

# 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

# CONTENTS

---

**1** SCHOOL BACKGROUND

**2** EXECUTIVE SUMMARY

**6** ACADEMIC PERFORMANCE DATA

**8** FISCAL ANALYSIS

**10** COMPLIANCE REPORTING

**12** COMMUNITY SATISFACTION AND RETENTION

## 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.

---

***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.

---



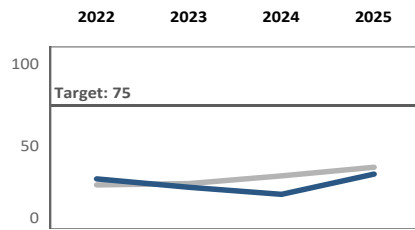
# ACADEMIC PERFORMANCE

## KIPP ALBANY COMMUNITY CHARTER SCHOOL

Albany City School District

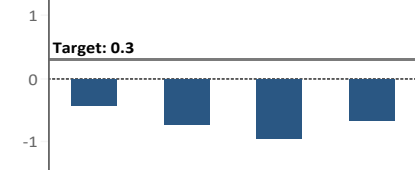
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**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.



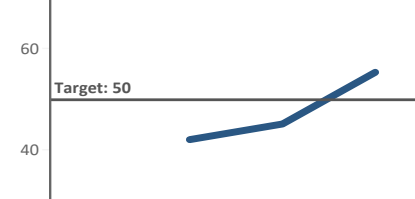
Test Year	Comp Grades	District %	School %
2022	3-8	27	31
2023	3-8	28	25
2024	3-8	32	21
2025	3-8	38	33

**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

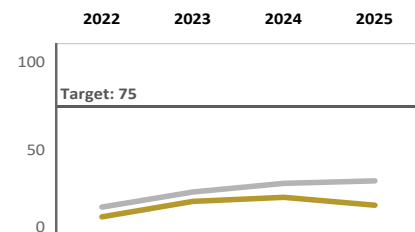
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.



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

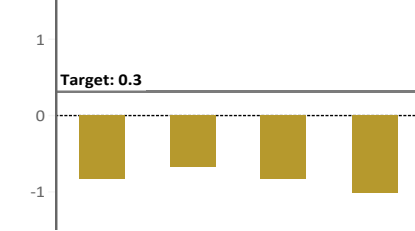
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**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.



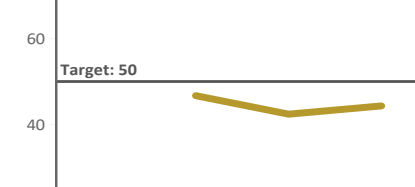
Test Year	Comp Grades	District %	School %
2022	3-8	18	12
2023	3-8	26	21
2024	3-8	31	23
2025	3-8	33	19

**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



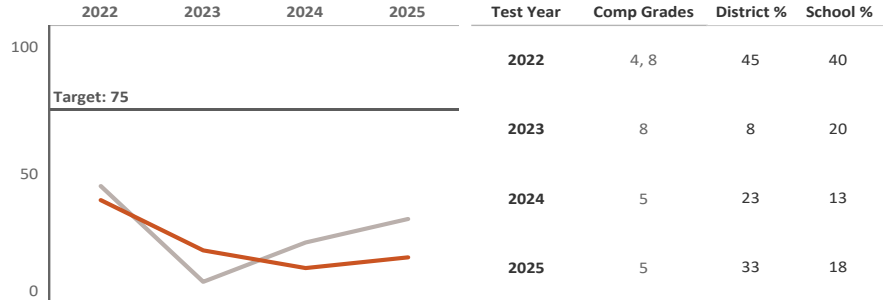
# ACADEMIC PERFORMANCE

## 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\*

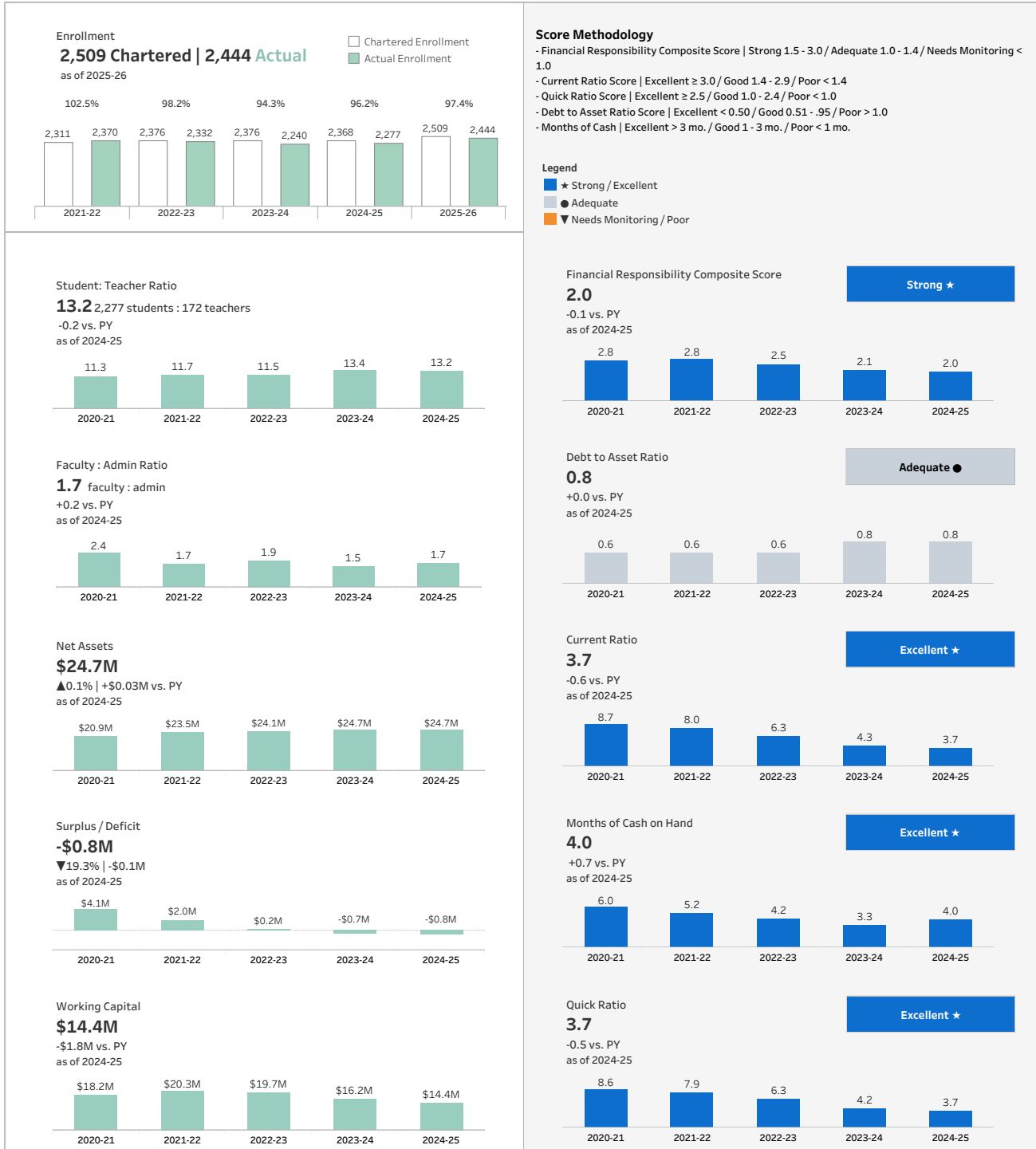
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	8	7	14	13	14	14	19	22
School % Proficient on Exam	0.0	0.0	0.0	7.7	7.1	7.1	15.8	9.1
District % Proficient	2.0	1.5	3.1	4.7	7.5	5.8	7.7	8.1

	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

---

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.

---

## 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

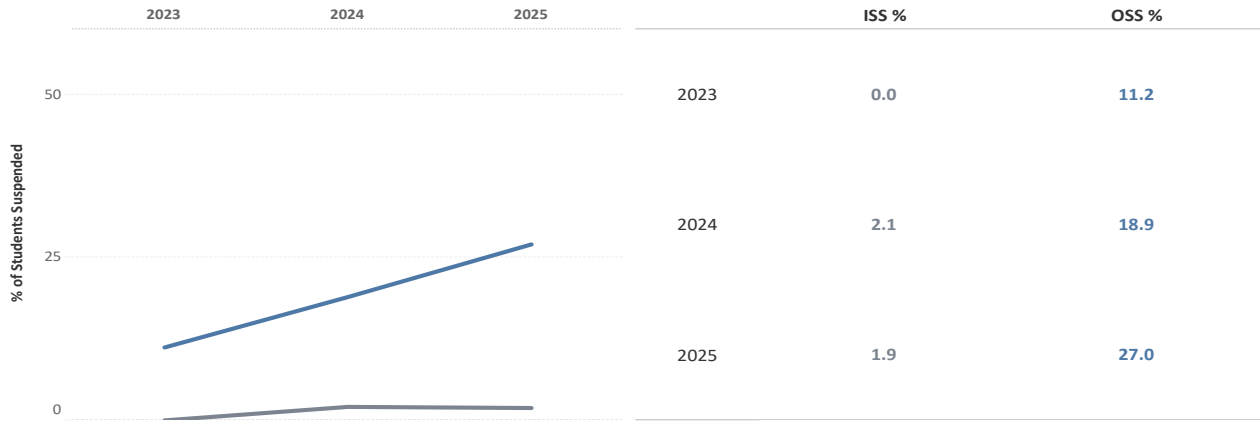
### ***Persistence in Enrollment***

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.



SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

518.445.4250  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

