

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

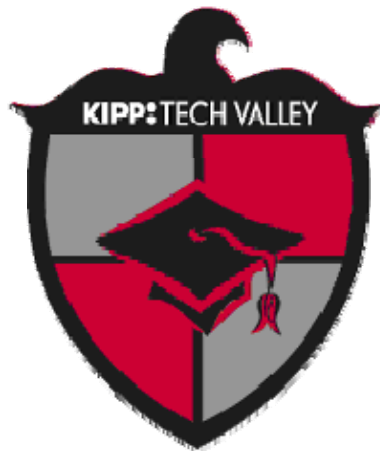
The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**KIPP: TECH VALLEY
CHARTER SCHOOL**



**2006-07
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to:
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

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. Two years later, results show that KIPP TECH VALLEY students have made impressive academic gains, proving that KIPP’s “no shortcuts” philosophy pays off.

The KIPP program of structure and high expectations combined with more time in the classroom has paid off. On last year’s New York State assessment, KIPP TECH VALLEY sixth graders outperformed the Albany City School District in English language arts with 53 percent of scoring proficient or advanced, and outperformed both the district and state in mathematics, with 82 percent of student’s scoring proficient or advanced.

KIPP TECH VALLEY currently serves over 200 students in grades five through seven, and will add another grade next year to become a full fifth through eighth grade middle school in the summer of 2008. At KIPP TECH VALLEY, 88 percent of students are African American, and 78 percent qualify for the federally subsidized free and reduced-price meal program.

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 extracurricular activities including, but not limited to, art classes, Library Media classes, intramural sports programs and the New York State Public Schools Athletic Association’s section II athletic competitions. Dedicated teachers are available by cell phone after hours for homework help and questions from parents.

School Enrollment by Grade Level and School Year (based on BEDS day count)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2002-03														
2003-04														
2004-05														
2005-06						81								81
2006-07						91	75							166

2006-07 Characteristics of Student Population

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	0	0
Black	89	147
White	5	9
Hispanic	6	10
Low-Income	75	125
Special Education	10	16
Limited English Proficient	0	0

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

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 the Fountas and Pinnell Readers Workshop, Scholastic Guided Reading and the Renaissance Learning Accelerated Reader program. Students in grades 5 and 6 receive 90 minutes of reading instruction daily, with an additional 40 minutes of small group remediation for grade 5 students who are reading below grade level. The remediation program, dubbed “No Shortcuts Reading”, incorporates the Scholastic Guided Reading program and the Wilson Reading program for emergent readers. Students are tested at regular intervals throughout the school year to evaluate their individual progress as part of the No Shortcuts program.

Additionally, students in grade 5 and 6 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, Measure 1: Absolute Proficiency

By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State English Language Arts assessment.

Method

The New York State English Language Arts Tests are administered in two or three sessions on two or three consecutive days, depending on the grade level.

The Grade 5 English Language Arts Test consists of a section containing multiple-choice and short-response questions based on reading selections and a section containing multiple-choice and short-response questions based on a listening selection. The second section also contains an editing task.

The Grade 6 English Language Arts Test consists of a section containing multiple-choice questions based on reading selections, a second section containing short-response and extended response questions based on a listening selection, and a third section containing short-response and extended-response questions based on paired reading selections.

The tests were administered in accordance with the guidelines set forth by the New York State Education Department as outlined in the School Administrator’s Manual. A copy of the manual may be found here: www.emsc.nysed.gov/3-8/sam/ela07p.pdf

Results

KIPP: TECH VALLEY has not yet tested students who have been enrolled for two or more years and therefore does not yet have a cohort of students eligible for the measure in the approved accountability plan.

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

Goal 1, Measure 2: Absolute Proficiency

Each year, the school’s aggregate Performance Index (PI) on the State ELA exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four achievement levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). The PI is calculated using the following equation: $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$. At the secondary level, the PI is calculated using the following equation: $100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$. A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts. The Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO will be increased in regular increments beginning in 2004–05 until it reaches 200 in 2013–14.

Results

Calculation of 2006-07 ELA Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	3%	51%	45%	1%	152

$$PI = 51 + 45 + 1 + 45 + 1 = 143$$

Evaluation

KIPP: TECH VALLEY successfully met this goal with a performance index of 143 versus the AMO of 122.

Additional Evidence

ELA Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	5	78	39%	51%	0%	141	122
2006-07	5&6	152	51%	45%	1%	143	122

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

Goal 1, Measure 3: Comparative Proficiency

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of their peers in Albany Public Schools.

Method

A comparison was made between students in grades 5 & 6 who were enrolled in their second year at KIPP: TECH VALLEY and all students from the Albany City School District in grades 5 & 6.

Results

**2006-07 State ELA Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students in at least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	12.5%	8	50%	558
6	56.8%	51	44.9%	526
All	50.8%	59	47.5%	1084

Evaluation

KIPP: TECH VALLEY successfully met this goal with 51% of students in who were enrolled in their second year at KIPP: TECH VALLEY scoring a 3 or 4 on the NYS ELA assessment compared with 47.5% of students in grade 6 in the Albany City School District.

Goal 1, Measure 4: Comparative Proficiency

Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

Charter schools authorized by the State University of New York Board of Trustees have in their Accountability Plan a measure of student performance on the state English language arts (ELA) and mathematics exams that compares charter schools to similar public schools statewide. In order to determine if schools are meeting this measure, the Charter Schools Institute conducts a regression analysis to examine how schools perform given the poverty level of their student population. The analysis yields a predicted percent of students scoring at Levels 3 & 4 based on the grade-specific test performance and free-lunch statistics of all New York State public schools.

Results

KIPP: TECH VALLEY Charter School performed lower than expected to a medium degree when compared to similar schools statewide according to the Charter Schools Institute. However, data shows that students entering KIPP: TECH VALLEY in grade 5 performed at a significantly lower level than similar schools, while students who were in grade 6 performed as expected. It is expected that students in grade 7 will perform higher than expected compared to similar schools.

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

2006-07 ELA Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	59.6					
4						
5		82	40.2	59.1	-18.9	-1.43
6		70	52.9	51.7	1.2	0.07
7						
8						
All	59.6	152	46.1	55.7	-9.6	-0.74

School's Overall Comparative Performance:
<i>Lower than expected to a medium degree</i>

Evaluation

KIPP: TECH VALLEY did not meet the measure as outlined in the accountability plan.

Goal 1, Measure 5: Value Added

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Results

Cohort Growth on State ELA Exam from 2005-06 to 2006-07

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2005-06	Target	2006-07		
5	8	0%	37.5%	12.5%	12.5	No
6	47	66%	70.5%	56%	-10	No
All	55	56.3%	65.6%	50.9%	-5.4	No

Evaluation

KIPP: TECH VALLEY Charter School did not meet this goal.

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

SUMMARY

Measure	Type	Description	Outcome
1	Absolute	By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State English Language Arts assessment.	Not Applicable
2	Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Met
3	Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Met
4	Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Meet
5	Value Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did Not Meet

ACTION PLAN

KIPP: TECH VALLEY Charter school has added an additional reading instructor for the 2007 – 08 academic year. This additional position will allow for greater differentiation of instruction at both the 5th and 6th grade levels. Also, weekly external assessments aligned to the NYS Standards have been developed and implemented to allow for real time tracking of progress. Finally, the Step Up to Writing curriculum was purchased and will be used to supplement the existing curriculum.

MATHEMATICS

Goal 1: Mathematics
 Students at the KIPP: TECH VALLEY Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

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.

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

Goal 1, Measure 1: Absolute Proficiency

By the 2008 – 09 school year, 75% of KIPP TECH VALLEY students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State mathematics assessment.

Method

The Mathematics Tests are administered in two or three sessions on two or three consecutive school days, depending on the grade level.

The Grade 5 and 6 Mathematics Tests consist of one section containing multiple-choice questions and one section containing short- and extended-response questions.

The tests were administered in accordance with the guidelines set forth by the New York State Education Department as outlined in the School Administrator's Manual. A copy of the manual may be found here: www.emsc.nysed.gov/3-8/sam/math07p.pdf

Results

KIPP: TECH VALLEY has not yet tested students who have been enrolled for two or more years and therefore does not yet have a cohort of students eligible for the measure in the approved accountability plan.

Goal 1, Measure 2: Absolute Proficiency

Each year, the school's aggregate Performance Index (PI) on the State Math exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four achievement levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). The PI is calculated using the following equation: $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$. At the secondary level, the PI is calculated using the following equation: $100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$. A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts. The Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO will be increased in regular increments beginning in 2004–05 until it reaches 200 in 2013–14.

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

Results

Calculation of 2006-07 Math Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	0%	25%	63%	12%	146

$$PI = 25 + 63 + 12 = 175$$

Evaluation

KIPP: TECH VALLEY successfully met this goal with a performance index of 175 versus the AMO of 86.

Additional Evidence

Math Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	5	75				144	86
2006-07	5 & 6	146	25	63	12	175	86

Goal 1, Measure 3: Comparative Proficiency

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of their peers in Albany Public Schools.

Method

A comparison was made between students in grades 5 & 6 who were enrolled in their second year at KIPP: TECH VALLEY and all students from the Albany City School District in grades 5 & 6.

Results

**2006-07 State Math Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students in at least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	71.4%	7	51.6%	572
6	86.7%	45	56.8%	542
All	84.6%	52	54.1%	1114

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

Evaluation

KIPP: TECH VALLEY successfully met this goal with 85% of students in who were enrolled in their second year at KIPP: TECH VALLEY scoring a 3 or 4 on the NYS math assessment compared with 54% of students in grade 6 in the Albany City School District.

Goal 1, Measure 4: Comparative Proficiency

Each year, the school will exceed its predicted level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

Charter schools authorized by the State University of New York Board of Trustees have in their Accountability Plan a measure of student performance on the state English language arts (ELA) and mathematics exams that compares charter schools to similar public schools statewide. In order to determine if schools are meeting this measure, the Charter Schools Institute conducts a regression analysis to examine how schools perform given the poverty level of their student population. The analysis yields a predicted percent of students scoring at Levels 3 & 4 based on the grade-specific test performance and free-lunch statistics of all New York State public schools.

Results

2006-07 Math Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	59.6						
4							
5		80	67.5	69.0	-1.5	-0.09	
6		67	82.1	62.4	19.7	1.06	
7							
8							
All		59.6	147	74.1	66.0	8.1	0.44

School's Overall Comparative Performance:

Higher than expected to a medium degree

Evaluation

KIPP: TECH VALLEY Charter School has met this goal.

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

Additional Evidence

Math Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	69.0	75	53.3	52.9	0.02
2006-07	5-6	59.6	147	74.1	66.0	0.44

Goal 1, Measure 5: Value Added

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State math exam and 75 percent at or above Level 3 on the current year’s State math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Results

Cohort Growth on State Math Exam from 2005-06 to 2006-07

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2005-06	Target	2006-07		
5	7	14.2	44.6	71.4	57.2	YES
6	47	66	70.5	87.2	21.2	YES
All	54	59.3	67.2	85.2	25.9	YES

Evaluation

KIPP: TECH VALLEY Charter School has met and exceeded this goal.

SUMMARY

Measure	Type	Description	Outcome
1	Absolute	By the 2008 – 09 school year, 75% of KIPP TECH VALLEY students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State mathematics assessment.	Not Applicable
2	Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Met
3	Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Met
4	Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Met
5	Value Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Met

KIPP: TECH VALLEY Charter School Accountability Plan Progress Report

ACTION PLAN

Not Applicable