



KIPP Tech Valley Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3,

By The Executive Team

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

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

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

Michelle Salls has served as the middle school principal since 2021.

SCHOOL OVERVIEW

Mission of Primary School

Every KIPP Tech Valley student will acquire and apply the knowledge, skills, and character habits necessary to succeed in middle school, high school, college, and beyond.

Primary School Background

KIPP Tech Valley Primary School opened its doors in August 2016 to its founding class of 100 kindergarten students. The 2022-23 school year welcomes 500 students ranging from kindergarten to fourth grade. In addition to building a strong foundation of literacy and math skills, every student participates in field trips and enrichment classes that include Physical Education, Science, Art, Theater, Dance, Music, and Spanish.

Over the years, KTV Primary has developed a robust student support team that allows for all students to be met where they are, differentiates instruction, and provides students with the tools and support necessary for their overall success. This team includes behavior specialists, a counselor, a psychologist, special education teachers, a social worker and interventionists.

KTV Primary develops student's character habits through the values of effort, engagement, empathy, empowerment, and excellence. These values are celebrated through weekly assemblies, quarterly ceremonies, and other positive incentives. The intent to create a strong culture, curriculum and abundant social and emotional supports is based in the Whole Child Approach to Learning.

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

Mission of Middle School

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

MS Background

In August of 2005, KIPP Tech Valley Middle School (KTVMS) opened its doors with the promise that hard work would lead to academic success and pave a road to college and beyond for historically underserved children in Albany. Over ten years later, results show that KTVMS students have made impressive academic gains, proving that KIPP's "work hard, be nice" philosophy pays off.

Our Credo

If there is a problem, we look for a solution.

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask.

Our first Summer Academy launched in Summer 2021 to address COVID learning loss. Students in grades K-8 were invited to attend based on academic data. The Academy provided students with intensive, cost-free academic intervention programming for three weeks. The content was taught by KIPP teachers in-person and virtually depending on student preference. Students who attended on-site were provided transportation and food.

Students and families continue to have access to our full social work, counseling, and family support staff, who are available for individual and group remote counseling and continued support to address all social emotional needs as well as case management and access to resources. We will continue to work with outside partners to provide additional resources to families and have applied for additional grant support to increase funding for our mental health and trauma resiliency work.

The emotional and mental health of our students remained of paramount importance to us. So, we made sure that teachers knew how to connect their students and families with our counseling and social workers. We also provided free meals for breakfast and lunch and offered meal delivery to families who expressed need.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	92	108	100	98	96	72	124	93	74					857
2021-22	95	100	95	97	100	111	109	113	92					912
2022-23	99	100	104	93	92	109	101	102	108					908

GOAL 1: ENGLISH LANGUAGE ARTS

Students at KIPP: Tech Valley Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

KIPP TV used the following ELA materials in the 2022-23 school year:

K-2

Success for All Reading Roots and Fast Track Phonics a research-based, beginning-reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension.

K-4

Foundation Wheatley is a common core aligned knowledge based, close reading and writing curriculum. The goals of the curriculum are to:

- nurture JOY in reading & writing

- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts
- to develop students' ability to WRITE academically in all three main modes of writing
- to prepare students for the high rigor of middle, high and college literacy in reading and writing

Grades 5-8

NYC Wheatley and Baldwin is a common core aligned novel based, close reading and writing curriculum.

The goals of the curriculum are to:

- nurture JOY in reading & writing
- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts
- to develop students' ability to WRITE academically and authentically.
- to prepare students for the high rigor of high school and college literacy in reading and writing

To measure student progress and achievement in ELA, we administered the iReady assessment three times per year for all grade levels in 2022-23. Students also take curriculum-embedded assessments, including progress monitoring and summative assessments. Finally, students in Grades 3-8 take school-created interim assessments in ELA, which are created using questions from previous state tests and help prepare our students for success on the state tests.

In the 2022-23 school year, representatives from the KIPP Capital elementary schools participated in a professional learning community focused on early literacy and the science of reading. Through the work of this group, we identified a new phonics curriculum and assessment program that will be implemented in 2023-24. Please see the Action Plan section for more information on these changes and the other initiatives we are implementing in 2023-24 to align with the science of reading.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	95	0	0		0	0	1	96
4	95	0	0		0	0	0	95
5	97	0	0		0	0	2	99
6	103	0	0		0	0	1	104
7	91	0	0		0	0	3	94
8	89	0	0		1	0	4	94
All	570	0	0	0	1	0	11	582

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	95	28	29%	70	19	27%
4	95	31	33%	73	22	30%
5	97	21	22%	68	12	18%
6	103	30	29%	62	16	26%
7	91	34	37%	75	30	40%
8	89	30	34%	77	29	38%
All	570	174	31%	425	128	30%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	27%	70		
4	30%	73		
5	18%	68		
6	26%	62		
7	40%	75		
8	38%	77		
All	30%	425		

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	72.2	33.0	39.9	-0.36
4	77.0	18.0	32.9	-0.85
5	80.2	9.7	28.2	-1.12
6	78.9	42.2	49.0	-0.41
7	77.0	24.0	40.9	-0.91
8	71.7	38.5	45.3	-0.36
All	76.4	27.0	39.1	-0.69

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

KIPP Tech Valley Charter School 2022-23 Reading i-Ready			
Grade	Percent Meeting Annual Typical Growth by EOY	Percent of Students Whose Placement Improved	Median Percent Progress to Annual Typical Growth
3	58%	66%	123%
4	46%	46%	79%
5	40%	40%	56%
6	41%	40%	55%
7	56%	60%	147%
8	53%	52%	117%

SUMMARY OF THE ELA GOAL

The charter school did not meet English Language Arts goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did not meet the measure target of 0.3 overall effect size. The school did demonstrate some growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
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.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
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EVALUATION OF ELA GOAL

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

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - o The charter school did meet this measure. Overall, 30% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 7 and 8 were our high points with 40% and 38% scoring at levels 3 and 4 respectively. 5th grade performed below our average with 18%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o Unable to Assess as the local district scores have not been made public as of November 3rd.
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did not meet this measure, having an effect size of -0.69.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.
 - o Based on the i-Ready exams that were administered three times, the school’s median percent progress to Annual Typical Growth of students in grades 3, 7 and 8 was greater than 100%.

ELA ACTION PLAN

KIPP Capital schools are implementing several changes in the 2023-24 school year to improve our ELA program and align with the science of reading. To guide this work, we added a Director of Foundational Literacy to our regional Teaching and Learning Team. This role provides support with curriculum, coaching cycles, and more, ensuring that all KIPP Capital schools have the support they need to implement the changes to our foundational literacy program. These changes include:

- **New Curricular Program:** We are introducing Amplify CKLA Skills as our core foundational literacy resource, replacing the Success for All Reading Roots and FastTrack Phonics program. We are making this change to align more closely with the science of reading, which emphasizes the importance of explicit, systematic instruction. Amplify CKLA Skills is a research-based program that uses a systematic scope and sequence and offers explicit skills instruction, the use of decodable texts, and time for differentiated instruction.

- **New Assessment Program:** As part of our focus on foundational literacy skills, we are introducing DIBELS, an assessment designed to assess the acquisition of literacy skills. DIBELS is administered three times per year for kindergarten, first, and second grade students, allowing teachers to identify which students are on grade level and which need additional support. DIBELS data can be used to create Tier II groupings and inform instruction. After Grade 2, students will take the iReady ELA assessment three times per year.
- **Professional Learning:** To prepare teachers for the changes in our ELA program, all K-2 ELA staff are participating in an intensive professional development program aligned with the science of reading beginning in Summer 2023. The program, Lexia LETRS, prepares teachers with skills to teach phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. The KIPP Capital foundational literacy working group first piloted LETRS in the spring of 2022-23 and determined that the program will benefit teachers as we transition to a structured literacy approach grounded in the science of reading.

In addition to the changes described above, KIPP Capital schools identified three data-based strategies for 2023-24 to support the priority of infusing data into every level of the instructional program. Each of these strategies include quantitative indicators, described below:

- **Data-Informed Instructional Coaching:** 80% of coaches can effectively coach a teacher to respond to data in class by: guiding the teacher to a deep understanding of the standard and content, to be able to name all anticipated responses and strategies and the conceptual understanding driving any errors, and practicing an effective response with the teacher.
- **Data-Informed Pedagogy:** During class, 80% of teachers listen to student responses and monitor student work, analyze this data in the moment, and effectively respond to clear up misconceptions
- **Data-Informed Small Group Instruction:** 90% of sections in Grades 3-8 have designated and protected small group instruction time for Math and ELA, during which the teacher runs a personalized small group grounded in data every day. We are dedicating 30 minutes per day in both math and ELA to small group instruction to support this priority in 2023-24.

To support these strategies, KIPP Capital implemented new structures in the 2023-24 school year, including clear differentiated goals by school and progress monitoring benchmarks, a centralized data platform, clear data analysis templates and processes, and transformational coaching. We also improved our professional development program, coaching cycles, and assessment calendar.

GOAL 2: MATHEMATICS

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

BACKGROUND

Prior to 2022-23, KIPP TV used Eureka Math as our core math curriculum. However, based on student outcomes and teacher feedback, we determined that Eureka Math was not meeting the needs of our students or teachers. Accordingly, we introduced Illustrative Math in the 2022-23 school year for all grades. We chose Illustrative Math after an extensive curriculum selection process that included input from principals, teachers, and students, external reviews, and a pilot period in Spring 2021. Illustrative Math is a problem-based curriculum that supports our inquiry-based approach and emphasis on conceptual understanding.

To support staff with the implementation of the new program, we provided extensive professional development prior to and during the 2022-23 school years to principals and assistant principals, instructional coaches, and teachers. We also began working with a consultant who is an expert in Illustrative Math in Spring 2023; the consultant will continue to provide support with year two of Illustrative Math in 2023-24. Additional support with our math program was provided by the regional Director of Math and the Math Associate, two roles that we added to the KIPP Capital regional team in 2022-23.

To measure student progress and proficiency in math, we administer iReady assessments in math three times per year for all grade levels. Students also take curriculum-embedded assessments from Illustrative Math. Finally, as with ELA, students in Grades 3-8 participate in school-created interim assessments twice per year that are designed using previous questions from NYS tests. These interim assessments are designed to prepare students for success on state tests.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

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

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2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	92	0	0		0	0	2		94
4	94	0	0		0	0	1		95
5	99	0	0		0	0	0		99
6	100	1	0		0	0	2		103
7	86	0	0		1	0	7		94
8	88	1	0		0	0	5		94
All	559	2	0	0	1	0	17	0	579

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	92	25	27%	69	21	30%
4	94	34	36%	73	27	37%
5	99	21	21%	68	16	24%
6	100	15	15%	62	9	15%
7	86	20	23%	71	18	25%
8	88	21	24%	75	18	24%
All	559	136	24%	418	109	26%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30%	69		
4	37%	73		
5	24%	68		
6	15%	62		
7	25%	71		
8	24%	75		
All	26%	418		

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or

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performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	72.2	28.9	40.7	-0.56
4	77.0	18.2	31.9	-0.69
5	80.2	10.4	25.4	-0.81
6	78.9	12.1	27.8	-0.81
7	77.0	9.3	24.9	-0.82
8	71.7	5.0	19.6	-0.80
All	76.4	14.1	28.5	-0.75

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

KIPP Tech Valley Charter School 2022-23 Math i-Ready			
Grade	Percent Met Annual Typical Growth by EOY	Percent of Students Whose Placement Improved by EOY	Median Percent Progress to Annual Typical Growth
3	36%	53%	80%
4	26%	53%	64%
5	31%	52%	56%
6	46%	50%	72%
7	55%	54%	117%
8	49%	52%	100%

SUMMARY OF THE MATHEMATICS GOAL

The charter school fell short of meeting the mathematics goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. Comparatively, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did not meet the measure target of 0.3 overall effect size. The school did demonstrate some growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
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.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

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

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - o The charter school did not meet this measure. Overall, 26% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 4 were our high points with 30% and 37% scoring at levels 3 and 4 respectively. 6th grade performed below our average with 15%.

2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - Unable to Assess
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of -0.75.
4. The charter school demonstrated academic growth in 2022-23 based on interim assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 7th and 8th grade students was equal to or greater than 100%.

MATHEMATICS ACTION PLAN

In the 2023-24 school year, we will continue to focus on implementing Illustrative Math, our new math curriculum, with fidelity. Our Illustrative Math consultant will continue to provide support in this area. In addition, several of the KIPP Capital region schools are participating in a KIPP Foundation professional learning community centered around Illustrative Math in the 2023-24 school year. This group, which includes teachers and instructional coaches from KIPP Capital schools and our regional director of math and math associate, will participate in professional development, site visits, and other support opportunities. The participating staff members will use their findings to support other staff with the implementation of Illustrative Math at each school.

As with ELA, we are also focusing on small group instruction in math in 2023-24. Teachers will provide 30 minutes of daily small group instruction in math, an increase from 2022-23.

GOAL 3: SCIENCE

Students at KIPP: Tech Valley Charter School will meet and exceed state standards for the mastery of skill and content knowledge in science.

BACKGROUND

In 2022-23, KIPP Tech Valley used Amplify Science as our science curriculum for students in elementary and middle school grades, with the exception of Grade 8. Students in Grade 8 participate in a Regents-level Living Environment course. 2022-23 was our second year using the Amplify Science program. Students take curriculum-embedded assessments from Amplify to measure growth and proficiency in science in K-7, while students in Grade 8 take the Living Environment Regents exam.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

**Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year**

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	73	11	15%

Science Measure 2 - Comparative

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

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

NYS Grade 8 Science Exam scores have not been made public at the time of this report submission.

**2022-23 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	73	11	15%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school did not meet the one science goal we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS exam.

Type	Measure	Outcome
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2022-23. At the time of this report’s submission, the science results for the district, city and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 8 exam.
 - The charter school did meet this measure. Overall, 15% of students enrolled in 2+ years demonstrated proficiency on the science assessment.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - Unable to assess

ACTION PLAN

In the 2023-24 school year, Amplify Science will be used for students in kindergarten through Grade 7 at KIPP Capital schools. In Grade 8, students will take Living Environment, with the expectation that all KIPP Capital students take the Living Environment Regents exam in Grade 8.

In 2023-24, one of our lead science teachers will facilitate regional science professional development for science teachers at all KIPP Capital schools. Previously, we have not had regional science professional development. We anticipate that this change will contribute to increased science proficiency and cohesion across our program.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing throughout this term.