

KIPP: TECH VALLEY Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Dustin T. Mitchell

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INTRODUCTION

Dustin T. Mitchell prepared this 2016-17 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
Kelly Walborn	Vice President, Executive Committee
Wayne Boomer	Treasurer, Executive Committee, Finance Committee
Carl Young	Secretary, Executive Committee
Jason DiGianni	
Cornelius Murray	
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 Chief Executive Officer of the KIPP: TECH VALLEY Charter School since 2010. Upon adding the primary school, Ms. Maya Tucci joined the management team in the summer of 2016. Prior to that, Maya completed the Fisher Fellowship with KIPP. This was after she spent several years at KIPP NYC following her role as the founding Spanish teacher at KIPP: TECH VALLEY.

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. Eleven 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 nine years 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 3 out of the eight years.

In August of 2016, KIPP Tech Valley Primary Charter School welcomed their founding class of kindergarten students. This expanded our efforts to fulfill the mission established with grades 5-8 since 2005, to ensure that every KIPP Tech Valley student will acquire and apply the knowledge, skills, and character traits necessary to succeed in middle school, high school, college, and beyond. The primary school plans to found a grade each year and enroll 100 new kindergarten students so that by 2021, 500 students in grades K-4 are served. Through co-teaching and blended learning, we are able to individualize instruction in each classroom to ensure all of our students are making appropriate growth and reaching year end goals.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13						80	99	80	50	311
2013-14						74	92	68	50	284
2014-15						99	97	63	45	304
2015-16						99	98	66	35	298
2016-17	100					86	99	60	47	392

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 EngageNY, as well as the Fountas and Pinnell Readers Workshop, Scholastic Guided Reading and the Renaissance Learning Accelerated Reader program. Reading instruction totals a minimum of 360 minutes per week.

Additionally, students receive a minimum of 90 minutes a week of writing instruction. This curriculum reinforces the Common Core expectations of coherence, organization, style, and control of conventions in writing through a workshop approach structured around mini-lessons, student conferencing and rubric based feedback.

Finally, every student at KIPP: TECH VALLEY is assigned 20 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 or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 5th through 8th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

ENGLISH LANGUAGE ARTS

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
5	82	0	0	4	0	86
6	97	0	0	2	0	99
7	57	0	0	3	0	60
8	46	0	0	1	0	47
All	282	0	0	10	0	292

RESULTS

KIPP: TECH VALLEY failed to meet this goal.

Performance on 2016-17 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	34	82	29	17
6	40	97	48	69
7	61	57	61	57
8	57	46	57	46
All	45	282	52	189

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 2017 NYS ELA test proved that KIPP: TECH VALLEY was the highest performing middle school in the city of Albany as measured by the NYSTP ELA examination. The KIPP: TECH VALLEY ELA department continues to work to ensure close alignment between the school's curriculum and assessment and the state standards.

ADDITIONAL EVIDENCE

Students at KIPP: TECH VALLEY continue to show the growth over the years in ELA that allows them to move out of the lower level 1 window as their time here continues. For instance, there were 34% of new 5th graders in level 1. That number decreased to 15% in grade 6 and then as low as 2% in grades 7 and 8.

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.

ENGLISH LANGUAGE ARTS

English Language Arts Performance by Grade Level and School Year

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 PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. 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 2016-17 Performance Level Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
282	16	39	34	11

PI	=	39	+	34	+	11	=	84
				34	+	11	=	<u>45</u>
						PLI	=	129

EVALUATION

KIPP: TECH VALLEY significantly surpassed the AMO of 104 with a PLI of 129. Furthermore, the number of students earning a level 1 decreased in each grade level.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which

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

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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 substantially outperformed the Albany City School District on the 2016 state ELA exam nearly tripling the percentage of students earning passing credit on the exam.

2016-17 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	29	17	17	588
6	48	69	15	532
7	61	57	16	426
8	57	46	28	400
All	52	189	18	1946

EVALUATION

While KIPP: TECH VALLEY Charter School outperformed the Albany City School District on this goal, a more detailed look provides evidence that the longer students are at KTV the better they performed.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

KIPP: TECH VALLEY Charter School successfully met this goal.

2015-16 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	91.0	98	37	19.8	17.2	1.13
6	78.4	92	37	24.8	12.2	0.76
7	69.1	65	42	28.7	13.3	0.80
8	74.2	34	65	32.5	32.5	1.76
All	80.1	289	41.4	24.9	16.5	1.01

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

KIPP: TECH VALLEY Charter School met the measure. The school's aggregate Effect Size exceeded 0.3.

Goal 1: Growth Measure⁴

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

Under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 5-8 was above the state's unadjusted median growth percentile.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	56.5	50.0
6	63.5	50.0
7	63.5	50.0
8	55	50.0
All	<u>60</u>	50.0

EVALUATION

The school met the measure; i.e. the school's overall mean growth percentile is greater than the state median of the 50th percentile.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

KIPP: TECH VALLEY Charter School successfully met 4 out of 5, or 80%, of the ELA goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet goal
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met goal
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Met goal

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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. (Using 2015-16 results.)	Met goal
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ACTION PLAN

In the years to come, students will enter grade 5 better prepared due to the opening of the KTV Primary School. Until that time, the program will rely on revisions such as the items below to address continued deficiencies.

With an extended day, new staff at KTV work 10 hours per day through their first five years. At this point in time, over half of the staff have been here over 5 years and earned a more traditional 8 hour day. With several split shifts, the largest number of the staff is on site and in the building during the middle of the day. This year, we were able to redesign the master schedule to allow for a program of both schoolwide remediation and enrichment during that time period. Referred to as "half time", all students are now receiving a much more individualized approach to their academic instruction.

Creative scheduling has also allowed for the KTV ELA department to administer assessments as a grade level and then spend the majority of the day on Fridays meeting as a department to receive numerous forms of professional development.

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 which may include a targeted focus on students with disabilities and students with English as a new language.

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 EngageNY. 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 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 5th, 6th, and 7th graders receive 90 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 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	

⁶ 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.

MATHEMATICS

5	83	0	0	3	0	86
6	97	0	0	2	0	99
7	58	0	0	1	1	60
8	46	0	0	1	0	47
All	284	0	0	7	1	292

RESULTS

KIPP: TECH VALLEY failed to meet this goal, but did have 100% of the school's enrolled 8th graders receive credit on the 2017 grade 9 Common Core Algebra I exam after having 100% earn credit on the 2016 grade 9 Common Core Algebra I exam.

Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	29	83	6	17
6	27	97	29	70
7	45	58	45	58
8	63	46	63	46
All	37	284	40	191

EVALUATION

KIPP: TECH VALLEY failed to meet this goal. With the increased cut scores on the NYS 3-8 mathematics examinations, schools state-wide 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. This year, 85% of the students in grade 8 earned proficiency on the NYSTP math exam. The next closest school in the city had 6% earn proficiency.

The results of the 2016 NYS mathematics test proved that KIPP: TECH VALLEY was the highest performing middle school in the city of Albany as measured by the NYS mathematics examination. KIPP: TECH VALLEY has worked with its math 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 year around rigor. The focus on rigor was an effort to post improved numbers of proficient students in mathematics, as measured by NYS, and to prepare each student for college and career readiness.

ADDITIONAL EVIDENCE

Students at KIPP: TECH VALLEY continue to show the growth over the years in math that allows them to move out of the lower level 1 window as their time here continues. For instance, there were 39% of new 5th graders in level 1. That number decreased to 21% in grade 6 and then as low as 5% in grades 7 with nobody earning a level 1 in grade 8.

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 PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. 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 200.⁷

RESULTS

KIPP: TECH VALLEY Charter School successfully met this goal as is illustrated in the table below with a PLI of 126 versus the 2015-16 mathematics AMO of 101.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	44	31	6

PI	=	44	+	31	+	6	=	81
				31	+	6	=	<u>37</u>
						PLI	=	118

EVALUATION

KIPP: TECH VALLEY significantly surpassed the AMO of 101 with a PLI of 118. Furthermore, the number of students earning a level 1 decreased in each grade level with 0 students earning a level 1 in grade 8.

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

KIPP: TECH VALLEY substantially outperformed the Albany City School District on the 2014 state mathematics exam almost quadrupling the percentage of students earning passing credit on the exam.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	6	17	15	615
6	29	70	13	535
7	45	58	14	408
8	63	46	0	318
All	45	191	12	1876

EVALUATION

KIPP: TECH VALLEY successfully met this goal, while significantly outperforming the Albany City School District.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

KIPP: TECH VALLEY successfully met this goal.

2015-16 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	91	98	40	22.8	17.2	0.89
6	78.4	95	29	28.0	1.0	0.05
7	69.1	63	40	27.1	12.9	0.67
8	74.2	34	85	17.2	67.8	3.34
All	80.1	290	41.7	24.8	16.9	0.85

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The results of the comparative performance show a somewhat linear progression based on the amount of time that students are enrolled at KIPP: TECH VALLEY Charter School with the newest students performing lower and students enrolled at the school for longer performing substantially higher.

Goal 2: Growth Measure⁹

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

RESULTS

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

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	46.5	50.0
6	51	50.0
7	61	50.0
8	70	50.0
All	54.5	50.0

EVALUATION

The school met the measure; i.e. the school's overall mean growth percentile is greater than the state median of the 50th percentile.

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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 mathematics exam for grades 3-8.	Did not meet goal
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met goal
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Met goal
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Met goal

ACTION PLAN

In the years to come, students will enter grade 5 better prepared due to the opening of the KTV Primary School. Until that time, the program will rely on revisions such as the items below to address continued deficiencies.

With an extended day, new staff at KTV work 10 hours per day through their first five years. At this point in time, over half of the staff have been here over 5 years and earned a more traditional 8 hour day. With several split shifts, the largest number of the staff is on site and in the building during the middle of the day. This year, we were able to redesign the master schedule to allow for a program of both schoolwide remediation and enrichment during that time period. Referred to as “half time”, all students are now receiving a much more individualized approach to their academic instruction.

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 which may include a targeted focus on students with disabilities and students with English as a new language.

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 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

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 2016-17 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 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	96	46	?	?
All	96	46	?	?

APPENDIX B: SUMMARY TABLES

EVALUATION

KIPP: TECH VALLEY successfully met the goal with more than 75% of students enrolled in at least their 2nd year earning a passing grade on the NYS Science test. 96% of KIPP: TECH VALLEY students earned credit on the grade 8 science exam.

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

RESULTS

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

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	96	46	?	?
All	96	46	?	?

EVALUATION

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

SUMMARY OF THE SCIENCE GOAL

Based on all known data, KIPP: TECH VALLEY Charter School successfully met the science goal.

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.	96%
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the	?

APPENDIX B: SUMMARY TABLES

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

KIPP: TECH VALLEY will continue to offer 90 minutes of science instruction every other day as we strive to increase our results to 100% passing. 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 and Next Generation standards.

NCLB

Goal 4: NCLB

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

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 school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

KIPP: TECH VALLEY was labeled as "in good standing".

EVALUATION

KIPP: TECH VALLEY continues to satisfy this requirement annually.