

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**KIPP ALBANY COMMUNITY
CHARTER SCHOOL**

VISIT DATE: MARCH 3, 2025
REPORT DATE: MAY 8, 2025

SUNY Charter Schools Institute

H. Carl McCall SUNY Building

353 Broadway

Albany, NY 12246

518.445.4250

www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

1

Introduction

2

Charter Background

3

Executive Summary

4

Academic Performance

7

Benchmark Summary

Appendices

A: School Overview



INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to KIPP Albany Community Charter School (“KIPP Albany Community”) on March 3, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal. The Institute provided the school an Accountability Summary outlining the school’s previous three years of performance and the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. Within the performance review, the Institute shares if the school’s renewal is in jeopardy based on the quantitative record of performance. For more information about the school’s performance, see the 2023-24 School Performance Review section below.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





CHARTER BACKGROUND

KIPP ALBANY COMMUNITY CHARTER SCHOOL

65 Krank St Albany, NY 12202 | Grades: K-5 | Albany City Schools
42 South Dove St Albany, NY 12202 | Grades: 6-8 | Albany City Schools

“ MISSION

The mission of KIPP Albany Community 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.

CURRENT CHARTER

Opened:
2006

Serves:
Kindergarten – 8th

Chartered Enrollment:
724

Charter Expiration:
July 31, 2026

KEY DESIGN ELEMENTS

An extended school day and year to allow for additional instructional time for all students;



Extended daily instructional time in English language arts (“ELA”) and mathematics;



Daily enrichment periods in which students have an option of various activities; and,



Frequent and easily accessible reports that allow teachers, parents, and students to easily track a student's academic progress.



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the charter for Albany Community Charter School on July 15, 2005. The SUNY Trustees approved Albany Community Charter School and True North Troy Preparatory Charter School to merge into the KIPP Tech Valley Charter School (“KIPP Tech Valley”) education corporation effective July 1, 2020 and July 1, 2022, respectively. The education corporation was renamed KIPP Capital Region Public Charter Schools (“KIPP Capital Region” or “the education corporation”). A shared services team (the “regional team”) supports curricular development, student assessment, student enrollment, staff member recruitment, professional development, legal compliance, external relations, financial management, and technology support for the schools. While the merger promised to improve outcomes with the increased scale, KIPP Capital Region has yet to demonstrate improved student outcomes.

KIPP Albany Community has not met its ELA or mathematics goals in any year of its current Accountability Period. Based on this record of academic performance, the school’s prospects for earning a renewal in the 2025-26 school year are in jeopardy. The Institute conducted evaluation visits in the second, third, and fourth year of the charter term to assess the quality of KIPP Albany Community’s educational program, contextualize the academic performance, and communicate the school’s renewal status to stakeholders at all levels of the organization.

Between the spring 2024 and spring 2025 visits, KIPP Capital Region restructured the regional team as well as the leadership teams at the KIPP Albany Community elementary and middle school programs. Regional leaders made the decision to reassign the elementary program principal to the middle school program, promote a principal in residence to principal of the elementary program, and adjust reporting structures throughout the organization with principals reporting to regional managing directors under a chief schools officer. Members of the regional teaching and learning team, under the chief academic officer, provide direct instructional support to campuses.

KIPP Albany Community’s elementary program maintains some effective systems present during the Institute’s spring 2024 visit, and the middle school program exhibits improvements to staffing stability, teacher development, at-risk programming, and overall instructional quality. However, immediately after the visit, KIPP Capital Region informed the Institute that it had dismissed the leader who oversaw many of the promising turnaround efforts at the elementary and middle school programs. It is not evident if or how the school will continue the progress evident in the fourth year of the term as it undergoes yet another leadership transition and interruption to staff culture.

The regional team and KIPP Capital Region board have not yet demonstrated capacity to sustain effective programs across the education corporation or to produce a consistent record of academic growth for students at each school simultaneously. To ascertain the quality of regional support across the three schools, the Institute visited three other KIPP Capital Region campuses on April 8, 2025, following the evaluation of KIPP Albany Community. Building leaders across the organization corroborated the finding that the regional team was not maintaining effective, ongoing support for leaders or presence in schools to meet the distinct needs of each entity.

Although KIPP Albany Community demonstrates some stronger program elements compared to previous years of the charter term, it has not delivered on its mission to provide a high quality educational experience for students, as evidenced by its chronically low performance on the New York State assessments and lack of consistent, effective organizational support and board oversight. The school must urgently improve student outcomes and sustain effective systems across the educational program to present a strong case for renewal in the 2025-26 academic year.

ACADEMIC PERFORMANCE

2023-24 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school's progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the "Act") requires charters be held "accountable for meeting measurable student achievement results"² and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"³ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute's website](#).

In 2023-24, the third year of the school's charter term and fourth year of its current Accountability Period, KIPP Albany Community did not meet its key academic Accountability Plan goals in ELA or mathematics. The school did not meet the target for any of the five required measures included under either goal area. Given that the school has failed to meet its ELA or mathematics goals in any year of the current term, KIPP Albany Community's prospects for earning renewal are in jeopardy. The school must substantially improve its performance to make the best case for earning subsequent renewal.

KIPP Albany Community did not meet its ELA goal. The school did not meet the targets for any of the required growth, comparison, or absolute measures. With only 21% of its students enrolled in at least their second year scoring at or above proficiency on the state's 3rd – 8th grade ELA exam, the school performed 11 percentage points below the Albany City School District (the "district"). Further, nearly half of all tested students scored at level 1 indicating performance far below grade level expectations. KIPP Albany Community posted an effect size of -0.95, which indicates that the school performed lower than expected in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. The school also did not meet the target for its growth measure posting a mean growth percentile of 45. Given the school's low absolute proficiency, KIPP Albany Community must urgently grow the learning of students at all levels to catch up to grade level expectations.

KIPP Albany Community posted similar results in mathematics and did not meet the goal in 2023-24. In the 2023-24 school year, only 23% of students enrolled in at least their second year scored at or above proficiency on the state's mathematics exam, below the absolute target of 75% and eight percentage points below the district. According to the Institute's comparative effect size analysis, the school performed lower than expected compared to demographically similar schools across the state. The school posted a mean growth percentile seven points below the target of 50 indicating that KIPP Albany Community continued to fail to grow the learning of students at rates similar to their statewide peers.

1. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

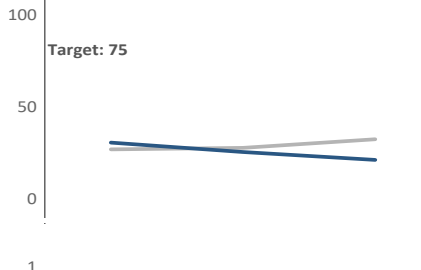


ACADEMIC PERFORMANCE

KIPP ALBANY COMMUNITY CHARTER SCHOOL

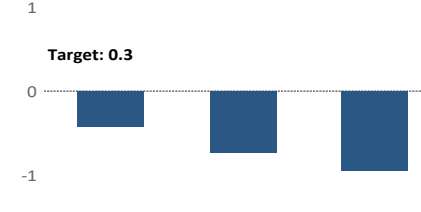
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2022	3-8	27	31
2023	3-8	28	25
2024	3-8	32	21

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2022	3-8	77.5	-0.44
2023	3-8	83.6	-0.73
2024	3-8	84.3	-0.95

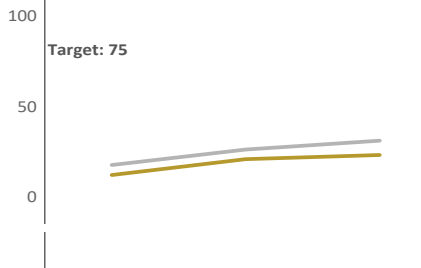
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2022	N/A
2023	42.1
2024	45.2

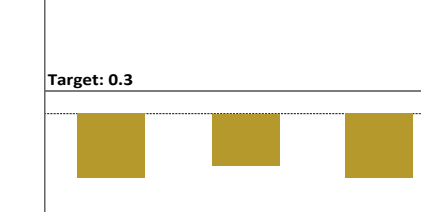
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2022	3-8	18	12
2023	3-8	26	21
2024	3-8	31	23

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2022	3-8	77.4	-0.85
2023	3-8	83.6	-0.69
2024	3-8	84.3	-0.84

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



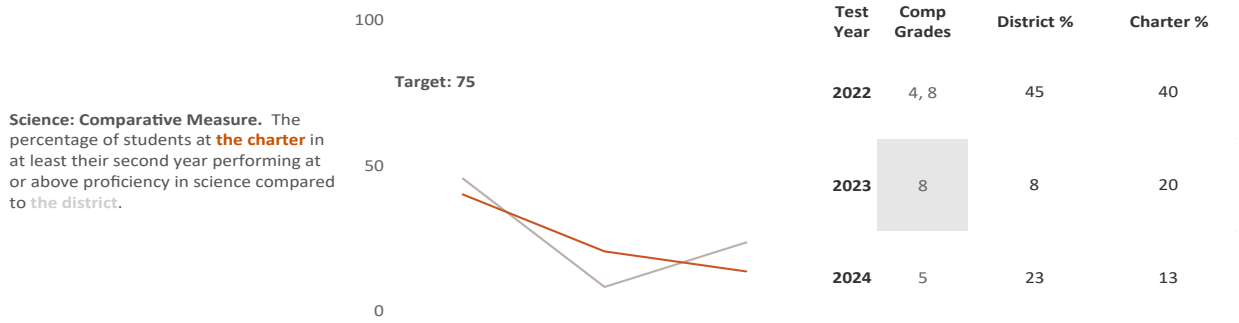
Test Year	Charter Mean Growth
2022	N/A
2023	47.0
2024	42.7



ACADEMIC PERFORMANCE

KIPP ALBANY COMMUNITY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	430	420	447	446	444	406
School Tested %	91.3%	89.6%	95.7%	95.7%	94.7%	86.4%
District Tested %	81.6%	77.1%	85.7%	87.5%	85.7%	89.0%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	8	14	14
Charter Percent Proficient on ELA Exam	0.0	0.0	7.1
District Percent Proficient	2.0	3.1	7.5
Tested on NYSESLAT Exam	6	19	24
Charter Percent 'Commanding' or Making Progress	33.3	36.8	37.5

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

KIPP Albany Community has a valid and reliable assessment system in place, but does not leverage data effectively to support all students to grow their learning. For diagnostic testing and benchmarking, the school administers i-Ready and interim assessments aligned to the New York State exams in ELA and mathematics. Teachers use the DIBELS assessment in Kindergarten – 8th grade to monitor students' literacy skills attainment. The regional teaching and learning team creates interim assessments and holds schools accountable for the testing calendar, and the regional managing director of data and assessments compiles data dashboards for board members, regional leaders, and school leadership teams to inform analysis and action planning. In addition to benchmark measures, teachers use curriculum-embedded unit assessments and exit tickets to monitor student progress. However, teachers do not consistently use assessment results to curate strategies to meet students' needs during instruction. Academic growth outcomes for students well below grade level continue to lag behind the performance of their peers at and above grade level.

Despite implementing a comprehensive assessment system and structures to facilitate analysis, KIPP Albany Community has not substantively improved student learning throughout the charter term. In the fourth year of the charter term and final year of the Accountability Period, school based instructional leaders and the regional teaching and learning team created more consistent structures to support teachers' analysis of assessment results through data reviews, lesson internalization meetings, classroom observations, and coaching. Teachers use assessment results to create leveled intervention groups under the guidance of instructional leaders, but the effectiveness of intervention strategies and teachers' data responsiveness varies. Some teachers use student data to make real time instructional decisions, while others do not address misconceptions or structure lessons to preemptively address knowledge or skill gaps.

Teachers employ a variety of methods to communicate with families about students' progress, but the school struggles to improve student attendance and invest families in their learning, particularly in the middle school program. With middle school chronic absenteeism rates around 60%, teachers cannot effectively leverage assessment data to improve outcomes for the students in greatest need of support because students do not maintain timely and consistent attendance.

4. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

CURRICULUM

Although KIPP Albany Community’s curricular framework is aligned to state standards and provides a clear guide for instructional planning, the new programs introduced over the charter term have not produced improved academic outcomes for students, particularly in reading. The regional team executes the key components of the KIPP Foundation’s One KIPP initiative, a unified strategic and curricular approach for all KIPP schools nationally. Under the new One KIPP initiative, the school implements Core Knowledge Language Arts (“CKLA”) for foundational literacy with KIPP Wheatley for ELA instruction in Kindergarten – 2nd grade, and Fishtank for ELA instruction in 3rd – 8th grade. KIPP Albany Community continues to use Illustrative Math, Amplify Science, and an internally developed social studies curriculum. The regional teaching and learning team provides scope and sequence documents and makes all unit materials available to teachers.

While the teaching materials are comprehensive, inexperienced teachers struggled throughout the term to translate the curriculum into daily lesson plans to inform rigorous instruction. KIPP Albany Community improved its systems to develop teachers’ ability to plan effectively between the spring 2024 and spring 2025 visits, with instructional coaches providing feedback on lesson plans and supporting teachers with curricula internalization and data use in their planning processes. School leaders are now aware of teachers’ planning strengths and deficits and provide guidance based on those needs. For example, some teachers are building content knowledge, while others are using student data to make adjustments to lesson activities, and leaders use group and individual internalization meetings to target these planning areas and improve curriculum implementation. However, the absence of effective structures in prior years of the charter term has limited the impact of the KIPP Capital Region curricular programs, as individual school leaders were responsible for developing systems to inform lesson planning and preparation without responsive regional support.

PEDAGOGY

Effective instruction is not consistently evident throughout KIPP Albany Community’s program despite improvements in overall quality compared to previous visits. Most teachers deliver purposeful lessons from the school’s curricular programs and align learning activities to clear objectives, but some lessons do not reflect appropriate grade level standards. While instruction in core subjects demonstrates improvement, effective instruction was not present in the majority of intervention lessons, resulting in missed opportunities for the school to address gaps in students’ mastery of grade level skills in ELA and mathematics.

Teachers regularly use strategies to check for understanding, including listening in to turn and talks, circulating during independent tasks, using choral responses to promote fluency, and soliciting whole group hand gestures. Despite using techniques to gauge comprehension, teachers do not consistently anticipate misconceptions and thus miss opportunities to correct students’ understanding of the content before moving on. Some teachers’ lesson planning and execution demonstrates growth in questioning, responsiveness to data, and anticipated points of student struggle following lesson internalization meetings with coaches. Leaders can continue to promote these planning practices to ensure implementation of high quality questioning techniques across classrooms, including during intervention lessons, which did not demonstrate strategic planning to provide targeted support to students below grade level.

BENCHMARK SUMMARY

Teachers present some higher order thinking tasks to facilitate independent problem solving and deeper exploration of the academic material. However, student discourse is limited, and many lessons are heavily teacher directed and procedural in nature. In some cases, student assignments do not reflect grade level standards, and teachers' feedback on student work samples lack sufficient detail to drive mastery or advance understanding of students' mistakes.

Most teachers manage learning time effectively in core content classes, but do not maintain the same expectations for intervention lessons. In the middle school program, improvements to staff and student culture are evident, and most teachers provide clear directions to students, pace lessons appropriately, and maintain calm classroom environments. The Institute observed minimal disruptions as teachers are able to deliver the curriculum as intended and hold students accountable for the learning activities, practices that were not evident during the Institute's prior visits. However, intervention lessons do not demonstrate the same level of academic focus: teachers do not effectively engage students in individualized learning or offer targeted supports to address their needs. During intervention time, teachers do not hold students accountable for using technology appropriately, or redirect students when they exhibit off task behaviors.

INSTRUCTIONAL LEADERSHIP

In the fourth year of the charter term, school leaders at KIPP Albany Community stabilized staffing and developed routines to provide consistent instructional leadership across the Kindergarten – 8th grade program. However, given the departure of the school leader following the Institute's visit, it is not evident whether the school can sustain the improvements produced during the 2024-25 school year. At the time of the visit, instructional leaders in the elementary program continued teacher development practices evident during the Institute's spring 2024 visit, and middle school program leaders' ability to deliver coaching and support differentiated to the needs of each teacher has resulted in an overall higher quality of teaching and learning at KIPP Albany Community. Compared to previous visits, school based instructional leaders and regional directors of mathematics and ELA have improved collaboration and communication to better meet the needs of teachers by leveraging planning time and conducting regular observation cycles.

Following the restructuring of the KIPP Capital Region shared services team, school based leaders noted an increased in-person campus presence from regional teaching and learning team members. The support from regional content directors on the ground increased capacity of the school's leadership teams to deliver consistent lesson planning support, classroom observations, and feedback cycles for teachers. Although instruction is not uniformly high quality, KIPP Albany Community's instructional leaders, in collaboration with the teaching and learning team, set clearer expectations for teacher performance and maintain oversight to hold staff members accountable for establishing an environment conducive to student learning. The school's schedule provides daily opportunities for core content teachers to participate in planning meetings to prepare for upcoming lessons, which the regional directors of mathematics and ELA facilitate alongside school-based leaders.

While hands-on teacher development from members of the regional teaching and learning team has positively impacted instructional quality, the regional team does not deliver similarly effective systems to support school-based leaders in developing their capacity to lead their respective reports and grow as building leaders. The

BENCHMARK SUMMARY

school's leadership notes improvements to the tangible support the region's teaching and learning team provides, but indicates responsive, targeted development for leaders themselves, aligned to the needs of each campus, is still insufficient. School-based staff members have developed structures in an effort to meet the school's needs in the absence of impactful support from the regional team. Given the continued low performance of KIPP Albany Community over the charter term, it is clear that the elementary and middle school programs require additional regional resources curated to address the distinct challenges of their campuses. The experience of building leaders is not prioritized by regional leaders, and the level of turnover and dissatisfaction among principals throughout the organization suggests that KIPP Capital Region does not execute effective systems to support and develop instructional leadership.

AT-RISK PROGRAM

KIPP Albany Community has improved its systems to meet the educational needs of at-risk students by ensuring effective practices evident in the elementary school during the spring 2024 visit are now implemented consistently across Kindergarten – 8th grade under the supervision of one director of student support. The school uses appropriate procedures to identify students with disabilities, English language learners (“ELLs”), and students struggling academically. Teachers are aware of students' progress toward individualized education program (“IEP”) and school-based goals, and the school has recently implemented a process by which the ELL teacher reports out weekly to general education teachers on focus areas for students receiving language acquisition services.

Some KIPP Albany Community teachers use effective strategies to support students within the general education program. To address deficiencies evident during the Institute's last visit, the middle school fully staffed its special education department to ensure compliance and has added additional response to intervention (“RTI”) interventionist positions to support the large number of students below grade level. Interventionists and special education teachers routinely push into classrooms and pull students for small group instruction during daily intervention blocks. These teachers check in informally with general education teachers to modify lessons, implement accommodations, and develop resources for students on their caseload. Interventionists and special education teachers meet weekly with the director of student support to receive feedback on lesson plans, debrief observations, and monitor student progress against established goals. The school maintains a clear and codified RTI process to gather data on student performance and make evidence-based referrals to the district committee on special education (“CSE”) when necessary.

Given that no students with disabilities achieved proficiency on the 2021-22 or 2022-23 New York State ELA exams, and seven percent were proficient in 2023-24, the school must continue to prioritize at-risk programming. KIPP Albany Community implements clear systems in spring 2025, but the Institute did not observe high quality strategies and routines likely to close academic gaps during daily intervention blocks. Teachers' planning for intervention lessons and mechanisms for holding students accountable for working independently on i-Ready were not sufficient to support students most at risk of academic failure. The school must improve intervention instruction to ensure teachers utilize the time purposefully given the low performance of students across the program and lack of effective programming for students with disabilities in prior years of the charter term.

BENCHMARK SUMMARY

ORGANIZATIONAL CAPACITY

The KIPP Capital Region organization has not effectively worked to deliver KIPP Albany Community's educational program throughout the charter term. While the region restructured its shared services team and school-based leadership teams over the summer of 2024, KIPP Albany Community's consistently low performance throughout the Accountability Period demonstrates persistent deficiencies that required earlier intervention from the board and regional leadership. The KIPP Capital Region merger was intended to turnaround the school but regional scale and resources have made little progress in advancing student achievement. The spring 2025 visit found the region is dedicating more capacity to supporting KIPP Albany Community compared to previous Institute evaluations, but school-based staff members and regional leaders offer conflicting narratives on the quality and consistency of the new practices. Some members of the regional team are not based in the Albany area, and the organization has modified its hybrid in-person expectations for these individuals, despite the evidence that sustained, daily in-person support from regional content specialists has had a positive impact on the quality of teaching and learning.

The Institute has conducted three visits to KIPP Albany Community and identified programmatic deficiencies throughout the charter term, but the regional leadership has not implemented a consistent strategy to establish an effective educational program that demonstrably improves student outcomes at the school. KIPP Capital Region does not provide proactive service and support aligned to the needs of each program and each leader's personalized areas of development. Competing priorities within the regional team create barriers to communication and goal attainment, and school leaders must defend their effective programmatic decisions against regional mandates, rather than working in alignment to elevate best practices and identify how the regional team can enhance capacity at each school.

KIPP Albany Community has a clear discipline system consistently applied across most classrooms. School leaders prioritized improving staff and student culture throughout the year by defining expectations, modeling behaviors, and improving accountability structures. The student behavior system allocates scholar dollars to students at the beginning of the week, and infractions earn demerits to their weekly paycheck. Most teachers use the system consistently to manage the classroom, which results in fewer disruptions to learning and more responsive, effective support from behavior interventionists and administrators for issues that rise to the level of safety concerns.

KIPP Albany Community improved filling teacher vacancies after the regional team took action to address deficiencies in the talent recruitment system. In previous years, regional staff members and school administrators covered teaching and support roles at the school due to frequent teacher absences and unfilled positions. School leaders report improved hiring practices after instructional leaders provided feedback to the regional hiring team to be more transparent about the requirements and responsibilities of teachers, which has resulted in more aligned new hires who remain at the school. The school's leadership team also established clearer accountability systems and expectations for the teaching staff, which has reduced the number of late-notice absences. With fewer coverage demands, school and regional leaders have more time to focus on coaching, and teachers are able to use their prep time to plan lessons rather than fill in as substitute teachers.

BENCHMARK SUMMARY

The school is close to meeting its chartered enrollment but has struggled with retention of students throughout the charter term. Over the past three years with retention data, KIPP Albany Community has retained about 80% of its students. The school only meets its enrollment target for economically disadvantaged students, and it is not meeting its targets for students with disabilities or ELLs. Given the school's overall retention rate, it did not meet any of the subgroup retention targets.

BOARD OVERSIGHT & GOVERNANCE

KIPP Capital Region's board does not work effectively to achieve KIPP Albany Community's Accountability Plan goals. The board acknowledges the difficult task the education corporation took on with merging KIPP Tech Valley, and, at the time of revision, made promises to turnaround the school's program with improved student achievement results. However, in the fourth year of the charter term, KIPP Albany Community continues to underperform all academic targets in ELA and mathematics, with the board citing COVID-19 disruptions and personnel challenges as barriers to growth but failing to articulate a clear strategy to address the persistent low performance. The board reports KIPP Albany Community merged over with a different staff culture and community context from the other two schools in the education corporation, and the regional leadership has had a difficult time navigating the transition to meet the distinct needs of the school. This dynamic has hindered the effectiveness of the regional team in supporting and developing quality academic programs at each of the three schools simultaneously.

The board conducts an annual evaluation of the chief executive officer ("CEO") based on clear goals, including achieving region-wide student proficiency targets of 43% and 42% in mathematics and reading, respectively; earning a full term renewal for KIPP Tech Valley; completing the new high school building and expansion on-time and on-budget; and, implementing new school management and executive leadership structures that are more effective than the prior model. However, the criteria by which the board will assess the new school management and executive leadership structures are not defined, and the board is therefore limited in its ability to hold regional leaders accountable. Although the regional executive team provides information to the board to facilitate oversight of programs and finances, the board does not have formal processes to solicit feedback from other stakeholders, including school-based staff members, building principals, or community members, to accurately assess the quality of the regional team's support mechanisms.

The board struggles to enact strategies to develop a sustained and effective education corporation. While KIPP Tech Valley demonstrated slight improvement over the Albany City School District in the final year of its Accountability Period, KIPP Albany Community fails to outperform the district. The board acknowledges that the expanded high school program opening in fall 2025 will likely struggle to support the full range of student needs given the divergent middle school program experiences across the education corporation. Despite repeated feedback from the Institute over the term and consistent messaging that KIPP Albany Community's renewal is in jeopardy, neither the board nor the regional team has created contingency plans for the regional high school program's budgetary and enrollment needs if KIPP Albany Community is not renewed in the 2025-26 school year.

KIPP Albany Community

Ax

APPENDICES

PAGES Ax 1-4

SO^A
SCHOOL
OVERVIEW
PAGE Ax 1



KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
John P. Reilly	Dr. Shai Butler
VICE CHAIR	Carl S. Young
Dr. Kimberly Young Wilkins	Jessica Coles
TREASURER	Robert Bellafiore
Ronald Mexico	Dr. Don-Lee Applyrs
SECRETARY	Gina Feliciano
Sharif Kabir	Kelly Kimbrough
	Amari Duncan

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	675	672	99%	K-8
2021-22	724	694	96%	K-8
2022-23	724	683	94%	K-8
2023-24	724	672	93%	K-8
2024-25	724	701	97%	K-8

1. Source: The Institute’s board records at the time of the visit.

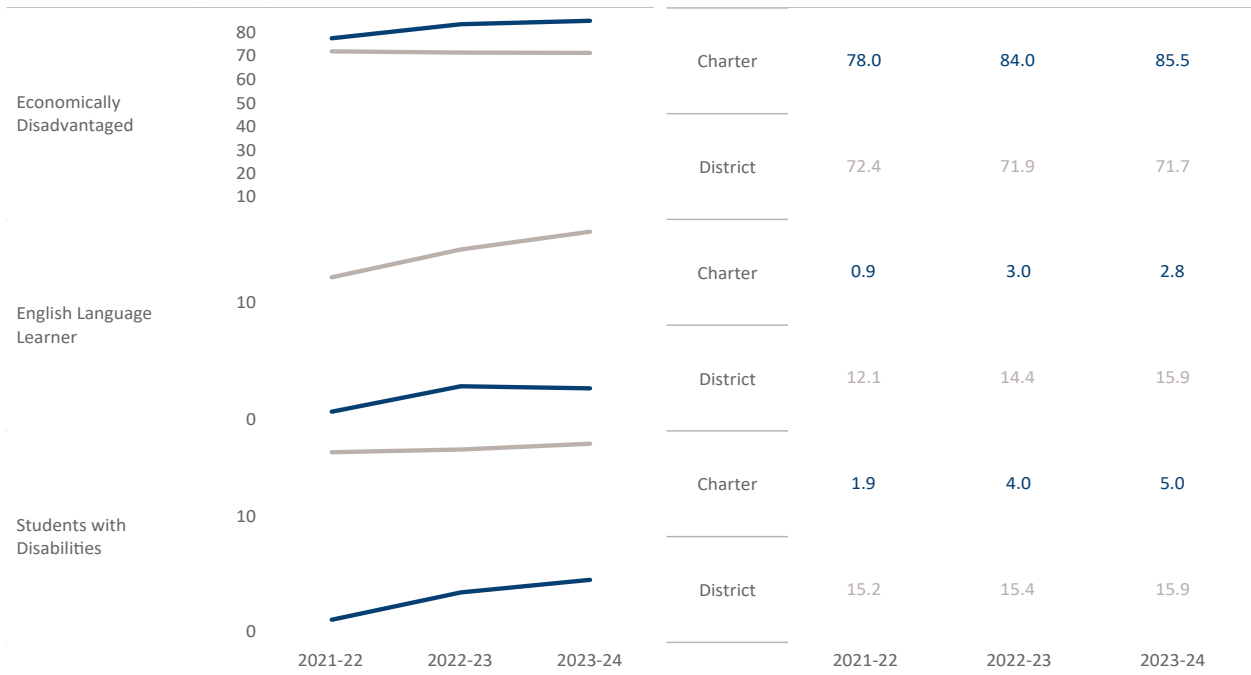
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



KIPP Albany Community Charter School

Albany City School District

Student Demographics: Sub-populations



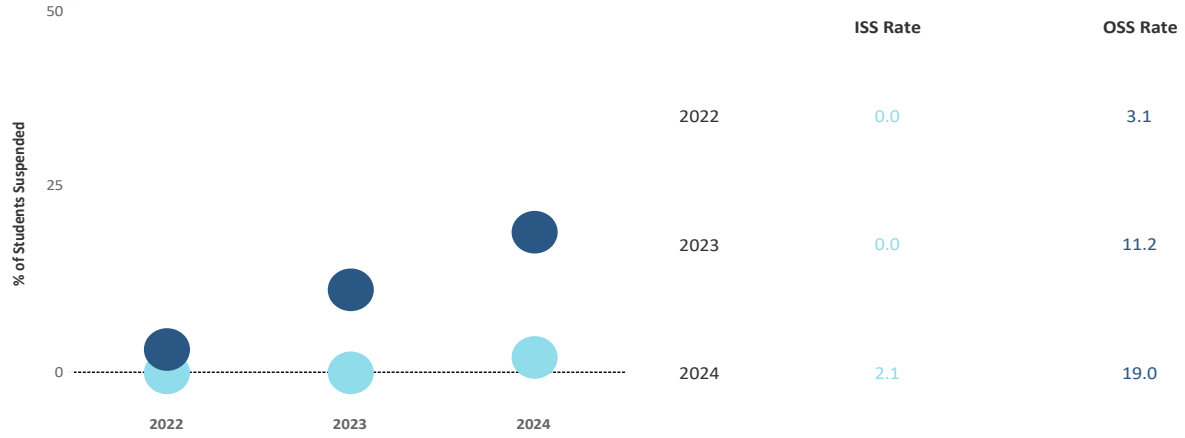
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



KIPP Albany Community Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

Year	Persistence in Enrollment (%)	Expulsions (2022)	Expulsions (2023)	Expulsions (2024)
2021-22	81.9			
2022-23	74.5	0	0	0
2023-24	78.4			

KIPP Albany Community Charter School's Enrollment and Retention Status: 2023-24

Category	Group	Target	Charter
enrollment	economically disadvantaged	73.8	85.5
	English language learners	10.6	2.8
	students with disabilities	9.9	5.0
retention	economically disadvantaged	92.4	79.6
	English language learners	95.4	77.8
	students with disabilities	93.5	64.0

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2006-07	First Year Visit	February 26, 2007
2007-08	Evaluation Visit	February 5, 2008
2008-09	Evaluation Visit	March 30 – 31, 2009
2009-10	Evaluation Visit	February 9, 2010
2010-11	Initial Renewal Visit	October 13 – 14, 2010
2015-16	Subsequent Renewal Visit	September 21 – 22, 2015
2017-18	Evaluation Visit	March 28 – 29, 2018
2018-19	Evaluation Visit	May 30 – 31, 2019
2020-21	Subsequent Renewal Visit	November 9 – 13, 2020
2022-23	Evaluation Visit	March 20, 2023
2023-24	Evaluation Visit	March 12 – 13, 2024
2024-25	Evaluation Visit	March 3, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 3, 2025	Katy Clayton	School Evaluator
	Andrew Kile	Director of School Evaluation
	Daree Lewis	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Fourth	Fourth of Five years	Fall 2025

