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KIPP: TECH VALLEY CHARTER SCHOOL

2013-14 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Dustin T. Mitchell

KIPP: TECH VALLEY Charter School
1 Dudley Heights
Albany, New York 12210

Dustin T. Mitchell, Executive Director, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John P. Reilly	President Executive Committee & Finance Committee
Jason Digianni	Vice President Executive Committee
Wayne Boomer	Treasurer Executive Committee & Finance Committee
Carl Young	Secretary Executive Committee
Kelly Walborn	
Cornelius Murray	
William Lake	Finance Committee
Kelly Kimbrough	

After co-founding the school and spending 5 years on the management team as the Chief Operating Officer, Dustin T. Mitchell has served as the sole Executive Director of KIPP: TECH VALLEY Charter School since 2010.

INTRODUCTION

In August of 2005, KIPP: TECH VALLEY opened its doors with the promise that hard work would lead to academic success and the road to college for underserved children in Albany with the mission that every KIPP: TECH VALLEY student would acquire and apply the knowledge skills and character habits necessary to succeed in high school, college and beyond. Nine years later, results show that KIPP: TECH VALLEY students have made impressive academic gains, proving that KIPP's "no shortcuts" philosophy pays off.

Students at KIPP: TECH VALLEY not only commit to a three-week summer session, but also attend school from 7:30am to 5:00pm Monday through Friday, participate in academic and extracurricular classes on alternating Saturdays, and complete up to two hours of homework each night. In addition to more time for core academic courses, KIPP: TECH VALLEY's longer school day, week, and year also allows students to participate in the aforementioned extracurricular activities. Dedicated teachers are available by cell phone after hours for homework help and questions from parents.

Over the six year's at full enrollment, KIPP: TECH VALLEY seventh and eighth graders outperformed both the Albany City School District and the New York State average in English language arts, and outperformed both the district and state in mathematics as measured by the NYSTP. The school has also outperformed numerous other educational entities in the region during that time on both the NYSTP ELA and math exams. KIPP: TECH VALLEY earned the highest marks in the State of New York on the grade 8 ELA and math exam in 2008-09 and in the entire Capital District on the grade 8 ELA and/or math exam 2 out of the six years.

School Enrollment by Grade Level and School Year

School Year	5	6	7	8	Total
2005-06	81	-	-	-	81
2006-07	91	75	-	-	166
2007-08	93	84	44	-	221
2008-09	101	84	54	38	277
2009-10	86	88	66	46	286
2010-11	69	92	70	55	286
2011-12	79	75	68	52	274
2012-13	80	99	80	50	311
2013-14	74	92	68	50	284

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Students at the KIPP: TECH VALLEY Charter School will become proficient in reading and writing of the English language.

Background

The KIPP English Language Arts curriculum is derived largely from Engage New York, as well as the Fountas and Pinnell Readers Workshop, Scholastic Guided Reading and the Renaissance Learning Accelerated Reader program. The school utilizes the scientifically based Scholastic Reading Inventory to measure reading comprehension. Students are tested at regular intervals throughout the school year to evaluate their individual progress as part of the program.

Additionally, students receive a minimum of 180 minutes a week of writing instruction. This curriculum reinforces New York State Grammar, Usage and Mechanics standards through a Writers Workshop approach structured around mini-lessons, student conferencing and rubric based feedback.

Finally, every student at KIPP: TECH VALLEY is assigned 30-60 minutes of daily independent reading, assessed weekly through Accelerated Reader, as part of the KIPP: TECH VALLEY Library program. Every book in the KIPP: TECH VALLEY library is coded with a reading level and corresponding Accelerated Reading point value to ensure that both students and teachers are monitoring the pace and comprehension of independent reading.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 5-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2014. 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.

2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]			Total Enrolled
		IEP	ELL	Absent	
5	73		0	1	74
6	88		0	4	92
7	66		0	1	67
8	49		0	1	50
All			0	9	

Results

KIPP: TECH VALLEY failed to meet this goal.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
5	22	73		
6	23	88		
7	22	66	22	66
8	59	49	59	49
All	29	276		

Evaluation

KIPP: TECH VALLEY failed to meet this goal. With the increased cut scores on the NYS 3-8 ELA examinations, schools state-wide have struggled to achieve competitive numbers of students who have met or exceeded the level of proficiency. After completing the four year program at KIPP: TECH VALLEY, it is the expectation that each cohort will outperform their middle school counterparts in the city of Albany. The results of the 2014 NYS ELA test proved that KIPP: TECH VALLEY was the highest performing middle school in the city of Albany as measured by the NYS ELA examination. KIPP: TECH VALLEY has worked with its ELA department to ensure close alignment between the school's curriculum and assessment and the state common core standards. KIPP: Tech Valley focused a large portion of its staff professional development during the 2013-2014 year around the theme of rigor. The focus on rigor was an effort to post improved numbers of proficient students in ELA, as measured by NYS, and to prepare each student for college and career readiness.

[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.

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[2]

Results

KIPP: TECH VALLEY Charter School successfully met this goal as is illustrated in the table below.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
276	25	47	23	6

PI	=	47	+	23	+	6	=	76
				23	+	6	=	29
						PLI	=	105

Evaluation

At first glance it is clear that KTV surpassed the AMO of 89. However, further investigation shows that the school was close to surpassing the AMO by even a more. A large number of students who earned a level 2 failed to earn a level 3 by only 1 question on the test.

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 local school district.

Method

[2] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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]

Results

KIPP: TECH VALLEY outperformed the Albany City School District on the 2014 state ELA exam.

2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5			10	610
6			16	532
7	22	66	9	583
8	59	49	18	591
All				

Evaluation

While KIPP: TECH VALLEY Charter School slightly outperformed the Albany City School District on this goal in terms of an overall average, a more detailed look provides evidence that the longer students are at KTV the better they performed, with students in the 8th grade substantially outperforming their peers in Albany City School District.

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 Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5		40		18		10
6		40		19		16
7	36	33	27	19	22	9
8	53	25	27	17	59	18
All						

[3] Schools can acquire these data when the New York State Education Department releases its Access 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.

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[4]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

KIPP: TECH VALLEY failed to meet this goal in 2012-13.

2012-13 **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		
5		**87**	**9.2**	**18.5**	**-9.3**	**-0.81**
6		**89**	**12.3**	**15**	**-2.7**	**-0.33**
7		**59**	**27.1**	**15.8**	**11.3**	**1.18**
8		**52**	**25**	**28.8**	**-3.8**	**-.026**
All		**287**	**16.7**	**18.8**	**-2.1**	**-0.15**

School's Overall Comparative Performance:
Lower than expected

[4] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

KIPP: TECH VALLEY failed to meet this goal.

Goal 1: Growth Measure[5]
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 state's unadjusted median growth percentile.

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.[6]

Results

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	49.1	50.0
6	53.1	50.0
7	54.8	50.0
8	61.9	50.0
All	**54.1**	50.0

Evaluation

[5] See Guidelines for Creating a SUNY Accountability Plan for an explanation.
[6] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

KIPP: TECH VALLEY earned mean growth percentile above 50 with a 54.1. Furthermore, the school illustrated linear progression throughout the grades, showing that each grade performed high than the previous one.

Summary of the English Language Arts Goal

While significantly outperforming the Albany City School District, KIPP: TECH VALLEY met the majority of the English Language Arts goal.

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 Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
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 state's unadjusted median growth percentile.	Achieved

Action Plan

In addition to regularly scheduled professional development sessions locally led by the KTV management team and nationally through the KIPP network, KIPP: TECH VALLEY will continue to work to improve upon existing results through enhanced professional development made possible through the NYS Dissemination Grant in conjunction with the Voorheesville Central School District.

MATHEMATICS

Goal 2: Mathematics
Students at the KIPP: TECH VALLEY Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

School wide, the management team and instructional staff relied heavily on the material presented on Engage NY. Additionally for grades 5-6, KIPP Tech Valley uses the KIPP MATH curriculum designed by Dave Levin at KIPP Academy NY. This curriculum incorporates many aspects of the tactile and kinesthetic pedagogy of Harriett Ball's Fearless Learning instructional program. In addition, this curriculum is supplemented with Saxon Math and McGraw Hill/Glencoe Mathematics resources. The KIPP Math curriculum at KIPP Tech Valley is spiraled to introduce new mathematical concepts while simultaneously and constantly assessing previously introduced concepts and skills, allowing students to review basic ideas while developing more and more sophisticated mathematical ability. In addition to 90 minutes of daily math instruction, all KIPP Tech Valley 6th graders receive 180 minutes per week of Math Problem Solving reinforcement. Based on the data derived from our weekly math assessment system, this Problem Solving course allows all students to receive targeted remediation, skill reinforcement and daily enrichment.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in April 2014. 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.

2013-14 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[7]			Total Enrolled
		IEP	ELL	Absent	
5	71			2	73

[7] 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.

6	87			4	91
7	65			2	68
8	48			2	50
All				10	

Results

KIPP: TECH VALLEY failed to meet this goal, but did have 90% of the school's enrolled 8th graders receive credit on the 2014 grade 9 Common Core Integrated Algebra Regents exam.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
5	33	71		
6	47	87		
7	37	65	37	65
8	58	48	58	48
All	43	271		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5		41		14		13
6		51		14		17
7	87	37	10	8	37	8
8	90	23	25	9	58	0
All						

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[8]

Results

KIPP: TECH VALLEY Charter School successfully met this goal as is illustrated in the table below.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
271	14	42	34	8

PI	=	42	+	34	+	8	=	84
				34	+	8	=	42
						PLI	=	126

Evaluation

Initial review of the table shows that KTV surpassed the AMO of 86 with a 126. However, further investigation shows that the school has achieved linear progression in reducing the number of students scoring at a level 1 as the year go on, with the final year of instruction resulting in zero students scoring at the lowest level.

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 local school district.

[8] In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.[9]

Results

KIPP: TECH VALLEY successfully met this goal.

2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5			13	578
6			17	540
7	37	65	8	581
8	58	48	0	469
All				

Evaluation

Narrative explicitly stating whether or not the school met the measure; i.e., whether the charter school fell short of, equaled or exceeded the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[10]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a

[9] Schools can acquire these data when the New York State Education Department releases its Access 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.

[10] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

KIPP: TECH VALLEY failed to meet this goal.

***2012-13* 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		
5		**87**	**14.9**	**18.9**	**-4.0**	**-0.28**
6		**87**	**12.6**	**18.0**	**-5.4**	**-0.39**
7		**59**	**10.2**	**13.4**	**-3.2**	**-0.27**
8		**52**	**25.0**	**18.1**	**6.9**	**0.43**
All	**83.3**	**285**	**10.6**	**17.3**	**-6.8**	**-0.46**

School's Overall Comparative Performance:
Lower than expected

Evaluation

KIPP: TECH VALLEY failed to meet this goal.

Goal 2: Growth Measure[11]
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 state's unadjusted median growth percentile.

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 2012-13 and also

[11] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.[12]

Results

KIPP: TECH VALLEY successfully met this goal.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
5	55.8	50.0
6	57.4	50.0
7	57.5	50.0
8	67.6	50.0
All	**59.0**	50.0

Evaluation

KIPP: TECH VALLEY earned mean growth percentile above 50 with an even 59. Furthermore, the school illustrated linear progression throughout the grades, showing that each grade performed high than the previous one.

Summary of the Mathematics Goal

While KIPP: TECH VALLEY continues to outperform the Albany City School District on the NYSTP, it has also met the majority of the goals set forth in the accountability plan.

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 Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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	Achieved

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

	exam will be greater than that of students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved

Action Plan

In addition to regularly scheduled professional development sessions locally led by the KTV management team and nationally through the KIPP network, KIPP: TECH VALLEY will continue to work to improve upon existing results through enhanced professional development made possible through the NYS Dissemination Grant in conjunction with the Voorheesville Central School District.

SCIENCE

Goal 3: Science
Students at the KIPP: TECH VALLEY Charter School will meet and exceed state standards for mastery of skill and content knowledge in Science.

Background

KIPP students learn science by doing science rather than merely reading about it in a textbook. Using inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, KIPP students learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ. Each student will be exposed to the learning of all science disciplines (Life Science, Earth & Space Science, and Physical Science) in each grade, learning fundamental principles that underlie the distinct disciplines but also appreciating their connections through interdisciplinary studies.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

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 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	96		?	?

Evaluation

KIPP: TECH VALLEY earned its highest percent passing to date on the NYSTP grade 8 science exam in 2014.

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 local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

Albany City School District results were unknown at the time this report was completed.

2013-14 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	96		?	?

Evaluation

TBD

Summary of the Science Goal

KIPP: TECH VALLEY successfully met the goal with more than 75% of students enrolled earning a passing grade on the NYS Science test.

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.	Achieved
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 local school district.	Unknown

Action Plan

KIPP: TECH VALLEY will continue to offer 90 minutes of science instruction every other day as we strive to increase our results of 96% passing to 100%. Additional data based instructional remediation will occur every other day as well. The science department will also continue to work vertically to ensure alignment across the school and with state standards.

NCLB

Goal 4: NCLB
Under the state's NCLB accountability system, the school's accountability status will be "Good Standing" each year.

Results

KIPP: TECH VALLEY was labeled as "in good standing" for 2013-14.

Evaluation

KIPP: TECH VALLEY continues to satisfy this requirement annually.

Goal 4: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Results

KIPP: TECH VALLEY was labeled as "in good standing" for 2013-14.

Evaluation

KIPP: TECH VALLEY continues to satisfy this requirement annually.