



KIPP Tech Valley Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By The Executive Team

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
John P. Reilly	Chair	Executive, Finance
Dr. Shai Butler	Vice Chair	Executive, Finance
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Ron Mexico	Trustee	Finance
Michael Strianese	Trustee	
Kelly Walborn	Trustee	Governance
Robert Bellafiore	Trustee	Development & External Affairs

Phiana Wilcox has served as the elementary school principal since 2021.

Michelle Salls has served as the middle school principal since 2021.

SCHOOL OVERVIEW

Mission of Primary School

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

Primary School Background

KIPP Tech Valley Primary School opened its doors in August 2016 to its founding class of 100 kindergarten students. The 2021-2022 school year welcomes 500 students ranging from kindergarten to fourth grade. In addition to building a strong foundation of literacy and math skills, every student participates in field trips and enrichment classes that include Physical Education, Science, Art, Theater, Dance, Music, and Spanish.

Over the years, KTV Primary has developed a robust student support team that allows for all students to be met where they are, differentiates instruction, and provides students with the tools and support necessary for their overall success. This team includes behavior specialists, a counselor, a psychologist, special education teachers, a social worker and interventionists.

KTV Primary develops student’s character habits through the values of effort, engagement, empathy, empowerment, and excellence. These values are celebrated through weekly assemblies, quarterly ceremonies, and other positive incentives. The intent to create a strong culture, curriculum and abundant social and emotional supports is based in the Whole Child Approach to Learning.

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

Mission of Middle School

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

MS Background

In August of 2005, KIPP Tech Valley Middle School (KTVMS) opened its doors with the promise that hard work would lead to academic success and pave a road to college and beyond for historically underserved children in Albany. Over ten years later, results show that KTVMS students have made impressive academic gains, proving that KIPP’s “work hard, be nice” philosophy pays off.

Our Credo

If there is a problem, we look for a solution.

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask.

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Our first Summer Academy launched in Summer 2021 to address COVID learning loss. Students in grades K-8 were invited to attend based on academic data. The Academy provided students with intensive, cost-free academic intervention programming for three weeks. The content was taught by KIPP teachers in-person and virtually depending on student preference. Students who attended on-site were provided transportation and food.

In 2021-22, we returned to full-time in-person instruction in the building. We moved to virtual instruction January 7-14 and a handful of other times as needed based on staffing and quarantining. The routine was back in school in 2021-22.

Students and families continue to have access to our full social work, counseling, and family support staff, who are available for individual and group remote counseling and continued support to address all social emotional needs as well as case management and access to resources. We will continue to work with outside partners to provide additional resources to families and have applied for additional grant support to increase funding for our mental health and trauma resiliency work.

The emotional and mental health of our students remained of paramount importance to us. So, we made sure that teachers knew how to connect their students and families with our counseling and social workers. We also provided free meals for breakfast and lunch and offered meal delivery to families who expressed need.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	100	100				87	99	62	35					483
2018-19	103	98	99			95	97	73	48					613
2019-20	100	104	102	100		93	97	83	60					740
2020-21	92	108	100	98	96	72	124	93	74					857
2021-22	95	100	95	97	100	111	109	113	92					912

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

In 2021-22, KTV Elementary School utilized 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 Elementary School'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.

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.

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.

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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.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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 3rd through 8th grades in spring 2022. 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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	91			1	1	94
4	100			2	0	103
5	103			0	12	116
6	102			1	13	116
7	100			1	14	115
8	78			1	11	90
All	574	0	0	6	51	634

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 27% of all students and 27% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (- 53). Grades 6 and 8 performed best at 42% and 38%, while grades 4 and 5 struggled with lower proficiency levels at 18% and 10% respectively.

Performance on 2021-22 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	33%	91	32%	76
4	18%	100	17%	81
5	10%	103	9%	69
6	42%	102	45%	49
7	24%	100	23%	79
8	38%	78	40%	72
All	27%	574	27%	426

ADDITIONAL EVIDENCE

Much of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

2021-22 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	32%	76		
4	17%	81		
5	9%	69		
6	45%	49		
7	23%	79		
8	40%	72		
All	27%	426		

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: KIPP Internal Assessments and the iReady.

Both the iReady and KIPP Internal Assessments (for ELA) were utilized in the 2021-22 school year. i-Ready was administered Beginning of Year and End of Year, giving the teachers the opportunity to look at student growth. The percentage of students reading on grade level across the region increased by 18% points from BOY to EOY. KTVP saw a gain of 25% percentage points for reading.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The school did not meet the one absolute measure in English Language Arts in 2021-22. 27 percent of students scored at proficiency level on the NYS ELA assessment. Based on KIPP internal assessments and the iReady, we did track growth in reading from the BOY to the EOY.

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
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.	N/A
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.	Pending District Results
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.	N/A
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.	N/A

ACTION PLAN

All KIPP Capital schools will be utilizing a streamlined set of academic materials and programming. A pilot was completed in Spring 2022 to get feedback so that teachers could further investigate and learn the curriculum. We have shared out pacing guides and assessments calendars for each piece. Throughout the year, we will do walkthroughs and ongoing professional development for staff.

Going forward, we will be using the following programs:

K-2

Success for All Reading Roots and Fast Track Phonics a research-based, beginning-reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension.

K-4

Foundation Wheatley is a common core aligned knowledge based, close reading and writing curriculum. The goals of the curriculum are to:

- nurture JOY in reading & writing
- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts
- to develop students' ability to WRITE academically in all three main modes of writing
- to prepare students for the high rigor of middle, high and college literacy in reading and writing

Grades 5-8

NYC Wheatley and Baldwin is a common core aligned novel based, close reading and writing curriculum. The goals of the curriculum are to:

- nurture JOY in reading & writing
- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts
- to develop students' ability to WRITE academically and authentically.
- to prepare students for the high rigor of high school and college literacy in reading and writing

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 Elementary 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 used 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.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

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METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. 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).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	90				3	93
4	99				4	103
5	96				18	114
6	107				9	116
7	97				18	115
8	80				10	90
All	569	0	0	0	62	631

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in mathematics. In the tested grades, 14% of all students and 14% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups. Grade 3 performed best at 29% while grades 7 and 8 struggled with lower proficiency levels.

Performance on 2021-22 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	29%	90	29%	75
4	18%	99	20%	81
5	10%	96	7%	67
6	12%	107	10%	52
7	9%	97	9%	80

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

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8	5%	80	5%	73
All	14%	569	14%	428

ADDITIONAL EVIDENCE

Most of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. We do administer interim assessments as well.

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.

The Institute does not require charters to report on this measure for 2021-22.

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 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.⁴

RESULTS AND EVALUATION

The New York State Education Department released the NYS Mathematics scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

2021-22 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

⁴ 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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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29%	75		
4	20%	81		
5	7%	67		
6	10%	52		
7	9%	80		
8	5%	73		
All	14%	428		

ADDITIONAL EVIDENCE

Pending District Assessment Results

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: KIPP internal assessments.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Student proficiency levels were not approaching the target of 75% in math on the NYS exam. We still contending with pandemic learning loss as many students do not have the necessary math concepts mastered to enable them to move on to the next.

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.	Not Achieved

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Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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.	Pending
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.	N/A
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.	N/A

ACTION PLAN

KPV along with KIPP Capital Region Schools will be utilizing a streamlined set of academic materials and programming. A pilot was completed in Spring 2022 to get feedback so that teachers could further investigate and learn the curriculum. We trained teachers and leaders on the curriculum for math. We have shared out pacing guides and assessments calendars for each piece. Throughout the year, we will do walkthroughs and ongoing professional development for teachers. We also hired a Director of Math who can directly support with the transition.

Going forward we be rolling out the following math programming:

Illustrative Mathematics is a curriculum designed to prepare students to solve problems, reason, communicate, and think critically in the classroom and beyond. The curriculum is aligned to the rigor, focus, and coherence of the Common Core and New York State Next Generation Learning Standards. Grade 8 math students will continue to take the Regents level Algebra 1 course.

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 2021-22, our schools used a science curriculum called Amplify Science. Amplify’s approach to science is more cooperative and hands-on. While this was our first year using this curriculum, we were not able to dedicate as much time and resources as we had initially planned. Teachers still followed the modified curriculum and administered curriculum-based assessments with some frequency.

ELEMENTARY AND MIDDLE SCIENCE

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 4th and 8th grade in spring 2022. 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

Overall, the school did not meet this absolute measure in science. In the tested grades, 37% of all students and 36% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessments. The results fell short of the goal of 75 percent proficient by both groups; 46% of grade 4 and 25% of grade 8 2+ year students scored at level 3 and 4.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	46%	96	46%	79
8	24%	67	25%	65
All	37%	163	36%	144

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.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Science instruction followed the Amplify program that includes lessons and end of unit assessments. Many students performed as having mastered concepts and units throughout the year. Students in grades 4 and 8 took the NYS Science exams with 37 percent overall testing at levels 3 and 4.

ACTION PLAN

In 2022-23, we will continue using the following in K-7 science class:

Amplify Science is a K–8 phenomena science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify is aligned to the Next Generation Science Standards (NGSS) utilizing the three dimensions of science learning: science and engineering practices, cross cutting concepts and disciplinary core ideas.

Grade 8 science will be a Regents level course, Living Environment/Biology.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

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

The school met this measure and remained in Good Standing in 2021-2022.

ADDITIONAL EVIDENCE

The school continues to be in good standing throughout this term.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing