



KIPP Tech Valley Charter School

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Stephanie Valle

321 Northern Blvd, Albany, NY 12210

518-694-9494

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Stephanie Valle, Executive Director, prepared this 2018-19 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 Murraray | |
| Kelly Kimbrough | |
| Don-Lee Applrys | |

Stephanie Valle has served as Executive Director since January 2018. Maya Tucci has served as Principal of the Primary School since its founding in August 2016 and Halim Genus has served as Principal of the Middle School since April 2019.

KIPP Tech Valley, located in Albany, New York, currently serves students in grades K to 3 and grades 5 to 8. The school's original charter was approved by the SUNY Trustees in January 2004. In August 2005, KTV Middle Charter School opened its doors with the promise that hard work would lead to academic success and pave a road to college for underserved children in Albany. Since that time, the SUNY Trustees have approved two full five-year renewal terms. In January 2015, the Trustees granted the school authority to expand its educational program and overall impact by adding a primary school. In August 2016, KTV Primary Charter School opened and welcomed its founding class of kindergarten students. With a successive grade added each year to the Primary School, KTV will offer a full K-8 continuum beginning in 2020.

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 two-and-a-half-week summer session, but also attend school for an extended day and participate in extracurricular and academic activities during family Saturdays. Dedicated teachers are available by cell phone for homework help and questions from parents.

KIPP Tech Valley Middle School students continue to outperform both the Albany City School District and the New York State averages for Grades 5-8 in English Language Arts and Math 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 |
|-------------|-----|---|---|---|---|----|----|----|----|---|----|----|----|-------|
| 2014-15 | | | | | | 99 | 97 | 63 | 45 | | | | | 304 |
| 2015-16 | | | | | | 99 | 98 | 66 | 35 | | | | | 298 |
| 2016-17 | 100 | | | | | 86 | 99 | 60 | 47 | | | | | 392 |

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| | | | | | | | | | | | | | | |
|---------|-----|-----|----|--|--|----|----|----|----|--|--|--|--|-----|
| 2017-18 | 100 | 100 | | | | 87 | 99 | 62 | 35 | | | | | 483 |
| 2018-19 | 103 | 98 | 99 | | | 95 | 97 | 73 | 48 | | | | | 613 |

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

KTV Primary has a student-centered approach to instruction that focuses on helping students draw connections between the work that is done at school and what they consider important in their present and future lives. Further, as we prepare students for college by using New York State Learning Standards, we will engage them in a variety of experiences, such as field trips and community projects, to help them apply their newly attained knowledge and skills to the real world.

KTV Primary's curricular resources include KIPP Wheatley, Fountas and Pinnell Guided Reading and Wilson's Foundations®. The ELA program is made up of a phonics/vocabulary block (25-30 minutes), a Guided Reading block (60 minutes), and a humanities block (70-80 minutes) daily, which is more than the daily minimum of 120 minutes recommended by literacy expert Timothy Shanahan and well above what is considered the average of 90 minutes per day.

For the phonics block in grades K to 3, 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 1st grade, teachers use this time to review sight words (pulled from the Dolch word list). As we shift gears from a phonics to vocabulary focus for the upper grades (3rd and 4th), we plan to individualize instruction using Lexia and vocabulary resources from KIPP. We will still use the Foundations curriculum for students who need practice with foundational phonics skills.

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.

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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- to 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 New York State Learning Standards.

KTV Middle's academic program is based upon the NYS Learning Standards, but the program is accelerated and taught rigorously to ensure that students are prepared for a college preparatory high school upon the completion of 8th grade. Our school places emphasis on reading, writing, and critical thinking. Students are expected to provide written responses and defend their positions with evidence in all classes, and we encourage students to develop multiple approaches in response to real-world challenges. We believe that the best way to prepare our students for college and careers is to ensure that they have mastery of content knowledge combined with strong academic habits and character traits that transfer across all subject areas and experiences.

KTV Middle's ELA curriculum has been derived largely from KIPP Wheatley as well as Fountas and Pinnell Readers Workshop, Scholastic Guided Reading, and Renaissance Learning Accelerated Reader program. Reading instruction totals a minimum of 360 minutes per week. The curriculum reinforces the New York State Next Generation Learning Standards' expectations of coherence, organization, style, and control of conventions in writing through a workshop approach structured around mini-lessons, student conferences, and rubric-based feedback. Every student at KTV Middle is assigned 20 minutes of daily independent reading. 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.

All grades use this model daily to ensure students are getting both foundational and differentiated instruction to promote growth.

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 5 through 8 grade in April 2019. 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

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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).

2018-19 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 | 91 | 6 | 0 | 3 | | 100 |
| 6 | 93 | 4 | 0 | 2 | 1 | 100 |
| 7 | 68 | 4 | 0 | 2 | 0 | 72 |
| 8 | 43 | 0 | 0 | 1 | 1 | 48 |
| All | 295 | 14 | 0 | 8 | 2 | 320 |

RESULTS AND EVALUATION

KIPP Tech Valley Charter School 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 2019 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 academic intervention and remediation at the middle school, 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 2018-19 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 | 30 | 91 | 18 | 11 |
| 6 | 61 | 93 | 65 | 55 |
| 7 | 57 | 68 | 57 | 68 |
| 8 | 86 | 43 | 86 | 43 |
| All | 54 | 295 | 64 | 177 |

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.

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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 47% of 5th graders in level 1. That number decreased to 17% in grade 6, 8% in grade 7, and then 0% in grades 7 and 8. Furthermore, 30% 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.

ELA Performance by Grade Level and Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | 29 | 17 | 14 | 21 | 18 | 11 |
| 6 | 48 | 69 | 67 | 51 | 65 | 55 |
| 7 | 61 | 57 | 60 | 62 | 57 | 68 |
| 8 | 57 | 46 | 83 | 35 | 86 | 43 |
| All | 52 | 189 | 61 | 169 | 64 | 177 |

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 2018-19 English language arts MIP for all students of 105. 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 2018-2019 is 142.5, exceeding the state's 2018-2019 ELA MIP for all students of 105. This is a testament to the rigorous and effective ELA program at KIPP Tech Valley. This is bolstered by extended ELA classes and a longer school day and year.

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English Language Arts 2018-19 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 295 | 22 | 24 | 33 | 21 |

$$\begin{aligned}
 \text{PI} &= 24 + 33 + 21 = 78 \\
 &= 33 + 21 = 54 \\
 &+ .5 * 21 = 10.5 \\
 \text{PI} &= 142.5
 \end{aligned}$$

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 outperformed the Albany City School District in fifth, sixth, seventh and eighth grade, more than quadrupling the percentage of students earning proficiency in seventh grade and more than tripling the percentage of students earning proficiency in grade eight.

2018-19 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 | 18 | 11 | 16 | 647 |
| 6 | 65 | 55 | 25 | 620 |
| 7 | 57 | 68 | 14 | 533 |
| 8 | 86 | 43 | 24 | 472 |
| All | 64 | 177 | 20 | 2272 |

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 and 2017-2018 school years, where KIPP Tech Valley students in grades six, seven, and eight all substantially outperformed 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 | | | | | |
|-------|--|----------|----------------|----------|----------------|----------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | 29 | 17 | 14 | 18 | 18 | 16 |
| 6 | 48 | 15 | 67 | 27 | 65 | 25 |
| 7 | 61 | 16 | 60 | 18 | 57 | 14 |
| 8 | 57 | 28 | 83 | 23 | 86 | 24 |
| All | 52 | 18 | 61 | 21 | 64 | 20 |

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.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

KIPP Tech Valley successfully met this goal. The effect size for grades sixth, seventh, and eighth, as well as the school’s aggregate effect size, far exceeded 0.3.

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2017-18 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 | 93.9 | 81 | 19.8 | 22.8 | -3 | -0.21 |
| 6 | 90.8 | 96 | 57.3 | 34.3 | 23 | 1.43 |
| 7 | 90.6 | 62 | 59.7 | 26.3 | 33.4 | 2.17 |
| 8 | 87.5 | 35 | 82.9 | 37.0 | 45.9 | 2.38 |
| All | 91.3 | 274 | 50.0 | 29.4 | 21.6 | 1.23 |

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. Additionally, the effect size has continued to increase in each successive year.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 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 |
| 2017-18 | 5-8 | 91.3 | 247 | 50.0 | 29.4 | 1.23 |

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

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

2017-18 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | | 50.0 |
| 5 | 44.6 | 50.0 |
| 6 | 51.2 | 50.0 |
| 7 | 53.8 | 50.0 |
| 8 | 53 | 50.0 |
| All | 50.5 | 50.0 |

ADDITIONAL EVIDENCE

KIPP Tech Valley has continued to exceed the state's unadjusted median growth percentile for the past three years.

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | | | | 50.0 |
| 5 | 56.5 | 59 | 44.6 | 50.0 |
| 6 | 63.5 | 48 | 51.2 | 50.0 |
| 7 | 63.5 | 52.5 | 53.8 | 50.0 |
| 8 | 55 | 44 | 53.0 | 50.0 |
| All | 60 | 51 | 50.5 | 50.0 |

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

KIPP Tech Valley successfully met 4 out of 5, or 80%, of the ELA goals. KIPP Tech Valley exceeded the state's MIP, outperformed the Albany City School District, exceeded predicted levels of performance, and had mean unadjusted growth percentiles over 50. KIPP Tech Valley Charter School did not meet the absolute measure of 75 percent of all students enrolled in at least their second year achieving proficiency.

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

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| 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.) | Met goal |

ACTION PLAN

At KIPP Tech Valley, we are continuing to build out our Response to Intervention and Special Education programs at both the Primary and Middle School to ensure that all students (ELL status, students with disabilities, new to KIPP) get what they need as urgently as possible. At the Primary School, KIPP continues to provide maximum instructional time in this area and we are looking forward to the impact it will have on our 5th grade results when our primary school students are at our middle school.

At the Middle School, we intend to better leverage targeted reading interventions for all students in Tiers I and II. The Middle School implemented a block in the schedule called PowerHour to give students more opportunity to get targeted in the areas they need the most help. During PowerHour, students work in small groups that are designed to address their specific academic need. Additionally, the school had purchased Fountas and Pinnell LLI to support our most struggling readers. We also updated the ELA curriculum across all grades to grant students the opportunity of more rigorous engagement with complex text.

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

KIPP Tech Valley Primary School has worked with its math department to ensure close alignment between the school's curriculum and assessment and the NYS Learning Standards. At KTV, there is a focus on development of mathematical fluency, conceptual understanding, and procedural knowledge. Daily, students participate in a 60-minute math block driven by the Engage NY curriculum, a 40-minute problem-solving block that implements 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.

We use student independent work, exit slips, or Topic Assessments created by KIPP to attain data and plan reteaches in between the major mid-module and end of module assessments. Student's problem solving skills are also tracked via "CGI Quizzes" to assess the sophistication of their problem solving strategies and ensure they are within the grade-level range.

At the middle School, KTV has worked with its math department to ensure close alignment between the school's curriculum and assessment and the New York State Next Generation Learning Standards. The math curriculum is derived heavily from the material presented on EngageNY. Additionally, for grades 5 and 6, KIPP Tech Valley uses the KIPP math curriculum designed by Dave Levin at KIPP Academy Middle School (NY). This curriculum incorporates many aspects of the tactile and kinesthetic pedagogy of Harriett Ball's Fearless Learning instructional program. It 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 increasingly 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 program 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 test and the Algebra I Regents examination.

Goal 2: Absolute Measure

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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 April 2019. 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.

2018-19 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 | 94 | 6 | 0 | 0 | 0 | 100 |
| 6 | 93 | 4 | 0 | 1 | 2 | 100 |
| 7 | 69 | 4 | 0 | 1 | 0 | 72 |
| 8 | 44 | 0 | 0 | 0 | 0 | 48 |
| All | 300 | 14 | 0 | 2 | 3 | 320 |

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 fourth 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, 89% of eighth graders achieved proficiency on the state exam. Moreover, 27% 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 and 0% achieved a level 4.

Performance on 2018-19 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 |
|--------|--------------|--|
|--------|--------------|--|

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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| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
|-----|--------------------|---------------|--------------------|---------------|
| 3 | | | | |
| 4 | | | | |
| 5 | 37 | 94 | 8 | 13 |
| 6 | 41 | 93 | 45 | 55 |
| 7 | 54 | 69 | 54 | 69 |
| 8 | 89 | 44 | 89 | 44 |
| All | 50 | 300 | 56 | 181 |

ADDITIONAL EVIDENCE

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

| Grade | Year | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|---------|--------------|---------------------------|---------------|
| 8 | 2016-17 | Algebra I | 100 | 46 |
| 8 | 2017-18 | Algebra I | 100 | 35 |
| 8 | 2018-19 | Algebra I | 100 | 44 |

For the second year in a row, 56% percent of KIPP Tech Valley Students in their second year achieved proficiency on the NYS Math Exam. Additionally, 8th grade students continue to achieve a 100% passage rate on the Algebra Regents exam.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | 6 | 17 | 10 | 21 | 8 | 13 |
| 6 | 29 | 70 | 52 | 50 | 45 | 55 |
| 7 | 45 | 58 | 53 | 59 | 54 | 69 |
| 8 | 63 | 46 | 94 | 34 | 89 | 44 |
| All | 40 | 191 | 56 | 164 | 56 | 181 |

Goal 2: Absolute Measure

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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 2018-19 mathematics MIP for all students of 107. 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 2018-2019 for Math is 135.5, exceeding the state's 2018-2019 mathematics MIP for all students of 107.

| 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 | |
| | 19 | 31 | 36 | 13 | |
| | PI | = 31 | + 36 | + 13 | = 80 |
| | | | + 36 | + 13 | = 49 |
| | | | | + .5*13 | = 6.5 |
| | | | | PI | = 135.5 |

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.

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

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

KIPP Tech Valley successfully met this goal. KIPP: Tech Valley substantially outperformed the Albany City School District on the 2019 state mathematics exam in sixth, seventh and eighth grade. Sixth graders more than doubles the passing proficiency of Albany City sixth graders, seventh graders more than tripled district results and eighth graders achieved proficiency at 30 times the rate of district students. Overall, KIPP: Tech Valley students at least in their second year more than tripled the proficiency of all Albany City district student.

2018-19 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 | 8 | 13 | 21 | 647 |
| 6 | 45 | 55 | 19 | 599 |
| 7 | 54 | 69 | 15 | 504 |
| 8 | 89 | 44 | 3 | 354 |
| All | 56 | 181 | 16 | 2104 |

ADDITIONAL EVIDENCE

This continues the trend of KIPP Tech Valley meeting this goal during this accountability period, with the greatest proficiency in 2018-2019.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 | | | | | |
|-------|---|----------|----------------|----------|----------------|-----------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | 29 | 17 | 10 | 16 | 8 | 21 |
| 6 | 48 | 15 | 52 | 17 | 45 | 19 |
| 7 | 61 | 16 | 53 | 13 | 54 | 15 |
| 8 | 57 | 28 | 94 | 3 | 89 | 3 |
| All | 52 | 18 | 56 | 17 | 56 | <u>16</u> |

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.

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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

KIPP Tech Valley successfully met this goal. The effect size for sixth, seventh and eighth grade, as well as the school's aggregate effect size, exceeded 0.3.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 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 | 93.9 | 80 | 18.8 | 26.2 | -7.4 | -0.43 |
| 6 | 90.8 | 94 | 43.6 | 27.1 | 16.5 | 0.90 |
| 7 | 90.6 | 59 | 52.5 | 23.8 | 28.7 | 1.55 |
| 8 | 87.5 | 34 | 94.1 | 21.3 | 72.8 | 3.40 |
| All | 91.3 | 267 | 44.6 | 25.4 | 19.2 | 0.98 |

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. 2017-2018 was the largest aggregate effect size achieved by KIPP: Tech Valley over the last three years.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 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 | 5-8 | 91.3 | 267 | 44.6 | 25.4 | 0.98 |

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Students with the same 2016-17 scores are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 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 exceeded the state's unadjusted median growth percentile.

2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | | 50.0 |
| 5 | 60.3 | 50.0 |
| 6 | 49.4 | 50.0 |
| 7 | 56.7 | 50.0 |
| 8 | 80.4 | 50.0 |
| All | 58.5 | 50.0 |

ADDITIONAL EVIDENCE

KIPP Tech Valley continues to exceed the state's unadjusted median growth percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|-------------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | | | | 50.0 |
| 5 | 46.5 | 55 | 60.3 | 50.0 |
| 6 | 48.8 | 40.5 | 49.4 | 50.0 |
| 7 | 61 | 58.9 | 56.7 | 50.0 |
| 8 | 70 | 74 | 80.4 | 50.0 |
| All | 53.4 | 54.8 | 58.5 | 50.0 |

SUMMARY OF THE MATHEMATICS GOAL

KIPP Tech Valley successful met 4 out of 5, or 80%, of the Math goals. KIPP Tech Valley exceeded the state's MIP, outperformed the Albany City School District, exceeded predicted levels of

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

performance, and had mean unadjusted growth percentile's over 50. KIPP Tech Valley Charter School did not meet the absolute measure of 75 percent of all students enrolled in at least their second year achieving proficiency.

| 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.) | Met goal |

ACTION PLAN

At KIPP Tech Valley, we are continuing to build out our Response to Intervention and Special Education programs at both the Primary and Middle School to ensure that all students (ELL status, students with disabilities, new to KIPP) get what they need as urgently as possible. At the Primary School, KIPP continues to provide maximum instructional time in this area and we are looking forward to the impact it will have on our 5th grade results when our primary school students are at our middle school.

Additionally, at our Primary School, there is a particular commitment to ensuring our teachers understand and internalize the curriculum and standards that they are teaching in math via content team meetings. At these meetings, the math content team dives into data and rehearses key aspects of the math lessons that are aimed at developing conceptual understanding on behalf of the students and ensuring staff is intellectually prepared. KIPP Tech Valley Primary School has also developed a fluency trajectory which teachers can use to work with students that are below grade level to strategically attack next steps in their fluency development.

At the Middle School, we will use PowerHour to provide targeted support for students who need it. Teachers will determine what support students receive based on their performance on grade level objectives. Groups rotate bi-weekly so students have the opportunity to get responsive intervention and remediation during their school day.

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 4th grade, KTV begins implementing a science curriculum in 1st grade as a 35-minute enrichment class twice per week. In 2nd grade, students participate in this class on a daily basis. In 3rd grade and 4th grade, the Primary School will ensure that students participate in science class two to three times per week throughout the school year. Starting in the 2019-2020 school year, our science instruction is based on the STEMScopes curriculum to ensure students have many hands on experiences.

At the Middle School, 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 employ. Each student will be exposed to the learning of all science disciplines (life science, earth and space science, and physical science) in each grade, learning fundamental principles that underlie the distinct disciplines but also appreciating their connections through interdisciplinary studies.

KTV will continue to offer all Middle School students 90 minutes of science instruction every other day as we strive to increase our results to a 100% pass rate. 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 NYS and Next Generation standards.

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 2019. 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency of Students in At Least 2 nd Year | |
|-------|---|---------------|
| | Percent Proficient | Number Tested |
| 4 | | |
| 8 | 95 | 44 |
| All | 95 | 44 |

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|---------------|---------|---------------|--------------------|---------------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Percent Proficient | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4 | | | | | | |
| 8 | 96 | 46 | 97 | 35 | 95 | 44 |
| All | 96 | 46 | 97 | 35 | 95 | 44 |

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 science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 95% proficiency in that year – over four times the result of Albany City Schools.

2018-19 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 | 95 | 44 | 21 | 383 |
| All | 95 | 44 | 21 | 383 |

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 | | | | | |
|-------|--|----------|-------------------|----------|-------------------|----------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 4 | | | | | | |
| 8 | 96 | 19 | 97 | 21 | 95 | ? |
| All | 96 | 19 | 97 | 21 | 95 | ? |

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 | Met goal |

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | |
|--|--|--|
| | state exam will be greater than that of all students in the same tested grades in the school district of comparison. | |
|--|--|--|

ACTION PLAN

KIPP Tech Valley Primary School is using the STEMScopes curriculum beginning in 2019-2020, which is a curriculum that includes a lot of materials and hands on activities for students and supports our instructors by ensuring the content of what is taught is both relevant and rigorous.

At the Middle School, in addition to learning science by conducting experiments in hands on labs, students continue to practice their reading and writing skills in science class. The Middle School focuses on providing remediation to students based on simple mastery of standards. Our science teachers use the data they collect in class to make decisions about the next day's lesson, what material they want to review with students, and what students get pulled for small group support.

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.

ADDITIONAL EVIDENCE

KIPP Tech Valley Charter School was labeled as "in good standing" in each of the last three years. In addition, KIPP Tech Valley was named a Recognition School by the New York State Department of Education for the 2018-2019 School Year.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2016-17 | Good standing |
| 2017-18 | Good standing |
| 2018-19 | Good standing |