# KIPP Albany Community Charter School

# 2024–25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By The Executive Team

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# 2024–25 Accountability Plan progress report

The Executive Team, along with Sara Wilcox, director of school support and Danielle Tschirhart, consultant, prepared this 2024–25 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name | Board Position | |
|---|---|---|
| | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| John P. Reilly | Chair | Executive |
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| Gina Feliciano | Trustee | Academic |
| Ana Killings | Trustee | Academic |
| Michele Kilburn (Proposed) | Trustee | N/A |
| Mark Little (Proposed) | Trustee | N/A |
| Kadijah Johnson (Proposed) | Trustee | N/A |

**KIPP Albany Community Elementary:** Mrs. Brandi A. Langhorn has served as the Elementary School Principal since May 2024, following completion of a two-year Principal-in-Residence program through the KIPP Foundation. She has been a member of the school's staff since 2009 and continues to serve as principal in the 2025–26 school year.

**KIPP Albany Community Middle:** Chrisheena Hill served as the Middle School Principal until Spring 2025, having previously served as Principal of the elementary school since 2021. In Spring 2025, Tommy Henley assumed the role of Middle School Principal and continues to serve in this role in the 2025–26 school year.

# SCHOOL OVERVIEW

**Mission of KIPP Albany Community Charter School (KIPP AC)**

The mission of the **KIPP Albany Community Charter Schools** is to provide a high-quality educational experience for children in the Albany area by building a shared responsibility and commitment to student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love, and respect, giving them the ability to determine their future success in school and life. Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents to become responsible public citizens dedicated to the advancement of one's self, one's family, and one's community. KIPP Albany Community Charter Elementary joined the KIPP network in 2020.

**Elementary School Background**

KIPP Albany Community Charter Elementary School is a kindergarten through grade 5 elementary charter school located in the south end of Albany. In 2024–2025, our 19th year of operation, the school served 442 students in grades K–5. KIPP Albany Community Charter Elementary School is an urban school, with 90% of the student population qualifying for free and reduced lunch and 92% of the students identifying as Black or Latino. KIPP Albany Community Charter Elementary offers an extended school day, a longer school year, school uniforms, two instructors per class in kindergarten through grade 2, and a variety of afterschool programs (including basketball, track, drama, chess, step, close-order drill, delicate diamonds, and band). Our school places a high value on collaboration, community and culture. We have made a commitment to developing an environment that affirms and celebrates the racial and cultural identities of our students and recognizes the critical importance of having teachers and leaders that reflect the communities we serve. As our mission statement states, "we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community."

Founded in 2005 as Albany Community Charter School, we have been able to actualize our mission statement and belief that "all children can excel if provided a nurturing and supportive environment of high expectations, love and respect." In 2012, ACCS was recognized by the U.S. Department of Education as a National Blue Ribbon School of Excellence, one of the first charter schools in the State of New York and the first in the City of Albany to receive that distinction.

**Middle School Background**

KIPP Albany Community Charter Middle School (ACCMS) was founded in 2012 as the sister school to KIPP Albany Community Charter Elementary School. In the same year, the school was named a National Blue Ribbon School by the U.S. Department of Education. ACCMS students are taught in an environment that emphasizes respect and character education in addition to reading, writing and mathematics. In 2024–25, ACCMS served 246 students in grades 6–8. Like KIPP Albany Community Charter Elementary School, the middle school offers spacious classrooms, enrichment spaces, and a gymnasium. Students are provided a robust offering of extracurricular

activities on campus. These additional offerings complement our longer academic school day and school year to allow for whole-child development and an exploration of creativity and personal growth among our students.

# ENROLLMENT SUMMARY

| School Enrollment by Grade Level and School Year | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 2022–23 | 77 | 75 | 71 | 72 | 71 | 72 | 80 | 74 | 77 | 0 | 0 | 0 | 0 | 669 |
| 2023–24 | 66 | 73 | 71 | 77 | 74 | 73 | 87 | 83 | 72 | 0 | 0 | 0 | 0 | 676 |
| 2024–25 | 75 | 69 | 76 | 72 | 76 | 74 | 88 | 78 | 80 | 0 | 0 | 0 | 0 | 688 |

# GOAL 1: ENGLISH LANGUAGE ARTS

All students at the KIPP Albany Community Charter School will become proficient in reading and writing the English Language.

## BACKGROUND

In the 2024–25 school year, we continued to strengthen our English language arts (ELA) program with a focus on ensuring all students have access to strong Tier 1 instruction while addressing lagging foundational skills. In Grades K–2, we continued into Year 3 of implementing Amplify CKLA, which provides a sounds-first approach aligned to the science of reading. This consistency has allowed us to make significant progress on early literacy benchmarks, with many classrooms meeting DIBELS goals and demonstrating strong growth in foundational skills. All K–2 teachers and coaches also continue to benefit from prior training in the Language Essentials for Teachers of Reading and Spelling (LETRS) program from Lexia, which deepened their expertise in the science of reading and helped teachers apply the sounds-first approach to their CKLA lessons.

In Grades 3–8, the region transitioned from the KIPP-developed comprehensive literacy curriculum to Fishtank ELA. Last year, Fishtank was introduced on an optional curriculum from KIPP Foundation. KIPP Capital Region opted to be a Path A region and an early adopter of the curriculum in grades 3–8. KIPP Foundation and many teachers reported strong results. Fishtank has now been adopted network-wide, providing vertically aligned, rigorous curriculum materials that support students in accessing grade-level texts. We also looked at strategic reading routines to support all students in developing fluent and accurate reading. We launched a regionwide multisyllabic decoding routine to support students in breaking down complex words in text as well as intentional choral, echo and partner reading routines based on the research that students need to read aloud for 30 minutes a day to strengthen reading rate and accuracy. We also expanded the use of DIBELS from K–2 in school year 2023–24 to K–8 in school year 2024–25 and launched regular progress monitoring for all students.

To strengthen implementation, this year we launched a new "Lit Lab" block in Grades 6–8. This workshop-style period provides structured support for students to read and discuss assigned texts before ELA class, with differentiated options such as independent reading, partner reading, or audiobooks for students who need additional support with literal comprehension. This structure helps ensure all students are better prepared to engage with complex texts during core ELA instruction.

To monitor progress, students continue to take curriculum-embedded assessments, including formative assessments and end of unit summative assessments. In addition, students in Grades 3–8 take a spring interim assessment developed from released state test items, which provide teachers with actionable data and prepare students for success on state exams.

In 2024–25, professional development centered on equipping teachers to deliver responsive Tier 1 instruction, differentiate effectively using assessment data, and implement the new curriculum with fidelity. Coaching cycles, led by both school-based instructional coaches and regional instructional leaders, reinforced these priorities while tailoring support to teachers at varying levels of experience.

## ELEMENTARY AND MIDDLE ELA

**ELA Measure 1 - Absolute**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3–8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024–25 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|---|---|---|---|---|---|---|---|---|
| | | Absent | Refusal | ELL/IEP | Admin Error | Medically Excused | Other Reason | |
| 3 | 67 | | | | | | 1 | 68 |
| 4 | 72 | 1 | 1 | | | | 1 | 75 |
| 5 | 80 | | 1 | | | | 1 | 82 |
| 6 | 78 | 3 | 3 | | | 1 | 1 | 86 |
| 7 | 72 | | 1 | | | 1 | | 74 |
| 8 | 64 | | 19 | | | | 3 | 86 |
| All | 433 | 4 | 25 | | | 2 | 6 | 470 |

# 2024–25 Accountability Plan Progress Report

Performance on 2024–25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

| Grade | All Students | | | Enrolled in At Least Their Second Year | | |
|---|---|---|---|---|---|---|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 67 | 23 | 34% | 51 | 19 | 37% |
| 4 | 72 | 27 | 38% | 57 | 24 | 42% |
| 5 | 80 | 22 | 28% | 51 | 16 | 31% |
| 6 | 78 | 28 | 36% | 38 | 13 | 34% |
| 7 | 72 | 20 | 28% | 47 | 15 | 32% |
| 8 | 64 | 14 | 22% | 41 | 9 | 22% |
| All | 433 | 134 | 31% | 285 | 96 | 34% |

**ELA Measure 2 - Absolute**

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the Partially Proficient, or Proficient and Advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024–25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

[2] You can find the statewide MIP goals for 2022–22–23 to 2026-27 here

# 2024–25 Accountability Plan Progress Report

## English Language Arts 2024–25 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|---|---|---|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 433 | 36% | 33% | 24% | 7% |

$$PI = 0 * [36]_{Level\ 1} + 1 * [33]_{Level\ 2} + 2 * [24]_{Level\ 3} + 2.5 * [7]_{Level\ 4} = [98.5]$$

**ELA Measure 3 - Comparative**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

## 2024–25 State English Language Arts Exam
## Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|---|---|---|---|---|
| | Charter School Students In At Least 2nd Year | | All District Students 2023–24 | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 37% | 51 | 34% | 532 |
| 4 | 42% | 57 | 36% | 577 |
| 5 | 31% | 51 | 31% | 523 |
| 6 | 34% | 38 | 26% | 517 |
| 7 | 32% | 47 | 32% | 515 |
| 8 | 22% | 41 | 35% | 459 |
| All | 34% | 285 | 32% | 3,123 |

[3] Schools can access these data when the NYSED releases its database containing grade-level ELA and mathematics results for all schools and districts statewide.

**ELA Measure 4 - Comparative**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024–25 analysis is not yet available. This report contains 2023–24 results.[4]

2023–24 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score | | Effect Size |
|---|---|---|---|---|
| | | Actual | Predicted | |
| 3 | 85.7 | 428.0 | 438.9 | -1.13 |
| 4 | 90.5 | 428.0 | 439.0 | -1.05 |
| 5 | 86.3 | 427.0 | 438.2 | -1.15 |
| 6 | 80.5 | 430.0 | 439.7 | -0.97 |
| 7 | 81.9 | 437.0 | 444.6 | -0.79 |
| 8 | 80.6 | 440.0 | 445.6 | -0.56 |
| All | 84.3 | 431.5 | 440.9 | -0.95 |

**ELA Measure 5 - Growth**

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4–8 will be above the target of 50.

## METHOD

Given the timing of the state's release of Growth Model data, the 2024–25 analysis is not yet available. This report contains 2023–24 results, the most recent Growth Model data available.[5]

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023–24 and also have a state exam score from 2022–23, including students who were retained in the same grade. Students with the same 2022–23 score are ranked by their 2023–24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated schoolwide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023–24 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|---|---|---|
| | School | Target |
| 4 | 40.5 | 50.0 |
| 5 | 50.6 | 50.0 |
| 6 | 46.5 | 50.0 |
| 7 | 40.3 | 50.0 |
| 8 | 47.2 | 50.0 |
| All | 45.2 | 50.0 |

## ELA INTERNAL EXAM RESULTS

During SY 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready.

| i-Ready Reading Median Percent Progress to Annual Typical Growth | |
|---|---|
| Elementary | 91% |
| Middle School | 107% |

## SUMMARY OF THE ELA GOAL

The charter school achieved one of the five ELA goals in 2024–25. The absolute measure was not met as only 34 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam, below the 75 percent target. The school's aggregate PI on the state ELA exam

calculates to 98.5, which does not meet this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. Comparatively, the charter outperformed the local district, with 34 percent of students enrolled for at least two years scoring Proficient compared to the district's 32 percent overall (in 2023–24) in grades 3–8. Based on the 2023–24 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree, with an overall effect size of -0.95, below the target of 0.3. Finally, the school did not achieve the growth measure, as the 2023–24 mean unadjusted growth percentile in English language arts for students in grades 4–8 was 45.2, below the target of 50.

| Type | Measure | Outcome |
|---|---|---|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3–8. | No |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | No |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Yes |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | No |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4–8 will be above the target of 50. | No |

## EVALUATION OF ELA GOAL

In 2024–25, the school continued to strengthen its English language arts program by maintaining aligned early literacy practices in Grades K–2 through Amplify CKLA and DIBELS progress monitoring, while scaling the use of Fishtank ELA in Grades 3–8 following its promising pilot the prior year. Professional development focused on strengthening Tier 1 instruction and responsive reteach strategies, with school-based and regional coaches supporting teachers to differentiate based on assessment data.

**Measure 1: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.**

The school did not meet this measure. Overall, 34% of students enrolled in at least two years demonstrated proficiency on the 2024–25 ELA assessment. Grade 4 was the strongest, with 42% scoring at proficiency, while Grade 8 was the lowest at 22%.

**Measure 2: The school's aggregate PI on the state's ELA exam will meet that year's state MIP.**

The school did not meet this measure. The aggregate Performance Index was 98.5, below the 2024–25 state MIP target of 117.3.

**Measure 3: Students enrolled for 2 or more years will outperform the local district in similar grades.**

The school met this measure. Across all tested grades, 34% of students enrolled for 2+ years scored proficient compared to 32% in the district.

**Measure 4: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above.**

The 2024–25 effect size analysis is not yet available. The most recent data (2023–24) indicated an overall effect size of -0.95, below the target of +0.30.

**Measure 5: Under the state's growth model, the school's mean unadjusted growth percentile in ELA for all tested students in grades 4–8 will be above the target of 50.**

Growth results for 2024–25 have not yet been released. The most recent data (2023–24) show the school's mean growth percentile at 45.2, below the target of 50.

## ELA ACTION PLAN

**Curriculum and Instruction**
In 2025–26, we will continue the implementation of Fishtank ELA in Grades 3–8, following its network-wide adoption in 2024–25 and expand this to K–2 as well. Building on promising early results, we will refine implementation with a stronger focus on ensuring that all students have regular practice with complex text and academic language. In Grades K–2, we will continue in Year 4 of Amplify CKLA, sustaining the "sounds first" approach that has supported significant growth in early literacy, including meeting or exceeding many DIBELS goals. Across all grade levels, we will emphasize strong Tier 1 instruction, ensuring that students who enter with lagging skills receive responsive supports within the core classroom setting.

**Assessment and Data Use**
Following the expansion of DIBELS in 2024–25, the 2025–26 school year will focus on deepening the use of this tool across Grades K–8. Teachers and coaches will receive targeted training in analyzing DIBELS data to identify patterns of student need, provide timely Tier 2 interventions, and monitor the impact of instructional adjustments. In middle school, Lit Lab blocks (grades 6–8) will be added to ensure students are engaging meaningfully with their assigned texts. Lit Lab will provide differentiated access—independent reading, audiobooks, or structured guided reading—so that all students can build literal comprehension and come to ELA class prepared to engage with grade-level work.

**Professional Development**
Professional development in 2025–26 will continue to prioritize the science of reading and differentiated support within Tier 1. All new K–2 teachers will be trained in LETRS, while coaches in Grades 3–8 will receive ongoing LETRS and Fishtank-aligned PD to support fidelity of implementation.

Coaching cycles will emphasize internalization of units, data-driven reteach planning, and supporting teachers to lead responsive reading instruction. Differentiated PD structures will also ensure that both new teachers and veteran staff have access to learning opportunities that build skill and address gaps.

**Strategic Priorities**

- **Strengthen Tier 1 Instruction:** Maintain focus on high-quality, grade-level instruction that integrates fluency routines (multisyllabic decoding, partner reading) and ensures lagging skills are addressed without removing students from core learning.
- **Invest in Lit Lab:** Launch a "Lit Lab" block as described above, ensuring consistent structures across all middle-school classrooms and aligning text supports to ELA unit objectives.
- **Use Data to Drive Differentiation:** Leverage DIBELS, i-Ready, and interim assessments to inform reteach and intervention cycles, ensuring students measurably progress toward proficiency.
- **Build Instructional Capacity:** Sustain a coaching structure that includes both regional and school-based instructional coaches, with targeted support for new teachers and instructional leaders.

**Looking Ahead**

At the start of the 2025–26 school year, grade 8 students began matriculating to KIPP Capital High School for the first time. As a result, the school will continue to prioritize vertical alignment to ensure students are ready to start high school strong and progress toward Regents readiness.

# GOAL 2: MATHEMATICS

All students at the KIPP Albany Community Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

## BACKGROUND

In 2024–25, the school prioritized strengthening math instruction across grades, with particular attention to Tier 1 responsiveness and addressing areas of underperformance in grades 3–8. As in 2023–24, we continue to use Illustrative Math across all grades, a problem-based curriculum that supports our inquiry-based approach and emphasizes conceptual understanding.

To measure student progress and proficiency in math, students take curriculum-embedded assessments from Illustrative Math that provide actionable insights into conceptual understanding and skill mastery. In addition, students in grades 3–8 participate in a regionally-created interim assessment per year, designed using released questions from the New York State tests, which both benchmarks student progress and prepares them for success on state assessments.

# ELEMENTARY AND MIDDLE MATHEMATICS

**Math Measure 1 - Absolute**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3–8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024–25 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | | Total Enrolled |
|---|---|---|---|---|---|---|---|---|---|
| | | Absent | Refusal | ELL/IEP | Admin Error | Medically Excused | Other Reason | Took Regents | |
| 3 | 66 | | | | | | 2 | | 68 |
| 4 | 71 | 2 | 1 | | | | 1 | | 75 |
| 5 | 80 | | 1 | | | | 1 | | 82 |
| 6 | 80 | 2 | 2 | | | 1 | 1 | | 86 |
| 7 | 70 | 1 | 2 | | | 1 | | | 74 |
| 8 | 65 | | 18 | | | | 3 | | 86 |
| All | 432 | 5 | 24 | | | 2 | 7 | | 470 |

Performance on 2024–25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students | | | Enrolled in At Least Their Second Year | | |
|---|---|---|---|---|---|---|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 66 | 16 | 24% | 49 | 12 | 24% |
| 4 | 71 | 13 | 18% | 56 | 11 | 20% |
| 5 | 80 | 17 | 21% | 51 | 11 | 22% |
| 6 | 80 | 9 | 11% | 39 | 6 | 15% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | 70 | 12 | 17% | 46 | 9 | 20% |
| 8 | 65 | 6 | 9% | 43 | 5 | 12% |
| All | 432 | 73 | 17% | 284 | 54 | 19% |

**Math Measure 2 - Absolute**

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

## METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024–25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024–25 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|---|---|---|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 432 | 51% | 32% | 15% | 2% |

$$PI = 0 * 51_{Level\ 1} + 1 * 32_{Level\ 2} + 2 * 15_{Level\ 3} + 2.5 * 2_{Level\ 4} = 67$$

**Math Measure 3 - Comparative**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2024–25 State Mathematics Exam

Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|---|---|---|---|---|
| | Charter School Students In At Least 2nd Year | | All District Students 2023–2024 | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 24% | 49 | 39% | 557 |
| 4 | 20% | 56 | 40% | 595 |
| 5 | 22% | 51 | 33% | 555 |
| 6 | 15% | 39 | 25% | 538 |
| 7 | 20% | 46 | 35% | 502 |
| 8 | 12% | 43 | 5% | 328 |
| All | 19% | 284 | 34% | 3,237 |

**Math Measure 4 - Comparative**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024–25 analysis is not yet available. This report contains 2023–24 results.[6]

2023–24 Mathematics Comparative Performance by Grade Level

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

| Grade | Percent Economically Disadvantaged | Mean Scale Score | | Effect Size |
|---|---|---|---|---|
| | | Actual | Predicted | |
| 3 | 85.7 | 434.0 | 445.9 | -0.84 |
| 4 | 90.5 | 438.0 | 447.2 | -0.58 |
| 5 | 86.3 | 427.0 | 443.3 | -1.19 |
| 6 | 80.5 | 429.0 | 445.5 | -1.17 |
| 7 | 81.9 | 436.0 | 450.3 | -0.97 |
| 8 | 80.6 | 439.0 | 442.5 | -0.22 |
| All | 84.3 | 433.6 | 445.8 | -0.84 |

**Math Measure 5 - Growth**

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

## METHOD

Given the timing of the state's release of Growth Model data, the 2024–25 analysis is not yet available. This report contains 2023–24 results, the most recent Growth Model data available.[7]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023–24 and also have a state exam score in 2022–23 including students who were retained in the same grade. Students with the same 2022–23 scores are ranked by their 2023–24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated schoolwide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023–24 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|---|---|---|
| | School | Target |
| 4 | 50.8 | 50.0 |
| 5 | 38.8 | 50.0 |
| 6 | 32.6 | 50.0 |
| 7 | 45.6 | 50.0 |
| 8 | 49.3 | 50.0 |
| All | 42.7 | 50.0 |

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

## MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready.

| i-Ready Math Median Percent Progress to Annual Typical Growth | |
|---|---|
| Elementary | 70% |
| Middle School | 108% |

## SUMMARY OF THE MATHEMATICS GOAL

The charter school did not achieve the five math goals in 2024–25. The absolute measure was not met, as only 19 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam, well below the 75 percent target. The school's aggregate PI on the state mathematics exam calculates to 67, which does not meet this year's MIP of 119.4 set forth in the state's ESSA accountability system. Comparatively, the charter school did not outperform the local district, with 19 percent of students enrolled for at least two years scoring proficient compared to the district's 34 percent overall in grades 3–8. Based on the 2023–24 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree, with an overall effect size of -0.84, below the target of 0.3. Finally, the school did not achieve the growth measure, as the 2023–24 mean unadjusted growth percentile in mathematics for students in grades 4–8 was 42.7, below the target of 50.

| Type | Measure | Outcome |
|---|---|---|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3–8. | No |
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | No |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | No |

| | | |
|---|---|---|
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | No |
| Growth | Each year, under the state's growth model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4–8 will be above the target of 50. | No |

## EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the measures were achieved in 2024–25. Statewide NYS 3–8 math assessment results have been posted; however, updates may still be made as scores are verified. For this reason, we are comparing to the district's 2023–24 proficiency rates in math.

**Measure 1: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.**
The charter school did not meet this measure. Overall, 19% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 5 was the highest at 22% scoring at levels 3 and 4, while Grade 8 was the lowest at 12%.

**Measure 2: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP.**
The charter school did not meet this measure, with an aggregate performance index of 67, below the target measure of interim progress of 119.4.

**Measure 3: The charter school students enrolled for 2 or more years will outperform the local district in similar grades.**
The charter school did not meet this measure, with 19% Proficient compared to the district's 34% overall in grades 3–8 based on 2023–24 results.

**Measure 4: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis.**
The charter school did not meet this measure, as the most recent data available from 2023–24 show an overall effect size of -0.84.

**Measure 5: Under the state's growth model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4–8 will be above the target of 50.**
The charter school did not meet this measure. The most recent data available from 2023–24 show a mean unadjusted growth percentile of 42.7.

## MATHEMATICS ACTION PLAN

**Curriculum and Instruction**

In 2025–26, we will continue to implement Illustrative Math across all grades. Illustrative Math's problem-based design aligns with our inquiry-based approach and emphasis on conceptual understanding, ensuring students engage deeply with mathematical concepts and develop multiple strategies to solve problems. Building on the progress made in 2024–25, we will refine implementation by strengthening lesson internalization processes, aligning fluency work with unit objectives, and embedding targeted supports within Tier 1 classrooms to address skill gaps without removing students from grade-level learning.

**Assessment and Data Use**

Students will continue to take curriculum-embedded assessments from Illustrative Math that measure conceptual understanding and problem-solving. In grades 3–8, students will also participate in regionally created interim assessments administered once per year, designed using released questions from the New York State tests. Teachers and coaches will deepen their use of this assessment data to plan responsive reteach cycles, differentiate instruction, and monitor progress. The goal for 2025–26 is to ensure every student's performance is closely tracked through both unit assessments and interim benchmarks, so that instructional adjustments are timely and targeted.

**Professional Development**

Professional development in 2025–26 will focus on improving teacher capacity to deliver high-quality, problem-based instruction aligned to Illustrative Math. Differentiated summer PD will provide new teachers with foundational training on curriculum routines and inquiry-based pedagogy, while returning staff will focus on data-driven reteach planning and responsive instruction. Throughout the year, coaching cycles will emphasize lesson internalization, pacing, and facilitation of math discourse. A strengthened leadership structure, including a director of elementary math and a director of middle school math, will continue to support assistant principals, instructional coaches, and teachers, ensuring coherence and consistency of math instruction across campuses.

**Strategic Priorities**

- **Strengthen Tier 1 Instruction:** Ensure students engage with grade-level problem-solving tasks while addressing foundational skill gaps through embedded supports and math lab structures.

- **Invest in Fluency and Automaticity:** Expand and standardize math labs to provide consistent fluency practice aligned to Illustrative Math units.

- **Data-Driven Differentiation:** Deepen the use of curriculum assessments and interim assessments to drive reteach planning and targeted intervention.

- **Grow Instructional Leadership Capacity:** Provide differentiated PD and coaching for teachers and leaders, leveraging regional and school-based math coaches to ensure consistent, high-quality instruction across classrooms.

# GOAL 3: SCIENCE

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

## BACKGROUND

We continue to use Amplify Science for students in kindergarten through Grade 7 at KIPP Capital schools, ensuring students build a strong foundation in scientific inquiry and knowledge aligned to the Next Generation Science Standards. In Grade 8, we previously required all students to take the Living Environment Regents exam. Beginning in 2025–26, this course has been phased out and replaced with the Earth and Space Science Regents exam, reflecting statewide changes in Regents science requirements.

With the launch of our high school, a new director of STEM provides oversight and support for the Grade 8 Regents course, ensuring alignment between middle and high school expectations. To further strengthen science instruction, we have identified and provided a stipend to a strong teacher to serve as the Science Curriculum Fellow. This fellow is responsible for developing scope and sequence materials, coordinating test preparation resources, and leading science-specific professional development, including Regents-focused PD for teachers. At ACCSM, this work is being led by an experienced teacher, who is also running content-specific sessions to ensure consistent instruction and preparation across classrooms.

## ELEMENTARY AND MIDDLE SCIENCE

**Science Measure 1 - Absolute**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5$^{th}$ and 8$^{th}$ grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

# 2024–25 Accountability Plan Progress Report

Charter School Performance on 2024–25 State Science Exam
By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2nd Year | | |
|---|---|---|---|
| | Number Tested | Number Proficient | Percent Proficient |
| 5 | 51 | 9 | 18% |
| 8 | N/A | N/A | N/A |
| All | 51 | 9 | 19% |

**Science Measure 2 - Comparative**

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2024–25 State Science Exam
Charter School and District Performance by Grade Level

| | Charter School Students in at Least 2nd Year | | | All District Students 2023–24 | | |
|---|---|---|---|---|---|---|
| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 5 | 51 | 9 | 18% | 550 | 129 | 23% |
| 8 | | | | | | |
| All | 51 | 9 | 18% | 550 | 129 | 23% |

## Summary of the Elementary/Middle Science Goal

In 2024–25, the charter school tested 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 18 percent of students in 5th grade achieved proficiency on the first NYS Science 5 exam. 26 percent of the students tested earned a score of 65 or above on the Regents.

| Type | Measure | Outcome |
|---|---|---|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | No |

| | | |
|---|---|---|
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | No |

## EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2024–25. At the time of this report's submission, the science results for the district and state have not been made public so we can only report on our performance as compared to the district's results in 2023–24.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 5 & 8 exam.
    - The charter school did not meet this measure. Overall, 18% of students enrolled in 2+ years demonstrated proficiency on the science 5 assessment. Thirty-nine grade 8 students took the Living Environment Regents, with 26% passing with a score of 65 or higher.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades. As compared to the district's 2023–24 pass rates, the charter school did not outperform the district, with 18% of 5th grade students scoring proficient. The school did slightly outperform the district's performance on the Living Environment Regents; only 22% of district students passed with a score of 65 or higher in 2023–24, compared to the school's 26% in 2024–25.

## ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

| Grade | Year | Regents Exam | Number Tested | Number Passing | Percent Passing |
|---|---|---|---|---|---|
| 8 | 2023–24 | Living Environment | 55 | 21 | 38% |
| 8 | 2024–25 | Living Environment | 39 | 10 | 26% |

## ACTION PLAN

**Curriculum and Instruction**

In 2025–26, we will continue to implement Amplify Science in Grades K–7 to provide a coherent, NGSS-aligned curriculum that builds foundational scientific knowledge and inquiry skills. In Grade 8, students will transition from the Living Environment Regents to the newly required Earth and Space Science Regents exam, ensuring alignment with statewide changes in science requirements.

**Assessment and Data Use**

Students in Grades K–7 will continue to engage with curriculum-embedded Amplify Science assessments, while Grade 8 students will participate in Regents-aligned unit assessments and practice exams. The Region as created a new stipended position called a science curriculum fellow, who will lead the development of a scope and sequence for Regents test preparation, ensuring teachers have access to pacing guides, released test questions, and data protocols to track mastery. Assessment results will be reviewed regularly at the school and regional level to inform reteach plans and targeted student support.

**Professional Development**

Professional development in 2025–26 will focus on equipping science teachers to deliver rigorous, Regents-aligned instruction. At the middle school level, teachers will receive Regents-focused PD sessions, including content-specific workshops and collaborative planning led by the Science Curriculum Fellow. The new director of STEM at the high school level will provide additional support for vertical alignment, ensuring that Grade 8 instruction prepares students for advanced science pathways. Ongoing coaching will emphasize hands-on investigation, scientific discourse, and data-driven adjustments to instruction.

**Strategic Priorities**

- **Support the Regents Transition:** Successfully implement the transition to the Earth and Space Science Regents, ensuring students and teachers are prepared for the new assessment requirements.

- **Strengthen Instructional Capacity:** Utilize the Science Curriculum Fellow to provide teachers with high-quality resources, PD, and coaching aligned to Regents expectations.

- **Align Middle and High School Science:** Leverage the new Director of STEM to ensure vertical coherence between Grades 8–12 and establish strong foundations for advanced coursework.

- **Data-Driven Test Preparation:** Use unit assessments, practice exams, and Regents-aligned data protocols to drive reteach and intervention strategies in Grade 8.

# GOAL 4: ESSA

**ESSA Measure 1**

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

| Year | Status |
|---|---|
| 2022–23 | Good standing |
| 2023–24 | Good standing |
| 2024–25 | Not yet available |

## ADDITIONAL CONTEXT AND EVIDENCE

While the school's report card for 2024–25 is not yet available, the school was in good standing during the previous two school years.