



# **FAMILY LIFE ACADEMY CHARTER SCHOOL III**

## **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Andrea Hernandez

370 Gerard Avenue, Bronx, NY 10451

(718) 585-6580

## INTRODUCTION

Renee Willemsen-Goode, Executive Director of Instruction, Curriculum and Assessment and Guillermo Neira, Data Specialist prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Miguel Pena	Chairman
Susana Rivera Leon	Vice-Chairwoman, Accountability Committee
Pedro Alvarez	Secretary, Finance Committee, Construction/Facility Growth Committee
Hilda Sanchez	Treasure, Finance Committee, Accountability Committee, Evaluation Committee
Pamela Ash	PTA President, FLACS I
Marvin Dutton	Member, Construction/Facility Growth Committee
Kevin Kearns	Member, Construction/Facility Growth Committee, Nomination Committee
Luz-Maria Lambert	Member, Fundraising Committee
Dr. Janet Lerner	Member, Fundraising Committee
Francisco Lugovina	Chairman Emeritus, , Construction/Facility Growth Committee, Evaluation Committee
Karen Marino	Member
Wanda Torres-Mercado	Member, Finance Committee, Fundraising Committee
Bryan Rivera	Member
Rev. Raymond Rivera	Member, Nomination Committee
Evelyn Viera	PTA President, FLACS II

**Andrea Hernandez has served as the school principal since 2014.**

## INTRODUCTION

Family Life Academy Charter School III (FLACS III), a replication of Family Life Academy Charter School (FLACS), opened its doors to ninety-six kindergarten and first grade students in September 2014 in Community School District 7, in the Mott Haven section of the Bronx. Each subsequent year the school has added one grade level. FLACS II has just completed its third year, serving kindergarten through third grade. In 2016-2017 FLACS III moved into its own facility at 370 Gerard Avenue, Bronx.

All FLACS schools share a common mission: FLACS in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

The focus of all FLACS schools has been to attract students from the surrounding community, including immigrant and second language. In 2016-2017 the total enrollment was 197 students.<sup>1</sup> Of all students, 54.3% were Hispanic, 44.7% were Black, and 97.5% were eligible for free or reduced lunch. Additionally, 13.7% of enrolled students were students with disabilities. In all, 20.8% of students were current English Language Learners (ELLs) required to take the New York State English as a Second Language Achievement Test (NYSESLAT), and an additional 0.5% were former ELLs who attained proficiency on the NYSESLAT assessment during their enrollment at FLACS III, for a total figure of 21.3% current or former ELLs. The school's demographics are quite comparable to those of CSD 7, which includes 70.3% of Hispanic students and 26.3% Black students.<sup>2</sup> FLACS III has either met or is approaching meeting the enrollment targets set by CSI, which for the 2016-2017 school year were 95.3% economically disadvantaged, 21.4% English language learners, and 19.9% special education. FLACS III met the CSI retention targets across all subgroups. Specifically, 81.7% of economically disadvantaged students (target of 92.0%), 90.6% of ELLs (target of 93.1%), and 78.3% of students in special education (target of 93.1%) enrolled on BEDS day 2016 and eligible to return to the school in 2017 were enrolled on BEDS day 2016.

In order to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, take responsibility for their own learning, and explore and affirm human values, FLACS I has implemented the following initiatives, aligned with its key design elements.

---

<sup>1</sup> As of BEDS Day, October 5, 2016.

<sup>2</sup> FLACS III information as of 10/5/2017 and CSD 7 information as of 10/31/2016, accessed from the *Demographic Snapshots* at <http://schools.nyc.gov/Accountability/data/default.htm>. Please note CSD 7 data is inclusive of pre-K through Grade 12.

## INTRODUCTION

**Active school leadership.** FLACS III is led by a principal, who is supported by the assistant principals and other key instructional staff. The leadership meets ensures that instruction is rigorous, evaluates student and teacher performance, and ensures alignment with the charter mission.

**A rigorous academic curriculum with a focus on literacy.** FLACS III has selected instructional programs and approaches that are rigorous, aligned with the New York State Common Core Learning Standards (NYS CCLS), and which have been proven successful. These programs are discussed in detail later in this report. All curricula have components for providing intervention for struggling students, supporting ELLs and special needs students, and providing enrichment. FLACS III engages in ongoing curriculum-mapping to continually refine existing curriculum maps and create new maps as needed to plan for instruction that meets the needs of its students.

**Data-driven planning fueled by a rigorous system of assessment and accountability.** FLACS III is devoted to the data driven-instruction model and regularly assess student progress. To monitor school and student progress, FLACS III uses several diagnostic and summative assessments. The *Fountas & Pinnell Benchmark Assessment* is used to identify student reading levels, provide data to recommend a placement level for instruction, form fluid groups for reading instruction and identify children who need intervention and extra support. The NYS ELA and Math assessments and the *TerraNova Battery Assessment* is administered every spring and provides detailed information on student performance in ELA and mathematics. Curriculum based assessments are given every 3-6 weeks in mathematics, reading, phonics, science, and social studies to ensure students are making progress toward meeting the NYS CCLS. FLACS III also used *i-Ready* and *Ready* for monitor student progress in ELA and mathematics in grades 3 through 8. FLACS III continues to review and use timely formative data to drive instructional decisions, including grouping students based on student-specific needs for additional support and/or opportunities for enrichment and modifying instruction and curriculum to meet the needs of students. Data meetings occur once a month and are led by the Director of Data and Assessment. These meetings focus on analyzing assessment data and creating action plans to address the findings in the data. The child study team meets monthly to discuss and follow-up on the needs of students at risk. This has allowed data driven decision-making to become an integral part of the work at FLACS III and has helped teachers become more proficient in the use of data to drive teaching and learning in their classrooms. FLACS III continued to use *IO Education*, formerly *Datacation*, a web-based data warehouse and data analysis portal. Teachers enter student assessment data into the portal, which allows them to share this data with administrators, parents, and the students. An array of data analysis tools and reports have allowed even more in depth look at student data and to further streamline data collection efforts.

**Intentional approaches to the instruction of English language learners.** FLACS III has implemented a school-designed adaptation of research-based sheltered English immersion models for ELLs. The school's model places strong emphasis on vocabulary and oral language development. ELL students are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. One full-time English as a second language (ESL) teacher is on staff. All teachers are expected to be proficient in, and be able to apply, instructional strategies for ELLs in the context of their own classrooms.

**A commitment to meeting the needs of all learners.** By the end of the school year, FLACS III had 13.9% of its students in special education in 2016-2017. To provide each student's required

## INTRODUCTION

services, FLACS III has one full-time special education teacher on staff and contracts for needed related services, as such as speech therapy, occupational therapy, and counseling. As every classroom contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. FLACS III has several school-wide intervention programs to serve students who may need additional academic support. FLACS III has used the *Fountas and Pinnell Intervention System* to provide intervention in literacy for students not performing at grade level standards. FLACS III also conducted an after school AIS program for students in danger of being retained. Students in grades 2 and 3 also used *i-Ready*, an adaptive technology tool that provides for both teacher-led and individualized online instruction in literacy and mathematics.

**A focus on science and technology.** Technology plays a critical role in instruction at FLACS III. All students have access to technology resources to support learning. A technology coach comes into the building once a week to support teachers in better utilizing technology in the classroom.

**Professional development and professional learning communities that enrich teaching.** FLACS III recognizes that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. FLACS III adopted the *Danielson* rubric for teacher observations and created a school-specific rubric for observations of teacher assistants. These rubrics enable supervisors to evaluate professional progress by comparing fall and spring instructional performance and provide a basis for ensuring all teachers are competent and developing professional development to enhance their professional practice. FLACS III has a robust system of professional development. The Director of Professional Learning from the network coached individual teachers to develop areas specific to each teacher. Every Monday afternoon from 4:00 to 5:00, and selected Fridays from 1:00 to 4:00, and all day on Election Day, professional development sessions are held, with topics ranging from using data to inform instruction, enhancing mathematics and literacy instruction, and adapting instruction for ELLs and students with special needs. FLACS III has invited educational consultants from *Generation Ready* and *Math in Focus* to provide support in literacy and mathematics respectively. The principal, along with key network staff, sets the infrastructure for effective implementation of the instructional program. There was also professional development for the principal, who met with the other FLACS principals with a consultant.

**Family involvement and shared responsibility for learning.** FLACS III has fostered strong, positive relationships with its families. Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher meetings, parenting meetings, educational workshops and ESL classes.

**Encouraging the development of the holistic child.** FLACS III believes strongly in developing students' artistic abilities. The school has partnered with DreamYard and LeAP. Through DreamYard some of our students' work was featured in the 2017 Bronx Arts Festival at Lehman College and students are currently finalizing a mural to be installed in the new FLACS III building site. FLACS III has also been involved with the LeAp into Visual Arts STEM Program. FLACS III has on staff a dance specialist and a media art specialist, who worked with students on stop animation.

**Network support for FLACS III.** While the instructional and administrative components of FLACS III, as with the other two FLACS schools, are overseen and monitored by the FLACS Network, each

## INTRODUCTION

school has latitude for establishing unique cultures. The Network offers instructional staff development, as well as leadership support. Network staff visit classrooms and meet with teachers and administration to determine areas of strength and areas for improvement. Network staff provide professional development and growth for teachers through one-on-one coaching and focused workshops. Network staff members also lead data meetings at FLACS III, helping teachers to make effective instructional decisions using their assessment data. The Network is designed to ensure a trajectory of school growth and student achievement as it ensures that each school is a replication of FLACS' original goals and mission.

FLACS III continues to become an increasingly effective and viable school. The FLACS Board of Trustees has continued to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through principal reports, teacher-content presentations and monthly class performance analyses, the board effectively assesses educational programs and performance on a timely basis. FLACS III also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. FLACS III is moving toward its educational accountability goals. FLACS III remains confident that it will continue to increase student achievement and assessment results in the future. Next year, FLACS III will be at capacity, serving students in kindergarten through grade 4; after this students in grade 5 through 8 will attend a new middle school campus, accountable under FLACS II that will open in 2018-2019.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	-	-	-	-	-	-	-	-	-	-
2013-14	-	-	-	-	-	-	-	-	-	-
2014-15	51	40	-	-	-	-	-	-	-	91
2015-16	45	56	47	-	-	-	-	-	-	148
2016-17	53	49	55	44	-	-	-	-	-	201

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

FLACS III students will demonstrate proficiency in critical literacy skills.

#### BACKGROUND

In 2016-2017, FLACS III continued to follow a balanced literacy model of its own design, supported by systematic phonics instruction and instruction in close reading comprehension. During the ELA block, students engaged in whole group instruction, small group instruction, and individualized instruction opportunities. *Open Court*, a systematic phonics program, was used to teach phonics in grades kindergarten through second grade. Whole group instruction occurred using *Ready NY CCLS* in kindergarten and grade 1 and school-created novel studies in grade 2 and 3. The latter has an explicit focus on the close reading of text and direct instruction of comprehension strategies. Small group instructions occurred with guided reading, in which small group of students with similar instructional needs receive instruction to meet these needs, and through literacy workstations focused on differentiated skills and strategies. Every day, students engaged in Independent reading with teacher conferencing. Writing instruction occurs in a writer's workshop structure using the FLACS Network Curriculum based on the Common Core Learning Standards for Writing. Digital technology was infused in the curriculum with the use of learning apps and other digital tools and resources used to research and publish student work. The ELA curriculum was fully aligned on the New York State Common Core Learning Standards.

In addition to the core curriculum, FLACS III implemented several interventions to support students performing below level. The *Fountas & Pinnell Leveled Literacy Intervention* was used to target individual literacy needs through small group instruction 5 days a week for 50 minutes. *I-Ready*, a individualized digital learning platform, was used to support the needs of particular learners in grades 2 and 3. An AIS teacher was added to the staff this year to help support those students who are at risk of not meeting standards. An academic after-school was added for all students in grade 3 and a separate afterschool program was implemented to support those students who were promotion in doubt at the middle of the school year. Teachers trained in *Wilson Reading Intervention* and *Preventing Academic Failure* used these programs to provide intervention to students.

Instruction at FLACS III was data-driven instruction and teachers regularly assessed student progress. The most important tool used to assess, monitor, and target reading instruction is with the administration of reading records, which occurs throughout the year. The *Fountas and Pinnell Benchmark Assessments* was used in all grade levels to formally assess students three times a year. In grades 2 and 3, the *i-Ready* program provided a diagnostic assessment three times a year. The TerraNova Battery assessment provided invaluable insight into student progress. Unit exams were administered approximately every four to six weeks for *Open Court* and *Ready* programs. Students in grades 2 and 3 also took the *Ready* assessment to determine readiness for the state exams. All data that was gathered was housed in *IO Education*, an online data warehouse and is used to make instructional decisions. Formal monthly data meetings and more informal collaborative planning sessions were grounded in the analysis of data to make informed instructional decisions.

## ENGLISH LANGUAGE ARTS

Teachers received professional development throughout the year. Principal and assistant principal lead workshops, as well as support from a consultant from *Generation Ready* and one-on-one coaching from the network *Director of Professional Learning* support teacher's professional learning.

### 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 3rd 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 <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	43	-	-	-	1	44
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	43	-	-	-	1	44

### RESULTS

FLACS III did not meet this accountability goal. The target was 75%; FLACS III had 55.9% of students enrolled in at least their second year at proficiency.

---

<sup>3</sup> 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.

## ENGLISH LANGUAGE ARTS

### 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	51.2	43	55.9	34
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	51.2	43	55.9	34

### EVALUATION

FLACS III had 55.9% of students enrolled in at least their second year at proficiency.

### ADDITIONAL EVIDENCE

2016-2017 was FLACS III's first testing year. As such, there is no longitudinal comparison to make.

### 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	-	-	-	-	55.9	34
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	55.9	34

#### 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.<sup>4</sup>

## RESULTS

FLACS III met this accountability goal. FLACS III’s PLI was 139.6, 28.6 greater than AMO, 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
	11.6	37.2	44.2	7.0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37.2 & + & 44.2 & + & 7.0 & = & 88.4 \\
 & & & & 44.2 & + & 7.0 & = & 51.2 \\
 & & & & & & \text{PLI} & = & 139.6
 \end{array}$$

## EVALUATION

FLACS III met this accountability goal. FLACS III’s PLI was 139.6, 28.6 greater than AMO, 111. FLACS III attributes this success to a strong ELA program, intensive professional development, and effective Instructional leadership.

### 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.<sup>5</sup>

<sup>4</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>5</sup> 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](#).

## ENGLISH LANGUAGE ARTS

### RESULTS

FLACS III met this accountability measure. Of students enrolled in at least their second year, 55.9% of students were proficient, compared with only 27.5% in CSD 7.

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	55.9	34	27.5	1234
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All		34	27.5	1234

### EVALUATION

Of students enrolled in at least their second year, 55.9% of students were proficient, compared with only 27.5% in Community School District 7. FLACS III had just over double the percent of students proficient as did the District.

### ADDITIONAL EVIDENCE

FLACS III tested students for the first time in 2016-2017. As such, there is no comparative data from previous years.

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		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	-	-	-	-	55.9	27.5
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	55.9	27.5

## ENGLISH LANGUAGE ARTS

### 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

FLACS III did not enroll students eligible to test in 2015-2016. As such there is no Comparative Performance Analysis for FLACS III for 2015-2016.

*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	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

#### School’s Overall Comparative Performance:

*Not applicable*

### EVALUATION

FLACS III did not enroll students eligible to test in 2015-2016. As such there is no Comparative Performance Analysis for FLACS III for 2015-2016.

## ADDITIONAL EVIDENCE

FLACS III did not enroll students eligible to test in 2015-2016. As such there is no Comparative Performance Analysis for FLACS III for 2015-2016.

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	-	-	-	-	-	-
2014-15	-	-	-	-	-	-
2015-16	-	-	-	-	-	-

### Goal 1: Growth Measure<sup>6</sup>

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>7</sup>

## RESULTS

FLACS III did not enroll students eligible to test in 2015-2016. As such there is no Growth Model data for FLACS III for 2015-2016.

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

### EVALUATION

FLACS III did not enroll students eligible to test in 2015-2016. As such there is no Growth Model data for FLACS III for 2015-2016.

### ADDITIONAL EVIDENCE

FLACS III did not enroll students eligible to test in 2015-2016. As such there is no Growth Model data for FLACS III for 2015-2016.

### 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	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	-	50.0

#### Goal 1: Absolute Measure

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery

### METHOD

In May 2017, the school administered the TerraNova assessment to students in kindergarten through 2nd grade.

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).

## ENGLISH LANGUAGE ARTS

### 2016-17 Locally Administered TerraNova Assessment Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>8</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
K	51			1		52
1	50					50
2	55					55
All	156	-	-	1	-	157

## RESULTS

FLACS III fell just short of making this goal as a school, with a MNCE of 49.7 for students enrolled in at least their second year. Grade 1 met this goal, with an MNCE of 52.7 for students enrolled in at least their second year, while grade 2 did not, with an MNCE of 47.7 for students enrolled in at least their second year. .

### Performance on 2016-17 TerraNova Reading (MNCE Scores) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	54.5	51	N/A	N/A
1	50.9	50	52.7	36
2	53.2	55	47.7	52
All	52.9	156	49.7	88

## EVALUATION

FLACS III fell just short of making this goal, with a MNCE of 49.7 for students enrolled in at least their second year. It ought to be noted that the Kindergarten cohort, who are not included in this number, had an MNCE of 54.5. Grade 1 met this goal, while grade 2 did not.

## ADDITIONAL EVIDENCE

The majority of students had individual NCE scores of 50 or above, with 52.8% of first grade students enrolled in their second year and 55.8% of second grade students enrolled in their second year.

<sup>8</sup> 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.

## ENGLISH LANGUAGE ARTS

Performance on 2016-17 TerraNova Reading (% of Students Scoring at /above an NCE of 50)  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their second year	
	Percent	Number Tested	Percent	Number Tested
K	64.7	51	N/A	N/A
1	48.0	50	52.8	36
2	52.7	55	55.8	52
3	-	-	-	-
All	55.1	156	54.5	88

### Goal 1: Growth Measure

Cohorts of FLACS III students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Total Reading Battery in both 2015-2016 and 2016-2017 are included here. The MNCEs of each cohort in 2015-2016 and 2016-2017 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

### RESULTS

The first grade cohort had an MNCE greater than 50; as such their goal was to increase their MNCE. This cohort did not meet this goal, but had an MNCE that remained greater than 50. The second grade cohort needed to increase their MNCE to at least 49.6; this grade achieved this. As a school, FLACS III increased their MNCE from 53.0 to 53.9.

TerraNova Reading (MNCE Scores) by Cohort and School Year

Grades	2015-2016		2016-2017	
	MNCE	Number Tested	MNCE	Number Tested
1	58.3	35	52.9	35
2	49.2	49	54.7	49
All	53.0	84	53.9	84

### EVALUATION

The first grade cohort had an MNCE greater than or equal to 50; as such their goal was to increase their MNCE. This cohort did not meet this goal, but had an MNCE that remained greater than or equal to 50.

## ENGLISH LANGUAGE ARTS

The second grade cohort needed to increase their MNCE to at least 49.6; this grade achieved this. As a school, FLACS III increased their MNCE from 53.0 to 53.9.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS III met one of two of its absolute goals for the NYS ELA test. FLACS III met its comparative goal on this same test. Two goals are not yet applicable to FLACS III. FLACS III partially achieved both of its goals on the TerraNova assessment.

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.	Did not achieve
Absolute	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.	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.)	N/A
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.)	N/A
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery	Partially Achieved
Growth	Cohorts of FLACS III students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Partially Achieved

### ACTION PLAN

FLACS III's goal in the 2017-2018 is to maintain the momentum from this first testing year to support higher academic achievement in ELA.

FLACS III will continue using its current curriculum and interventions, but will add an explicit intervention period each day for grades 3 and 4. For the 2017-2018 school year, FLACS III will have a full-time instructional coach who will support teachers in refining the implementation of the literacy program. Previously, all three FLACS schools shared one coach, who also served as the Director of Professional Learning. The addition of a coach will allow more in depth and personalized professional development for all teachers. FLACS III will also continue to contract with a consultant from *Generation Ready* to work with teachers in enhancing the literacy program. The network plans to facilitate opportunities for teachers in each FLACS school to observe instruction at the other schools and to have shared professional development opportunities.

FLACS III will continue to utilize a data-driven model for instruction and will continue to use the Fountas and Pinnell assessment, along with other curriculum related assessment, to assess student's progress toward meeting the standards. To support a data-driven approach, the school will have a new position of data support liaison, which will be filled by a former teaching assistant. This individual will help to ensure that all network and internal assessments are administered on time and that the results are analyzed in a timely fashion. All FLACS schools will be using additional portals on *IO Education* which teachers have used for three years to house and analyze student data. The first, *IO Assessment*, will allow teachers and administrators to create and administer benchmark assessments and the second, *IO Insights*, is a virtual data wall that teachers will be able to use to make better use of the data that they collect. The network will also be putting benchmark assessments every two months in ELA and Math to further analyze the needs of individual students and the schools as a whole.

All FLACS schools are adopting a new social studies curriculum in 2017-2018. This curriculum was developed in house and is based on the NYS Social Studies Framework. The curriculum incorporates inquiry units using materials from the C3 Framework and is based around authentic text – both informational and narrative. This new focus in Social Studies will no doubt impact the performance of students in ELA.

## MATHEMATICS

### Goal 2: Mathematics

FLACS II students will become proficient in the application of mathematical skills and concepts.

#### BACKGROUND

FLACS III's continued to use *Math in Focus*, the US edition of Singapore's most widely used mathematics program. The primary goal of *Math in Focus*, and of FLACS III's math program, is to enable students to become strategic mathematical problem solvers. This goal is the same as the first Common Core Learning Standard for Mathematical Practice. The *Math in Focus* framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

In 2016-2017, the mathematics block was two periods long. FLACS III also implemented *Everyday Counts* Calendar math. The program enriched math instruction, reinforced core concepts and provided immediate differentiation in 10-15 minutes a day. FLACS III started implementing *Number Talks*, a daily, short, structured way for students to talk about math with their peers to build mental fluency.

In support of the implementation of the mathematics program, FLACS III conducted professional development through a variety of approaches. Staff met every Monday afternoon and for selected half-day Fridays. The teachers met regularly as collaborative learning teams, as grade-level teams for data analysis meetings. Teachers received support from a consultant from *Math in Focus* who visited the school several times throughout the year.

Mathematical student performance progress was monitored frequently at FLACS III. For each unit of study, students took a pretest, which assessed readiness for the curriculum, and summative assessment. Students also took several benchmark assessments throughout the year and an end-of-year test. Students in grade three also took the simulation assessments in the fall and winter to assess their progress toward meeting state standards. Teachers at FLACS III analyzed the results of these assessments to plan for the current and future units of study, and to provide opportunities for differentiation.

#### 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.

# MATHEMATICS

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd 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 <sup>9</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	43	-	-	-	1	44
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	43	-	-	-	1	44

## RESULTS

FLACS III met this accountability measure, with 79.4% of students enrolled in at least your second year.

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	76.7	43	79.4	34
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	76.7	43	79.4	34

<sup>9</sup> 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.

# MATHEMATICS

## EVALUATION

FLACS III met this accountability measure, with 79.4% of students enrolled in at least your second year. FLACS III attributes its success to a strong academic program, strong professional development program, and strong instructional leadership.

## ADDITIONAL EVIDENCE

FLACS III tested for the first time this year. As such, there is no previous data with which to compare the 2016-2017 results.

Mathematics 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	-	-	-	-	79.4	34
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	79.4	34

### 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.<sup>10</sup>

## RESULTS

FLACS III met this accountability measure, with a PLI of 176.7, compared with an AMO of 109.

### Mathematics 2016-17 Performance Level Index (PLI)

<sup>10</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# MATHEMATICS

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0.0	23.3	39.5	37.2

$$\begin{aligned}
 \text{PI} &= 23.3 + 39.5 + 37.2 = 100 \\
 &= 39.5 + 37.2 = \underline{76.7} \\
 \text{PLI} &= 176.7
 \end{aligned}$$

## EVALUATION

FLACS III met this accountability measure, with a PLI of 176.7, 67.7 greater than AMO, 109.

### 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.<sup>11</sup>

## RESULTS

FLACS III met this accountability measure, with 79.4% of students enrolled in at least their second year performing at proficiency, compared with 28.4% of students in CSD 7.

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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	79.4	34	28.4	1257
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	79.4	34	28.4	1257

<sup>11</sup> 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](#).

# MATHEMATICS

## EVALUATION

FLACS III achieved this goal; 79.4% of students enrolled in at least their second year were at proficiency, compared with 28.4% in CSD 7, a difference of 51 percentage points.

## ADDITIONAL EVIDENCE

FLACS III has only had one year of testing.

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		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	-	-	-	-	79.4	28.4
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	79.4	28.4

### 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.

# MATHEMATICS

## RESULTS

FLACS III did not test students in 2015-2016, as such it has no data to report here.

### 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	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

### School's Overall Comparative Performance:

*Not applicable*

## EVALUATION

FLACS III did not test students in 2015-2016, as such it has no data to report here.

## ADDITIONAL EVIDENCE

FLACS III did not test students in 2015-2016, as such it has no data to report here.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	-	-	-	-	-	-
2014-15	-	-	-	-	-	-
2015-16	-	-	-	-	-	-

### Goal 2: Growth Measure<sup>12</sup>

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.

<sup>12</sup> 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>13</sup>

FLACS III tested students for the first time in 2017. Because no students were eligible to test in 2016, there is no growth percentile for the school.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	=	50.0

## EVALUATION

FLACS III tested students for the first time in 2017. Because no students were eligible to test in 2016, there is no growth percentile for the school.

## ADDITIONAL EVIDENCE

FLACS III tested students for the first time in 2017. Because no students were eligible to test in 2016, there is no growth percentile for the school.

---

<sup>13</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

# MATHEMATICS

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	=	=	=	50.0

### Goal 2: Absolute Measure

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery

### METHOD

In May 2017, the school administered the TerraNova assessment to students in kindergarten through 2nd grade. 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 Locally Administered TerraNova Assessment Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>14</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
K	51	-	-	1	-	52
1	50	-	-	-	-	50
2	55	-	-	-	-	55
3	-	-	-	-	-	-
All	156	-	-	1	-	157

### RESULTS

The MNCE for the school was 57.3 for students enrolled in at least their second year. FLACS III met this accountability measure.

<sup>14</sup> 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.

# MATHEMATICS

## Performance on 2016-17 TerraNova Mathematics (MNCE Scores) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	62.3	51	N/A	N/A
1	56.7	50	64.1	36
2	58.4	55	50.1	52
3	-	-	-	-
All	52.9	156	57.3	88

## EVALUATION

The MNCE for the school was 57.3 for students enrolled in at least their second year. FLACS III met this accountability measure. The MNCE for each individual grade was also exceeded 50.

## ADDITIONAL EVIDENCE

In Kindergarten, the majority of students, 67%, had NCE scores above 50. In grades 1 and 2, 66.7% and 67.3% of students enrolled in at least their second year had an NCE over 50.

## Performance on 2016-17 TerraNova Mathematics (% of Students Scoring at/above an NCE of 50) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their second year	
	Percent	Number Tested	Percent	Number Tested
K	70.6	51	N/A	N/A
1	66.0	50	66.7	36
2	69.1	55	67.3	52
3	-	-	-	-
All	68.6	156	67.0	88

### Goal 2: Growth Measure

Cohorts of FLACS III students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Mathematics Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Mathematics Battery in both 2015-2016

## MATHEMATICS

and 2016-2017 are included here. The MNCEs of each cohort in 2015-2016 and 2016-2017 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

### RESULTS

Both cohorts had an MNCE of 50 or greater in 2015-2016. As such, the target for 2016-2017 was to increase the MNCE. This occurred in grade 2 but not grade 1. As a school, FLACS III achieved this goal.

TerraNova Mathematics (MNCE Scores) by Cohort and School Year

Grades	2015-2016		2016-2017	
	MNCE	Number Tested	MNCE	Number Tested
1	64.8	35	56.4	35
2	50.7	49	57.8	49
All	56.6	84	57.2	84

### RESULTS

FLACS III achieved this goal in grade 2 but not grade 1. As a school, FLACS III achieved this goal.

### SUMMARY OF THE MATHEMATICS GOAL

FLACS III met its absolute and comparative accountability goals as related the NYS testing program. Two goals are not yet applicable for FLACS III. FLACS III met its absolute goal on the TerraNova, and partially achieved its growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	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.	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.)	N/A

## MATHEMATICS

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.	N/A
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery.	Achieved
Growth	Cohorts of FLACS III students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Mathematics Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Partially Achieved

### ACTION PLAN

In 2017-2018 FLACS III will focus on maintaining a high level of performance.

FLACS III will continue to use *Math in Focus*, *Everyday Counts*, and *Number Talks*. One focus of the 2017-2018 will be to better integrate these three programs with one another. To support the continued implementation of *Math in Focus*, FLACS schools have contracted with a consultant from *Math in Focus* who has worked with FLACS II since it opened. The three schools will share 20 days with this consultant, who will model instructional techniques, observe teachers, and provide individual and group feedback to teachers. One teacher has been identified as a mathematics lead at each school – this individual attended a four-day conference to get in depth training in implementing *Math in Focus* during July 2017. The new instructional coach will also plan a large role in helping enhance teacher’s practice on a day to day basis. The network plans to facilitate opportunities for teachers in each FLACS school to observe instruction at the other schools and to have shared professional development opportunities.

Data driven instruction will continue to be critical. Students will continue to take pre- and post-assessments that are part of the *Math in Focus* curriculum. New benchmark assessments, will be developed and administered in mathematics to all students in the FLACS Network to determine areas of need and strength of both individual students and the schools themselves. The new data liaison will support the work of collecting data for analysis by teachers, school administrators, and network staff. The network will be particularly interested in examining data across the schools and building cross school teams for professional development.

## SCIENCE

### Goal 3: Science

Students will demonstrate proficiency in the practice and methodology of scientific inquiry.

### BACKGROUND

FLACS III implemented the FOSS Science Program. FOSS is a research-based science curriculum that provides students with science experiences that are cognitively age-appropriate; prepares students for an increasingly complex scientific and technological world, uses hands-on active learning, inquiry, multi-sensory methods and reflects current research on learning.

The FOSS Assessment system uses a number of formative and summative strategies to help teacher and students monitor their progress and measure their ability to apply concepts they have learned. The system includes teacher observations, student response sheets, student self- assessments and end of module and summative exams.

### 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 did not administer the New York State Testing Program science assessment to students in spring 2017; no 4<sup>th</sup> or 8<sup>th</sup> grade students were enrolled.

### RESULTS

No students at FLACS III were eligible to take the science assessment in spring 2017.

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-
8	-	-	-	-
All	-	-	-	-

### EVALUATION

No students at FLACS III were eligible to take the science assessment in spring 2017.

# SCIENCE

## ADDITIONAL EVIDENCE

No students at FLACS III were eligible to take the science assessment in spring 2017.

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	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

### 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.

## 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

No students at FLACS III were eligible to take the science assessment in spring 2017.

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-
8	-	-	-	-
All	-	-	-	-

## EVALUATION

No students at FLACS III were eligible to take the science assessment in spring 2017.

## ADDITIONAL EVIDENCE

No students at FLACS III were eligible to take the science assessment in spring 2017.

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	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

SUMMARY OF THE SCIENCE GOAL

No students at FLACS III were eligible to take the science assessment in spring 2017.

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.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

FLACS III plans to keep implementing *Foss* and to continue to use a data driven approach to the instruction of science. In 2017-2018, FLACS III plans to reorganize its weekly schedule to devote one long block to science on Fridays rather than several short blocks throughout the week. This will ensure that the school can implement labs, inquiries, and other hands on experiences.

The Network office of Instruction, Curriculum, and Assessments plans to undertake the project of alignment of the science curriculum at each school to the new Next Generation Science Standards in order to increase the rigor of the program and ensure alignment with the most recent standards. A secondary goal will be to ensure that all elementary schools are following an aligned curriculum map to increase opportunities for collaboration between schools. This work is planned to occur at the end of the 2017-2018 school year and summer 2018.

## NCLB

### Goal 4: NCLB

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.

#### 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

FLACS III was in good standing for this year.

### EVALUATION

FLACS III was in good standing for this year.

### ADDITIONAL EVIDENCE

FLACS III has been in good standing for each year of its charter.

NCLB Status by Year

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