



**KIPP Albany Community
Charter Schools**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By the Executive Team

65 Krank Street & 42 South Dove St

Albany, New York 12202

518-694-9494

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2023-24 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
Amari Duncan	Trustee	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

Mrs. Brandi A. Langhorn has served as the Elementary School Principal since May 2024, following completion of a two-year Principal-in-Residence program through KIPP Foundation. She has been a member of the school’s staff since 2009.

Chrysheena Hill has served as the Middle School Principal since May 2024 and was previously principal of the elementary school since 2021.

SCHOOL OVERVIEW

Mission of KIPP Albany Community Charter School (KIPP AC)

The mission of the **KIPP Albany Community Charter Schools** is to provide a high-quality educational experience for children in the Albany area by building a shared responsibility and commitment to student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love, and respect, giving them the ability to determine their future success in school and life. Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens, dedicated to the advancement of one's self, one's family and one's community. KIPP Albany Community Charter Elementary joined the KIPP network in 2020.

ES Background

KIPP Albany Community Charter Elementary School is a kindergarten through grade five elementary charter school located in the south end of Albany. In 2023-24, our eighteenth year of operation the school served 434 students in grades (K-5). KIPP Albany Community Charter Elementary School is an urban school with a student population in which 88% of the students qualify for free and reduced lunch, and 93% of the students are Black or Latino. KIPP Albany Community Charter Elementary offers an extended school day, a longer school year, two instructors per class and school uniforms and a variety of afterschool programs (including basketball, track, Drama, chess, Step, Close order Drill, Delicate Diamonds, and Band). Our school places a high value on collaboration, community and culture. We have made a commitment to developing an environment that affirms and celebrates the racial and cultural identities of our students and recognizes the critical importance of having teachers and leaders that reflect the communities we serve. As our mission statement states, "we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community."

Founded in 2005 as Albany Community Charter School, we have been able to actualize our mission statement and belief that "all children can excel if provided a nurturing and supportive environment of high expectations, love and respect". In 2012 ACCS was recognized by the U.S. Department of Education as a National Blue Ribbon School of Excellence, one of the first charter schools in the State of New York and the first in the City of Albany to receive that distinction.

MS Background

KIPP Albany Community Charter Middle School (ACCMS) was founded in 2012 as the sister school to KIPP Albany Community Charter Elementary School. In the same year, the school was named a National Blue Ribbon School by the US Department of Education. ACCMS students are taught in an environment that emphasizes respect and character education in addition to reading, writing and mathematics. In 2023-24, ACCMS served 242 students in Grades 6-8.

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Like KIPP Albany Community Charter Elementary School, the middle school offers spacious classrooms, a media center, a state-of-the-art music room and a gymnasium. Students are provided a robust offering of extra-curricular activities on campus, including King & Queens Drill Team, Chimalsi Step Team, Ubuntu Shooting Stars Basketball Program, Delicate Diamonds, Drama Club, Track Club, and Chess Club. These additional offerings complement our longer academic school day and school year to allow for whole child development and an exploration of creativity and personal growth among our students.

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
2021-22	68	68	75	71	73	68	86	84	89					682
2022-23	77	75	71	72	71	72	80	74	77					669
2023-24	66	73	71	77	74	73	87	83	72	0	0	0	0	676

GOAL 1: ENGLISH LANGUAGE ARTS

All students at the KIPP Albany Community Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

In the 2023-24 school year, we implemented an aligned K-2 reading curriculum (Amplify CKLA) and implemented DIBELS for students in K-2. These shifts to our Foundational Literacy program allow us to better identify and target students' learning needs. These programs are aligned to the science of reading and provide our students with research-based instruction in foundational literacy. We also trained all K-2 teachers and coaches using the Language Essentials for Teachers of Reading and Spelling (LETRS) program from Lexia. This professional development enhanced our teachers' and coaches' understanding of the science of reading.

In 2023-24, we used a KIPP-developed comprehensive literacy curriculum for Grades 3-8. We are implementing a new curriculum in 2024-25; see the Action Plan section for further details.

To measure student progress and achievement in ELA, students 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.

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ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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.

2023-24 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	76	4	1					81
4	74	4						78
5	75	2						77
6	77	2						79
7	74	1	4				2	81
8	69	4	1					74
All	445	17	6	0	0	0	2	470

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2023-24 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	76	9	11.8%	59	7	11.9%
4	74	10	13.5%	55	9	16.4%
5	75	13	17.3%	52	10	19.2%
6	77	13	16.9%	53	7	13.2%
7	74	22	29.7%	55	18	32.7%
8	69	26	37.7%	51	18	35.3%
All	445	93	20.9%	325	69	21.2%

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 2023-24 English language arts MIP for all students of **113**. 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 (PI)

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](#)

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English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
445	48	31	17	4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 31 & + & 17 & + & 4 & = & 52 \\
 & & & & 17 & + & 4 & = & 21 \\
 & & & & & + & (.5)*4 & = & 2 \\
 & & & & & & \text{PI} & = & 75
 \end{array}$$

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

2023-24 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 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	11.9%	59	28.5%	555
4	16.4%	55	27.6%	511
5	19.2%	52	26.2%	565
6	13.2%	53	25.4%	520
7	32.7%	55	27.3%	477
8	35.3%	51	31.8%	478
All	21.2%	325	27.7%	3106

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.

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.

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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.9	429.0	438.8	-0.94
4	84.5	429.0	442.7	-1.34
5	77.8	434.0	442.7	-0.90
6	83.8	438.0	440.6	-0.29
7	81.1	439.0	444.4	-0.59
8	85.7	444.0	447.3	-0.38
All	83.6	435.7	442.9	-0.73

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.

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 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 previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	40.8	50.0
5	43.9	50.0
6	36.3	50.0
7	42.8	50.0
8	46.3	50.0
All	42.1	50.0

SUMMARY OF THE ES/MS ELA GOAL

The charter school met none of the five English Language Arts goals we are able to report on in 2023-24. 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, the charter school did not outperform the local district based on the most recent Albany City School District’s 2022-23 aggregate proficiency. Based on the 2022-23 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 perform better than expected to a meaningful degree with greater than 0.3 overall effect size.

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

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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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.	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 English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
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.	No

EVALUATION OF ELA GOAL

The ELA tables above provide data that support 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.
 - The charter school did not meet this measure. Overall, 21.2% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 7 and 8 were our high points with 33% and 35% scoring at levels 3 and 4 respectively. Third grade performed below our average with 12%.
2. Measure: The school’s aggregate PI on the state’s ELA exam will meet that year’s state MIP
 - The school did not meet this measure with an aggregate performance index of 75, below the target measure of interim progress of 113.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did not meet this measure with our 21% proficient compared to the district’s 28% overall in grades 3-8.
4. 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
 - The charter school did not meet this measure, having an effect size of -0.73 in 2022-23, the most recent data available.
5. Measure: 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 did not meet this measure, having a growth percentile of 42.1

ELA ACTION PLAN

- *Implementing new ELA curriculum:* In 2024-25, we are introducing the Fishtank ELA curriculum for Grades 3-8. Fishtank ELA is a standards-aligned curriculum that focuses on ensuring that students have regular practice with complex text and academic language.
- *Expanding use of DIBELS:* We implemented DIBELS for Grades K-2 in the 2023-24 school year. Based on the success of this program, we are expanding DIBELS to Grades K-8 in the 2024-25 school year, which will provide us with actionable data that we can use to support Tier II instruction. We will use both the DIBELS screener and progress monitoring tools to ensure that our students are receiving targeted support to close any reading gaps.
- *Professional development:* We will continue our professional development initiative introduced in 2023-24 to train teachers and coaches in the science of reading using the LETRS program. This will be provided to coaches in Grades 3-8 and new teachers for Grades K-2.
- *Specific and targeted fluency supports:* In the 2024-25 school year, we are focused on building specific and targeted fluency supports into Tier I reading instruction. We are using a multi-syllabic decoding routine and focusing on partner reading to build fluency. These are practices identified by the What Works Clearinghouse as having strong evidence that they will positively impact student literacy.

In addition, we have the following two priorities for 2024-25 across all subjects:

- Internalization to improve Tier I instruction (including region-wide unit internalizations and differentiated coaching of Assistant Principals and Instructional Coaches); and
- Student-centered goal-setting and progress monitoring, investing students, families, teachers, and leaders in individual goals for each student and consistent progress-monitoring and adjusting of tactics to ensure that every student is growing.

GOAL 4: MATHEMATICS

All students at the KIPP Albany Community Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

We use Illustrative Math across all grades for our math curriculum. Illustrative Math is a problem-based curriculum that supports our inquiry-based approach and emphasis on conceptual understanding. To measure student progress and proficiency in math, students 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.

METHOD

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.

2023-24 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	71	8					2		81
4	69	9							78
5	69	8							77
6	75	2	1				1		79
7	63	8	8						79
8	59	9	6				2		76
All	406	44	15	0	0	0	5		470

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Performance on 2023-24 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	71	18	25.4%	56	15	26.8%
4	69	22	31.9%	49	17	34.7%
5	69	13	18.8%	48	9	18.8%
6	75	9	12.0%	51	4	7.8%
7	63	13	20.6%	46	10	21.7%
8	59	19	32.2%	43	15	34.9%
All	406	94	23.2%	293	70	23.9%

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 2023-24 mathematics MIP for all students of **115.3**. 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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
406	47	30	22	1.5

$$\begin{aligned}
 \text{PI} &= 30 + 22 + 1.5 = 53.5 \\
 &+ 22 + 1.5 = 23.5 \\
 &+ (.5) * 1.5 = .75 \\
 \text{PI} &= 68
 \end{aligned}$$

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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 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

2023-24 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 2023-24		All Albany District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	26.8%	56	35.0%	557
4	34.7%	49	33.5%	529
5	18.8%	48	29.8%	577
6	7.8%	51	24.2%	534
7	21.7%	46	23.5%	456
8	34.9%	43	4.1%	363
All	23.9%	293	26.4%	3016

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 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.9	435.0	444.4	-0.65
4	84.5	430.0	444.8	-1.05
5	77.8	435.0	444.6	-0.75
6	83.8	429.0	443.0	-1.08
7	81.1	438.0	446.6	-0.67
8	85.7	441.0	439.3	0.11
All	83.6	434.6	443.8	-0.69

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 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁶

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile).

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Students' growth percentiles are aggregated school-wide 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.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	37.7	50.0
5	51.9	50.0
6	34.5	50.0
7	57.2	50.0
8	54.9	50.0
All	47.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

The charter school did not achieve the five mathematics goals in 2023-24. 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. The school's aggregate PI on the state's mathematics exam calculates to 68 which does not meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did not outperform the local district based on their 2022-23 aggregate proficiency in math 3-8. Based on the 2022-23 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree with less than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was not 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 Mathematics exam for grades 3-8.	No
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.	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.	No
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	No

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	analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. Statewide NYS 3-8 math assessment results have been posted; however, updates may be made as the scores are verified. For this reason, we are comparing to the district’s 2022-23 proficiency rates in math.

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.
 - The charter school did not meet this measure. Overall, 24% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 4 and 8 were the highest at 35% scoring at levels 3 and 4 in both grades.
2. Measure: The school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP
 - The school did meet this measure with an aggregate performance index of 68, exceeding the target measure of interim progress of 115.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2022-23 results.
 - The charter school did not meet this measure with 24% proficient compared to the district’s 26% overall in grades 3-8 from 2022-23.
4. 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 not meet this measure, having an effect size of -0.69.
5. Measure: 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 did not meet this measure, having a growth percentile of 47.

MATHEMATICS ACTION PLAN

We will continue to focus on implementing Illustrative Math with fidelity in 2024-25, our third year of using the program across the region, to support student growth and achievement in math. We are particularly focused on unit and lesson internalization in order to deepen content knowledge of teachers and improve implementation of Illustrative Math. Across all subjects, we have the following two priorities for 2024-25:

- Internalization to improve Tier I instruction (including region-wide unit internalizations and differentiated coaching of Assistant Principals and Instructional Coaches); and

- Student-centered goal-setting and progress monitoring, investing students, families, teachers, and leaders in individual goals for each student and consistent progress-monitoring and adjusting of tactics to ensure that every student is growing.

GOAL 5: SCIENCE

All students at KIPP Albany Community Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

We use Amplify Science for students in kindergarten through Grade 7 at KIPP Capital schools. In Grade 8, students take Living Environment, with the expectation that all KIPP Capital students take the Living Environment Regents exam in Grade 8. In 2023-24, we provided beginning of the year training for science teachers to support instruction in this area.

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 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 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
5	53	7	13%

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students (Not Available)		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	53	7	13%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 13 percent of students in 5th grade achieved proficiency on the first NYS Science 5 exam. 38 percent of the students tested earned a score of 65 or above on the Regents.

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.	No

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2023-24. At the time of this report's submission, the science results for the district 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 5 & 8 exam.
 - o The charter school did not meet this measure. Overall, 13% of students enrolled in 2+ years demonstrated proficiency on the science 5 assessment. All grade 8 students took the Living Environment Regents, with 38% earning at least a performance level 3.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades. We are unable to report on this metric.

ADDITIONAL CONTEXT AND EVIDENCE

This was the first administration of the 5th grade science assessment. All of our 8th grade students sat for the NYS Living Environment Regents exam and 38 percent scored a 65 or above.

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	55	21	38%

ACTION PLAN IN SCIENCE

In 2024-25, we will continue to focus on implementing our science curriculum with fidelity. We are working to develop a “bright spot” at one of the KIPP Capital schools with support from a science coach. We will then expand the strategies that bring success in this pilot to all schools across our region.

GOAL 7: 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
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.