

# Buffalo Collegiate Charter School

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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**BUFFALO COLLEGIATE**  
CHARTER SCHOOL

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Pawloski, Head of School, and Michael Anastasia, Director of Finance and External Partnerships, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Jamel Perkins	Chair	Academic, Finance, Governance, Development
Gwen Appelbaum	Vice Chair	Academic, Finance, Governance
Valerie Kaufman	Treasurer	Finance, Development
Michael Roach	Secretary	Governance, Finance
Brian Dauksha	Board member	Development, Academic
Jim Mulka	Board member	Finance
Robert Jones	Board member	Finance, Academic
Christine Marino	Board member	Finance, Development
Jared Threat	Board member	Governance, Academic
Lissa Rausch	Board member	Development

**Brian Pawloski has served as the school leader since August 2018.**

## SCHOOL OVERVIEW

Buffalo Collegiate Charter School is founded upon the belief that all students can achieve at high levels when provided with high expectations and a supportive learning environment. With unrelenting determination and a commitment to excellence, Buffalo Collegiate Charter School educates students in grades 4 through 12 to graduate from the college of their choice and serve as our next generation of leaders. Buffalo Collegiate has an extended school day and school year. Our teachers engage in over 20 days of PD each year, which includes 12-15 days in August to set us up for success prior to students arriving.

Buffalo Collegiate opened in August 2018 with grades 4 and 5. We currently serve grades 4-8. We will add one grade per year until we graduate our first class of college ready twelfth graders in 2026. One direct impact of the timing of the pandemic was that it made it very challenging to recruit a 4th grade cohort of students. Our lottery for the 2020-2021 school year took place in April 2020 when everything was largely shut down. This resulted in us having only 30 students in 4th grade compared to our target of 60. The number of students who chose to be fully remote allowed us to over-enroll the other grade levels to make up for the drop in 4th grade enrollment.

The school shifted to remote instruction in March 2020 and remained there for the rest of the school year. Our 2020-2021 school year was a balance of fully remote instruction and hybrid instruction. We started the year fully remote as a result of transportation concerns with Buffalo Public. We wanted to ensure that our August PD was as focused as possible, and with prevailing uncertainty around Buffalo Public Schools' reopening, as well as legal complications regarding their responsibility to providing transportation while they were not in session, we started the year with remote learning.

We shifted to hybrid learning in October 2020, and we remained in-person for five weeks prior to elevated COVID rates leading to regional closure. Within our hybrid model, grades 4 and 5 attended in-person on Monday and Tuesday and remote for the remainder of the week. Grades 6 and 7 attended in-person on Thursday and Friday and were remote for the remainder of the week. There were a number of challenges throughout the year that we faced in our partnerships with Buffalo Public Schools for transportation and food service. The modality of instruction was impacted by those challenges along with the fluctuating local infection rates throughout the year.

We reopened our doors in January 2021 to 30 students who had demonstrated the lowest attendance rates. The three week session focused on developing expectations, support, and relationships for those students to serve as a launching pad for the remainder of the school year. Following February break, we returned to hybrid learning in the same 4/5, Monday/Tuesday, and 6/7, Thursday/Friday.

Wednesdays were asynchronous learning for students throughout the year. This allowed us to meet weekly as a staff for Professional Development. We used those PD days for ongoing work with the National Federation for Just Communities (a partnership that helped further our race and equity work), data analysis, trauma-informed care PD, attendance outreach, content-specific PD, Erie County Restorative Justice Coalition, and a variety of other tasks. Those weekly staff sessions allowed us to continue to support staff and students through a challenging year.

In addition to those staff supports, we used Wednesdays as strategic check-ins with families and community meetings to celebrate the work of our students and community members.

Our instructional model during hybrid learning allowed students in classrooms and at home to receive lessons at the same time. Our classes had one teacher with a technology setup presenting from an empty classroom to kids in a classroom that was supervised by a teacher on staff. Our partnership with City Year allowed us to have a dedicated person to each class to help navigate tech challenges for kids in and out of the building. This allowed us to continue to build community with students who chose to be fully remote for the year and for students who were back in the building.

The multiple iterations of our instructional model made it challenging to assess learning throughout the year, especially because the state assessments could only be given to students who were present during that particular iteration of hybrid learning. We learned a lot from our struggles between March-June 2020. For 2020-2021, we were able to successfully administer ANet interim assessments through the year. We also administered the NWEA MAP assessment in the Fall, Winter, and Spring sessions which allowed us to gather valuable data for the vast majority of our students, even if they were fully remote. We also leveraged the work of our student support team to provide mental health support, targeted outreach, and home visits for students who were struggling.

The information that we gathered - from academic and behavioral data, and anecdotal observations of our students - led us to add two additional position in 2021-22, the Restorative Practices Coordinator (Liz Giglia) and our Mental Health Coordinator (Esther Kaul).

## ENROLLMENT SUMMARY

While we knew that 4th grade was going to be a challenge as an entry point, we were able to meet our budgeted enrollment in Y1 and Y2 of the charter. Y3, however, led to a precipitous decline in 4th grade enrollment. From our understanding, the challenges that we saw were not entirely unique, but it has been a point of a concern that has become even more pronounced during the pandemic. We benefited from the ongoing interest in 5, 6, and 7th grades, which led us to over-enroll in 5-7.

As we moved forward (Y4 and beyond), we are going to move to a cohort of 75 in grades 5-8th and 60 in 4th. That will keep us at our 20% ceiling (360 for 300 seats) while also acknowledging the challenges of enrolling in 4th grade.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17														
2017-18														
2018-19					54	57								111
2019-20					59	55	59							173
2020-21					30	65	62	71						228

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts: Students will be proficient in English language arts.

#### BACKGROUND AND METHOD

During the 2020-21 school year, Buffalo Collegiate used NWEA MAP growth tool and Achievement Network's benchmark assessments to determine student proficiency, achievement, and growth. We tested the majority of our students at the beginning and end of the year in NWEA to gather diagnostic data and EOY growth. The proficiency levels were very low, something that we anticipated given where our students started in Y1 and the impact of the pandemic. We did not gather EOY NWEA diagnostic data during Y2 (June 2020) as a result of the pandemic, but we prioritized collecting as much data as possible to understand the impact of the pandemic and to ensure that we were prepared when our students transitioned back to in-person learning.

At the beginning of the 2020-21 school year, we knew that the lack of student achievement data was a significant gap that we had to address. Understanding that we were not going to be back in person until October, we administered a remote NWEA diagnostic in September to gather baseline data. Although it was quite intensive to help the students navigate the online platform, we were able to get the majority of our students tested by the end of September.

As we transitioned back into school in October, we decided to deprioritize the first ANet administration due to the competing priorities of reopening school. We administered our first ANet assessment in January. In late February/early March we administered the mid-year NWEA assessment. In June 2021, we closed out the year with administrations of the NWEA MAP and ANet's 4th benchmark. Results will be discussed below.

From a curricular standpoint, we continued to use Teach Like a Champion and EngageNY to drive our ELA curriculum. Those choices, however, led us to make sweeping choices at the end of the 2020-21 academic year to ensure that our ELA department was not only vertically aligned, but also driving the rigor of program throughout 4-8<sup>th</sup>. Our teachers needed more prescriptive guidance, and at the end of the year, our Director of Curriculum and Instruction, Caitlin Reilly, worked with several returning teachers to identify a curriculum that would provide the rigor, scripted support (or basis for additional internalization/tweaking), and cultural responsiveness (inclusivity in both author and protagonist). That analysis last year led us to Expeditionary Learning's ELA curriculum that we have implemented in the 2021-22 school year across 4-8<sup>th</sup> grades.

The allotted time for ELA classes decreased significantly in 2020-21. While 4<sup>th</sup> and 5<sup>th</sup> grade students have 150 minutes of ELA prior to the pandemic, all students in grades 4-7<sup>th</sup> had their classes decreased to 45 minutes across the board. In an effort to provide instruction to students who were both remote and in-person, as well as maintain a schedule that ensured as much engagement as possible, classes were set for 45 minutes so that students and teachers had opportunities to step away from their screens, engage with one another (both in-person and remotely), and prepare for the other 3 classes.

RESULTS AND EVALUATION

2020-21 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	147	12th Percentile	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	126	12th Percentile	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>1</sup>	12th Percentile	16	5.5th percentile	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>2</sup>	2+ students	75%	104	6.7% (7)	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>3</sup>	Number Tested	Percent Proficient	Number Tested
4	7.1% (2)	28		
5	3.3% (2)	60	5.1% (2)	39
6	13.6% (6)	44	10.7% (3)	28
7	7% (4)	57	5.4% (2)	37
All	7.4% (14)	189	8.7% (9)	104

<sup>1</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>2</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>3</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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### End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4	2	19
5	12	45
6	17.5	36
7	12	47
8		
All	12	147

While there are no comparative figures for us this past year (we do not have access to BPS diagnostic data points), we are able to see that our proficiency scores in both NWEA MAP and ANet are not at the proficiency or growth levels we aim to achieve. Our growth percentiles in 4-7<sup>th</sup> are at 12<sup>th</sup> percentile nationally, far below where we know we can get our kids to in the coming years.

It has also pushed us to reconsider our entire structure for ELA in grades 4-8<sup>th</sup>. As a result of our own ongoing growth as an organization and learning community, we have moved to a 43 minute RtI block for all five grades to ensure that our students are getting the fluency supports they need to elevate their comprehension. To drive that instruction, we are using HD Word as our guiding program. In addition to the RtI block, we shifted to a vertically aligned and rigorous curriculum (Expeditionary Learning) to give our teachers a basis for curricular design. In most of our years, our ELA teachers have been in the very early stages of their career, so the EL curriculum has given a common language for teachers and coaches to develop units, lessons, and assessments.

### ADDITIONAL CONTEXT AND EVIDENCE

In addition to the NWEA scores, we also administered ANet benchmark assessments. The ANet partnership came as a result of a Cullen Foundation grant that will go for at least three years as we ensure that we have on grade level benchmark assessments. Up until our ANet partnership, our only proficiency-based benchmark came from our Year 1 NYS ELA and Math assessments. While we had data in Year 1 from iReady that showed us tremendous growth in proficiency rates for 4<sup>th</sup> grade ELA and 4<sup>th</sup> and 5<sup>th</sup> grade Math, the scores were still substantially below the NYS average.

Three months into the school year, our 7<sup>th</sup> ELA teacher resigned due to family health issues. In her place, we tapped a City Year Corps Member to move into the ELA position. Though she did remain through the rest of the year, the initial progress that she made while being coached by our DCI did not continue once the DCI went on maternity leave. The other areas demonstrated some levels of progress on the ANet assessments and were within range of the ANet Network proficiency rates.

All told, our scores were not what we expect, which has prompted a rather dramatic shift in our ELA approach in 2021-22. Those action steps will be discussed below.

	2019 State Exam	State Average 2019	Difference	2021 Anet2	ANet2 Network	Difference	2021 ANet4	ANet4 Network	Difference
7th Cohort ELA	11%	32%	-21%	42%	48%	-6%	28%	45%	-17%
6th Cohort ELA	31%	41%	-10%	36%	39%	-3%	29%	38%	-9%
5th Cohort ELA	n/a			36%	40%	-4%	26%	32%	-6%
4th Cohort ELA	n/a			44%	50%	-6%	33%	37%	-4%
TOTAL				39.5%	44.3%	-4.8%	29%	38%	-9%

## SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Through three years of operations, we have not met our goals for ELA in any grade level. While the pandemic contributes to that – we do not have comparative NYS data outside of Year 1, and Year 1 was fraught with turnover in 5<sup>th</sup> grade (our 7<sup>th</sup> grade cohort in his report) – there are also realities of our own growth (evolving with RtI and curricular design) that have contributed to our lack of achievement thus far. With that said, we have established an infrastructure of assessment via MAP and ANet that we will continue to hone in 2021-22. We also anticipate purchasing Illuminate in the not-to-distant future to help with driving our data analysis into the weekly work.

## ACTION PLAN

As we move into our 4<sup>th</sup> year of operation, we have a much clearer vision for how we want to structure our ELA program. While there will undoubtedly be alterations, especially as it relates to our first scheduled RtI time, we are excited to launch the following initiatives this upcoming year:

- a. Core Literacy Instruction:
  - i. **Schedule, Structure, and Staffing:** All students have 66 minutes of Grade Level Literacy instruction taught by a grade level specific Literacy Teacher each day. This year, five of seven Literacy Teachers are new to our school and three are in their first year of full-time teaching. Our model has shifted from remote and hybrid in 2020-2021 to fully in person in 2021-2022. This has allowed for more individualized attention for students, opportunities for more partner practice and project based learning, and a more robust cycle of in person feedback.
  - ii. **Curriculum:** This year we are adopting the [EL Education Literacy Curriculum](#), which consists of four standards aligned modules per grade level, per year. Coming out of the pandemic, we expect that each grade level will teach three modules. These modules include grade level reading, writing, and grammar instruction and project based learning and performance assessments. They are centered around engaging and culturally responsive topics and texts and include robust vocabulary instruction and knowledge building. Teachers and leaders have put extensive work into internalizing and adapting the curriculum to

- scaffold grade level material for struggling learners and make aspects of the curriculum more concrete and clear for all learners.
- iii. **Assessment:** Core Literacy assessment falls into three categories:
    1. **EL Education:** In the EL Education Curriculum there are three units per module. Each unit has a mid and end of unit assessment, which is aligned to the common core standards, and each module concludes with a project based performance assessment. Mid and end of unit assessments include more traditional written and multiple choice tests, one essay per module, and graded class discussions.
    2. **ANET:** Students also take a state test aligned assessment created by ANET that is aligned to the standards covered in the EL Curriculum Modules. This year, because of a COVID related closure in November, students will take two to three ANET Assessments. In the future they will take four. This assessment measures proficiency on grade level standards. With the help of our ANET consultant, the Academy Director and Director of Curriculum and Instruction will lead professional development sessions throughout the year on interpreting and planning from the data we gather from ANET.
    3. **MAP:** Students take the NWEA MAP assessment three times a year. This assessment measures growth.
  - iv. **Professional Development:** Our Director of Curriculum and Instruction received support from a consultant with the [Lit Group](#) to plan and execute the following sessions during August PD: 1) Introduction to the EL Curriculum; 2) Module, Unit, and Lesson Internalization from the EL Curriculum; 3) Writing in the EL Curriculum. Subsequent Professional Development around adapting, internalizing, and executing the curriculum has come in individual coaching meetings between our Director of Curriculum and Instruction and teachers and Department Meetings, which, starting in December, take place approximately twice a month. Our Director of Curriculum and Instruction has model planned, co-planned, and taught model lessons throughout the fall across grade levels to align our vision and support new teachers in their adoption of the curriculum.
- b. Literacy Response to Intervention (RTI) - Literacy Circles
- i. **Schedule, Structure, and Staffing:** Every student in the school receives responsive literacy instruction in a leveled small group for 43 minutes per day. All teachers across the school are responsible for a group, which has allowed students to receive targeted and personalized instruction based on their data. Each grade level is divided into six to eight groups during this time. Last year, remote and hybrid instruction made this difficult to execute across the school, so this is an entirely new initiative this year. All core content teachers at each grade level (Literacy, Math, History, and Science) teach an RTI group in addition to our two full-time RTI teachers, SPED teachers, ELL teachers, and Apprentice Teachers.
  - ii. **Curriculum:** During Literacy Circles instruction is based on diagnosed student need (see assessments below). Students in need of phonics instruction receive lessons from the heavily scripted HD Word Curriculum from [Really Great Reading](#), a research backed curriculum based in the science of reading, approximately three days a week, and fluency practice from grade level materials approximately two times per week. While the HD Word Curriculum is scripted,

grade level fluency practice is planned by RTI teachers based on student needs and interests. Most students in the school, and especially in grades four through six, receive phonics instruction during this time. All other students, and a majority of students in grades seven and eight, engage in grade level fluency practice and adaptive, personalized instruction on [IXL](#) during this time. Generally, the non-phonics groups are larger, and the use of technology allows teachers to pull smaller groups of students in a rotation for targeted fluency practice while others practice on IXL.

- iii. **Assessment:** To place students into groups and progress monitor throughout the year, we use three assessments: 1) the Beginning Decoding Survey (BDS) from Really Great Reading, 2) the Advanced Decoding Survey (ADS) from Really Great Reading, and 3) a grade level fluency assessment from [DIBELS 8th Edition](#). Students received the ADS and BDS three times a year. Starting in January, students will receive a DIBELS fluency assessment every other week, which will allow them to track their own progress and growth throughout the year. All of this data is tracked in the Grouping Matrix provided by Really Great Reading, which provides instructional recommendations and group sizes for all students.
- iv. **Professional Development:** In August and September, all RTI teachers received a virtual training on HD Word from one of their trainers. Our Academy Director and Director of Curriculum and Instruction also received support from a consultant with the [Lit Group](#) to plan and execute the following sessions during Summer PD: 1) The Science of Reading, which delved into the importance of phonics and grade level fluency instruction and debunked common misconceptions in literacy instruction and 2) Fluency Routines, which defined fluency practice, addressed its importance, modeled fluency practice, and outlined our internal schedule and planning guidelines. In December our Director of Curriculum and Instruction led another session analyzing data from November Progress Monitoring and in January we revisited groups and planning expectations as a staff in response to this data. This spring we will use progress monitoring data and observations to plan and lead additional professional development sessions with the support of our two full-time RTI Teachers.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

#### BACKGROUND AND METHOD

During the 2020-21 school year, Buffalo Collegiate used NWEA MAP growth tool and Achievement Network's benchmark assessments to determine student proficiency, achievement, and growth. We tested the majority of our students at the beginning and end of the year in NWEA to gather diagnostic data and EOY growth. The proficiency levels were very low, something that we anticipated given where our students started in Y1 and the impact of the pandemic. We did not gather EOY NWEA diagnostic

data during Y2 (June 2020) as a result of the pandemic, but we prioritized collecting as much data as possible to understand the impact of the pandemic and to ensure that we were prepared when our students transitioned back to in-person learning.

At the beginning of the 2020-21 school year, we knew that the lack of student achievement data was a significant gap that we had to address. Understanding that we were not going to be back in person until October, we administered a remote NWEA diagnostic in September to gather baseline data. Although it was quite intensive to help the students navigate the online platform, we were able to get the majority of our students tested by the end of September.

As we transitioned back into school in October, we decided to deprioritize the first ANet administration due to the competing priorities of reopening school. We administered our first ANet assessment in January. In late February/early March we administered the mid-year NWEA assessment. In June 2021, we closed out the year with administrations of the NWEA MAP and ANet’s 4th benchmark. Results will be discussed below.

From a curricular standpoint, most math courses used EngageNY to drive pacing and unit design. While we have invested a lot in our ELA curriculum, we know that there are further decisions that we need to address for math. We have approached Lavinia Group about a possible partnership on the recommendation of some other schools in the BES network of schools. They were unable to accommodate us in 2021-22, and given the intensity of the HD Word and EL Curriculum (in addition to the RtI and SEL initiatives), we thought it better to table our time and financial investment in math for 2022-23.

The allotted time for Math classes decreased significantly in 2020-21. While 4-6<sup>th</sup> grade students had 100 minutes of Math prior to the pandemic, all students in grades 4-7<sup>th</sup> had their classes decreased to 45 minutes across the board this past school year. In an effort to provide instruction to students who were both remote and in-person, as well as maintain a schedule that ensured as much engagement as possible, classes were set for 45 minutes so that students and teachers had opportunities to step away from their screens, engage with one another (both in-person and remotely), and prepare for the other 3 classes.

## RESULTS AND EVALUATION

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	156	9 <sup>th</sup> Percentile	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	146	9.5 <sup>th</sup> Percentile	No

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Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>4</sup>	9 <sup>th</sup> Percentile	16	9.5 <sup>th</sup> Percentile	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>5</sup>	2+ students	75%	110	1.8% (2)	No

### End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>6</sup>	Number Tested	Percent Proficient	Number Tested
4	3.6% (1)	28		
5	1.6% (1)	62	0	42
6	7% (3)	43	3.4% (1)	29
7	1.8% (1)	57	2.6% (1)	39
All	3.2% (6)	190	1.8% (2)	110

### End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4	1	18
5	5	50
6	11	37
7	12	51
8		

<sup>4</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>5</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>6</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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All	9	156
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While there are no comparative figures for us this past year (we do not have access to BPS diagnostic data points), we are able to see that our proficiency scores in both NWEA MAP and ANet are not at the proficiency or growth levels we aim to achieve. Our growth percentiles in 4-7<sup>th</sup> are at 9<sup>th</sup> percentile nationally, far below where we know we can get our kids to in the coming years.

While Math is shifting to 66 minutes of daily instruction in 2021-22, we do believe that our efforts in literacy – with fluency at the forefront, coupled with heightened rigor in ELA via the Expeditionary Learning curriculum – will have residual impact in Math, too.

### ADDITIONAL CONTEXT AND EVIDENCE

In addition to the NWEA scores, we also administered ANet benchmark assessments. The ANet partnership came as a result of a Cullen Foundation grant that will go for at least three years as we ensure that we have on grade level benchmark assessments. Up until our ANet partnership, our only proficiency-based benchmark came from our Year 1 NYS ELA and Math assessments. While we had data in Year 1 from iReady that showed us tremendous growth in proficiency rates for 4<sup>th</sup> grade ELA and 4<sup>th</sup> and 5<sup>th</sup> grade Math, the scores were still substantially below the NYS average (iReady scores in Year 1 demonstrated 4x improvement in proficiency scores for 4<sup>th</sup> and 5<sup>th</sup> grade, however, those scores did not correlate to

In regards to staffing, our 4<sup>th</sup> grade lead teacher transitioned out in late February. Beyond that, our staff featured a first-year teacher in 6<sup>th</sup>, a second-year teacher in 7<sup>th</sup>, and a third-year teacher in 5<sup>th</sup>. With the exception of 4<sup>th</sup> grade, all other grade levels demonstrated growth in comparative proficiency from the first to the second test administration. Additionally, as we look at the most recent comparative data from the 2019 NYS Exam, there is evidence of progress, though those scores are relative to an overall decline in proficiency scores (2019 NYS v. 2021 ANet). However, given that we are not able to track progress via NYS scores, we do see that proficiency scores rose from 5% in 5<sup>th</sup> grade to 20% in 7<sup>th</sup>, and 15% in 4<sup>th</sup> grade to 24% in 6<sup>th</sup> grade. Those scores are still significantly below what we expect to see in the future, but it does indicate growth in learning relative to the state/national averages on the math assessments.

	2019 State Exam	State Average 2019	Difference	2021 Anet2	ANet2 Network	Difference	2021 ANet4	ANet4 Network	Difference
7th Cohort Math	5%	46%	-41%	23%	33%	-10%	20%	27%	-7%
6th Cohort Math	15%	50%	-35%	18%	34%	-16%	24%	34%	-10%
5th Cohort Math	n/a			32%	44%	-12%	23%	32%	-9%
4th Cohort Math	n/a			29%	36%	-7%	16%	35%	-19%

## SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Through three years of operations, we have not met our goals for Math in any grade level. While the pandemic contributes to that – we do not have comparative NYS data outside of Year 1, and Year 1 was fraught with turnover in 5<sup>th</sup> grade (our 7<sup>th</sup> grade cohort in his report) – there are also realities of our own growth (evolving with RtI and curricular design) that have contributed to our lack of achievement thus far. With that said, we have established an infrastructure of assessment via MAP and ANet that we will continue to home in 2021-22. We also anticipate purchasing Illuminate in the not-to-distant future to help with driving our data analysis into the weekly work.

## ACTION PLAN

As we move back to in-person instruction for the 2021-22 year, each math class is 66 minutes of grade-level mathematics instruction. Each grade has one ICT class that is supported by our Special Education staff. Three of our five math classes also have the support of a City Year AmeriCorps member, so the capacity for tailored small group instruction is magnified there. The general structure of all math classes looks like:

1. Do Now - specific review of previously taught topics, combination of multiple choice and open response style questions
2. Fluency practice - basic fact review, done for time
3. Mini-lesson - notebook based, and based on units as supported by EngageNY
4. Independent or group practice
5. Exit ticket - 2-3 times each week and used to gauge pacing and student mastery

**Curriculum:** Our math department leaned on the Engage NY curriculum for our pacing guides and development, as we had in the past. As a department we worked continually to collaborate among all grades to ensure that students, particularly when we were remote, were able to still show their mathematical thinking on the page, despite being on a screen. As we moved back to in-person instruction, as a department we have worked to vertically align about what a math notebook should look like in each grade level, as it is a critical tool for students to develop to capture their mathematical thinking on the page, organize their work sequentially, and serve as a map to tie together the broad topics and how each unit ties together.

**Assessment:** All math classes are planned off of the ANet assessments, given four times a year. Teachers also use a variety of sources to develop teacher-written assessments including the ANet assessment banks, NYS released test questions, and EngageNY assessments. Teachers assess students based on mastery of topics at least once a week.

**Professional Development:** Our professional development has consisted of a combination of in-house, Relay GSE supported, and ANet supported, depending on the topic and need of our team. Particularly as we shifted to remote instruction, the PD sessions we attended with RGSE were critical to help us think about the ways checks for understanding needed to change over Zoom, as well as how to best support a variety of learners over a relatively new medium. ANet supported our assessment review work, our data analysis cycles, and supported our team as we worked to bring more regular data work to our unit planning. Internally, we worked together on common language and strategies when teaching concepts that span multiple grades, such as ratios and proportions, algebraic concepts, fractions, place value, and multi-digit operations.

In planning for the return to in-person instruction, the Math department analyzed the ANet and NWEA MAP data, as well as discussed as a department around how to adjust our pacing guides to ensure that our students are set up for as much success as possible to both address any learning gaps from the 2020-21 year and ensure we are still learning on grade level curriculum. We worked closely with our ANet leadership support as well to ensure there was alignment in rigor between what students are being taught and what students will see on ANet and state test assessments.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

Students will be proficient in Science.

#### BACKGROUND AND METHOD

The 2020-21 school year not only signaled a shift in our school's modality of instruction to remote learning, but also coincided with a shift to a new Science curriculum. In August 2020, the Science department at Buffalo Collegiate attended extensive training seminars and ongoing coaching sessions to best support teachers in the implementation of this new curriculum. Amplify Science is a phenomena-based curriculum that allows for a highly student-thought driven classroom as students actively engage with rigorous material in order to investigate real-world dilemmas. In our fully remote learning model, teachers embraced the challenge of teaching a very hands-on subject within the digital sphere; Amplify science aided in this endeavor, as its platform features many engaging digital opportunities for students to learn, such as digital simulations that augment each unit. Teachers also utilized interactive presentation platforms such as PearDeck in order to facilitate robust discussions, as well as writing activities, while providing real-time feedback to students. Teachers adjusted labs so that students could complete small hands-on experiments at home, with materials they had around their houses. Some members of our Science department even created assessments through a platform called FlipGrid, where students could record themselves giving oral presentations of scientific arguments that their peers could then watch and give feedback on.

When our school shifted to a hybrid modality of learning in the spring of 2020, teachers wholly embraced the ability to utilize more robust hands-on learning activities with the students who returned to the building, while still engaging the students who remained at home. One Science class ended their year with a mini-unit on the science behind popular science fiction films, where students in the building were challenged to grow plants in simulated Martian soil, as was done in the film *The Martian*; students who remained at home during this time stayed engaged with these lessons as they practiced their abilities to apply what they had learned in order to write strong scientific arguments either in favor of or against the accuracy of the science depicted in popular films.

#### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, we did not have data in Science to demonstrate attainment of our accountability goals. ANet and MAP are only given for ELA and Math, and we did not have a comparative diagnostic tool to compare our scores to local or national metrics.

## ACTION PLAN

Now, in the 2021-2022 school year, our Science department is making the most of our current, in-person modality of instruction. Weekly hands-on labs allow students to demonstrate mastery of content through kinesthetic, highly engaging activities. Students still utilize technology within the classroom in order to engage with the digital simulation features of Amplify's curriculum, but are now able to additionally engage in class-wide, in-person discussions about what they observe and learn in those simulations. Each Amplify unit concludes with something referred to as a Science Seminar, in which students apply their content knowledge from the unit to examine and analyze evidence; in the in-person setting, this looks like small groups of students discussing the meaning of different pieces of data, connecting them to scientific claims, then coming together as a whole group to present their findings to one-another.

While the Science department may not have department-wide data in the same way that our ELA and Math departments do, it must be noted that the Amplify curriculum places a strong emphasis on reading comprehension and scientific argumentation skills. Students perform close-reads of scientific texts, and regularly engage in class routines that encourage the analysis of data in relation to given claims, which culminate in the writing of scientific arguments. Students actively practice supporting their writing with evidence, and providing logical reasoning to support their claims. As a result, our Science department's emphasis on subject-relevant reading comprehension and argumentation skills can be considered a contributing factor in the demonstrated student progress shown in the NWEA and ANet data sets for ELA.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: 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

Since our inception in 2018, Buffalo Collegiate has been determined to be in Good Standing with New York State.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

## APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

### NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	147	12th Percentile	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	126	12th Percentile	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>7</sup>	12th Percentile	16	5.5th percentile	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>8</sup>	2+ students	75%	104	6.7% (7)	No

<sup>7</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>8</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>9</sup>	Number Tested	Percent Proficient	Number Tested
4	7.1% (2)	28		
5	3.3% (2)	60	5.1% (2)	39
6	13.6% (6)	44	10.7% (3)	28
7	7% (4)	57	5.4% (2)	37
All	7.4% (14)	189	8.7% (9)	104

### End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4	2	19
5	12	45
6	17.5	36
7	12	47
8		
All	12	147

### 2020-21 NWEA MAP Mathematics Assessment End of Year Results

<sup>9</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	156	9th Percentile	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	146	9.5th Percentile	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>10</sup>	9th Percentile	16	9.5th Percentile	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>11</sup>	2+ students	75%	110	1.8% (2)	No

### End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

<sup>10</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>11</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>12</sup>	Number Tested	Percent Proficient	Number Tested
4	3.6% (1)	28		
5	1.6% (1)	62	0	42
6	7% (3)	43	3.4% (1)	29
7	1.8% (1)	57	2.6% (1)	39
All	3.2% (6)	190	1.8% (2)	110

### End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4	1	18
5	5	50
6	11	37
7	12	51
8		
All	9	156

<sup>12</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.