



Buffalo United Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 19, 2018

By Buffalo United Charter School

Board of Trustees

325 Manhattan Avenue

Buffalo, NY 14214

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Andrew Freedman	Office: President Committees: Complaint, Personnel, Planning Task Force
Kim DeJesus	Office: Vice President Committees: Complaint, Personnel, Planning Task Force, Scholarship
Ted Purvis	Office: Treasurer Committees: Finance, Scholarship, Wrap-Around Services
Kathy Wood	Office: Secretary Committees: Personnel
Arthur Traver	Office: Trustee Committees: Finance, Wrap-Around Services
Michael Ford	Office: Trustee Committees: N/A

Patty Zika has served as the interim school leader since September 2018.

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Buffalo United Charter School (Buffalo United or BUCS) opened in the fall of 2003. We started by serving 234 students in grades K-4. We currently serve 610 students in grades K-8, of whom 92.8 percent qualify for free and reduced-price lunch.

Our mission is to offer families and students a public charter school which, focuses on high academic achievement and instills a sense of family, community, and leadership within all of our students.

Since 2003 our mission has never wavered, and we remain faithful to our key design elements:

- Academic Excellence. We believe a high-quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Achievement may look different for each individual student, but our goal is to prepare every child for college. With that in mind, Buffalo United's academic program is designed to meet the Common Core State Standards and relevant New York State Learning Standards and to ensure that students master the specific skills and knowledge in each content area at each grade level. To complement the strong academic program, Buffalo United students also benefit from a wrap-around program provided by the Boys & Girls Clubs of Buffalo (BGCB). The BGCB program is interwoven into the fabric of our school. It provides multiple opportunities for our students to learn and grow in a safe and supportive environment that is wrapped into the school day. BGCB teaches children the skills needed to build positive lives, attitudes and behavior through academic enrichment, youth development and family engagement.
- Strong Parent Relationships. We are committed to fostering strong partnerships with parents. Parents are encouraged to make a voluntary commitment at the beginning of each school year to a parent-student-teacher compact that affirms support for Buffalo United's mission, vision, policies and activities. We actively engage parents in their children's learning and have an "open door" policy where parents are welcome in the school at any time.
- Accountability. Buffalo United staff, students and parents are responsible for their actions and results. We understand that it is essential for all three groups to work together to ensure students' educational success.
 - *Staff:* Our staff understands that student learning is an adult responsibility, and leadership and staff are committed to creating a scholarly environment by setting high expectations for instruction to ensure that our students are college-ready. Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, and student level. This enables us, to hold teachers accountable for student learning results.
 - *Students:* A critical component of the parent-teacher-child partnership is the role the child plays in his or her academic success. From kindergarten through the 8th grade, Buffalo United students are taught to act responsibly and take accountability for their actions, both positive and negative. Each day during morning announcements, students recite the BUCS Bully Blocker's Pledge and Student Creed. The Student Creed states: "I am a Buffalo United student. I strive to achieve academic excellence. I exemplify high moral character. I strive to realize my potential. I work diligently to prepare for the future."
 - *Parents:* We encourage parents and families to be involved in their child's education

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because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child’s education because it is crucial to maintaining the school culture we desire.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	74	82	75	77	62	77	78	76	75	-	-	-	-	676
2014-15	65	82	104	78	77	78	80	75	75	-	-	-	-	714
2015-16	74	78	81	101	79	78	74	76	77	-	-	-	-	718
2016-17	67	73	79	82	98	85	70	78	70	-	-	-	-	702
2017-18	56	58	71	78	75	76	72	59	65	-	-	-	-	610

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts:

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of curricular tools in the classroom. We will continue to provide our staff with training and support.

Goal 1: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

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according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	76	0	0	0	3	79
4	69	0	0	0	6	75
5	72	0	0	1	5	78
6	66	0	0	1	8	75
7	49	1	0	0	10	59
8	61	0	0	0	4	66
All	393	1	0	2	36	432

RESULTS AND EVALUATION

In 2017-18, 29 percent of students enrolled in at least their second year achieved proficiency on the New York State ELA exam. This is less than 75 percent, therefore, this goal was not met. Performance was similar across all grades.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	24%	76	28%	58
4	29%	69	30%	57
5	28%	72	29%	65
6	30%	66	31%	52
7	24%	49	30%	40
8	26%	61	26%	58
All	27%	393	29%	330

ADDITIONAL EVIDENCE

Buffalo United is making progress toward this goal, as the percent of students enrolled in at least their second year achieving proficiency on the New York State ELA has increased. From 2015-16 to 2017-18, it increased by 4 percentage points.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33.3%	75	29.3%	65	28%	58
4	19.0%	58	31.1%	74	30%	57
5	19.7%	61	24.6%	57	29%	65
6	23.2%	56	8.1%	49	31%	52
7	20.7%	58	17.5%	63	30%	40
8	28.3%	60	26.1%	46	26%	58
All	24.5%	368	23.4%	354	29%	330

Goal 1: Absolute Measure

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.

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 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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

RESULTS AND EVALUATION

Brooklyn Excelsior's Performance Index (PI) on the New York State ELA exam was 94.4, falling below the state's Measure of Interim Progress (MIP) of 100 by 5.6 points. Therefore, this goal was not met.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
393	35.9%	37.2%	20.6%	6.4%

$$\begin{aligned}
 \text{PI} &= 37.2 + 20.6 + 6.4 = 64.2 \\
 &+ 20.6 + 6.4 = 27 \\
 &+ (.5) * [6.4] = 3.2 \\
 \text{PI} &= 94.4
 \end{aligned}$$

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Goal 1: Comparative Measure

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.

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.²

RESULTS AND EVALUATION

The percent of students enrolled in at least their second year achieving proficiency on the New York State ELA exam exceeded the local district by 9 percentage points. Therefore, this goal was met. Additionally, this goal was met in all grades except third grade.

2017-18 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 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	28%	58	32%	2435
4	30%	57	23%	2314
5	29%	65	16%	2192
6	31%	52	25%	1956
7	30%	40	18%	1943
8	26%	58	25%	1952
All	29%	330	23%	12792

ADDITIONAL EVIDENCE

For the past three years, the percent of students enrolled in at least their second year achieving proficiency on the New York State ELA exam has exceeded the local district.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	33.3%	20%	29.3%	18.1%	28%	32%
4	19.0%	16%	31.1%	18.3%	30%	23%
5	19.7%	15%	24.6%	15.0%	29%	16%
6	23.2%	15%	8.1%	15.4%	31%	25%
7	20.7%	14%	17.5%	19.8%	30%	18%
8	28.3%	18%	26.1%	20.0%	26%	25%
All	24.5%	16%	23.4%	17.8%	29%	23%

Goal 1: Comparative Measure

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.

METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2016-17, Buffalo United’s effect size on the state ELA exam was -0.17, which is lower than expected. Therefore, this goal was not met. At the grade level, this goal was met in third grade.

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2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	96.3	78	32	26.2	5.8	0.33
4	92.7	89	26	25.7	0.3	0.02
5	93.4	73	19	19.7	-0.7	-0.05
6	93.8	63	8	16.5	-8.5	-0.72
7	100.0	71	15	22.1	-7.1	-0.42
8	93.8	54	24	30.2	-6.2	-0.35
All	95.0	428	21.2	23.4	-2.2	-0.17

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

Over the past three years, Buffalo United has not met this measure in ELA. Year-over-year, the effect size declined by 0.19.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	92.4	447	13.7	15.2	-0.13
2015-16	3-8	94.0	442	22.2	22.0	0.02
2016-17	3-8	95.0	428	21.2	23.4	-0.17

Additionally, we also evaluated Buffalo United's performance using a regression analysis based on average scaled score. Average scaled score helps capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric ends up being a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis of student scaled scores shows that the schools has a slightly higher, though still below zero, effect size compared to CSI's regression analysis.

	ELA Scaled Score Regression		
	2014-15	2015-16	2016-17
CSI Proficiency Regression	-0.13	0.02	-0.17
Scaled Score Regression	0.36	0.21	-0.11

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Goal 1: Growth Measure³

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

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide 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.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In 2016-17, the mean student growth percentile on the ELA state exam was 66.5, exceeding the goal of 50.0 by 16.5 percentile points. All grades except sixth grade met the goal, and the mean student growth percentile in sixth grade was 0.5 points away from 50.0.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	66	50.0
5	76	50.0
6	49.5	50.0
7	71.5	50.0
8	68.5	50.0
All	66.5	50.0

ADDITIONAL EVIDENCE

From 2015-16 to 2016-17, the mean student growth percentile in ELA increased by 17 percentile points.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	48.5	42	66	50.0
5	54	47.5	76	50.0
6	51.5	54	49.5	50.0
7	40.5	51.5	71.5	50.0
8	61.5	53	68.5	50.0
All	51.5	49.5	66.5	50.0

Goal 1: Optional Measure

Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in reading as measured by beginning-of-year to end-of-year learning growth in grades K-2.

METHOD:

This measure examines the growth of K-2 students, as measured by the NWEA MAP test. Student growth is compared to the national norm for students across the country. The percentage of students meeting growth is compared to the national norm and evaluated for the percentile of students meeting their growth targets.

RESULTS AND EVALUATION:

This goal was not met in any grades.

K: 33

1: 50

2: 4

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Buffalo United met two of the six measures listed below. Using 2016-17 results, the school met its measure referencing the state's Growth Model after not meeting it the year prior by exceeding the target by 16.5 percentile points. In addition, the school is making progress on meeting the first absolute measure listed as second year students achieving proficiency on the New York State ELA has increased from 2015-16 to 2017-18 by 4 percentage points.

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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.	Not Met
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.	Not Met
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Not Met
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. (Using 2016-17 results.)	Met
Growth	Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in reading as measured by beginning-of-year to end-of-year learning growth in grades K-2.	Not Met

ACTION PLAN

- *AimswebPlus* will be used to identify struggling students who will then receive additional interventions. We will also use this tool to measure the progress of students who are in the bottom quartile. The program will support school efforts in screening, progress monitoring, and data management.
- *Corrective Reading* and *Reading Mastery* will be utilized to help students below grade level in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. *Reading Mastery* and *Corrective Reading* use direct instruction to help students master vital decoding and comprehension skills.
- *R.A.C.E* is a writing acronym that stands for *Restate, Answer, Cite, and Explain*. This acronym will be used school-wide to assist students with writing proper short responses in ELA, science, and social studies. Teachers will utilize ELA Reading Responses in homework assignments with question stems that align to the appropriate common core standard.
- In 2018-19, we will have an ELA Coach. The ELA Coach will support teachers in utilizing data to drive instruction, assist in planning instruction, and to ensure the skills being taught align with the common core standards.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

The school will be proficient in Mathematics.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessments, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of curricular tools in the classroom. We will continue to provide our staff with training and support.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	75	0	0	1	3	79
4	69	0	0	0	6	75
5	73	0	0	1	3	77
6	65	0	0	1	9	75
7	53	0	0	0	6	59
8	34	1	0	0	8	65
All	369	1	0	3	35	430

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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RESULTS AND EVALUATION

In 2017-18, 26 percent of students enrolled in at least their second year achieved proficiency. This is well below the goal of 75 percent, and therefore, it was not met. Third and fourth grades have the highest proficiency rates and are the closest to meeting this goal.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41%	75	46%	57
4	38%	69	40%	57
5	26%	73	27%	66
6	9%	65	8%	50
7	15%	53	18%	44
8	0%	34	0%	32
All	24%	369	26%	306

ADDITIONAL EVIDENCE

Over the past three years, the percent of students enrolled in at least their second year achieving proficiency has increased. This shows the progress Buffalo United is making towards meeting this goal.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29.9%	77	46.0%	75	46%	57
4	14.0%	57	29.3%	90	40%	57
5	27.9%	61	23.6%	71	27%	66
6	31.6%	57	21.3%	60	8%	50
7	14.0%	57	11.3%	69	18%	44
8	25.9%	58	0.0%	27	0%	32
All	24.3%	367	25.0%	392	26%	306

Algebra Regents Exam

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
Algebra Regents	N/A	N/A	N/A	N/A	22%	23

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Goal 2: Absolute Measure

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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

RESULTS AND EVALUATION

In 2017-18, Buffalo United's Performance Index (PI) in math was 81.7, falling below the state's Measure of Interim Progress (MIP) of 101. Therefore, this goal was not met.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
369	45.8%	29.1%	16.8%	7.6%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 29.1 & + & 16.8 & + & 7.6 & = & 53.5 \\
 & & & & 16.8 & + & 7.6 & = & 24.4 \\
 & & & & & + & (.5)*[7.6] & = & 3.8 \\
 & & & & & & \text{PI} & = & 81.7
 \end{array}$$

Goal 2: Comparative Measure

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 the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

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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.⁶

RESULTS AND EVALUATION

In 2017-18, the percent of students enrolled in at least their second year achieving proficiency on the state math test exceeded the local district's proficiency rate by 5 percentage points.

2017-18 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 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	46%	57	31%	2501
4	40%	57	20%	2389
5	27%	66	18%	2176
6	8%	50	22%	1978
7	18%	44	19%	1880
8	0%	32	14%	1882
All	26%	306	21%	12806

ADDITIONAL EVIDENCE

For the past three years, Buffalo United has met this goal. Performance has remained the strongest in third and fourth grades.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	29.9%	20%	45.3%	22.1%	46%	31%
4	14.0%	18%	25.6%	18.4%	40%	20%
5	27.9%	18%	18.3%	18.7%	27%	18%
6	31.6%	17%	21.7%	20.1%	8%	22%
7	14.0%	12%	10.1%	14.6%	18%	19%
8	25.9%	10%	0%	7.5%	0%	14%
All	24.3%	16%	23.0%	17.2%	26%	21%

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Goal 2: Comparative Measure

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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18, Buffalo United's effect size was 0.02, which is slightly higher than expected. This is less than the effect size goal of 0.3 or above, and therefore, this goal was not met. At the grade level, this goal was met in third grade.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	96.3	75	45	31.3	13.7	0.67
4	92.7	90	26	25.2	0.8	0.04
5	93.4	71	18	23.9	-5.9	-0.35
6	93.8	60	22	18.9	3.1	0.20
7	100.0	69	10	12.9	-2.9	-0.17
8	93.8	27	0	12.0	-12.0	-0.73
All	95.0	392	23.0	22.1	0.9	0.02

School's Overall Comparative Performance:

Slightly higher than expected

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ADDITIONAL EVIDENCE

Since 2014-15, the effect size in ELA has improved, although there was a slight decline from 2015-16 to 2016-17.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	88.7	460	19.2	21.2	-0.10
2015-16	3-8	94.0	441	22.6	20.9	0.10
2016-17	3-8	95.0	392	23.0	22.1	0.02

We also evaluated Buffalo United's performance using a regression analysis based on average scaled score. Average scaled score helps capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric ends up being a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis using average student scaled scores shows that the effect size at Buffalo United is just slightly above expected.

	Math Scaled Score Regression		
	2014-15	2015-16	2016-17
CSI Proficiency Regression	-0.1	0.10	0.02
Scaled Score Regression	0.54	0.35	0.03

Goal 2: Growth Measure⁷

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

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

In 2016-17, the mean student growth percentile in math was 63, exceeded the state goal of 50.0 by 13 percentile points. Growth was very high in fourth, fifth, and eighth grade.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	74	50.0
5	78	50.0
6	39.5	50.0
7	48.5	50.0
8	76.5	50.0
All	63	50.0

ADDITIONAL EVIDENCE

Since 2014-15, the mean student growth percentile in ELA has increased by 11.5 percentile points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	65.5	48	74	50.0
5	52	46	78	50.0
6	32.5	53	39.5	50.0
7	41.5	39.5	48.5	50.0
8	45.5	60.5	76.5	50.0
All	51.5	49.5	63	50.0

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Goal 2: Optional Measure

Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in mathematics as measured by beginning-of-year to end-of-year learning growth in grades K-2.

METHOD:

This measure examines the growth of K-2 students, as measured by the NWEA MAP test. Student growth is compared to the national norm for students across the country. The percentage of students meeting growth is compared to the national norm and evaluated for the percentile of students meeting their growth targets.

RESULTS AND EVALUATION:

This goal was only met in kindergarten and second grade. Therefore, this goal was not met.

- K: 82
- 1: 27
- 2: 73

SUMMARY OF THE MATHEMATICS GOAL

Buffalo United met two of the six measures listed below. Using 2016-17 results, the school met its measure referencing the state’s Growth Model after not meeting it the year prior by exceeding the target by 13 percentile points. In addition, the school is making progress on meeting the first absolute measure listed as second year students achieving proficiency on the New York State ELA has increased each year over the last three years.

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.	Not Met
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.	Not Met
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.	Met
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 small degree) according to a regression analysis	Not Met

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	controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	
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. (Using the 2016-17 results.)	Met
Growth	Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in mathematics as measured by beginning-of-year to end-of-year learning growth in grades K-2.	Not Met

ACTION PLAN

- BUCS will add **Math Stories** in 3-5 math instruction for 2018-2019. This is a math routine that helps students develop number sense and master the CCLS. Students in grades K-2 will continue to build on the **Number Stories** that were utilized last year. This routine will help students develop number sense.
- Our instructional professionals are using iReady instruction materials in conjunction with our curricular tools, Math Expressions and Big Ideas, to provide additional instructional opportunities for priority material emphasized in New York State standards.
- We are providing teachers with a standards-based scope and sequence pacing guide as in ELA.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in Science

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSL) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school's science curriculum.

Goal 3: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level

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and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In 2017-18, 65 percent of students enrolled in at least their second year achieved proficiency on the New York State science exam. This is 10 percentage points less than the goal, and therefore, this was not met. At the grade level, this goal was met in fourth grade.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88%	74	90%	61
8	39%	59	38%	56
All	66%	133	65%	117

ADDITIONAL EVIDENCE

Since 2015-16, the percent of students enrolled in at least their second year achieving proficiency on the New York State science exam increased by 4 percentage points. Buffalo United is on a positive trend toward meeting this goal.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	71.7%	60	80.1%	72	90%	61
8	50.0%	62	30.0%	50	38%	56
All	60.7%	122	59.8%	122	65%	117

Goal 3: Comparative Measure

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.

METHOD

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. Given the timing of the state's release of district

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science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

Buffalo United met this goal in 2017-18. The percent of students enrolled in at least their second year achieving proficiency on the New York State science exam exceeded the local district proficiency rate by 19 percentage points. This goal was also met in both fourth and eighth grade.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	90%	61	64%	2284
8	38%	56	24%	1895
All	65%	117	46%	4179

ADDITIONAL EVIDENCE

Buffalo United has met this goal the past two years.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	71.7%	67%	80.1%	64%	90%	
8	50.0%	28%	30.0%	24%	38%	
All	60.7%	48%	59.8%	46%	65%	

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

In 2017-18, Buffalo United did not meet its absolute measure for science but is on a positive trend towards meeting it with a 5 percent increase since the previous year. The school met the comparative science measure by exceeding the local district proficiency rate by 19 percentage points.

Type	Measure	Outcome
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 examination.	Not Met
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.	Met

ACTION PLAN

- We are **implementing** a new curricular tool for middle school science, STEMScopes, to improve our 8th grade science proficiency.
- We also plan to add more hands-on science experiments for our middle school students.
- BUCS is reviewing lesson plans to ensure that teachers are providing instruction on priority science standards in all grades.

GOAL 4: ESSA

Goal 4: ESSA

See absolute measure.

Goal 4: Absolute Measure

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

METHOD

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

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RESULTS AND EVALUATION

In 2017-18, Buffalo United earned 'Good Standing' and met the charter goal.

ADDITIONAL EVIDENCE

Buffalo United has met this goal for the past three years.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5:

The school will be organizationally viable and financially sound.

Goal 1: Measure 1

Each year, the school will average a student attendance rate at or above 93%.

METHOD

The student attendance rate is determined using the school’s Average Daily Attendance during the 2017-18 school year.

RESULTS

For 2017-18, the student attendance rate for Buffalo United Charter School was 91.5% percent.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	91.0%
2	92.6%
3	91.3%
4	92.5%
5	90.7%
6	91.3%
7	93.3%
8	91.2%
Overall	91.5%

EVALUATION

With an attendance rate of 91.5% percent, Buffalo United Charter School did not meet the stated measure.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	92.5%
2016-17	90.8%
2017-18	91.5%

Goal 5: Measure 2

Each year, the school will receive an unqualified audit from an independent certified public accounting firm hired by the Board of Trustees.

METHOD

Buffalo United Charter School will retain an independent certified accounting firm to review the school's financial transactions during the 2017-18 school year.

RESULTS

Buffalo United has contracted with an independent certified public accounting firm to complete an audit of the 2017-18 school year. This audit is in process and will be submitted to CSI on or before November 1, 2018.

EVALUATION

Buffalo United has contracted with an independent certified public accounting firm to complete an audit of the 2017-18 school year. This audit is in process and will be submitted to CSI on or before November 1, 2018.

Goal 5: Measure 3

Each year, the school's Board of Trustees will assess the performance of its education management partner. The review will be used to identify the management partner's successes and opportunities to improve its future performance, as well as ensure the Board and management partner's relationship is effectively serving the school.

METHOD

The Buffalo United Charter School Board of Trustees will assess the performance of its education management partner.

RESULTS

The Board of Trustees were developing a new evaluation tool during the 2017-18 school year, and therefore did not conduct an evaluation of its educational management partner.

EVALUATION

Buffalo United Charter School did not meet this measure.

Goal 5: Measure 4

Each year, the school's Board of Trustees will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

METHOD

Throughout the school year, the Board of Trustees are presented with a number of issues which require legal review. Policies, documents, and issues are shared with the Board's independent legal counsel for analysis and recommendations.

RESULTS

The Board appointed its legal counsel during its annual meeting. The Board's legal counsel thoroughly reviewed all issues and provided the Board with timely and thoughtful responses to aid in its decision-making.

EVALUATION

The Board successfully met this measure in 2017-18.

Goal 5: Measure 5

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

METHOD

In consultation with its legal counsel, Buffalo United Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

RESULTS

In consultation with its legal counsel, Buffalo United Charter School was in full compliance with all applicable state and federal laws, rules, and regulations.

EVALUATION

Buffalo United met this goal by being compliant with all applicable state and federal laws, rules, and regulations.