



KIPP Tech Valley Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By The Executive Team

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
John P. Reilly	Chair	Executive
Dr. Shai Butler	Vice Chair	Governance
Sharif Kabir	Secretary	Executive
Guy Alonge III	Treasurer	Executive; Finance
Dr. Don-Lee Applyrs	Trustee	Academic
Robert Bellafiore	Trustee	Finance; Development
Amari Duncan	Trustee	Development
Siena Dean	Trustee	Development
Kelly Kimbrough	Trustee	Development
Ron Mexico	Trustee	Finance; Governance
Carl Young	Trustee	Governance; Academic
Dr. Kimberley Young-Wilkins	Trustee	Executive; Academic

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

Darryl White has served as the middle school principal since 2023.

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 2023-24 school year welcomes 465 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.

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
2021-22	95	100	95	97	100	111	109	113	92					912
2022-23	99	100	104	93	92	109	101	102	108					908
2023-24	82	101	100	96	86	84	87	93	91					820

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 the 2023-24 school year, we implemented an aligned K-2 reading curriculum (Amplify CKLA) and implemented DIBELS for students in K-2. These shifts to our Foundational Literacy program allow us to better identify and target students’ learning needs. These programs are aligned to the science of reading and provide our students with research-based instruction in foundational literacy. We also trained all K-2 teachers and coaches using the Language Essentials for Teachers of Reading and Spelling (LETRS) program from Lexia. This professional development enhanced our teachers’ and coaches’ understanding of the science of reading.

In 2023-24, we used a KIPP-developed comprehensive literacy curriculum for Grades 3-8. We are implementing a new curriculum in 2024-25; see the Action Plan section for further details.

To measure student progress and achievement in ELA, we administer the iReady assessment three times per year for all grade levels. Students also take curriculum-embedded assessments, including progress monitoring and summative assessments. Finally, students in Grades 3-8 take school-created interim assessments in ELA, which are created using questions from previous state tests and help prepare our students for success on the state tests.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	99	1					2	102
4	80	1					1	82
5	82	1					0	83
6	92	2					0	94
7	87	1				1	0	89
8	85	3					1	89
All	525	9	0	0	0	1	4	539

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	99	31	31.3%	86	29	33.7%
4	80	26	32.5%	64	23	35.9%
5	82	26	31.7%	68	22	32.4%
6	92	18	19.6%	66	15	22.7%
7	87	32	36.8%	65	25	38.5%
8	85	37	43.5%	72	36	50.0%
All	525	170	32.4%	421	150	35.6%

ELA Measure 2 - Absolute

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.

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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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 2023-24 English language arts MIP for all students of **113**. 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 250.²

English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
525	35	33	22	11

$$\begin{aligned}
 \text{PI} &= 33 + 22 + 11 = 66 \\
 &\quad\quad\quad 22 + 11 = 33 \\
 &\quad\quad\quad\quad\quad + (.5)*11 = 5.5 \\
 \text{PI} &= 104.5
 \end{aligned}$$

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.³

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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2023-24 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 Albany District Students 2022-2023	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33.7%	86	28.5%	555
4	35.9%	64	27.6%	511
5	32.4%	68	26.2%	565
6	22.7%	66	25.4%	520
7	38.5%	65	27.3%	477
8	50.0%	72	31.8%	478
All	35.6%	421	27.7%	3106

ELA Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	80.6	435.0	440.5	-0.55
4	83.7	438.0	442.9	-0.48
5	85.3	435.0	441.1	-0.65
6	91.1	437.0	439.2	-0.25
7	82.4	444.0	444.1	-0.02
8	87.0	440.0	447.1	-0.82
All	85.1	438.1	442.4	-0.46

ELA Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	43.2	50.0
5	39.1	50.0
6	55.4	50.0
7	56.0	50.0
8	49.1	50.0
All	48.3	50.0

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

READING IREADY DATA

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

i-Ready Reading Median Percent Progress to Annual Typical Growth	
Elementary	137%
Middle School	169%

SUMMARY OF THE ES/MS ELA GOAL

The charter school met one of the five English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on the most recent Albany City School District’s 2022-23 aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school did demonstrate growth from the beginning of the year to the end of the year as measured by the **iReady** data.

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.	No
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.	No
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.	Yes
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	No

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	No

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 35.6% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 8 was our high point with 50% scoring at levels 3 and 4 respectively. Sixth grade performed below our average with 23%.
2. Measure: The school’s aggregate PI on the state’s ELA exam will meet that year’s state MIP
 - The school did not meet this measure with an aggregate performance index of 75, below the target measure of interim progress of 113.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did not meet this measure with our 21% proficient compared to the district’s 28% overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure, having an effect size of -0.73 in 2022-23, the most recent data available.
5. Measure: 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 charter school did not meet this measure, having a growth percentile of 48.3
6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

ELA ACTION PLAN

- *Implementing new ELA curriculum:* In 2024-25, we are introducing the Fishtank ELA curriculum for Grades 3-8. Fishtank ELA is a standards-aligned curriculum that focuses on ensuring that students have regular practice with complex text and academic language.

- *Expanding use of DIBELS:* We implemented DIBELS for Grades K-2 in the 2023-24 school year. Based on the success of this program, we are expanding DIBELS to Grades K-8 in the 2024-25 school year, which will provide us with actionable data that we can use to support Tier II instruction. We will use both the DIBELS screener and progress monitoring tools to ensure that our students are receiving targeted support to close any reading gaps.
- *Professional development:* We will continue our professional development initiative introduced in 2023-24 to train teachers and coaches in the science of reading using the LETRS program. This will be provided to coaches in Grades 3-8 and new teachers for Grades K-2.
- *Specific and targeted fluency supports:* In the 2024-25 school year, we are focused on building specific and targeted fluency supports into Tier I reading instruction. We are using a multi-syllabic decoding routine and focusing on partner reading to build fluency. These are practices identified by the What Works Clearinghouse as having strong evidence that they will positively impact student literacy.

In addition, we have the following two priorities for 2024-25 across all subjects:

- Internalization to improve Tier I instruction (including region-wide unit internalizations and differentiated coaching of Assistant Principals and Instructional Coaches); and
- Student-centered goal-setting and progress monitoring, investing students, families, teachers, and leaders in individual goals for each student and consistent progress-monitoring and adjusting of tactics to ensure that every student is growing.

GOAL 4: MATHEMATICS

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

BACKGROUND

We use Illustrative Math across all grades for our math curriculum. Illustrative Math is a problem-based curriculum that supports our inquiry-based approach and emphasis on conceptual understanding. To measure student progress and proficiency in math, we administer iReady assessments in math three times per year for all grade levels. Students also take curriculum-embedded assessments from Illustrative Math. Finally, as with ELA, students in Grades 3-8 participate in school-created interim assessments twice per year that are designed using previous questions from NYS tests. These interim assessments are designed to prepare students for success on state tests.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	101	1					0		102
4	81	0					1		82
5	81	2					0		83
6	91	1					2		94
7	85	3				1	0		89
8	87	2					0		89
All	526	9	0	0	0	1	3	0	539

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Performance on 2023-24 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	101	37	36.6%	87	33	37.9%
4	81	34	42.0%	65	31	47.7%
5	81	15	18.5%	67	14	20.9%
6	91	12	13.2%	65	9	13.8%
7	85	30	35.3%	64	23	35.9%
8	87	29	33.3%	72	28	38.9%
All	526	157	29.8%	420	138	32.9%

Math Measure 2 - Absolute

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 2023-24 mathematics MIP for all students of **115.3**. 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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
526	38	33	24	6

$$\begin{aligned}
 \text{PI} &= 33 + 24 + 6 = 63 \\
 &+ 24 + 6 = 30 \\
 &+ (.5)*6 = 3 \\
 \text{PI} &= 96
 \end{aligned}$$

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Math Measure 3 - 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 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. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

2023-24 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 2023-24		All Albany District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37.9%	87	35.0%	557
4	47.7%	65	33.5%	529
5	20.9%	67	29.8%	577
6	13.8%	65	24.2%	534
7	35.9%	64	23.5%	456
8	38.9%	72	4.1%	363
All	32.9%	420	26.4%	3016

Math Measure 4 - 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.

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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	80.6	437.0	446.6	-0.72
4	83.7	440.0	445.0	-0.36
5	85.3	434.0	442.2	-0.64
6	91.1	430.0	440.7	-0.85
7	82.4	434.0	446.2	-0.95
8	87.0	432.0	439.1	-0.46
All	85.1	434.5	443.3	-0.66

Math Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁶

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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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.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	41.5	50.0
5	38.8	50.0
6	40.1	50.0
7	44.8	50.0
8	51.6	50.0
All	43.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

i-Ready Math Median Percent Progress to Annual Typical Growth	
Elementary	108%
Middle School	120%

SUMMARY OF THE MATHEMATICS GOAL

The charter school met one of the five mathematics goals in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school’s aggregate PI on the state’s mathematics exam calculated to 96 therefore did not meet this year’s Measure of Interim Progress (MIP) of 115.3 set forth in the state’s ESSA accountability system. Comparatively, the charter school did outperform the local district based on 2022-23 aggregate proficiency. On the 2022-23 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree with less than 0.3 overall effect size. The regression analysis compares the school’s performance to that of demographically similar public schools statewide in terms of poverty. The school’s mean unadjusted growth percentile in mathematics for all tested

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students in grades 4-8 was not above the target of 50. The school demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

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.	No
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.	No
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.	Yes
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.	No
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.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. As of this report submission, district NYS 3-8 math assessment results have not been posted. For this reason, we are comparing our scores to the district 2022-23 proficiency rates.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did not meet this measure. Overall, 33% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 4 and grade 8 were our high scorers this year with 48% and 39% scoring at levels 3 and 4 respectively.
2. 1. Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 96, exceeding the target measure of interim progress of 115.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2022-23 results.
 - The charter school did meet this measure with 33% proficient compared to the district's 26% overall in grades 3-8.

4. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure, having an effect size of -0.66.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did not meet this measure, having a growth percentile of 43.1.
6. The charter school demonstrated academic growth in 2023-24 based on interim assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

MATHEMATICS ACTION PLAN

We will continue to focus on implementing Illustrative Math with fidelity in 2024-25, our third year of using the program across the region, to support student growth and achievement in math. We are particularly focused on unit and lesson internalization in order to deepen content knowledge of teachers and improve implementation of Illustrative Math. Across all subjects, we have the following two priorities for 2024-25:

- Internalization to improve Tier I instruction (including region-wide unit internalizations and differentiated coaching of Assistant Principals and Instructional Coaches); and
- Student-centered goal-setting and progress monitoring, investing students, families, teachers, and leaders in individual goals for each student and consistent progress-monitoring and adjusting of tactics to ensure that every student is growing.

GOAL 5: 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

We use Amplify Science for students in kindergarten through Grade 7 at KIPP Capital schools. In Grade 8, students take Living Environment, with the expectation that all KIPP Capital students take the Living Environment Regents exam in Grade 8. In 2023-24, we provided beginning of the year training for science teachers to support instruction in this area.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	68	15	22.1%

Science Measure 2 - Comparative

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 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	68	22.1%				

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th grade students in science utilizing the NYS Science assessments and 8th grade students take the NYS Living Environment Regents. 22.1 percent of students in 5th grade achieved proficiency on the first administration. 22 percent of the students tested earned a score of 65 or above on the Living Environment Regents.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
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.	N/A

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2023-24. At the time of this report's submission, the science results for the district and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 5 & 8 exam.
 - o The charter school did not meet this measure. Overall, 22.1% of students enrolled in 2+ years demonstrated proficiency on the NYS science 5 assessment. All grade 8 students took the Living Environment Regents, with 22.1% earning at least a performance level 3.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades. We are unable to report on this metric.

ADDITIONAL CONTEXT AND EVIDENCE

This was the first administration of the 5th grade science assessment. All of our 8th grade students sat for the NYS Living Environment Regents exam and 38 percent scored a 65 or above.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2023-24	Living Environment	82	18	22.0%

ACTION PLAN

In 2024-25, we will continue to focus on implementing our science curriculum with fidelity. We are working to develop a “bright spot” at one of the KIPP Capital schools with support from a science coach. We will then expand the strategies that bring success in this pilot to all schools across our region.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.