

South Buffalo Charter School



2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By David Ehrle

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

David Ehrle, Principal, prepared this 2018-2019 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Chris Schafer	President Committees – Finance, Facilities
Anne Marie Tryjankowski	Vice President Committees – Personnel, Academic
Kathy Linhardt	Secretary Committees – Facilities, Personnel
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David Ehrle has served as the Principal since July of 2017.

The South Buffalo Charter School (SBCS) received approval in 1999 from the New York State Board of Regents. In the fall of 2000, the school was housed in Buffalo Public School 29, which was also occupied by the South Buffalo Community Center, the South Buffalo Grief Center and the South Buffalo Senior Center. The South Buffalo Charter School is currently located at 154 South Ogden Street, in the city of Buffalo, New York and primarily receives students who live in the surrounding communities. SBCS serves students grades K-8 and the student body is composed of varying ethnic and socio-economic backgrounds, reflecting the multicultural diversity from the community. Well over 90% of our students receive free or reduced lunch, illustrating the socio-economic needs of our families. The students reflect a broad spectrum of learning styles and learning needs. SBCS strives to build a composite class that represents the multifaceted dimensions of our society.

SBCS's mission states that South Buffalo Charter School is a collaborative learning community. Our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. We are dedicated to creating students that are prepared for the 21st century through an environment that encompasses character education, technology integration, and rigorous academics.

As set forth in the school's mission statement, we will focus on learning and increase student achievement through the following key elements:

- Collaborative Learning Community will focus on:
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
 - Pyramid of Intervention
- Standards-Based Curriculum
- SBCS continues to evaluate and align the curriculum. Grade level teams implement curriculum mapping and vertical planning to develop quality curricula designed to meet or exceed the New York State's Next Generation Learning Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
- The instructional program is enhanced through multi-media classrooms. These rooms may include some or all of the following equipment: computers, resident PCs, rovers, LCD projectors, document cameras, one-to-one student chromebooks, interactive tablets, iPads and Kindles. In addition, mobile labs and printers, video cameras and digital cameras are available for classroom use. DVD players are integrated into the classroom rovers. Technology is an essential element of the ability of staff to meet student needs. Teachers and staff utilize eDoctrina. The student information system is Power School. AIMSweb and STAR Early Literacy, Reading and Math are used for data management and analysis. Teachers have the ability to use Google Classroom as an online learning management system.
- Character Education

- SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control, honesty, determination, and teamwork.
- Extended Day and School Year
 - Research shows that an extended school day and school year can result in an improvement of student achievement through increased instructional time. The school day at SBCS is no less than seven hours, between one and a half to two hours longer than the New York State requirement. Teachers and staff are required to be in attendance for no less than eight hours. Student's attend school for over seven hours. The student day consists of almost seven hours of instructional time and a social lunch period. The additional staff time is used for planning and professional development. The school year at SBCS is between ten and fifteen days longer than the New York State requirement of 180 days. The students in attendance for about ten additional days beyond the New York State requirements and the teachers attend additional days for professional development purposes prior to student attendance.
- Professional Development
 - Job-embedded professional development is a vital component of SBCS's dedication to the improvement of teaching and learning. Professional Development is integrated into the school day through common planning/data meetings where teacher receive support from the Leadership and Instructional Teams and outside consultants. In addition, no less than ten dedicated Professional Development and/or Superintendent Conference Days are included in the school calendar. Teachers and staff are also encouraged to attend Professional Development conferences outside school offerings.
- Parent/Guardian Involvement and Engagement SBCS offers the following opportunities to foster the home/school connection:
 - Open Enrollment Open House
 - Welcome Back Picnic
 - Open House
 - Parent Teacher Conferences
 - School Website and Teacher Webpages
 - Social Media (School Facebook Page)
 - Power School parent portal
 - Teacher use of the Remind app and Class Dojo
 - Teacher/Administrator correspondence via email, phone and in person
 - One Call
 - Moving-Up Ceremonies
 - Kindergarten Screening
 - Student Support Team
 - Student Recognition Events

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- Monthly Town Hall Meetings
- Evening Family Events (movie nights, STEAM night, Talent Show, School Musical)
- Open Board Meetings
- Parent Satisfaction Survey

SBCS has developed annual goals and objectives in accordance with the Charter School Institute and New York State Education Department, to fulfill its mission to increase student achievement and learning. The school's annual progress report measures the extent to which we met the goals and objectives for 2018-2019 and provides a set of goals and objectives for the next academic year and beyond. It benchmarks our move towards excellence in achieving our mission.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	99	91	103	100	97	77	78	79	76	X	X	X	X	800
2015-16	98	103	104	103	100	96	100	88	82	X	X	X	X	877
2016-17	105	103	104	99	102	98	100	90	92	X	X	X	X	893
2017-18	99	107	96	99	93	103	98	91	86	X	X	X	X	872
2018-19	100	99	101	97	97	98	100	98	90	X	X	X	X	880

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient in the ELA skills of Reading and Writing and Listening and Speaking and will make continuous yearly progress toward mastery of their ELA skills.

BACKGROUND

Throughout the 2018-19 school year, the focus of curriculum work was to continue fully integrate the Common Core Learning Standards into the ELA and Social Studies curriculum. Grades K-2 utilize *The Fountas & Pinnell Classroom™ Guided Reading Collection* which is a small-group instructional context in which the teacher supports each reader's processing of new challenging texts with using thousands of exquisite original texts and lessons for grades K-2. This context is implemented in a small-group setting for teachers to support each reader's development of their systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. Grades K-8 utilize the Lucy Calkins Units of Study in Writing Program. Grades K-8 supports explicit instruction in opinion/argument, information, and narrative writing and provide rich opportunities for practice. Teachers use learning progressions to observe and assess students' writing, to develop students' use of self-

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monitoring strategies and set them on trajectories of growth. Provides teachers crystal-clear advice and on-the-job support for teaching efficient and effective writing workshops. Provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened. Supports explicit instruction in reading skills and strategies and offers extended time for reading. Provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work. Gives teachers on-the-job guidance in powerful reading workshop teaching. Grades 3-6 utilize Lucy Calkins Reading Workshop is comprised of three components that work together to teach children skills, strategies, and behaviors that will help them grow as readers. Its structure supports children’s development because it incorporates both demonstration, guided practice, and individual practice. Many of the best practices utilized in K-4 were bridged into the ELA instruction in grades 5-8 among other grade level appropriate ELA pedagogy. This included a focus on comprehension and the integration of ELA across all content areas. SBCS administered several different assessments throughout the year for various grade levels including benchmark assessments; NYS grades 3-8 ELA assessments, Star Reading,AIMSweb, Fountas and Pinnell, and teacher created assessments. Professional development was provided in Leveled Literacy Intervention, and classroom instruction, and co-teaching. The school’s curriculum, assessment and data administrator scheduled professional development sessions for instructional staff on a variety of best practices. Teachers and support staff also attended internal and external additional professional development opportunities

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 2019. 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 (defined as enrolled by BEDS day of the previous school year).

2018-19 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	96	0	0	0	2	98

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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4	95	0	0	2	0	97
5	95	1	0	0	3	98
6	92	1	0	0	8	100
7	95	0	0	0	4	99
8	86	2	0	0	5	91
All	559	4	0	2	22	583

RESULTS AND EVALUATION

The students' performance on the New York State ELA exam demonstrates that overall SBCS has increased its level of proficiency from the previous year for the cohort data. The table below indicates that 501 out of 559 (89%) of students tested were enrolled in at least their second year at SBCS. In 2017 students enrolled in their second year had a proficiency of 31%. In 2018 the second-year cohort had a proficiency of 38%.

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal. The school recognizes that 5th grade student performance was lower than all other grade levels. While this is due in part to some curriculum changes; there will be on-going curriculum professional development to better support teachers and students. Overall the proficiency rate has gone up for SBCS.

In 2018-19, the cohort sustained 38% in grades 3-8 with the greatest gain in grade 3. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student's behalf through STAR Reading and AIMSWeb assessment and progress monitoring to maximize student potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for uninterrupted ELA instruction and intervention services.

Performance on 2018-19 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	50	96	50	87
4	31	95	32	86
5	23	95	25	78
6	31	92	33	86
7	32	95	34	84
8	48	86	51	80
All	36	559	38	501

ADDITIONAL EVIDENCE

In the face of NY State’s curricular and assessment changes over the course of the last five years, SBCS has made some gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, partnerships with BOCES and Teacher’s College curriculum specialists, adoption and creation of an APPR plan, use of Data Driven Inquiry analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson’s Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. SBCS has adopted the Lucy Calkins Units of Study in Reading for grades 3-8, Lucy Calkins Units of Study in Writing for grades K-8 and Fountas and Pinnell Guided Classroom. These are research-based program that have data to support their success. After the first year of using these programs, SBCS has seen our proficiency score improve from 34% to 36%, with the cohort improving from 31% to 38% this year. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25	79	24	92	50	87
4	36	81	40	85	32	86
5	18	80	22	95	25	78
6	21	76	33	86	33	86
7	16	72	37	87	34	84
8	26	72	33	76	51	80
All	24	460	31	521	38	501

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 2018-19 English language arts MIP for all students of 105. 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

SBCS met the MIP goal by achieving a PI of 119, with a required 105 as the goal. SBCS exceeded the measure by 14 and increased 10 from 2017-2018. Grade 3 and 8 had drastic improvements at SBCS during the 2018-2019 school year. This is due to new and improved curriculum as well as a greater focus on intervention and on administrative leadership. A focus on co-teaching throughout the school and stability in leadership played a key role. An emphasis on improved student behavior has also led to extended teaching time and students on task.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
501	22	39	30	8

$$\begin{aligned}
 \text{PI} &= 39 + 30 + 8 = 77 \\
 &+ 30 + 8 = 38 \\
 &+ (.5)*8 = 4 \\
 \text{PI} &= 119
 \end{aligned}$$

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

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](#).

RESULTS AND EVALUATION

SBCS cohort experienced a greater number of students reaching proficiency in grades 3rd, 4th, 5th, 6th, 7th, and 8th. Eighth grade exceeded Buffalo with the greatest margin of 34% points. 4th Grade exceeded Buffalo by 4% compared to the previous year when that cohort was 8% below Buffalo.

SBCS exceeded the aggregate district performance at each grade level when compared to Buffalo Public Schools. SBCS outperformed Buffalo Public Schools by 18% in 3rd Grade. SBCS outperformed Buffalo Public Schools by 4% in 4th grade. SBCS outperformed Buffalo Public Schools by 7% in 5th Grade. SBCS outperformed Buffalo Public Schools by 8% in 6th Grade. SBCS outperformed Buffalo Public Schools by 16% in 7th Grade. SBCS outperformed Buffalo Public Schools by 34% in 8th Grade. SBCS outperformed Buffalo Public School by 13% for the cohort in grades 3-8. In each grade level SBCS also increased its margin of performance as compared to Buffalo Public Schools.

2018-19 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	50	87	32	2348
4	32	86	28	2408
5	25	78	18	2306
6	33	86	25	2238
7	34	84	18	2033
8	51	80	17	1985
All	38	501	25	13318

ADDITIONAL EVIDENCE

SBCS has outperformed the local school district during its current charter period. The 2018-2019 school year has a total margin of an 13% percent gap for the cohort. The ELA program has witnessed a change in reading and writing curriculum with an emphasis on regular professional development for all K-8 teachers. Our new professional development format has representatives from Teacher’s College here on a regular basis planning, modeling, debriefing and training to improve instruction. We also have a BOCES Behavior and Student Engagement Specialist working with staff on a monthly basis, observing and providing feedback on pedagogy. This has helped our staff with strategies for behavior management and active engagement, which allows our teachers more time for instruction and less time spent on behavior management.

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The following table shows a comparison of the local BPS school districts that similar demographics to SBCS. This table shows a fairer comparison of SBCS to BPS. When utilizing similar demographics, SBCS outperforms BPS.

<u>SCHOOL NAME</u>	<u>ED RATE</u> <u>%</u>	<u>ELA</u> <u>SCORE %</u>
1. SOUTH BUFFALO CHARTER SCHOOL	95	36
2. PS 17 EARLY CHILDHOOD CENTER	92	30
3. PS 18 ANTONIA PANTOJA COMMUNITY SCHOOL OF EXCELLENCE	84	30
4. PS 79 WILLIAM J. GRABIAZ SCHOOL OF EXCELLENCE	88	26
5. PS 69 HOOUGHTON ACADEMY	87	25
6. PS 99 STANLEY M. MAKOWSKI EARLY CHILDHOOD	92	25
7. PS 27 HILLARY PARK	81	24
8. NATIVE AMERICAN MAGNET SCHOOL	93	23
9. PS 61 ARTHUR O. EVE SCHOOL OF DISTINCTION	94	22
10. PS 30 FRANK SEDITA	95	21
11. PS 74 HAMLIN PARK CLAUDE & OUIDA CLADD ACADEMY	95	20
12. PS 80 HIGHGATE HEIGHTS	90	20
13. PS 45 INTERNATIONAL SCHOOL	94	20
14. PS 94 WEST HERTEL ACADEMY	92	20
15. PS 82 EARLY CHILDHOOD CENTER	96	19
16. PS 37 MARVA J. DANIEL FUTURES ACADEMY	97	18
17. PS 6 BUFFALO ELEMENTARY SCHOOL OF TECHNOLOGY	96	17
18. PS 43 LOVEJOY DISCOVERY SCCHOOL	88	16
19. PS 89 DR. LYDIA T. WRIGHT SCHOOL	90	16
20. PS 3 D'YOUVILLE PORTER CAMPUS	91	16
21. PS 59 DR. CHARLES R. DREW SCIENCE	93	15
22. PS 97 HARVEY AUSTIN SCHOOL	93	14
23. PS 53 COMMUNITY SCHOOL	96	13

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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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	25	18	27	32	50	32
4	35	18	39	23	32	28
5	18	15	24	16	25	18
6	21	15	38	25	33	25
7	16	20	41	18	34	18
8	26	20	38	25	51	17
All	24	18	34	23	38	25

SBCS increased its gap from Buffalo Public Schools from 6% to 11% during the 2016-2017 to 2017-2018 ELA assessment cycle. The gap further increased by 13% from 2017-2018 to 2018-2019. Overall, from 2016-2019, we have seen an increase of 14% while Buffalo has only increased 7%.

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

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RESULTS AND EVALUATION

In 2017-2018, SBCS did not achieve the overall effect size of 0.3. Given the timing of the state's release of poverty data, the 2018-2019 analysis is not yet available. This report contains 2017-2018 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in ELA compared to students in New York State in the same grade and a similar population of economically disadvantaged students. Overall our effect size is a 0.25.

SBCS's aggregated Effect Size was 0.25, which is lower than expected, however, it is a positive effect size that is 0.05 away from the expected goal of 0.3. In looking at the chart, 4 out of 6 grade levels tested, met or surpassed the goal of 0.3.

2017-18 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	95	27	35	8	-.45
4	95	87	39	34	5	.30
5	94	95	24	23	1	.12
6	95	90	38	32	6	.37
7	94	85	41	25	16	1.05
8	97	76	38	34	4	.25
All	95	537	35	31	4	.26

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

Given the timing of the state's release of poverty data, the 2018-2019 analysis is not yet available. This report contains 2017-2018 results, the most recent ones available. SBCS's performance on the ELA assessment in comparison to students in New York State in the same grade and a similar population of students eligible for free lunch in the 2017-2018 school year indicates that performance is lower than expected in ELA.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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2015-16	3-8	82.9	460	24.3	27.5	-0.20
2016-17	3-8	83.0	546	24.5	28.4	-0.22
2017-18	3-8	95.0	537	35	31	0.26

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

South Buffalo Charter School's mean growth percentile was 51.9 in 2017-2018. This is 1.9 percentage points above the NYS target of 50. Grades 4, 7, and 8 scored higher than the statewide median, of 50. Grades 5 and 6 fell below the statewide median.

SBCS took the information from the 2016-2017 overall outcomes and updated its curriculum and improved test scores overall for 2017-2018. The continued development of staff and improved curriculum has started an upward trend and the future results of this category are believed to improve.

The three grades that surpassed to mark of 50 did so in great fashion. Those grade levels also improved their ELA test scores for 2017-2018 and it is expected that will maintain and grow for the upcoming year data as well.

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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2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.3	50.0
5	44.3	50.0
6	45.8	50.0
7	60.8	50.0
8	59.2	50.0
All	51.9	50.0

ADDITIONAL EVIDENCE

MGP comparison data regarding New York State ELA Assessments, along with additional data points from the 2017-18 school year and 2018-19 school year will assist the schools' administrators and teachers in identifying areas of need and resources to implement instructional change, which should lead to improved student outcomes.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	49.8	64.3	51.3	50.0
5	47.7	44.7	44.3	50.0
6	54.2	57.6	45.8	50.0
7	36.5	43.9	60.8	50.0
8	60.5	58.1	59.2	50.0
All	49.8	53.9	51.9	50.0

Goal 1: Optional Measure

For the 2018 – 2019 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.

METHOD:

STAR Reading is an assessment of reading comprehension and skills for independent readers through grade 12. It provides data for screening, progress monitoring and growth monitoring. It is a national norm-referenced reading test that assesses 36 reading skills in 5 domains. The 5 key domains are word knowledge and skills, analyzing literary text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and

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evaluative text. It is important to note that this is a baseline data utilizing STAR assessments. In subsequent years SBCS will be comparing Fall to Fall results.

RESULTS AND EVALUATION:

STAR Reading Percent Proficiency				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	66	25	91	Yes
3	52	30	82	Yes
4	27	26	53	Yes
5	38	29	67	Yes
6	25	25	50	Yes
7	31	23	54	Yes
8	28	22	50	Yes
ALL	267	180	64	Yes

ADDITIONAL EVIDENCE:

The continuation of our ELA curriculum changes and development, along with the professional development and coaching our staff receives, should continue to show improvement and acquisition of this goal. Our ELA New York State test scores improved 2% over the previous year as well.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

SBCS achieved four out of six measures in the Accountability Plan. We did not meet the effect size or the 75% proficiency measures. Although SBCS did not meet these measures, we saw a growth in the effect size. In 2016-2017, SBCS had an effect size of -0.22 and has grown to 0.26 in 2017-2018. This is a gain of 0.48 . We also saw a growth in proficiency rate. In 2016-2017, the proficiency rate was 24%, in 2017-2018 it was 34% and the proficiency rate for 2018-2019 is 36%. This show a steady increase in proficiency of SBCS students on the New York State ELA Assessment.

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 achieved
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.	Achieved

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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.	Achieved
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. (Using 2017-18 results.)	Not Achieved
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 2017-18 results.)	Achieved
Optional Goal	For the 2018-2019 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.	Achieved

ACTION PLAN

SBCS has designed a comprehensive plan of action in order to continue the progress made in ELA. Our plan includes the following: use of eDoctrina, continuation of the Units of Study in Writing for grades K-8 and Reading for grades 3-6 and implementation of the Units of Study in Reading in grades 7-8, implementation of the Units of Study in Phonics for grades 2 and 3, and Month to Month Phonics and Vocabulary in grades 4 and 5 continuation of Fountas and Pinnell Guided Classroom, a Writing Portfolio system for grades K-8 (2019/2020), common assessments, the hiring of an additional 5 intervention teachers and restructured and evidence-based intervention programming, continued professional development with representatives from Teachers College and Erie 1 BOCES, schedule changes to include more time for intervention and an advisory plan.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize New York State standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as they finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the DDI process as a means to analyze the many data reports that teachers and

administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

SBCS will continue to use the Lucy Caulkins Units of Study in Writing for grades K – 8 and the Units of Study in Reading for Grades 3-6. We will implement the Units of Study in Reading in grade 7 in the fall of 2019 and in grade 8 in the spring of 2020. Grades K – 2 are now utilizing Fountas and Pinnell Guided classroom. We will be implementing the Units of Study in Phonics for grades 2 and 3 and Month to Month Phonics and Vocabulary in grades 4 and 5. Coaches created curriculum maps and pacing guides over the summer. These will be implemented this year. The changes have been made to continue the increase in student development and achievement. Our proficiency rate continues to grow with the implementation of these new programs. Our staff is getting ongoing training in all ELA curriculum. Our goal is to create a love for reading and writing with large classroom libraries and writing celebrations. Through teacher training and improved reading and writing ability, we expect to increase achievement.

Assessments:

Our instructional staff will work on creating ELA common assessments, specifically addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they adjusted their “I can” statements. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Units of Study assessments and schoolwide benchmark assessments such as Star Reading for grades K-8, Fountas and Pinnell for grades K-2, and Teachers College Running Records for grades 3-8. The data collected from these assessments are used as data points, along with New York State assessments, to determine if a student needs access to RTI/AIS services. All common assessments are aligned to standards and input into eDoctrina for easy access to a variety of data reports.

In addition to the above, a Writing Portfolio system will be put in place for all grades K-8 to work as an assessment tool from grade to grade; something that had been lacking for the subject of Writing. The past Grading Policy did not give teachers an opportunity to have report card grades reflect student ability. A new policy has ensured a greater ability to involve parents and give students some responsibility for the knowledge of their achievement levels.

Intervention:

The intervention program has been restructured with the hiring of five additional intervention teachers. There is now one reading and one math intervention teacher assigned to each grade level, K-5. For middle school grades, we have one ELA AIS teacher and two Math AIS teachers. In addition, the intervention teachers are assigned to grade bands, K-2, 3-5 and 6-8. Therefore, additional interventionists are available to work with students during grade level intervention blocks beyond the assigned intervention teacher. Six intervention teachers will collaborate with each grade band during their intervention period. Using this model, we will be able to service 15 students in reading and 15 students in math, per day, in grades K-5. Students are seen daily in

grades K-5. In middle school, we will be able to service 20 students per grade level in math per day and 10 students per grade level in ELA per day since students are seen every other day. This will be more services than students have received in the past and will hopefully close the gap.

Intervention teachers have also been assigned data review periods. This is a dedicated period per subject and grade level, to look at and evaluate data for all students at the grade level and form groups based on needs. Intervention teachers will be assigning groups to classroom teachers as well as themselves. They will provide resources and progress monitoring tools for the intervention/AIS periods. All data will be assigned to them to gather and evaluate prior to bringing it to a data meeting with the subject teachers and administration. Meetings will be held monthly to evaluate groups and needs and redistribute based on progress monitoring. All students will receive intervention services, some for remediation and some for enrichment.

If Tier three intervention is needed, it will be provided by Buffalo Hearing and Speech for grades K-5. Tier 3 instruction at the middle school level will be provided by the intervention teachers or ELA teachers on a more frequent basis than every other day. Middle school has a 30-minute advisory period at the end of the day. Students requiring extra services may receive them at this time in addition to the AIS block they have every other day.

Resources for intervention may include Leveled Literacy Intervention (LLI), New York Ready materials, Star custom assignments/assessments, Jennifer Seravallo literacy instruction books, Lexia Core 5 and Lexia Power Up, etc. Progress monitoring materials will be developed on eDoctrina and will be standards based, mirroring the language and design of New York State assessments.

School Schedule:

The change in the school schedule allowed for all students K-5 to receive reading intervention for 30 minutes a day. Grade level reading intervention time are staggered to allow 2 to 3 homerooms to receive reading intervention, which will allow for more students to receive reading intervention services. The schedule was also adjusted for 6th-8th grade by adding an advisory period. This period will allow more students to receive extra support in reading, while giving students who are on or above grade level various clubs to participate in. The school also included an extra plan for all teachers in the schedule to allow for more meeting times with teachers and administration to discuss reading data.

Professional Development:

The school continues to work with Teacher's College and BOCES curriculum specialists to provide professional development to our teachers.

We have two dedicated staff developers associated with Teacher's College that provide training to our teachers almost monthly. Our TC staff developers are with us two-three days during most months. They provide training, model lessons and then debrief and reflect with our

teachers. There is also time for teachers to plan together, look at student work and collaborate with the staff developer present to guide them.

We also have a BOCES behavior and student engagement specialist with us monthly. He observes teachers for a class period and then meets with them to confer about what he saw and offer positive feedback and constructive criticism. This gives our teachers more opportunity to teach and less time to focus on behavior management.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. Administration will continue to provide daily instructional support, data driven dialogue and professional development to teachers throughout the school year.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will become proficient in the mathematics skills of problem solving and computation and will make continuous yearly progress toward mastery of the mathematics skills.

BACKGROUND

In July of 2018, SBCS adopted the Envisions Math Program. It is a comprehensive mathematics curriculum that provides focus, coherence, and rigor of the Common Core State Standards. The program was piloted in grades 6-8 for the spring semester of the 2017-2018 school year and found to be successful in classrooms. Based on the positive response from teachers and students, the program was adopted for the whole K-8 building begin of 2018-2019 school year.

SBCS was provided targeted professional development and curriculum development time to our math staff to support the successful implementation of the EnVisions Math Program. Staff Developers from Pearson initially trained the staff in the summer of 2018 on how to use the program's unique instructional design and components in the classroom. Throughout the 2018-2019 school year, SBCS's Math/Science Instructional Coach provided daily Math instructional support to teachers, including training, co-teaching opportunities and assistance in the classroom when needed. The instructional coach, along with teachers, created and revised curriculum maps to ensure the math content was covered in an appropriate time frame. We also received math support from BOCES for our Math Coaches and K-8 math instructional staff. Throughout the year, teachers specifically scaffolded the program and found additional resources to better support our student population. An uninterrupted Math block for grades K-5 and a 42-minute class for grades 6th-8th, with a combination of whole and small group instruction, guided math and flexible grouping, was used to ensure that students became fluent in mathematics. Grades 6-8 had an additional math club period once in a four-day cycle, providing additional time for instruction and reteaching.

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SBCS administered several different math assessments throughout the year for various grade levels including: NYS grades 3-8 Math assessments, Star Math for grades 2-8th and AIMSweb Plus for grades K and 1 for screening and progress monitoring purposes. SBCS utilized the EnVisions quizzes, lesson quick checks, topic assessments and cumulative topic tests for ongoing assessment purposes throughout the year to improve both teaching and learning.

The math intervention program Number Worlds was discontinued. Intervention teachers began using data-driven, standards-based instruction to better meet the needs of our struggling students. Custom assessments were designed to progress monitor students who needed additional support to determine the course of action needed to improve their learning. In addition, the math intervention model was changed to include both “push-in” and “pull-out” interventions to better support teachers and students.

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 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	95	0	0	0	3	98
4	94	0	0	2	1	97
5	97	0	0	0	1	98
6	90	1	0	0	10	100
7	87	1	0	0	12	99
8	81	2	0	1	5	87
All	544	4	0	3	32	579

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.

RESULTS AND EVALUATION

The average of all grade level cohorts did not meet the proficiency required outcome. The school missed the 75% proficiency goal. We received a 38% proficiency rate for all students as well as those in at least their second year. We missed the 75% proficiency goal by approximately 37%. The school recognizes that 4th grade student performance was lower than all other grade levels. While this is due in part to some staffing challenges at that grade level; the school worked to secure permanent teaching staff by January, 2019. There is an overall increase of 7% from the previous year in Mathematics.

In 2018-2019, the cohort achieved increases in grades 4, 5, and 6. Grades 3, 7 and 8 remained the same. The cohort's average proficiency increased .6% during the 2018-2019 school year. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student's behalf through STAR Math and AIMSWeb assessments and progress monitoring to maximize student potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for block periods of Math and intervention services.

Performance on 2018-19 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	56	95	56	87
4	28	94	29	86
5	38	97	40	80
6	37	90	38	84
7	31	87	31	80
8	36	81	36	75
All	37.7	544	38.3	492

ADDITIONAL EVIDENCE

In the face of NY State's curricular and assessment changes over the course of the last five years, SBCS has been making gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, creation of common formative and summative assessments, partnerships with BOCES curriculum specialists, adoption and creation of APPR plan, use of DDI (Data Driven Inquiry) analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

materials and resources to support teachers and students. SBCS has done this through a whole scale K-8 curriculum change in Math for 2018-2019. Envisions Math will assist us in our CCLS teaching and assessments of students. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra I Regents	100	3
8	2017-18	Algebra I Regents	100	1
8	2018-19	Algebra I Regents	100	4

South Buffalo Charter School does not offer advanced math. Students are able to test into programs offered by Bishop Timon/St. Jude (boys) and Mount Mercy Academy (girls). If they pass the test, they are eligible to take Algebra I, which is a Regents course, and then take the Regents exam at the end of the year. Students take this course and exam in place of 8th grade math and the New York State math assessment. Bishop Timon and Mount Mercy are both parochial high schools located within 2 miles of South Buffalo Charter School. The 8th graders who take this class attend Algebra, then return to South Buffalo Charter for their second period class. Students who pass the regents exam will earn a high school credit for Algebra I from their prospective high school.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	28	84	31	96	56	87
4	35	87	37	87	29	86
5	35	80	32	94	40	80
6	43	80	33	91	38	84
7	11	71	24	83	31	80
8	8	56	26	68	36	75
All	28	460	31	519	38	492

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 2018-19 mathematics MIP for all students of 107. 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

SBCS has met the measure. The MIP for this data is 107 and SBCS has scored a 114.5. SBCS is 7.5 points higher. The math curriculum and professional development that teachers have received has shown an improved philosophy at SBCS. This school year saw a higher number of level 2 scores and most importantly a higher level of level 3 and 4 scores to push us toward meeting the goal. The emphasis on intervention should prove to continue the trend of moving level 2 students to level 3 and thus a continued increase over time.

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
492	27	33	27	11

PI	=	33	+	27	+	11	=	71
				27	+	11	=	38
					+	(.5)*[11]	=	5.5
						PI	=	114.5

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 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

The data in the following table displays SBCS’s cohort Math school performance scores compared to Buffalo Public Schools (BPS) in the same tested grades. The average percent proficient in grades 3-8 exceeded BPS’s average by 19 percentage points. All grades met or exceeded Buffalo Public School’s grade level proficiencies. Grades 3, 4, 5, 6, 7 and 8 had margins of 28, 8, 20, 16, 15, and 19 percentage points respectively.

Students in at least their second year at SBCS outperformed or equaled their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 3rd, 5th, 6th, 7th and 8th grade cohorts.

Inherent in our collaborative learning community model, specific key design elements in SBCS’s charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly impact our students’ ability to retain and master content and skills. SBCS has a comprehensive program to assess students’ individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

2018-19 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	56	87	28	2384
4	29	86	21	2456
5	40	80	20	2301
6	38	84	22	2212
7	31	80	16	1963
8	36	75	17	1956
All	38.3	492	21	13272

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](#).

ADDITIONAL EVIDENCE

The following table shows a comparison of the local BPS school districts with similar demographics to SBCS. This table shows a fairer comparison of SBCS to BPS. When utilizing similar demographics, SBCS outperforms BPS by a wide margin.

SCHOOL NAME	ED RATE %	MATH SCORE %
1. SOUTH BUFFALO CHARTER SCHOOL	95	38
2. PS 69 HOUGHTON ACADEMY	87	27
3. PS 19 NATIVE AMERICAN MAGNET SCHOOL	93	24
4. PS 18 ANTONIA PANTOJA COMMUNITY SCHOOL OF EXCELLENCE	84	23
5. PS 79 WILLIAM J. GRABIARZ SCHOOL OF EXCELLENCE	88	22
6. PS 61 ARTHUR O. EVE SCHOOL OF DISTINCTION	94	21
7. PS 17 EARLY CHILDHOOD CENTER	92	19
8. PS 74 HAMLIN PARK CLAUDE & OUIDA CLAPP ACADEMY	95	19
9. PS 80 HIGHGATE HEIGHTS	90	18
10. PS 27 HILLARY PARK ELEMENTARY	81	17
11. PS 94 WEST HERTEL ACADEMY	92	16
12. PS 82 EARLY CHILDHOOD CENTER	96	16
13. PS 99 STANLEY MAKOWSKI EARLY CHILDHOOD	92	15
14. PS 6 BUFFALO ELEMENTARY SCHOOL OF TECHNOLOGY	96	14
15. PS 45 INTERNATIONAL SCHOOL	94	14
16. PS 43 LOVEJOY DISCOVERY SCHOOL	88	13
17. PS 59 DR. CHARLES DREW SCIENCE	93	12
18. PS 30 FRANK A. SEDITA	95	12
19. PS 3 D'YOUVILLE PORTER CAMPUS	91	12
20. PS 37 MARVA J. DANIEL FUTURES ACADEMY	97	11
21. PS 89 DR. LYDIA T. WRIGHT SCHOOL OF EXCELLENCE	90	9
22. PS 97 HRVEY AUSTIN SCHOOL	93	9
23. PS 53 COMMUNITY SCHOOL	96	8

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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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	28	22	31	31	56	28
4	35	18	37	20	29	21
5	35	19	32	18	40	20
6	43	20	33	22	38	22
7	11	15	24	19	31	16
8	8	7	26	14	36	17
All	28	16.8	31	21	38	21

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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18, SBCS did not achieve the overall effect size of 0.3. Given the timing of the state's release of poverty data, the 2018-2019 analysis is not yet available. This report contains 2017-2018 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in Math compared to students in New York State in the same grade and a similar population of economically disadvantaged students. Overall our effect size is a 0.21.

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SBCS's aggregated Effect Size was 0.21, which is lower than expected, however, it is a positive effect size that is 0.19 away from the expected goal of 0.3. In looking at the chart, 3 out of 6 grade levels tested, met or surpassed the goal of 0.30.

2017-18 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	96	31	38	7	-.34
4	95	87	37	32	5	.26
5	94	94	32	26	6	.36
6	95	91	33	25	8	.50
7	94	83	24	22	2	.11
8	97	68	27	20	7	.40
All	95	519	31	27	4	.21

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

Given the timing of the state's release of poverty data, the 2018-2019 analysis is not yet available. This report contains 2017-2018 results, the most recent ones available. SBCS's performance on the Math assessment in comparison to students in New York State in the same grade and a similar population of students eligible for free lunch in the 2017-2018 school year indicates that performance is lower than expected in Math.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	80.6	460	27.9	27.8	-0.40
2016-17	3-8	83.0	519	27.0	27.1	0.00
2017-18	3-8	95.0	519	31.0	27.0	.21

Goal 2: Growth Measure⁷

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

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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 2017-18 and have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Overall SBCS has met the goal with a score of 53.0, which is 3.0 points higher than the goal. SBCS recognizes that grade 6 and grade 7 fell below the target of 50. This data should be greatly improved for the next year report as both grade levels saw increase in proficiency of 5% and 7% on the 2018-19 NYS Math Assessment. 6th grade proficiency increased by 5 % and 7th grade proficiency increased by 7%. SBCS has increased the quality of math instruction through the implementation of EnVisions 2.0 Math program and providing additional professional development throughout the school year.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	68.8	50.0
5	53.7	50.0
6	48.6	50.0
7	34.9	50.0
8	59.2	50.0
All	53.0	50.0

ADDITIONAL EVIDENCE

During the past three years SBCS has met this goal in math for 2 of the 3 years. The 2017-2018 school year experienced growth. With the current direction of the school, emphasis on

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

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improved instruction, implementation of EnVisions 2.0 Math program, and a focus on professional development will provide the teachers with the mathematical tools and best practices to improve student learning. SBCS saw an increase in 2017-18 and 2018-2019 proficiency in the NYS Math Assessments. With the increase in test scores for the prior two school years, the goal of achieving 50 or higher is expected.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	42.7	60.2	68.8	50.0
5	39.8	59.6	53.7	50.0
6	64.3	72.1	48.6	50.0
7	37.8	38.2	34.9	50.0
8	56.7	47.3	59.2	50.0
All	48.2	57.0	53.0	50.0

Goal 2: Optional Measure

For the 2018 – 2019 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.

METHOD:

STAR Math is an assessment that provides data for screening, diagnostics, progress monitoring and growth monitoring. The assessment tests general math achievement within 54 skills sets in four key domains. The key domains are numbers and operation, algebra, geometry and measurement, and data analysis, statistics, and probability. It is important to note that this is a baseline year utilizing STAR assessment. In subsequent years, SBCS will be comparing Fall to Fall results.

RESULTS AND EVALUATION:

STAR Math Percent Proficiency				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	81	9	90	Yes
3	62	18	80	Yes
4	50	14	64	Yes
5	64	9	73	Yes
6	57	4	61	Yes
7	49	9	58	Yes
8	51	9	60	Yes
ALL	424	72	69	Yes

ADDITIONAL EVIDENCE:

The continuation of our Math curriculum change and development along with the PD and coaching our staff receives should continue to show improvement and acquisition of this goal. Our Math NYS test scores improved 7% over the previous year as well.

SUMMARY OF THE MATHEMATICS GOAL

Although, SBCS did not achieve 75% proficiency for our cohort group, we achieved four out of six available outcomes for the Mathematics goals. Students outperformed our comparison district, Buffalo Public Schools in all grades, with some grades significantly outperforming Buffalo Public Schools. In grades 2-8, students met or exceeded grade level expectations of STAR Math.

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 Achieved
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.	Achieved
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.	Achieved
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. (Using 2017-18 results.)	Not Achieved
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 2017-18 results.)	Achieved
Optional Goal	For the 2018-2019 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.	Achieved

ACTION PLAN

SBCS has designed a comprehensive plan of action in order to continue the progress made in Math. Our plan includes the following: use of eDoctrina, continuation of Envisions Math 2.0 program, use of online resources such as Reflex Math and Prodigy Math, common assessments, the hiring of 5 additional intervention teachers and restructured and evidence-based intervention programming, continued professional development with representatives from Erie 1 BOCES, and live webinars that are easily accessible to teachers. In addition, schedule changes were made to include additional time for intervention and an advisory plan.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize New York State standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as they finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so adjustments can be made to instruction in order to meet the needs of students. During our grade level or data meetings, we use the DDI process to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of the students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

SBCS will continue to use the EnVision Math 2.0 Program as a comprehensive mathematics curriculum. Reflex Math is used as supplemental online resource to improve fact fluency. Prodigy Math is also used to reinforce math skills for upper grades.

Math coaches created curriculum maps and pacing guides over the summer. These will be implemented this year. The changes have been made to continue the increase in student development and achievement. Our proficiency rate continues to grow with the implementation of these new programs. Our staff is getting ongoing training in the math curriculum. Through teacher training and improved curriculum, we expect to continue to increase math achievement.

Assessments:

Our instructional staff will work on creating Math common assessments, specifically addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they have adjusted their “I can” statements. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also

utilizes the EnVisions 2.0 Math assessments which includes lesson quick checks, end of topic tests and cumulative assessments.

The data collected from these assessments are used as data points, along with New York State assessments, to determine if a student needs access to RTI/AIS services. All common assessments are aligned to standards and input into eDoctrina for easy access to a variety of data reports.

Intervention:

The intervention program has been restructured with the hiring of five additional intervention teachers. There is now one reading and one math intervention teacher assigned to each grade level, K-5. For middle school grades, we have one ELA AIS teacher and two Math AIS teachers. In addition, the intervention teachers are assigned to grade bands, K-2, 3-5 and 6-8. Therefore, additional interventionists are available to work with students during grade level intervention blocks beyond the assigned intervention teacher. Six intervention teachers will collaborate with each grade band during their intervention period. Using this model, we will be able to service 15 students in reading and 15 students in math, per day, in grades K-5. Students are seen daily in grades K-5. In middle school, we will be able to service 20 students per grade level in math per day and 10 students per grade level in ELA per day since students are seen every other day. This will be more services than students have received in the past and will hopefully close the gap.

Intervention teachers have also been assigned data review periods. This is a dedicated period per subject and grade level, to look at and evaluate data for all students at the grade level and form groups based on needs. Intervention teachers will be assigning groups to classroom teachers as well as themselves. They will provide resources and progress monitoring tools for the intervention/AIS periods. All data will be assigned to them to gather and evaluate prior to bringing it to a data meeting with the subject teachers and administration. Meetings will be held monthly to evaluate groups and needs and redistribute based on progress monitoring. All students will receive intervention services, some for remediation and some for enrichment.

If Tier three intervention is needed, it will be provided by Buffalo Hearing and Speech for grades K-5. Tier 3 instruction at the middle school level will be provided by the teachers on a more frequent basis than every other day. Middle school also has a 30-minute advisory period at the end of the day. Students requiring extra services may receive them at this time.

Resources for intervention may include Ready NY Materials, Kahn Academy, Prodigy Math, Reflex Math, Sprint books, EnVisions math materials, STAR custom assessments/assignments and other teacher created items. Progress monitoring materials will be developed on eDoctrina and will be standards based, mirroring the language and design of New York State assessments. Kahn Academy will be used for additional progress monitoring at the Middle School level.

School Schedule:

The change in the school schedule allowed for all students K-5 to receive math intervention for 30 minutes a day. Grade level math intervention times are staggered to allow 2 to 3 homerooms to receive math intervention, which will allow for more students to receive math

intervention services. The schedule was also adjusted for 6th-8th grade by adding an advisory period. This period will allow more students to receive extra support in math, while giving students who are on or above grade level various clubs to participate in. The school also included an extra plan for all teachers in the schedule to allow for more meeting times with teachers and administration to discuss math data.

Professional Development:

The school continues to work with Erie 1 BOCES curriculum specialist to provide professional development to our teachers.

Teachers have access to continuous professional development for EnVisions 2.0 live webinars. Differentiated professional development is offered through Envisions 2.0 to meet the individual needs of the teachers in effort to enhance instruction.

We also have a BOCES behavior and student engagement specialist with us monthly. He observes teachers for a class period and then meets with them to confer about what he saw and offer positive feedback and constructive criticism. This gives our teachers more opportunity to teach and less time to focus on behavior management.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. Administration will continue to provide daily instructional support, data driven dialogue and professional development to teachers throughout the school year.

GOAL 3: SCIENCE

Goal 3: Science

Students will become proficient in their knowledge, skills and concepts of science and will make continuous yearly progress toward mastery in these areas.

BACKGROUND

The focus of curriculum works this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. SBCS uses the Scott Foresman Science program as a research-based resource to serve as the foundational framework of the science curriculum grades 2-6. Hands-on science curriculum kits are used to bring science to life by immersing students in exploratory learning experiences that engage higher level thinking, problem solving and questioning attributes. Middle school uses a combination of McDougal Littell Science Series; NYS prep material and various other science supplemental are used to support the delivery of the science curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, teacher created formative and summative assessments and NYS 4th and 8th Science assessments. Professional development was provided for various assessment and curriculum tools, and direction provided during professional discussion at

multi-grade level common planning meetings. Teachers and support staff also attended internal content specific professional development opportunities. Under the guidance of the school’s instructional coach the K-8 grade Science teachers focused on increasing the effectiveness of their instructional practices.

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 2019. The school converted each student’s raw score to a performance level 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

The table below indicates that all the 4th graders and 8th graders who took the test were enrolled in at least their second year at SBCS. 4th and 8th grade continue to achieve above all district students in comparison. Grade 4 continues to be strong in having a score above 85% on a regular basis. Grade 8 scored 10 points higher than the previous year.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	90	88
8	74	83
All	83	171

ADDITIONAL EVIDENCE

Students in at least their second year in 4th grade scored better than that of the total population. In fourth grade the cohort and total population groups had a high percentage of students with mastery (Level 4) scores. Students in at least their second year in 8th continue to outscore the total population. Typically, our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student’s behalf to maximize their potential and eliminate those gaps.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

SBCS has maintained a high level of performance in 4th grade over the last three years as shown in the table below. We have maintained overall proficiency over the last three years and 8th grade scores have shown a decline recently with an increase last year with a total proficient average higher than all district students tested.

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	X	X	X
8	2017-18	X	X	X
8	2018-19	X	X	X

SBCS did not have any students take the Regents science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	92	90	88	92	90	97
8	48	70	58	76	70	89
All	73	160	74	168	81	186

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 science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's 2017-18 data.

RESULTS AND EVALUATION

Students in at least their second year in 4th grade scored equally as those of the total population. In fourth grade the cohort and total population groups had a high percentage of students with mastery (Level 4) scores. Students in at least their second year in 8th continue to outscore the total population. Typically, our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student’s behalf to maximize their potential and eliminate those gaps.

2018-19 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	88	69	2386
8	74	83	24	1773
All	83	171	53	4458

ADDITIONAL EVIDENCE

SBCS has maintained a high level of performance in 4th grade over the last three years as shown in the table below. We have maintained overall proficiency over the last three years and 8th grade scores have shown an increase.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	92	64	88	69	90	69
8	48	24	57	24	70	24
All	73	44	74	53	81	53

⁹ This table uses the prior year’s results as 2018-19 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

SBCS did achieve 75 percent proficiency with all tested enrolled in at least their second year. Grade 4 was well above at 90%. Grade 8 did score at a 70% proficiency and had a 13% increase over the previous year.

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.	Achieved
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.	Achieved
	[Write in optional measure here]	

ACTION PLAN

SBCS has designed a comprehensive plan of action to address progress in Science detailed in our absolute measure of accountability, our NYS progress report. Our plan includes the following: use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize New York State standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as students finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the DDI process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

Throughout the course of the 2018-2019 school year, SBCS continued to review, revise and edit

the scope and sequence of our science curriculum. Grade level teachers worked with the instructional coach to analyze the standards that were assessed on the Science assessments for grades 4 and 8. Once grade level teachers reviewed either the 4th or 8th grade data, the coaches, along with the BOCES curriculum specialist, had vertical grade level discussion around the data. Grade level teachers were able to determine which standards were the most tested. These teachers then began to look at their grade level curriculum to determine if they need to supplement their curriculum to ensure that they are not just teaching but also spiraling these standards throughout the school year. This team of teachers took these standards and cross referenced them with their grade level curriculum maps, revisited their Science pacing guides, and continue to work on aligning resources to the current Science Standards and the NGSS standards. Teachers in grades 5-8 looked at ways to add in more labs and hands-on activities into their curriculum to help students gain a better understanding science.

In preparation of the new Science Standards SBCS is working with Monroe/Orleans BOCES and will be utilizing their Science Kit program Grades K-3, and 5 in the 2019-2020 school year. 4th grade will utilize the Science Kit program beginning 2020 school year.

Advancing STEM is a K-5 complete STEM curriculum for the NGSS/NYS Science Learning Standards classroom. **Kits aligned to the NYSSLS Science Standards*

STEM Kits provide hands-on science curriculum and activities for grades K-5.

Three-dimensional teaching and a cohesive lesson planning structure are foundational across all manuals.

The Next Generation Science Standards (NGSS), upon which the NYS Science Standards are built, incorporate three dimensions of knowledge, skills, and practices.

Grades 6-8 will be utilizing the Scott Foresman Elevate Science curriculum.

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. The blended print and digital curriculum engages students in phenomena-based inquiry, three-dimensional learning, and hands-on investigations. *Elevate Science* builds students' critical thinking, questioning, and collaboration skills. It fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. The program raises student interest and helps teachers approach science teaching with a new level of confidence.

Assessments:

The Elevate Science program (grades 6-8) incorporates assessments throughout the lessons. All science assessments will be housed into eDoctrina and Power School. They are aligned to standards and the use of eDoctrina gives us the ability to access a variety of data reports.

The Science Kits (grades K-5) do not provide official assessments, but teachers have the ability to make student work pieces a quiz, test or class grade. As we roll out this new investigative program, we will determine the best course of action for creation of common assessments in the future.

Professional Development:

The school continues to work with BOCES curriculum specialists to provide professional development to our teachers for the grades K-5 Science Kits. Grades 6-8 teachers will be attending professional development with Buffalo Public Schools for the *Elevate Science* program so we can make sure our middle school science program is aligned and our students are ready to attend BPS high schools if these so choose.

In addition to Science Kit and *Elevate Science* professional development, SBCS teachers attend training on phenomena-based teaching to keep their pedagogy current. This professional development may be offered through BOCES or other outside agencies. Attending these types of professional development gives our teachers an opportunity to collaborate with teachers from other schools and districts and learn from professional in the science fields.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal and Curriculum, Assessment and Data Administrator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the year.

GOAL 4: ESSA

Goal 4: ESSA

Under the NYS accountability plan SBCS will remain in good standing each year.

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.

RESULTS AND EVALUATION

South Buffalo Charter School's accountability for 2016-2017 is "Good Standing."

South Buffalo Charter School's accountability for 2017-2018 is "Good Standing."

South Buffalo Charter School's accountability for 2018-2019 is "Good Standing." South Buffalo has been a school in "Good Standing" for the past four years.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

SBCS has met its NCLB accountability goal for the 2018-2019 school year.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

Each year SBCS shall have a score of 80% or higher positive response rate on the end of year parent satisfaction survey.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

SBCS utilized the same survey for the 2018/2019 school year as it had in the previous school year. It was sent to all family's email address and then a robo-call was made alerting families of its presence. They clicked on a link that brought them to our web site and they could anonymously fill it out and submit.

RESULTS

The survey showed for a second year in a row to have positive results and that parents are satisfied with SBCS

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
91	465	20%

2018-19 Parent Satisfaction on Key Survey Results

Survey Statement	Satisfied Response
I believe my child is safe at SBCS.	94
I am highly satisfied with the quality of teachers and support staff at SBCS.	90

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

I am comfortable coming to SBCS.	98
I am pleased with the class curriculums at SBCS.	95
I know what is taught and what is happening in my child's classroom at SBCS.	89
The administrators do their jobs well at SBCS	90
I feel confident in my ability to get questions answered by administration at SBCS.	87
I feel confident in my ability to have questions answered by my child's teachers at SBCS.	94
I am pleased with the overall communication of school functions, to me, at SBCS.	87
I would recommend to others to send their children to SBCS.	92
I am satisfied with the amount of opportunities for parent/guardian involvement at SBCS.	82
I would be comfortable talking to SBCS administration about problems or concerns I might have.	89
I would be comfortable talking to SBCS teachers about problems or concerns I might have.	96
My child appears satisfied attending SBCS.	93
I believe my child is receiving a good education at SBCS.	94

EVALUATION

The parents overwhelmingly have positive response rates greater than the goal of 66%. The parents felt confident in the new behavior policies and the emphasis on academics as well as in the new Dean of Students position and change for Behavior Intervention Specialist.

Goal 5: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Student retention rate is calculated using Power School, our school data system

RESULTS

SBCS retention rate is quite high. It has been during this charter term. The emphasis on a safe environment and academics to go along with consistent leadership has played a key role. The goal has been met.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
872	88	721	91%

EVALUATION

The school met the goal of over 90% and finished 1% higher. This number is very good considering the transient population.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	90
2017-18	95
2018-19	91%

Goal 5: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Student attendance is tracked through Power School, our school data system.

RESULTS

The overall daily average attendance rate was calculated to be 90%, which is 5% below our goal measure.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	90%
2	92%
3	89%
4	89%
5	91%
6	90%
7	89%

8	87%
Overall	90%

EVALUATION

Although the school was 5% points off from meeting the measure, it is apparent in looking at the data from grade level to grade level that our attendance rates remain consistent over the last several years due to the continuous reflection and revision of the school's attendance policy. Our response to attendance patterns and attendance/tardy issues of our students is consistently monitored and addressed. It is our intention to maintain and/or increase this trend in order to better serve our students.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	92
2017-18	90.5
2018-19	90