



Project SOAR Research Summary

June 2011

In 2010, the Buffalo Public Schools failed as a district to make AYP in Math and English Language Arts with 7 of 10 ethnic groups failing to make AYP for ELA at the elementary level and 8 of 8 or 100% failing at the secondary level. In mathematics, 7 of 8 groups failed to make AYP in mathematics at the secondary level, with only Caucasian students achieving AYP. At the elementary and secondary levels, students with disabilities, Limited English Proficiency, and economically disadvantaged all failed to make AYP. Furthermore, none of these groups made AYP in mathematics at the secondary level. Overall, in Grades 3 through 8, no grade achieved above a 32% of its students scoring at a level that demonstrated they met minimal standards in ELA or Mathematics. Finally, at both the elementary and secondary level, only single digit percentages achieved mastery of subject in ELA and Mathematics, greatly below NYS averages that averaged 20% of its students achieving mastery level (NYS Report Card, 2009 to 2010). ***Essentially, BPS students would be recognized as achieving academic success if they maintained their level of academics or improved, going against the current trend of decreasing academic achievement over time.***

Teacher Survey:

- Teachers reported that across the various performance factors, approximately 1/3 of the students were performing at an acceptable level. Of those students who were not performing at an acceptable level, most demonstrated moderate to significant levels of improvement.
- A majority of the students who needed improvement demonstrated moderate to significant improvement across the board.
- 55% to 75% showed moderate to significant improvement across 11 indicators. Improvement in behavioral areas (e.g. behaving in class and getting along well with others) was particularly strong.
- Teachers observed strong improvements in academic areas as well.

Student Outcomes:

- Student conflict resolution scores show a slight improvement.
- Average scores related to intrinsic motivation to perform well in class increased, the average scores related to extrinsic motivation increased even more.
- Average academic scores remained unchanged.¹

¹ The academic analysis only contains three quarters of grades. Additional analysis needs to occur that incorporates final grades and NYS assessments.