

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**ALBANY LEADERSHIP CHARTER
SCHOOL FOR GIRLS**

VISIT DATE: MARCH 31, 2026
REPORT DATE: JULY 8, 2026

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

School Background

3

Executive Summary

4

Academic Performance

9

Fiscal Dashboard

10

Benchmark Summary

Appendices

A: School Overview



INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Albany Leadership Charter School for Girls (“Albany Leadership”) on March 31, 2026. 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 charter 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. The SUNY Renewal Benchmarks provide 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 instructional 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 that outlines 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. For more information about the school’s performance, see the 2024-25 School Performance Review section below.

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.

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.

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.



SCHOOL BACKGROUND

ALBANY LEADERSHIP CHARTER SCHOOL FOR GIRLS

19 Hackett Blvd, Albany, NY | Grades: 6-12 | Albany City School District



MISSION

The mission of Albany Leadership Charter School for Girls is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

CURRENT CHARTER

Opened:
2010-11

Serves:
6th – 12th

Chartered Enrollment:
450

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Single gender education	+
Extended school day and year	+
College preparatory curriculum and College in the High School coursework	-
Character education through service learning	+
Supplemental literacy and mathematics instruction for all students	+
First year academy for students entering high school	+
Social emotional development with college and career readiness, leadership empowerment, accountability, and resolve and resiliency (CLEAR) values framework	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Albany Leadership is in the third year of its fourth charter term. The school has demonstrated low performance against its Accountability Plan goals throughout the current charter term. The school experienced significant leadership turnover since its most recent renewal, and the chief executive officer (“CEO”), principal, director of curriculum and instruction, and instructional coach all joined the school’s leadership team between the 2024-25 and 2025-26 school years. The leadership team re-established foundational academic and accountability systems for staff members and students and has prioritized teacher coaching and development. Leaders made several adjustments to address persistent poor performance across the program, including establishing “Intervention Fridays” to provide standards-based remediation to struggling middle school students and leadership team walkthroughs to norm schoolwide development priorities. The school also consolidated into one facility, which leaders and teachers indicate has strengthened culture and consistency across the 6th – 12th grade program. However, these changes to the school’s practices have not produced measurable impacts on student performance. At the time of the visit, the full leadership team was in place but gave indication of upcoming departures of the CEO and principal in April 2026. The anticipated leadership turnover and lack of strategic transition preparation by the board places the newly established systems that currently support the academic program at risk.

Albany Leadership experienced enrollment declines throughout the charter term, which were exacerbated by communication failures between the former leadership team, board, and current leadership in the summer of 2025, producing inaccurate enrollment projections for the 2025-26 school year. The school fell well below its 2025-26 budgeted and chartered enrollment. The school also repeatedly submitted late audits in prior years of the charter term. The SUNY Trustees placed the school on probation in January 2025, requiring timely audit reporting in the remainder of the charter term, with which they complied by submitting the 2024 audit on time. The Institute also placed the school on a Corrective Action Plan in February 2026 to permit enhanced fiscal monitoring due to the gravity of Albany Leadership’s current financial outlook. Albany Leadership has complied with the necessary steps to date. The ongoing fiscal deficits led leaders to conduct two reductions in force (“RIFs”) over the last ten months to sustain operations through the academic year. Given the school’s enrollment trends and the Institute’s comprehensive review of the education corporation’s financial reporting, Albany Leadership demonstrates indicators of fiscal stress that put the school’s viability at risk. For the 2026-27 school year, the school has produced a reasonable budget with a more conservative budgeted enrollment to avoid having to conduct midyear RIFs in the future. The education corporation’s status is presented in the fiscal dashboard on page eight of this report.

Despite improvements to some foundational academic systems, Albany Leadership does not implement effective at-risk programs to support students with disabilities and English language learners (“ELLs”). The program for students with disabilities is not compliant as evidenced by the school’s lack of appropriate special education teacher and coordinator certification, as well as the quality of program implementation. Schoolwide, instruction is not sufficiently rigorous to close persistent academic gaps. The school’s board does not work effectively to achieve Albany Leadership’s Accountability Plan goals and secure the school’s future as an academically successful, financially healthy, and legally compliant organization. The school must demonstrate significant and sustained improvement to instructional systems, organizational capacity, fiscal standing, and student outcomes to make a compelling case for earning renewal according to the SUNY renewal policies in the 2027-28 school year.

ACADEMIC PERFORMANCE

2024-25 SCHOOL 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 English language arts (“ELA”) and mathematics as well as graduation and college preparation for schools that have graduated at least one cohort of students. 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 the 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, The SUNY’s Trustees’ required accountability measures rest on performance as measured primarily by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute’s website](#).

In 2024-25, the third year of its current Accountability Period, Albany Leadership came close to meeting its graduation and college preparation goals, but did not meet its English language arts (“ELA”) or mathematics goals. The school did not meet its ELA or mathematics goals for the third consecutive year of the Accountability Period. The SUNY Renewal Policies outline two options for schools in a subsequent charter term: full-term renewal of five years and non-renewal. Based on its record of performance over the current Accountability Period, Albany Leadership’s prospects for earning a renewal are currently in jeopardy. The school must make substantial improvement in ELA and mathematics and continue meeting or coming close to meeting its graduation and college preparation goals in order to make the best case for earning renewal in 2027-28.

The school came close to meeting its high school graduation and college preparation goals in 2024-25. That year, 80% of students graduated after four years, exceeding the local district results and the absolute target by five percentage points. In contrast, the school’s fifth year graduation rate of 71% was 24 points under the target of 95%. Given the school’s inconsistent record of four- and five-year graduation rates over the term, Albany Leadership must improve its performance against all measures under its graduation goal in order to make the best possible case for earning renewal. Despite meeting its most recent college preparation target with 98% of its 2024-25 four year graduates passing a college level course, students’ Regents passing levels do not demonstrate success with few students achieving performance level 4 or 5 on Regents exams in ELA or mathematics.

In ELA, the school did not meet its goal and failed to meet the target for any of the five required measures under its goal area at the middle school level. With 30% of the school’s tested students enrolled in at least their second year scoring at or above proficiency, the school underperformed the absolute target of 75% by 45 percentage points and the local district results by three percentage points. The school posted an effect size far below the target of 0.30 indicating that Albany Leadership performed lower than expected in comparison to demographically similar schools across New York State. The school also posted a mean growth percentile three points below the target of 50.

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

In mathematics, Albany Leadership failed to meet its goal and posted an overall proficiency rate lower than 97% of all schools statewide. With only 20% of its tested students enrolled in at least their second year scoring at or above proficiency, the school performed approximately the same as the local district and far below the absolute target of 75%. Notably, 57% of all tested students scored at level 1, the lowest possible level, indicating performance far below grade level expectations. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Albany Leadership performed lower than expected according to the Institute's regression analysis. The school's mean growth percentile in mathematics was 10 points below the target of 50. Albany Leadership must make unequivocal growth in mathematics in the remaining years of its term in order to make a compelling case for earning renewal.

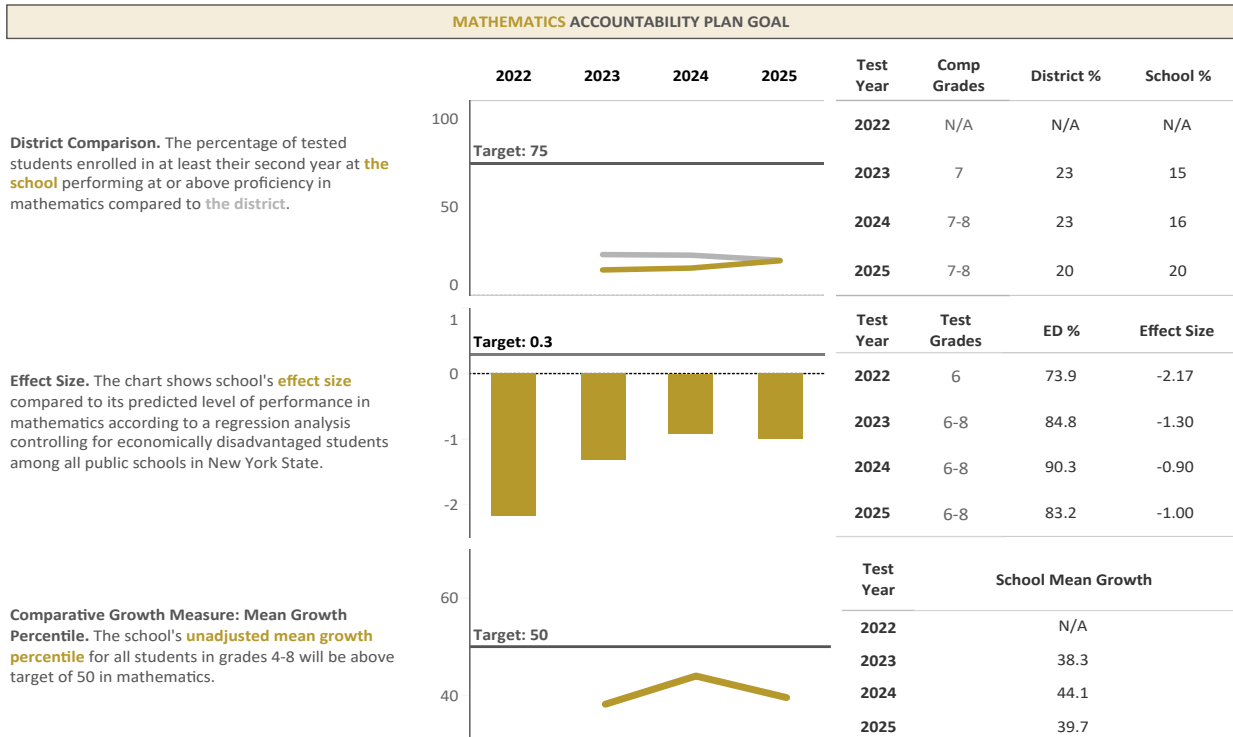
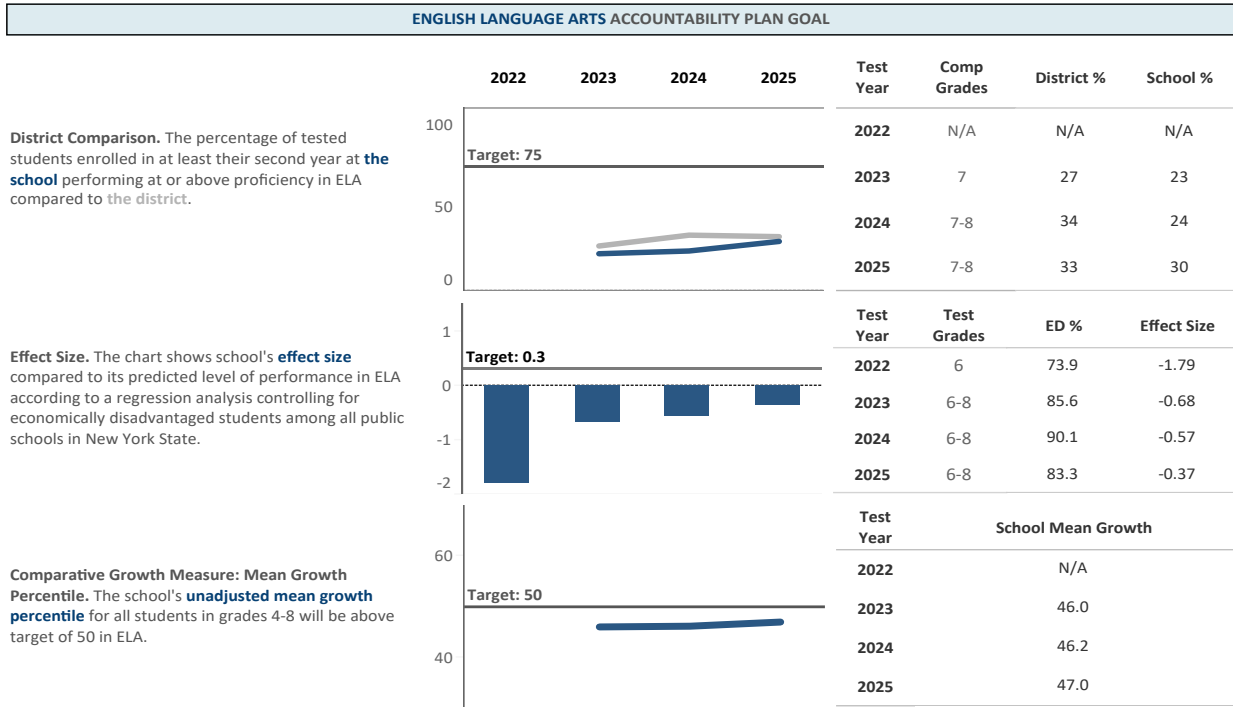
The school did not meet its Every Student Succeeds Act ("ESSA") goal having been preliminarily identified by the New York State Education Department ("NYSED") as needing Comprehensive Support and Improvement ("CSI") in 2025-26 based on its 2024-25 data. Given this identification, the school is not in good standing. The Institute encourages schools to review [NYSED's 2025–26 School Year Preliminary Accountability Status Report Guide](#) for additional guidance on interpreting these determinations.



ACADEMIC PERFORMANCE

ALBANY LEADERSHIP CHARTER SCHOOL FOR GIRLS

Albany City School District



ACADEMIC PERFORMANCE

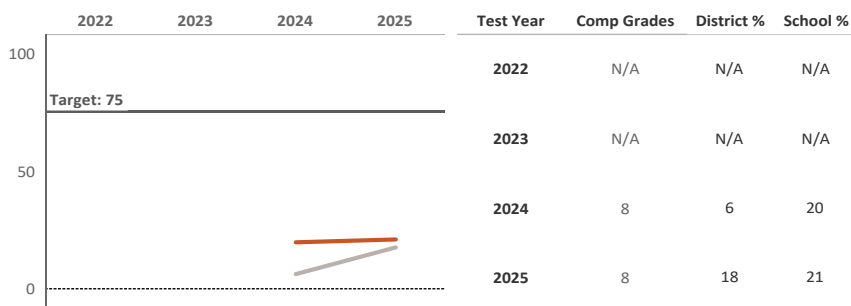
ALBANY LEADERSHIP CHARTER SCHOOL FOR GIRLS

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**. Schools may administer a science Regents exam in lieu of the regular grade 8 exam.

Through 2022, the NYS science exam was administered to grades 4 & 8. In 2023, the science exam was administered to grade 8 only. As of 2024, the science exam is administered to grades 5 & 8.



TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	40	40	128	104	168	160	148	148
School Tested %	95.2	95.2	94.8	77.0	92.3	87.9	96.7	96.7
District Tested %	78.6	70.6	81.4	83.4	82.5	84.7	85.7	88.8

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)	1	1	2	2	5	5	2	2
School % Proficient on Exam	s	s	s	s	s	s	s	s
District % Proficient	2.2	0.0	2.7	1.2	8.2	2.9	5.3	7.0

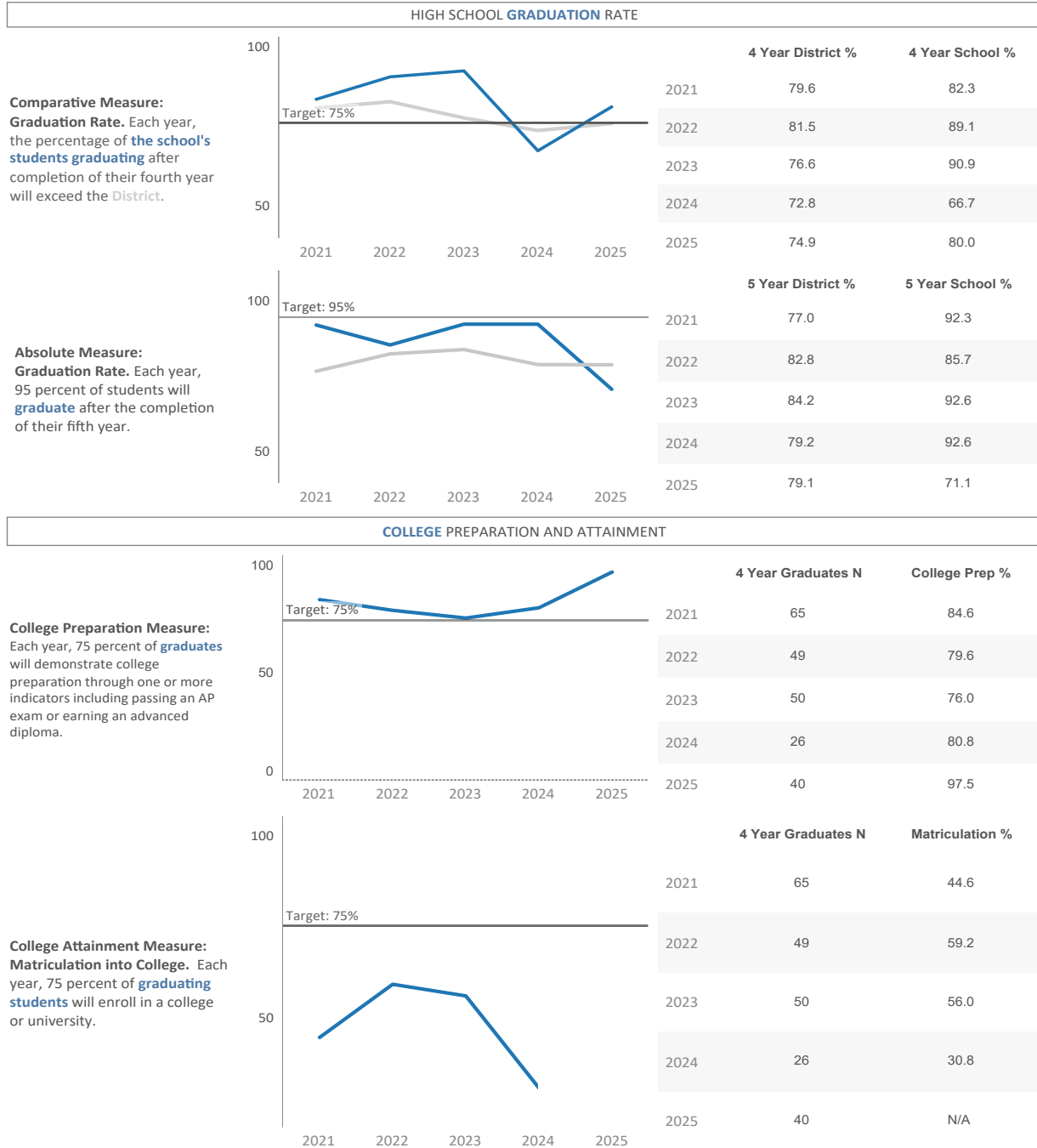
	2022	2023	2024	2025
	Tested on NYSESLAT Exam (N)	Tested on NYSESLAT Exam (N)	Tested on NYSESLAT Exam (N)	Tested on NYSESLAT Exam (N)
Tested on NYSESLAT Exam (N)	33	33	36	24
School % Making Progress	12.1	30.3	22.2	29.2

*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".

ACADEMIC PERFORMANCE

ALBANY LEADERSHIP CHARTER SCHOOL FOR GIRLS

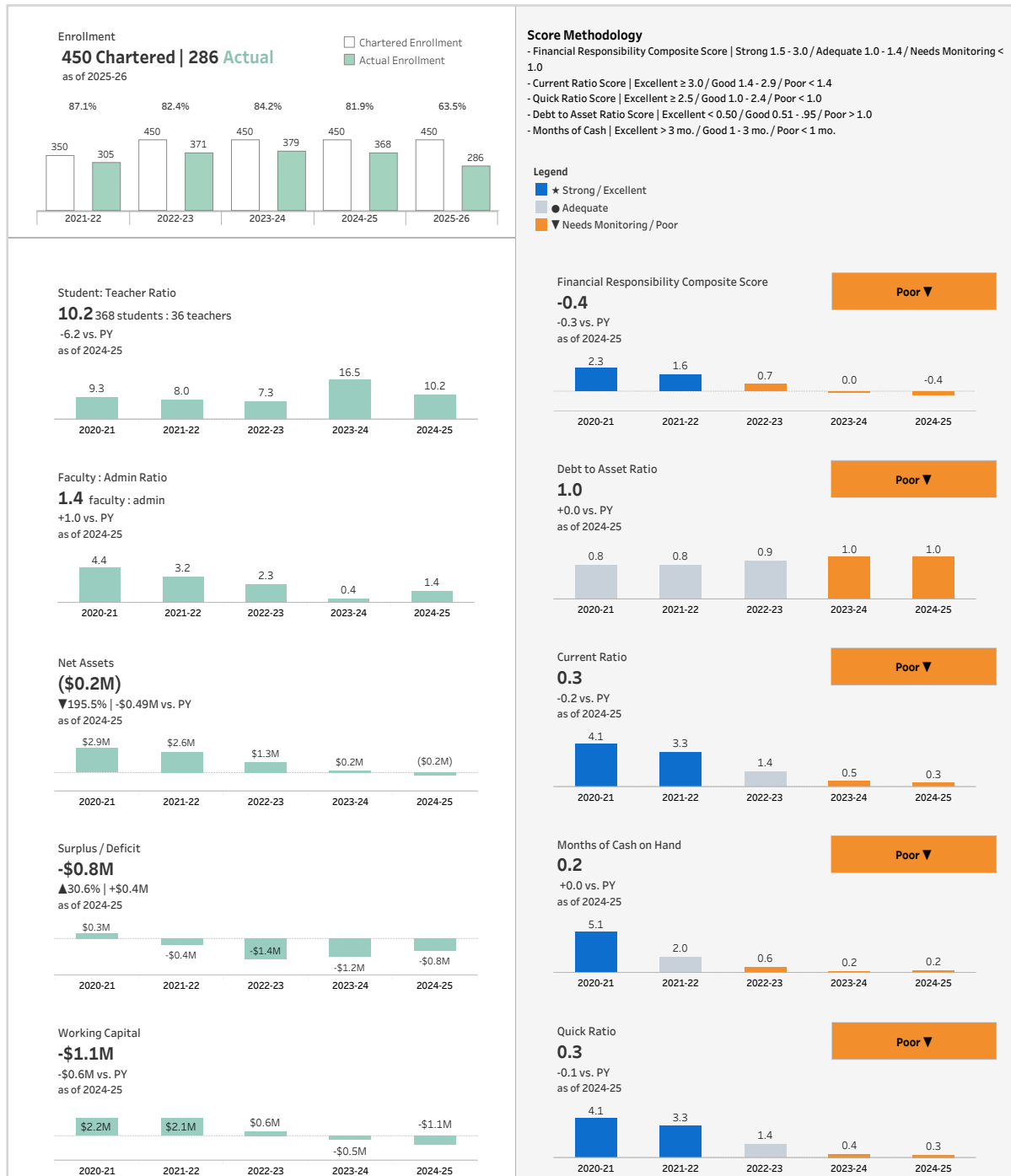
Albany City School District



2024-25 high school matriculation data is pending final validation by the Institute.

FISCAL DASHBOARD

ALBANY LEADERSHIP CHARTER SCHOOL FOR GIRLS



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.

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

Albany Leadership has some components of an assessment system that could improve student learning, but teachers and leaders do not fully leverage the school's tools to increase instructional effectiveness across the program. Albany Leadership regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. The school uses NWEA MAP ("MAP") as the primary measure of student progress and proficiency for ELA and mathematics, and teachers use MAP results to identify priority skills and standards for instruction. The school also implements mock Regents assessments to prepare students for upcoming state assessments. Albany Leadership has a valid and reliable process for scoring and analyzing assessments. Leadership designates specific professional development sessions on Fridays to norm assessment data. Albany Leadership makes assessment data accessible to teachers, leaders, and board members by providing the MAP dashboard, student profile information, and school reports. Despite these foundational systems and routines, leaders have not provided teachers with effective protocols for analyzing formative and in-class assessments independent of formalized professional development time. As a result, leaders do not hold teachers accountable for analyzing and responding to data within their classrooms.

Teachers do not use assessment results to adjust classroom instruction to meet students' needs. While the school has increased its identification of students for intervention during scheduled professional development, as evidenced by assessment progress monitoring, most teachers do not analyze the data to inform their day-to-day lesson planning to close gaps in understanding. Leaders support teachers in creating tiered groups for the middle school program's "Intervention Fridays," which are half days of core instruction followed by student remediation and intervention activities identified by teachers. Teachers work directly with students to target standards-aligned gaps. Although leaders expect teachers to spiral misconceptions into future do nows and lessons, teachers do not consistently implement these practices or use data to plan effective lesson adjustments. Albany Leadership has systems to collect and analyze student data to support teacher development. Leaders do not use student performance to inform teacher evaluations.

CURRICULUM

Albany Leadership's curriculum supports most teachers in their instructional planning, but some teachers' supplementation of additional materials without leaders' oversight dilutes the effectiveness of the school's curricular resources. The school has a clear curricular framework that provides a fixed, underlying structure aligned to state standards across grades. This year, Albany Leadership implemented CommonLit 360 for ELA instruction across 6th – 12th grade. For mathematics, teachers use Savvas for 6th – 8th grade and leaders introduced Illustrative Mathematics for 9th – 12th grade this year in response to Regents performance trends.

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

BENCHMARK SUMMARY

Teachers also use course materials from partner colleges for credit bearing courses and Advanced Placement (“AP”) resources in the high school program. The school’s curricular programs include embedded student materials and assessments. Although leaders recognize some teachers implement the mathematics curriculum with fidelity, many teachers report a disconnect between student abilities and the rigor of the program and therefore supplement with materials below grade level that do not meet the rigor of state standards. Instruction in most classrooms is inconsistently aligned to the curricular structure and scope. Leaders do not regularly hold teachers accountable for effective modifications to the curricular programs to ensure instruction and materials are sufficiently rigorous.

In addition to the framework, the school provides supporting tools to help teachers bridge the curriculum and daily lesson plans. Teachers use pacing calendars and scope and sequence documents to track their lessons. Teachers plan purposeful lessons, but leaders have not yet conducted monitoring to ensure teachers execute those plans with fidelity. Leaders expect teachers to plan checks for understanding, higher order thinking questions, and opportunities for student discourse within their lessons. While lesson plans reflect these instructional priorities, teachers’ delivery in observed lessons did not consistently include the planned lesson items. Leaders have not established the necessary oversight to ensure teachers consistently implement the school’s curricular programs and instructional routines with fidelity.

After recognizing the need to adjust some curricular programs over the charter term, the school is developing its processes for selecting and reviewing its curricular resources. Leaders made the decision to switch to CommonLit 360 and Illustrative Mathematics in the 2025-26 school year to increase rigor and address poor performance in ELA and mathematics. While the change demonstrates the school’s responsiveness to data and instructional trends, leaders have not sufficiently clarified the expectations for teachers’ use of the programs and supplementation of alternative materials. Leaders plan to use classroom observation data and student outcomes from this school year to further refine schoolwide criteria for curriculum implementation.

PEDAGOGY

Some elements of high quality instruction are evident throughout Albany Leadership, but instruction is not of sufficient rigor to improve academic outcomes for all students. Most teachers deliver purposeful lessons with clear objectives aligned to the school’s curricular programs. Teachers are familiar with the priority standards for their grade and content area, and lessons reflect structured activities to support students’ understanding of the objective. However, teachers’ supplementation and delivery of curricular programs sometimes limit opportunities for students to grapple with the content independently, diluting the overall rigor of the academic program.

Teachers regularly check for understanding but do not consistently use effective techniques to address misconceptions and assess the learning of the whole group. Teachers often call on one or two students with raised hands, allowing others to opt out, which does not allow the teacher to gauge understanding across the entire class. Some teachers circulate and effectively conference with students to assess written responses, and teachers consistently deliver exit tickets. However, lesson observations did not reflect meaningful instructional adjustments in response to teachers’ data collection, limiting the impact of the practice in the classroom.

BENCHMARK SUMMARY

Although most teachers include higher order thinking questions in lesson plans, lesson observations indicate that teachers do not consistently deliver the questions as designed. School leaders indicated that teachers' inclusion of higher order thinking questions is a priority for the year, but leaders have not effectively monitored instruction to ensure teachers implement rigorous questioning and student discourse during lessons. In some lessons, students responded to one another and engaged in deeper discussion, but this practice is not consistently present throughout instruction.

Teachers do not consistently maximize learning time. Although many teachers use timers throughout their lessons, the amount of time provided to students was often misaligned with the complexity of the task teachers presented. In some classes, students spent large portions of the lesson participating in rote or passive tasks, like copying vocabulary or listening to a passage. Slow pacing throughout the program hinders student participation and limits opportunities for students to exercise independent practice aligned with the rigor of grade level expectations.

Most teachers implement effective classroom management techniques to create a consistent focus on academic achievement. The dean of culture has collaborated with instructional leaders to support teachers in implementing strong behavioral expectations with an emphasis on student engagement as a solution to student behavior. This was evidenced by warm relationships between students and teachers and demonstrates improvement from the Institute's previous visit. Students demonstrate internalization of Albany Leadership's behavioral expectations with minimal disruption and few instances of off-task behavior during lessons. The school's classroom culture provides a strong foundation on which teachers and leaders can continue to increase the quality of instruction across the program.

INSTRUCTIONAL LEADERSHIP

While Albany Leadership demonstrated evidence of clear instructional leadership systems at the time of the visit, the planned departures among the leadership team and lack of strategic transition planning by the board pose a risk to the school's capacity to hold teachers accountable to high expectations for teaching and learning. Following the departure of the CEO and principal in April 2026, the school's director of curriculum and instruction transitioned to the principal position with the support of an instructional coach. This follows several leadership changes throughout the charter term, which the board acknowledges has impacted the stability the school's systems. The outgoing CEO and principal prioritized consistency of instructional leadership roles during the 2025-26 school year to support the establishment of strong adult culture and consistent academic expectations.

At the time of the visit, the instructional leadership team was adequate to support the development of teachers. Leaders implemented effective changes to instructional leadership support systems in alignment with a clear set of instructional priorities. While in the nascent stages at the time of the visit, leaders demonstrated clear implementation of the systems to provide teacher support. As a result, consistent observation, coaching, and feedback cycles were evident. Leaders consolidated the 6th – 12th grade program into one building and defined it as an academy with consistent expectations for students. Teachers' rapport with students demonstrates high expectations for student potential, and leaders reinforce this through their consistent presence in hallways and classrooms. The instructional leadership team meets weekly to align its coaching

BENCHMARK SUMMARY

focus, engage in leadership rounds with the CEO, and plan professional development based on coaching trends and leadership team walkthroughs. However, it not yet clear whether the school can sustain these improvements to instructional leadership systems under a new instructional leadership structure as it shifts from four to just two leaders dedicated to instructional oversight.

At the time of the visit, instructional leaders were providing sustained and systemic coaching and supervision to general education teachers, but do not consistently support at-risk program staff members. Core content teachers receive regularly scheduled weekly, bi-weekly, or monthly coaching from the instructional coach, principal, or director of curriculum and instruction based on teachers' level of experience and demonstrated skill. Leaders provide general education teachers with regular observations and feedback in their following coaching meeting, during which leaders also review the quality of teachers' lesson plans. Leaders do not provide at-risk program staff members with the same level of oversight and support, hindering the quality of the school's overall programming. Additionally, although the CEO checks in weekly with the leadership team, instructional leaders do not receive curricular or instructional leadership development to further their practice and extend their impact on teacher performance.

Instructional leaders provide some opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels during weekly professional development sessions, but this structure is not consistent for all teachers. The school schedule does not allow teachers and at-risk program providers to effectively and consistently coordinate planning and response cycles to inform instructional practices. As a result, collaboration with special education and ELL providers is largely ad hoc and reactive, rather than reflective of a schoolwide strategy to ensure timely coordination between teams. Leaders implement a professional development program that improves teachers' classroom management skills and purposeful lesson planning. However, professional development has not effectively developed teachers' capacities to deliver high quality instruction aligned to the school's stated instructional priorities around checks for understanding and higher order thinking questions.

AT-RISK PROGRAM

Albany Leadership does not meet the educational needs of all at-risk students as it fails to establish a compliant special education program. The school's systems for delivering strategic interventions and monitoring student progress are not sufficiently robust to ensure all students have access to the full academic program. The school uses compliant procedures to identify students with disabilities and ELLs. For students struggling academically, teachers and leaders reference a variety of different behavioral and academic data sources, but Albany Leadership lacks clear criteria to identify students for targeted intervention programs. School counselors, social workers, and instructional leaders meet weekly to discuss students of concern, and teachers submit referrals to the instructional support team. While administrators are responsive to teachers' referrals and requests for support, teachers and leaders did not describe consistent processes by which students progress through the school's tiers of academic support.

The school does not deliver an effective or compliant special education program to meet the needs of students with disabilities. Albany Leadership provides resource room and integrated co-teaching ("ICT") classrooms to meet the settings outlined in students' Individualized Education Programs ("IEPs"). The school

BENCHMARK SUMMARY

also provides counseling services to students. However, leaders and teachers do not describe consistent systems for monitoring students' progress toward meeting IEP goals. The school also does not allocate time for coordination between special education and general education teachers, and leaders do not provide consistent coaching and development to meet the needs of special education teachers. One of the school's counselors currently serves as the special education coordinator in addition to delivering full time counseling services. The school's special education coordinator is not certified, which is out of compliance with the school's charter agreement. The Institute will issue a Corrective Action Plan for the school to come into compliance. Leaders have not allocated sufficient resources to ensure they equip all teachers with the knowledge and skills to support students with IEPs within the general education program. The school must urgently improve the quality of programming to ensure teachers and leaders deliver effective instruction to support all learners.

The school has several programs to support the needs of students struggling academically but does not implement clear and consistent progress monitoring routines. The middle school program added intervention blocks to the schedule for all students, while the high school program includes scheduled academic intervention services, English and mathematics proficiency development periods, and writing and mathematics foundations classes. Teachers use a variety of different intervention platforms including IXL, Coach Digital Compass, and curricular tools. The middle school program demonstrates consistent data collection routines to track student progress and allows teachers to move students to more or less intensive tiers of support. However, the high school program lacks a cohesive progress monitoring strategy to assess student growth outside of the three administrations of MAP each year, limiting teachers' and leaders' ability to respond in a timely manner to individual student performance trends as they emerge. As a result, teachers do not describe specific growth goals or strategies to address learning gaps for students struggling academically across the 6th – 12th grade program.

For ELLs, Albany Leadership delivers a variety of push-in and pull-out services to support language acquisition across the reading, writing, speaking, and listening domains. Teachers use an internally developed curriculum supplemented by Cambridge Prism, Cambridge Interchange, and Grammar by Azan. Teachers monitor progress through ongoing curricular assessments, MAP, and the NYSESLAT to understand student growth throughout the year. Although the school provides ELL teachers with adequate training to support students, leaders do not provide general education teachers with sufficient development to effectively support ELLs in the classroom setting. The school's schedule also does not allocate time for ELL teachers to collaborate with classroom teachers. As a result, ELL teachers sometimes do not have sufficient insight into teachers' lesson plans to create supplemental materials.

While Albany Leadership provided training on intervention, special education, and ELL services during summer training, leaders have not delivered ongoing professional development related to at-risk programming. Individuals across the school lack the resources, training, monitoring capabilities, and coordination necessary to deliver consistently high quality programming to support at-risk students.

BENCHMARK SUMMARY

ORGANIZATION CAPACITY

Albany Leadership's organization does not work effectively to deliver the academic program. The school has not established the systems necessary to support the program as evidenced by the anticipated departure of two school leaders, ongoing financial deficits, and failure to plan strategically to address these challenges. Throughout the 2025-26 school year, the school had an administrative structure with sufficient staff members, operational systems, policies, and procedures, but the ongoing fiscal issues cause risk in sustaining the school's current structure as the school does not have the budget to maintain its current instructional leadership structure. The school has exhibited turnover in leadership, operational, and instructional roles throughout the charter term, and both the CEO and principal, although present at the time of the visit, exited the school at the end of April 2026. The board's decision to place the director of curriculum and instruction into the principal role concentrates responsibility for instructional oversight to fewer positions during an already unstable period without a clear strategy to navigate the school's significant financial burdens.

Albany Leadership's organizational structure evidenced distinct lines of accountability and clear roles and responsibilities at the time of the visit. The board hired a new CEO in June 2025, reduced leadership to one principal for the 6th – 12th grade program, and retained the director of curriculum and instruction through two RIFs. Teachers and staff members understand who to go to for specific questions about curriculum, instruction, and coaching. However, as the school anticipates the leadership restructuring after April 2026, it is not yet clear how the changes will impact the quality of programming and distribution of responsibilities across the full leadership team. Albany Leadership struggles to maintain consistent staffing. At the start of the 2025-26 school year, leaders made strides in retaining and rehiring all 30 of the teachers from the previous year, but the school subsequently had to right-size staffing to address financial shortfalls after failing to meet its budgeted enrollment targets.

Staffing and leadership changes in past years have led to unstable student recruitment and enrollment. The school hired a new staff member to increase student enrollment, retention, and attendance rates after identifying enrollment and student persistence as a key priority. However, at the time of the visit, enrollment remained well below target and the average daily attendance rate had only slightly increased over the previous year's rate. At 286 students at the time of the visit, the school's current enrollment is 81% of its budgeted enrollment of 355, which poses significant budget constraints. Student persistence has also remained low throughout the charter term, with only approximately 60% of students returning from the previous year for the past three school years. The school has cut several positions during two different RIFs in June 2025 and November 2025 in order to make payroll and anticipates further reductions if it cannot restore enrollment to its historical levels in the upcoming school year. Albany Leadership is aware of its need to increase efforts to enroll more students with disabilities and ELLs. Given overall retention rates, the school must improve its overall retention rates for all students, and specifically for its subgroup targets.

Albany Leadership has a clear student discipline system in place that teachers and leaders consistently apply. The school worked to reduce the number of suspensions and expulsions compared to previous years although the expulsion rate remains high overall. Last year, the school developed a continuum of care model to provide a set of schoolwide expectations to staff members about how to effectively address students' social and emotional needs and maximize students' focus on learning activities. The continuum model requires teachers

BENCHMARK SUMMARY

to work with culture leaders to reduce the frequency with which students experience suspension from school and lose instructional time. The student support team, consisting of the dean of culture and behavioral support staff members, collaborates with teachers and leadership to respond to student issues. The school prioritizes its counseling and social emotional learning programs to set students up for academic success. Student and teacher interactions throughout the building demonstrate a clear internalization of the school's behavioral expectations.

BOARD OVERSIGHT & GOVERNANCE

The Albany Leadership Board does not work effectively to achieve the school's Accountability Plan goals. The board possesses skills in the areas of education, finance, and development, and some board members have partnered with appropriate school-based counterparts to provide guidance in advancing accountability goals. For example, one member with experience in recruitment meets with the school's director of advancement to support enrollment outreach efforts. However, the board has not established structures and procedures by which to govern the school in order to ensure Albany Leadership's future as an academically successful, financially healthy, and legally compliant organization, as evidenced by ongoing leadership turnover and poor fiscal standing according to the Institute's analysis.

Although the board requests and receives sufficient information to provide oversight of the school's program, it recognizes a need to improve engagement with school-based leadership and continue improving its financial oversight. To monitor student achievement, the board regularly reviews dashboards with MAP assessment data, Regents results, credit accumulation, and GPA attainment. However, the board does not reference clear benchmarks against which to gauge progress and understand the impact of school leaders' decisions. The board has not proactively established priorities, objectives, and long-range goals, and instead has had to react belatedly to several challenges. During the departure of the previous leadership team in June 2025, board members and school leaders miscommunicated internally as well as with external partners, including the Institute, resulting in inaccurate and untimely reporting of essential information regarding the school's finance and facilities. The board has made efforts to streamline communication with the CEO and engaged in conversations with their bond holder throughout the year to receive a forbearance during one billing period, but the board has not maintained timely communication with the Institute about the extent of its financial issues.

The board does not successfully retain key personnel. The board has not effectively managed the repeated leadership transitions throughout the term to ensure the smooth continued operations of the school. Board members could not provide a clear transition plan for the impending departure of the school's principal and CEO and had not effectively communicated with the school community to prepare for the change. Without an onboarding plan in place, the school is not well positioned to navigate its continued fiscal challenges and ensure stability for the remainder of the charter term. Given the significant turnover of the school's leadership over the charter term, the board must work urgently to stabilize the school community and retain effective school leaders to achieve Albany Leadership's Accountability Plan goals and make a compelling case for renewal in the 2027-28 school year.

Albany Leadership

Ax

APPENDICES

PAGES Ax 1-4



ALBANY LEADERSHIP CHARTER SCHOOL FOR GIRLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Arricka Harrison	Etwin L. Bowman
TREASURER & SECRETARY	James J. Celestine Jr.
Margaret M. Moree	Eldon S. Harris
	Elizabeth M. Robertson

SCHOOL CHARACTERISTICS

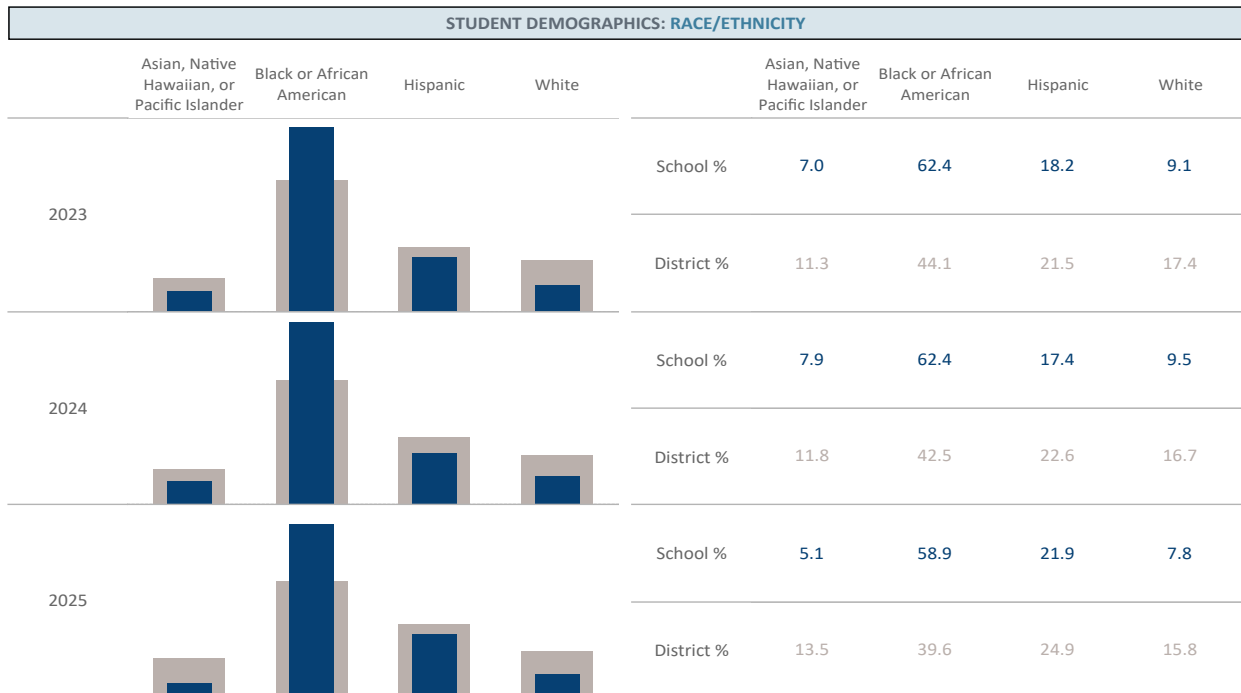
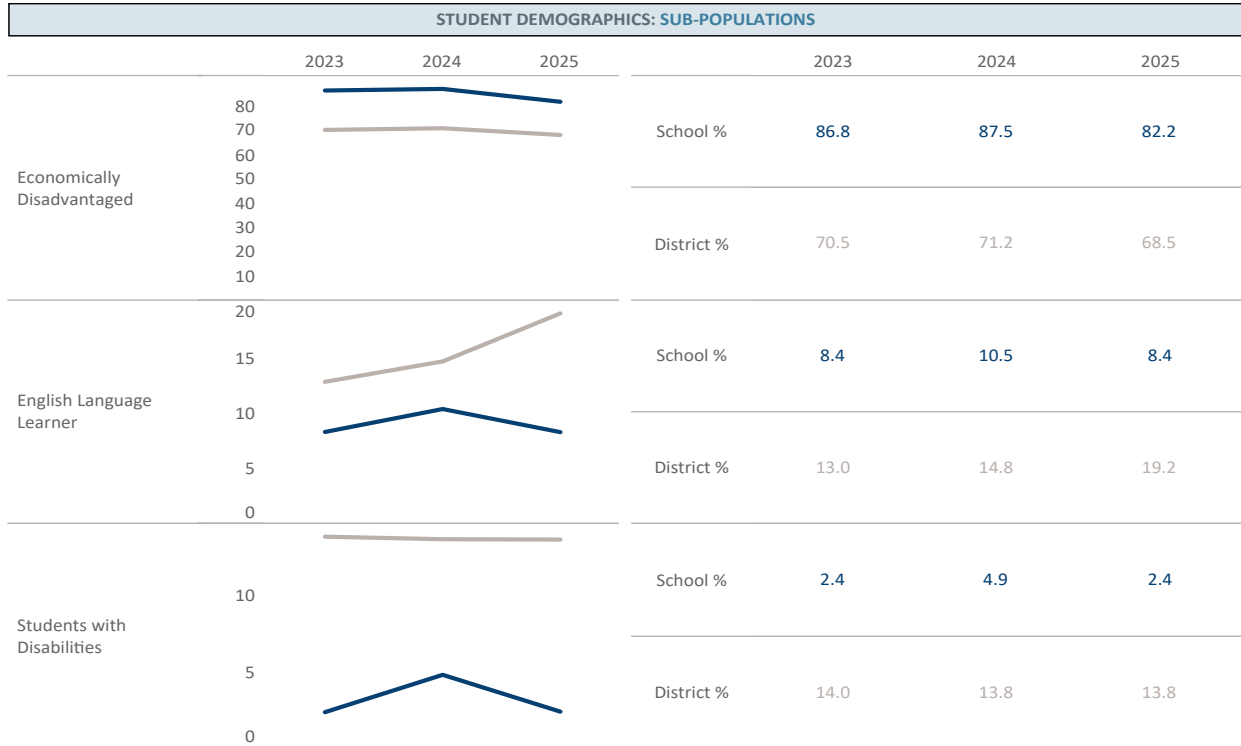
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	350	305	87%	6, 9-12
2022-23	450	371	82%	6-12
2023-24	450	379	84%	6-12
2024-25	450	368	82%	6-12
2025-26	450	286	64%	6-12

1. Source: The Institute’s board records at the time of report finalization.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW

Albany Leadership Charter School for Girls

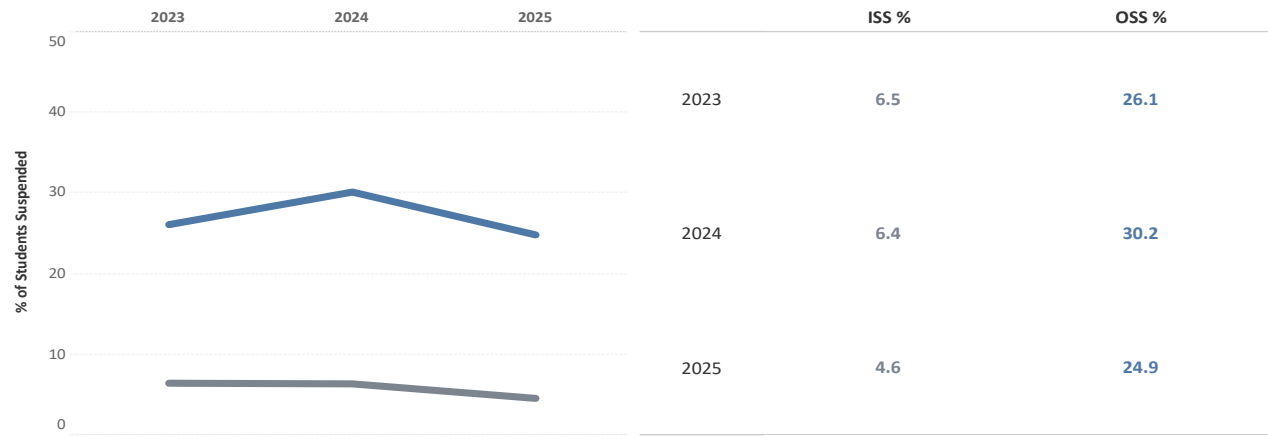
Albany City School District



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



Albany Leadership Charter School for Girls



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

2023	2024	2025
12	8	9

Albany Leadership Charter School for Girls's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	67.9	82.2
	English Language Learners	11.6	8.4
	Students with Disabilities	10.0	2.4
Retention	Economically Disadvantaged	91.3	59.2
	English Language Learners	93.0	68.4
	Students with Disabilities	91.6	47.4

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.

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2010-11	First Year	February 7, 2011
2011-12	Evaluation	November 9 – 10, 2011
2013-14	Evaluation	January 8 – 9, 2014
2014-15	Initial Renewal	November 5 – 6, 2014
2016-17	Evaluation	May 9, 2017
2017-18	Subsequent Renewal	October 25 – 26, 2017
2018-19	Evaluation	April 30 – May 1, 2019
2022-23	Subsequent Renewal	October 12 – 13, 2022 and December 13, 2022
2025-26	Evaluation	March 31, 2026

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 31, 2026	Katy Clayton	Associate Director of School Evaluation
	Bryan Stroud	School Evaluator
	Daree Lewis	External Consultant

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Fourth	Third Year of its Five Year Charter Term	Fall 2027

