



**KIPP Albany Community
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Halim Genus, Chief Schools Officer, and team prepared this 2020-21 Accountability Progress Report on behalf of the 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, Finance
Dr. Shai Butler	Vice Chair	Executive, Finance
Carl Young	Secretary	Executive, Governance
Guy Alonge III	Treasurer	Executive, Finance, Development & External Affairs
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Katie Hohman	Trustee	Governance
Kelly Kimbrough	Trustee	Development & External Affairs
Ron Mexico	Trustee	Finance
Robert Bellafore	Trustee	Development & External Affairs
Michael Strianese	Trustee	
Kelly Walborn	Trustee	Governance

Halim Genus has served as the Chief Schools Officer since 2020.

SCHOOL OVERVIEW

Mission of Elementary School (ES)

The mission of **KIPP Albany Community Charter Elementary School (KIPP ACCS)** 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.

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 2020-21, our fifteenth year of operation the school will serve 468 students in grades (K-5). KIPP Albany Community Charter Elementary School is an urban school with a student population in which 93% of the students qualify for free and reduced lunch, and 98% 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, the Elementary School has consistently been one of the top performing Elementary Schools in the City of Albany as well as New York State. ACCS has routinely achieved results which equaled or surpassed the local suburban schools in more affluent school districts. 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. KIPP Albany Community Charter Elementary is excited to join the KIPP network and become a KIPP school to access more of the curriculum, professional development, and other resources available within the network to provide more opportunities to the community we serve.

Mission of Middle School (MS)

The mission of KIPP Albany Community Charter Middle School 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.

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.

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.

2020 KIPP TECH VALLEY MERGER

The boards of Albany Community Charter School and KIPP Tech Valley Charter School (KTV) made the decision to merge into one education corporation during the 2019-20 school year. This merger was approved in March 2020 by the SUNY Trustees and became official on July 1, 2020. Both boards had successfully governed SUNY-authorized elementary and middle schools on the north and south ends of Albany, New York for nearly fifteen years. Given that the shared intent of both boards was to help grow more than 1,600 K-8 graders into college-prepared high school students, there was a sensible fit to combine efforts and realize the benefits of such a merger.

The surviving board in this merger was KIPP Tech Valley Charter School. Members of both former boards now make up the new merged board, which was renamed KIPP Albany Community Public Charter Schools (**KIPP Albany**). Under this merger, the new board oversees both charter schools and will promote best practices from each school across the expanded school community. KIPP TV will receive support in ACCS practices of engaging families. KTV will provide ACCS with more systematized support and specialized expertise in central functions, particularly academics. Each school will operate as linked, but individual charter schools operating with its own accountability plan.

The merger also allows for a city-wide brand of two college-prep K-8 schools that will appeal to a larger population of the Capital Region. KIPP Albany is affiliated with the KIPP Foundation, a national network of 242 college-preparatory public charter schools with a 25-year track record of preparing students in educationally underserved communities for success in college and in life. This will include many families who can have all of their children attend a nationally recognized network, with options on both ends of Albany. With the capacity to serve more than 1,600 students, even families with COVID transportation concerns may now have a choice of a KIPP/ACCS school within a walk of their home. This merger also opens greater options for our overall programming, such as enhanced special education services, English language learner programs and academic enrichment additions.

KIPP Albany wants to define for Albany what excellent education looks like for students and families, be the employer of choice for qualified teachers, and have the organizational foundation to ensure that we are the top choice for years to come.

The merger strengthens the overall academic program, as KIPP Albany Community Public Schools (KIPP ACCS) is transitioning to KIPP's curriculum, pedagogical support structure, and overall schedule. This transition is already underway at the time of this renewal submission. A considerable amount of core academic components will move from those previously used at KIPP ACCS to those that KIPP TV is using successfully at the elementary and middle school levels. Therefore, there will be references to KIPP TV uses of curriculum and instructional support that largely align with the August 2019 KIPP TV renewal application narrative.

The KIPP ACCS seamless alignment with KIPP TV includes a well-structured schedule with high, clear expectations; a standards-based curriculum; strong instructional leadership and staffing; and a rigorous assessment system. These drivers need to be consistent from K-8 so middle school years are built on a strong primary skills foundation in Math, reading and writing. The KIPP ACCS school wide objective will match that of KIPP TV; to bring a full continuum of K-8th graders to NYS proficiency and be well-prepared for the rigors of high school.

Learning During the Pandemic

In considering our reopening plan, we grounded our decision making in safety, relationships, routines, and providing instruction that has a positive measurable impact on student outcomes. Considering all of those factors, it was our intention to provide 100% virtual instruction through October 30, 2020 for our students, with the fully virtual model designed to best prioritize and achieve safety, build positive and sustaining relationships, establish consistent routines and expectations, and deliver instruction that is measurable and achievable for our students.

We introduced KIPP Albany Supervised Learning Spaces were offered while school was completely virtual for all students 12 and under. The schools offered time in the classroom during virtual school for academic support and in-person, social interaction from 8 AM – 4 PM daily. Students registered for the program and were socially distanced and benefited from being in a quiet, structured setting while learning.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Beginning in November, we returned – usually by one grade at a time – students to in-person instruction using an opt-in model. Ultimately, about 50% of our students returned to in-person instruction while the rest remained fully

Our model relied on a combination of synchronous and asynchronous learning, robust, grade-aligned learning management systems, curriculum that is adapted for virtual delivery, and a commitment to ensuring all students can access both instruction and the additional supports they need to be successful. A key component of this plan was providing every student with a Chromebook (including a touchscreen version for K-3) and other learning tools as needed, to include prepaid MiFi internet devices, noise-cancelling headphones, desks, white boards, and other essential school items. While instruction was delivered by our subject area teachers (and in some cases, by a master teacher model), students in all grades will be broken into pods of 10-15 students to ensure close progress monitoring and a significant bond with at least one adult staff member.

We remained committed to our robust ELA curriculum and so we adjusted the school day schedule to ensure every student had ELA and math instruction every day.

Mental Health, Behavioral, And Emotional Support Services And Programs

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

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

Human resources and school leadership will continue to support staff and facilitate outside resources.

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
2016-17	76	72	67	68	67	60	59	65	47					581
2017-18	77	80	76	74	79	78	78	78	61					681

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19	73	74	78	75	71	79	69	63	65					647
2019-20	73	75	76	75	73	71	69	77	56					645
2020-21	64	76	65	76	78	75	79	0	83					669

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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

The 2020-21 school year was used as a transition year to move into KIPP Wheatley ELA K-8 curriculum. KIPP Wheatley uses an approach emphasizing culturally relevant text in order to maximize student engagement. This allows students to participate in reading and writing where the content is interesting and therefore teachers will have an opportunity to see high student engagement throughout classes. The following excerpt is from KIPP Wheatley:

KIPP Wheatley encourages a balanced approach to literacy instruction that includes close reading, independent reading, language study, and writing every single day. Research and experience show that effective literacy programs build students' word and world knowledge, integrate reading and writing instruction, align with college-ready standards, and are centered on authentic, high-quality texts.

Not only will KIPP ACCS now have access to an ELA curriculum that has proven successful at KIPP TV for the same exact ages (K-8), KIPP ACCS will no longer be creating content. KIPP Wheatley is a fully supportive curriculum where the work of creating the content, scope and sequence, and formative assessments are entirely included. It is therefore the job of KIPP ACCS teachers to deliver the curriculum, not create it. In fact, the three Common Core State Standards (CCSS) in ELA are addressed with KIPP Wheatley, including: 1. Regular practice with complex texts and their academic language 2. Reading, writing and speaking grounded in evidence from texts 3. Building knowledge through content-rich nonfiction KIPP Wheatley addresses all CCSS in Reading (Informational and Literary).

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: KIPP Created Assessments and NYS ELA Exam

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: KIPP Wheatley Unit exams, interim assessments, and NYS end of year exams. We made the commitment to continue to use data to monitor student growth and progress on our internal exams as they were the most relevant to the curricular material students were exposed to on a daily basis.

RESULTS AND EVALUATION

For the 20/21 school year we did not update our academic goals. Both schools started the school year completely virtual so that also required shifts in the school day schedule. Each school leader ensured every student received blocks of ELA/reading and math instruction daily. Based on our internal interim assessments, the academics team decided to focus on aligning ELA instruction across the region. We ensured that each teacher has an instructional coach who receives targeted development on moving the needle in student outcomes.

2020-21 NYS ELA Exam

Grade	Number Tested	Participation Rate	Percent Proficient (Level 3 & 4)
3	28	37%	18%
4	36	47%	47%
5	34	44%	41%
6	33	44%	55%
7	38	45%	32%
8	30	40%	30%
Overall	199	43%	38%

Our major foci for the upcoming school year are lesson internalization and weekly data meetings. Through analysis of the data from our internal assessments, we realized that teachers need to plan rigorous unit and lesson internalization for students to engage in grade-level, curriculum based tasks. For the problem of below grade-level tasks, by developing content-focused unit and lesson-internalization skills, leaders and teachers will more likely stay true to the curriculum if they better understand how to identify the most rigorous parts of an upcoming lesson and plan carefully to teach towards it.

We also committed to increase the frequency of our data analysis, including analysis of data for exceptional learners. We will implement bi-weekly data meetings that include teachers of exceptional learners. We will also ensure general educators are accountable for knowing and responding to data for all students and increase special educator capacity to analyze grade level standards and develop appropriate reteach plans.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Although our NYS ELA exam participation rate was low at 43 percent, our ELA proficiency rate was 38 percent with grade 6 the highest at 55 percent. Facing the instructional challenges of the pandemic in 2020-21, we made the decision to emphasize ELA instruction to minimize learning loss and ability to learn across other academic areas.

ACTION PLAN

Our major foci for the upcoming school year are lesson internalization and weekly data meetings. Through analysis of the data from our internal assessments, we realized that teachers need to plan rigorous unit and lesson internalization for students to engage in grade-level, curriculum based tasks. For the problem of below grade-level tasks, by developing content-focused unit and lesson-internalization skills, leaders and teachers will more likely stay true to the curriculum if they better understand how to identify the most rigorous parts of an upcoming lesson and plan carefully to teach towards it.

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GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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

In 2018-19 ACCS adopted the Achievement First Math curriculum which includes a focus on number sense, conceptual understanding, number fluency, adaptive reasoning and productive After conducting a robust curriculum audit, ACCS transitioned away from the EngageNY modules in the winter 2017.

We are confident that with our shift to Achievement First Open Source Curriculum we have significantly increased the level of instructional rigor and standards-based alignment to our math program. In addition, scholars at KIPP ACCS also now receive 45 minutes of additional small group math instruction each day. The intervention block allows teachers time to reteach lessons, remediate deficient skills and provide enrichment to advanced scholars. We expect that we will begin to see increases in student achievement with more efficient targeted instruction to scholars particularly those who were within 10 points of proficiency this school year.

The K-8 mathematics program at KIPP ACCS is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, inquiry, joy, and deep understanding of the mathematics concepts outlined in the Common Core. We are building a program in which we will see the mathematical practices come to life through the shifts (focus, coherence, rigor), called for by the standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: KIPP Created Math Assessments and NYS Math assessment.

RESULTS AND EVALUATION

The NYS Math assessment was administered to 32 percent of our students.

Overall, 18% of grade 3-8 demonstrated proficiency with grade 6 performing the best at 33%.

2020-21 NYS Math Exam

Grade	Number Tested	Participation Rate	Percent Proficient (Level 3 & 4)
3	25	33%	4%
4	22	29%	14%
5	29	37%	17%
6	30	40%	33%
7	30	36%	23%
8	10	13%	0%
Overall	146	32%	18%

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

As evidenced by the table above, student participation rates ranged from the low of 13% in grade 8 to a high of 40% in grade 6. Overall, 18% of students in grades 3-8 demonstrated proficiency in math based on this assessment in 2021. Our staff has reflected on this performance and analyzed the many factors affecting instruction that presented in 2020-21.

ACTION PLAN

Our action plan for math instruction is similar to our plan for ELA instruction. Our major foci for the upcoming school year are lesson internalization and weekly data meetings. Through analysis of the data from our internal assessments, we realized that teachers need to plan rigorous unit and lesson internalization for students to engage in grade-level, curriculum based tasks. For the problem of below grade-level tasks, by developing content-focused unit and lesson-internalization skills, leaders and teachers will more likely stay true to the curriculum if they better understand how to identify the most rigorous parts of an upcoming lesson and plan carefully to teach towards it.

We also committed to increase the frequency of our data analysis, including analysis of data for exceptional learners. We will implement bi-weekly data meetings that include teachers of exceptional learners. We will also ensure general educators are accountable for knowing and responding to data for all students and increase special educator capacity to analyze grade level standards and develop appropriate reteach plans.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

Our schools used a new science curriculum last year called Amplify Science. Amplify's approach to science is more cooperative and hands-on. While this was our first year using this curriculum, we were not able to dedicate as much time and resources as we had initially planned. Teachers still followed the modified curriculum and administered curriculum based assessments with some frequency.

METHOD

We did not set science targets for the last academic school year and did not have a robust assessment protocol throughout the year to monitor student performance in this subject.

Grade 4 and 8 students took the NYS Science exams.

RESULTS AND EVALUATION

2020-21 NYS Science Exam

Grade	Participation Rate	Percent Proficient (Level 3 & 4)
4	24%	72%
8	20%	13%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Our science program continued in 2020-21 as we rolled out the Amplify Program. While our staff and students became familiar with the materials and protocols virtually, we did not utilize a year end assessment other than the NYS Science exams in grade 4 and 8. 72% of the students in grade 4 who sat for the exams scored at levels 3 and 4.

ACTION PLAN

Our action plan for science instruction is similar to our plan for ELA instruction. Our major foci for the upcoming school year are lesson internalization and weekly data meetings. Through analysis of the data from our internal assessments, we realized that teachers need to plan rigorous unit and lesson internalization for students to engage in grade-level, curriculum based tasks. For the problem of below grade-level tasks, by developing content-focused unit and lesson-internalization skills, leaders and teachers will more likely stay true to the curriculum if they better understand how to identify the most rigorous parts of an upcoming lesson and plan carefully to teach towards it.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

KIPP ACCS continue to be in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing