



Buffalo Collegiate Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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Brian Pawloski
Head of School, Founder

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

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Brian Pawloski has served as the Head of School since 2017.

SCHOOL OVERVIEW

Buffalo Collegiate Charter School was founded upon the belief that all students can achieve at high levels when provided with high expectations and a supportive learning environment. As our mission stated: “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.” That mission was our guiding force throughout our existence, and, even though we were not recommended for reauthorization, the report that follows will detail elements of progress we achieved during our five-year term, specifically focusing on our progress in Year 5, our final year of operation, which featured positive and intriguing academic results.

Buffalo Collegiate opened in August 2018 with grades 4 and 5, and in June 2023, our founding fourth grade students graduated 8th grade, the second and final class to do so. As a result of our tumultuous first four years, which were defined by the evolution of an early-stage school and the ongoing impact of COVID, we made the decision to focus on grades 4-8th in 2022-23 until we were confident that we had the academic and cultural program that would generate the foundation necessary for a college prep high school experience. The sudden change in grade level trajectory transpired after a late-year, Year 4 visit with representatives from SUNY’s Charter School Institute. SUNY, like schools throughout New York State, attempted to return to their own state of normalcy, which focused on holding schools accountable to pre-pandemic high academic and operational standards. However, much like the schools in their portfolio, normalcy was not as clear to navigate as it had been in 2018, Buffalo Collegiate’s inaugural year.

Because there was little evidence after our first three years to indicate whether or not Buffalo Collegiate was on track to developing a strong academic program to support a strong high school – due almost entirely to pandemic’s impact on testing in 2020 and 2021 – everyone, including our authorizer, was delinquent in providing the proper and transparent guidance to set students and families up for success. SUNY did not abide by the terms within the chartered agreement (issued July 14, 2017), which stated in Appendix A(O): “In order to help ensure the school has the capacity to implement a high school program and that the high school program is aligned with any future New York standards, the commencement of the 9th grade (the High School Program) will be contingent upon the Institute finding that the school is on track for at least a short term renewal after reviewing the results of the school’s third year of state assessments.”

It can be easily understood that the Institute was unable to fulfill those obligations in the signed contract given the unforeseen challenges set forth by COVID, which upended the Institute’s ability to hold charter schools accountable to the terms set forth in their initial charter. Unfortunately, the circumstances that prevented SUNY from upholding their commitment to the agreement were not accounted for when evaluating the achievement of Buffalo Collegiate, particularly when using Year 4 results to project further on what our academic impact could be during a second charter term.

The data below is uneven, but what is evident is that even with the tumult of Year 5, which featured ongoing staff attrition (which only accelerated after the February 27, 2023, announcement of closure), Buffalo Collegiate posted obvious signs of academic progress and impact. To be clear, we only achieved a few of our accountability measures in 2022-23. However, there is evidence that our students, particularly the ones who attended for two or more years, received an education that was superior to the one that they would have received if they attended their previous public school.

The graduating 8th graders, many of whom attended Buffalo Collegiate since 2018, scored 50% proficient on the 8th grade ELA exam, achieved “significant gains” on the 8th grade Math exam, and posted a 32% pass rate on the high school Living Environment Regents exam, a figure that outpaced the 8th grade Science test takers throughout Buffalo, most of whom took the 8th grade Science exam, an exam that has a lower rigor bar than the Living Environment exam.

We experienced significant staff attrition throughout our last two years of existence. In 2021-22, that attrition was most pronounced in 7th and 8th grades, which led to leadership moving into teaching roles that diminished the levels of support that were integral to our vision for teacher development and student learning. In Year 4, the following teammates transitioned from Buffalo Collegiate: Director of Special Education (departed to Buffalo Public Schools); Director of Student Services (transitioned to a SUNY authorized start-up charter in their planning year), Upper Academy Director (who was in the planning year and also coached the Social Studies team; accepted a job with an Ed Tech group in March); nine teachers, including six of our eight core content teachers in 7th and 8th grade (8th: ELA, SS, Math; 7th: ELA, SS, Science; 6th: ELA; **PE; RtI**; of this group, five left the profession; two left for mental health purposes; one departed to care for a sick family member; two left for other charters; and another for a suburban school), and a Teaching Fellow (left the profession). The disruption caused by the departure of 13 staff members, which largely occurred during the first four months of the school year, required the Academy Director, Director of Curriculum and Instruction, Head of School, and other members of our leadership team to cover classes or teach for extended weeks to the detriment of other leadership responsibilities, including consistent observations, instructional leadership meetings, co-planning, data analysis, and schoolwide priority setting that is critical to the development of an early-stage teaching staff.

The challenges we experienced during Year 4 yielded significant changes in Year 5 to increase our coaching capacity, provide staff flexibility to prepare for ongoing staff challenges (we improved the Teaching Fellow program and increased the number of building aides), and improve student support through the addition of two new full-time positions (Restorative Practices Coordinator and Director of Student Services) to ensure that our Instructional Leadership Team had sacred time to plan for schoolwide priorities centered around student learning and teacher development. The additional coaching capacity (we hired a **new Director of Student Support**, a former Coney Island Prep leader who oversaw SPED, ENL, and RtI; an **Instructional Coach; Lavinia Group and its coach**, who supported our math team and Academy Director with the Illustrative Math implementation; and **two teacher-coaches**, who had a small coaching caseload in addition to their full-time teaching positions) was instrumental to the ongoing support for our teaching staff.

In addition to the professional development our staff received in August each year (12-15 days in August throughout our 5 years to set us up for success prior to students arriving) and the weekly Thursday morning PDs, we pivoted our Friday programming in 2022-23 that allowed for 2.5 hours of departmental work every other Friday. Through the generous support of a funder, we established a robust enrichment program for our students so that they could participate in highly engaging courses while core content and SPED/ENL teachers analyzed student data and identified priorities and action steps for the weeks ahead alongside their coaches and colleagues.

Despite the improvements we implemented, we still saw similar levels of staff attrition in Year 5. This time, however, our proactive efforts to enhance our staffing model allowed us to promote from within and maintain our coaching focus. During the period before announcing our closure, we again lost teachers, but we maintained our coaching priorities despite the turnover. The teacher transitions in the Fall of 2022 included:

- **4th grade self-contained and Teaching Fellow** (classrooms were consolidated)
- **5th grade Social Studies** (left for a suburban public school; replaced by a Teaching Fellow)
- **6th grade SPED** (left the profession; replaced by a Teaching Fellow)
- **Performing Arts** (left the profession; hired a replacement in October)

The turnover in the Fall of 2022 was more pronounced outside of the classroom as the following teammates transitioned out:

- **Director of Finance and External Partnership** (left for the Deputy Director of HR at Buffalo Public Schools; his responsibilities were divvied up between the Head of School, Director of

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

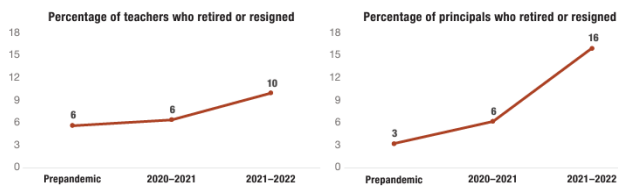
Operations, Kirisits and Associates, and an external 3rd party that continued to help with state reporting and hiring)

- **Restorative Practices Coordinator** (left for a position in BPS that had a shorter school day; replaced in February)
- **Dean and Associate Dean** (departed for health reasons; hired one person to fill roles in February)
- **Community Engagement Coordinator** (moved to Albany for a job in the private sector; did not replace)
- **Building Aide** (family reasons; replaced in October)

All told, 11 teammates left in the first four months of the academic year.

The turnover and staffing challenges we experienced in staffing in Years 4 and 5 were not unique to Buffalo Collegiate and aligned to national and local trends that upended urban education. Nationally, according to the Rand Corporation¹, approximately 10% of teachers left the profession in 2022 (about 114,000 educators), and 16% of administrators (19,000 school leaders).

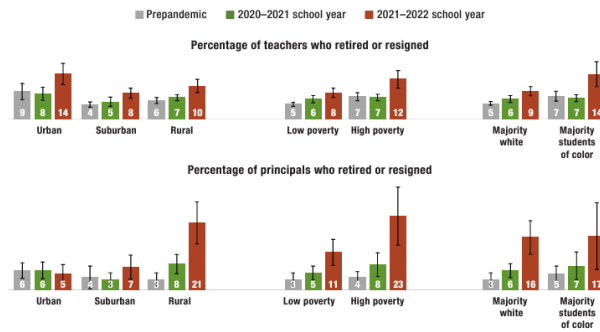
District Leaders Reported Teacher and Principal Attrition Increased in the 2021–2022 School Year



NOTE: This figure depicts response data from the following survey questions: "What percentage of your [teachers or school principals] retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it," which was administered in fall 2022 (n = 295); "What was the typical percentage of your [teachers or school principals] who retired or resigned annually prepandemic?" which was administered in summer 2021 (n = 279); "What percentage of your [teachers or school principals] retired or resigned at the end of the 2020–2021 school year?" which was administered in summer 2021 (n = 278). For all questions, respondents were asked to enter a percentage into an open-ended text box.

The exodus of educators was most pronounced in urban schools and districts – the majority of which serve predominantly students of color with high incidences of poverty. Teacher turnover in these districts grew the most since the previous school year (2020–21), as demonstrated in the chart below (teacher turnover increased by 7 percentage points in districts serving mostly students of color between 2020–2021 and 2021–2022.) Districts across the country that served majority-white, low-poverty districts had only a small increase in teacher turnover in that same period.

District Leaders' Estimated Teacher and Principal Attrition Rates over Time, by District Type



NOTE: This figure depicts response data from the following survey questions: "What percentage of your [teachers or school principals] retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it," which was administered in fall 2022 (n = 295); "What was the typical percentage of your [teachers or school principals] who retired or resigned annually prepandemic?" which was administered in summer 2021 (n = 279); and "What percentage of your [teachers or school principals] retired or resigned at the end of the 2020–2021 school year?" which was administered in summer 2021 (n = 278). For all questions, respondents were asked to enter a percentage into an open-ended text box. The vertical black bars represent the 95 percent confidence interval for each estimate.

¹ Diliberti, Melissa Kay and Heather L. Schwartz, Educator Turnover Has Markedly Increased, but Districts Have Taken Actions to Boost Teacher Ranks: Selected Findings from the Sixth American School District Panel Survey. Santa Monica, CA: RAND Corporation, 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Further analysis of the turnover within education demonstrated the localization of teacher shortages in Special Education, Math, and English as a New Language (ENL), three areas where Buffalo Collegiate struggled to attain our accountability goals.

Percentage of District Leaders Who Reported Considerable Teaching and Nonteaching Shortages in Fall 2022, by District Type

	Locale			Poverty level		Student racial and ethnic composition		
	All districts	Urban	Suburban	Rural	Low poverty	High poverty	Majority white	Majority students of color
Teaching staff								
Substitute teachers	52	45	59	50	58	45	56	43
Special education	36	45	45	31	34	39	33	46
Mathematics	22	31	17	24	17	30	21	28
English as a second language or bilingual education	20	27	26	17	16	26	18	27
Science	17	26	13	17	12	23	18	15
Elementary school	10	17	5	12	4	18	8	16
English or language arts	8	9	5	8	6	11	8	8
Nonteaching staff								
Bus drivers	45	38	45	46	41	51	49	34
Paraprofessionals	21	25	34	16	24	17	23	18
Mental health staff	21	22	16	23	20	24	24	15
Tutors	13	12	17	12	11	17	14	12
Librarians	4	3	4	5	3	6	5	3

NOTE: This figure depicts response data from the following survey questions: "For which school level and subject area(s), if any, does your district currently have teacher shortages? By shortage, we mean your district has unfilled open positions in the given job category" (n = 291) and "For which types of non-teaching staff, if any, does your district currently have shortages? Include contract workers and direct district employees in your answer. By shortage, we mean your district has unfilled open positions in the given job category" (n = 293). This figure excludes respondents who selected "not applicable" because they do not employ teachers in that subject area or grade level, or nonteaching staff in that job category. Values shown in bold indicate that the subgroup percentage of district leaders reporting a considerable shortage is statistically significantly different (p < 0.05) from the remainder of district leaders not in that subgroup who said the same.

Staffing challenges were so pronounced in the City of Buffalo that external organizations like the Cullen Foundation prioritized efforts to improve the teacher pipeline and established cohorts aimed at alleviating the challenges the entire industry faced. This led to compensation collaborations and a new investment in TNTP's Urban Teaching Fellows program through the University at Buffalo to jumpstart the local teaching pipeline.

Following the announcement of Buffalo Collegiate's impending closure, we continued to experience turnover throughout the school, including:

- **4th grade (2): Self-contained** - Resigned for family reasons (replaced by Director of Student Support, Academy Director, DCI, and Director of Operations); **Teaching Fellow** - did not return from maternity leave (no replacement)
- **5th grade (4): Social Studies** - took a job in politics (hired a long-term substitute); **Math** - family health issues (Head of School and Academy Director split duties); **ELA** - health issues (Head of School and DCI taught a section each); **Science** - moved out of the area (DCI taught both sections)
- **6th grade (1): Social Studies** - took a job at another charter school (consolidated classrooms and increased responsibilities for remaining teammates)
- **7th grade (2): Social Studies** - health issues (Instructional Coach); Science - took a job in another sector (Instructional Coach and Academy Director)
- **8th grade (0):** They planted their feet and taught until the end, and that commitment showed up in their ELA scores (50% pass rate), Math improvement (achieved significant gains according to Teach For America Pacesetter Model), and Regents achievement (32% of students who attended for 2+ years passed the Living Environment NYS Regents exam)
- **Operations Team (2): Operations Coordinator and Office Manager** - resigned (did not hire new staff the last two months of the year)
- **Student Support Team (3): Director of Student Services** - family health issues (not replaced);

- **Associate Dean** - institutional decision (not replaced); **Building Aide 1** - institutional decision (not replaced); **Building Aide 2** - family health issues (did not replace due to timing)
- **SPED and ELL (1): SPED teacher** - left profession (not replaced due to timing)

Between February 27, 2023, and June 23, 2023, we lost 15 staff members, *which was equal to the number of students who transferred during that time*, a sign that families still felt that Buffalo Collegiate offered their child the best educational option for the remainder of the year.

All told, 26 teammates departed during our 5th year.

Despite those figures, Buffalo Collegiate posted some of our most substantial scores to date, specifically in 8th grade ELA, Level 1 ELA scores that decreased precipitously over time; attainment of accountability measures in comparative proficiency performance in 5-8th ELA and 8th grade science (Living Environment Regents); and “solid” to “significant” improvement in 6-8th Math according to the Teach For America Pacesetter Model.

As captured in the data tables below, Buffalo Collegiate did not achieve several of the academic goals that were established within our accountability contract with SUNY in 2018. However, we have evidence that portions of our academic and cultural program were aligned with the overall trajectory that would have demonstrated continued progress from our poor Year 4 results (2021-22), the year that SUNY stated in Spring 2021 would be used as the “baseline” for achievement evaluation going forward (2022-23 was to be the year that established a school’s “trajectory” and 2023-24 was going to be the “trend” year – at least as SUNY rationalized in 2021 in the midst of the pandemic/hybrid year).

2023 test scores did improve - in some cases significantly according to the Pacesetter Model, a tool used by Teach For America to determine and norm student gains on statewide assessments – a testament to the academic vision and work ethic of the Buffalo Collegiate community in the face of a fourth consecutive year of significant disruption. The ability to continue to make progress was not afforded to Buffalo Collegiate by SUNY, and while the message communicated was that our level of achievement did not meet the standard set for students and families in the City of Buffalo, it is evident by the collective performance of Buffalo SUNY schools that the region is significantly behind schools downstate (as SUNY is well-aware of when it refers to the overall effective sizes, a measure that demonstrates that schools in their portfolio in Buffalo perform significantly below schools in Albany and New York City). The alarming disparity should drive SUNY to lead a coalition of organizations that will address systemic issues to ensure equity for students in Buffalo.

While we certainly needed to perform better as an academic institution, Buffalo Collegiate fought hard to attain our mission; we truly believed in the power of our community and a school’s responsibility to partner with families and promote student potential and excellence.

SUNY is now challenged to navigate charter authorization in the post-COVID world so that charter schools can remain competitive and a place where excellence is not only expected, but systems are in place to ensure that the people who believe in the power of autonomy, rigor, and excellence can create communities that are drivers of educational equity, particularly in communities like the East and West Sides of Buffalo – communities that continue to suffer from the structural racism embedded in our country, state, and city. As an organization that states that it is a “partner” to schools in its portfolio, SUNY’s evolution in the coming months and years will be vital to ensure the sustainability of the charter movement in Buffalo and beyond.

ENROLLMENT SUMMARY

While we knew that 4th grade was going to be a challenging entry point when we were chartered in 2017, we also believed in the impact it would ultimately have on our students from a cultural and academic perspective. We were able to meet our budgeted enrollment in Year 1 and Year 2 of the charter. Year 3, which was the

2020-21 school year that was a remote or hybrid year for schools locally, witnessed a precipitous decline in 4th grade enrollment, which we believe was impacted by our inability to get out into the community to meet families in the same way that we had done so for our first two 4th grade cohorts. From our understanding, the challenges that we saw were not entirely unique to quarantine, but it was a point of concern that became even more pronounced.

To offset the low demand in 4th grade in 2020-21, we pivoted our enrollment structure given the interest in 5, 6, and 7th grades, which led us to over-enroll in 5-7th grades. This allowed us to make a fundamental enrollment shift that balanced the challenges of 4th grade enrollment deficits; we believed that we could keep our 4th grade targets the same while simultaneously increasing our cohort sizes in 5-8th as we projected cohorts of 72 in grades 5-8th and 60 in 4th. This shift allowed us to decrease class sizes from 30 to 24 while also allowing for a Social Studies and Science teacher to be hired for each grade – a change from the initial design where those two subjects were split across two grades. This provided teachers early in their profession to focus on mastering the content and classroom expectations in one grade level as opposed to two. The enrollment projection kept us at our 20% ceiling (348 for 300 seats) while also acknowledging the challenges of enrolling in 4th grade.

The stretch goal of 348 students proved to outpace the demand, something that we did not foresee given the waitlists in preceding years. We believed that the nimbleness of the charter sector during the pandemic – particularly compared to the local district – would lead to increased demand for charter seats, and our continued work to support students and families during that time led us to believe that we would continue to receive strong referrals from our nearly 300 students at Buffalo Collegiate.

Despite our inability to meet our stretch goals in enrollment in Year 4, we still enrolled 296 students in 2021-22, which was 99% of our chartered projection in Year 4, our highest percentage to date. Over the course of our five years, we met 93%, 96%, 95%, 99%, and 85% of our enrollment targets throughout the school, despite experiencing between a 45-58% decline in 4th grade enrollment in Years 3 through 5, as demonstrated in the table below. In our final year, based upon our initial chartered enrollment projections, we achieved 92% enrollment in 6th grade; 98% in 7th; 117% in 8th. We were under-enrolled, however, in 5th (77%) and 4th (42%).

As a school that recruited heavily through active engagement with the community prior to opening the school and throughout the first two years in operation, those efforts evaporated during COVID. As a point of reference, 48% of our Founding Families came from in-person introductions to our school; 35% of our families in Year 2 also cited in-person events as the driver for their enrollment. Events included Buffalo Collegiate-sponsored activities like Night at the Science Museum, Ice Skating at Canalside, Trunk or Treats, March Madness, and Literacy Nights hosted at community centers proximate to our families. We also engaged in other outreach initiatives by partnering with community-based organizations for tabling events, attending block club meetings, Buffalo Common Councilman breakfasts, frequenting libraries, churches, festivals, and supermarkets on the East and West Sides of Buffalo, and canvassing within the East and West Side communities. These connections earned us a reputation as a charter school that deliberately partnered with the community to provide the family partnership that so many of our families yearned for within a school. That reputation, however, did not produce the results we anticipated in 4th grade throughout our tenure, which led to challenges of enrollment in 4th grade for our last three years of existence.

In retrospect, there were many factors that contributed to the enrollment issues in 4th grade, and it is challenging to determine if it was wise to make that our entry point. Three consecutive years of challenges with 4th grade enrollment would seem to indicate so. Still, as demonstrated in the report below, the inaugural 4th grade cohort significantly outperformed the founding 5th grade cohort. They also revealed a trend that our students moved from high levels of Level 1 performance in the early stages of attendance at Buffalo Collegiate to increased levels of proficiency as they continued.

In the report below, a few things are evident:

- The students and families we served do not have great public school options; the academic

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

achievement demonstrated by the schools our students attended prior to their arrival to Buffalo Collegiate continue to significantly underperform the city and statewide average. And while the Buffalo Public average may rival Buffalo Collegiate’s performance, the academic comparison changes significantly when removing the criterion-based schools from the city-wide average.

- The longer students attended Buffalo Collegiate, the more likely they were to be proficient, and, as they progressed throughout their middle school years, the percentage of students performing at Level 1 steadily decreased, especially in ELA.

School Enrollment by Grade Level and School Year

School Year	4	5	6	7	8	Total	% of chartered enrollment
2018-19	54	57				111	93%
2019-20	59	55	59			173	96%
2020-21	30	65	62	71		228	95%
2021-22	33	52	64	71	76	296	99%
2022-23	25	46	55	59	70	255	85%

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English language arts.

BACKGROUND

During the 2022-2023 school year, Buffalo Collegiate used the NWEA MAP assessment, DIBELS 8th Edition, the Beginning and Advanced Decoding Surveys from *Really Great Reading*, the Achievement Network's benchmark assessments, and the New York State ELA Assessment to determine student proficiency, achievement, and growth.

In Year 4, we launched several literacy initiatives simultaneously. To ensure that our ELA Department was vertically aligned, met grade level rigor, had periodic and aligned assessments, and thoroughly addressed Common Core writing standards, we adopted Expeditionary Learning's ELA curriculum across the school. While this curriculum was rigorous and thorough, it was not the most teacher-friendly; worksheets and assignments often needed additional scaffolding to support students, particularly for students who were below grade level or were emerging readers. As a result, Caitlin Reilly, our Director of Curriculum and Instruction, worked extensively with teachers to unpack and adapt the curriculum.

Below is a summary of our ELA Program during the 2022-2023 School Year.

- **Core Literacy Instruction:**
 - **Schedule, Structure, and Staffing:** All students had 57 minutes of Grade Level Literacy instruction taught by a grade level specific Literacy Teacher each day. In Year 5, three of five Literacy Teachers were new to our school, four were in their first full year of teaching, and all five were asked to independently plan and teach from the EL Curriculum for the first time (our two returners both took over ELA positions in the middle of last year and were not solely responsible for planning from the curriculum at any point during the 2021-22 school year). Observations occurred at least once a week through February 2023, and coaching sessions were also at least once a week (if not more, depending on the need of the teacher). We structured Instructional Leadership meetings to occur on Monday mornings to align for the weekly priorities, and from 4:15-5:30 Tuesday and Wednesday afternoons to plan for the Thursday morning PD sessions and Friday planning and data analysis cycles that ran opposite enrichment. Additionally, we hired a Director of Student Support to lead our SPED, ENL, and RtI programs, which significantly improved our support of the HD Word Intervention. An additional hire for Instructional Coach improved the caseload for our DCI so she could focus on the implementation of the EL curriculum.
 - **Curriculum:** In Year 5, we embarked on our 2nd year of implementing the [EL Education Literacy Curriculum](#), which consisted of four standards-aligned modules per grade level. These modules included grade level reading, writing, grammar instruction, and project-based learning and performance assessments. They were centered around engaging and culturally responsive topics and texts and included robust vocabulary instruction and knowledge building. Teachers and leaders put extensive work into internalizing and adapting the curriculum to scaffold grade level material for struggling learners and to make aspects of the curriculum more concrete and clearer for all learners. One of the most important shifts was school-wide alignment in EL implementation, particularly when it came to writing. Essay drafting looked very similar across grade levels, and we created an internal paragraph writing structure that increased the rigor of writing expectations and alignment across the school.
 - **Assessment:** Core Literacy assessment falls into three categories:
 - **EL Education:** There were three units per module in the EL Education Curriculum. Each unit had a mid- and end-of-unit assessment, which was aligned to the common core standards, and each module concluded with a project-based

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

plans for our ELL and SPED students, as well as students who had the most significant literacy needs beyond those designated groups.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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 4th through 8th grades in Spring 2023. 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 past 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).

**2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
4	19	2		2	4	25
5	36	6	1	3	7	46
6	37	6		8	10	55
7	53	4	2	1	5	59
8	40	1		15	15	70
All	185	19	3	29	41	255

The table below summarizes participation information for this past year’s test administration for students at Buffalo Collegiate in their 2nd full year, which is compared to the overall number of students tested at Buffalo Collegiate.

² 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year at Buffalo Collegiate

Grades	All Students		Enrolled in at least their Second Year at BCCS		
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Level 1 %
4	11%	18	n/a	n/a	n/a
5	11%	36	17%	23	70%
6	14%	37	20%	25	56%
7	15%	53	19%	42	48%
8	43%	40	50%	34	29%
All	19.6%	184	27.4%	124	

RESULTS AND EVALUATION

The achievement levels between students who had been with us for 2+ years and students who attended Buffalo Collegiate for less than 2 years was over 7 percentile points higher. As demonstrated in the chart, there is a difference in overall schoolwide proficiency for students enrolled for 2+ years, and the achievement (and positive differential) was highest in 8th grade. It should also be noted that for students who were with us for 2+ years, there is a consistent increase in the percentage of students scoring above Level 1. That demonstrated considerable academic progress over the course of our literacy program.

ADDITIONAL EVIDENCE

The impact of the announcement of Buffalo Collegiate’s June closing cannot be underscored enough as it relates to the NWEA exam, particularly because there was evidence of growth on the NYS Common Core ELA and Math assessments. By the school year’s end, the staff had shrunk to 35 total staff (from 54 original positions in August 2022), meaning that all leaders were in teaching positions across the five grades in some capacity. Our student population remained stable (we had the same amount of student attrition as we did staff attrition from the time of announcement onward), which was a positive, but with limitations on adult capacity, we did not execute the NWEA – reflection, goal-setting, investment strategies – as well as we had the previous year.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 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 rd through 8 th 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	166	22nd percentile	no
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	156	19th percentile	no
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	23rd percentile	17	12th percentile	no
Measure 4: Each year, 75% of 3 rd through 8 th 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.	2+ students	75%	94	0%	no

The lack of growth exhibited in the NWEA results does not indicate a school that was supporting their students appropriately, but there was ample context that the execution of these assessments at the end of our charter term did not correspond to the growth we were seeing in the classroom. State test results on ELA contradict the trajectory of those scores (proficiency results and the decreased number of students performing at Level 1 as they progressed from 5 through 8th grades). The results from Spring 2022 demonstrated a higher rate of improvement, too.

2022-23 NWEA MAP ELA Assessment End of Year Results v. Past 2 Years' Results

Measure	Subgroup	2020-21	2021-22	2022-23
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	12th percentile	30th percentile (+18%)	22nd percentile (-8%)
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	12th percentile	35th percentile (+23%)	19th percentile (-16%)
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	5th percentile	12th percentile (+7%)	12th percentile (no change)
Measure 4: Each year, 75% of 3 rd through 8 th 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.	2+ students	6.7%	5.5% (-1.2%)	.02% (-5%)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The Institute does not require charters to report on this measure for 2022-23.

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.³

RESULTS AND EVALUATION

2022-23 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		District students (without Olmsted and City Honors)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	17%	23	23%	1850	18%	1667
6	20%	25	27%	1745	22%	1558
7	19%	42	26%	1894	19%	1675
8	50%	34	31%	1932	25%	1712
All	27.4%	124	27.0%	7421	21%	6612

As demonstrated in the chart above, Buffalo Collegiate **DID exceed the proficiency levels** for Buffalo Public Schools in 2022-23 for the NYS ELA Assessment. While the margin was small, it is the first time that we surpassed this benchmark. Additionally, when sorting out City Honors and Frederick Law Olmsted, two criterion-based schools that have entrance exams for enrollment starting at 5th grade and Kindergarten, respectively, Buffalo Collegiate students outpaced the district by over 6 percentile points.

³ 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 table below desegregates Buffalo Collegiate's 2022-23 academic performance on the NYS ELA Common Core Assessments and further breaks down the data in the local school district, specifically separating out the two criterion-based schools - Olmsted and City Honors - and the performance in the Top 10 feeder schools from Buffalo Public Schools to Buffalo Collegiate, all of whom do not have criteria for enrollment. The Top 10 schools are the Buffalo Public Schools that our students attended immediately prior to enrolling at Buffalo Collegiate.

Buffalo Collegiate's 4th grade scores were in the bottom half when compared to the Top 10 non-criterion feeder schools (6th out of 11), but 5th through 8th demonstrated different results for our students compared to the schools where they came from. The first data point in each grade level indicates where Buffalo Collegiate students ranked among the Top 10 feeder schools for all test takers; the second data point communicates where student achievement ranked when examining students who had been at Buffalo Collegiate for 2+ years:

- **5th grade:** 4th place out of 11; 3rd out of 11 when looking at students who were with us for 2+ years
- **6th grade:** 5th place out of 11; 2nd out of 11 when looking at students who were with us for 2+ years
- **7th grade:** 5th place out of 11; 3rd out of 11 when looking at students who were with us for 2+ years
- **8th grade:** *1st place out of 11 for all students and students who were with us for 2+ years*
- **5-8th Average Achievement:** *1st out of 11 for all students and students who were with us for 2+ years*

Students who were with us for two or more years did better in each subsequent grade level, and our average achievement for students in 5th through 8th grade outperformed all of Buffalo Public Schools. That achievement widened when factoring out students who attended two criterion-based schools (Olmsted and City Honors).

We also examined the comparison between charters that were formed in the same period as Buffalo Collegiate, which, for the purposes of this report, ranged from 2018 to 2020. While the statistical sample size is small, we were within 8 percentile points of their averages in 5th grade. We outperformed that average in 6th and 8th and had an ELA performance that exceeded the average by 4 percentile points. Overall, our 5 through 8th proficiency average was 4 percentile points higher than these two other SUNY authorized charter schools that have been in existence for 3-5 years.

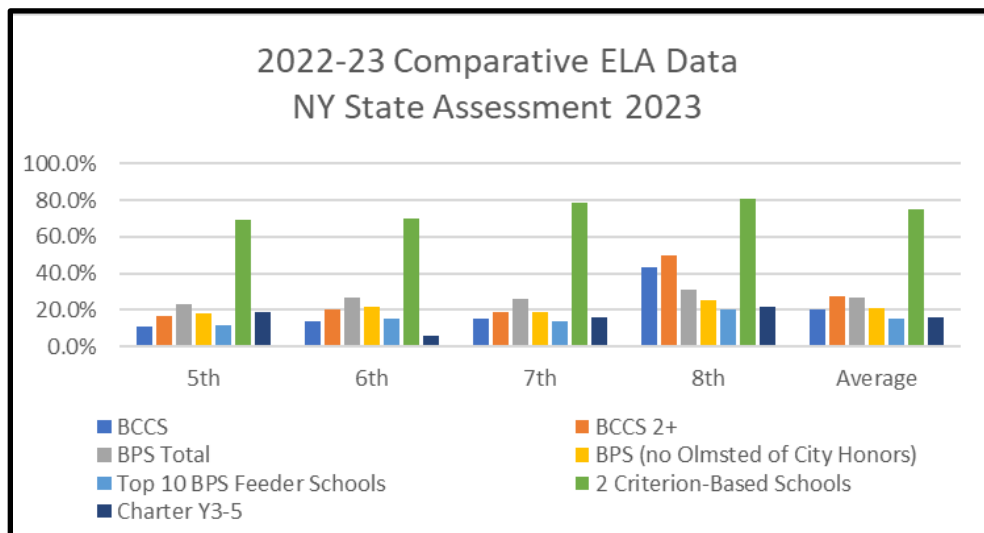
While we cannot provide evidence that we met our accountability goals, we can provide context that the students and families of the City of Buffalo are not better off for the closure of Buffalo Collegiate. In fact, for our students who were with us the longest, we had a significant impact on their academic trajectory.

The data that follows provides information demonstrating Buffalo Collegiate's proficiency levels compared to the Top 10 Buffalo Public feeder schools, charters founded in a similar period, and criterion-based schools. Despite the disruption that we encountered in 2022-23 with staff attrition, the announcement of our closure, and four teachers in their first full year as ELA teachers, we outperformed BPS feeder schools by 5% and charters founded within the past 5 years by 4% when comparing our total student test takers to the published averages (when separating out for students who had been with us for 2+ years, our respective advantage jumped to 12% v. BPS feeder schools and 9% for charters founded in the same time period).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 NYS Common Core ELA Assessment Results, Grades 5-8							
Grade Level	BCCS	BCCS 2+	BPS Total	BPS (no Olmsted or City Honors)	Top 10 BPS Feeder Schools to BCCS	Criterion-Based BPS	Charters Y3-5
5 th	11%	17%	23%	18%	12%	69%	19%
6 th	14%	20%	27%	22%	15%	70%	6%
7 th	15%	19%	26%	19%	14%	79%	16%
8 th	43%	50%	31%	25%	20%	81%	22%
	20%	27.4%	27.0%	21%	15%	75%	16%

The chart below provides another representation of the scores in the table above. It clearly communicates an overall disparity in achievement between the criterion-based schools and the other schools embedded here. Buffalo Collegiate’s ELA scores continued to improve as students matriculated through the middle school years; when City Honors and Olmsted were removed from the equation, Buffalo Collegiate was a significantly better option for students as opposed to attending one of the traditional public schools our students were likely to attend prior to enrolling at Buffalo Collegiate.



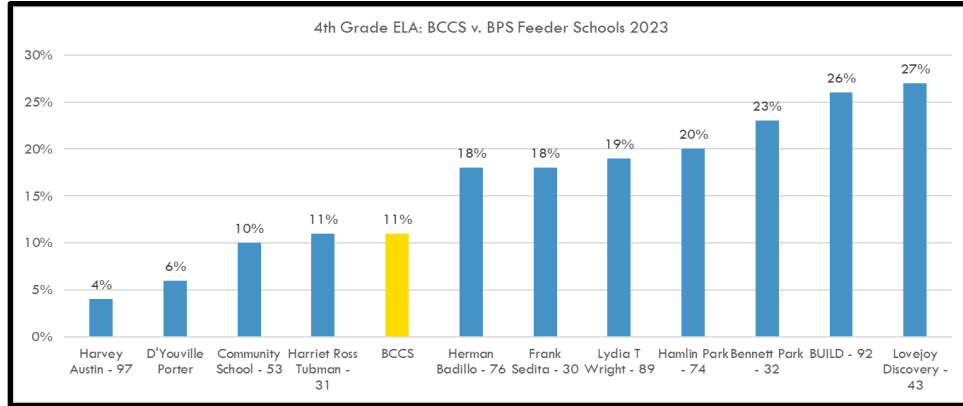
The results presented in the tables below represent achievement in grades 5 through 8th, and it demonstrates achievement for all test takers *and* students who had been with Buffalo Collegiate for two or more years. There is incremental growth from 4th through 7th grades for all test takers relative to the other schools, and there is a difference for students who had attended Buffalo Collegiate for 2 or more years, but the most promising indication of our impact came in two areas:

1. **8th grade performance** (our inaugural 4th grade) had proficiency scores of 43% for all test takers and 50% for students who had been with us for 2 or more years.
2. For students who attended for 2+ years at Buffalo Collegiate, **Level 1 performance**, which peaked in 5th grade (70% of our students performed at Level 1), **decreased steadily** (56% in 6th; 48% in 7th;

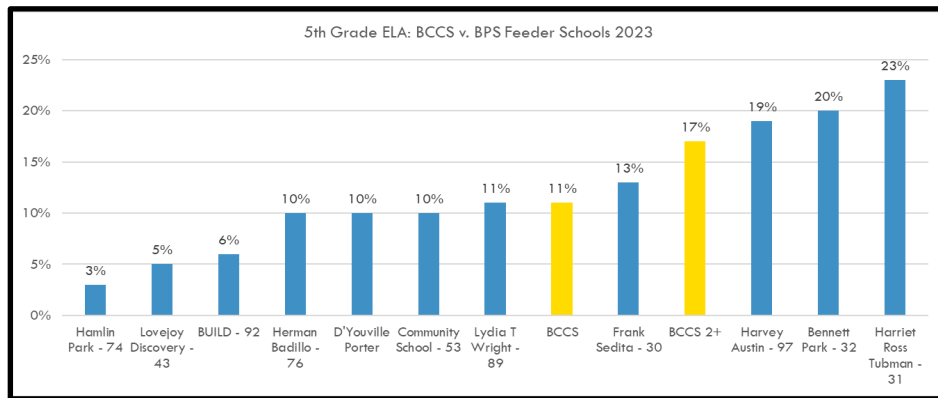
2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

and finally, 29% in 8th). For all 4th grade test takers in the inaugural year (2018-19), that cohort posted 60% performance at Level 1 in 2018-19; by the time they completed 8th grade, only 29% were at a Level 1, with overall proficiency increasing from 21% in Year 1 to 50% in Year 5.

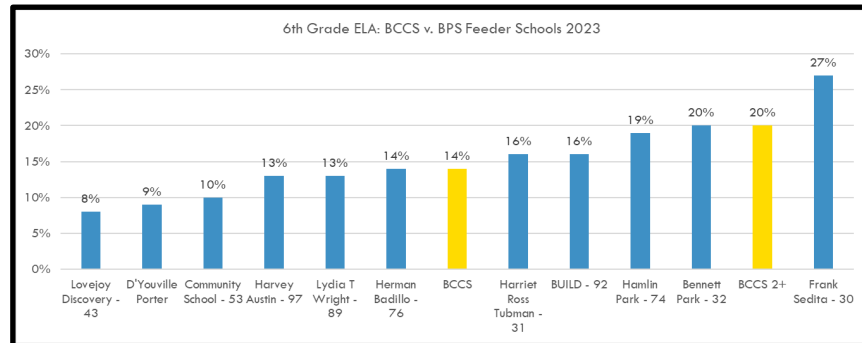
Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS ELA Exams - 4th Grade



Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS ELA Exams - 5th Grade

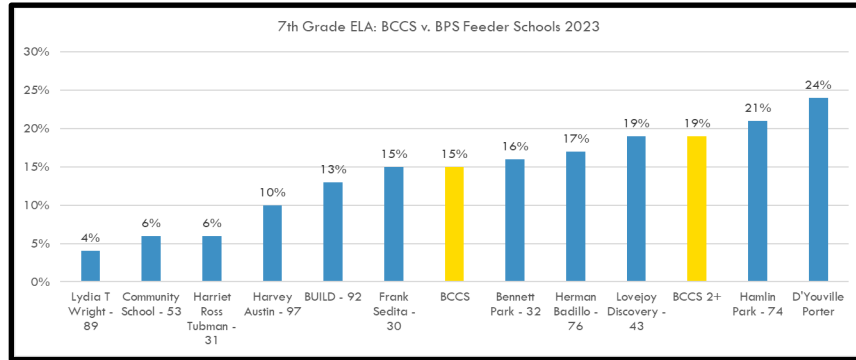


Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS ELA Exams - 6th Grade

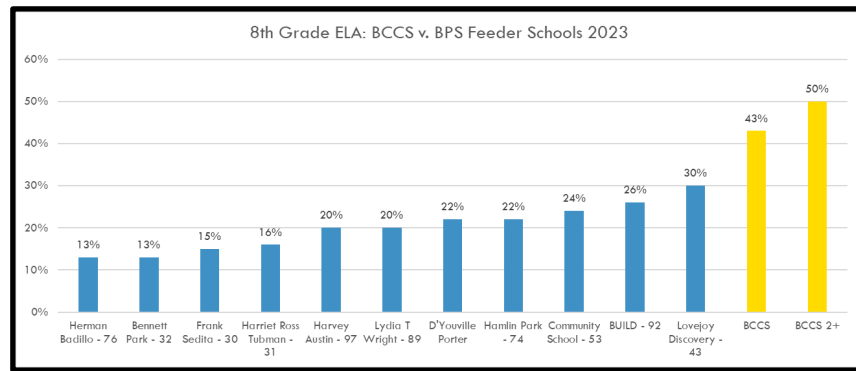


2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

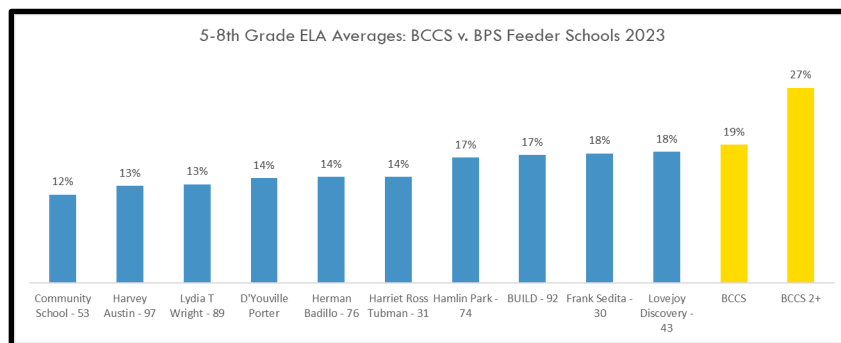
Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS ELA Exams - 7th Grade



Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS ELA Exams - 8th Grade



Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS ELA Exams - 5-8th Grades



As students continued at Buffalo Collegiate, the proficiency scores improved, and the number of students testing at Level 1 decreased - dramatically.

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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2022-23 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2022-23.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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.	DID NOT MEET
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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
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.	N/A

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in Mathematics.

BACKGROUND AND METHOD

Moving into Year 5, leadership prioritized extensive resources to our Math program based upon teacher feedback and student achievement in Year 4. Prior to SUNY's May 2022 visit, we had already applied to external funders to support an overhaul in our curricular and coaching program. While Year 4 witnessed the development of our ELA curriculum through Expeditionary Learning and HD Word, Year 5 featured a new focus on Math, a priority that SUNY also identified in their June 2022 site visit report.

Below is a summary of our Math Program during the 2022-2023 School Year.

- **Schedule, Structure, and Staffing:** All students had 57 minutes of Grade Level Math instruction taught by a grade level specific Math teacher each day. All five math teachers independently planned and taught from the Illustrative Math curriculum. It was our first year utilizing Illustrative Math, and it provided the basis for professional development for the math team, which was led by our Academy Director and the Lavinia Group coach, a former school leader. Observations occurred at least once a week, and coaching sessions were at least once a week (if not more, depending on the need of the teacher). Instructional Leadership meetings occurred on Monday mornings, and from 4:15-5:30 Tuesday and Wednesday afternoons to plan for the Thursday morning PD sessions and Friday planning and data analysis cycles that ran opposite our enrichment programming. Additionally, we hired a Director of Student Support to lead our SPED, ENL, and RtI program, which significantly improved our support of our students with disabilities, English Language Learners, and students who had challenges accessing Common Core Math due to literacy gaps. An additional hire of an Instructional Coach improved the caseload for our Academy Director that enabled her to focus on the implementation of the Illustrative Math curriculum.
- **Curriculum:** Buffalo Collegiate implemented the Illustrative Math curriculum for the first time in Year 5 in conjunction with support from the Lavinia Group. This curriculum was supplemented by Lavinia Group's Story Problems to improve our students' conceptual understanding of math. Story problems were taught during the WIN Block.
- **Assessment:** Core Math assessment fell into three categories:
 - **Illustrative Math:** In the Illustrative Math Curriculum, each unit had a pre-unit, mid-unit, and end of unit assessment with the curriculum. Additionally, each week teachers drafted mastery quizzes to track student mastery using released state test questions and other standard-aligned questions from ANET's question bank.
 - **ANET:** Students took a NYS-aligned assessment created by ANET that was sequenced to the standards covered in the Illustrative Math curriculum. Students took three ANET Assessments - in November, February, and at the end of the year. This assessment measured proficiency on grade level standards. Coming out of the ANET our Director of Curriculum and Instruction led professional development sessions on analyzing data, error analysis, and planning effective reteaches.
 - **MAP:** Students took the NWEA MAP assessment three times in Year 5. Unfortunately, the data does not reveal the same type of growth and achievement we saw within our state test scores during Year 5, and the growth measures in Year 4 were not replicated in Year 5.
- **Professional Development:** Our Academy Director co-planned and co-led the Illustrative Math Curriculum the integration of the new program, including professional development sessions provided in August PD. Subsequent professional development around adapting, internalizing, and executing the curriculum came during individual coaching meetings between our Academy Director

and our Lavinia coach, a former school leader, as well as during department meetings and work time, which took place every other Friday for 2.5 hours. Our Academy Director modeled the planning process, co-planned, and taught model lessons throughout the year to align our vision and support new teachers in their adoption of the curriculum.

- **WIN Block Instruction**

- **Schedule, Structure, and Staffing:** In response to the challenges we faced in Year 4 managing a school-wide RTI block with over 20 teachers and 30+ differentiated groups, we implemented WIN blocks across the school that featured the following elements:
 - In fifth through eighth grades, most students received data-driven lessons in each content area Monday-Thursday, including math, which is where we have implemented the Lavinia Group Story Problems to provide supplemental support to our students as they continued to develop conceptual math skills. On Fridays, all students reflected on their own data by reviewing their grades across content areas in SchoolRunner and setting goals for the upcoming week.
 - This shift provided time for students who needed high-quality phonics instruction while the rest of the students received content-specific instruction that addressed the whole class and, in some cases, individualized needs based on recent data.
 - In fourth grade, approximately one-third of students were pulled for small group phonics instruction, while the remaining students engaged in fluency practice using excerpts of the core literacy text and/or New York State test released items.
 - The focus on phonics instruction and literacy supports were essential for Math instruction and state test achievement given the comprehension requirements for students to access math material.
- **State Test Preparation:** As we progressed throughout the year, we evolved our WIN block time to incorporate further data-based response to student learning gaps in preparation for the Spring 2023 NYS Math exam.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 4th through 8th grades in spring 2023. 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).

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Other reason	
4	17			3	5	25
5	35			6	5	46
6	41	2	3	8	6	55
7	46			6	7	59
8	44	2	1	17	9	70
All	183	4	4	40	32	255

RESULTS AND EVALUATION

The only students who achieved proficiency on the 2022-23 NYS Math were students who attended Buffalo Collegiate for 2+ years. Overall, we did not meet the stated goal of 75% proficiency after 2+ years at Buffalo Collegiate.

⁴ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2021-22 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 (2022 results)	Number Tested	Percent Proficient (2022 results)	Number Tested
4	0% (3%)	17	n/a	n/a
5	3% (5%)	35	5% (5%)	22
6	7% (0%)	41	12% (0%)	26
7	9% (2%)	46	11% (2%)	36
8	12% (0%)	44	14% (0%)	35
All	7% (4%)	183	11% (1.2%)	164

Our Math program never approached the levels of proficiency we projected for our students, however, in the first year of utilizing the Illustrative curriculum with Lavinia’s support, we did see a jump in overall proficiency figures that may have portended an accelerated jump in subsequent years (similar to the progress we saw in the decrease in Level 1 scores and 8th grade performance in ELA). We were not afforded the opportunity to see continued progress, but based upon the data below from the Pacesetter Model, there are indicators that we would have made further gains with additional time.

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.

The Institute does not require charters to report on this measure for 2022-23.

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 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.⁵

⁵ 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

2022-23 State Math 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		District students (without Olmsted and City Honors)	
	Percent Proficient (2022 scores)	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	5% (5%)	22	23%	1850	13%	1671
6	12% (0%)	26	19%	1720	20%	1540
7	11% (2%)	36	25%	1859	17%	1650
8	14% (0%)	35	21%	1883	13%	1660
All	11% (1.2%)	164	22%	7312	16%	6612

As demonstrated in the chart above, Buffalo Collegiate **did NOT meet the proficiency levels** for Buffalo Public Schools in 2022-23 for the NYS Math Assessment, however, we did improve our proficiency scores for students who were with us for 2+ years by 10 percentile points, and, based upon the Pacesetter Model that Teach For America utilized to measure teacher impact and student growth on state assessments, our students made “**solid gains**” in 6th and 7th grades and “**significant gains**” in 8th grade.

ADDITIONAL EVIDENCE

The table below desegregates Buffalo Collegiate’s 2022-23 academic performance on the NYS Math Common Core Assessments and further breaks down the data in the local school district, specifically separating out the two criterion-based schools - Olmsted and City Honors - and the performance in the Top 10 feeder schools from Buffalo Public Schools to Buffalo Collegiate. Those schools do not have criteria for enrollment and would have been the schools our students would have likely attended as those were the schools they were attending prior to transferring to Buffalo Collegiate.

Buffalo Collegiate’s 4th grade scores were the lowest when compared to the Top 10 non-criterion feeder schools (11th out of 11), but 5 through 8th demonstrated different results for our students compared to the schools where they came from:

- **5th grade:** 10th out of 11; 9th out of 11 when looking at students who were with us for 2+ years
- **6th grade:** 10th out of 11; 8th out of 11 when looking at students who were with us for 2+ years
- **7th grade:** 7th out of 11; 6th out of 11 when looking at students who were with us for 2+ years
- **8th grade:** 2nd out of 11; 2nd out of 11 when looking at students who were with us for 2+ years
- **5 through 8th grade average achievement:** 11th out of 11 (total); 6th out of 11 who were with us for 2+ years

Additionally, we examined the comparison between charters that were formed in the same period as Buffalo Collegiate, which ranged from 2018 to 2020. While the statistical sample size is small, we were 12 percentile points below their 5th grade average. Despite that deficit in 5th grade, we outperformed that average in 6th and 8th. Overall, our 5 through 8th grade proficiency average was 4 percentile points higher than these two other SUNY authorized charter schools that have been in existence for 3-5 years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

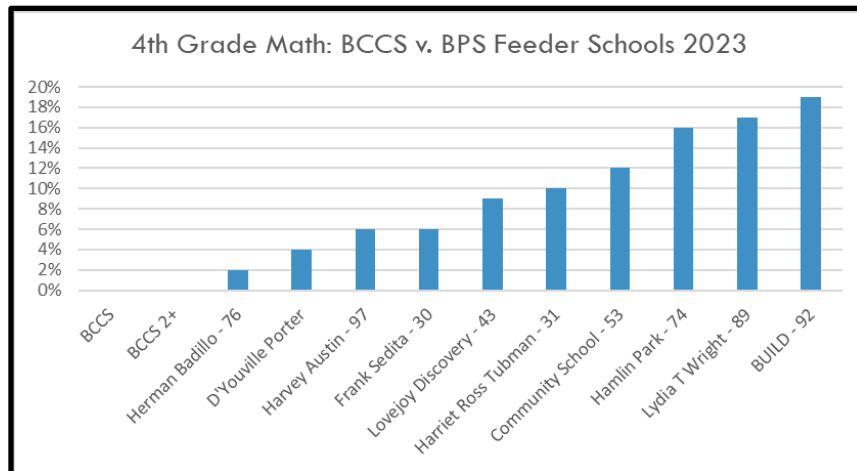
2022-23 NYS Common Core Math Assessment Results, Grades 5-8							
Grade Level	BCCS	BCCS 2+	BPS Total	BPS (no Olmsted or City Honors)	Top 10 BPS Feeder Schools to BCCS	Criterion-Based BPS	Charters Y3-5
5th	3%	5%	23%	13%	9%	69%	17%
6th	7%	12%	19%	20%	13%	66%	3%
7th	9%	11%	25%	17%	10%	76%	10%
8th	12%	14%	21%	13%	6%	75%	8%
Average	7%	11%	22.0%	16%	10%	72%	10%

Despite the disruption that we encountered in 2022-23, our program and results improved in our 1st year of an overhaul of the program.

The results captured in the tables below represent achievement in grades 5th through 8th, and it demonstrates achievement for all test takers and students who had been with Buffalo Collegiate for two or more years. There is incremental growth from 5th through 8th grades, and there is a difference for students who had been with us for two or more years. While the impact is not as significant as it was in ELA, there is still a positive impact for students who had been with us for a longer tenure.

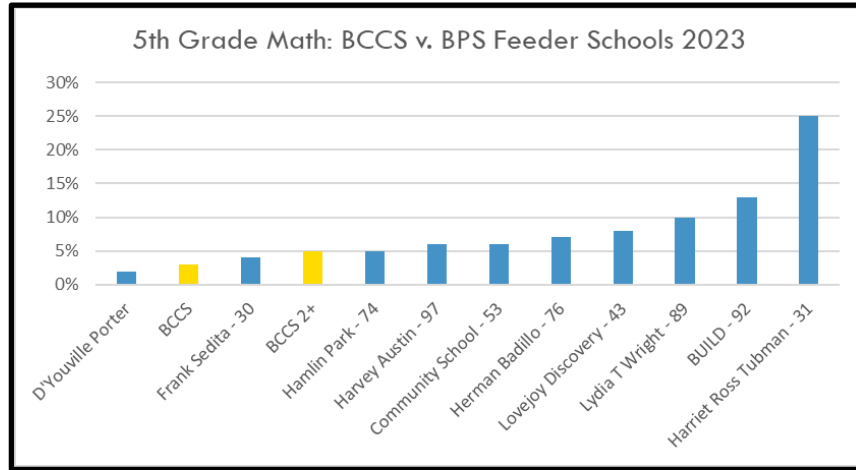
In 2021-22, our math program yielded poor results, and in response, we invested significant dollars, time, and human capital into revamping our program. Through more intensive coaching supports from our Academy Director and in partnership with a former school leader contracted through Lavinia, we implemented Illustrative Math and Lavinia’s Story Problems.

Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS Math Exam - 4th Grade

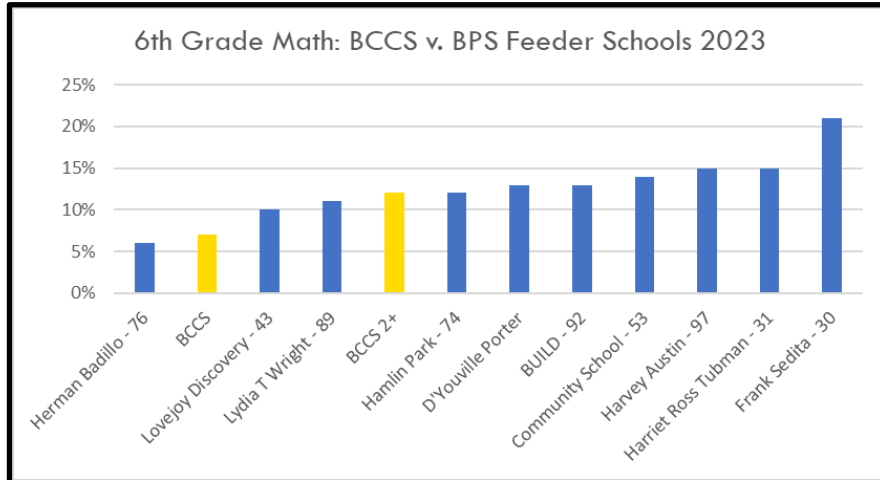


2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

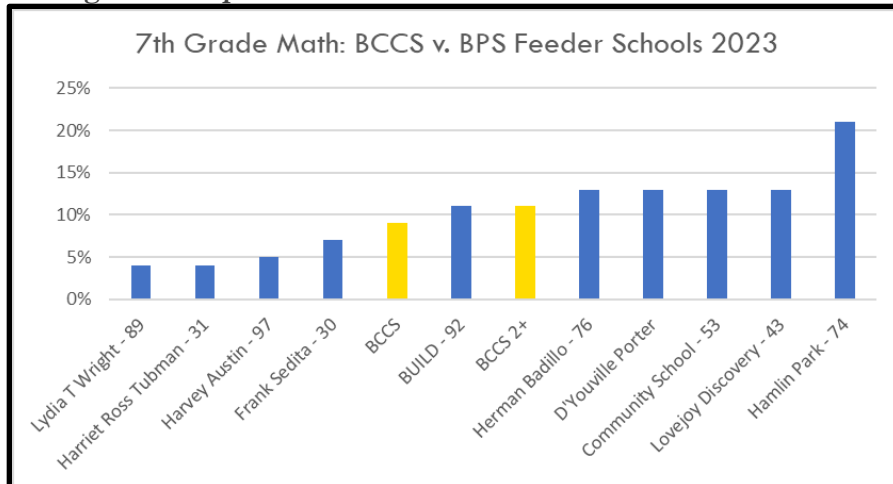
Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS Math Exam - 5th Grade



Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS Math Exam - 6th Grade

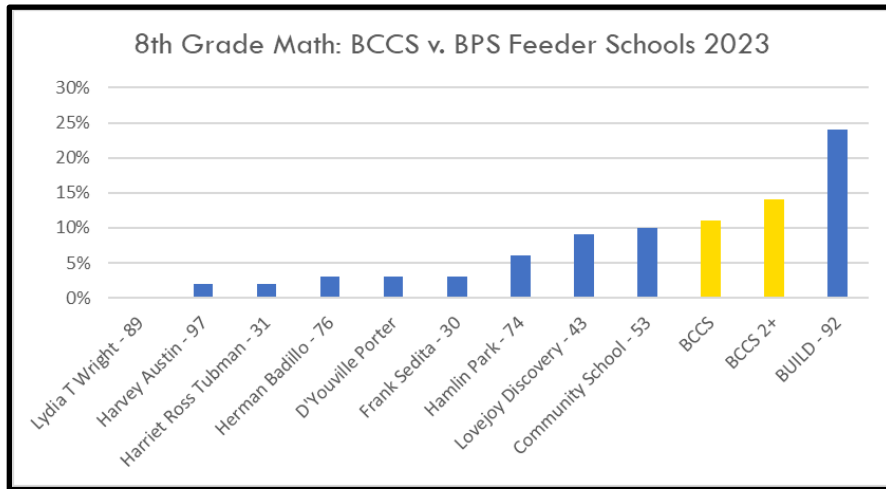


Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS Math Exam - 7th Grade

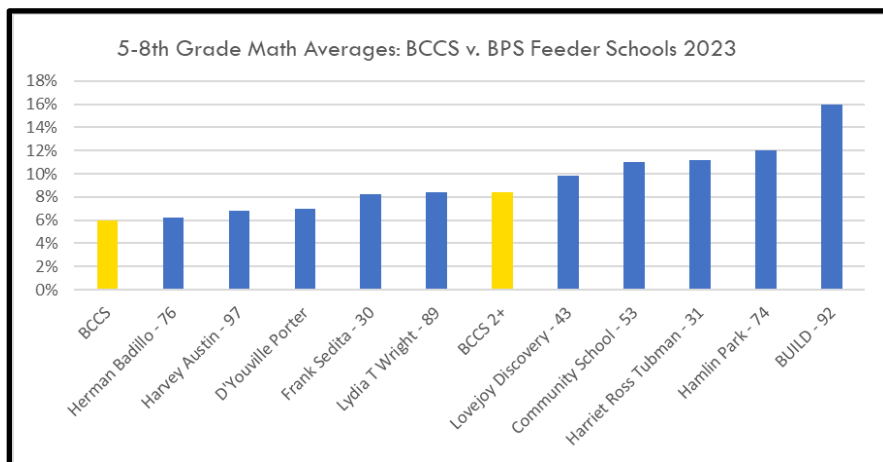


2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS Math Exam - 8th Grade



Buffalo Collegiate v. Top 10 BPS Feeder Schools - 2023 NYS Math Exam - 5-8th Grade Average



Students who were with us for two or more years did better in each grade level, and as our students matriculated through middle school, our performance was not only better for students who had been with us longer, but the higher the grade also corresponded with a higher overall relative performance (*10th overall in 5th to 2nd in 8th for all test takers; 9th in relative performance in 5th for students who attended for 2+ years and 2nd in 8th grade*). Like the data demonstrated in ELA, our students - though below our absolute proficiency target - demonstrated growth over time, as well as relative performance to schools where they attended prior to arriving at Buffalo Collegiate.

ADDITIONAL EVIDENCE

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2022-23 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2022-23.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2022-23.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

INTERNAL EXAM RESULTS

2022-23 NWEA MAP MATH Assessment End of Year Results v. Past 3 Years Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	15th percentile	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	146	13th percentile	no
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	14th percentile	16	6th percentile	no
Measure 4: Each year, 75% of 3 rd through 8 th 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.	2+ students	75%	92	0%	no

The lack of growth exhibited in the NWEA results do not indicate a school that was supporting their students appropriately, but there was ample context that the execution of these assessments at the end of our charter term did not correspond to the growth we were seeing in the classroom. State test results on Math contradict the trajectory of those scores. Additionally, in the subsequent chart, there was a higher rate of student growth in the Fall 2022 administration of the NWEA, indicating that our students, prior to the announcement of closure, were growing academically.

2022-23 NWEA MAP MATH Assessment End of Year Results v. Past 3 Years Results					
Measure	Subgroup	2020-21	2021-22	2022-23	Results
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th 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	9th percentile	43rd percentile	15th percentile	Decreased 28%
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	10th percentile	42nd percentile	13th percentile	Decreased 29%
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	10th percentile	29th percentile	6th percentile	Decreased 23%
Measure 4: Each year, 75% of 3 rd through 8 th 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.	2+ students	2%	1%	0%	Decreased 1%

ADDITIONAL CONTEXT AND EVIDENCE

In 2007, Teach For America, a national organization that was focused on improving educational outcomes for students throughout the United States, began utilizing the “Pacesetter Model” to get a more specific understanding of the impact teachers were having on student achievement. While other diagnostics (like the NWEA) were implemented in some classrooms to measure overall growth, the Pacesetter was primarily used in classrooms that had a state exam attached to the course.

In 2022-23, we used the Pacesetter to see how our school “closed the gap” between our performance in 2022 and our 75% proficiency goal in our SUNY accountability metrics. Using our achievement in 2022 as the baseline, we aimed to close the gap by more than 20% in 2023 (Teach For America determined that 20% gap closure was “significant gains,” while 10% gap closure was “solid gains.”) While proficiency metrics ranged from 3-15%, far below the accountability goals of 75%, our 2023 math results revealed **SOLID GAINS** in 6th and 7th grade Math, and **SIGNIFICANT GAINS** in 8th grade Math.

The table below desegregates Buffalo Collegiate’s academic performance on the NYS Math Common Core Assessments in 2022 and 2023 and provides evidence that **solid** to **significant** progress was made in 3 out of the 5 grade levels.

Buffalo Collegiate Pacesetter Goals - 2022-23

Grade	2021-22 Baseline						GAP	Corresponding % and Point Closure			Gap Closure Model				2022-23 Results				
	Level 4	Level 3	Level 2	Level 1	Points	2021-22 Baseline		10%	15%	20%	< 126	140.9	148.35	155.8	Level 4	Level 3	Level 2	Level 1	Points
Math 4th	0	3	20	77	126	0	75	225	50	0	0	0	0	0	0	4	13	17	124
Math 5th	0	4	17	66	112	0	75	225	50	0	0	0	0	0	0	1	21	22	110
Math 6th	0	0	15	85	115	0	75	225	50	0	0	0	0	0	0	3	18	26	143
Math 7th	0	2	13	81	113	0	75	225	50	0	0	0	0	0	0	4	24	36	144
Math 8th	0	0	4	96	104	0	75	225	50	0	0	0	0	0	0	5	24	35	145

While results were not strong, there was still progress. As noted above, students who had been with us for 2+ years only had a 1% proficiency in Year 4; that number improved to 11% in Year 5.

It is evident based on our results that our math program needed to continue to improve to ensure our students were college ready, yet even with that, there is evidence that relative to other schools, our students continued to improve over time, particularly when compared to the schools they attended prior to Buffalo Collegiate. Although only 14% of students who were with us for 2+ years achieved proficiency in math, the corresponding 50% proficiency attainment in ELA, as well as the 25% pass rate for all test takers for Regents Living Environment for that same cohort, give us hope that our lead cohort is on the right path as they step foot into high school.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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.	Not Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
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.	N/A

GOAL 3: SCIENCE

Goal 3: Science: Students will be proficient in science.

ELEMENTARY AND MIDDLE SCIENCE

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.

BACKGROUND

The 2022-23 school year marked our 2nd full year of using Amplify across the school, and it also featured the first time that our 8th graders took the Living Environment Regents exam, an assessment that is required for high school graduation. Instead of attempting to prepare for both the 8th grade science exam (which was already being phased out by New York State) and the Living Environment Regents, we aligned our instruction so that all 8th grade students would be prepared for the Living Environment exam. Our Science team started their school year in August 2022 with three weeks of professional development to further hone teachers' skills and, in turn, promote student success in the coming year; once the school year began, teachers attended biweekly department meetings to facilitate collaboration and vertical alignment, as well as weekly meetings with their instructional coach to continue refining their practice as educators.

METHOD

The 2022-23 school year was our school's second year using Amplify Science, a phenomena-based curriculum that allows for a highly student-thought driven classroom as students actively engage with rigorous material to investigate real-world dilemmas. Students in grades 5 through 8 participated in daily 57-minute science classes, while 4th grade students engaged with daily 37-minute classes. In these classes, students were challenged to engage with digital simulations, conduct hands-on experiments, participate in robust discussions, and craft evidence-based scientific arguments. Each Amplify unit also 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 action, 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. Student progress in Science class was assessed through mastery assessments such as exit tickets, end-of-unit assessments, lab reports, and written scientific argumentation.

Further, students also receive an additional 37 minutes of science instruction each week, during which time students engage with mini-lessons meant to respond to recent assessment data collected in class. During this time, students were challenged to respond to feedback, analyze their own work, and develop an even stronger grasp of key concepts covered in class.

The Science department at Buffalo Collegiate meets on a biweekly basis to discuss vertical alignment, share resources, and showcase best instructional practices as they relate specifically to science instruction. These conversations continued in teachers' weekly lesson observations and coaching meetings, in order to provide teachers with frequent and timely feedback on their instructional practices.

Buffalo Collegiate also collaborated with several community partners to further develop student learning and success in Science classes during the 2022-23 school year. We partnered with a local nonprofit organization, The Foundry, to offer after-school STEAM sessions to students who are interested in hands-on skill-building and developing new, digital literacies. Additionally, our 5th and 6th grades worked with the local Buffalo

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Botanical Gardens to plan and organize off-campus workshops on animal survival instincts and ecosystems, respectively.

While the Science department did not have department-wide NWEA and ANet data in the same way that our ELA and Math departments did, the Amplify curriculum placed a strong emphasis on reading comprehension and scientific argumentation skills. Students performed close-reads of scientific texts, and regularly engaged in class routines that encouraged the analysis of data in relation to given claims, which culminated in the writing of scientific arguments. Students supported their writing with evidence and were challenged to use 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.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The school administered the New York State Living Environment Regents exam to students in 8th grade in June 2023. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Charter School Performance on 2021-22 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
8	32%	44
All	32%	44

Our students did not achieve 75% proficiency in 2022-23 on the New York State Living Environment Regents exam.

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.

Buffalo Collegiate achieved this metric in 2022-23.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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		District students (without Olmsted and City Honors)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	32%	44	29%	1908	20%	1660

In 2022-23, Buffalo Collegiate’s 8th grade students who attended for 2 or more years outperformed Buffalo Public’s 8th grade performance by 3 percentile points. Furthermore, when filtering out Olmsted and City Honors, two criterion-based schools, that difference is 12 percentile points. Our 8th grade students (our founding 4th graders), achieved better scores than if they had attended Buffalo Public Schools throughout their middle school years, and 32% of those students have Regents credit as 9th graders presently. It should be noted that the overwhelming majority of students in the local district achieved 29% proficiency on the 8th grade science exam, an assessment that has a lower rigor bar than the Living Environment Regents exam.

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 Science exam for grade 8.	NOT MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of students in the same tested grades in the school district of comparison.	MET

GOAL 4: ESSA

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

Buffalo Collegiate’s first charter term included three years of “Good Standing” designation, though that is as much attributed to the COVID-19 turmoil as any demonstrated academic performance. Our 2022-23 scores did not reflect the ambitious student achievement goals we had for ourselves. In 2022-23, Buffalo Collegiate was designated a school of Comprehensive Support and Improvement, like other SUNY authorized charters in the third to fifth year of existence.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing
2022-23	Comprehensive Support and Improvement

While we cannot provide evidence that we met all our accountability metrics, we can provide context that the educational climate in Buffalo was and still is a community lacking adequate high-performing schools, particularly for students and families in poverty – many of whom are also families of color. Buffalo Collegiate cannot argue that we were a high-performing school; we were not. We were, however, dedicated to the community we served, and we were making progress despite the immense challenges we confronted from 2020 to 2023.

From an objective standpoint laid out in this report, the students and families of the City of Buffalo are not better off for the closure of Buffalo Collegiate. In fact, for our students who were with us the longest, we had a positive impact on their academic trajectory over the course of their 4th through 8th grade experience relative to where students were academically when they entered Buffalo Collegiate. Those results leave us cautiously optimistic that our students will continue to make progress, but we are skeptical that the Institute and those responsible for a larger educational vision have the appropriate urgency and holistic approach to combat the challenges we encountered so that students and families receive the educational opportunities they deserve – both today and in the future.