2017-18 Performance Level Index (PI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	21	34	34	10					
	PI	=	34	+	34	+	10	=	78
					34	+	10	=	44
						+	5	=	5
							PI	=	127

Goal 2: Comparative Measure

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.

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METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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.⁶

RESULTS AND EVALUATION

KIPP: Tech Valley successfully met this goal. KIPP: Tech Valley substantially outperformed the Albany City School District on the 2018 state mathematics exam in sixth, seventh and eighth grade. Sixth graders tripled the passing proficiency of Albany City sixth graders, seventh graders quadrupled district results and eighth graders achieved proficiency at 31 times the rate of district students. Overall, KIPP: Tech Valley students at least in their second year tripled the proficiency of all Albany City district student.

2017-18 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	Number Tested	Percent	Number Tested
3				
4				
5	10	21	16	664
6	52	50	17	592
7	53	59	13	506
8	94	34	3	353
All	56	164	17	2115

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

This continues the trend of KIPP: Tech Valley meeting this goal during this accountability period, with the greatest proficiency in 2017-2018.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	30	14	29	17	10	16
6	31	16	48	15	52	17
7	40	10	61	16	53	13
8	85	2	57	28	94	3
All	45	12	52	18	56	17

Goal 2: Comparative Measure

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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

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Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

KIPP: Tech Valley successfully met this goal. The effect size for each tested grade, as well as the school’s aggregate effect size, exceeded 0.3.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	89	83	29	21.8	7.2	.5
6	81	97	27	21.7	5.3	.35
7	74	58	45	33.3	11.7	.62
8	76	46	63	37	26	1.41
All	80.5	284	37	26.6	10.5	.62

School’s Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

This continues the trend of KIPP: Tech Valley meeting this goal during this accountability period.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-8	76.8	271	48.1	24.8	1.16
2015-16	5-8	80.1	290	41.7	24.8	.85
2016-17	5-8	80.5	284	37	26.6	.62

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Growth Measure⁷

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.

METHOD

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 5-8 was equal to the state's unadjusted median growth percentile.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5	54	50.0
6	41	50.0
7	59	50.0
8		50.0
All	50	50.0

ADDITIONAL EVIDENCE

Eighth grade growth scores for 2016-2017 were not calculated by NYS. However, 100% of eighth graders received credit for the Grade 9 Common Core Algebra I exam.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	67	46.5	54	50.0
6	59.5	51	41	50.0
7	63	61	59	50.0
8	69.5	70		50.0
All	63	54.5	50	50.0

SUMMARY OF THE MATHEMATICS GOAL

KIPP: Tech Valley successful met 4 out of 5, or 80%, of the Math goals.

Type	Measure	Outcome
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.	Did not meet goal
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.	Met goal
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.	Met goal
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Met goal
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. (Using the 2016-17 results.)	Met goal

ACTION PLAN

In the years to come, students will enter grade 5 better prepared due to the opening of the KIPP: Tech Valley Primary School and the K-4 instruction students will receive there. In order to meet the KIPP: Albany Public Charter School 2017-18 Accountability Plan Progress Report

different needs of students coming into the primary school, teachers are required to teach math in smaller groups. Typically, teachers use one of two models during the 70 minute math block. One is made up of three 23 minute rotations, and is typically used in Kindergarten or first grade classrooms where two teachers are present. During one rotation, a teacher leads the concept development portion of the Engage NY lesson with a third of the class, another rotation is a fluency rotation led by a teacher in which they can remediate or extend depending on the need of the group, and lastly, students have the opportunity for blended learning by logging into ST Math on iPads or Chromebooks. The second model that is used in classrooms with one teacher is done in two 35 minute rotations. Half of the class is engaged in independent work on their level or logged into ST Math, while the other half of the class (approximately 12 students) is working through a fluency activity and concept development from the Engage NY lesson.

The Middle School's schedule allows for school-wide remediation during the middle of the school day, allowing students who need extra support another, individualized opportunity with their math teacher to receive additional instruction and practice. Additionally, the math department continues to focus on professional development locally through KTV management and nationally through the KIPP: network. KIPP: Tech Valley will continue to work to improve upon existing results through enhanced professional development and continue to target extra support to students who need it, including students with disabilities and students with English as a new language.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

In order to best prepare students to demonstrate mastery of the Next Generation Science Standards by fourth grade, KIPP: Tech Valley Primary begins implementing a science curriculum in first grade as a 35-minute enrichment class twice per week. In second grade, students participate in this class on a daily basis. In third and fourth grade, the primary school will ensure students participate in a 45-60-minute science course 2-3 times per week.

At the Middle School, 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 enrolled in at least their second year will perform at or above proficiency 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 spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

KIPP: Tech Valley successfully met the goal with more than 75% of students enrolled in at least their 2nd year earning a passing grade on the NYS Science test.

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Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	97	35	?	?
All	97	35	?	?

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	88	34	96	46	97	35
All	88	34	96	46	97	35

Goal 3: Comparative Measure

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.

METHOD

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. Given the timing of the state's release of district

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

KIPP: Tech Valley eighth graders in 2017-2018 far exceeded 2016-2017 results from the Albany City School district. Comparing only 2016-2017 results, KIPP: Tech Valley also far exceeded Albany City school district, achieving 96% proficiency in that year – five times the result of Albany City Schools.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	97	35	19	344
All	97	35	19	344

ADDITIONAL EVIDENCE

KIPP: Tech Valley has consistently far exceeded results on the eighth grade science exam as compared to Albany City School District.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8	88	30	96	19	97	?
All	88	30	96	19	97	?

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

KIPP: Tech Valley Charter School successfully met 2 out of 2, or 100%, of science goals.

Type	Measure	Outcome
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 examination.	Met goal
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.	Met goal

ACTION PLAN

KIPP: TECH VALLEY will continue to offer 90 minutes of science instruction every other day as we strive to increase our results to 100% passing. Additional data based instructional remediation will occur every other day as well. The science department will also continue to work vertically to ensure alignment across the school and with state and Next Generation standards.

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

KIPP: Tech Valley Charter School was labeled as “in good standing.” KIPP: Tech Valley continues to satisfy this requirement annually.

Accountability Status by Year

Year	Status
2015-16	Good standing
2016-17	Good standing
2017-18	Good standing