



South Buffalo Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By: David Ehrle

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INTRODUCTION

Andrew Huff (CIO), Gina Dudkowski (Assistant Principal), Julia Hamels (Assistant Principal), David Ehrle (Principal) prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Chris Schafer	President, Finance Committee, Facility Committee, and Personnel Committee member; Appeals
Anne Marie Tryjankowski	Vice President and Personnel Committee Member, Negotiations Committee Member
Kathy Linhardt	Secretary, Personnel and Facility Committee Member, Negotiations Committee Member
Jennifer Mack	Parent Member
Paul Janis	Board Member, Finance and Facility Committee Member Finance Committee Member

David Ehrle has served as the school leader since July 2017.

INTRODUCTION

The South Buffalo Charter School (SBCS) received approval in 1999 from the New York State Board of Regents. In the fall of 2000 the school was housed in Buffalo Public School 29, which was also occupied by the South Buffalo Community Center, the South Buffalo Grief Center and the South Buffalo Senior Center. The South Buffalo Charter School is currently located at 154 South Ogden Street, in the city of Buffalo, New York and primarily receives students who live in the surrounding community. SBCS serves students grades K-8 and the student body is composed of varying ethnic and socio-economic backgrounds, reflecting the multicultural diversity from the community. Well over 70% of our students receive free or reduced lunch, illustrating the socio-economic needs of our families. The students reflect a broad spectrum of learning styles and learning needs. SBCS strives to build a composite class that represents the multifaceted dimensions of our society.

SBCS's mission states that we are a Professional Learning Community (PLC). Our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. We are dedicated to creating students that are prepared for the 21st century through an environment that encompasses character education, technology integration and rigorous academics.

As set forth in the school's mission statement, we will focus on learning and increase student achievement through the following key elements:

- Professional Learning Community components
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
 - Pyramid of Intervention
- Standards-Based Curriculum
- SBCS continues to evaluate and align the curriculum. Grade level teams implement curriculum mapping and vertical planning to develop quality curricula designed to meet or exceed the Common Core Learning Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
 - The instructional program is enhanced through multi-media classrooms. These rooms may include some or all of the following equipment: computers, resident PCs and interactive docking stations, touch-screen monitors, rovers, LCD projectors, document cameras, DVD/VCR units, Classroom Performance System (CPS), and interactive tablets. In addition, mobile labs and printers, video cameras and digital cameras, and TV/DVD/VCR units are available for classroom use. Technology is an essential element of the ability of staff to meet student needs. Teachers and staff utilize the eDoctrina. The student information system is Power School. AIMSweb and STAR Early Literacy, Reading and Math are used for data management and analysis.

INTRODUCTION

- Character Education
 - SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control, honesty, determination, and teamwork.
- Extended Day and School Year
 - Research shows that an extended school day and school year can result in an improvement of student achievement through increased instructional time. The school day at SBCS is no less than seven hours, between one and a half to two hours longer than the New York State requirement. Teachers and staff are required to be in attendance for no less than eight hours. This additional time is used for planning and professional development. The school year at SBCS is between ten and fifteen instructional days longer than the New York State requirement of 180 days.
- Professional Development
 - Job-embedded professional development is a vital component of SBCS's dedication to the improvement of teaching and learning. Professional Development is integrated into the school day through common planning/data meetings where teacher receive support from the Leadership and Instructional Teams and outside consultants. In addition, no less than ten dedicated Professional Development and/or Superintendent Conference Days are included in the school calendar. Teachers and staff are also encouraged to attend Professional Development conferences outside school offerings.
- Parent/Guardian Involvement and Engagement SBCS offers the following opportunities to foster the home/school connection:
 - Parent Information Nights
 - Monthly Community Newsletter
 - Parent Teacher Conferences
 - Power Grade
 - One Call
 - Welcome Picnic
 - Child Study Team
 - Open Board Meetings
 - Open House
 - School Website and Teacher Webpages
 - Teacher/Administrator Correspondence
 - Moving-Up Ceremonies
 - Kindergarten Screening
 - Student Recognition Events

SBCS has developed annual goals and objectives in accordance with the Charter School Institute and New York State Education Department, to fulfill its mission to increase student achievement and learning. The school's annual progress report measures the extent to which we met the goals and objectives for 2016-2017 and provides a set of goals and objectives for the next academic year and beyond. It benchmarks our move towards excellence in achieving our mission.

INTRODUCTION

This report is self-reflective and a tool that details our expectations and intentions to continue to strive for improvement and to enable us to provide a quality education for all our students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	73	77	76	72	72	72	77	68	68	655
2013-14	78	79	77	77	78	76	77	76	73	691
2014-15	99	91	103	100	97	77	78	79	76	800
2015-16	98	103	104	103	100	96	100	88	82	877
2016-17	105	103	104	99	102	98	100	90	92	893

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Student will become proficient in the ELA skills of Reading and Writing and Listening and will make continuous yearly progress toward mastery of their ELA skills.

BACKGROUND

Throughout the 2016-17 school year, SBCS's two ELA/Instructional Coaches (K-4 and 5-8) provided daily ELA and Social Studies instructional support to teachers. The focus of curriculum work last year was to continue fully integrate the Common Core Learning Standards into the ELA and Social Studies curriculum. The teachers spent time creating lesson plans. SBCS used the NYS ELA Curriculum Domains (K-2) and Modules (3-8) as a research based resource to serve as the foundational framework of the ELA curriculum grades K-6 and 7-8. An uninterrupted 90 minute ELA block K-4th grade and a 54 minute for grades 5th-8th with a mix of whole and small group instruction, guided reading, differentiated centers and flexible grouping was used to ensure that students K-4 become literate and learn to read, write and speak well. Many of the best practices utilized in K-4 were bridged into the ELA instruction in grades 5-8 among other grade level appropriate ELA pedagogy. This included a focus on comprehension and the integration of ELA across all content areas. SBCS administered several different assessments throughout the year for various grade levels including benchmark assessments; NYS grades 3-8 ELA assessments, STAR Early Literacy, Star Reading, AIMSweb, Fountas and Pinnell, and teacher created assessments. Professional development was provided in Level Literacy Intervention, and eDoctrina. The school's instructional coaches scheduled professional development sessions for instructional staff on a variety of best practices. Teachers and support staff also attended internal and external additional professional development opportunities.

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 grade in April 2017. 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).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	96	2	0	0	2	100
4	98	1	0	0	3	102
5	94	0	0	0	4	98
6	95	0	0	0	5	100
7	80	3	0	1	6	90
8	84	1	0	2	5	97
All	547	7	0	3	25	582

RESULTS

The students' performance on the New York State ELA exam demonstrates that overall SBCS has sustained the same level increase of proficiency as the previous year for the cohort data. The table below indicates that 460 out of 547 (84%) students tested were enrolled in at least their second year at SBCS.

Performance on 2016-17 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	26	96	25	79
4	36	98	35	81
5	19	94	18	80
6	22	95	21	76
7	16	80	16	72
8	26	84	26	72
All	24.2	547	24	460

EVALUATION

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal. The school recognizes that 5th and 7th grade student performance was lower than all other grade levels. While this is due in part to some staffing challenges at both grade levels; the school has worked to secure permanent teaching staff in 2017-18. In 2016-17, the cohort sustained 24% in grades 3-8 with the greatest gain in grade 4. Our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In

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.

response, the school immediately acts to assess and intervene on each student's behalf through STAR Reading and AIMSWeb assessment and progress monitoring to maximize student potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for block periods of ELA and intervention services.

ADDITIONAL EVIDENCE

In the face of NY State's curricular and assessment changes over the course of the last five years, SBCS has made some gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, creation of common formative and summative assessments, partnerships with BOCES curriculum specialists, adoption and creation of an APPR plan, use of Data Driven Inquiry analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33	66	29	78	25	79
4	22	65	41	87	36	81
5	13	59	14	83	18	80
6	13	63	23	64	21	76
7	17	63	15	51	16	72
8	29	52	35	54	26	72
All	21	368	27	417	24	460

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

SBCS met 89% of our AMO goal by receiving a PLI of 99 points out of an expected 111.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
460	27	47	19	7

$$\begin{array}{rcccccc}
 \text{PI} & = & 47 & + & 19 & + & 7 & = & 73 \\
 & & & & 19 & + & 7 & = & \underline{26} \\
 & & & & & & \text{PLI} & = & 99
 \end{array}$$

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

The size of the SBCS cohort has been relatively consistent over the past three years. The cohort achieved a -3%-point decrease overall in 2016-17 from 2015-16. Looking at longitudinal data, the 16-17 school year saw a decrease in 4 out of 6 grades. Grades 5 and 7 had minimal increases. The greater number of students tested did not result in a higher number of student proficiency. SBCS recognizes the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

SBCS cohort experienced a greater number of students reaching proficiency in grades 3rd, 4th, 5th, 6th, and 8th. Fourth grade exceed Buffalo with the greatest margin of 17% points. The only grade level cohort that did not exceed Buffalo was 7th grade by a 4% margin.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	25	79	18	2313
4	35	81	18	2125
5	18	80	15	2001
6	21	76	15	1946
7	16	72	20	1926
8	26	72	20	1913
All	24	460	17.7	12224

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

EVALUATION

SBCS exceeded the aggregate district performance at each grade level when compared to Buffalo Public Schools. SBCS outperformed Buffalo Public schools by 7% in 3rd grade. SBCS outperformed Buffalo Public Schools by 17% in 4th Grade. SBCS outperformed Buffalo Public Schools by 3% in 5th Grade. SBCS outperformed Buffalo Public Schools by 6% in 6th Grade. SBCS outperformed Buffalo Public Schools by 6% in 8th Grade. SBCS outperformed Buffalo Public School by 6.3% overall in grades 3-8.

ADDITIONAL EVIDENCE

Although SBCS comparatively outperforms BPS, we continue to recognize the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

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					
	2014-15		2016-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	33	12	29	20	25	18
4	21	14	41	16	35	18
5	13	11	14	15	18	15
6	13	11	23	15	21	15
7	17	10	15	14	16	20
8	29	14	35	18	26	20
All	21	12	27	16	24	17.7

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.

METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, SBCS did not achieve the overall effect size of 0.3. Given the timing of the state’s release of poverty data, the 2016-2017 analysis is not yet available. This report contains 2015-2016 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in ELA compared to students in New York State in the same grade and a similar population of economically disadvantaged students. 4th Grade had a positive effect size of .42. All other tested grades had a combined -0.32 effect size. The overall Effect Size for the 2015-16 school year was a -0.2.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.0	94	27	32.1	-5.1	-0.28
4	75.3	99	40	32.8	7.2	0.42
5	86.7	92	14	21.4	-7.4	-0.50
6	82.0	92	20	23.5	-3.5	-0.22
7	79.6	72	14	24.0	-10	-0.61
8	78.2	65	29	30.8	-1.8	-0.10
All	80.6	514	24.4	27.5	-3.1	-0.20

School’s Overall Comparative Performance:

Lower than expected

EVALUATION

SBCS’s aggregated Effect Size was -.20, which is lower than expected. 4th Grade was the only grade levels that achieved a positive effect size for ELA.

ADDITIONAL EVIDENCE

Given the timing of the state’s release of poverty data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent ones available. SBCS’s performance on the ELA assessment in comparison to students in New York State in the same grade and a similar population of students eligible for free lunch in the 2015-16 school year indicates a decrease from the 2014-15 school year. The decreases are smaller in nature for grades 3, 6 and 8.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	84.8	446	20	19	-.05
2014-15	3-8	82.9	445	20.4	19.3	.09
2015-16	3-8	82.9	460	24.3	27.5	-.20

Goal 1: Growth Measure⁴

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 state’s unadjusted median growth percentile.

METHOD

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

RESULTS

Provide a brief narrative highlighting 2015-16 results, shown in the data table below that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles.

South Buffalo Charter School's mean growth percentile was 50 in 2015-16; exact to the statewide median of 50. Grades 4, 6, and 8 scored at or higher than the statewide median, of 50. Grades 5 and 7 fell below the statewide median.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	50	50
5	48	50
6	54	50
7	37	50
8	61	50
All	50	50

EVALUATION

In looking at results of Common Core Assessments, SBCS met or exceeded the statewide median for MGP in three of the five grade levels. At grade 4, we met the statewide MGP of 50; at grade 6, we achieved 4% points above the statewide MGP of 50, at grade 8 we achieved 11% points above the statewide MGP of 50. At grade 7, SBCS met 74% of MGP of 50 and grade 5 met 96% of the MGP of 50. Based on the MGP comparison and increases in instructional support to teachers with and the use of Data Driven Dialogue during the 2016-17 school year; SBCS expects to continue to see improvement in all grades in meeting or exceeding the statewide MGP.

ADDITIONAL EVIDENCE

Since this is the third year of MGP comparison data regarding Common Core Assessments, along with additional data points from the 2015-16 school year and 2016-17 school year will assist the schools' instructional coaches and teachers in identifying areas of need and resources to implement instructional change, which should lead to improved student outcomes.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	63	57	50	50
5	43	52	48	50
6	45	51	54	50
7	58	49	37	50
8	58	49	61	50
All	53	52	50	50

Goal 1: Optional Measure

For the 2016-2017 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.

METHOD

STAR Reading is an assessment of reading comprehension and skills for independent readers through grade 12. It provides data for screening, progress monitoring and growth monitoring. It is a national norm-referenced reading test that assesses 36 reading skills in 5 domains. The 5 key domains are word knowledge and skills, analyzing literary text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text. It is important to note that this is a baseline data utilizing STAR assessments. In subsequent years SBCS will be comparing spring to spring results.

RESULTS

The table below displays the percentage of students' on-level and on-watch for the spring benchmark assessment. On-level (50% or more) meets or exceeds grade level and on-watch (26-49%) meets grade level requirements. All grade levels met or exceeded 50% of students meeting grade level expectations.

STAR Reading Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	36	24	60	Yes
3	32	25	57	Yes
4	38	30	68	Yes
5	35	28	63	Yes
6	37	35	72	Yes
7	16	27	43	No
8	17	16	33	No
ALL	30	26	57	Yes

Evaluation:

SBCS met all targets for the optional goals in grades 2nd-6th. Grades 4 and 6 showed the highest levels of proficiency with a total of 68% and 72% respectively on-level and on-watch while grade 8 showed the lowest levels of proficiency with a total of 33% on-level and on-watch.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although, SBCS did not achieve 75% proficiency for our cohort group, we still outperformed our local district. Students overall outperformed our comparison district, Buffalo Public Schools by 6.3 percentage points. Using the 2015-2016 results, the most recent ones available, SBCS's aggregate Effect Size, -.2, is considered lower than than expected. The unadjusted growth percentile is equal to the states and therefore is not above. In grades 2-8, students met or exceeded grade level expectations of STAR Reading.

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 Achieved
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.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Not Achieved
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 state's unadjusted median growth percentile. (Using 2015-16 results.)	Achieved
Optional Goal	For the 2014-2016 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.	Achieved

ACTION PLAN

Narrative explaining 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 sub-populations.

SBCS has designed a comprehensive plan of action in order to address the lack of progress made in ELA detailed in our absolute measure of accountability, our NYS progress report. Our plan includes the following: the restructuring of administration, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, improved professional development structure, the hiring of Instructional Associates in grades K and 1, the hiring of an additional Intervention Teacher, the hiring of School Works to analyze various aspects of the school, schedule changes and a vastly improved discipline structure.

Administrative Structure:

In order to ensure learning is occurring at a higher level, SBCS hired a new Principal for all K-8 and created 3 Assistant Principal Positions. The AP positions are distributed as such: K-2, 3-5, and 6-8. This gives clear assigning of discipline matters, evaluative measures and specified curricular knowledge. The Academic Achievement Coordinator position is also taking on an administrative role in curriculum, supervision of coaches and leading the Intervention program. Our increase in size and population since our building expansion combined with a rigorous academic improvement plan, dictates higher levels of accountability that this split will support in growing student achievement. The 5 person team will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessments, STAR data, Fountas and Pinnell, and Level Literacy Intervention in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Assistant Principal is dedicated to working with their grade bands, they will work together to implement Behavior Intervention Services (BIS) throughout the school.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize CCLS standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to CCLS standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as students finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction in order to meet the needs of students. During our weekly CPT (Common Planning Time) meeting we use the DDI process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

Throughout the course of the 2017-2018 school year, SBCS continued to review, revise, and edit the scope and sequence of our ELA curriculum. Grade level teachers and Instructional coaches' work together to analyze the standards that were assessed on the ELA assessments since Common Core Assessments began in 2013. The administrative team will lead vertical alignment meetings and work on professional development that allows for expectations from grade level to grade level. A greater amount of intervention resources have been acquired and a 1:1 chrome book initiative has occurred in grades 5-8. Benchmark tests are to be utilized to adjust curriculum maps to ensure all required standards are taught across all grade levels. Continued unwrapping of the NYS modules and testing for understanding will improve student ability levels.

Assessments:

Our instructional staff also continued their work on creating ELA common formative assessments, specifically addressing the CCLS learning standards. As teachers have gained a deeper understanding of their grade level standards, they adjusted their “I can” statements and revised common summative assessments in order to track progress toward securing learning the standards. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Module and Domain assessments and schoolwide benchmark assessments such as Star Reading for grades 3rd-8th, and Fountas and Pinnell grades K-8. The data collected from these assessments are used to determine if a student needs access to RTI/AIS services.

All assessments are aligned to standards and input into eDoctrina and also Power School for CPT meetings.

The above is a repeat of the previous year. This new year should see a greater improvement as there is an administrative structure that can better ensure the stated theories become practice.

In addition to the above a Writing Portfolio system will be put in place for all grades K-8 to work as an assessment tool from grade to grade; something that had been lacking for the subject of Writing. The past Grading Policy did not give teachers an opportunity to have report card grades reflect student ability. A new policy has ensured a greater ability to involve parents and give students some responsibility for the knowledge of their achievement levels.

Intervention:**Grades 5-8**

In the Fall of 2016, the school solidified a grant that allow the school to purchase resources for each grade levels schedule period of Intervention. Through the grant, the school was able to purchase Chromebooks for all students in 5th-8th grade, Accelerated Reader and Fountas and Pinnell’s Level Literacy Intervention program for 5th-8th grade. These programs will be used for both Tier 1 and Tier 2 students to help close the ELA gap and help the school achieve all absolute measures.

Through the use of Accelerated Reader, the students will receive individualized instruction based on standards that the student did not meet on their Star Reading Benchmark Assessment. The grade level ELA teachers will assign group of students lessons based on their scale score on the Star Reading Assessments. The students will use their Chromebooks to complete these assignments and also take their Accelerated quizzes. Students who scored below the 25th percentile on Star Reading will then be given the Fountas and Pinnell Reading Benchmark assessment to help determine a student’s reading level. The data from F & P will be used to place students into Tier 2 Reading Intervention Groups with a Reading Intervention teachers. These students will receive either Level Literacy Intervention or Read 180 as an Intervention program. All students in Tier 1 and Tier 2 will be linked to one of these researched based intervention program, which will help close the gap in ELA for all students in grades 5th-

8th.

Grades K-4:

Early intervention is critical in ensuring gaps in reading are closed so that students don't fall behind in reading. The school decided to use money from its budget to purchase Chromebooks for 3rd and 4th, Accelerated Reader for 3rd and 4th and Fountas and Pinnell's Level Literacy Intervention program for grades K-4. These programs will allow Tier 1 students to receive individualized instruction based on standards that students struggled with on the Star Reading Assessment. Also, all students in K-4 were given Fountas and Pinnell benchmark assessment to determine a student's reading level. The data collected from F & P will be used to place students into reading groups in the classroom and determine which students will receive Tier 2 instruction in the Level Literacy Intervention program for grades K-8. The school will look at all data points to determine which students will receive Tier 2 Reading Intervention. All students in Tier 1 and Tier 2 will be linked to one of these researched based intervention program, which will help close the gap in ELA or prevent the gap for all students in grades K-4.

Students who receive Tier 2 instruction will be progress monitored using Level Literacy Intervention for grades 1-8. All students who are working with Accelerated Reader will be taking quizzes based on books that they have read.

Intervention is a pull-out program for all students receiving Tier 2 Instruction for 1st-8th grade in the fall. As for Kindergarten, Intervention will be a push-in model for students.

The above is a repeat of the previous year. This new year should see a greater improvement as there is an administrative structure that can better ensure the stated theories become practice.

On top of the continuance of these practices SBCS has added an Intervention Teacher for the 2017-2018 school year. This brings the total from 8 to 9. Instructional Associates (7) were added in grades K and 1. These are certified teachers that work directly with the homerooms and should provide further instruction to allow for a greater amount of students at, or above, grade level.

School Works:

School Works was brought in at the end of the 2016-2017 school year to do a complete comprehensive evaluation of SBCS. The identified 9 areas for improvement with some suggestions to start that improvement. These areas of improvement will be utilized to guide curricular, data, professional development and policy/procedure at SBCS.

Discipline and School Schedule:

Discipline has become an issue over the last two school years. The lack of classroom management and proper consequences for student behavior has led to a decrease in teaching time for teachers and time on task for students. The School Schedule has been revamped to allow for a better discipline structure and the Administrative team flow chart, coupled with the Behavior Intervention Specialists, have put in place a new discipline structure to return SBCS to

a situation where instruction time can improve to appropriate levels.

Professional Development:

The school continues to work with BOCES curriculum specialists to provide professional development to our teachers.

Teachers received professional development in Aug. 2016 in eDoctrina and Level Literacy Intervention program. Throughout the school year, our ELA K-8 coach, and Integrated Technology coach will provide continuous professional development in eDoctrina, Accelerated Reader, and Chromebooks during grade level Common Planning Time. The ELA coach will also provide professional development in Level Literacy Intervention and other instructional strategies that the school feels are necessary.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal, ELA coach, and Achievement Coordinator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the school year.

MATHEMATICS

Goal 2: Mathematics

Students will become proficient in the mathematics skills of problem solving and computation and will make continuous yearly progress toward mastery of the mathematics skills.

BACKGROUND

Throughout the 2016-17 school year, SBCS's two Math/Science Instructional Coaches (K-3 and 4-8) provided daily Math instructional support to teachers. In preparation to fully integrate the CCLS, SBCS provided targeted professional development and curriculum development time to our math staff in the NYS modules. During the summer of 2016, instructional staff members took time to evaluate the NYS modules and adapt them to better meet the needs of students at SBCS, specifically scaffolding the modules and finding additional resources to better support our student populations. We also received ongoing math support from BOCES for our Math Coaches and K-8 math instructional staff. SBCS has also placed focus on the creation of pre/ post assessments that better inform teachers of where students are in terms of meeting grade level outcomes. An uninterrupted 60-minute Math block K-4th grade and a 54 minute for grades 5th-8th with a mix of whole and small group instruction, guided math, differentiated centers and flexible grouping was used to ensure that students K-4 become fluent in mathematics. Many of the best practices utilized in K-4 were bridged into the Math instruction in grades 5-8 among other grade level appropriate Math pedagogy.

SBCS administered several different assessments throughout the year for various grade levels including benchmark assessments; NYS grades 3-8 Math assessments, Star Math, Number Worlds grades 1-8, AIMSweb grades K-2, and teacher created assessments. Professional development was provided in Number Worlds and eDoctrina. The school's instructional coaches scheduled professional development sessions for instructional staff on a variety of best practices. Teachers and support staff also attended internal and external additional professional development opportunities.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 grade in April 2017. 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.

**2016-17 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	94	3	0	2	1	100
4	95	1	0	1	5	102
5	87	0	0	1	10	98
6	93	0	0	0	7	100
7	78	4	0	0	8	90
8	67	3	0	7	15	97
All	514	11	0	11	46	582

RESULTS

The students’ performance on the New York State Math exam stayed the same in 2016-17 compared to 2015-16 data. The table below indicates that 460 out of 514 (89%) students tested were enrolled in at least their second year at SBCS.

**Performance on 2016-17 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	26	94	28	84
4	34	95	35	87
5	32	87	35	80
6	43	93	43	82
7	10	78	11	71
8	7	67	8	56
All	27	514	28	460

EVALUATION

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal. The school recognizes that 7th and 8th grade student

⁶ 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.

performance was significantly lower than all other grade levels. While this is due in part to some staffing challenges at the Middle School level; the school has worked to secure permanent teaching staff in 2017-18.

In 2016-17, the cohort achieved increases in grades 4, 5, and 6 with the greatest gains in grade 5. The cohort outscored the general population by 1% point for 2016-17 school year. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student’s behalf through STAR Math and AIMSWeb assessments and progress monitoring to maximize student potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for block periods of Math and intervention services.

ADDITIONAL EVIDENCE

In the face of NY State’s curricular and assessment changes over the course of the last five years, SBCS has been making gains in reaching proficiency. The school has embraced these changes through the integration of CCLS, creation of common formative and summative assessments, partnerships with BOCES curriculum specialists, adoption and creation of APPR plan, use of DDI (Data Driven Inquiry) analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson’s Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2016-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33	61	33	81	28	84
4	42	62	26	87	35	87
5	17	54	22	81	35	80
6	37	52	32	66	43	80
7	29	56	20	44	11	71
8	32	44	43	46	8	56
All	32	329	28	405	28	460

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

SBCS met 87% of our AMO goal by receiving a PLI of 95 points out of an expected 109.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
460	34	37	22	7

PI	=	37	+	22	+	7	=	66
				22	+	7	=	<u>29</u>
						PLI	=	95

EVALUATION

The size of the SBCS cohort has increased over the past year, due to the increase in enrollment in all grades. The cohort proficiency score of 28% for both 2015-16 and 2016-17 is the same. Looking at longitudinal data, there is a significant increase from our 3th grade to 4th grade, 4th grade to 5th grade and 5th grade to 6th grade. 3rd grade had a slight decrease while grades 7 and 8 had significant decreases. SBCS recognizes the need for additional instructional supports for all teachers K-8 as grade level assessments are reflective of a cumulative depth of knowledge for our students.

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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 the performance of tested students enrolled in at least their second year to that of 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.⁸

RESULTS

The data in the following table displays SBCS's cohort Math school performance scores compared to Buffalo Public Schools (BPS) in the same tested grades. The average percent proficient in grades 3-8 exceeded BPS's average by 11 percentage points. Five out of six grades exceeded Buffalo Public School's grade level proficiencies. Grades 3, 4, 5 and 6 had margins of 6, 17, 14 and 23 percentage points respectively.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	28	84	22	2371
4	35	87	18	2199
5	35	80	19	2011
6	43	80	20	1918
7	11	71	15	1886
8	8	56	7	1812
All	28	460	16.8	12197

EVALUATION

Students in at least their second year at SBCS outperformed their peers enrolled in Buffalo Public Schools in every grade. Most notably, the 4th, 5th, and 6th grade cohorts. The 3rd grade cohorts scored 6 percentage points higher than their BPS counterparts. Inherent in our professional learning community model, specific key design elements in SBCS's charter contribute to the higher achievement rates of our students over BPS students. Our extended day and year significantly

⁸ 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](#).

impact our students’ ability to retain and master content and skills. SBCS has a comprehensive program to assess students’ individualized needs. It entails early identification, progress monitoring, diagnostic, formative and summative assessment pieces that provide data to drive instruction. SBCS has created a systematic pyramid of interventions to respond to the needs of students in a timely and consistent manner. The professional development plan the school has developed works to connect all aspects of learning to allow staff to constantly improve the quality of instruction.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2016-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	33	17	33	20	28	22
4	42	18	26	18	35	18
5	17	18	22	18	35	19
6	37	15	32	17	43	20
7	29	12	20	12	11	15
8	32	9	43	10	8	7
All	32	15	28	16	28	16.8

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.

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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Given the timing of the state's release of poverty data, the 2016-2017 analysis is not yet available. This report contains 2015-2016 results, the most recent ones available. The following table displays how SBCS students in each grade level performed in Math compared to students in New York State in the same grade and a similar population of economically disadvantaged students. Grades 6 and 8 had positive effect sizes. The overall Effect Size was $-.04$, which was lower than expected.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.0	98	29	34.5	-5.5	-0.26
4	75.3	97	27	36.2	-9.2	-.048
5	86.7	89	22	25.0	-3.0	-0.16
6	82.0	94	33	26.1	6.9	0.34
7	79.6	64	16	21.3	-5.3	-0.27
8	78.2	54	35	16.2	18.8	0.99
All	80.6	496	27.1	27.8	-0.8	-0.04

School's Overall Comparative Performance:

Lower than expected

EVALUATION

SBCS's aggregate Effect Size was - .04, which is considered performing lower than expected. 6th and 8th grade both have positive effect sizes.

ADDITIONAL EVIDENCE

Given the timing of the state's release of poverty data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent ones available. SBCS's performance on the Math exam in comparison to students in New York State in the same grade and a similar population of free lunch eligible students in the 2015-2016 school year indicates large growth in grades 6 and 8. The performance is lower than expected for Math,

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	84.8	431	30.4	24.5	0.35
2014-15	3-8	83.0	403	32.8	25.1	0.40
2015-16	3-8	80.6	460	27.0	27.8	-0.04

Goal 2: Growth Measure⁹

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 state's unadjusted median growth percentile.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

METHOD

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

South Buffalo Charter School's mean growth percentile was 48.2 in 2015-16; 1.8 percentage points lower than the statewide median of 50. Grades 6 and 8 scored higher than the statewide median, of 50. At grades 3, we met 84% of statewide MGP of 50. Grades 5th and 7th fell below the statewide median at 39.8 and 37.8 respectively.

2015-16 Mathematics Mean Growth Percentile by Grade Level

EVALUATION

In looking at results based on Assessments, SBCS met or median for MGP in both grades slightly lower than the 1 percent. 6^h grade achieved Based on the MGP comparison support to teachers and the dialogue during the 2017-18 see improvement in all grades statewide MGP.

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43	50
5	40	50
6	64	50
7	38	50
8	57	50
All	48.4	50

the Common Core Math exceeded the statewide 6 and 8. SBCS overall was expected statewide median by the greatest MGP with 64. and increases in instructional use of Data Driven Inquiry school year; SBCS expects to in meeting or exceeding the

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

Since this is the third year of MGP comparison data regarding Common Core Assessments, along with additional data points from the 2017-18 school year the leadership team will assist schools instructional coaches and teacher in identifying areas of need and resources to implement instructional change which should lead to improved student outcomes.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	52	55	43	50
5	60	47	40	50
6	66	50	64	50
7	39	40	38	50
8	60	54	57	50
All	55	54	48.4	50

Goal 2: Optional Measure

For the 2016-2016 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%.

Method:

STAR Math is an assessment that provides data for screening, diagnostics, progress monitoring and growth monitoring. The assessment tests general math achievement within 54 skills sets in four key domains. The key domains are numbers and operation, algebra, geometry and measurement, and data analysis, statistics, and probability. It is important to note that this is a baseline year utilizing STAR assessments. In subsequent years, SBCS will be comparing spring to spring results.

Results:

The table below displays the percentage of students on level and on-watch for the spring benchmark assessment. On level (50% or more) meets or exceeds grade level and on-watch (26-49%) meets grade level requirements. All grade levels met or exceeded 50% of students meeting grade level expectations.

STAR Math Percent Proficient				
Grade	On-Level	On-Watch	Total Percent	Target Achieved
2	49	26	75	Yes
3	41	31	72	Yes
4	61	29	90	Yes
5	54	22	76	Yes
6	59	26	85	Yes
7	27	25	52	Yes
8	29	22	51	Yes
ALL	46	26	72	Yes

EVALUATION

SBCS met all targets for the optional goal. Grades 4 and 6 showed the highest levels of proficiency with a total of 90% and 85% on-level and on-watch respectively. Grade 8 showed the lowest levels of proficiency with a total of 51 % on-level and on-watch.

SUMMARY OF THE MATHEMATICS GOAL

Although, SBCS did not achieve 75% proficiency for our cohort group, we achieved two out of the five available outcomes for the Mathematics Goals. Students outperformed our comparison district, Buffalo Public Schools in 5 grades, with some grades significantly. In grades 2-8, students met or exceeded grade level expectations of STAR Math.

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 Achieved
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.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Not Achieved
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 state's unadjusted median growth percentile.	Not Achieved
Absolute (optional)	For the 2015-16 school year, the percent of students at grade level that are identified as on-level and on-watch will meet or exceed 50%	Achieved

ACTION PLAN

SBCS has designed a comprehensive plan of action in order to address the lack of progress made in ELA detailed in our absolute measure of accountability, our NYS progress report. Our plan includes the following: the restructuring of administration, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, improved professional development structure, the hiring of Instructional Associates in grades K and 1, the hiring of an additional Intervention Teacher, the hiring of School Works to analyze various aspects of the school, schedule changes and a vastly improved discipline structure.

Administrative Structure:

In order to ensure learning is occurring at a higher level, SBCS hired a new Principal for all K-8 and created 3 Assistant Principal Positions. The AP positions are distributed as such: K-2, 3-5, and 6-8. This gives clear assigning of discipline matters, evaluative measures and specified curricular knowledge. The Academic Achievement Coordinator position is also taking on an administrative role in curriculum, supervision of coaches and leading the Intervention program.

Our increase in size and population since our building expansion combined with a rigorous academic improvement plan, dictates higher levels of accountability that this split will support in growing student achievement. The 5 person team will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessments, STAR data and Number Worlds in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Assistant Principal is dedicated to working with their grade bands, they will work together to implement Behavior Intervention Services (BIS) throughout the school.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize CCLS standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to CCLS standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as students finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction to meet the needs of students. During our weekly CPT (Common Planning Time) meeting we use the DDI process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

Throughout the course of the 2017-2018 school year, SBCS continued to review, revise, and edit the scope and sequence of our Math curriculum. Grade level teachers and Instructional coaches' work together to analyze the standards that were assessed on the Math assessments since Common Core Assessments began in 2013. The administrative team will lead vertical alignment meetings and work on professional development that allows for expectations from grade level to grade level. A greater amount of intervention resources have been acquired and a 1:1 chrome book initiative has occurred in grades 5-8. Benchmark tests are to be utilized to adjust curriculum maps to ensure all required standards are taught across all grade levels. Continued unwrapping of the NYS modules and testing for understanding will improve student ability levels.

Assessments:

Our instructional staff also continued their work on creating Math common formative assessments, specifically addressing the CCLS learning standards. As teachers have gained a deeper understanding of their grade level standards, they adjusted their "I can" statements and revised common summative assessments in order to track progress toward securing learning the standards. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Module assessments and schoolwide

benchmark assessments such as Star Math for grades 3rd-8th, and Number Worlds grades 1-8. The data collected from these assessments are used to determine if a student needs access to RTI/AIS services.

All assessments are aligned to standards and input into eDoctrina and also Power School for CPT meetings.

The above is a repeat of the previous year. This new year should see a greater improvement as there is an administrative structure that can better ensure the stated theories become practice.

In addition to the above a Writing Portfolio system will be put in place for all grades K-8 to work as an assessment tool from grade to grade; something that had been lacking for the subject of Writing. The past Grading Policy did not give teachers an opportunity to have report card grades reflect student ability. A new policy has ensured a greater ability to involve parents and give students some responsibility for the knowledge of their achievement levels.

Intervention:

Grades 5-8

In the Fall of 2016, the school solidified a grant that allow the school to purchase resources for each grade levels schedule period of Intervention. Through the grant, the school was able to purchase Chromebooks for all students in 5th-8th grade, Accelerated Math and Number Worlds program for 5th-8th grade. These programs will be used for both Tier 1 and Tier 2 students to help close the Math gap and help the school achieve all absolute measures.

Using Accelerated Math, the students will receive individualized instruction based on standards that the student did not meet on their Star Math Benchmark Assessment. The grade level Math teachers will assign group of students' lessons based on their scale score on the Star Math Assessments. The students will use their Chromebooks to complete these assignments and also take their Accelerated quizzes. Students who scored below the 25th percentile on Star Math will then be given the Number Worlds Benchmark assessment to help determine a student's grade level. The data from Number Worlds will be used to place students into Tier 2 Math Intervention Groups with a Math Intervention teachers. All students in Tier 1 and Tier 2 will be linked to one of these researched based intervention program, which will help close the gap in Math for all students in grades 5th-8th.

Grades K-4:

Early intervention is critical in ensuring gaps in reading are closed so that students don't fall behind in reading. The school decided to use money from its budget to purchase Chromebooks for 3rd and 4th, Accelerated Math for 3rd and 4th and Number Worlds Intervention program for grades 1-4. These programs will allow Tier 1 students to receive individualized instruction based on standards that students struggled with on the Star Math Assessment. The school will look at all data points to determine which students will receive Tier 2 Math Intervention. All students in Tier 1 and Tier 2 will be linked to one of these researched based intervention program, which will help close the gap in Math or prevent the gap for all students in grades K-4.

Students who receive Tier 2 instruction will be progress monitored using Number Worlds Intervention program for grades 1-8. All students who are working with Accelerated Math will

be taking quizzes based on books that they have read.

Intervention is a pull-out program for all students receiving Tier 2 Instruction for 1st-8th grade in the fall. As for Kindergarten, Intervention will be a push-in model for students.

The above is a repeat of the previous year. This new year should see a greater improvement as there is an administrative structure that can better ensure the stated theories become practice.

On top of the continuance of these practices SBCS has added an Intervention Teacher for the 2017-2018 school year. This brings the total from 8 to 9. Instructional Associates (7) were added in grades K and 1. These are certified teachers that work directly with the homerooms and should provide further instruction to allow for a greater amount of students at, or above, grade level.

School Works:

School Works was brought in at the end of the 2016-2017 school year to do a complete comprehensive evaluation of SBCS. The identified 9 areas for improvement with some suggestions to start that improvement. These areas of improvement will be utilized to guide curricular, data, professional development and policy/procedure at SBCS.

Discipline and School Schedule:

Discipline has become an issue over the last two school years. The lack of classroom management and proper consequences for student behavior has led to a decrease in teaching time for teachers and time on task for students. The School Schedule has been revamped to allow for a better discipline structure and the Administrative team flow chart, coupled with the Behavior Intervention Specialists, have put in place a new discipline structure to return SBCS to a situation where instruction time can improve to appropriate levels.

Professional Development:

The school continues to work with BOCES curriculum specialists to provide professional development to our teachers.

Teachers received professional development in Aug. 2016 in eDoctrina and Level Literacy Intervention program. Throughout the school year, our Math K-8 coach, and Integrated Technology coach will provide continuous professional development in eDoctrina, Accelerated Reader, and Chromebooks during grade level Common Planning Time. The Math coach will also provide professional development in Level Literacy Intervention and other instructional strategies that the school feels are necessary.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal, ELA coaches, and Achievement Coordinator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the school year.

SCIENCE

Goal 3: Science

Students will become proficient in their knowledge, skills and concepts of Science and will make continuous yearly progress toward mastery in these areas.

BACKGROUND

The focus of curriculum work this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. SBCS uses the Scott Foresman Science program as a research based resource to serve as the foundational framework of the science curriculum grades 2-6. Hands-on science curriculum kits are used to bring science to life by immersing students in exploratory learning experiences that engage higher level thinking, problem solving and questioning attributes. Middle school uses a combination of McDougal Littell Science Series; NYS prep material and various other science supplemental are used to support the delivery of the science curriculum. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, state mock assessments, teacher created formative and summative assessments and NYS 4th and 8th Science assessments. Professional development was provided for various assessment and curriculum tools, and direction provided during professional discussion at multi-grade level common planning meetings. Teachers and support staff also attended internal content specific professional development opportunities. Under the guidance of the school's instructional coaches the 4-8 grade Science teachers focused on increasing the effectiveness of their instructional practices.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 2017. 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

The table below indicates that all the 4th graders and 8th graders who took the test were enrolled in at least their second year at SBCS. 4th and 8th grade continue to achieve above all district students in comparison.

The 4th grade cohort (92%) outscored the total 4th grade population (82%). The 8th grade cohort (48%) outscored the total 8th grade population (44%).

SCIENCE

Charter School Performance on 2016-17 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92	90	82	100
8	48	70	44	83
All	73	160	68.5	183

EVALUATION

Students in at least their second year in 4th grade scored better than that of the total population. In fourth grade the cohort and total population groups had a high percentage of students with mastery (Level 4) scores. Students in at least their second year in 8th continue to outscore the total population. Typically, our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts with purposeful intent to assess and intervene on each student's behalf to maximize their potential and eliminate those gaps.

ADDITIONAL EVIDENCE

SBCS has maintained a high level of performance in 4th grade over the last three years as shown in the table below. We have maintained overall proficiency over the last three years and 8th grade scores have shown a decline with a total proficient average higher than all district students tested.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	91	65	97	87	92	90
8	81	62	78	64	48	70
All	86	127	89	151	73	160

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.

SCIENCE

METHOD

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.

RESULTS

Due to the unavailability of the Buffalo Public Schools data for the 2016-2017 school year the below table represents information on the 2015-2016 data and SBCS significantly outperformed our comparison district in both grade 4 and 8 Science results.

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92	90	66	2204
8	48	70	28	1748
All	73	160	47	3952

EVALUATION

On the 2015-2016 science assessment, SBCS outscored the Buffalo Public Schools in grade 4 by 28 percentage points and in grade 8 by 20 percentage points, illustrating a very large differential

ADDITIONAL EVIDENCE

Over the last three years, SBCS has outperformed our local district on the NYS science assessment in both grade 4 and 8.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	91	63	97	66	92	Not Available
8	61	29	75	28	48	Not Available

SCIENCE

All	86	46	89	47	73	Not Available
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SUMMARY OF THE SCIENCE GOAL

SBCS achieved the outcomes for the Science Goal. The total percent of all tested students who are enrolled in at least their second year performed above 75%. SBCS continues to outperform our comparison district, Buffalo Public Schools.

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.	Achieved
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.	Achieved

ACTION PLAN

SBCS has designed a comprehensive plan of action to address progress in Science detailed in our absolute measure of accountability, our NYS progress report. Our plan includes the following: the hiring of two principals, use of eDoctrina, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

Administrative Structure:

In order to ensure learning is occurring at a higher level, SBCS hired a new Principal for all K-8 and created 3 Assistant Principal Positions. The AP positions are distributed as such: K-2, 3-5, and 6-8. This gives clear assigning of discipline matters, evaluative measures and specified curricular knowledge. The Academic Achievement Coordinator position is also taking on an administrative role in curriculum, supervision of coaches and leading the Intervention program. Our increase in size and population since our building expansion combined with a rigorous academic improvement plan, dictates higher levels of accountability that this split will support in growing student achievement. The 5 person team will review pacing, unit, and lesson plans regularly as well as lead data driven conversations around creating and using information from common assessment in order to ensure instruction is rigorous and differentiated so to meet the diverse needs of our students. Even though each Assistant Principal is dedicated to working with their grade bands, they will work together to implement Behavior Intervention Services (BIS) throughout the school.

eDoctrina:

eDoctrina is a web-based education software program that helps educators prioritize CCLS standards, create curriculum maps and standards-based lesson/unit plans, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to CCLS standards in eDoctrina. One feature that will assist our teachers is that students can scan their own answer sheets as students finish their assessments using a document camera that is attached to a computer in each classroom. eDoctrina allows teachers to track results based on standards in real time so to adjust his or her instruction in order to meet the needs of students. During our weekly CPT (Common Planning Time) meeting we use the DDI process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

Throughout the course of the 2016-2017 school year and the summer of 2017, SBCS continued to review, revise and edit the scope and sequence of our Science Grade level teachers and Instructional coaches' work together to analyze the standards that were assessed on the Science assessments for grades 4th and 8th. Once grade level teachers reviewed either the 4th or 8th grade data, the coaches along with the BOCES curriculum specialist had vertical grade level discussion around the data. Grade level teachers were able to determine which standards were the most tested. These teachers then began to look at their grade level curriculum to determine if they need to supplement their curriculum to ensure that they are not just teaching but also spiraling these standards throughout the school year. These team of teachers took these standards and cross referenced them with their grade level curriculum maps, revisited their Science pacing guides, and continue to work on aligning resources to the current Science Standards and the NGSS standards.

Teachers in grades 5th-8th grade looked at ways to add in more labs and hands-on activities into their curriculum to help students gain a better understanding science.

Assessments:

Our Science teachers have created assessments with questions from the INSPECT test bank to design assessment and align them to standards. All science assessments will be inputted into eDoctrina and Power School for CPT meetings.

Professional Development:

The school continues to work with BOCES curriculum specialists to provide professional development to our teachers.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. The Principals, Assistant Principal, Math coaches, and Achievement Coordinator will continue to provide daily instructional support for teachers, data driven dialogue and professional development to teachers throughout the school year.

NCLB

Goal 4: NCLB

Under the State's NCLB accountability system the school's accountability status will be "Good Standing" each year

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

South Buffalo Charter School's accountability for 2016-2017 is "Good Standing."

EVALUATION

South Buffalo Charter School's accountability for 2016-2017 is "Good Standing." South Buffalo has been a school in "Good Standing" for the past three years.

ADDITIONAL EVIDENCE

SBCS has met its NCLB accountability goal for the 2016-17 school year.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

Obtaining data through parent surveys about how SBCS and its programs are viewed has become a yearly practice. We have utilized Survey Monkey, an online survey generator to create and analyze the data to guarantee its validity and reliability.

The data we receive from the parent surveys are used for the following purpose:

- To identify areas of strength and needs for improvement.

SBCS is a public school of choice, meaning we do not have a captive clientele. We must convince parents to send their children to us in order to remain in business. As a result, student retention is a critical component of our existence. It is our belief that student retention is an outcome of a quality education that leads to parent and student satisfaction.

APPENDIX B: SUMMARY TABLES

RESULTS

PROVIDE A NARRATIVE OF PARENTS' RESPONSES.

The results of the parent satisfaction survey for the 2016-2017 school year are illustrated through a scale of strongly agree, agree, disagree, or strongly disagree.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
150	650	23%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall, I would rate the school culture as very positive	93%
Overall, I would rate the academic program at my child's school as very effective.	96%
Overall, I would rate my child's teachers as very effective	98%
Overall, I would rate my child's school environment as very positive	88%

EVALUATION

In an attempt to increase parent participation in completing the parental satisfaction survey the school continued the process we had implemented last year. The school offered the following:

- Provided format options for parents, completing it as a paper product or online as a web-based product.
- Provided Kiosk computers in the school during several parent/teacher conferences and parent nights for their convenience.
- Widely publicized and promoted the survey through several modes of correspondence including one calls, website announcements, and flyers.
- Sent home via mail a paper copy of the survey to every parent.

This response rate remains under our goal of 2/3rds of our families responding. However, based upon the positive results of the responses in the table above and other indicators of parent/student satisfaction that include: consistent student retention, strong parent participation in parent/teacher conferences, information nights, PTO activities, child study meetings, special education meetings, and ongoing communication and feedback, a high rate of sibling and family connections in student population, a robust waiting list for student enrollment in all grade levels, the school receives very high levels of satisfaction.

APPENDIX B: SUMMARY TABLES

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Student retention rate is calculated using Power School, our school data system

RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
877	82	715	90

EVALUATION

SBCS met the 90 percent absolute measure for the retention of students for the 2016-2017 school year.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	90%
2015-16	94%
2016-17	90%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Student attendance is tracked through Power School, our school data system.

APPENDIX B: SUMMARY TABLES

RESULTS

The overall daily average attendance rate was calculated to be 92%, which is only 3% below our goal measure.

2016-17 Attendance

Grade	Average Daily Attendance Rate
1	92
2	92
3	93
4	92
5	92
6	93
7	90
8	90
Overall	92

EVALUATION

Although the school was 3% points off from meeting the measure, it is apparent in looking at the data from grade level to grade level that our attendance rates remain consistent over the last several years due to the continuous reflection and revision of the school's attendance policy. Our response to attendance patterns and attendance/tardy issues of our students is consistently monitored and addressed. It is our intention to maintain and/or increase this trend in order to better serve our students.

ADDITIONAL EVIDENCE

Although, SBCS has not hit the 95% goal for the last three years, the school does remain stable maintaining an ADA rate of over 90% across all grade levels and has illustrated a consistent average daily attendance over time. The school has been and will continue to make modifications to address the attendance patterns of its students and create protocols, procedures and intervention services to continuously improve such.

Year	Average Daily Attendance Rate
2014-15	94.%
2016-16	94%
2016-17	92%