

Buffalo United Charter School

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2022

By: Buffalo United Charter School

Board of Trustees

325 Manhattan Avenue

Buffalo, NY 14214

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies (NHA) prepared this 2021-22 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	President	Complaint Committee Planning Task Force Committee Education Committee
Kim DeJesus	Vice President	Complaint Committee Personnel Committee Planning Task Force Committee Scholarship Committee Education Committee
Mark Weppner	Treasurer	Education Committee Wrap-Around Services Committee Finance Committee
Kathy Wood	Secretary	Personnel Committee Education Committee
Ashia Martin	Trustee	Education Committee Wrap-Around Services Committee

Danelle Backe has served as the principal since January 3, 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 665 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 each individual student, but our goal is to prepare every child for college. Buffalo United has implemented many different initiatives to drive academic improvement. As a result of these initiatives, we have seen an increase in Buffalo United's academic performance. We will continue on our path for improvement in the 2021-22 school year.
- *Strong Parent Relationships.* We are committed to fostering strong partnerships with parents. Parents are encouraged to make a voluntary commitment at the beginning of each school year to a parent-student-teacher compact that affirms support for Buffalo United's mission, vision, policies, and activities. We actively engage parents in their children's learning and have an "open door" policy where parents are welcome in the school at any time.
- *Accountability.* Buffalo United staff, students, and parents are responsible for their actions and results. We understand that it is essential for all three groups to work together to ensure students' educational success.
 - *Staff:* Our staff understands that student learning is an adult responsibility, and leadership and staff are committed to creating a scholarly environment by setting high expectations for instruction to ensure that our students are college-ready. Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, and student level. This enables us, to hold teachers accountable for student learning results.
 - *Students:* A critical component of the parent-teacher-child partnership is the role the child plays in his or her academic success. From kindergarten through the 8th grade, Buffalo United students are taught to act responsibly and take accountability for their actions, both positive and negative.
 - *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 culture we desire.

The past two years have given our school historic challenges as we have faced the COVID-19 pandemic. In response to these challenges, we have innovated, shaping new ideas to ensure students continue to receive a high-quality education. Many of our innovations and tools can continue to have value long after the current problems ease. While the 2021-2022 school year saw a return to a more normal school year, the effects of the pandemic lingered.

As we began the 2021-2022 school year, we updated our practices and procedures to address the changing needs and challenges we were facing because of the pandemic. We also focused on what

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we learned throughout the 2020-2021 school year. We learned that secondary transmissions are rare in school settings, and which mitigations strategies work best in our school to help reduce the transmission of COVID-19. Data taught us that our in-person learners learned more and had a much greater likelihood of testing proficient. Therefore, the school chose to prioritize in-person learning while remaining prepared to adjust course if the need should arise. In anticipation of possible interruptions to in-person instruction, our management partner, National Heritage Academies (NHA), provided a Chromebook or laptop device to each student. This investment in technology was made to ensure a seamless transition between learning environments if necessary.

Traumatic experiences like COVID-19 can impact learning, behavior, and relationships at school. Research clearly indicates that a traumatic experience in childhood can diminish concentration, memory, and the development of language that children need to be successful at school. The COVID-19 pandemic is not only affecting children's physical health and academic experience but also taking a deep emotional toll. We believe children's well-being comes first, and that young people, like adults, learn best when they are happy, safe, calm, and cared for properly.

NHA's Leadership Summit, held during the summer, included general sessions for all school leaders focusing on social and emotional safety and health. There were three additional breakout options: Culturally Relevant Instruction: Focusing on Cultural Awareness of School Leaders. This session focused on developing leaders' awareness and greater understanding of their community to meet the specific needs of their school through Culturally Relevant Instructional practices. Additional breakout sessions included ones titled Emotional Intelligence, Leading in Complex Times, and Behave with Care, as well as Empathic Leadership. Each of these breakout sessions focused on developing our leaders' social and emotional competence to ensure healthy and effective ways of thinking, relating, and problem-solving.

Building leaders are provided with a menu of effective curricular tool and resource options that will help address the social and emotional well-being of students and staff in our schools. These options are evidence-based programs that are in alignment with the CASEL Framework and can be used to meet the needs of their school community.

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 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. Significant improvements were made at the school during the 2019-20 school year and many of these improvements have continued in the 2021-22 school year. Since some of our initial improvement efforts needed to be adjusted to conform to a remote learning environment during the 2020-21 school year, we planned to reinforce those efforts in the 2021-22 school year. 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: implementation of a new curriculum tailored for New York State standards; professional development to support the successful implementation of the new curricular tools; a continued focus on data analysis; supports for struggling students.

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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 has transitioned to 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 its new curriculum, especially in ELA and math.

PD will be offered during summer and through ongoing initiatives throughout the school year through both in-person visits and video-based remote interactions. 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 together to redesign the school's assessments and change how the school uses the data to drive school improvement.

Supports for struggling students: In the 2020-21 school year, BUCS changed 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

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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 new approach to behavior management rooted in restorative discipline, a proactive and preventive approach to behavior management that had been adopted in 2019-20. 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. The student suspension rate compared to pre-COVID times has decreased. The middle school grades continue to be the largest area of concern and focus as the school moves forward. The school plans to host motivational speakers, recruit a Social Worker, and hire additional behavior support staff to continue improvement in the coming year.

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
2017-18	59	68	76	81	96	76	64	75	65	-	-	-	-	660
2018-19	62	56	73	79	81	81	80	62	72	-	-	-	-	646
2019-20	65	64	58	80	78	76	83	76	54	-	-	-	-	634
2020-21	83	66	60	66	81	65	80	80	58	-	-	-	-	639
2021-22	80	80	78	73	68	77	64	76	69					665

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

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.

NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using. These resources were adapted to be able to be utilized even in a remote learning setting. While the school prioritized in-person learning during the 2021-2022 school year, students who needed to quarantine or who were home sick were able to remain on task via Google Classroom.

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. 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 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 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	69	0	2	0	0	71
4	58	0	2	0	0	60
5	68	0	1	0	0	69
6	52	1	0	0	4	56
7	54	4	1	0	1	60
8	55	2	1	0	0	58
All	356	7	7	0	5	374

RESULTS AND EVALUATION

In 2021-22, 25% of students enrolled in at least their second year achieved proficiency on the New York State ELA exam. This is less than 75%, therefore, this goal was not met. Students in 6th & 8th grade had the greatest performance, with 36% of students enrolled in at least their second year proficient.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	13%	69	13%	45
4	26%	58	27%	44
5	18%	68	21%	52
6	38%	52	36%	47
7	20%	54	18%	40
8	38%	55	36%	42
All	25%	356	25%	270

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

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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 2021-22.

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2021-22, 25% of students enrolled in at least their second year achieved proficiency on the New York State ELA exam. Students in 6th & 8th grade had the greatest performance, with 36% of students enrolled in at least their second year proficient. At this time, NYSED has not released statewide proficiency results, and therefore this goal is not yet measurable.

2021-22 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	13%	45		
4	27%	44		
5	21%	52	Pending release of data	
6	36%	47		
7	18%	40		
8	36%	42		
All	25%	270		

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

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ADDITIONAL EVIDENCE

In 2020-21, the percent of students enrolled in at least their second year achieving proficiency on the New York State ELA exam exceeded the local district. In addition, Buffalo United had a higher participation rate than the local district. However, participation was very low and is not an adequate representation of student performance.

2020-21 Percent of Students Tested		
% Tested	Charter School	District
	39%	18%

In 2018-19, the school fell only one percentage point short of meeting the local district's performance in ELA.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2018-19		2020-21		2021-22	
	Charter School	District	Charter School	District	Charter School	District
3	44%	32%	35%	21%	13%	
4	23%	28%	39%	28%	27%	
5	9%	18%	20%	33%	21%	Pending release of data
6	27%	25%	35%	29%	36%	
7	24%	18%	35%	16%	18%	
8	15%	27%	94%	45%	36%	
All	24%	25%	40%	27%	25%	

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 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

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 2021-22.

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INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) 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 2021-22, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Buffalo United was 139% in reading. Therefore, **this goal was met**, exceeding the target by 39 percentage points. Additionally, this goal was exceeded at every grade level, except third grade which was two percentage points short of meeting the goal.

End of Year Growth on 2021-22 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	98%	64
4	125%	57
5	127%	65
6	200%	55
7	183%	57
8	154%	64
All	139%	362

Additionally, from 2020-21 to 2021-22, the median percent progress toward annual typical growth of all students increased 14 percentage points in reading.

Median Percent of Annual Typical Growth (All Students)			
Grades	2020-21	2021-22	(+/-)
All	125%	139%	+14%

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 2021-22, 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 142% in reading. Therefore, **this goal was met**, exceeding the target by 32 percentage points. Additionally, this goal was exceeded at every grade level, except third grade.

End of Year Growth on 2021-22 i-Ready ELA Assessment
By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	79%	45
4	129%	28

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5	110%	46
6	225%	38
7	179%	46
8	167%	35
All	142%	238

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 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 115% in reading. Therefore, **this goal was not met**, falling short of the target (125%) by 10 percentage points. At the grade level, this goal was met in sixth and eighth grade.

By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	42%	1
4	100%	11
5	105%	10
6	226%	6
7	147%	9
8	292%	7
All	115%	44

Even though the target was not met, the school demonstrating progress in increasing the median percent progress toward annual typical growth of students with disabilities in reading. From 2020-21 to 2021-22, the median percent progress increased 25 percentage points.

Median Percent of Annual Typical Growth (SWD)			
Grades	2020-21	2021-22	(+/-)
All	90%	115%	+25%

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 2021-22, 11% 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 eighth and eighth grade showed the most positive results.

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End of Year Performance on 2021-22 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	11%	64	13%	46
4	7%	57	9%	45
5	12%	65	12%	52
6	11%	55	12%	50
7	7%	57	4%	47
8	20%	64	18%	49
All	12%	362	11%	289

2021-22 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%	362	139%	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%	238	142%	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 ³	125 ⁴	44	115%	No

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁴ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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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%	289	11%	No
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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 2021-22, Buffalo United met three of their four ELA measures.

Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 2 (Absolute)</u> : 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 assessment or move up at least one placement level in mathematics from the fall.	2+ Students	75%	289	53%	Not Met
<u>Measure 4 (Growth)</u> : 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%	362	139%	Yes
<u>Measure 6 (Gap Closing)</u> : 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%	238	142%	Yes
<u>Measure 8 (Gap Closing)</u> : 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%	44	115%	Yes

English Language Arts Goal: Additional 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 ELA assessment or move up at least one placement level in ELA from the fall.

RESULTS AND EVALUATION

In the spring of 2021-22, 53% 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 in reading from the Fall. The school fell short of the target by 22 percentage points; therefore, **the goal was not met**. Students in third through fourth grade showed the most progress.

Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	63%	46
4	60%	45
5	46%	52
6	54%	50
7	45%	47
8	51%	49
All	53%	289

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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2021-2022, Buffalo United did not meet its Absolute or Additional ELA measure. The school is still waiting on the release of public data to determine if it met the Comparative measure. While it did not meet these, the school did meet two of its four i-Ready internal measures and three of its four Academic Conditions for Renewal as shown above.

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.	Not Yet Measurable
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
Additional	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 ELA assessment or move up at least one placement level in ELA from the fall.	Not Met

ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2021-22 school year. Earlier in this document, examples of new efforts are provided, so the same level of detail will not be provided here.

One of the biggest improvement efforts that originally began in 2020-21 is BUCS' implementation of its new curricular plan and tools. The plan and tools were developed by professionals on NHA's Curriculum & Instruction (C&I) team and reviewed in detail with school leaders before being finalized. The school continues to integrate these new curricular tools into practice.

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

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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, 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.

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- 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.

GOAL 2: MATHEMATICS

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. NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using. These resources were adapted to be able to be utilized even in a remote learning setting. While the school prioritized in-person learning during the 2021-2022 school year, students who needed to quarantine or who were home sick were able to remain on task via Google Classroom.

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 3rd through 8th grades in spring 2022. 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).

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2021-22 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	69	0	2	0	0	71
4	55	1	2	0	1	59
5	65	1	1	0	1	68
6	54	0	0	0	0	54
7	50	4	1	0	1	56
8	49	1	1	0	0	51
All	342	7	7	0	2	358

RESULTS AND EVALUATION

In 2021-22, 14% of students enrolled in at least their second year achieved proficiency on the New York State math exam. This is less than 75%, therefore, this goal was not met. Students in 6th through 8th grade had the greatest performance.

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	Number Tested	Percent Proficient	Number Tested
3	9%	69	7%	45
4	2%	55	2%	42
5	8%	65	10%	49
6	22%	54	24%	49
7	14%	50	17%	36
8	22%	49	26%	38
All	12%	342	14%	259

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 2021-22.

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

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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.⁶

RESULTS AND EVALUATION

In 2021-22, 14% of students enrolled in at least their second year achieved proficiency on the New York State math exam. Students in 6th through 8th grade had the greatest performance. At this time, NYSED has not released statewide proficiency results, and therefore this goal is not yet measurable.

2021-22 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	7%	45		
4	2%	42		
5	10%	49	Pending release of data	
6	24%	49		
7	17%	36		
8	26%	38		
All	14%	259		

ADDITIONAL EVIDENCE

In 2018-19, the school exceeded the district's performance in math by three percentage points, therefore exceeding the goal.

In 2020-21, the percent of students enrolled in at least their second year achieving proficiency on the New York State math exam exceeded the local district. In addition, Buffalo United had a higher participation rate. However, participation at Buffalo United and the local district was very low and is not an adequate representation of student performance.

2020-21 Percent of Students Tested		
% Tested	Charter School	District
	28%	20%

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

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Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2018-19		2020-21		2021-22	
	Charter School	District	Charter School	District	Charter School	District
3	47%	28%	25%	12%	13%	
4	24%	21%	52%	13%	27%	
5	12%	20%	23%	16%	21%	Pending release of data
6	34%	22%	68%	9%	36%	
7	18%	16%	14%	6%	18%	
8	47%	28%	85%	16%	36%	
All	24%	21%	40%	13%	25%	

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 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

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 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) 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 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 124% in math. This is greater than 100%, therefore, **this goal was met**. Additionally, this was met in every grade level except third grade.

End of Year Growth on 2021-22 i-Ready Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	87%	63

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4	108%	57
5	121%	66
6	121%	53
7	128%	58
8	250%	61
All	124%	358

Additionally, from 2020-21 to 2021-22, the median percent progress toward annual typical growth of all students increased 20 percentage points in math.

Median Percent of Annual Typical Growth (All Students)			
Grades	2020-21	2021-22	(+/-)
All	104%	124%	+20%

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 2021-22, 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 128% in math. This is greater than 100%, therefore, **this goal was met**. Additionally, all grade levels, with the exception of third grade, met this goal.

End of Year Growth on 2021-22 i-Ready Math Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	84%	50
4	110%	40
5	125%	45
6	137%	34
7	131%	37
8	233%	35
All	128%	241

Additionally, from 2020-21 to 2021-22, the median percent progress toward annual typical growth of students who were two or more grade levels below in the fall increased 9 percentage points in math.

Median Percent of Annual Typical Growth (2+ Grade Levels Below)			
Grades	2020-21	2021-22	(+/-)
All	119%	128%	+9%

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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 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 119% in math. Therefore, **this goal was not met**, falling short of the target (125%) by six percentage points. At the grade level, this goal was met in third, fourth, fifth, and eighth grade.

By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	233%	1
4	108%	11
5	135%	10
6	87%	6
7	108%	9
8	275%	7
All	119%	44

Even though the target was not met, the school demonstrating progress in increasing the median percent progress toward annual typical growth of students with disabilities in math. From 2020-21 to 2021-22, the median percent progress increased 46 percentage points.

Median Percent of Annual Typical Growth (SWD)			
Grades	2020-21	2021-22	(+/-)
All	73%	119%	+46%

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 2021-22, 7% 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 eighth grade showed the most positive results.

End of Year Performance on 2021-22 i-Ready Math 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	6%	63	2%	46
4	2%	57	2%	45
5	8%	66	10%	52
6	2%	53	2%	49
7	7%	58	4%	47
8	18%	61	18%	49
All	7%	358	7%	288

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 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%	358	124%	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%	241	125%	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 ⁷	125 ⁸	44	119%	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%	288	7%	No

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

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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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 2020-21, Buffalo United met three of their four math measures. The school came close to meeting the absolute measure, falling short of the target by only 13 percentage points.

Measure	Subgroup	Target	Tested	Results	Met?
<u>Measure 2 (Absolute)</u> : 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%	288	62%	No
<u>Measure 4 (Growth)</u> : 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%	358	124%	Yes
<u>Measure 6 (Gap Closing)</u> : 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%	241	128%	Yes
<u>Measure 8 (Gap Closing)</u> : Each year, the median percent progress to Annual Typical Growth in mathematics 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%	44	119%	Yes

Goal 2: Additional 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.

RESULTS AND EVALUATION:

In the Spring of 2021-22, 62% 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 13 percentage points; therefore, **the goal was not met**. Students in third and fourth grade showed the most progress. Students in fourth grade exceeded the goal by three percentage points.

Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	70%	46
4	78%	45
5	58%	52
6	63%	49
7	45%	47
8	61%	49
All	62%	288

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

In 2021-2022, Buffalo United did not meet its Absolute or Additional measure. The school is still waiting the released of public data to determine if it met the Comparative measure. While it did not meet these goals, the school did meet two of its four i-Ready internal measures and three of its four Academic Conditions for Renewal as shown above.

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.	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
Renewal Condition	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.	Not Met

ACTION PLAN

As previously mentioned, BUCS has continued the implementation of a significant number of improvements in the 2021-22 school year. Earlier in this document, examples of new efforts that 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.

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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.
- 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.

For the upcoming school year, we have rearranged the grade 3-5 math block. Our new block for the 2022-2023 school will now start 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

Goal 3: Science

Students will be proficient in science.

BACKGROUND

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

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 Stemscopes for curricular tools.

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In 2021-22, 29% of students enrolled in at least their second year achieved proficiency on the New York State science exam. This is below 75%, therefore the goal was not met. At the grade level, fourth grade showed the greatest performance.

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
4	39%	31
8	23%	44
All	29%	75

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A

The school hasn't administered the Regent Science Exam in the last three years.

In 2018-19, students enrolled in their second year in 4th grade met the goal. 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					
	2018-19		2020-21		2021-22	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	75%	55	65%	17	39%	31
8	35%	55	45%	5	23%	44
All	55%	110	59%	22	29%	75

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.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2021-22, 29 percent of fourth and eighth grade students at Buffalo United scored achieved proficiency on the New York State science exam. Based on these results, the goal was not met, and the school needs to make more progress to meet their science goal.

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.

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- 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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

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

In 2021-22, Buffalo United was in Good Standing and therefore met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-18, Buffalo United has been in Good Standing.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing