



FAMILY LIFE ACADEMY CHARTER SCHOOL III

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

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INTRODUCTION

Marty Wolpoff, Special Projects, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pedro Alvarez	Chairman, Facilities Committee
Wanda Torres Mercado	Vice-chairwoman, Fundraising Committee
Miguel Pena	Treasurer, Finance Committee, Fundraising Committee
Susana Rivera Leon	Secretary, Nomination Committee
Marvin Dutton	Member
Kevin Kearns	Member, Accountability Committee
Luz-Maria Lambert	Member, Fundraising Committee
Dr. Janet M. Lerner	Member, Accountability Committee
Francisco Lugoviña	Chairman Emeritus, Facilities Committee
Gerardo Morales	PTA President, FLACS I
Greg Nannery	Member, Finance Committee
Rev. Raymond Rivera	Member, Nomination Committee, Facilities Committee
Hilda Sanchez	Member, Accountability Committee, Fundraising Committee
Jennifer Velasquez	PA President, FLACS III
Evelyn Viera	PA President, FLACS II
Florence Wolpoff	Member, Accountability Committee

Andrea Hernandez has served as 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. FLACS III, the third school in the FLACS Network, embraced the vision of FLACS' founder, Dr. Reverend Raymond Rivera, of having a 'holistic' approach to providing children with an exceptional educational program, building student character and developing life-long skills that support the school's mission: "Family Life Academy Charter School, in partnership with the Latino Pastoral Action Center (LPAC) and parents, seeks to create the conditions for self-empowerment for 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."

In 2015-2016 FLACS III continued to share space with FLACS II. Similar to FLACS I, the FLACSII/III facility has hosted the New Hope After-School Program; an affiliate of LPAC. The intent was to ensure that the community sees, and embraces, the FLACS facility as a community resource. It must be noted that, helpful to the process of ensuring that the school is seen as a community grown charter school serving the community, has been FLACS' founder and board member Rev. Dr. Raymond Rivera. His connection to an established network of local religious and community organizations has supported the services provided for the children and families. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics of the local community school district. For the coming academic year enrollment, based on the school's lottery, FLACS III has met all targets and will be opening its third year at full capacity. After completing the annual recruitment lottery effort, there are 907 students on the waiting list for 2016-2017. In August 2016, FLACS III, after two years of sharing space with FLACS II, will move into its own facility at 370 Gerard Avenue, Bronx. LPAC is planning to continue to provide afterschool activities and other community support and outreach in this building.

From the belief in educating the whole child, FLACS III has created a school that replicates the best practices inherent to the FLACS schools while having the freedom to adopt its own unique practices, such as starting the day having breakfast in each classroom, and implementing performing and visual arts programs. New to the FLACS III program is the *Ready* read aloud for kindergarten, *Ready* close reading and writing for 2nd grade, choral reading, a network writing curriculum for all grades aligned with the Core Curriculum State Standards (CCSS), literacy workstations, *Every Day Counts* *Calendar Math* conducted daily for 10-15 minutes, Literacy through Visual Arts Special, Fit4Life fitness program and DreamYard. With the guidance of a teaching artist Kim Baglieri, first grade students worked on different art genres using an array of art media. Through DreamYard some of our students' work was featured in the 2016 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 through which second graders designed their own utopian community as part of a PBL project for social studies. With the guidance of visual artist Hector Marin-Arias, students were able to build small scale models of their utopian communities using different media. In addition FLACS III has engaged in an extensive Parent Involvement program. This year the PA sponsored a Scholastic book fair. Throughout the year, parents also attended three Learning Leaders workshops.

The focus of all FLACS schools has been to attract immigrant and second language learners from the community that surrounds the schools. FLACS III's student population has been demographically

INTRODUCTION

representative of the community in which it is located; 20.5% are ELL students, 10.4% are students with special needs and 99% of the students eligible for free and reduced lunch.¹ In comparison, District 7 (based on 2015 SED data) has 29.8% ELL students, 17.8% students with special needs and 93% students eligible for free and reduced lunch.

FLACS III employs the same key design elements as all schools in the FLACS network. These are detailed below.

Active school leadership. FLACS III is led by its principal and the assistant principal. This leadership team ensures that instruction is rigorous, evaluates student performance, and ensures alignment with the charter mission.

A rigorous academic curriculum with a focus on literacy. FLACS III has selected instructional programs that have been successful at other schools and/or have been successful with the students at FLACS I. 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 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. All curriculum programs are aligned with the New York State Common Core Learning Standards (NYS CCLS).

Data-driven planning fueled by a rigorous system of assessment and accountability. We believe in data driven instruction, thus we regularly assess student progress. FLACS III is engaged in extensive efforts to evaluate and use data to monitor school and student progress, FLACS III has utilized several diagnostic and summative assessments, including the TerraNova Battery, Kindergarten Readiness Diagnostic, Fountas and Pinnell benchmark reading assessment, Writing baseline and endline assessments, and 2nd grade State simulation tests (January, March and June). One critical tool we use to assess, monitor, and target reading instruction is through the Fountas & Pinnell (F&P) Benchmark Assessments, administered three to four times a year. The feedback enables us to gather valuable information about each student's processing strategies, phonics and word analysis, fluency, and comprehension skills. This data provide us with insight into how to focus and refocus teaching. The F&P Benchmark Assessment system provides information allowing teachers to determine three reading levels for each student: independent, instructional and challenging, provide data to recommend a placement level for instruction, form fluid groups for reading instruction, select appropriate texts for each child's instruction, plan efficient and effective instruction and identify children who need intervention and extra help. We administer the TerraNova Battery in reading and mathematics. The TerraNova Battery provides detailed diagnostic information. This series of assessments generates Normal Curve Equivalent (NCE) scores in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. These data are analyzed to prescribe individual intervention instruction. End-of-the-year data are analyzed to investigate student progress, assess further instructional needs and to explore the need for possible curriculum adjustments. Unit exams are administered approximately every four to six weeks in the core subject areas. Assessments are collected and analyzed for class

¹ These figures are from BEDS Day 2016. Several additional students were identified as needing special education services by the end of the school year, bring the percentage of students in special education to 13.6%.

INTRODUCTION

and individual student learning trends that drive instruction toward further instructional needs. FLACS III also used *Ready* for diagnostic data in ELA and mathematics in grade 2. The results of these assessments are used at the individual student, class, and school level to make instructional decisions to improve instruction. The school uses the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor ELLs progress in language acquisition. Continued from 2014-2015, FLACS III uses *Datacation*, a web-based data warehouse and data analysis portal to help facilitate data drive instruction. Grade level data meetings and child study meetings are held on a grade level with the network data specialist. 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 driven teaching and learning in their classrooms.

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 FLACS III 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 13.6% of its students in special education in 2015-2016. To provide the each student's required 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 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 held over.

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. The faculty consists of "highly qualified" certified teachers. FLACS III has a robust system of professional development. Instructional coached from the network work with individual teachers to develop areas specific to each teacher. Every Monday afternoon from 3:30 to 5:00, every first Friday of the month from 1:00 to 4:00, and several days devoted to professional development (before school starts and 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 to provide support in literacy. The principal and the network Director of Curriculum set the infrastructure for effective implementation of the instructional program.

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 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

INTRODUCTION

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.

Consistent progress in meeting its non-academic performance measures. FLACS III stakeholder groups demonstrate strong awareness and understanding of the school's mission. FLACS III's governance and instructional practices strongly and consistently reflect the mission. Disciplinary practices continue to be consistent throughout the school. School-wide and classroom procedures continue to be taught to students and to be implemented by all staff members. FLACS III continues to show a solid record of success in all aspects of school operations. Parents continue to participate in the development of their child's learning plan and most support them. FLACS III has supported an active parents' association with an established PA Executive Board. FLACS III has engaged in a highly successful Parent Association that sponsored a Scholastic Book Fair in March during Parent-Teacher conferences.

A focus on nutrition and health. FLACS III is still in the early stages of replicating FLACS I's healthy and unique food program, which is supported by the school's community gardens project, and by a curriculum in health education. Our kindergarten, 1st and 2nd grade students eat in the classrooms enabling classroom teachers and teaching assistants to expound on the value of organic foods and eating healthy. After the first few weeks of school, students are happy to eat fruits and vegetables and even requested second servings. Although we were not able to provide a food program with a chef and trained culinary staff, as does FLACS I, FLACS III secured the services of Revolution Foods, a provider that offers healthy, organic meals to schools. FLACS III contracted with the Fit4Life program to provide fitness education for all students.

Other highlights of our third year (2015-2016) include:

- Maintaining an average attendance rate at 91.5%
- Having 78% of our students attain Fountas and Pinnell end-of-year independent reading benchmarks.
- Having 67% of kindergarten students score at grade level or above in Total Reading based on the TerraNova assessment, while 76% score at grade level in math.
- Having 48% of first grade students score at grade level or above in total reading and 61% in math based on TerraNova assessment.
- Implementing a Tech Time program to enable the Technology Specialist to provide iPad learning.
- Providing school wide trips to support and enrich the curriculum, (e.g., Farm, Bronx Museum, Hostos Community College, American Museum of Natural History and the Bronx Zoo). During the 2015-2016 academic year, school trips brought students to places which included the SONY Wonder theater, Queens College, and a Brooklyn Chocolate factory.
- Implementing a performing arts program for students that included assembly programs throughout the year to showcase student performing arts through a variety of themes
- Establishing a visual arts partnership with the Leap Program and DreamYard to provide art classes and for student displays in our new school building.

INTRODUCTION

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.

School Enrollment by Grade Level and School Year²

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2013-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	51	40	-	-	-	-	-	-	-	-	-	-	-	91
2015-16	45	56	47	-	-	-	-	-	-	-	-	-	-	148

² The 2015-2016 are based on the enrollment on June 30, 2016.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS III students will demonstrate proficiency in critical literacy skills.

BACKGROUND

We follow a balanced literacy model supported by *Open Court*, a systematic phonics program. We augmented the reading comprehension instruction by implementing a close reading component using the *Ready Gen* program and *Ready* programs. Both programs incorporate complex texts to address standards in reading comprehension aligned to the Common Core. The network curriculum and instructional team have developed a Writer's Workshop curriculum aligned to the Common Core writing standards.

Our curriculum units are centered on the Common Core Learning Standards where fiction and nonfiction texts are paired. All nonfiction text is further explored through science and social studies making our curriculum interdisciplinary. Digital technology is infused in the curriculum with the use of learning apps and other digital tools and resources used to research and publish student work.

Our literacy block is approximately 180 minutes daily. Our block consists of the following components:

- Explicit phonics instruction using *Open Court*
- Close reading activities based on *Ready Gen* or *Ready* Text and reading support with accountable talk using text evidence
- Choral Shared Reading using poetry, songs and short texts
- Guided Reading in small group instruction using *Fountas & Pinnell Intervention System*
- Independent Reading with 1-on-1 student conferencing
- Writer's Workshop using the FLACS Network Curriculum based on the Common Core Writing Standards.
- Literacy Workstations focused on differentiated skills and strategies

All English Language Learners engage in each component of the balanced literacy model through the use of ESL strategies and small group instruction. The programming of ESL periods is varied based on individual student's language proficiency. For example, beginner ELLs have longer phonics sessions to help build foundational skills.

Special Education students also engage in each component of the balanced literacy model through small groups and differentiated instruction. Text selections are tailored for each student and supported by a rich selection of digital resources.

We have also added a reading intervention program for those not meeting benchmarks. We follow the *Fountas & Pinnell Academic Intervention Program* to target individual literacy needs and then provide small group instruction 5 days a week for 50 minutes. Student progress is monitored weekly with reading records and conferring.

We believe in data-driven instruction therefore we regularly assess student progress. The most important tool we use to assess, monitor, and target reading instruction is with the administration

of reading records. We administer reading records at least four times a school year using the Fountas and Pinnell Benchmark Assessments. These assessment tools allow us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency, and comprehension all of which give us insights about how to focus our teaching. The Fountas and Pinnell Benchmark Assessment system provide information to:

- determine three reading levels for each student: independent, instructional and challenging
- provide data to recommend a placement level for instruction
- form fluid groups for reading instruction
- select appropriate texts for each child's instruction
- plan efficient and effective instruction
- identify children who need intervention and extra help

We also administer the TerraNova Battery assessment. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

Unit exams are administered approximately every four to six weeks for the Open Court phonics program and the Ready Gen and Ready programs. This data is collected and analyzed for trends and to plan based on further instructional needs.

Students in grade 2 also took the Ready assessment in the winter and the spring to help prepare for state testing in grade 3.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2016. 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).

ENGLISH LANGUAGE ARTS

2015-16 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

RESULTS

FLACS III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class.

Performance on 2015-16 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

EVALUATION

FLACS III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class.

ADDITIONAL EVIDENCE

FLACS III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class.

³ 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 by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

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 2015-16 English language arts AMO of **104**. 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 200.⁴

RESULTS

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS III admits its first two 3rd grade classes.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
-	-	-	-	-

$$\begin{array}{rcccccccc}
 \text{PI} & = & \text{n/a} & + & \text{n/a} & + & \text{n/a} & = & \text{n/a} \\
 & & & & \text{n/a} & + & \text{n/a} & = & \text{n/a} \\
 & & & & & & \text{PLI} & = & \text{n/a}
 \end{array}$$

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

This measure will not be relevant to the school’s measurement until 2016-2017 when FLACS III admits its first two 3rd grade classes.

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 local school district.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.⁵

RESULTS

Until FLACS III administers the SED assessment to a third grade, there will not be any published scores with which to do a comparison.

2015-16 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

EVALUATION

Until FLACS III administers the SED assessment to a third grade, there will not be any published scores with which to do a comparison.

⁵ 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

ADDITIONAL EVIDENCE

Until FLACS III administers the SED assessment to a third grade, there will not be any published scores with which to do a comparison.

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 Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

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 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Being in its second year, and testing only in grades K, 1 and 2, FLACS III does not have any SED data from 2014-2015.

2014-15 English Language Arts Comparative Performance by Grade Level

ENGLISH LANGUAGE ARTS

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

Being in its second year, and testing only in grades K, 1 and 2, FLACS III does not have any SED data from 2014-2015.

ADDITIONAL EVIDENCE

Being in its second year, and testing only in grades K, 1 and 2, FLACS III does not have any SED data from 2014-2015.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	-	-	-	-	-	-
2013-14	-	-	-	-	-	-
2014-15	-	-	-	-	-	-

Goal 1: Growth Measure⁶

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.⁷

RESULTS

Being in its second year, and testing only in grades K, 1 and 2, FLACS III does not have any SED data from 2014-2015.

2014-15 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

Being in its second year, and testing only in grades K, 1 and 2, FLACS III does not have any SED data from 2014-2015.

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

⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

ADDITIONAL EVIDENCE

Being in its second year, and testing only in grades K, 1 and 2, FLACS III does not have any SED data from 2014-2015.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
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 2016, the school administered the TerraNova assessment to students in kindergarten through 3rd 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).

2015-16 Locally Administered TerraNova Assessment
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁸				Total Enrolled
		IEP	ELL	Absent	Refused	
K	45	-	-	-	-	45
1	56	-	-	-	-	56
2	45	-	-	1	-	46
3	-	-	-	-	-	-
All	146	-	-	1	-	147

⁸ 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.

RESULTS

The MNCE for kindergarten on the TerraNova assessment was above the target, 50, while first and second grade students were approaching the target. The MNCE for first grade students enrolled in at least their second year was 49.5 only 0.5 away from meeting this target. The MNCE for second grade students enrolled in at least their second year was 46.2 only 3.8 away from meeting this target.

Performance on 2015-16 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	54.0	45	N/A	2
1	49.4	56	49.5	39
2	42.7	45	46.2	21
3	-	-	-	-
All	48.8	146	48.2	62

EVALUATION

The school came close to meeting its measure of having an MNCE score of 50. We believe that this is due to the effective implementation of our mission and vision, as well as the effectiveness of our curriculum and the school’s instructional staff. We have begun to develop a supportive school culture which has high expectations for all students and from all students.

We note that the MNCE for kindergarten was 54, higher than the 50 target. With this as our baseline for next year, FLACS III has a challenge and goal of maintaining and exceeding this performance level for this cohort. We believe several factors may influence the performance of the cohorts that did not make the target. In part, the performance was due to the recruitment problems already discussed in last year’s report. While FLACS III’s ELL population makes up almost one-quarter of its student registration, we also have a higher than district population of students who did not have a pre-school academic experiences. As a result, we expect that it may take a bit longer for these students to reach grade level standards than their peers who are not ELLs or did not have pre-school academic experiences. We are confident that there will be much improved student performance during our third year with the action plan that we will put in place.

ADDITIONAL EVIDENCE

Of all of the students that took the test, 66.7% of all kindergarteners had an MNCE of 50 or higher. In Grade 1, 51.2% of all students enrolled in at least their second year had an MNCE of 50 or higher. In Grade 2, 28.6% of students enrolled in at least their second year had an MNCE of 50 or higher.

Performance on 2015-16 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	66.7%	45	*	2
1	48.2%	56	51.2%	39
2	24.4%	45	28.6%	21
3	-	-	-	-
All	46.6%	146	43.3%	62

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 2014-2015 and 2015-2016 are included here. The MNCEs of each cohort in 2014-2015 and 2015-2016 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

For All students, the growth target was 48.1 $((50 - 46.3)/2 + 46.3)$. The school met the target for the school as a whole. Because the MNCE of the first grade cohort was 50.6 in 2014-2015, the growth target for grade 1 was a score higher than the 2014-2015 results. Grade 1 demonstrated a slight decline from 50.5 to 49.4. For grade 2 the target was 44.2 $((50 - 38.4)/2 + 38.4)$. Thus, for grade 2, the target was attained.

TerraNova Reading (MNCE Scores) by Cohort and School Year

Grades	2014-2015		2015-2016	
	MNCE	Number Tested	MNCE	Number Tested
1	50.5	39	49.4	38
2	38.4	21	46.7	21
3	-	-	-	-
All	46.3	62	48.5	62

EVALUATION

The school met this measure overall. For grade 1 there was a slight decline. However, Grade 1 was only 1.1 from making the growth target. For both grade 2 and for all students, the school did exceed its growth target. The MNCE for grade 2, our lowest performing cohort, increased 8.3; we are confident that they will continue to show growth in the next academic year.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The TerraNova assessment scoring is based on a national sample. The NCE score sets 50 as being on grade level. FLACS III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class. FLACS III came just short of meeting its absolute target. With a school-wide MNCE score of 49, FLACS will re-evaluate its curricula and intervention practices to ensure that student performance will improve in the next academic year. The kindergarten had an MNCE of 54 for our kindergarten students; we know that we need built on this score. The school as a whole made the growth target.

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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
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 local school district.	N/A
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 2014-15 school district 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.	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.	Achieved

ACTION PLAN

As noted earlier, the achievement of FLACS III on the TerraNova assessment has set a high baseline for kindergarten and identified areas for improvement for grades 1 and 2. The action plan laid out below seeks to address these findings.

Curriculum and Instructional Program

FLACS III will increase the amount of time devoted to literacy in the 2016-2017 school year. The school will continue to implement the elements of the balanced literacy program laid out in the background, but will add time to some components and add in some new components. Specifically,

the amount of time devoted to explicit phonics instruction with *Open Court* will increase. FLACS III will use *Ready* as the sole external curriculum for close reading, replacing *ReadyGen* in grade 1. This uniformity will help ensure consistency of the literacy program. A read aloud portion will be added to the instruction of close reading for kindergarten and grade 1. In grades 2 and 3, teachers will supplement the *Ready* program by selecting additional authentic texts to teach close reading. The school has already mapped out the types of texts that will be covered for the year, ensuring that adequate time is dedicated to units on informational texts and literary texts, including narrative texts and poetry. Guided reading will occur for all grade levels to ensure that students receive instruction that is differentiated for their individual reading level. Workstations and independent reading will continue to occur for kindergarten through grade 2 to ensure students are engaged in literacy experiences that will help them grow as readers. Grade 3 will have a more intensive focus on differentiating through independent reading. The school has already mapped out skill lessons for independent reading to provide a purposeful, structured independent reading program. Shared reading will occur during social studies and science with appropriate content area texts to infuse literacy instruction throughout the day.

Intervention

To address the needs of students that are not yet meeting standards, FLACS III will put into place several intervention programs to support students. Grade 3, which is the lowest performing grade, will receive the most intensive intervention. AIS will include 3 periods of push in every day during critical literacy components for the lowest performing students. There will also be an academic afterschool program that will begin this year; this program will focus on supporting those students below standard. Grades 3 will begin the afterschool program in October; other grade levels will begin in January.

Professional Development

FLACS III seeks to embody the vision and mission of the school through consistent and effective professional development that fosters a love of teaching and children to build a collaborative community of learners that nurtures a culture of warmth and academic rigor. We believe that effective teachers are life-long learners and professional development is integral to their growth. To that end we recognize that we must engage teachers in exceptional and valued professional development opportunities. Our professional development program will help to improve and refine their practice. By ensuring that professional development is important and embedded in the practice of our school community, we can then expect that our students' learning outcomes will be directly impacted by consistently improving teacher effectiveness. Our Professional development will focus on three key areas, creating classroom environment, strengthening content knowledge and modeling techniques for effective practice and feedback on lessons. All professional development sessions and workshops will be, followed by in-class coaching, 1:1 conferences, and modeling. Teachers will be engaged in the following professional development sessions and workshops throughout the school year:

- administering the Fountas & Pinnell Benchmark Assessment
- understanding and executing the Ready program
- teach phonics effectively with Open Court
- implementing the Fountas & Pinnell Academic Intervention
- deconstructing the Common Core Learning Standards

- enhancing the Writer’s Workshop using the FLACS network writing curriculum
- teaching guided reading
- using effective questioning and discussion techniques, including accountable talk
- constructing learning targets and peer visitations
- peer visitations to observe effective teaching in action
- using formative assessments to inform instruction
- revising assessment calendar to ensure more frequent assessments
- working with data to frequently monitor student progress
- setting goals for each assessment administered particularly with the students in grades 2 and 3
- maximizing the use literacy workstations
- focusing on projects based instruction to enhance instruction
- implementing tier II and III interventions for literacy
- engaging in a book study of *What Really Matters for Struggling Readers*, Richard L. Allington and *Checking for Understanding*, Nancy Frey and Douglas B. Fischer

New Assessment Measures

FLACS III will administer the i-Ready diagnostic exams to its 2nd and 3rd graders for the first time this year. These assessments have been used by FLACS I and FLACS II with great success. The exams are administered on a computer and adaptive. As such, the exact level of student mastery can be determined, whether below, at, or above grade level. Specific feedback about next steps for instruction are provided as part of the reportin

MATHEMATICS

Goal 2: Mathematics

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

Our math program is modeled after the Singapore Math program. Math in Focus is the US edition of Singapore's most widely used mathematics program. For over 15 years, Singapore has consistently scored at the top of international mathematics comparison studies. The primary goal of Math in Focus 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 (Singapore Math) 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
- Look for and express regularly in repeated reasoning

This year we implemented Everyday Counts Calendar math. The program enriches math instruction, reinforces core concepts and provides immediate differentiation in 10-15 minutes a day.

Our mathematics block is comprised of a total of 50 minutes a day. The first session is centered on explicit instruction, guided practice, discussion, and independent practice. The second session is centered on application, modeling, discussion and assessment.

Mathematical student performance progress is monitored frequently with Math in Focus. Math in Focus assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test. Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams. The school also administers its own baseline, midline and endline analysis in mathematics and writing.

Math skills, concepts and application of are also assessed using the TerraNova Mathematics Battery Assessment for grades 1 and above. The TerraNova Mathematics Battery assessment provides detailed diagnostic information. This series of assessments generates precise NCE achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This

data is analyzed to prescribe individual intervention instruction. End of the year data are analyzed to investigate student progress and to explore possible adjustments needed to the curriculum.

Our teachers receive professional development throughout the school year. A Math in Focus facilitator works closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of the instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned. Topics covered in professional development include:

- Technology
- Project based learning and technology tools
- Literacy workstation technology tools
- Evaluation
- Data Analysis with Renee Willemsen-Goode
- Skedula/Datacation Training
- How to use formative assessment
- Pulse of classroom to inform instruction
- Assessment Inventory Across Grades
- Analyze Report Card Data
- Analyze 2nd grade state test simulation
- Peer visitations - learning targets and checking for understanding briefing sessions
- Analyze students writing throughout the year to plan next steps
- Analyze math midline to plan next steps

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2016. 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.

MATHEMATICS

2015-16 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

RESULTS

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class.

Performance on 2015-16 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

EVALUATION

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class.

ADDITIONAL EVIDENCE

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class.

⁹ 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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

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 2015-16 mathematics AMO of 101. 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 200.¹⁰

RESULTS

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
n/a	n/a	n/a	n/a	n/a

$$\begin{array}{rcccccccc}
 \text{PI} & = & \text{n/a} & + & \text{n/a} & + & \text{n/a} & = & \text{n/a} \\
 & & & & \text{n/a} & + & \text{n/a} & = & \text{n/a} \\
 & & & & & & \text{n/a} & = & \text{n/a}
 \end{array}$$

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

EVALUATION

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class.

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 local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.¹¹

RESULTS

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

EVALUATION

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class..

¹¹ 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](#).

ADDITIONAL EVIDENCE

FLACS III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

FLACS III did not administer the SED assessment in 2014-2015.

MATHEMATICS

2014-15 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 administer the SED assessment in 2014-2015.

ADDITIONAL EVIDENCE

FLACS III did not administer the SED assessment in 2014-2015.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	-	-	-	-	-	-
2013-14	-	-	-	-	-	-
2014-15	-	-	-	-	-	-

Goal 2: Growth Measure¹²

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.

¹² 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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.¹³

RESULTS

This measure will not be relevant to the school's measurement until 2017-2018 when FLACS III admits its first 4th grade class.

2014-15 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

This measure will not be relevant to the school's measurement until 2017-2018 when FLACS III admits its first 4th grade class.

ADDITIONAL EVIDENCE

This measure will not be relevant to the school's measurement until 2017-2018 when FLACS III admits its first 4th grade class.

¹³ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

MATHEMATICS

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				Statewide Median
	2012-13	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 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, 2016, the school administered the TerraNova assessment to students in kindergarten through 3rd 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).

2015-16 Locally Administered TerraNova Assessment Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
K	45	-	-	-	-	45
1	56	-	-	-	-	56
2	45	-	-	1	-	46
3	-	-	-	-	-	-
All	146	-	-	1	-	147

RESULTS

The MNCE on the TerraNova for both grades was approaching the target, 50. Grade 1 missed the target by only 0.2 and grade 2 by only 1.7.

¹⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2015-16 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	60	45	NA	2
1	51.3	56	49.8	39
2	44.2	45	48.3	21
3	-	-	-	-
All	51.8	146	49.0	62

EVALUATION

For 1st grade and 2nd grade and the school as a whole, the school barely missed its targets. While Kindergarten had an MNCE of 60, 10 points about 50, this cohort does not count toward the accountability target. However, their high performance indicates that the school is on the right track in mathematics instruction. We believe that we have begun to develop a supportive school culture which has high expectations for, and from, all of its students.

ADDITIONAL EVIDENCE

In Kindergarten, the majority of students, 75.6%, had NCE scores above 50. In grades 1 and 2, 41.0% and 47.6% of students enrolled in at least their second year had an NCE over 50.

Performance on 2015-16 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	75.6%	45	*	2
1	60.7%	56	41.0%	39
2	37.8%	45	47.6%	21
3	-	-	-	-
All	58.2%	146	43.5%	62

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 2014-2015 and 2015-2016 are included here. The MNCEs of each cohort in 2014-2015 and 2015-2016 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 growth target for grade 1 is 61.3 (a score higher than the 2014-2015 results). Grade 1 did not meet this target. For grade 2 the target is 46.5 $((50-43.0)/2 + 43.0)$. Thus, for grade 2, the target was attained. For all students, the target is 50.1 (a score higher than the 2014-2015 results). The school did not meet the target as a school.

TerraNova Mathematics (MNCE Scores) by Cohort and School Year

Grades	2014-2015		2015-2016	
	MNCE	Number Tested	MNCE	Number Tested
1	61.2	51	41.0	39
2	43.0	40	47.6	21
3	-	-	-	-
All	50.0	91	43.5	62

EVALUATION

For cohort grade 1 and for all students, there was a decline and the target was not met. However, grade 2 met the target as an individual grade level.

SUMMARY OF THE MATHEMATICS GOAL

The only accountability measurements are the absolute measurement and the growth measurement for student MNCE scores. FLACS III has not achieved the target on either measurement as a whole school; however, the school is making progress toward meeting its goals.

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.	N/A

MATHEMATICS

Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
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 local school district.	N/A
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 2014-15 school district results.)	N/A
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	Did Not Achieve
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

In order to address the data above, FLACS III will put into place the following action plan.

Curriculum

FLACS III will continue to use *Math in Focus* as its core curriculum and expand its use into grade 3. More time will be devoted to math instruction in the 2016-2017 school year. Number Talks will be put into place in all grade levels. A Number Talk is a short, ongoing daily routine in which students explore number relationships and the structures of numbers and which provides students with meaningful ongoing practice with computation. This routine helps students develop computational accuracy, efficiency and fluency. In addition to the core *Math in Focus* lesson and the a daily *Number Talk*, a 15-20 minute *Every Day Counts* lesson will be taught.

Intervention

Students will receive AIS support in mathematics. Students not meeting grade level standards in kindergarten and first grade will receive pull-out instruction in the morning. Students not meeting grade level standards in second and third grade will receive push-in support during their daily mathematics lesson. The academic afterschool discussed in the English language arts action plan will also include a component for students in need of mathematics intervention. This program will begin in October for third grade in October, with other grade levels beginning in January. Within the classroom, teachers will closely analyze the pretests given before each *Math in Focus* unit, which are specifically designed to determine which foundational prerequisite skills students have or have not mastered. Based on these results, teachers will modify their lessons to ensure time is devoted

to re-teaching these skills. Teachers will also gain detailed information about what skills students have not yet mastered from the i-Ready assessment, an adaptive computer based diagnostic, which will determine the specific grade equivalent and mastered standards for each child.

Professional Development

We believe that effective teachers are life-long learners and professional development is integral to their growth. To that end we recognize that we must engage teachers in exceptional and valued professional development opportunities. Our professional development program will provide teachers with instructional strategies to implement effectively the academic curriculum in all disciplines of study. Our teachers will receive professional development throughout the school year. A *Math in Focus* facilitator will work closely with teachers to refine their use of the program. School and network based staff will follow up on these sessions by monitoring instruction, providing coaching, and conducting follow-up professional development. The coordination of these efforts will be overseen by the Network Director of Professional Learning. By ensuring that professional development is important and embedded in the practice of our school community, we can then expect that our students' learning outcomes will be directly impacted by consistently improving teacher effectiveness. Our Professional development will focus on three key areas, creating classroom content, modeling techniques for effective practice and feedback on lessons. Teachers will be engaged in the following professional development sessions and workshops throughout the school year:

Data Analysis and Assessment Use

- Working with data to frequently monitor student progress
- Setting goals after analyzing performance on each school wide assessment administered

Instructional Techniques

- Using effective questioning and discussion techniques, including accountable talk
- Constructing learning targets
- Using formative assessments to inform instruction
- Using project-based instruction to increase student learning
- Using peer visitations with a focus on the formative learning cycle
- Implementing tier II and III interventions
- Developing differentiated math activities based on students' needs and strengths

Technology Use

- Using digital tools to support student learning
- Checking for understanding using digital tools
- Using digital tools to enhance communication and collaboration to share best practices between teachers
- Increasing rigor, accountability and relevance of teaching and learning using digital activities
- Teaching students to use digital tools to create content, solve problems, think creatively and synthesize information

Implementation of core math programs

- Effective implementation of *Math in Focus*

MATHEMATICS

- Effective implementation of *Every Day Counts*
- Effective implementation of *Number Talks*

Assessment Use

FLACS III will continue to monitor student performance progress with *Math in Focus* assessments. *Math in Focus* assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test. Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

FLACS III will administer the i-Ready diagnostic exams to the its 2nd and 3rd graders for the first time this year. These assessments have been used by FLACS I and FLACS II with great success. The exams are administered on a computer and adaptive. As such, the exact level of student mastery can be determined, whether below, at, or above grade level. Specific feedback about next steps for instruction are provided as part of the reporting.

Math skills, concepts and application of will also be assessed using the TerraNova Battery Assessment.

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 administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

FLACS III does not yet have a 4th or 8th grade.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-
8	-	-	-	-
All	-	-	-	-

SCIENCE

EVALUATION

FLACS III does not yet have a 4th or 8th grade

ADDITIONAL EVIDENCE

FLACS III does not yet have a 4th or 8th grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	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 local school district.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

RESULTS

FLACS III does not yet have a 4th or 8th grade

2015-16 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-
8	-	-	-	-
All	-	-	-	-

EVALUATION

FLACS III does not yet have a 4th or 8th grade.

SCIENCE

ADDITIONAL EVIDENCE

FLACS III does not yet have a 4th or 8th grade.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

SUMMARY OF THE SCIENCE GOAL

FLACS III does not yet have a 4th or 8th grade.

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 local school district.	N/A

ACTION PLAN

FLACS III does not yet have a 4th or 8th grade.

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school 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 a local assistance plan school.

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 has no data to be used for NCLB purposes.

EVALUATION

FLACS III has no data to be used for NCLB purposes.

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2013-14	N/A
2014-15	N/A
2015-16	N/A