



**Buffalo United
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: Buffalo United Charter School Board of Trustees

325 Manhattan Avenue
Buffalo, NY 14214

716-835-9862

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2023-24 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)
Robert Lowery	President	Education Committee
Ashia Martin	Vice President	Education Committee Wrap-Around Services Committee
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Andrew Freedman	Secretary	Complaint Committee Planning Task Force Committee Personnel Committee
Joanne Howard	Trustee	Education Committee
Kathy Wood	Trustee	Education Committee Personnel Committee

SCHOOL OVERVIEW

Buffalo United Charter School (Buffalo United or BUCS) opened in the fall of 2003. In 2023-24, we served 522¹ students in grades K-8, of whom 81 percent qualified for free and reduced-price lunch, 12 percent had an IEP, and 4 percent were EL.

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. BUCS is focused on needed academic improvement.
- ***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.

¹ Enrollment as of count day 2023-24.

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BUCS students were invited to the summer program based their school performance. Some parents also requested that their children participate in the program to lessen learning loss.

To sustain students' and families' social, mental, and emotional health, BUCS uses restorative circles for every class. In addition, BUCS employes a full-time school counselor to support students' social, mental, and emotional health. Special education students receive counseling through Buffalo Hearing and Speech if outlined in their IEP. BestSelf, also offers students counseling through their satellite counseling center.

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. 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 a curriculum tailored for New York State standards; targeted small group instruction; professional development to provide staff the tools they need to increase student achievement; 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 uses assessment data to evaluate student and educator performance, support student needs, drive professional development for leaders and teachers, and help teachers adjust instruction in real time.

Curriculum and tools: The school utilizes curricular tools that align with New York's Next Generation Learning Standards.

Targeted instructional support: BUCS adjusts it schedule to allow for two teachers to be in 3-8 classrooms during ELA and math learning blocks. This allows students to receive intentional targeted small group instruction during each block. Teachers rotate student groups using short-term curricular data and data from previous assessments and benchmarks. During each learning block students performing below grade-level receive targeted instruction to bridge learning gaps. Students performing on grade-level are provided with advanced learning opportunities.

Professional development: BUCS and National Heritage Academies' (NHA's) Curriculum and Instruction (C & I) team have a professional development plan that outlines ongoing coaching and professional development (PD) that C & I will provide staff during the school year. The plan is adjusted as needed to ensure that teachers receive the support needed to reach school goals.

- *Data cycles:* During the summer, C & I provided the BUCS leadership team with professional development in the use of data driven instruction. As a result of this PD, the leadership team adjusted BUCS data cycles for the 2024-25 school year.

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- *Small group instruction:* BUCS leadership partnered with C & I to ensure that teachers had the resources and support needed to maximize small group instruction during the math and ELA learning blocks.
- *Back to School Week:* C & I provided professional development to teachers to support instructional planning using their scope and sequence and instructional calendars.
- *On-going support:* C & I will provide, at a minimum, monthly on-site visits to provide support to deans, instructional coaches, and teachers to ensure that they receive the coaching necessary to deliver high quality, data driven, small group instruction.

Assessments: BUCS teachers use aligned NHA-provided assessments and create other formative assessments and homework aligned to the state's standards. Teacher-created formative assessments and homework for math and ELA reflect the breadth and depth of state test questions. BUCS and NHA 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: BUCS will continue to use its intervention model based on a multi-tiered system of supports (MTSS). MTSS is a proactive approach that emphasizes early intervention, addresses behavioral as well as academic issues, and strives to overcome systemic barriers to learning for both students and teachers. Under MTSS, all students are screened early in the year and then monitored regularly to provide interventions in appropriate tiers. Importantly, MTSS improves remediation and intervention by using push-in and pull-out services delivered individually or through workshop settings.

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. BUCS has employed Achievement Behavior Support Specialists to help support behaviors. The school has also implemented CHAMPS, a proactive approach to classroom management, to aide in the proactive vs. reactive approach to behavior management. During Back-to-School Week, BUCS teachers received PD from Capturing Kids Hearts. This PD provided teachers with the tools needed to build strong teacher-student relationships and build self-managed classroom.

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ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	80	80	78	73	68	77	64	76	69	-	-	-	-	665
2022-23	60	79	70	80	73	69	72	81	75	-	-	-	-	659
2023-24	36	52	58	51	63	59	65	67	71	-	-	-	-	522

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 state standards 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.

Buffalo United's ELA curriculum is an NHA-developed structured literacy approach that relies on reading aloud, shared reading, guided reading, 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 has also implemented Structured Literacy. Structured means allocating time to the different components of ELA, including Read Aloud, Shared Reading, Guided Reading, Writing, Independent Reading, and Literature Seminar, and also utilizing 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 have also receive regular instructional and individual coaching. We will continue to provide our staff with training and support. This work began in the summer and will continue with bi-weekly/monthly in-person visits from NHA's C & I specialist.

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ELEMENTARY AND MIDDLE ELA

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.

2023-24 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	51	0	0	0	0	0	1	52
4	65	0	0	0	0	0	1	66
5	57	0	0	0	0	0	3	60
6	58	0	0	0	0	0	2	60
7	62	0	0	0	0	0	2	64
8	64	0	1	0	0	0	2	67
All	357	0	1	0	0	0	11	369

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.

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	51	9	18%	41	6	15%
4	65	17	26%	48	13	27%
5	57	10	18%	44	8	18%
6	58	9	16%	47	9	19%
7	62	22	35%	39	17	44%
8	64	27	42%	52	22	42%
All	357	94	26%	271	75	28%

² 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 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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.³

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	40.3%	33.3%	19.9%	6.4%

$$\begin{aligned}
 \text{PI} &= 33.3 + 19.9 + 6.4 = 59.6 \\
 &+ 19.9 + 6.4 = 26.3 \\
 &+ (.5) * 6.4 = 3.2 \\
 \text{PI} &= 89.1
 \end{aligned}$$

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year’s MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ELA Measure 2: In 2023-34, Buffalo United’s PI in ELA was 89.1, falling below the state’s MIP of 113 by 23.9 points. Therefore, the goal was not met.

³ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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From 2022-23 to 2023-24, the school's PI in ELA increased ten points. This shows the school is making progress toward meeting the goal target.

ELA Performance Index			
Grades	2022-23	2023-24	(+/-)
All	79	89	+10

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.⁴

2023-24 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	15%	41		
4	27%	48		
5	18%	44		
6	19%	47		
7	44%	39		
8	42%	52		
All	28%	271		

⁴ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁵

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95%	429.0	437.5	-0.82
4	100%	433.0	439.4	-0.62
5	94.1%	431.0	439.3	-0.88
6	95.8%	435.0	438.2	-0.36
7	91.4%	437.0	442.6	-0.65
8	90.7%	440.0	446.6	-0.71
All	94.6%	433.9	440.4	-0.68

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁶

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.1	50.0
5	29.1	50.0
6	47.8	50.0
7	43.6	50.0
8	53.0	50.0
All	43.8	50.0

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2023-24 school year using internal assessments.

During 2023-24, 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%.

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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In 2023-24, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Buffalo United was 114% in reading. Therefore, **this goal was met**, exceeding the target by 14 percentage points. At the grade level, every grade exceeded the target except for fourth grade.

Grades	Median Percent of Annual Typical Growth	Number Tested
3	121%	48
4	96%	60
5	116%	50
6	119%	54
7	103%	54
8	133%	62
All	114%	328

End of year Growth on 223-24 i-Ready ELA Assessment By All Students

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 2023-24, 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 128% in reading. Therefore, **this goal was met**, exceeding the target by 18 percentage points. Additionally, this goal was met at every grade level except seventh grade.

End of Year Growth on 2023-24 i-Ready ELA Assessment By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	122%	26
4	132%	28
5	146%	39
6	126%	41
7	94%	31
8	167%	37
All	128%	202

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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 2023-24, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 117% in reading. Therefore, **this goal was met**, exceeding the growth of general education (GenED) students (112%) by 5 percentage points.

End of Year Growth on 2023-24 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	124%	5	119%	43
4	80%	5	104%	55
5	0%	2	130%	48
6	92%	10	119%	44
7	153%	9	94%	45
8	94%	8	153%	54
All	117%	39	112%	289

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 2023-24, 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 third and seventh grade showed the most positive results.

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End of Year Performance on 2023-24 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	19%	48	20%	41
4	12%	60	13%	48
5	0%	50	0%	43
6	7%	54	7%	46
7	19%	54	18%	39
8	10%	62	10%	52
All	11%	328	11%	269

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 third through eighth grade students will be equal to or greater than 100 %.	All students	100%	328	114%	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%	202	128%	Yes

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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	112% ⁸	39	117%	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%	269	11%	No

SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
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.	No
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.	These data are not yet available.

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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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.	These data are not yet available.
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.	These data are not yet available.

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ELA Measure 1: In 2023-24, 28% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 47 percentage points below the target; therefore, the goal was not met. At the grade level, 7th and 8th grade had the strongest performance.

While Buffalo United did not meet the goal in 2023-24, the school made progress toward meeting the goal target. From 2022-23 to 2023-24, the percentage of students enrolled in their second-year scoring at or above proficient on the NYS ELA exam increased four percentage points.

Percent of Students Enrolled in at least their Second Year Achieving Proficiency			
Grades	2022-23	2023-24	(+/-)
All	24%	28%	+4%

ELA Measure 2: In 2023-24, Buffalo United’s PI in ELA was 89.1, falling below the state’s MIP of 113 by 23.9 points. Therefore, the goal was not met.

While the school did not meet the goal in 2023-24, the school showed progress. From 2022-23 to 2023-24, the school’s PI in ELA increased ten points.

ELA Performance Index			
Grades	2022-23	2023-24	(+/-)
All	79	89	+10

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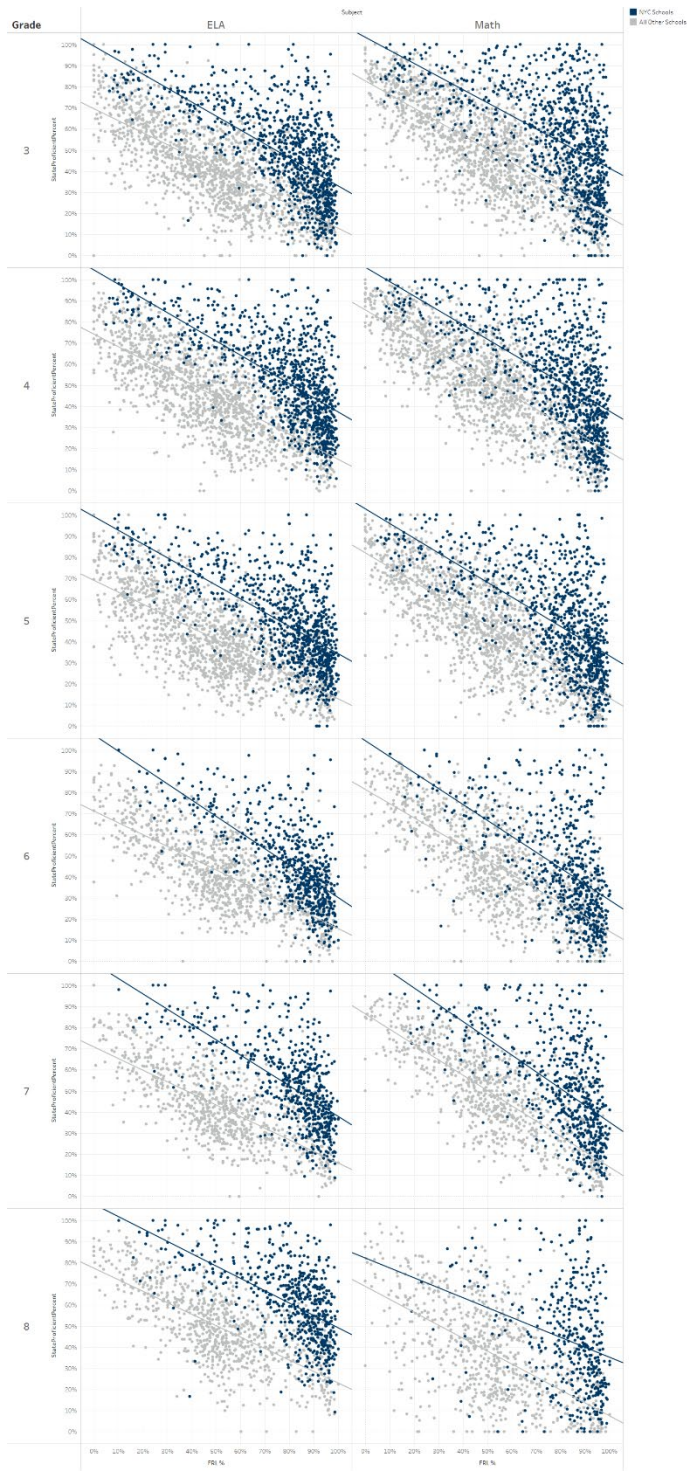
ELA Measure 3: 2023-24 comparison data are not available.

ELA Measure 4: In 2022-23, Buffalo United's effect size on the ELA exam was -0.68, which was lower than expected. Therefore, this goal was not met. At the grade level, performance was strongest in 6th and 4th grade.

The performance of schools in New York City (NYC) compared to schools in upstate New York is markedly different. Average ELA proficiency rates for schools with a similar economically disadvantaged (ED) population are higher at schools in NYC compared to schools outside of NYC. The image below charts proficiency and ED percentage for all schools in New York, colored by location (NYC schools & not NYC schools).

To better compare Buffalo United's performance to that of demographically similar schools statewide, an internal regression analysis was performed to control for the percentage of ED students among all public schools in New York, while excluding schools located in NYC. Using this model, Buffalo United's risk-adjusted proficiency in ELA ranked at the 71st percentile. This shows Buffalo United is performing well above expected when compared to demographically similar schools located outside of NYC.

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ELA Measure 5: In 2022-23, Buffalo United’s mean growth percentile in ELA was 43.8. This was 6.2 points below the target of 50; therefore, the goal was not met. At the grade level, performance was strongest in 6th and 8th grade. Most notably, 8th grade exceeded the target with a mean growth percentile of 53.

ADDITIONAL CONTEXT AND EVIDENCE

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 2023-24, 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* 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 2023-24, 48% 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 27 percentage points; therefore, the goal was not met. Students in third and fifth grade had the strongest results.

Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	61%	41
4	48%	48
5	53%	43
6	43%	46
7	33%	39
8	42%	52
All	48%	269

Growth Measure:

- Each year, the school’s median percent progress to Annual Typical Growth 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.

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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 assessment or move up at least one placement level in mathematics from the fall.	2+ Students	75%	269	48%	Not Met
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%	328	114%	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%	202	128%	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%	39	117%	Met

ELA ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

Buffalo United action plan to address ELA goals includes these new efforts:

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- BUCS is working with NHA's C & I specialist to restructure the ELA learning block each day to include two certified teachers that provide data-driven instruction to students each day. Teachers will be utilizing short term data as well as benchmark/assessment data to drive their instruction. The C & I specialist will make provide teachers with in-person training, modeling, and/or coaching at least once a month to help with analyzing data, adjusting instructional methods. and lesson planning.

In addition to the initiatives above, BUCS will continue with the following initiatives to achieve its ELA goals.

- *Aimsweb* is used to monitor students in K-2 and identify struggling students in third grade who then receive additional interventions. We also use this tool to measure the progress of students who are in the bottom quartile. The program supports school efforts in screening, progress monitoring, and data management.
- *Corrective Reading* and *Reading Mastery* is 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* is 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 is used school-wide to help students write proper short responses to assessment questions in ELA, science, and social studies. Teachers use ELA Reading Responses in homework assignments with question stems that align to the appropriate common core standard.
- DreamWorks is 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.
- i-Ready is 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 is used to group students for workshop.
- Teachers use the Standards Mastery portion of i-Ready in ELA and math to monitor the students mastery of NYS standards throughout the year to adjust and plan instruction.
- 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 uses 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 receive 135 minutes of ELA instruction each day.
- Teachers conduct data meetings with students, so they understand the progress they are making towards their achievement goal. Teachers have been trained on how to conduct these

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meetings. A parent meeting is also conducted so parents understand their students' reading goal and how they can support their student in reaching that goal.

- Students have a personal data binder/folder to track their progress towards mastering each standard being taught.
- BUCS educators 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 identify the resource to be used to teach each standard. The school also employs 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 still meet the objectives of the lesson while allowing for students to have deeper discussion within the timeframe of shared reading.

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

Buffalo United believes exemplary teaching and learning of mathematics allow 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 providing the "answer" to the problem. We prioritize student generated methods and student thinking

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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.

Buffalo United’s 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 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 summarizes 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.

2023-24 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	51	0	0	0	0	0	1	0	52
4	66	0	0	0	0	0		0	66
5	57	0	0	0	0	0	3	0	60
6	57	1	0	0	0	0	2	0	60
7	60	2	1	0	0	0	1	0	64
8	63	1	1	0	0	0	2	0	67
All	354	4	2	0	0	0	9	0	369

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Performance on 2023-24 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	51	15	29%	41	11	27%
4	66	13	20%	49	12	24%
5	57	6	11%	44	4	9%
6	57	14	25%	47	12	26%
7	60	14	23%	38	10	26%
8	63	18	29%	51	15	29%
All	354	80	23%	270	64	24%

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	45.8	31.6	20.1	2.5

$$\begin{aligned}
 \text{PI} &= 31.6 + 20.1 + 2.5 = 54.2 \\
 &20.1 + 2.5 = 22.6 \\
 &+ (.5) * 2.5 = 1.25 \\
 \text{PI} &= \mathbf{78.1}
 \end{aligned}$$

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RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year’s MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Math Measure 2: In 2023-24, Buffalo United’s PI in math was 78.1, falling below the state’s MIP of 115.3 by 37.2 points. Therefore, the goal was not met.

From 2022-23 to 2023-24, the school’s PI in math increased 20 points. This shows the school is making progress toward meeting the goal target.

Math Performance Index			
Grades	2022-23	2023-24	(+/-)
All	58	78.1	+20

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.

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.

2023-24 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	27%	41		
4	24%	49		

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5	9%	44		
6	26%	47		
7	26%	38		
8	29%	51		
All	24%	270		

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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The 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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95%	430.0	442.8	-0.89
4	100%	425.0	440.0	-1.07
5	94.1%	426.0	439.4	-1.06
6	95.8%	426.0	449.3	-1.05
7	91.4%	432.0	443.5	-0.97
8	90.7%	434.0	438.4	-0.27
All	94.6%	428.7	440.7	-0.91

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	37.2	50.0
5	39.3	50.0
6	33.6	50.0
7	23.6	50.0
8	49.8	50.0
All	36.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2023-24 school year using internal assessments.

During 2023-24, 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

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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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 2023-24, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Buffalo United was 108% in math. Therefore, **this goal was met**, exceeding the target by 8 percentage points.

End of Year Growth on 2023-24 i-Ready Math Assessment By All Students

Grade s	Median Percent of Annual Typical Growth	Number Tested
3	120%	48
4	74%	60
5	63%	50
6	160%	51
7	96%	52
8	147%	62
All	108%	323

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 2023-24, 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 110% in reading. Therefore, **this goal was met**.

End of Year Growth on 2023-24 i-Ready Math Assessment By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	121%	34
4	64%	32
5	100%	36
6	167%	36
7	73%	32
8	142%	47
All	110%	217

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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 2023-24, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 120% in math. Therefore, **this goal was met**, exceeding the growth of GenED students (107%) by 13 percentage points. At the grade level, growth of SWD students in middle school was exceptionally strong.

End of Year Growth on 2023-24 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	115%	5	122%	43
4	61%	5	74%	55
5	19%	2	74%	48
6	129%	9	167%	42
7	177%	8	92%	44
8	179%	8	143%	54
All	120%	37	107%	286

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 2023-24, 6% 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 fourth grade showed the most positive results.

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End of Year Performance on 2023-24 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	13%	48	10%	41
4	13%	60	15%	48
5	4%	50	2%	43
6	6%	51	7%	44
7	4%	52	3%	38
8	3%	62	2%	52
All	7%	323	6%	266

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%	323	108%	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%	217	110%	Yes

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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 ¹¹	107% ¹²	37	120%	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%	266	6%	No

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	These data are not yet available.

¹¹ 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

¹² 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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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.	These data are not yet available.
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.	These data are not yet available.

EVALUATION OF THE MATHEMATICS GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations.

Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Math Measure 1: In 2023-24, 24% of students enrolled in at least their second year scored at or above proficient on the NYS math exam. This was 51 percentage points below the target; therefore, the goal was not met. At the grade level, 3rd and 8th grade had the strongest performance.

While the goal was not met in 2023-24, the school showed strong improvement. From 2022-23 to 2023-24, the percentage of students enrolled in their second year scoring at or above proficient on the NYS math exam increased seven percentage points.

Percent of Students Enrolled in at least their Second Year Achieving Proficiency			
Grades	2022-23	2023-24	(+/-)
All	17%	24%	+7%

Math Measure 2: In 2023-24, Buffalo United’s PI in math was 78.1, falling below the state’s MIP of 115.3 by 37.2 points. Therefore, the goal was not met.

While the goal was not met in 2023-24, the school showed significant improvement. From 2022-23 to 2023-24, the school’s PI in math increased 20 points.

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Math Performance Index			
Grades	2022-23	2023-24	(+/-)
All	58	78.1	+20

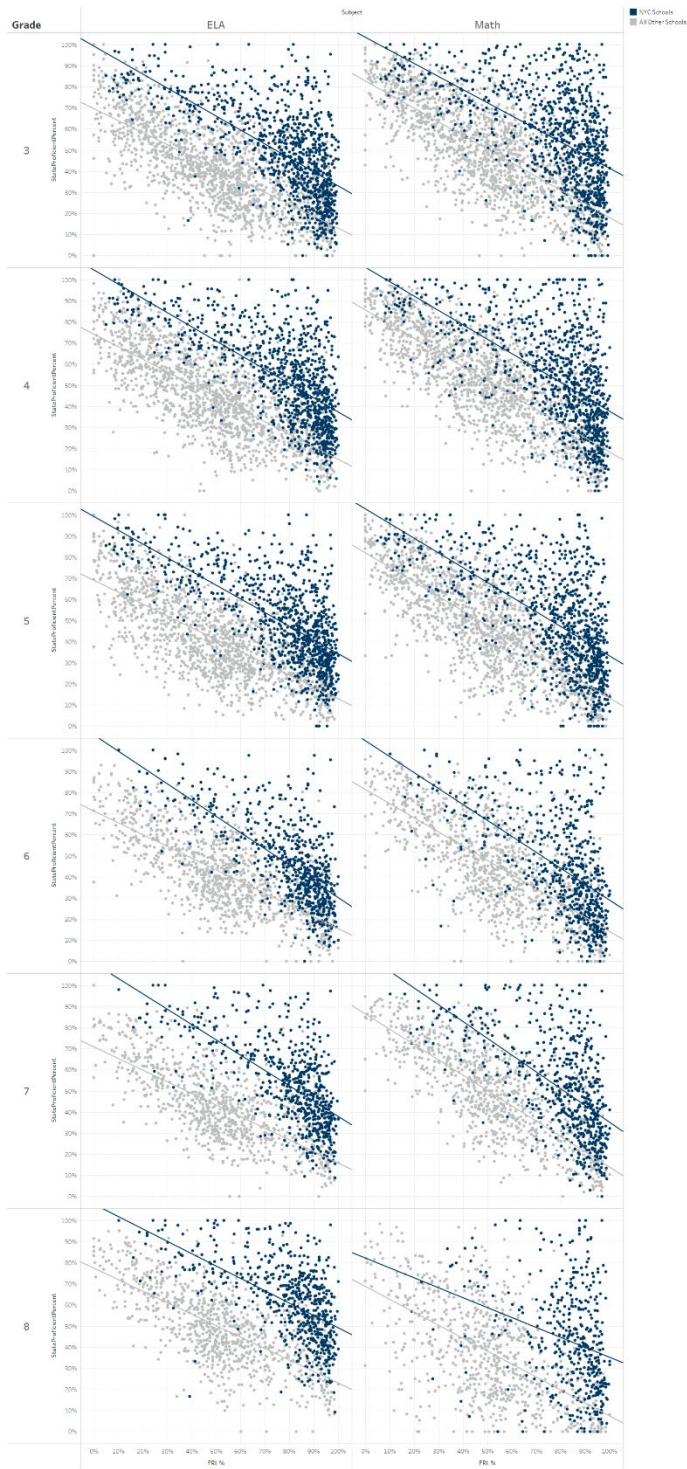
Math Measure 3: 2023-24 comparison data are not available.

Math Measure 4: In 2022-23, Buffalo United's effect size on the math exam was -0.91, which was lower than expected. Therefore, this goal was not met. At the grade level, performance was strongest in 3rd and 8th grade.

The performance of schools in NYC compared to schools in upstate New York is markedly different. Average ELA proficiency rates for schools with similar economically disadvantaged (ED) populations are higher at schools in NYC compared to schools outside of NYC. The image below charts proficiency and ED percentage for all schools in New York, colored by location (NYC schools & not NYC schools).

To better compare Buffalo United's performance to that of demographically similar schools statewide, an internal regression analysis was performed to control for the percentage of ED students among all public schools in New York, while excluding schools located in NYC. Using this model, Buffalo United's risk-adjusted proficiency in math ranked at the 45th percentile. This shows Buffalo United is slightly below expected when compared to demographically similar schools located outside of NYC.

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Math Measure 5: In 2022-23, Buffalo United’s mean growth percentile in math was 36.1. This was 13.9 points below the target of 50; therefore, the goal was not met. At the grade level, performance was strongest in 5th and 8th grade.

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 2023-24, 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 2023-24, 58% 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 17 percentage points; therefore, the goal was not met. At the grade level, students in third grade had the strongest results, exceeding the target of 75% by 10 percentage points.

Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	85%	41
4	56%	48
5	47%	43
6	66%	44
7	42%	38
8	50%	52
All	58%	266

Growth Measure:

- Each year, the school's median percent progress to Annual Typical Growth 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%.

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- 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%	266	58%	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%	323	108%	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%	227	110%	Yes
Measure 8 (Gap Closing): 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%	37	120%	Yes

MATHEMATICS ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

Buffalo United action plan to address math goals includes these new efforts:

- Restricted its math learning block in grades 3-8 to include two certified teachers in each classroom to deliver data driven small group instruction. Teachers addressed short-term

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curricular data as well as data from previous assessments and benchmarks to close achievement gaps and excel student progress.

- Increased professional development from NHA's C & I professionals.
- Introduced new data cycle plans.
- "Unpacked the curriculum" with teachers before each unit.
- Made adjustments to instruction based on the instructional calendar.
- Received, at a minimum, monthly on-site visits by NHA C & I specialists to provide support to deans, instructional coaches, and teachers to ensure that they receive the coaching necessary to deliver high quality, data driven small group instruction.

In addition to the initiatives above, BUCS will continue with the following initiatives to achieve its math goals.

- 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.
- 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.
- Teachers use the Standards Mastery portion of i-Ready in ELA and math to monitor the students mastery of NYS standards throughout the year to adjust and plan instruction.
- Teachers conduct data meetings with students, so they understand the progress they are making towards their achievement goal. Teachers are trained on how to conduct these meetings. A parent meeting helps parents understand their students' math goal and how they can support their student in reaching that goal.
- Students 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.
- 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Through our weekly instructional planning guides, we help teachers know what to do and where to focus each day. Then, teachers 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.

- We are also embedded high quality instructional practices into google slide decks for each Bridges lesson. These help develop teachers' content knowledge and instructional skills as they execute the lesson. For our new teachers, these slide decks 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 STEMscopes for curricular tools.

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 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2023-24 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
5	44	1	2%
8	49	12	24%
All	93	13	14%

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.

2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	44	1	2%			
8	49	12	24%			
All	93	13	14%			

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan 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.	N/A

EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

In 2023-24, 14% of students enrolled in at least their second year scored at or above proficient on the NYS science exam. This was below the target; therefore, the goal was not met. At the grade level, performance was strongest in 8th grade.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

BUCS does not administer the Regents science exam.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	NA	NA	NA	NA
8	2022-23	NA	NA	NA	NA
8	2023-24	NA	NA	NA	NA

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

Buffalo United action plan to address science goals includes the new efforts:

- BUCS will work with the C & I science team in order to provide science teachers with support on the delivery of science content using data-driven instruction.

In addition to the initiative above, BUCS will continue with the following initiatives to achieve its science goals.

- We 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 use supplemental content to help facilitate the students' learning and deepen their understanding of the content. Small groups and one-on-one conferences are done to ensure that students are understanding the material.
- BUCS reviews lesson plans to ensure that teachers are providing instruction on priority science standards in all grades. Teachers meet and plan 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 administers a mock assessment twice throughout the school year that covers the NYS science Grade 5-8 standards. The assessment is given to 8th graders and reflects the length, format, and rigor of the NYS test. The fall mock assessment is utilized to create pacing guides that are reflective of student need. We 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
2021-22	Good Standing
2022-23	Local Support and Improvement
2023-24	Targeted Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Buffalo United has consistently been in Good Standing until 2023-24, when it was identified for Target Support and Improvement due to their Multiracial subgroup. *(Note: Good Standing was renamed as Local Support and Improvement in 2022-23)*