



**Buffalo United
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

By: Buffalo United Charter School

Board of Trustees

325 Manhattan Avenue

Buffalo, NY 14214

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Andrew Freedman	Chair	Complaint Committee, Planning Task Force Committee, Personnel Committee, Wrap-Around Services Committee, Education Committee
Ashia Martin	Vice Chair	Wrap-Around Services Committee, Scholarship Committee, Education committee
Mark Weppner	Treasurer	Finance Committee, Wrap-Around Services Committee, Scholarship Committee, Education Committee
Terri Campbell	Secretary	Education Committee, Wrap-Around Services Committee
Kathy Wood	Trustee	Personnel Committee, Education Committee
Kim DeJesus	Trustee	Complaint Committee, Personnel Committee, Planning Task Force Committee, Scholarship Committee, Education Committee

Danelle Backe has served as the principal since January 2022.

SCHOOL OVERVIEW

Buffalo United Charter School (Buffalo United or BUCS) opened in the fall of 2003. We started by serving 234 students in grades K-4. We currently serve 659 students in grades K-8, of whom 95 percent qualify for free and reduced-price lunch.

Our mission is to offer families and students a public charter school that focuses on high academic achievement and instills a sense of family, community, and leadership in all our students. Since 2003 our mission has never wavered, and we remain faithful to our key design elements:

- *Academic excellence:* We believe a high-quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Achievement may look different for individual students, but our goal is to prepare every child for college. To fulfill this goal, we know that academic improvement is needed. In 2019-20, BUCS implemented many initiatives to create needed school improvement. Beginning in March 2020, New York schools were closed due to COVID-19. As a result of the closure of the school building, BUCS developed a remote learning plan to continue our pursuit of academic excellence even as we devised and implemented an entirely new approach to teaching and learning.
- *Strong parent relationships:* We are committed to fostering strong partnerships with parents. Parents are encouraged to make a voluntary commitment at the beginning of each school year to a parent-student-teacher compact that affirms support for BUCS' mission, vision, policies, and activities. We actively engage parents in their children's learning and have an "open door" policy under which parents are welcome in the school at any time.
- *Accountability:* BUCS' staff, students, and parents are responsible for their actions and results. We understand that it is essential for all three groups to work together to ensure students' educational success.
 - *Staff:* Our staff understands that student learning is an adult responsibility, and leadership and staff are committed to creating a scholarly environment by setting high expectations for instruction to ensure that our students are college-ready. Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, and student level. This enables us to hold teachers accountable for student learning results.
 - *Students:* A critical component of the parent-teacher-child partnership is the role the child plays in his or her academic success. From kindergarten through the 8th grade, BUCS students are taught to act responsibly and take accountability for their actions, both positive and negative.
 - *Parents:* We encourage parents and families to be involved in their child's education because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child's education because it is crucial to maintaining the school's culture we desire.

The voluntary summer program was offered to all BUCS students – and even, at the request of some parents, to students who just graduated from BUCS. Their parents asked if their children could participate to keep them engaged in schoolwork and lessen learning loss before the start of their high school studies. BUCS' summer learning program received financial support from the Cullen Foundation.

To sustain students' and families' social, mental, and emotional health, BUCS implemented daily 30-minute morning restorative circles for every class. Staff received training from Erie 1 BOCES to ensure

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restorative circles were effective. To build on this practice, Best Self has been hired to conduct the enrichment piece of BUCS' summer program. In addition, parent meetings still take place to ensure families have what they need for their student to be successful.

In subsequent sections of this accountability plan progress report, there are, under each specific subject area, action plans that detail efforts to help BUCS improve its performance. These actions are part of a larger school-wide improvement effort that BUCS and NHA have begun with the active collaboration of the Board. BUCS' improvement efforts continue to focus on increasing achievement in English language arts (ELA), math and science. This goal is being supported in several ways. Some examples include continued use of curriculum tailored for New York State standards; professional development to support the successful implementation of the curricular tools; a continued focus on data analysis; and support for struggling students.

Highlights of these school-wide improvement efforts are as follows:

Data-driven instruction: BUCS has improved its use of assessment data in evaluating student and educator performance, supporting student needs, driving professional development for leaders and teachers, and helping teachers adjust instruction in real time.

Curriculum and tools: The school utilizes curricular tools that align well with New York's NextGen standards. BUCS has identified opportunities to improve material alignment and continues to promptly make refinements as needed.

Professional development: BUCS and NHA's C&I team have worked on a plan for the ongoing coaching and PD that C&I will offer to support instructional execution at BUCS. The plan's priorities are helping the school implement and sustain its systems, scheduling and time structures, management structures, instructional structures, and implementing curriculum with fidelity, especially in ELA and math.

PD will be offered during summer and through ongoing initiatives throughout the school year. This support will be provided in a continuous cycle of four elements:

- *Develop teachers and deans:* This support will focus on structures, systems, unit "unpacking," lesson preparation, and teaching.
- *Enact and observe:* Teachers will implement what they learn in their classrooms. Deans and C&I specialists will observe.
- *Plan coaching conversations:* Deans and C&I professionals will plan coaching conversations around key levers and bite-sized action steps. Coaching conversations will include emphasis on an identified teacher strength followed by an identified area of improvement opportunity.
- *Debrief and coach:* Each Dean and participating C&I consultant(s) will debrief on their observations and renew the coaching cycle around specific action steps for the teacher.

Five different C&I specialists have been designated to provide this support in ELA, ELA intervention, math, and school culture.

Assessments: BUCS teachers used aligned NHA-provided assessments and created other formative assessments and homework aligned to the state's standards and expectations of rigor as needed. Teacher-created formative assessments and homework for math and ELA reflected the breadth and depth of state test questions. The provided curriculum materials that were implemented in 2020-21 now include more assessments that meet expectations of alignment. NHA and BUCS also worked

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together to redesign the school's assessments and change how the school uses the data to drive school improvement.

Supports for struggling students: BUCS will continue to use a response-to-intervention (RTI) approach to an intervention model based on a multi-tier system of supports (MTSS). This model is rooted in RTI concept, but it is more proactive, emphasizes early intervention, addresses both behavioral and academic concerns, and worked to overcome systemic barriers that both students and teachers face in pursuit of learning. BUCS will screen *all* students under this system, and MTSS will improve remediation and intervention both in traditional in-school learning and in remote learning. BUCS will use this approach to support students who needed help both before the school was forced to adopt remote learning along with students whose needs became apparent during remote learning.

Behavior management: BUCS will continue the approach to behavior management rooted in restorative discipline, a proactive and preventive approach to behavior management. This approach reduces emphasis on punishment; instead, it prioritizes strengthening relationships for individuals at the center of behavior issues. In-school professional development sessions helped us launch this effort. A core value of this initiative is strengthening the connection between our responses to disciplinary issues and students' social and emotional well-being. Middle school grades continue to be the largest area of concern and focus as the school moves forward. BUCS has hired two Achievement Behavior Support Specialists to help support. These individuals will continue to receive necessary training to work with students proactively rather than reactively. The school has also implemented CHAMPS, a proactive approach to classroom management, to aide in the proactive vs. reactive approach to behavior management.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	83	66	60	66	81	65	80	80	58	-	-	-	-	639
2021-22	80	80	78	73	68	77	64	76	69	-	-	-	-	665
2022-23	60	79	70	80	73	69	72	81	75	-	-	-	-	659

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GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission. Our curriculum is not only aligned to the research, but is also inclusive of all necessary materials for teachers and students.

BUCS' ELA curriculum is an NHA-developed structured literacy approach that relies on reading aloud, shared reading, guided reading, and writing (grades K-5) and writing and literature seminar (grades 6-8). This curriculum is aligned to state standards, reflects Next Generation Learning Standards, and incorporates evidence-based instructional strategies to ensure high-quality literacy instruction and student learning in all classrooms. Our school received new books, unit plans, and lesson plans created by NHA's C&I team to execute Balanced Literacy. Balanced means allocating time to the different components of ELA, including Read Aloud, Shared Reading, Guided Reading, Writing, Independent Reading, and Literature Seminar, and also balancing the teaching approach of I do, we do, you do.

Extensive professional development has been provided to our teachers to support their effective use of curricular tools in the classroom. This professional development addresses content knowledge (understanding the standards), curriculum knowledge (understanding the curriculum), and pedagogical content knowledge (understanding how to teach the content and how students best learn the content). Teachers also receive regular instructional and individual coaching. We will continue to provide our staff with training and support.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	72	1						80
4	62	1	4					73
5	58	4	2				3	69
6	59	2	3					72
7	55		12			1	2	81
8	55	1	14				1	75
All	361	9	35			1	6	450

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In 2022-23, 24% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 51 percentage points below the goal target; therefore, the goal was not met. At the grade level, middle school had the strongest performance.

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	16	22%	60	14	23%
4	62	10	16%	45	8	18%
5	61	9	15%	41	6	15%
6	59	15	25%	45	14	31%
7	57	12	21%	38	10	26%
8	55	16	29%	39	11	28%
All	366	78	21%	268	63	24%

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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

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ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23%	60	<i>Pending release of data</i>	
4	18%	45		
5	15%	41		
6	31%	45		
7	26%	38		
8	28%	39		
All	24%	268		

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

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In 2021-22, Buffalo United’s effect size on the ELA exam was -0.40, which was lower than expected. Therefore, this goal was not met. At the grade level, performance was strongest in 4th and 8th grade.

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	100%	13.0%	38.4%	-0.83
4	95.6%	25.9%	25.0%	0.05
5	94.8%	17.6%	22.3%	-0.32
6	92.2%	38.5%	44.0%	-0.34
7	90.8%	20.4%	36.3%	-0.96
8	98.5%	38.2%	37.3%	0.05
All	95.5%	24.7%	31.5%	-0.40

ELA Measure 5 - Growth

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

In 2022-23, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Buffalo United was 152% in reading. Therefore, this goal was met, exceeding the target by 52 percentage points. At the grade level, every grade exceeded the target by a wide margin.

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	131%	71
4	139%	62
5	148%	62
6	214%	61
7	176%	65
8	189%	67
All	152%	388

Additionally, from 2021-22 to 2022-23, the median percent progress toward annual typical growth of all students increased 13 percentage points in reading.

Median Percent of Annual Typical Growth (All Students)			
Grades	2021-22	2022-23	(+/-)
All	139%	152%	+13%

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students at Buffalo United who were two or more grade levels below in the fall was 157% in reading. Therefore, this goal was met, exceeding the target by 47 percentage points. Additionally, this goal was met at every grade level by a wide margin, except third grade.

End of Year Growth on 2022-23 i-Ready ELA Assessment By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	109%	45
4	152%	36
5	150%	41
6	214%	48
7	171%	50
8	189%	42
All	157%	262

Additionally, from 2021-22 to 2022-23, the median percent progress toward annual typical growth of students who were two or more grade levels below in the fall increased 15 percentage points in reading.

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Median Percent of Annual Typical Growth (2+ Grade Levels Below)			
Grades	2021-22	2022-23	(+/-)
All	142%	157%	+15%

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 132% in reading. Therefore, this goal was not met, falling short of the growth of general education (GenED) students (155%) by 23 percentage points. At the grade level, growth of SWD students in middle school was exceptionally strong, with seventh and eighth grade meeting the target and exceeding the growth of GenED students.

End of Year Growth on 2022-23 i-Ready ELA Assessment By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	109%	7	135%	64
4	106%	6	140%	56
5	68%	10	161%	52
6	132%	9	235%	52
7	200%	7	171%	58
8	200%	9	164%	58
All	132%	48	155%	340

Although the growth of SWD was below GenED students, the median percent progress toward annual typical growth of SWD was above average as measured by i-Ready in 2021-22 and 2022-23. Additionally, the school demonstrated progress in increasing the growth of SWD in reading. From 2021-22 to 2022-23, the median percent progress of SWD students increased 17 percentage points.

Median Percent of Annual Typical Growth (SWD)			
Grades	2021-22	2022-23	(+/-)
All	115%	132%	+17%

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2022-23, 12% of 3rd through 8th grade students enrolled in at least their second year at Buffalo United scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore the goal was not met. Students in third and sixth grade showed the most positive results.

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End of Year Performance on 2022-23 i-Ready 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	17%	71	19%	59
4	6%	62	6%	47
5	3%	62	2%	44
6	13%	61	17%	47
7	8%	65	11%	47
8	13%	67	15%	52
All	10%	388	12%	296

Even though the target was not met, the school demonstrated progress in increasing the percentage of students enrolled in at least their second year scoring mid on-grade level or above on the year end assessment.

% Mid on-grade Level or Above (2+ Yrs Enrolled)			
Grades	2021-22	2022-23	(+/-)
All	11%	12%	+1%

I-READY

2022-23 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	388	152%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	262	157%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	155% ⁶	48	132%	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 score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	296	12%	No

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SUMMARY OF THE ELA GOAL

The school is still waiting for the release of public data to determine if Buffalo United met its ELA measures. Based on internal exams, the school met two of its four i-Ready measures and three of its four Academic Conditions for Renewal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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.	<i>Not yet measurable</i>
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.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Academic Conditions for Renewal

To be eligible for its next renewal, Buffalo United must meet additional academic measures during the accountability period. These measures are based on i-Ready assessments and are evaluated below. In 2022-23, Buffalo United met three of their four ELA measures.

Absolute Measure:

- Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will either score at the *mid on-grade level or above*¹ scale score for the year-end ELA assessment or move up at least one placement level in ELA from the fall.

In the spring of 2022-23, 56% of third through eighth grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end reading assessment or moved up at least one placement level from the fall. The school fell short of the target by 19 percentage points; therefore, the goal was not met. Students in third and sixth grade had the strongest results. Most notably, sixth grade was within one percentage point of meeting the target.

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Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	64%	59
4	53%	47
5	43%	44
6	74%	47
7	51%	47
8	48%	52
All	56%	296

Even though the target was not met, the school demonstrated progress by increasing the percentage of students scoring at least mid on-grade level or moving up one placement level from the fall by three percentage points from 2021-22 to 2022-23.

% Mid on-grade Level or Above or Moving up one Placement Level (2+ Yrs Enrolled)			
Grades	2021-22	2022-23	(+/-)
All	53%	56%	+1%

Growth Measure:

- Each year, the school's median percent progress to Annual Typical Growth² of all 3rd through 8th grade students in ELA will be equal to or greater than 100%.

Grade level results for this measure are detailed above under the Internal Exam Results section.

Gap Closing Measures:

- Each year, the school's median percent progress to Annual Typical Growth in ELA of all 3rd through 8th grade students who were *two or more grade levels below* grade level in the fall will be equal to or greater than 100%.
- Each year, the median percent progress to Annual Typical Growth in ELA of 3rd through 8th grade students with disabilities at the school will be equal to or greater than 100%.

Grade level results for these measures are detailed above under the Internal Exam Results section.

2022-23 Academic Conditions for Renewal Results (i-Ready Reading Measures)

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 (Absolute): Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will either score at the <i>mid on-grade level or above</i> scale score for the year-end reading	2+ Students	75%	296	56%	Not Met

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assessment or move up at least one placement level in mathematics from the fall.					
Measure 3 (Growth): Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students in reading will be equal to or greater than 100%.	All Students	100%	388	152%	Met
Measure 5 (Gap Closing): Each year, the school's median percent progress to Annual Typical Growth in reading of all 3 rd through 8 th grade students who were <i>two or more grade levels below</i> grade level in the fall will be equal to or greater than 100%.	Low initial achievers	100%	262	157%	Met
Measure 7 (Gap Closing): Each year, the median percent progress to Annual Typical Growth in reading of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than 100%.	Students with Disabilities	100%	48	132%	Met

ELA ACTION PLAN

BUCS' ELA curriculum is an NHA-developed balanced literacy approach that relies on reading aloud, shared reading, guided reading, and writing (grades K-5) and writing and literature seminar (grades 6-8). This curriculum is aligned to state standards, reflects Next Generation Learning Standards, and incorporates evidence-based instructional strategies to ensure high-quality literacy instruction and student learning in all classrooms.

BUCS will continue to set literacy goals to help achieve the ELA goals outlined in the school's Accountability Plan. I-Ready growth scores will be reviewed, and the school will set specific goals for students in the school's intervention program. The initiatives below will continue as the school works to achieve its ELA goals. Below are details on the initiatives the school has implemented to reach these goals.

In addition, the following steps will be taken:

- *Aimsweb* will be used to monitor students in K-2 and identify struggling students in third grade who will then receive additional interventions. We will also use this tool to measure the progress of students who are in the bottom quartile. The program will support school efforts in screening, progress monitoring, and data management.
- *Corrective Reading* and *Reading Mastery* will be utilized to help students become more skillful at decoding, comprehending, and thinking while improving their background knowledge. *Reading Mastery* and *Corrective Reading* use direct instruction to help students master vital decoding and comprehension skills. *Corrective Reading* will be used as an intervention tool for students in grades 3-8.
- *R.A.C.E.* is a writing acronym that stands for *Restate, Answer, Cite Evidence, and Explain*. This acronym will be used school-wide to help students write proper short responses to assessment questions in ELA, science, and social studies. Teachers will use ELA Reading Responses in homework assignments with question stems that align to the appropriate common core standard.
- Lexia Core5 and DreamWorks will be utilized as intervention tools in all grades. These programs are adaptive blended learning programs that accelerate the development of literacy skills for students of all abilities. Lexia's approach to learning adapts to students' needs in real time,

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providing teachers with the data and resources needed to support student growth. Lexia helps students make the critical shift from learning to read to reading to learn, and DreamWorks help students in mathematics.

- i-Ready will be utilized in all grades as a diagnostic tool. The diagnostic tool pinpoints students' strengths and knowledge gaps at the sub-skill level. i-Ready Instruction delivers personalized learning paths for each student. i-Ready data will be used to group students for workshop.
- The school has created a reading and writing tutoring program after-school, which includes an hour of intervention work to address gaps in learning. Tutoring groups have also been formed for "bubble students".
- Interventions have begun using Haggerty to assist in phonics instructions.
- Instead of just assigning iReady assignments for homework, time is being allotted during reading blocks to ensure students are completing the lessons.
- A 45-minute intervention block has been hard-scheduled into the master schedule for struggling middle school students. These students will receive 135 minutes of ELA instruction each day.
- Teachers will conduct data meetings with students, so they understand the progress they are making towards their achievement goal. Teachers will be trained on how to conduct these meetings. A parent meeting will also be conducted so parents understand their students' reading goal and how they can support their student in reaching that goal.
- Students will have a personal data binder/folder to track their progress towards mastering each standard being taught.
- BUCS educators will continue to receive support from NHA's Curriculum & Instruction team to ensure programs are implemented with fidelity.
- Teacher lesson plans are reviewed to ensure that lesson plans reflect New York State learning standards, as well as the appropriate scope and sequence. These plans will identify the resource to be used to teach each standard. The school is also employing a simplified lesson prep process for teachers to be better prepared to support students during in the moment instruction.
- Weekly skill quizzes are given to students. Data from these weekly quizzes are used to determine skills that need to be retaught and strategies to reteach this skill. In addition, teachers give exit tickets to students after each class that reflect the rigor of New York State assessments and mastery of standards.
- Twice-monthly staff professional development sessions are planned to improve teachers' skills in the areas of rigor, differentiation, checks for understanding (CFU), engagement strategies, standards, and data review.
- In ELA, we know that the importance of reading complex texts can't be understated. Not only do we need to ensure students are reading complex texts, but we also need to ensure that they are discussing those texts with their classmates. The ones doing the talking are the ones doing the learning. One way we are prioritizing this is by highlighting key questions in shared reading texts. We have identified questions from the *during reading* portion of the Shared Reading lesson to focus student thinking and discourse on critical content. By prioritizing these questions, teachers will still meet the objectives of the lesson while allowing for students to have deeper discussion within the timeframe of shared reading.
- Monthly Curriculum and development visits from NHA take place to work with our deans, instructional coaches, principal, teachers, and support staff.

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

BUCS believes exemplary teaching and learning of mathematics allows all stakeholders to cultivate a mathematical growth mindset by focusing on conceptual understanding, number sense, and developing problem-solving skills that can be transferred to real life decision making. We believe that every person is a math person!

We believe that what we teach students in our math classrooms has huge implications on student learning, how students develop positive math identities, and the way they think about learning mathematics. Our lessons focus largely on the process students use to solve problems, rather than just getting the “answer” to the problem. We prioritize student generated methods and student thinking and reasoning. Students work with real contexts, problems, situations, and models so they are able to build understanding of the mathematical concepts on their own before they are introduced to formal rules and procedures. High quality tasks allow students to move through the Concrete – Pictorial – Abstract (CPA) framework. Students first solve problems handling physical (concrete) objects. Next, they make mental connections between the physical objects and pictures or diagrams that represent those items. Finally, students use abstract symbols to model problems.

BUCS' math curriculum relies on curricular tools including Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	72								80
4	63		3		1				73
5	62		2				3		69
6	58	1	5						72
7	61		6			1	2		81
8	49		21						75
All	365	1	37		1	1	5		450

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2022-23, 15% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 51 percentage points below the goal target; therefore, the goal was not met. At the grade level, middle school had the strongest performance.

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	17	24%	60	15	25%
4	63	3	5%	46	3	7%
5	65	5	8%	42	2	5%
6	58	3	5%	43	3	7%
7	63	8	13%	44	8	18%
8	49	13	27%	37	11	30%
All	370	49	13%	272	42	15%

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 3 - Comparative

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

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.

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	25%	60	<i>Pending release of data</i>	
4	7%	46		
5	5%	42		
6	7%	43		
7	18%	44		
8	30%	37		
All	15%	272		

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	100%	8.7%	28.0%	-0.99
4	95.6%	1.8%	22.2%	-1.11
5	94.8%	7.7%	18.4%	-0.67
6	92.2%	22.2%	21.0%	0.08
7	90.8%	14.0%	18.3%	-0.28
8	98.5%	22.4%	13.7%	0.59
All	95.5%	12.3%	20.7%	-0.45

Math Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

In 2022-23, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 100% in math. This met the target of 100%, therefore, this goal was met. Additionally, this goal's target was met in every grade level except third grade and seventh grade.

End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	93%	71
4	102%	62
5	129%	62
6	133%	61
7	80%	64
8	100%	66
All	100%	386

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from Fall to Spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below grade level in the fall was 107% in math. The school fell short of the 110% target by 3 percentage points; therefore, this goal was not met. At the grade level, this goal was met in fifth, sixth, and eighth grade.

End of Year Growth on 2022-23 i-Ready Math Assessment
By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	86%	48
4	104%	51
5	133%	49
6	152%	50
7	92%	44
8	142%	46
All	107%	288

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2022-23, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 112% in math. Therefore, this goal was met, exceeding the growth of GenEd students (100%) by twelve percentage points. At the grade level, this goal was met in fourth, seventh, and eighth grade.

End of Year Growth on 2022-23 i-Ready Math Assessment
By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	63%	7	96%	64
4	121%	6	100%	56
5	83%	10	153%	52
6	87%	9	138%	52
7	169%	7	75%	57
8	258%	9	89%	57
All	112%	48	100%	338

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2022-23, 5% of 3rd through 8th grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment. This was below the target of 75%, therefore the goal was not met. Students in third grade showed the most positive results.

End of Year Performance on 2022-23 i-Ready 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	10%	71	12%	59
4	2%	62	2%	47
5	5%	62	5%	44
6	2%	61	2%	47
7	3%	64	2%	46
8	5%	66	4%	52
All	4%	386	5%	295

I-READY

2022-23 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	386	100%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	288	107%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	100% ⁸	48	112%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	295	5%	No

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

The school is still waiting for the release of public data to determine if Buffalo United met its measures. Based on internal exams, the school met two of its four i-Ready measures and three of its four Academic Conditions for Renewal.

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 yet measurable
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.	Not Met
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

ADDITIONAL CONTEXT AND EVIDENCE

Academic Conditions for Renewal

To be eligible for its next renewal, Buffalo United must meet additional academic measures during the accountability period. These measures are based on i-Ready assessments and are evaluated below. In 2022-23, Buffalo United met three of their four math measures.

Absolute Measure:

- Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will either score at the mid on-grade level or above scale score for the year-end mathematics assessment or move up at least one placement level in mathematics from the fall.

In the Spring of 2022-23, 61% of third through eighth grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment or moved up at least one placement level in reading from the Fall. The school fell short of the target by 14 percentage points; therefore, the goal was not met. At the grade level, students in fourth and sixth grade had the strongest results, falling within 5 percentage points of meeting the target of 75%.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	69%	59
4	72%	47
5	64%	44
6	70%	47
7	41%	46
8	46%	52
All	61%	295

Growth Measure:

- Each year, the school's median percent progress to Annual Typical Growth² of all 3rd through 8th grade students in mathematics will be equal to or greater than 100%.

Grade level results for this measure are detailed above under the Internal Exam Results section.

Gap Closing Measures:

- Each year, the school's median percent progress to Annual Typical Growth in mathematics of all 3rd through 8th grade students who were *two or more grade levels below* grade level in the fall will be equal to or greater than 100%.
- Each year, the median percent progress to Annual Typical Growth in mathematics of 3rd through 8th grade students with disabilities at the school will be equal to or greater than 100%.

Grade level results for these measures are detailed above under the Internal Exam Results section.

2022-23 Academic Conditions for Renewal Results (i-Ready Math Measures)

Measure	Subgroup	Target	Tested	Results	Met?
Measure 2 (Absolute): Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will either score at the <i>mid on-grade level or above</i> scale score for the year-end mathematics assessment or move up at least one placement level in mathematics from the fall.	2+ Students	75%	295	61%	No
Measure 4 (Growth): Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students in mathematics will be equal to or greater than 100%.	All Students	100%	386	100%	Yes
Measure 6 (Gap Closing): Each year, the school's median percent progress to Annual Typical Growth in mathematics of all 3 rd through 8 th grade students who were <i>two or more grade levels below</i> grade level in the fall will be equal to or greater than 100%.	Low initial achievers	100%	288	107%	Yes
Measure 8 (Gap Closing): Each year, the median percent progress to Annual Typical Growth in	Students with Disabilities	100%	48	112%	Yes

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

mathematics of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than 100%.					
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MATHEMATICS ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2022-23 school year. Earlier in this document, examples of new efforts are provided, so the same level of detail will not be provided here.

BUCS' math curriculum will rely on Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies.

As mentioned in the description of our ELA actions, NHA and BUCS worked to redesign the school's assessments and how it uses the data to drive school improvement. A few examples of these assessments are also mentioned below.

BUCS will continue to set goals for math learning targeted towards improving student achievement and accelerating student growth. Specific goals will also be set for students in the school's intervention program. The initiatives below will continue as the school works to achieve its math goals. Below are details on the initiatives the school has implemented to reach these goals.

In addition, the following steps will be taken:

- Our instructional professionals will use i-Ready instruction materials in conjunction with Bridges in Mathematics and Illustrative Math to provide additional instructional opportunities for priority materials emphasized in New York State standards.
- DreamBox will be utilized in grades K-8. It is a digital math program designed to complement math instruction in the classroom. DreamBox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience that adapts to students' needs in real time. The DreamBox experience is student-driven and boosts inspiration and confidence for all learners by focusing on conceptual understanding as well as computational fluency and problem solving.
- i-Ready will be utilized in all grades as a diagnostic tool. The diagnostic tool pinpoints students' strengths and knowledge gaps at the sub-skill level. i-Ready Instruction delivers personalized learning paths for each student.
- As is the case with ELA, beginning with the 2020-21 school year, teachers conduct data meetings with students, so they understand progress they are making towards their achievement goal. Teachers are being trained on how to conduct these meetings. A parent meeting will help parents understand their students' math goal and how they can support their student in reaching that goal.
- Students will have a personal data binder/folder to track their progress towards mastering each standard being taught.
- BUCS educators will continue to receive support from NHA's Curriculum & Instruction team to ensure programs are implemented with fidelity.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Teachers' math lesson plans are reviewed, as ELA lesson plans are, to ensure that they reflect New York State learning standards, as well as the appropriate scope and sequence. These plans identify the resource to be used to teach that standard.
- Quizzes targeting math skills are given to students. Data from these weekly quizzes are used to determine skills that need to be retaught and strategies to reteach this skill. In addition, teachers give exit tickets to students after each class that reflect the rigor of New York State assessments and mastery of standards.
- Twice-monthly staff professional development sessions are planned to improve teachers' math instruction skills in the areas of rigor, differentiation, CFU, engagement strategies, standards, and data review.
- Monthly Curriculum and development visits from NHA take place to work with our deans, instructional coaches, principal, teachers, and support staff.

We have rearranged the grade 3-5 math block. Our new block for the school now starts with fluency development where teachers will focus on a Number Corner activity or a Math Story. Through our weekly instructional planning guides, we will help teachers know what to do and where to focus each day. Then, teachers will have a dedicated block of time to focus on the concept of the day through the Bridges session. The block will end with students practicing the skills they are learning through activities and workplaces. This will now be a more defined portion of the block where teachers can infuse small group instruction and intervention.

We are also embedding high quality instructional practices right into google slide decks for each Bridges lesson. These will help develop teachers' content knowledge and instructional skills as they execute the lesson. For our new teachers, these slide decks can help them find success from day one, and for our more experienced teachers, these decks can serve as a starting point for them to dig in and make the lesson their own.

GOAL 3: SCIENCE

Students will be proficient in science.

BACKGROUND

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

We base science instruction on the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate), which provides students with concrete, hands-on opportunities to learn about new ideas. Our students use various modalities to help support their understanding and application of key science and engineering concepts and skills. Grades K-2 use Picture Perfect and grades 3-8 use Stemscoptes for curricular tools.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

In 2022-23, 22% of eighth grade students enrolled in at least their second year achieved proficiency on the New York State science field test. This was below the 75% target; therefore, this goal was not met.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	51	11	22%
All	51	11	22%

In 2021-22, the goal was not met. In 2020-21, participation (34%) was too low to be an adequate representation of student performance.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2020-21		2021-22		2022-23	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	65%	17	39%	31	NA	NA
8	45%	5	23%	44	22%	51
All	59%	22	29%	75	22%	51

Science Measure 2 - Comparative

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	NA	NA	NA			
8	51	11	22%	<i>Pending release of data</i>		
All	51	11	22%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school is still waiting for the release of public data to determine if Buffalo United met its comparative measure. However, based on the results we do have detailed above; we can determine that the absolute measure was not met. Therefore the school will need to make more progress to meet their science goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	<i>Not yet measurable</i>

ACTION PLAN

- We will continue to utilize STEMscopes in grades 3-8, which reflects the Next Generation Learning Standards, to improve our science proficiency in grades 3-5. Measuring Up will be used to supplement STEMscopes in grades 4, 7, and 8. We will utilize Picture Perfect Science for grades K-2.
- Grades 6-8 will use supplemental content to help facilitate the students' learning and deepen their understanding of the content. Small groups and one-on-one conferences will be done to ensure that students are understanding the material.
- BUCS is reviewing lesson plans to ensure that teachers are providing instruction on priority science standards in all grades. Teachers are meeting and planning together to vertically align the curriculums and have conversations about the content needing to be covered throughout each grade level.
- Several of the initiatives that have been implemented for ELA and math will also help to increase science proficiency – professional development and after-school tutoring.
- The school will administer a mock assessment twice throughout the school year that covers the NYS science Grade 5-8 standards. The assessment will be given to 8th graders and reflect the length, format, and rigor of the NYS test. The fall mock assessment will be utilized to create pacing guides that are reflective of student need. We will also track student progress using mock assessments.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement

Note: Good Standing was renamed as Local Support and Improvement in 2022-23.

ADDITIONAL CONTEXT AND EVIDENCE

Since 2017-18, Buffalo United has not been identified for comprehensive or targeted improvement. The school has consistently been in Good Standing.