

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
**BRICK BUFFALO ACADEMY
CHARTER SCHOOL**

VISIT DATE: MARCH 10, 2026
REPORT DATE: MAY 5, 2026

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to BRICK Buffalo Academy Charter School (“BRICK Buffalo”) on March 10, 2026. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. The SUNY Renewal Benchmarks provide a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as instructional leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





SCHOOL BACKGROUND

BRICK BUFFALO ACADEMY CHARTER SCHOOL

30 Rich Street Buffalo NY, 14211 | Grades: K-3 | Buffalo City School District

MISSION

The BRICK Education Network’s mission is to relentlessly knock down all barriers to students’ academic success. Our innovative model aligns an individualized excellent education with the necessary family supports to make sure each and every child can succeed.

CURRENT CHARTER

Opened:
2023-24

Serves:
Kindergarten – 3rd

Chartered Enrollment:
220

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Rigorous and culturally responsive educational programming	-
Ubuntu cultural program	+
Ecosystem approach to whole child development	-

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The SUNY Trustees approved the original charter for BRICK Buffalo on October 6, 2022. The school opened in 2023-24 serving 56 students in Kindergarten and 1st grade. BRICK Buffalo replicates the program in place at the New Jersey charter school Achieve Community Charter School. BRICK Buffalo contracts with Building Responsible Intelligent Creative Kids (“BRICK” or the “network”), a New Jersey-based non-profit charter management organization (“CMO”), supporting the school in the areas of school leader development, curriculum and instruction, operations, human resources, and financial services.

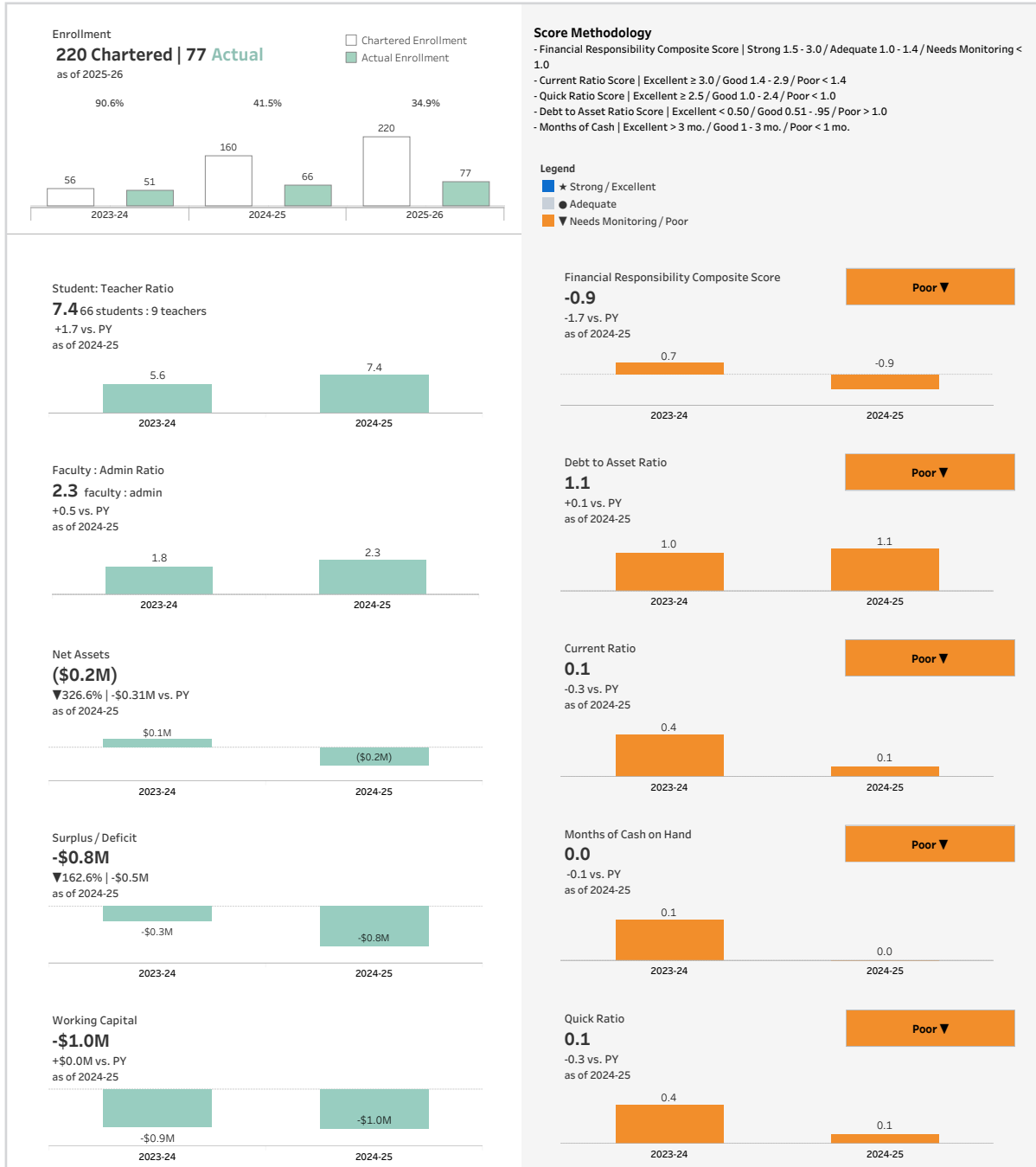
Now in its third year of operation, BRICK Buffalo continues to experience challenges identified during the Institute’s February 2024 first year evaluation visit including enrollment shortfalls, limited instructional leadership efficacy, and a lack of organizational capacity sufficient to support the effective delivery of the academic program. The school’s enrollment remains substantially below its budgeted enrollment, contributing to an operating deficit and negative net asset balance identified in the most recent audit as of June 30, 2025. School leadership and the board have strengthened their recruitment efforts by hiring a dedicated enrollment coordinator and expanding community outreach. However, these adjustments have not yet produced enrollment sufficient to stabilize the school’s financial position. Given the school’s enrollment trends and the Institute’s comprehensive review of the education corporation’s financial reporting, BRICK Buffalo demonstrates indicators of fiscal stress that could impact the school’s viability. The education corporation’s status is presented in the fiscal dashboard on page four of this report. The education corporation must make urgent improvements to its fiscal standing to make the most compelling case for renewal in 2027-28.

The instructional program at BRICK Buffalo remains in an early stage of development. Leaders do not conduct observation and feedback cycles with sufficient frequency and intensity to support necessary improvements to the quality of classroom instruction. The school’s co-teaching model does not maximize the use of multiple adults in the classroom, resulting in missed opportunities to extend instruction to all learners. The issues identified in the first year evaluation report regarding the school’s programming for English language learners (“ELLs”) persist as the ELL program lacks an appropriately qualified teacher and general education teachers are unable to describe specific strategies for supporting ELLs in the classroom. The school uses a core curricular framework, administers valid and reliable benchmark assessments on a consistent schedule, and provides teachers with supporting materials aligned to the curriculum. However, instructional leaders have not yet established consistent expectations for high quality instruction. As a result, high quality instruction is not yet evident across all classrooms.

The school board continues to develop its systems to effectively monitor and evaluate the CMO’s supports to the school. The board reviews enrollment, academic, and financial information, but lacks formal evaluation tools, documented benchmarks, and structured review processes for assessing the performance of school leadership and the network. BRICK Buffalo will produce its first set of New York State exam results necessary to evaluate attainment of its Accountability Plan goals in English language arts (“ELA”) and mathematics in spring 2026. In order to make the most compelling case for earning renewal in 2027-28, BRICK Buffalo must make substantial improvements to the quality of its educational program as measured by the Qualitative Education Benchmarks and must produce a record of strong quantitative outcomes.

FISCAL DASHBOARD

BRICK BUFFALO ACADEMY CHARTER SCHOOL



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

BRICK Buffalo is developing its assessment system, but the school's practices do not yet improve instructional effectiveness and student learning. The school administers valid and reliable assessments on a consistent schedule including mCLASS in ELA and i-Ready in mathematics three times per year across all grades, and interim assessments, mock state exams, and Crescendo for 3rd grade students. However, the school does not yet have a reliable system for analyzing assessments. While leaders schedule time for collaborative scoring, the school has not yet established robust data analysis practices that translate assessment findings into meaningful instructional adjustments. The school makes assessment data readily accessible, and leaders examine year over year comparisons to understand whether the school is making progress in specific areas. However, instructional leaders have not established the routines and support structures necessary to ensure teachers consistently analyze and apply available data to inform instructional decisions.

While teachers use assessment results to organize students into instructional groups based on performance levels, they do not consistently use the results to adjust classroom instruction or deliver targeted interventions to meet individual student needs. Teachers sometimes review student work and plan for next steps during their coaching meetings, but leaders do not maintain a consistent coaching cadence to support teachers' internalization of these practices. School leaders have not yet established consistent routines for analyzing assessment trends to inform professional development or coaching strategies.

CURRICULUM

BRICK Buffalo's curriculum supports teachers in their instructional planning. The school implements a curricular framework across all content areas and provides teachers with the supporting materials and guidance necessary to deliver instruction aligned to state standards. The school implements Core Knowledge Language Arts and Wit & Wisdom for ELA, EnVision Math with i-Ready as a supplement for mathematics, FOSS for science, and Core Knowledge History and Geography for social studies. The CMO provides teachers with scope and sequence documents, teacher manuals, and daily lesson plans, and network instructional coaches meet regularly with teachers to monitor pacing and alignment. As a result, teachers at BRICK Buffalo report clarity about what to teach and when to teach it.

Teachers plan purposeful and focused lessons. The school expects teachers to annotate provided lesson plans with questions, differentiation activities, planned responses to student misconceptions, and exemplars. Teachers submit plans weekly and report receiving written feedback. Leaders identify addressing student misconceptions as a current priority area. The quality of annotated lesson plans and the curricular resources

1. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools dating back four decades.

BENCHMARK SUMMARY

provided by BRICK reflect detailed preparation and planning. However, the Institute did not observe consistent implementation of the strategies outlined in lesson plans during classroom visits. The gap between the quality of annotated plans and the quality of instructional delivery reflects the school's inability to consistently hold teachers accountable for implementing the strategies outlined in their lesson plans. Without consistent observation, feedback, and follow-through, curricular supports alone have not yet produced reliable instructional quality across the school's classrooms.

PEDAGOGY

High quality instruction is not yet evident throughout BRICK Buffalo. Teachers deliver purposeful lessons with clear objectives and annotated, curriculum-aligned materials. However, without consistent observation, feedback, and instructional coaching from school leaders, teachers have not yet developed the ability to translate well-prepared plans into rigorous instructional delivery. The gap between the quality of written lesson plans and the execution of instruction is significant.

Teachers regularly use strategies to check for student understanding, but do not effectively respond to student misconceptions. Teachers frequently rely on teacher led discourse, call and response, and prompted hand raising to check for student understanding, with few making observable adjustments to instruction based on the data they collect. While some teachers circulate during student work time and confer with individual students, instruction in most classrooms is oriented toward completing the lesson rather than assessing and responding to student understanding in the moment.

Although teachers include higher order thinking questions in lesson plans, lesson observations indicate teachers do not consistently deliver the questions as designed. In some classrooms, teachers scaffold questions in ways that reduce rigor and the cognitive demand for students. Teachers facilitate student discourse in some classrooms, but do not yet consistently monitor discussions to ensure students are engaging meaningfully with the material. The school has the opportunity to leverage both teachers in the co-teaching model to push students to develop higher order thinking and problem solving skills across all lessons.

Across BRICK Buffalo, teachers do not consistently maximize instructional time with appropriate pacing. While teachers demonstrate efforts to maximize learning time in their planning as evidenced by clearly prepared materials, assigned roles, and scheduled student participation, low level misbehaviors regularly interrupt instruction. School leaders do not hold teachers accountable for implementation of the schoolwide discipline system across classrooms. In some lessons, teachers effectively execute classroom routines to ensure a focus on academic achievement, but effective classroom management is not consistently evident throughout the school.

INSTRUCTIONAL LEADERSHIP

BRICK Buffalo does not yet have strong instructional leadership systems in place. The school's instructional leadership is not yet sufficient to develop the pedagogical knowledge and skills of teachers across the school. The CMO supports school-based leadership through campus walkthroughs and professional development, and

BENCHMARK SUMMARY

data generated from these visits helps identify schoolwide priorities. Instructional leadership is responsible for coaching, observation, and feedback. However, these functions occur with limited consistency and have not produced meaningful impact on teacher practice.

Instructional leaders do not yet provide sustained, systemic, and effective coaching and supervision. When leaders do deliver consistent coaching cycles, teachers demonstrate clear improvements and adjustments to their practice aligned to leader feedback. For example, the school leader conducted a cycle with the 1st grade team on lesson plan internalization which resulted in improvements to lesson delivery. However, the school has not yet established a clear and replicable model for effective instructional coaching across all classrooms. Leaders acknowledge the current frequency of observations and coaching meetings is insufficient to produce sustained instructional improvement.

Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction. Leaders facilitate grade team meetings weekly that include support for co-teaching alignment, standards unpacking, and collaborative planning. Despite the existence of these structures, teachers' planning has not translated into consistently effective co-teaching practice in classrooms. School and network leaders provide weekly professional development sessions. Most professional development activities are interrelated with classroom practice, as the principal works with network staff members to tailor content to BRICK Buffalo's specific needs. Leaders deliver sessions reflecting identified priorities at BRICK Buffalo including implementing the mathematics curriculum, co-teaching, and small-group planning.

The school conducts formal teacher evaluations using a defined rubric. Leaders schedule mid-year and end-of-year evaluations that include a reflection component and a debrief meeting. School leaders share the evaluation criteria with teachers during summer professional development. However, the school has not yet established consistent accountability for instructional expectations between these formal evaluation cycles. Instructional leaders do not consistently document feedback provided to teachers, and as a result, the school lacks the mechanisms necessary to hold teachers accountable for improvement toward clearly established goals.

AT-RISK PROGRAM

BRICK Buffalo is developing its supports for students struggling academically and students with disabilities, and does not yet provide an effective program for ELLs. The school has compliant procedures for identifying students with disabilities and ELLs. For students struggling academically, teachers refer students to the director of special education to initiate the school's Response to Intervention ("RTI") process. Once an intervention plan is in place, teachers monitor student progress and meet again with the director of special education after six weeks to determine whether the student requires additional support or can exit RTI.

The school is developing its program for students struggling academically. Teachers deliver interventions primarily through differentiated small group instruction in the classroom, approximately four times per week, drawing on resources from core curricular materials. Teachers identify specific groupings and content based on assessment data, and teachers and the director of special education monitor student progress through regular meetings. Teachers demonstrate awareness of individual student goals within the RTI process.

BENCHMARK SUMMARY

The school is developing its special education program. BRICK Buffalo offers direct and indirect consultant teaching services. The school's special education coordinator does not currently hold appropriate certification, and the Institute will follow up with the school regarding a Corrective Action Plan. The special education coordinator monitors the progress of students with disabilities and communicates regularly with classroom teachers regarding student performance. General education teachers demonstrate awareness of students' Individualized Education Program ("IEP") goals.

BRICK Buffalo does not yet provide an effective ELL program. While the school uses compliant identification procedures, general education teachers are unable to describe specific strategies for supporting ELLs within the general education classroom, and the school does not employ an appropriately qualified ELL teacher. Students identified as ELLs receive 30 minutes per day of instruction through SummitK12, a computer-based English language acquisition program, as the school's primary ELL support. Teachers are unclear about the expectations of the ELL program.

The school provides some professional development to support teachers in meeting the needs of at-risk students. Pre-service training addresses at-risk program structures and classroom strategies, and the special education coordinator reviews IEPs with teachers and shares ELL proficiency levels. The school has dedicated collaboration time in the weekly schedule for classroom teachers and the special education teacher to review upcoming lesson content and plan targeted supports for individual students.

ORGANIZATIONAL CAPACITY

BRICK Buffalo's organizational structure does not yet effectively support the delivery of the educational program. The school has established a co-leader model in which the principal manages all instructional systems and the director of operations manages non-instructional operations. While school staff members broadly understand the delineation of duties, leaders are not clear on who manages some systems, such as family communication. Further, teachers' inability to describe key systems, including the schoolwide behavior system, indicate that organizational structures have not yet translated into consistent program delivery.

BRICK Buffalo does not maintain adequate enrollment. BRICK Buffalo's viability is a significant concern given the school is operating at only 62% of its budgeted enrollment, and demonstrates broader indicators of fiscal weakness. To sustain operations amid the school's ongoing enrollment shortfall, the CMO has provided a letter of commitment stating it commits to contributing \$675,000 for the fiscal year ending June 30, 2026, intending to "support the school's operational sustainability, programmatic implementation, and continued alignment with the BRICK network's academic and organizational standards." This level of financial dependence on the management organization raises significant concerns about the school's viability as a self-sustaining organization. In response to the enrollment challenges, the school hired a dedicated director of enrollment at the start of the school year and expanded community outreach efforts. However, these steps have not yet produced enrollment levels sufficient to address the school's financial sustainability concerns.

While the school monitors its programs, it has not yet demonstrated the capacity to make effective programmatic changes in response to significant issues. For example, the school added a dean of students role to strengthen behavioral systems and culture, reflecting the ability to respond to identified gaps in the

BENCHMARK SUMMARY

program. However, the addition of this role has not resulted in a clear schoolwide system for behavior, as evidenced by a lack of consistent discipline procedures across classrooms. The school has not yet established the systematic accountability structures necessary to address identified challenges and support the consistent and effective implementation of the academic program.

BOARD OVERSIGHT & GOVERNANCE

BRICK Buffalo's board is developing its skills to work effectively to achieve the school's Accountability Plan goals. Board members possess a wide range of skills and experience to govern the school. The board implements a committee structure that includes finance, academics, personnel committees. Board members report on subcommittee discussions and participate in full board meetings, and they regularly review information on staffing, attendance, academic performance, and financial matters. However, the board is developing its effectiveness to ensure these structures consistently support the school's academic and financial progress.

The board requests and receives information aimed at supporting oversight of the school's programs and finances. However, board members recognize a need to conduct more observations at the school to provide additional context to the information they receive. The CMO and the school leadership do not consistently communicate information to the board in a timely or clear manner, limiting the board's ability to effectively communicate with and respond to the needs of the school.

The board is working to establish its priorities and long-term goals in key areas, including enrollment, academic performance, fiscal sustainability, and facilities, but has not yet incorporated these priorities into a strategic plan with benchmarks for tracking progress. Board members report recruitment and enrollment have been frequent topics of discussion given concerns about the school's financial sustainability, and board members have expressed interest in holding a strategic retreat to further define priorities. Board members also acknowledge structures for evaluating and retaining key personnel require further development.

The board engages in reflection on its governance effectiveness and the performance of the school leadership and the CMO. However, the board has not established formal evaluation tools, clear criteria, or structured review processes to assess its own governance performance, hold school leadership accountable for student outcomes, or evaluate the management organization's effectiveness in fulfilling its obligations to the school.

BRICK Buffalo

Ax

APPENDICES

PAGES Ax 1-4

SO^A
SCHOOL
OVERVIEW
PAGE Ax 1



BRICK BUFFALO ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Yolanda Wood	Shannon L. Carter
VICE CHAIR	Naomi Cerre
Kimberly Kadziolka	Tamica Jones
TREASURER	Daneva Moncrieff
Roan Anthony Moncrieffe	Christopher Perpich
SECRETARY	
Genia Myers-Collins	

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2023-24	56	51	91%	K-1
2024-25	160	66	41%	K-2
2025-26	220	77	35%	K-3

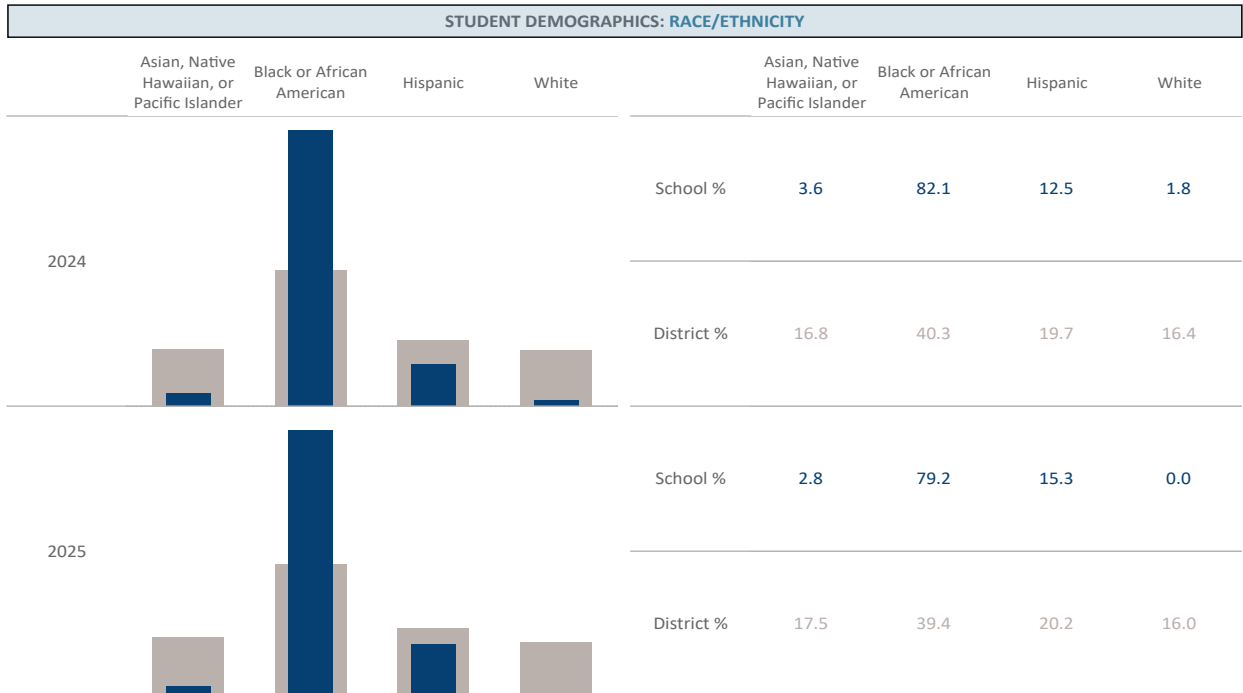
1. Source: The Institute’s board records at the time of report finalization. .

2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



BRICK Buffalo Academy Charter School

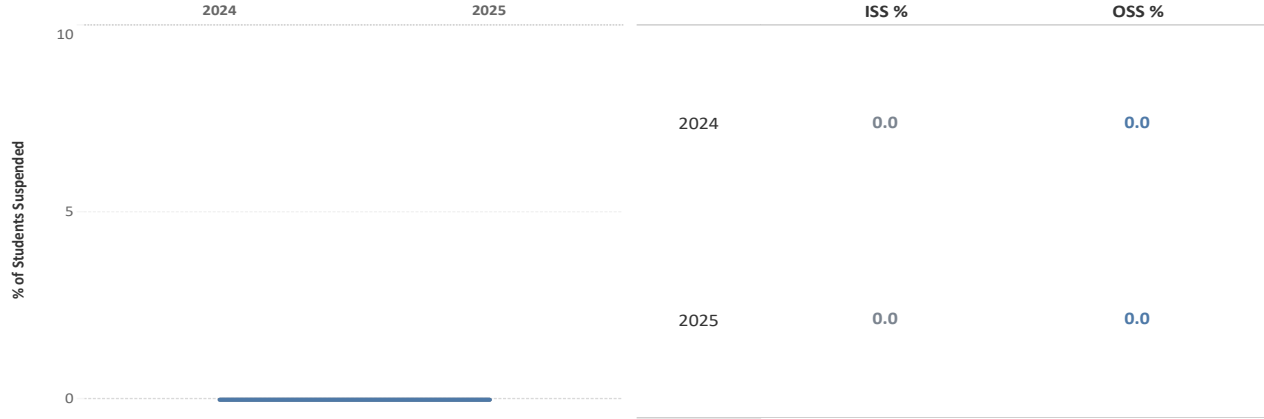
Buffalo City School District



Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").



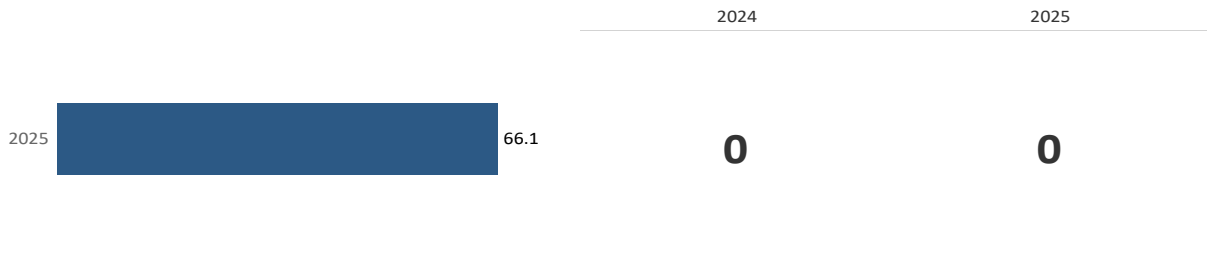
BRICK Buffalo Academy Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the school each year



BRICK Buffalo Academy Charter School's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	81.3	97.2
	English Language Learners	18.8	4.2
	Students with Disabilities	18.4	18.1
Retention	Economically Disadvantaged	93.7	67.3
	English Language Learners	95.4	50.0
	Students with Disabilities	94.2	83.3

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by NYSED.



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2023-24	First Year	February 7, 2024
2025-26	Evaluation	March 10, 2026

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 10, 2026	Desree Cabrall-Njenga	School Evaluator
	Alexa Feldman	Director of Performance and Systems Analysis
	Andrew Kile	Director of School Evaluation
	Bryan Stroud	School Evaluator

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Initial	Third Year of its Five Year Charter Term	Fall 2027

