KIPP Tech Valley Charter School

2024–25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By: The Executive Team

321 Northern Blvd, Albany, NY 12210

518-694-9494

The Executive Team, along with Sara Wilcox, director of school support and Danielle Tschirhart, consultant, prepared this 2024–25 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
Sharif Kabir	Secretary	Executive
Dr. Don-Lee Applyrs	Trustee	Academic
Ronald Mexico	Treasurer	Finance, Governance
Kimberly Wilkins	Vice Chair	Executive, Academic
Carl Young	Trustee	Governance, Academic
Kelly Kimbrough	Trustee	N/A
Amari Duncan	Trustee	Development
Jessica Coles	Trustee	N/A
Gina Feliciano	Trustee	Academic
Ana Killings	Trustee	Academic
Michele Kilburn (Proposed)	Trustee	N/A
Mark Little (Proposed)	Trustee	N/A
Kadijah Johnson (Proposed)	Trustee	N/A

KIPP Tech Valley Elementary: Phiana Wilcox has served as the elementary school principal since 2021.

KIPP Tech Valley Middle: Darryl White has served as the middle school principal since 2023.

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 (KTV Primary) opened its doors in August 2016 to its founding class of 100 kindergarten students. The 2024–25 school year welcomed 479 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, that differentiates instruction, and that 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 students' 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.

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 10 years later, results show that KTVMS students have made impressive academic gains, proving that KIPP's "work hard, be nice" philosophy pays off. In 2024–25, the school served 361 students in grades 5–8.

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.

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
2022–23	99	100	104	93	92	109	101	102	108					908
2023–24	82	101	100	96	86	84	87	93	91					820
2024–25	83	97	108	100	91	86	97	95	83					840

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

In the 2024–25 school year, we continued to strengthen our English language arts (ELA) program with a focus on ensuring all students have access to strong Tier 1 instruction while addressing lagging foundational skills. In Grades K–2, we continued into Year 3 of implementing Amplify CKLA, which provides a sounds-first approach aligned to the science of reading. This consistency has allowed us to make significant progress on early literacy benchmarks, with many classrooms meeting DIBELS goals and demonstrating strong growth in foundational skills. All K–2 teachers and coaches also continue to benefit from prior training in the Language Essentials for Teachers of Reading and Spelling (LETRS) program from Lexia, which deepened their expertise in the science of reading and helped teachers apply the sounds-first approach to their CKLA lessons.

In Grades 3–8, the region transitioned from the KIPP-developed comprehensive literacy curriculum to adopting Fishtank ELA. Last year, Fishtank was introduced on an optional curriculum from KIPP Foundation. KIPP Capital Region opted to be a Path A region and an early adopter of the curriculum in grades 3–8. KIPP Foundation and many teachers reported strong results. Fishtank has now been adopted network-wide, providing vertically aligned, rigorous curriculum materials that support students in accessing grade-level texts. We also looked at strategic reading routines to support all students in developing fluent and accurate reading. We launched a regionwide multisyllabic decoding routine to support students in breaking down complex words in text as well as intentional choral, echo and partner reading routines based on the research that students need to read aloud for 30 minutes a day to strengthen rate and accuracy. We also expanded the use of DIBELS from K–2 in school year 2023–24 to K–8 in school year 2024–25 and launched regular progress monitoring for all students.

To strengthen implementation, this year we launched a new "Lit Lab" block in grades 6–8. This workshop-style period provides structured support for students to read and discuss assigned texts before ELA class, with differentiated options such as independent reading, partner reading, or audiobooks for students who need additional support with literal comprehension. This structure helps ensure all students are better prepared to engage with complex texts during core ELA instruction.

To monitor progress, students continue to take curriculum-embedded assessments, including formative assessments and end of unit summative assessments. In addition, students in Grades 3–8 take a spring interim assessment developed from released state test items, which provide teachers with actionable data and prepare students for success on state exams.

In 2024–25, professional development centered on equipping teachers to deliver responsive Tier 1 instruction, differentiate effectively using assessment data, and implement the new curriculum with fidelity. Coaching cycles, led by both school-based instructional coaches and regional instructional leaders, reinforced these priorities while tailoring support to teachers at varying levels of experience.

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.

2024–25 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	99						3	102
4	94	2						96
5	84	1						85
6	91	1					1	93
7	87	1						88
8	77	3	1					81
All	532	8	1				4	545

2024–25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024–25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in At Least Their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	99	45	45%	77	34	44%
4	94	38	40%	73	31	42%
5	84	43	51%	56	25	45%
6	91	51	56%	65	35	54%
7	87	39	45%	66	32	48%
8	77	32	42%	59	24	41%
All	532	248	47%	396	181	46%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the Partially Proficient or Proficient and Advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024–25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

[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.

[2] You can find the statewide MIP goals for 2022–23 to 2026–27 here

2024–25 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts 2024–25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
532	24	30	35	12

$$PI = 0 * [24]_{Level\ 1} + 1 * [30]_{Level\ 2} + 2 * [35]_{Level\ 3} + 2.5 * [12]_{Level\ 4} = [130]$$

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.[3]

2024–25 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 2nd Year		All District Students 2023–24	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44%	77	34%	532
4	42%	73	36%	577
5	45%	56	31%	523
6	54%	65	26%	517
7	48%	66	32%	515
8	41%	59	35%	459
All	46%	396	32%	3,123

ELA Measure 4 - Comparative

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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 2024–25 analysis is not yet available. This report contains 2023–24 results.[4]

2023–24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	75	440	440.9	-.10
4	79.1	437	441.2	-.4
5	83.3	443	438.8	.44
6	81.6	432	439.4	-.75
7	79.6	443	445	-.21
8	84.6	444	444.9	-.09
All	80.4	439.8	441.7	-.19

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2024–25 analysis is not yet available. This report contains 2023–24 results, the most recent Growth Model data available.[5]

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

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

previous year. The analysis only includes students who took the state exam in 2023–24 and also have a state exam score from 2022–23 including students who were retained in the same grade. Students with the same 2022–23 score are ranked by their 2023–24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated schoolwide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023–24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.1	50.0
5	61.5	50.0
6	42.8	50.0
7	56.9	50.0
8	51.8	50.0
All	52.6	50.0

ELA Internal Exam Results

During 2024-25, 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

i-Ready Reading Median Percent Progress to Annual Typical Growth	
Elementary	102%
Middle School	179%

Summary of the ELA Goal

The charter school met two of the five ELA goals we are able to report on in 2024–25. The absolute measure was not met, as only 46 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam, well below the 75 percent target. The school's aggregate Performance Index (PI) on the state ELA exam calculates to 130, which exceeds this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. The charter school

also outperformed the local district, with 46 percent of students enrolled for at least two years scoring proficient compared to the district's 32 percent overall in grades 3–8. Based on the 2023–24 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree, with an overall effect size of -0.19, below the 0.3 target. Finally, the school did achieve the growth measure, as the 2023–24 mean unadjusted growth percentile in ELA for students in grades 4–8 was 52.6, above the target of 50.

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.	No
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.	Yes
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.	Yes
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.	No
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.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2024–25.

Measure 1: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
The charter school did not meet this measure. Overall, 46% of students enrolled for at least two years demonstrated proficiency on the ELA assessment (181 of 396). Grade 6 was the high point, with 54% scoring at levels 3 and 4. Grade 8 performed below the school average, with 41% proficient.

Measure 2: The school's aggregate PI on the state's ELA exam will meet that year's state MIP. The charter school met this measure, with an aggregate Performance Index of 130, above the 2024–25 target MIP of 117.3.

Measure 3: The charter school students enrolled for at least two years will outperform the local district in similar grades.

The charter school met this measure, with 46% proficient compared to the district's 32% overall in grades 3–8.

Measure 4: 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.
The charter school did not meet this measure, with the most recent analysis from 2023–24 showing an overall effect size of -0.19.

Measure 5: 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.
The charter school met this measure, with a growth percentile of 52.6, above the state target of 50.

The charter school also demonstrated academic growth in 2024–25 based on standardized BOY, MOY, and EOY i-Ready assessments. Across grades 3–8, students made meaningful progress toward annual typical growth benchmarks.

ELA Action Plan

Curriculum and Instruction
In 2025–26, we will continue the implementation of Fishtank ELA in Grades 3–8, following its network-wide adoption in 2024–25, and we will expand this to K–2 as well. Building on promising early results, we will refine implementation with a stronger focus on ensuring that all students have regular practice with complex text and academic language. In Grades K–2, we will continue in Year 4 of Amplify CKLA, sustaining the "sounds first" approach that has supported significant growth in early literacy, including meeting or exceeding many DIBELS goals. Across all grade levels, we will emphasize strong Tier 1 instruction, ensuring that students who enter with lagging skills receive responsive supports within the core classroom setting.

Assessment and Data Use
Following the expansion of DIBELS in 2024–25, the 2025–26 school year will focus on deepening the use of this tool across Grades K–8. Teachers and coaches will receive targeted training in analyzing DIBELS data to identify patterns of student need, provide timely Tier 2 interventions, and monitor the impact of instructional adjustments. In middle school, Lit Lab blocks (Grades 6–8) will be added to ensure students are engaging meaningfully with their assigned texts. Lit Lab will provide differentiated access—independent reading, audiobooks, or structured guided reading—so that all students can build comprehension skills and come to ELA class prepared to engage with grade-level work.

Professional Development
Professional development in 2025–26 will continue to prioritize the science of reading and differentiated support within Tier 1. All new K–2 teachers will be trained in LETRS, while coaches in Grades 3–8 will receive ongoing LETRS and Fishtank-aligned PD to support fidelity of implementation. Coaching cycles will emphasize internalization of units, data-driven reteach planning, and supporting

teachers to lead responsive reading instruction. Differentiated PD structures will also ensure that both new teachers and veteran staff have access to learning opportunities that build skill and address gaps.

Strategic Priorities

- **Strengthen Tier 1 Instruction:** Maintain focus on high-quality, grade-level instruction that integrates fluency routines (multisyllabic decoding, partner reading) and ensures lagging skills are addressed without removing students from core learning.

- **Invest in Lit Lab:** Launch a "Lit Lab" block as described above, ensuring consistent structures across all middle school classrooms and aligning text supports to ELA unit objectives.

- **Use Data to Drive Differentiation:** Leverage DIBELS, i-Ready, and interim assessments to inform reteach and intervention cycles, ensuring students make measurable progress toward proficiency.

- **Build Instructional Capacity:** Sustain a coaching structure that includes both regional and school-based instructional coaches, with targeted support for new teachers and instructional leaders.

Looking Ahead

At the start of the 2025–26 school year, students in grade 8 began matriculating to KIPP Capital High School for the first time. As a result, the school will continue to prioritize vertical alignment to ensure students are ready to start high school strong and progress toward Regents readiness.

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

In 2024–25, the school prioritized strengthening math instruction across grades, with particular attention to Tier 1 responsiveness and addressing areas of underperformance in grades 3–8. As in 2023–24, we continue to use Illustrative Math across all grades, a problem-based curriculum that supports our inquiry-based approach and emphasizes conceptual understanding.

To measure student progress and proficiency in math, students take curriculum-embedded assessments from Illustrative Math that provide actionable insights into conceptual understanding and skill mastery. In addition, students in grades 3–8 participate in a regionally-created interim assessment each year, designed using released questions from the New York State tests, which both benchmarks student progress and prepares them for success on state assessments.

2024–25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024–25 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	98						4		102
4	91	5							96
5	84	1							85
6	91	1					1		93
7	85	3							88
8	75	5	1						81
All	524	15	1				5		545

Performance on 2024–25 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	98	38	39%	77	30	39%
4	91	36	40%	72	29	40%
5	84	20	24%	56	12	21%
6	91	29	32%	65	21	32%
7	85	37	44%	64	32	50%

8	75	44	59%	58	37	64%
All	524	204	39%	392	161	41%

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the Partially Proficient, or Proficient and Advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024–25 mathematics MIP for all students of 119.4. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024–25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
524	28	33	33	6

$$PI = 0 * [28]_{Level\ 1} + 1 * [33]_{Level\ 2} + 2 * [33]_{Level\ 3} + 2.5 * [6]_{Level\ 4} = [114]$$

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.

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 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. Because the state's data is not yet available, we have used the 2023–24 data for the district for comparison.

2024–25 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 2nd Year		All District Students 2023–24	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39%	77	39%	557
4	40%	72	40%	595
5	21%	56	33%	555
6	32%	65	25%	538
7	50%	64	35%	502
8	64%	58	5%	328
All	41%	392	34%	3,237

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.

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 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 2024–25 analysis is not yet available. This report contains 2023–24 results.[6]

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2023–24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	75	442	448.1	-.45
4	79.1	444	450.4	-.41
5	83.3	431	444.1	-.96
6	81.6	433	445.2	-.86
7	79.6	442	450.9	-.6
8	84.6	440	441.9	-.12
All	80.4	438.7	446.8	-.56

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2024–25 analysis is not yet available. This report contains 2023–24 results, the most recent Growth Model data available.[7]

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 2023–24 and also have a state exam score in 2022–23 including students who were retained in the same grade. Students with the same 2022–23 scores are ranked by their 2023–24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated schoolwide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023–24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	58	50.0
5	32.8	50.0
6	37.7	50.0
7	64.7	50.0
8	62.9	50.0
All	50.9	50.0

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, 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.

i-Ready Math Median Percent Progress to Annual Typical Growth	
Elementary	97%
Middle School	155%

SUMMARY OF THE MATHEMATICS GOAL

The charter school met two of the five mathematics measures we are able to report on in 2024–25. The absolute measure was not met, as only 41 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam, below the 75 percent target. The school also did not meet the Performance Index (PI) measure, earning a PI of 114, which fell short of the 2024–25 MIP target of 119.4. Comparatively, the school did outperform the local district overall, with 41 percent of students enrolled for at least two years scoring proficient compared to the district's 34 percent in grades 3–8. The school did not meet the comparative performance effect-size measure, as the most recent 2023–24 analysis showed an overall effect size of -0.56, below the 0.3 target. Finally, the school met the growth measure, with the 2023–24 mean unadjusted growth percentile in mathematics for students in grades 4–8 at 50.9, above the state target of 50.

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.	No
Absolute	Each year, the school's aggregate on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
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.	Yes

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.	No
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the measures were achieved in 2024–25.

Measure 1: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS mathematics exam.
The charter school did not meet this measure. Overall, 41 percent of students enrolled for at least two years demonstrated proficiency (161 of 392). Performance varied by grade, with 64 percent of students in grade 8 scoring proficient, the highest across grades, while 21 percent of grade 5 students were proficient, the lowest.

Measure 2: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP.
The charter school did not meet this measure, with an aggregate PI of 114, below the MIP target of 119.4.

Measure 3: The charter school students enrolled for at least two years will outperform the local district in similar grades.
The charter school met this measure, with 41 percent proficient compared to the district's 34 percent overall in grades 3–8. Notably, students in grade 8 significantly outperformed the district (64 percent vs. 5 percent).

Measure 4 : The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above.
The charter school did not meet this measure, as the most recent 2023–24 analysis reported an effect size of -0.56, below the 0.3 threshold.

Measure 5: 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.
The charter school met this measure, with a mean unadjusted growth percentile of **50.9**, just above the state target of 50.

MATHEMATICS ACTION PLAN

Curriculum and Instruction

In 2025–26, we will continue to implement Illustrative Math across all grades. Illustrative Math's problem-based design aligns with our inquiry-based approach and emphasis on conceptual understanding, ensuring students engage deeply with mathematical concepts and develop multiple strategies to solve problems. Building on the progress made in 2024–25, we will refine implementation by strengthening lesson internalization processes, aligning fluency work with unit objectives, and

embedding targeted supports within Tier 1 classrooms to address skill gaps without removing students from grade-level learning.

Assessment and Data Use

Students will continue to take curriculum-embedded assessments from Illustrative Math that measure conceptual understanding and problem-solving. In grades 3–8, students will also participate in regionally-created interim assessments administered once per year, designed using released questions from the New York State tests. Teachers and coaches will deepen their use of this assessment data to plan responsive reteach cycles, differentiate instruction, and monitor progress. The goal for 2025–26 is to ensure every student's performance is closely tracked through both unit assessments and interim benchmarks, so that instructional adjustments are timely and targeted.

Professional Development

Professional development in 2025–26 will focus on improving teacher capacity to deliver high-quality, problem-based instruction aligned to Illustrative Math. Differentiated summer PD will provide new teachers with foundational training on curriculum routines and inquiry-based pedagogy, while returning staff will focus on data-driven reteach planning and responsive instruction. Throughout the year, coaching cycles will emphasize lesson internalization, pacing, and facilitation of math discourse. A strengthened leadership structure, including a director of elementary math and a director of middle school math, will continue to support assistant principals, instructional coaches, and teachers, ensuring coherence and consistency of math instruction across campuses.

Strategic Priorities

- **Strengthen Tier 1 Instruction:** Ensure students engage with grade-level problem-solving tasks while addressing foundational skill gaps through embedded supports and math lab structures.
- **Invest in Fluency and Automaticity:** Expand and standardize math labs to provide consistent fluency practice aligned to Illustrative Math units.
- **Data-Driven Differentiation:** Deepen the use of curriculum assessments and interim assessments to drive reteach planning and targeted intervention.
- **Grow Instructional Leadership Capacity:** Provide differentiated PD and coaching for teachers and leaders, leveraging regional and school-based math coaches to ensure consistent, high-quality instruction across classrooms.

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

We continue to use Amplify Science for students in kindergarten through Grade 7 at KIPP Capital schools, ensuring students build a strong foundation in scientific inquiry and knowledge aligned to the Next Generation Science Standards. In Grade 8, we previously required all students to take the Living Environment Regents exam. Beginning in 2025–26, this course has been phased out and replaced with the Earth and Space Science Regents exam, reflecting statewide changes in Regents science requirements.

With the launch of our high school, a new director of STEM provides oversight and support for the Grade 8 Regents course, ensuring alignment between middle and high school expectations. To further strengthen science instruction, we have identified and provided a stipend to a strong teacher to serve as the Science Curriculum Fellow. This fellow is responsible for developing scope and sequence materials, coordinating test preparation resources, and leading science-specific professional development, including Regents-focused PD for teachers.

ELEMENTARY AND MIDDLE SCIENCE

Science 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 science examination.

The school administered the New York State Testing Program science assessment to students in grade 5 in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024–25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	52	14	27%
8	N/A	N/A	N/A
All	52	14	27%

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.

2024–25 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students 2023–24		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	52	14	27%	550	129	23%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	52	14	27%	550	129	23%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school met one of the two science measures we are able to report on in 2024–25. The absolute measure was not met, as only 27 percent of grade 5 students enrolled in at least their second year scored Proficient on the NYS science exam, well below the 75 percent target. The school did, however, meet the comparative measure, outperforming the district overall based on its 2023–24 scores (27 percent Proficient compared to the district's 23 percent).

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.	No
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.	Yes

EVALUATION OF THE SCIENCE GOAL

Measure 1 : 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science exam.
The charter school did not meet this measure. Among grade 5 students enrolled for at least two years, only 27 percent (14 of 52) scored proficient, falling well short of the 75 percent target. In grade 8, the school administers the Living Environment Regents exam; therefore, there were no results to report on the NYS science exam.

Measure 2: The charter school students enrolled for at least two years will outperform the local district in similar grades.
The charter school met this measure. In grade 5, 27 percent of students enrolled for at least two years scored proficient, compared to 23 percent of district students. While both results remain low, the school's students demonstrated stronger performance than peers in the district. As noted above, in grade 8, the school administers the Living Environment Regents exam; therefore, there were no results to report on the NYS science exam.

Additional Context: Performance on Regents Science Exam
In 2024–25, 25 percent of grade 8 students passed the Regents exam (17 of 68), showing a modest increase from 22 percent in 2023–24 (18 of 82). These results, while still below expectations, indicate incremental improvement in high school readiness for students who accessed Regents-level science coursework.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2023–24	Living Environment	82	18	22.0%
8	2024–25	Living Environment	68	17	25.0%

ACTION PLAN

Curriculum and Instruction
In 2025–26, we will continue to implement Amplify Science in Grades K–7 to provide a coherent, NGSS-aligned curriculum that builds foundational scientific knowledge and inquiry skills. In Grade 8, students

will transition from the Living Environment Regents to the newly required Earth and Space Science Regents exam, ensuring alignment with statewide changes in science requirements.

Assessment and Data Use
Students in Grades K–7 will continue to engage with curriculum-embedded Amplify Science assessments, while Grade 8 students will participate in Regents-aligned unit assessments and practice exams. The Regional has created a new stipended position called a science curriculum fellow, who will lead the development of a scope and sequence for Regents test preparation, ensuring teachers have access to pacing guides, released test questions, and data protocols to track mastery. Assessment results will be reviewed regularly at the school and regional level to inform reteach plans and targeted student support.

Professional Development
Professional development in 2025–26 will focus on equipping science teachers to deliver rigorous, Regents-aligned instruction. At the middle school level, teachers will receive Regents-focused PD sessions, including content-specific workshops and collaborative planning led by the Science Curriculum Fellow. The new Director of STEM at the high school level will provide additional support for vertical alignment, ensuring that Grade 8 instruction prepares students for advanced science pathways. Ongoing coaching will emphasize hands-on investigation, scientific discourse, and data-driven adjustments to instruction.

Strategic Priorities

- **Support the Regents Transition:** Successfully implement the transition to the Earth and Space Science Regents, ensuring students and teachers are prepared for the new assessment requirements.

- **Strengthen Instructional Capacity:** Utilize the Science Curriculum Fellow to provide teachers with high-quality resources, PD, and coaching aligned to Regents expectations.

- **Align Middle and High School Science:** Leverage the new Director of STEM to ensure vertical coherence between Grades 8–12 and establish strong foundations for advanced coursework.

- **Data-Driven Test Preparation:** Use unit assessments, practice exams, and Regents-aligned data protocols to drive reteach and intervention strategies in Grade 8.

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
2022–23	Good Standing
2023–24	Good Standing
2024–25	Not Yet Available

Additional Context and Evidence

While the school's report card for 2024–25 is not yet available, the school was in good standing during the previous two school years.