

**Buffalo Creek Academy Charter  
School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

**Antigone P. Peek, Principal – Buffalo Creek Academy Charter School** prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Simon Ragland	Board Chair	Student Success, Governance, Finance
Jessica Smith, Esq.	Board Vice Chair	Finance Committees
Victoria Mueller	Board Secretary	Development Committees
Bill Oliver	Board Treasurer	Finance
Candance Moppins		Development Committees
Cedric Holloway	Office	Development Committees
Jennifer Pincoski	Office	Student Success Committees
Cedric Geddes	Office	Development, Student Success Committees

**Dr. Christopher Manning** has served as the CEO/Founder since 2018

**Antigone P. Peek** has served as the Principal since 2019

**Erin Lawson** has served as the Assistant Principal since 2021

**Amin Shah** has served as the Business Manager since 2019 and Operations Director since 2021

## SCHOOL OVERVIEW

Our mission is through rigor and structure, Buffalo Creek Academy Charter School prepares fifth through twelfth grade students to graduate from college and positively impact our community. BCA opened during school year 2020-2021 fully remote to students in the fifth and sixth grades due to the COVID-19 pandemic. We opened with 67 students made up mostly of Black, White, Hispanic and Bengali students. Buffalo Creek Academy will offer a mastery-based middle and high school with a focus on literacy, mathematics, community impact, and global perspectives. Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive a community impact.

## 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
2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019-20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020-21	0	0	0	0	0	38	29	0	0	0	0	0	0	67

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

By June 2021, 75% of fifth through sixth graders will be proficient in English Language Arts at Buffalo Creek Academy Charter School:

#### BACKGROUND

The English language arts curriculum will follow rigorous instruction using the Success Academy curriculum. Buffalo Creek Academy will provide frequent assessments by aligning unit exams and quizzes to the state standards and end of year benchmarks. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments and six-week assessments. Teachers will participate in data analysis using real-time data to inform supports, re-teachings, and re-assessments which will connect to immediate action plans. Buffalo Creek Academy teacher's

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began the school year in a fully remote instructional program; and incorporated a hybrid model for selected students for two days of the week during the last quarter during the 2020-2021 school year.

### METHOD

Buffalo Creek Academy assessed and evaluated student achievement in ELA during the 2020-2021 school year by using an external nationally norm-referenced assessments. BCA administered the NWEA growth Map three times during the year. Also, Buffalo Creek Academy administered the ANET quarterly assessments for fifth and sixth graders remotely.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

### RESULTS AND EVALUATION

Buffalo Creek Academy NWEA Map growth end of year results shows that 25% of fifth and sixth graders were at or above grade level; whereas, 75% of fifth and sixth graders currently are performing below grade level. The results would be considered the baseline as school year 2020-2021 is the first year for Buffalo Creek Academy Charter School. The data shows where BCA needs to invest more time, effort, and resources for students in ELA.

Please see the data below in the following chart. It should be noted that school year 2020-2021 is the first year for all students.

**Tables suitable for reporting these data are available in [Appendix A](#). Paste the completed tables here.**

### 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. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

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 ELA goal should report those results here.

**ELA Goal: Additional Measure**

[Include additional measures that are part of the Accountability Plan.]

**METHOD:****RESULTS AND EVALUATION:****ADDITIONAL EVIDENCE:****SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL**

Based on the end of the year NWEA Map results for Buffalo Creek Academy Charter School in ELA, the focus going forward will be on implementing a more diagnostic curriculum that focuses on the basis components of reading (phonics, decoding, writing, vocabulary, and comprehension) during the double block periods. Further, using the diagnostic information to assist with lesson planning and classroom instruction.

**ACTION PLAN**

Buffalo Creek Academy Charter School will continue to use the data to help inform instruction for students and teachers. The focus this year is on vocabulary, writing, and literacy within the instructional day across all content areas. Teachers and administrators will use the exit tickets, assessments, and writing samples to determine specific areas of need for students and instructional methods. We will use the quarterly assessments, and NWEA results to chart specific standards that will need to be addressed throughout the upcoming quarters to assist students in ELA. Additionally, this information will assist teachers in determining how to construct the small group, intervention, or enrichment skills students will need to focus on during these sessions that occur during the instructional day.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics – By June 2021, 75% of fifth and sixth graders will be proficient in math at Buffalo Creek Academy Charter School:

#### BACKGROUND

The Math English curriculum will follow a rigorous instruction using the Engage NY Math curriculum. Buffalo Creek Academy will provide frequent assessments by aligning unit exams and quizzes to the state standards and end of year benchmarks. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments and six-week assessments. Teachers will participate in data analysis using real-time data to inform supports, re-teachings, and re-assessments which will connect to immediate action plans. Buffalo Creek Academy teacher's began the school year in a fully remote instructional program; and incorporated a hybrid model for selected students for two days of the week during the last quarter during the 2020-2021 school year.

#### METHOD

Buffalo Creek Academy assessed and evaluated student achievement in Math during the 2020-2021 school year by using an external nationally norm-referenced assessments. BCA administered the NWEA growth Map three times during the year. Also, Buffalo Creek Academy administered the ANET quarterly assessments for fifth and sixth graders remotely.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **NWEA MAP**

#### RESULTS AND EVALUATION

Buffalo Creek Academy NWEA Map growth end of year results shows that 25% of fifth and sixth graders were at or above grade level; whereas, 75% of fifth and sixth graders currently are performing below grade level. The results would be considered the baseline as school year 2020-2021 is the first year for Buffalo Creek Academy Charter School. The data shows where BCA needs to invest more time, effort, and resources for students in Math.

Tables suitable for reporting these data are available in [Appendix A](#). Paste the completed tables here.

#### 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. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the

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school addressed those concerns and how the challenges might affect the interpretation of the results.

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 mathematics goal should report those results here.

### Mathematics Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

**METHOD:**

**RESULTS AND EVALUATION:**

**ADDITIONAL EVIDENCE:**

## SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on the end of the year NWEA Map results for Buffalo Creek Academy Charter School in Math, the focus going forward will be on implementing a more diagnostic curriculum that focuses on the basis components of math (math discussions, computation, and word problems with manipulatives) during the double block periods. Further, using the diagnostic information to assist with lesson planning and classroom instruction.

## ACTION PLAN

Buffalo Creek Academy Charter School will continue to use the data to help inform instruction for students and teachers. The focus this year is on vocabulary, computation, and solving word problems within the instructional day across all content areas. Teachers and administrators will use the exit tickets, assessments, and unit tests to determine specific areas of need for students and instructional methods. We will use the quarterly assessments, and NWEA results to chart specific standards that will need to be addressed throughout the upcoming quarters to assist students in Math. Additionally, this information will assist teachers in determining how to construct the small group, intervention, or enrichment skills students will need to focus on during these sessions that occur during the instructional day.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

By June 2021, 65% of fifth and sixth graders will be proficient in science at Buffalo Creek Academy Charter School:

#### BACKGROUND

The Science curriculum will follow a rigorous instruction using Savaas Science Curriculum which follows the New York Next Generation Science Standards. Buffalo Creek Academy will provide frequent assessments by aligning unit exams and quizzes to the state standards and end of year benchmarks. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments and six-week assessments. Teachers will participate in data analysis using real-time data to inform supports, re-teachings, and re-assessments which will connect to immediate action plans. Buffalo Creek Academy teacher's began the school year in a fully remote instructional program; and switched the schedule to every other day for Science instruction due to the amount of screen time students experienced during the fully remote instructional day.

#### METHOD

Buffalo Creek Academy assessed and evaluated student achievement in science during the 2020-2021 school year by using an internally created assessment. BCA administered the assessment as outlined using the Science curriculum via unit assessments based on the curriculum for fifth and sixth graders.

#### RESULTS AND EVALUATION

Buffalo Creek Academy Charter School used internally developed assessments for Science during school year 2020-2021. BCA moved to every other day for Science due to our students receiving all of their instruction remotely to reduce the amount of screen time during the instructional day. As a result, the Science scores are not representative of a full five day a week instructional pattern for Science. Teachers used the science basal to administer unit assessments.

#### 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. For example, schools should describe any barriers to achieving high participation rates on the assessments, challenges to ensuring testing integrity, and questions about the overall validity and reliability of the exams. This discussion also shows how the school addressed those concerns and how the challenges might affect the interpretation of the results.

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



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interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the science goal should report those results here.

### Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

**METHOD:**

**RESULTS AND EVALUATION:**

**ADDITIONAL EVIDENCE:**

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

The goal of Buffalo Creek Academy Charter School's science program would be to improve the overall student proficiency to 75%.

### ACTION PLAN

Buffalo Creek Academy Charter School's action plan going forward is to use research-based science curriculum that aligns to the NYS standards for each grade level. Teachers will participate in Science professional development understanding the standards as it relates to specific grade levels. Additionally, the focus will be on science vocabulary instruction integrated with an alternative day of instruction of content materials. Weekly grade level meetings to discuss the science standards and resources will assist teachers in proper lesson planning for effective instruction.

### GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

#### Goal 7: Absolute Measure

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

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested

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students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

Due to school year 2020-2021, Buffalo Creek Academy Charter School has not received an ESSA status from the state.

### ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	NA
2019-20	NA
2020-21	NA

## APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

### NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[54]	[5%]	[No]
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[54]	[95%]	[No]
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>1</sup>	[24] <sup>2</sup>	[14]	[0]	[No]

<sup>1</sup> 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>2</sup> Target should reflect the median growth percentile 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 growth percentile of all students at the school not included in that subpopulation.

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Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>3</sup>	2+ students	75%	[0]	[0%]	[NA]
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### End of Year Performance on 2020-21 NWEA MAP [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 Proficient <sup>4</sup>	Number Tested	Percent Proficient	Number Tested
3	NA	0	NA	0
4	NA	0	NA	0
5	5	32	NA	0
6	6	22	NA	0
7	NA	0	NA	0
8	NA	0	NA	0
All	11	54	NA	0

### End of Year Growth on 2020-21 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	NA	0
4	NA	0
5	212	32
6	217	22
7	NA	0
8	NA	0
All	212	54

<sup>3</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>4</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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### I-READY

#### 2020-21 i-Ready [ELA/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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	[%] <sup>6</sup>	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	[#]	[%]	[Yes/No]

#### End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				

<sup>5</sup> 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

<sup>6</sup> 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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4				
5				
6				
7				
8				
All				

### End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		