

KIPP: TECH VALLEY CHARTER SCHOOL



Exhibit 1 2012-13 ACCOUNTABILITY PLAN PROGRESS REPORT

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1 Dudley Heights
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Dustin Mitchell, Executive Director prepared this 2012-13 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
John P Reilly	President Executive Committee
Jason Digianni	Vice President Executive Committee
Eric Burnett	Treasurer Finance & Executive Committee
Kevin Crumb	Secretary Executive Committee
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After co-founding the school and spending 5 years on the management team as the Chief Operating Officer, Dustin Mitchell has served as the Executive Director of KIPP Tech Valley Charter School since 2010.

INTRODUCTION

In August of 2005, KIPP Tech Valley Charter School (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. Four years later, results showed that KIPP Tech Valley students have made impressive academic gains, proving that KIPP’s “no shortcuts” philosophy pays off, and was awarded an unconditional full term charter renewal by the State University Board of Trustees. The school respectfully submits this Exhibit1 of its Application for Early Subsequent Renewal to demonstrate the extent to which it has met its Accountability Plan Goals within the first 4 years of its current Accountability Period (2009-10 thru 2012-13).

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. Dedicated teachers are available by cell phone after hours for homework help and questions from parents.

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

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. 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 the Common Core State Standards as adopted by New York State 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 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grades throughout the Accountability Period. In 2012-13, each student's raw score has been converted to a grade-specific scaled score and a performance level. In all other years within the Accountability Period, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹

The table below summarizes participation information for each 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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	87	0	0	1	88
6	89	0	0	1	90
7	59	0	0	0	59
8	52	0	0	1	53
All	287	0	0	5	290

**2011-12 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	77	0	0	2	79
6	73	0	0	1	74
7	68	0	0	0	68
8	51	0	0	2	53
All	269	0	0	5	274

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	64	0	0	2	66
6	91	0	0	5	96
7	66	0	0	3	69
8	53	0	0	0	53
All	260	0	0	10	270

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	82	0	0	4	86
6	83	0	0	5	88
7	63	0	0	3	66
8	46	0	0	0	46
All	274	0	0	12	286

Results

Based on the New York State Education Department’s published cut scores, as opposed to Time-Adjusted Cut Scores, KIPP Tech Valley did not meet this measure in 2012-13 or over the course of the Accountability Period. With 16.6% of students achieving proficiency in 2012-13 and 44% and 47% meeting the Time Adjusted Cut Scores in 2011-12 and 2010-11, respectively, the school did not

meet the measure. KIPP Tech Valley met the measure in 2009-10 with 85% of applicable students meeting the identified scale score.

**Performance on 2012-13 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Proficiency	Number Tested
5	All Students	9.2	87
	Students in At Least 2 nd Year	<u>0</u>	9
6	All Students	12.3	89
	Students in At Least 2 nd Year	<u>12.24</u>	49
7	All Students	27.1	59
	Students in At Least 2 nd Year	<u>27.1</u>	59
8	All Students	26.9	52
	Students in At Least 2 nd Year	<u>26.9</u>	52
All	All Students	18.1	287
	Students in At Least 2 nd Year	<u>16.56</u>	169

**Performance on 2011-12 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	31.6	77
	Students in At Least 2 nd Year	<u>0</u>	1
6	All Students	51.4	74
	Students in At Least 2 nd Year	<u>66</u>	6
7	All Students	36.3	68
	Students in At Least 2 nd Year	<u>36.3</u>	68
8	All Students	52.9	51
	Students in At Least 2 nd Year	<u>52.9</u>	51
All	All Students	42	265
	Students in At Least 2 nd Year	<u>44</u>	125

**Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	37	64
	Students in At Least 2 nd Year	20	5
6	All Students	45	91
	Students in At Least 2 nd Year	39	69
7	All Students	55	66
	Students in At Least 2 nd Year	55	66
8	All Students	51	53
	Students in At Least 2 nd Year	51	53
All	All Students	47	260
	Students in At Least 2 nd Year	47	193

**Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	82	82
	Students in At Least 2 nd Year	82	11
6	All Students	88	83
	Students in At Least 2 nd Year	90	67
7	All Students	84	63
	Students in At Least 2 nd Year	84	63
8	All Students	80	46
	Students in At Least 2 nd Year	80	46
All	All Students	84	274
	Students in At Least 2 nd Year	85	187

Evaluation

With the fluctuations in cut scores on the NYS 3-8 ELA examinations over the Accountability Period, schools state-wide have struggled to achieve competitive numbers of students who have met or exceeded the level of proficiency expected by this measure. During the years that the school did not meet this measure, students generally performed at higher levels of proficiency as grade levels advanced. While KIPP Tech Valley is not satisfied overall with its performance against this measure, it is encouraged by this general trend. KIPP Tech Valley has worked vertically with its ELA department to ensure close alignment between the school's

curriculum and assessment and the state standards. In addition, the school has increased levels of achievement required on its internally developed interim assessments and therefore the provision of supplemental instruction. The school has also adapted the way it delivers its English language arts curriculum by providing separate courses in the areas of fiction reading, non-fiction reading and writing.

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 Annual Measurable Objective (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 current year’s English language arts AMO. 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 200.¹ To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds the respective year’s English language arts AMO, which were as follows: 2011-12 = 148, 2010-11 = 122, 2009-10 = 155. The State Education Department has not yet set targets for 2012-13 due to the changes in the testing program.

Results

Calculation of 2011-12 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	6	52	41	1	265

$$\begin{array}{rcllclclcl}
 \text{PI} & = & 52 & + & 41 & + & 1 & = & 94 \\
 & & & & + & 41 & + & 1 & = & 42 \\
 & & & & & & \text{PI} & = & & \mathbf{136}
 \end{array}$$

¹ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Calculation of 2010-11 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	4.0	50	45	1	270

$$\begin{aligned}
 \text{PI} &= 50 + 45 + 1 = 96 \\
 &+ 45 + 1 = 46 \\
 \text{PI} &= 132
 \end{aligned}$$

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	3	48	42	4	274

$$\begin{aligned}
 \text{PI} &= 48 + 42 + 4 = 94 \\
 &+ 42 + 4 = 46 \\
 \text{PI} &= 130
 \end{aligned}$$

Evaluation

KIPP Tech Valley met the measure in one of three applicable years. In 2009-10, the school's Performance Index of 130 was short of the target of 155; in 2010-11, the school's Performance Index of 132 exceeded the target of 130; and in 2011-12, the school's Performance Index of 136 was 148.

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

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.

Results

KIPP Tech Valley met this measure in each year of the Accountability Period.

**2012-13 State English Language Arts 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	0	9	17.2	595
6	12.2	6	18.8	564
7	27.1	59	18.9	559
8	26.9	52	17.1	579
All	<u>16.6</u>	126	<u>18.0</u>	2297

**2011-12 State English Language Arts 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	0	1	39.3	606
6	71	7	40.1	524
7	36.3	66	32.5	533
8	52.9	51	24.5	564
All	<u>44</u>	125	<u>34</u>	2227

**2010-11 State English Language Arts 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	20	5	35	600
6	39	69	39	549
7	55	66	26	571
8	51	53	25	538
All	<u>47</u>	193	<u>31</u>	2258

**2009-10 State English Language Arts 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	82	11	38	581
6	90	67	30	576
7	33	63	28	534
8	57	46	26	531
All	62	187	31	2222

Evaluation

KIPP Tech Valley substantially outperformed the Albany City School District on state ELA exam in each year of the Accountability Period, except the most recent year, and therefore met this measure overall. In the most recent year, 16.6% of students enrolled in at least their 2nd year at KIPP Tech Valley were proficient, compared to 18% of students in the district. In 2011-12, KIPP Tech Valley outperformed the district by 10 percentage points (44% of KIPP Tech Valley students, compared to 34% of district students). In 2010-11, 47% of relevant KIPP Tech Valley students were proficient compared to 31% of district students. Most dramatically, KIPP Tech Valley outperformed the district by 31 percentage points in 2009-10, with 62% of its students performing at proficiency compared to 31% of district students.

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.

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 2012-13 analysis is not yet available. This report contains 2009-10 thru

2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

KIPP Tech Valley came close to meeting this measure over the course of the Accountability Period.

2011-12 English Language Arts 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		
5		76	31.6	45.5	-13.9	-0.86
6		72	51.4	39.6	11.8	0.75
7		66	36.3	35.9	0.4	0.03
8		51	52.9	33.7	19.2	1.25
All	71.1	265	42.2	38.2	3.0	0.20

School's Overall Comparative Performance:

Higher than expected to a small degree

2010-11 English Language Arts 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		
5		63	36.5	45.7	-9.2	-0.54
6		94	44.7	44.7	0	0.00
7		66	54.5	35.3	19.8	1.18
8		53	50.9	34.7	16.2	0.97
All	62	276	46.4	40.8	5.6	0.34

School's Overall Comparative Performance:

Higher than expected to a small degree

2009-10 English Language Arts 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		
5						
6						
7						
8						
All	53.1	274	45.6	44.9	0.7	0.03

School's Overall Comparative Performance:

About the same as expected

Evaluation

KIPP Tech Valley met this measure in 2010-11 with an Effect Size of .34, or performing higher than expected to a small degree. In 2011-12 and 2009-10 it came close to meeting this measure with Effect Sizes of .20 and .03, respectively. In no cases did KIPP Tech Valley perform below its predicted level of performance overall. The results of the comparative performance shows, for the most part, a linear progression based on the amount of time that students are enrolled at KIPP Tech Valley Charter School with the newest students performing lower than predicted and students enrolled at the school for longer performing higher than expected.

Goal 1: Growth Measure

On the current year's state English language arts exam, 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 English language arts exam and 75 percent at or above Level 3. 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.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in each year under consideration. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

Based on the dynamic nature of the New York State Testing Program results it is statistically invalid to compare one year's results to another year, particularly given the dramatic changes to the exams in the later years of the Accountability Period.

Summary of the English Language Arts Goal

Based on the State Education Department’s published testing program cut scores, and the use of Time-Adjusted Cut Scores, KIPP Tech Valley came close to meeting its English language arts goal during the Accountability Period.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Did Not Achieve
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.	Did Not Achieve
Comparative	Each year, the percent of all tested students 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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Came Close to Achieving
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	N/A

Action Plan

In an effort to fully and consistently meet its English language arts goal during the next Accountability Period, KIPP Tech Valley plans on increasing the school-wide focus on language and reading comprehension. The school has created a cross-curricular vocabulary curriculum map to share the responsibility of literacy across the disciplines. In addition, explicit vocabulary study has recently become part of daily book study and reading, which was a result of analyzing item-analysis of student achievement data. The school has also restructured its schedule to allow for non-fiction reading, fiction reading and writing to be taught during discrete and intensive classes. KIPP Tech Valley has adopted the Northwest Evaluation Association’s Measure of Academic Program (MAP) as its norm referenced test for assessing student knowledge and skills in English language arts, which will allow greater use of resulting data to be used to improving teaching and learning. Bi-weekly interim assessments administered at the school have been consistently reviewed for levels of rigor. Required student performance on these assessments has increased in recent years, consistent with the increased focus on instructional rigor, and more students are therefore receiving supplemental instruction. Finally, KIPP Tech Valley is excited about a Charter School Dissemination grant recently awarded by the New York State Education Department to partner with a local district middle school for the purposes of expanded professional development, integration of innovative instructional technology, provision of supplemental instruction and establishment of a strong peer network between the two schools. This initiative, as well as those outlined above, will allow KIPP Tech Valley to fully meet its English language arts goal during the next Accountability Period.

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.

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 mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students throughout the Accountability Period. 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 each 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.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	87	0	0	1	88
6	87	0	0	1	88
7	59	0	0	0	59
8	52	0	0	1	53
All	285	0	0	3	288

**2011-12 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	79	0	0	0	79
6	74	0	0	0	74
7	68	0	0	0	68
8	51	0	0	2	53
All	272	0	2	2	274

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	57	0	0	1	58
6	82	0	0	3	85
7	65	0	0	1	66
8	49	0	0	1	50
All	263	0	0	5	270

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
5	82	0	0	4	86
6	84	0	0	4	88
7	63	0	0	3	66
8	45	0	0	1	46
All	274	0	0	12	286

Results

Based on proficiency cut scores published by the New York State Education Department, as opposed to the use of Time-Adjusted Cut Scores, KIPP Tech Valley met this measure in 2 (2009-

10 and 2011-12) years within the Accountability Period, came close to meeting it in 1 year (2010-11), while failing to meet it in one year (2012-13).

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Proficiency	Number Tested
5	All Students	14.9	87
	Students in At Least 2 nd Year	<u>0</u>	9
6	All Students	12.6	87
	Students in At Least 2 nd Year	<u>14.29</u>	49
7	All Students	10.2	59
	Students in At Least 2 nd Year	<u>10.2</u>	59
8	All Students	25.0	52
	Students in At Least 2 nd Year	<u>25.0</u>	52
All	All Students	15.86	285
	Students in At Least 2 nd Year	<u>12.37</u>	169

**Performance on 2011-12 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	48.1	79
	Students in At Least 2 nd Year	<u>100</u>	1
6	All Students	82.4	74
	Students in At Least 2 nd Year	<u>83</u>	6
7	All Students	86.8	68
	Students in At Least 2 nd Year	<u>86.8</u>	68
8	All Students	90.2	51
	Students in At Least 2 nd Year	<u>90.2</u>	51
All	All Students	76.9	272
	Students in At Least 2 nd Year	<u>88.1</u>	126

**Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	56	57
	Students in At Least 2 nd Year	<u>40</u>	5
6	All Students	44	87
	Students in At Least 2 nd Year	<u>44</u>	70
7	All Students	78	68
	Students in At Least 2 nd Year	<u>78</u>	68
8	All Students	75	52
	Students in At Least 2 nd Year	<u>75</u>	52
All	All Students	61	264
	Students in At Least 2 nd Year	<u>64</u>	125

**Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	93	82
	Students in At Least 2 nd Year	<u>82</u>	11
6	All Students	95	84
	Students in At Least 2 nd Year	<u>97</u>	67
7	All Students	97	63
	Students in At Least 2 nd Year	<u>97</u>	63
8	All Students	100	45
	Students in At Least 2 nd Year	<u>100</u>	45
All	All Students	96	274
	Students in At Least 2 nd Year	<u>97</u>	186

Evaluation

KIPP Tech Valley did not achieve this measure in 2012-13, but either met it or came close to meeting it in every other year within the Accountability Period, using published proficiency cut scores. In 2011-12, 88% of students enrolled in at least their 2nd year at KIPP Tech Valley performed at or above proficiency; in 2010-11, 64% of respective students performed at or above proficiency; and in 2009-10, 94% were at or above proficiency. In addition, upward trends can generally be observed when comparing the performance of students new to the

school and those who have attended KIPP Tech Valley over time (students in at least their 2nd year and upward grade-level trajectories).

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 Annual Measurable Objective (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 current year’s English language arts AMO. 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 To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds the respective year’s English language arts AMO, which were as follows: 2011-12 = 158, 2010-11 = 137, 2009-10 = 135. The State Education Department has not yet set targets for 2012-13 due to the changes in the testing program.

Results

Calculation of 2011-12 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	1	23	61	14	270

$$\begin{aligned}
 \text{PI} &= 23 + 61 + 14 = 98 \\
 &+ 61 + 14 = 75 \\
 \text{PI} &= \mathbf{173}
 \end{aligned}$$

Calculation of 2010-11 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	3	37	49	11	270

$$\begin{aligned}
 \text{PI} &= 37 + 49 + 11 = 97 \\
 &+ 49 + 11 = 60 \\
 \text{PI} &= \mathbf{144}
 \end{aligned}$$

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

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	2	34	49	16	274

$$\begin{array}{rcccccc}
 \text{PI} & = & 34 & + & 49 & + & 16 & = & 109 \\
 & & & & + & & 16 & = & 65 \\
 & & & & & & \text{PI} & = & \mathbf{174}
 \end{array}$$

Evaluation

KIPP Tech Valley Charter School consistently met this measure throughout the Accountability Period. It surpassed its AMO target by 36 points in 2009-10, 7 points in 2010-11 and 15 points in 2011-12.

Goal 1: Comparative Measure

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

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.

Results

KIPP Tech Valley significantly outperformed the Albany City School District on the state mathematics exam throughout the Accountability Period.

**2012-13 State Mathematics 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	0	9	13.8	602
6	14.3	7	14.2	576
7	10.2	59	8.1	561
8	25.0	52	8.6	578
All	12.4	123	11.0	2317

**2011-12 State Mathematics 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	100	1	41	607
6	83	6	51	531
7	86.8	68	37	544
8	90.2	51	23	584
All	88.1	126	37.7	2266

**2010-11 State Mathematics 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	40	5	40	610
6	44	70	44	557
7	78	68	37	576
8	75	52	28	542
All	64	125	37	2285

**2009-10 State Mathematics 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	82	11	40	588
6	69	67	37	588
7	70	63	38	547
8	84	45	24	537
All	<u>74</u>	186	<u>35</u>	2260

Evaluation

KIPP Tech Valley successfully achieved this measure. While the school only surpassed the local district by 1.4 percentage points in the most recent year, it dramatically achieved it in each previous year within the Accountability Period. In 2011-12, 88.1% of KIPP Tech Valley students performed at or above proficiency in mathematics, compared to 37.7% of corresponding students in the local district. In 2010-11, KIPP Tech Valley surpassed the local district by 27 and 39 percentage points in 2010-11 and 2009-10, respectively.

Additional Evidence

In addition to the results of the 2012-13 state mathematics exam, all students in grade 8 also took the grade 9 integrated algebra regents. 100% of the 8th grade class passed the exam.

Goal 1: 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.

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 2012-13 analysis is not yet available. An analysis of results from 2009-10 thru 2011-12 is provided below.

Results

KIPP Tech Valley consistently achieved this measure throughout the Accountability Period.

2011-12 Mathematics 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		
5		77	48.1	57.3	-9.2	-0.46
6		74	82.4	51.6	30.8	1.44
7		68	86.8	49.5	37.3	1.73
8		51	90.2	46.8	43.4	1.93
All	71.1	270	75.2	51.8	23.4	1.06

School’s Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

2010-11 Mathematics 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		
5		64	56.2	58.7	-2.5	-0.14
6		95	44.2	53.1	-8.9	-0.42
7		68	77.9	53.1	24.8	1.15
8		52	75.0	48.9	26.1	1.12
All	62	279	60.9	53.6	7.3	.32

School’s Overall Comparative Performance:
<i>Higher than expected to a small degree</i>

2009-10 Mathematics 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		
5						
6						
7						
8						
All	53.1	274	63.5	54.9	8.6	0.38

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

Evaluation

KIPP Tech Valley consistently met this measure by achieving an Effect Size greater than 0.3 in each year of the Accountability Period for which data is available. In 2011-12, the school's Effect Size was 1.06 and higher than expected to a large degree. In 2010-11, KIPP Tech Valley performed higher than expected to a small degree with an Effect Size of 0.32 and higher than expected to a medium degree in 2009-10 with an Effect Size of 0.38. In addition, the difference between actual and predicted performance at individual grade levels increases as student proceed through the 5th - 8th grades, suggesting program effectiveness.

Goal 1: Growth Measure

On the current year's state mathematics exam, 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 mathematics exam and 75 percent at or above Level 3. 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.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

Based on the dynamic nature of the New York State Testing Program's results, it is statistically invalid to compare one year's results to another year.

Summary of the of the Mathematics Goal

KIPP Tech Valley consistently met its mathematics goal throughout the Accountability Period.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
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.	Achieved
Comparative	Each year, the percent of all tested students 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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	N/A

Action Plan

KIPP Tech Valley Charter School will continue to provide 90 minutes of math daily with a 45 minute problem solving and ample opportunities to receive supplemental instruction as needed. In addition, the school has increased the level of performance required of students on internally developed interim assessments administered bi-weekly and therefore the threshold to determine if supplemental instruction is needed. KIPP Tech Valley will continue to increase the amount of instructional coaching by reducing instructional leaders responsibilities in other areas, provide professional development and support of teachers in promoting problem solving and higher order thinking skill as well as student-to-student dialogue, all in an effort to continue to increase the level of instructional rigor.

SCIENCE

Goal 3: Science

Students at the KIPP Tech 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 or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 8th grade throughout the Accountability Period. 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 has consistently achieved this measure by ensuring that at least 75% of students enrolled in at least their second year are proficient on the state science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2008-09		2009-10		2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	89	37	64	44	77	53	86	51	87	52
All	89	37	64	44	77	53	86	51	87	52

Evaluation

KIPP Tech Valley successfully met this target in each year of the Accountability Period, with the exception of 2009-10 when 64% of students were proficient. The percentage of students performing at or above proficiency in science increased steadily over the Accountability Period, with 77% proficient in 2010-11, 86% proficient in 2011-12 and 87% proficient in 2012-13.

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 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

Science results from the local school district are unavailable.

Evaluation

The extent to which the school met this goal is unknown due to the lack of comparable results.

Summary of the Science Goal

KIPP Tech Valley successfully met its science goal throughout the Accountability Period.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 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 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.	Unknown

Action Plan

KIPP Tech Valley will continue to offer 90 minutes of science instruction every other day. 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 5: NCLB**

Under the state’s NCLB accountability system, the school’s accountability status will be “Good Standing” each year.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

KIPP Tech Valley was labeled as “in good standing” for 2012-13.

Evaluation

KIPP Tech Valley continues to satisfy this requirement annually.

Additional Evidence**NCLB Status by Year**

Year	Status
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing