

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
KIPP ALBANY COMMUNITY CHARTER  
SCHOOL*

*REPORT DATE: JANUARY 14, 2026*

*VISIT DATE: NOVEMBER 5 – 6, 2025*

*RETURN VISIT DATE: DECEMBER 3, 2025*



**Charter Schools Institute**  
The State University of New York

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## SCHOOL BACKGROUND

# KIPP ALBANY COMMUNITY CHARTER SCHOOL

42 S. Dove Street, Albany, NY 12202 | Grades: 6-8 | Albany City School District  
 65 Krank Street, Albany, NY 12202 | Grades: K-5 | Albany City School District

### MISSION

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

### CURRENT CHARTER INFORMATION

Year Opened: 2006

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment: 724

Charter Expires on: July 31, 2026

### FUTURE CHARTER INFORMATION

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment: 717

Charter Expiration: July 31, 2031

### KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS BOARD OF TRUSTEES<sup>1</sup>

#### CHAIR

John P. Reilly

#### VICE CHAIR

Dr. Kimberly Young Wilkins

#### TREASURER

Ronald Mexico- Interim

#### SECRETARY

Sharif Kabir

#### TRUSTEES

Dr. Mark M. Little

Carl S. Young

Jessica Coles

Kadijah Johnson

Dr. Don-Lee Applrys

Gina Feliciano

Kelly Kimbrough

Amari Duncan

Ana Killings

Michele Kilburn

### KEY DESIGN ELEMENTS

Student-centered instruction	+	High expectations	+
Development of excellent teachers and leaders	-	Extended school day	+
Data-informed practices	+	Community and family connection	+

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

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

## EXECUTIVE SUMMARY

### FULL-TERM RENEWAL WITH CONDITIONS

*The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of KIPP Albany Community Charter School (“KIPP Albany Community”) for a period of five years and subject to a set of conditions listed below with authority to provide instruction to students in Kindergarten through 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal and with a projected total enrollment of 717 students. The Institute makes this recommendation as KIPP Albany Community meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>2</sup>*

#### THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS

KIPP Albany Community must meet or exceed the targets set forth in at least half of the available Accountability Plan measures for 3<sup>rd</sup> – 8<sup>th</sup> grade under the English language arts (“ELA”) and mathematics goals in at least one year of the first two years of its upcoming Accountability Period, and three of five years total of the upcoming five-year Accountability Period. If the school does not satisfy these conditions in the time frames prescribed, then the school will be ineligible to apply for subsequent renewal. If it is evident the school will not satisfy these conditions and therefore be ineligible to apply for renewal, the education corporation will work with the Institute to close the charter and transition the students to other available options.

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the New York Charter Schools Act of 1998 (the “Act”) inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term.

#### 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. At the time of the merger, the school changed its name to KIPP Albany Community. The education corporation was renamed KIPP Capital Region Public Charter Schools (“KIPP Capital Region” or the “education corporation”). KIPP Capital Region supports KIPP Albany Community and the two other schools in the education corporation through a shared services team (the “regional team”) that provides instructional, operational, and back office supports. The schools also receive support from the KIPP Foundation, a national foundation that provides instructional resources and support for all KIPP schools.

Over the school’s fourth charter term and first term with the KIPP Capital Region education corporation, KIPP Albany Community weathered many challenges including staffing instability and leadership turnover. With support from the regional team, the school has improved its systems for staff retention, curriculum implementation,

2. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

## EXECUTIVE SUMMARY

teacher coaching, and schoolwide culture. In the fourth year of the charter term, the school hired a new middle school principal at the close of the school year with the charge to establish higher expectations for culture, increase urgency, and focus on academic achievement. At the time of the Institute's renewal site visit, these priorities were evident at the middle school.

In the final year of the term, KIPP Albany Community implements an academic program of sufficient strength to meet the SUNY Qualitative Education Benchmarks. Instructional leaders at the elementary and middle school levels establish clear priorities for high quality academics and professional conduct that are evident in classrooms. In comparison to prior visits to the school, the general quality of pedagogy has improved. Most lessons feature purposeful instruction with clear objectives aligned to classroom activities. Across the majority of classrooms, the Institute observed higher rates of student engagement than in prior years and improved classroom culture. Teachers deliver lesson plans that feature rigorous, conceptually-demanding content embedded in the school's curricula. While the Institute observed evidence of improved quality in lesson plans and supporting materials, instructional leaders continue to develop capacity to support teachers in effectively leveraging student data and work to urgently deliver clear, prioritized supports that result in sustain growth in student outcomes.

Although the school's academic program demonstrated improvement over the term, KIPP Albany Community has not yet produced a consistent record of achievement indicating it met or came close to meeting its Accountability Plan goals. The education corporation's merger promised to improve student achievement through the benefits of scale and network supports. While the school demonstrates it is academically successful based on the quality of the program on the ground, the program has yet to yield strong quantitative outcomes for students. Given the school meets the renewal standard based on a portion of its educational program, KIPP Albany Community requires academic conditions to ensure the program produces consistently high outcomes for students in a future charter term, if renewed.

During the November 2025 renewal visit, the Institute identified improvements to the school's instructional quality in comparison to prior site visits. In order to establish that these improvements to teaching and learning were sustainable, the Institute conducted a return visit on December 3, 2025 to corroborate the evidence it had already collected. During the return visit, the Institute conducted classroom observations, interviews with school and regional team leaders, and an interview with the KIPP Foundation. Across classrooms, teachers continued to deliver adequate instruction that was notably improved from prior years. Instructional leaders continued to demonstrate sufficient urgency in developing teachers' pedagogical strengths.

### FINDINGS & INFORMATION

#### ***Is the school an academic success?***

Over the charter term, KIPP Albany Community and the education corporation's regional team developed and improved the school's educational program. In the final year of its charter term, the school implements an academic program of sufficient quality as evaluated against the Qualitative Education Benchmarks. Despite these efforts, the school's record of quantitative outcomes as measured by New York State exams has been lower than expected. While the school has failed to meet its Accountability Plan goals, the Institute's renewal site visits generated sufficient countervailing evidence to suggest the current structures, personnel, and practices in place

## EXECUTIVE SUMMARY

at the school create the conditions to improve student outcomes in a future term. The school meets the standard for subsequent renewal with regard to its qualitative program but requires academic conditions to ensure that the program on the ground delivers on its promise of demonstrable and sustained improvement in student outcomes.

KIPP Albany Community's record of quantitative results is summarized as follows:

- In ELA, the school did not meet its goal over the term but made unambiguous growth in the final year of its Accountability Period in alignment with the full implementation of its current ELA curriculum. In 2024-25, the school increased its proficiency rate for tested students enrolled in at least their second year by 12 percentage points and posted a high mean growth score commensurate with its increase in proficiency.
- In mathematics, the school did not meet its goal over the term and posted proficiency rates that fell below the local district average in every year of the term with available comparison data.
- The school demonstrated some growth for its at-risk student population over the Accountability Period. From 2021-22 through 2024-25, KIPP Albany Community increased the proportion of its tested students with disabilities scoring at or above proficiency by 16 percentage points in ELA and nine percentage points in mathematics. In 2024-25, the school's students with disabilities outperformed their district peers in both subjects.

### ***Is the school an effective, viable organization?***

KIPP Albany Community, supported by the education corporation's regional team, is developing into an effective, viable organization. During the charter term, the education corporation made multiple strategic organizational decisions that included the restructuring of the regional team and school-based leadership teams. The board and regional team have been reflective about the level of support necessary to improve instruction at the school and the chief academic officer ("CAO") currently provides direct coaching to the school's principals.

With support from the ample personnel and resources at the regional level, the school has demonstrated some capacity to diagnose organizational challenges, intervene with targeted strategies, and measure the impact of those interventions. For example, the school identified low daily attendance and chronic absenteeism as key barriers to implementing successful instruction, implemented various attendance mitigation strategies such as having parent-facing staff members conduct outreach calls, and measured the impact of these interventions against aggressive performance targets. The education corporation must continue to urgently develop its organizational capacity to sustain academic improvements across the three schools and produce consistent academic outcomes.

### ***Is the school fiscally sound?***

KIPP Capital Region and KIPP Albany Community are fiscally sound based on the Institute's review of the renewal documentation. The education corporation established strong methods of budget creation that considers all departments of the network to develop accurate revenue and expense projections. The education corporation maintained strong enrollment throughout the current charter term. The 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses over financial reporting. KIPP Capital Region maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

## EXECUTIVE SUMMARY

KIPP Capital Region demonstrated a positive financial performance during the current charter term, with net assets of \$24.7 million and four months of cash on hand as of the 2024-25 school year. The education corporation experienced minor deficits in the 2023-24 and 2024-25 school years due to substantial investments in its new high school building. This has contributed to the slight dip in the liquidity ratios on the attached fiscal dashboard that the Institute tracks. The education corporation maintained adequate teacher to student ratios. KIPP Capital Region prioritized spending on its new high school facility at KIPP Troy Prep during the current charter term.

The future budget in the renewal documentation provided contains reasonable revenue and expense projections for the proposed charter term given the history of the education corporation. The Institute's analysis finds the school's proposed future budget to be reasonable and feasible.

The school currently owns both of its facilities and does not have any plans to make any facility changes in the proposed charter term.

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***If the SUNY Trustees renew the school, are the education corporation's plans for the school reasonable, feasible, and achievable?***

KIPP Capital Region's plans for KIPP Albany Community are reasonable, feasible, and achievable. The school intends to continue leveraging the strategic changes made over the current term to the curriculum, instructional programming, and leadership development system that have resulted in increased operational stability and higher quality academic programming in the final year of the term. The board and regional team plan to continue implementing the education corporation's strategic plan which includes key priorities aligned to the needs of the school around academic instruction and leadership development. The KIPP Foundation plans to continue supporting the school in implementing key aspects of its academic program with particular focus on developing instructional leadership, executing effective academic progress monitoring, and holding cohesive coaching cycles.

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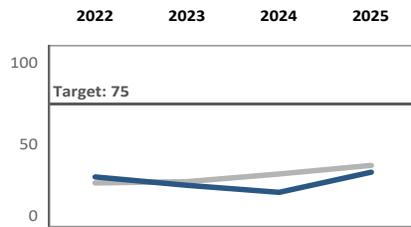
# ACADEMIC PERFORMANCE

## KIPP ALBANY COMMUNITY CHARTER SCHOOL

Albany City School District

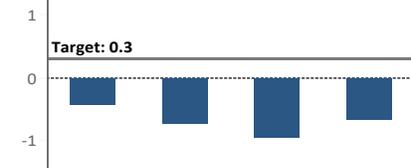
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



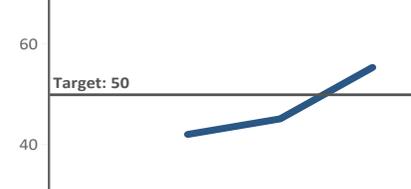
Test Year	Comp Grades	District %	School %
2022	3-8	27	31
2023	3-8	28	25
2024	3-8	32	21
2025	3-8	38	33

**Effect Size.** The chart shows charter's **effect size** compared to 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
2025	3-8	89.4	-0.68

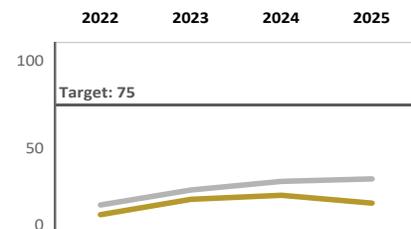
**Comparative Growth Measure: Mean Growth Percentile.** The charter's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	42.1
2024	45.2
2025	55.5

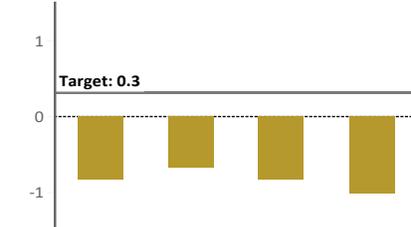
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



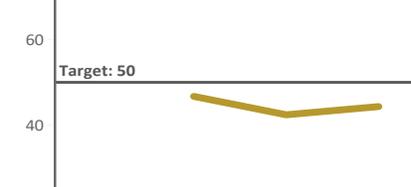
Test Year	Comp Grades	District %	School %
2022	3-8	18	12
2023	3-8	26	21
2024	3-8	31	23
2025	3-8	33	19

**Effect Size.** The chart shows charter's **effect size** compared to 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
2025	3-8	89.4	-1.02

**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	School Mean Growth
2022	N/A
2023	47.0
2024	42.7
2025	44.6



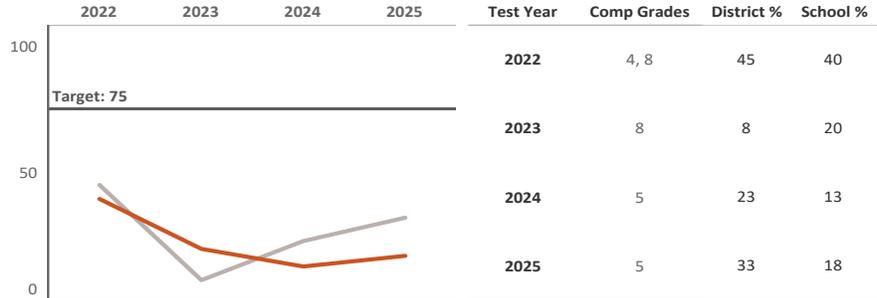
# ACADEMIC PERFORMANCE

## KIPP ALBANY COMMUNITY CHARTER SCHOOL

Albany City School District

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.



Test Year	Comp Grades	District %	School %
2022	4, 8	45	40
2023	8	8	20
2024	5	23	13
2025	5	33	18

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	430	420	447	446	444	406	434	433
School Tested %	91.3	89.6	95.7	95.7	94.7	86.4	92.1	91.9
District Tested %	81.6	77.1	85.7	87.5	85.7	89.0	87.0	90.8

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

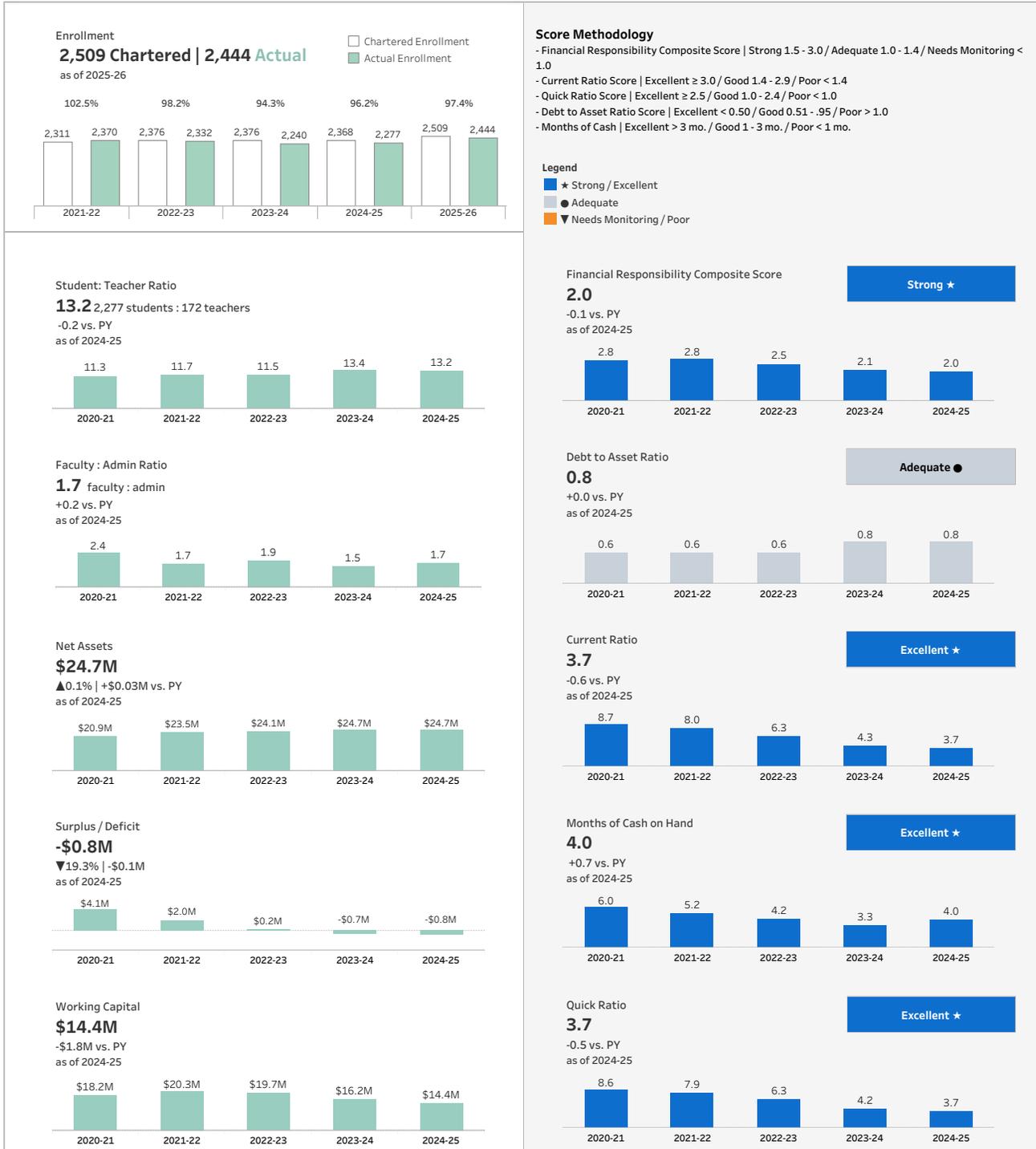
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	8	7	14	13	14	14	19	22
School % Proficient on Exam	0.0	0.0	0.0	7.7	7.1	7.1	15.8	9.1
District % Proficient	2.0	1.5	3.1	4.7	7.5	5.8	7.7	8.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	6	19	24	22
School % Making Progress	33.3	36.8	37.5	31.8

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

# FISCAL DASHBOARD

## KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## KIPP ALBANY COMMUNITY CHARTER SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

## COMPLIANCE REPORTING



### HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### **Annual Reports**

The education corporation submitted the annual reports for its schools to the Institute and the New York State Education Department (“NYSED”) on time but must post to its website the most recent 2024-25 annual reports, comprised of the August 1<sup>st</sup> submissions, Accountability Plan Progress Reports, and financial audits. The Institute will ensure compliance prior to the start of the next charter term.

#### **Board Minutes**

While most of the board meeting minutes from the past year are posted on the education corporation’s website, the minutes from the most recent meeting must be posted. The Institute is working with the education corporation to ensure compliance prior to the start of the next charter term.

#### **Child Abuse Posting**

On its website, the school must post in English and in Spanish the toll-free telephone number (1-800-342-3720) operated by the New York State Office of Children and Family Services (“OCFS”) to receive reports of child abuse or neglect and directions for accessing the OCFS website at <http://ocfs.ny.gov/main/cps/>. The Institute will ensure compliance prior to the start of the next charter term.

#### **FOIL**

The education corporation has the appropriate FOIL notice and subject matter list posted to its website, but the education corporation must ensure the subject matter list is reviewed and dated annually. The Institute is working with the education corporation to ensure compliance prior to the start of the next charter term.

#### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

KIPP Capital Region recently added a manager of people operations who supports schools with teacher certification. The school recruits teachers through job boards, career fairs, and referral contests. KIPP Capital Region also offers a salary scale to attract certified teachers. KIPP Capital Region is working on its partnerships with the University of Albany, Siena College, and Russell Sage College to provide internship programs at the education corporation’s schools with a focus on areas of high need, such as special education and STEM education.

## COMPLIANCE REPORTING

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To help teachers gain certification, KIPP Capital Region offers a tuition assistance reimbursement program which allows full-time and part-time employees to obtain additional education, certification, or professional development. Employees with at least one year of continuous employment with KIPP Capital Region may request education assistance for job-related courses provided by an accredited institution of learning. KIPP Capital Region will reimburse eligible employees for approved tuition, exam fees, and initial licensing or credentialing expenses up to \$4,000 per fiscal school year. Through a partnership with Grand Canyon University, teachers receive a discount on coursework. KIPP Capital Region also partners with the Relay Graduate School of Education to offer leaders and teachers professional development opportunities to assist with maintaining certification.

At KIPP Albany Community, 25 out of the 31 teachers are uncertified which is 10 teachers over the allowable limit under the Act. Out of the 25 uncertified teachers, 18 meet the additional qualifications under the Act. As such, the school requires conditions to ensure it comes into compliance with the teacher certification requirements under the Act.

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## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### ***Parent Survey Data***

The Institute compiled data from the school's annual family survey. The school conducts at least an annual survey to gauge family satisfaction. In 2024-25, 9% of families responded to the survey. Of those respondents, 78% indicated satisfaction with the school. The Institute recognizes that the low response rate may not be representative of the whole community.

### ***Parent Focus Group***

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and ELLs.

The 11 parents and caregivers in attendance at the focus group expressed high levels of satisfaction with the school's academic program and communication with families. Participants emphasized the school's frequent and effective communication practices including e-mails, phone calls, and using digital platforms such as ClassDojo. Parents also noted that the school provides ample opportunities to deliver feedback through surveys, parent advisory groups, and ad hoc conversations with leaders. Families expressed that it is a testament to the school's culture that students are excited to attend school and there is joy evident in classrooms and hallways.

### ***Public Comments***

In accordance with the Act, the Institute notified the district in which the school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The City School District of Albany held its required hearing regarding the renewal application for KIPP Albany Community on October 9, 2025. No one spoke in support of or in opposition to the renewal application. The Institute has not received any written comments regarding the renewal application.

### ***Enrollment and Retention***

KIPP Albany Community makes good faith efforts to meet its enrollment and retention targets. The school meets its enrollment target for economically disadvantaged students but does not meet the targets for ELLs and students with disabilities. Although the school does not meet its retention targets, the retention rates for all three subpopulations are commensurate with the school's overall persistence rate.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

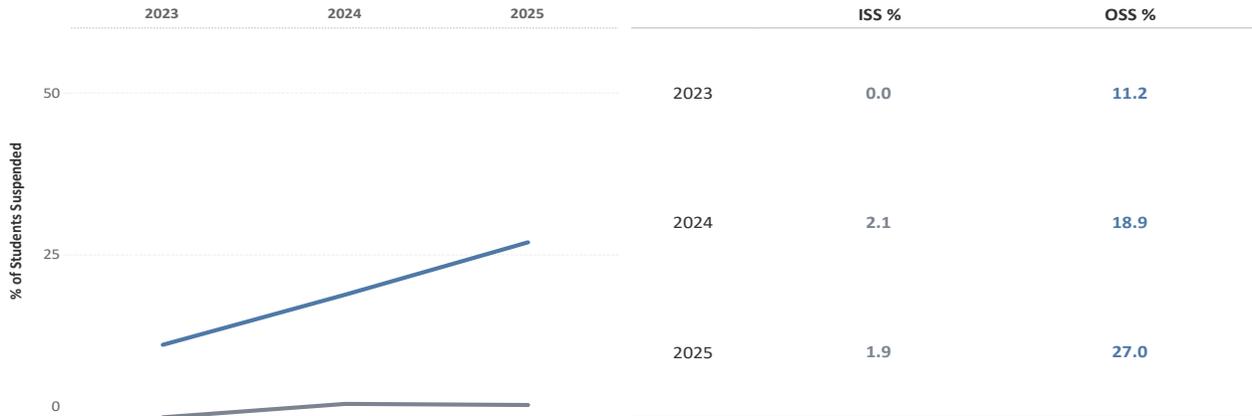
### ***Persistence in Enrollment***

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 73% of KIPP Albany Community students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or NYSED is available to the Institute to provide either district or statewide context.*

# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

## 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 school each year

Year	2023	2024	2025
Expulsions	0	0	0

### KIPP Albany Community Charter School's Enrollment and Retention Status: 2024-25

		Target %	School %
<b>Enrollment</b>	Economically Disadvantaged	73.8	90.1
	English Language Learners	10.6	2.8
	Students with Disabilities	9.9	5.5
<b>Retention</b>	Economically Disadvantaged	92.4	73.8
	English Language Learners	95.4	78.9
	Students with Disabilities	93.5	74.2

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by NYSED.

KIPP Albany Community

# Ax

APPENDICES

PAGES Ax 1-12

<b>SO<sup>A</sup></b> SCHOOL OVERVIEW	<b>BS<sup>B</sup></b> BENCHMARK SUMMARY	<b>SD<sup>C</sup></b> STUDENT DEMOGRAPHICS	<b>FB<sup>D</sup></b> FISCAL BENCHMARKS
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**SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>1</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	724	694	96%	K-8
2022-23	724	683	94%	K-8
2023-24	724	672	93%	K-8
2024-25	724	705	97%	K-8
2025-26	724	668	92%	K-8

**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	October 13 – 14, 2010
2015-16	Subsequent Renewal	September 21 – 22, 2015
2017-18	Evaluation Visit	March 28 – 29, 2018
2018-19	Evaluation Visit	May 30 – 31, 2019
2020-21	Subsequent Renewal	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
2025-26	Subsequent Renewal	November 5- 6, 2025 & December 3, 2025

**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 5 - 6, 2025	Sinnjinn Bucknell	Managing Director of Accountability
	Keegan Prue	Managing Director of Strategy and Communications
	Kathryn Connell-Espinosa	Executive Director
	Katherine Malitzky	External Consultant
	Daree Lewis	External Consultant
	Alexandra Monson	Assistant Counsel

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



DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
<b>December 3, 2025</b>	Sinnjinn Bucknell	Managing Director of Accountability
	Kathryn Connell-Espinosa	Executive Director
	Katy Clayton	Associate Director of School Evaluation
	Maureen Foley	External Consultant
	Ali Foglia	School Evaluator
	Alexandra Monson	Assistant Counsel

## BENCHMARK SUMMARY

### ACADEMIC ACHIEVEMENT

KIPP Albany Community did not meet its key academic goals in ELA or mathematics over the charter term. In both subjects, the school did not meet the targets for any absolute, comparative, or growth measures in multiple years of the Accountability Period. However, the school remained in good standing according to the state's Every Student Succeeds Act accountability system over the term.

In ELA, KIPP Albany Community did not meet or come close to meeting the goal in the first three years of the term with data suitable for analysis. In the final year of its Accountability Period, the school did post high growth and narrowed the gap in proficiency between the school and the local district. From 2021-22 through 2024-25, the school's tested students enrolled in at least their second year posted proficiency rates that fell far under the absolute target of 75% and below the district results. The school posted comparative effect sizes under the target of 0.3 in every year of the term indicating lower than expected performance in comparison to demographically similar schools across the state. KIPP Albany Community did post incrementally increasing mean growth percentiles in the final three years of the term. In 2024-25, the school exceeded the growth target by six points posting a high growth score concomitant with its modest increase in absolute proficiency.

From 2021-22 through 2024-25, KIPP Albany Community did not meet its mathematics goal. In each year with comparison data available, the school's tested students enrolled in at least their second year posted proficiency rates that were under the district results. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed lower than expected according to the Institute's comparative effect size analysis. The school also posted mean growth scores that fell below the target of 50 in each year with data suitable for analysis.

### ASSESSMENT

KIPP Albany Community implements a comprehensive assessment system that provides ample student data, but the school does not consistently leverage data to make urgent and durable adjustments to improve teacher practice and student outcomes. The school uses a variety of valid and standards-aligned assessments to measure student progress, including i-Ready and DIBELS, which are administered three times a year, as well as interim exams and curriculum-based end of unit assessments. Teachers incorporate formative assessments such as exit tickets to gather more immediate data about student progress and understanding. Despite this robust volume of data, instructional leaders do not consistently set clear expectations for how teachers should use data strategically to identify and address student misconceptions and support academic growth. School and regional instructional leaders have identified data-driven instruction as a priority area and are working closely with the KIPP Foundation to implement more clear structures to leverage student data in service of sustained academic growth.

While KIPP Albany Community has implemented some schoolwide focus areas and instructional adjustments in response to data, such as prioritizing reading routines across subjects to support foundational literacy skills, urgent adjustment in response to data is not evident across all grades and classrooms. For example, while leaders and teachers study i-Ready and DIBELS data to develop small groups for intervention periods, the Institute did not see evidence that teachers had actionable plans based on those data in observations of

intervention periods; rather, most students in observed intervention periods worked independently on i-Ready with minimal oversight or support from teachers. Therefore, it is not evident that the school's dedicated intervention periods are effectively improving student learning.

The school and regional instructional leaders have implemented more consistent data review structures such as academic progress monitoring meetings that are designed to help teachers make strategic use of data to inform instruction in alignment with the KIPP Foundation's current instructional priorities. While structures like academic progress monitoring meetings have potential to more clearly focus leaders and teachers on high-leverage instructional adjustments to improve student outcomes, the impact of these structures is not yet fully effective. Feedback and action steps generated from these meetings are sometimes vague or compliance-driven rather than focused on the highest-leverage transferable practices to improve student learning. While academic progress monitoring meeting structures are in the early stages of implementation, they present an opportunity to bring increased clarity and focus to the school's data-driven instructional approach. As implementation continues, leaders must ensure that subsequent steps transition from compliance-driven actions to the most impactful instructional practices that improve student learning.

## CURRICULUM

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 support teachers in their instructional planning but have not yet produced improved academic outcomes for students. KIPP Albany Community continues to execute the key components of the KIPP Foundation's One KIPP initiative, a unified strategic and curricular approach for all KIPP schools nationally. Under this initiative, KIPP Albany Community implements Core Knowledge Language Arts ("CKLA") for foundational literacy instruction in Kindergarten – 2<sup>nd</sup> grade, and Fishtank for ELA instruction in Kindergarten – 8<sup>th</sup> 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 school's materials are comprehensive, teachers are still developing their capacity to translate the curriculum into daily lesson plans to inform rigorous instruction, with instructional leaders and teachers noting the fast pace of the scripted lessons. Instructional coaches prioritize internalizing lessons with teachers, as well as using trackers to identify skills gaps. However, the tight sequencing of lessons does not allow sufficient time to make large adjustments with students when gaps are identified. Instructional leaders and coaches have identified coaching goals regarding lesson delivery for each teacher and grade team leaders work to provide additional peer support. 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. School and regional leaders must continue to prioritize focused curricular supports to ensure all teachers leverage rigorous curricula in service of growing student learning.

## PEDAGOGY

High quality instruction is evident in some classrooms at KIPP Albany Community. While instruction in core subjects demonstrates improvement compared to previous visits, teaching quality varies across classrooms and grade levels. Most teachers deliver purposeful lessons aligned to the school's curricular programs and

clearly communicate learning objectives. In many cases, teachers effectively pace lessons, provide clear directions, and maintain calm classroom environments that support student engagement. These practices were particularly evident in the middle school program, where improvements to staff and student culture have created a more stable instructional climate than in prior years.

Teachers regularly employ strategies to check for student understanding, such as circulating during independent work, listening to turn-and-talks, using choral responses, and prompting students with whole-group signals. However, the Institute did not observe effective adjustments to instruction based on these checks. Teachers at KIPP Albany Community do not consistently anticipate or address misconceptions, which limits opportunities to clarify misunderstandings in real time.

Teachers occasionally design lessons that include higher-order thinking and problem-solving tasks, but overall, classroom discourse remains limited. Many lessons rely heavily on teacher-directed instruction and procedural completion of tasks rather than student reasoning or academic discussion. Teacher feedback often fails to push students toward mastery of grade-level standards, and intervention lessons, in particular, do not reflect the same rigor or intentionality observed in core instruction.

Classroom management across most lessons is effective, with clear expectations and routines that maintain focus on learning. Nevertheless, inconsistent pacing and transitions sometimes reduces learning time, with some lessons moving too quickly for student comprehension and others lacking sufficient challenge or engagement. During intervention blocks, teachers do not maintain the same level of academic urgency evident in core classes. In many of these sessions, students are off task or engaged in low-level technology-based work without targeted teacher support or accountability for learning outcomes.

## INSTRUCTIONAL LEADERSHIP

The school-based and regional instructional leaders at KIPP Albany Community have started to implement more consistent coaching and progress monitoring systems to support effective instructional leadership, particularly within the current school year. In addition, the regional team has shifted its approach to instructional leadership support over the charter term, at one point adding a chief schools officer and principal managers whose primary role is to support development of school-based principals and leaders. In the final year of the term, the region's chief academic officer primarily supported the school leaders at KIPP Albany Community. While the Institute noted some program improvements, particularly related to school culture at the middle school program, and modest growth in ELA scores based on spring 2025 state exam data, these staffing and systems adjustments do not yet collectively and consistently translate into clear, focused, and durable improvements to teacher practice and student outcomes.

In alignment with the KIPP Foundation, the school is focused in the current year on implementing a cohesive coaching cycle for all teachers and enacting academic progress monitoring meetings to improve responsiveness to data. While regional and school based instructional staff consistently identify cohesive coaching as an area of focus, teacher feedback is not yet consistent in frequency and quality. Additionally, Teachboost coaching notes often included vague or general written feedback focused on lower leverage visible compliance measures (such as including timestamps in lesson plans) rather than instructional moves that surface deeper, transferable teacher practices that can result in durable improvement. The school integrates regular opportunities for lesson study and live practice sessions, as well as observation and live coaching from school and regional

instructional leaders, but the resulting action steps and feedback from these teacher development activities are not consistently focused and clear. In examples of written feedback from school and regional instructional leaders following study meetings or observations, action steps and feedback were often lengthy and convoluted, without clear and prioritized direction on what teachers should adjust, why they should adjust it, and how to adjust it.

Similarly, while instructional leaders prioritize and conduct regular academic progress monitoring meetings designed to review and define action steps in response to student data, the resulting plans from these meetings do not consistently communicate clear, high-leverage actions tied to defined methods of accountability and follow-up. While a promising emergent practice, the school must continue to refine and focus its implementation of academic progress monitoring meetings to ensure there are transferable and focused resulting actions, tied to clear accountability checks. Collectively, KIPP Albany Community instructional leaders must continue to focus on ensuring all adults—whether school based leaders, regional leaders, or teachers—have clear expectations and roles to support the urgent growth of student learning and focused supports that clarify high-leverage next steps to support durable improvement of teaching and learning.

#### AT-RISK PROGRAM

KIPP Albany Community has strengthened its systems to identify and serve students at risk of academic failure, including students with disabilities, English language learners (“ELLs”), and those requiring additional academic support. The school employs appropriate procedures to identify students in need, collect performance data, and monitor progress toward individualized goals. Teachers demonstrate awareness of students’ accommodations and supports, and interventionists collaborate with general education staff to deliver targeted instruction aligned to classroom content.

Special education and intervention teachers provide a combination of push-in and pull-out services during daily intervention blocks. These staff members plan with general education teachers to modify lessons, implement accommodations, and develop supplementary resources for students on their caseloads. Interventionists and special education teachers meet weekly with the director of student support to review lesson plans, debrief observations, and analyze student progress data. The school’s response to intervention (“RTI”) process includes clear procedures for progress monitoring and evidence-based referrals to the district Committee on Special Education (“CSE”) when necessary.

Despite these improvements, instructional quality within intervention blocks remains inconsistent. The Institute observed limited use of structured routines or accountability systems to ensure students engage in purposeful independent work. In some classrooms, intervention periods lacked differentiation or clear learning targets, resulting in missed opportunities to close academic gaps. While interventionists effectively track and report progress toward individualized education program (“IEP”) and language acquisition goals, teachers do not consistently use data to adjust daily instruction or to provide strategic small-group support.

KIPP Albany Community has established the foundational structures necessary to serve its at-risk population and demonstrates a growing capacity to coordinate services across departments. However, the effectiveness of these systems remains variable, particularly in ensuring that intervention time yields measurable improvement in student outcomes.

## ORGANIZATIONAL CAPACITY

In the final year of the term, the KIPP Capital Region organization is developing its capacity to deliver KIPP Albany Community's educational program. The region restructured its shared services team and school-based leadership teams over the term to improve instructional support for the school. However, the changes have yet to translate to demonstrable improvement in quantitative outcomes. The KIPP Capital Region merger established distinct lines of accountability for instructional staff members and leaders at the two campuses, but the additional capacity and clarity of roles and responsibilities have made little progress in advancing student achievement. Since the restructuring, the region increased capacity to support KIPP Albany Community. School-based staff members consistently reported on the quality and consistency of coaching and support from the regional staff members in the final year of the term. During the renewal visits, the Institute observed regional staff members frequently present in classrooms and meetings with instructional leadership.

The Institute has conducted five visits to KIPP Albany Community and identified programmatic deficiencies throughout the charter term. In response, the regional leadership team has begun to implement a consistent strategy to establish an effective educational program that demonstrably improves student outcomes at the school. KIPP Capital Region has implemented data tracking systems for teachers and modified its approach to coaching to provide support aligned to the developmental needs of each teacher. However, teachers are balancing the need to progress through the curriculum while simultaneously developing their competency.

Over the term, the school has prioritized classroom and school culture. The school has a clear discipline system consistently applied across most classrooms that includes incentives as well as corrective actions. The school includes classroom management in teachers' coaching goals. Most teachers use the system consistently to manage the classroom with support from behavior interventionists and administrators for issues that rise to the level of safety concerns. School leaders prioritize improving staff and student culture throughout the term by defining expectations, modeling behaviors, and improving accountability structures. Hallways and transitions are orderly and efficient. The student behavior system allocates scholar dollars to students at the beginning of the week, and infractions earn demerits to their weekly paycheck. At the end of the week, students who successfully modeled school culture were honored in a school-wide celebration.

KIPP Albany Community stabilized its staff from the 2024-25 school year, filling teacher vacancies after the regional team took action to address deficiencies in the talent recruitment system. However, the school has not filled all vacancies and the school has a number of new teachers after 11 teachers left during the 2024-25 school year. Because of staffing shortages, classrooms that were previously co-teaching classrooms currently have one lead teacher. The regional team and school leadership are working to establish more effective teacher retention strategies.

## BOARD OVERSIGHT & GOVERNANCE

KIPP Capital Region's board is developing its capacity to oversee KIPP Albany Community in meeting its Accountability Plan goals. The Institute communicated to the board three times over the term that the school's renewal status was in jeopardy based on the quantitative record of achievement against its Accountability Plan goals. While the board acknowledges it must govern the education corporation to deliver on its promise to students, it has not worked with sufficient urgency over the entire term to escalate its oversight to ensure the school delivers high quality student outcomes. In the final years of the charter term, the board has begun to urgently increase its oversight of the program and to articulate a clearer strategy to mitigate the school's persistent low achievement.

The board is composed of members who possess the necessary skills to govern the school and has put in place a committee structure to ensure that it can oversee the school to be academically successful. At the end of the current charter term, the board experienced some turnover of longstanding members and has quickly recruited many new members with a variety of skillsets including education expertise. Although the board has filled its membership, members express a commitment to continuous improvement to build its capacity for academic oversight.

In order to provide rigorous oversight of the school's program, the board requests and receives ample data including richly detailed information about the educational program on the ground. The regional and school based leadership teams present these data with tiered emphasis that aids the board's efforts at prioritization. While these data are comprehensive, the board continues to develop its capacity to identify and communicate about the most salient information necessary to make strategic decisions. Members have the opportunity to improve their ability to articulate data trends germane to the primary academic concerns at KIPP Albany Community and the education corporation's strategic plan. In order to contextualize and corroborate the data it receives, the board periodically visits the school and attends events such as staff development days.

The board is developing a system to effectively hold the education corporation's regional team and the school leadership accountable for student outcomes. Annually, the board conducts an evaluation of the CEO and worked with the KIPP Foundation to modify this evaluation and tie it to a broader evaluation of the regional leadership team. Board members can speak to the criteria of the evaluation but are still building the capacity to identify specific, high-leverage areas of strength or improvement for the region as it relates to the success of the school.



KIPP Albany Community Charter School				Albany City School District					
STUDENT DEMOGRAPHICS: SUB-POPULATIONS									
	2023	2024	2025		2023	2024	2025		
Economically Disadvantaged				School %	84.0	85.5	90.1		
				District %	71.9	71.7	68.7		
English Language Learner				School %	3.0	2.8	2.8		
				District %	14.4	15.9	20.4		
Students with Disabilities				School %	4.0	5.0	5.5		
				District %	15.4	15.9	15.0		
STUDENT DEMOGRAPHICS: RACE/ETHNICITY									
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White		Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2023					School %	0.9	85.2	9.4	1.2
					District %	11.8	40.9	20.6	18.0
2024					School %	0.4	82.4	11.1	3.0
					District %	12.6	40.1	20.9	17.9
2025					School %	0.1	70.9	22.3	1.8
					District %	12.6	37.5	24.4	17.2

Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").

## FISCAL BENCHMARKS SUMMARY



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

*The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.

**JUNE 2023**

## DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A

## DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+



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