

Family Life Academy Charter School I



2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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Renee Willemsen-Goode, Executive Director of Instruction, Curriculum, and Assessment, and Guillermo Neira, Data Specialist, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

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Evelyn Centeno has served as Principal since 2016.

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Family Life Academy Charter School I (FLACS I), opened in 2001 with kindergarten and grade 1 in Community School District 9 (CSD 9), in the Highbridge area of the Bronx. Each subsequent year the school added one grade level until it fully implemented its original charter organization as a K-5 school. In 2008, FLACS I amended its charter to expand to a K-8 school; the school reached full capacity in 2011. Because of its success, FLACS I was replicated; FLACS II opened in 2012 and FLACS III opened in 2014. Starting in the 2017-2018 school year, FLACS I reverted to a K-5 campus, with the middle school students accountable under FLACS II. This was done in preparation for the opening of a stand-alone middle school campus in 2019-2020 that will house all middle school students across the FLACS Network. FLACS I has just completed its seventeenth year, serving kindergarten through fifth grade.

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 students and English language learners. In 2017-2018 the total enrollment was 303 students.¹ Of all students, 77.6% were Hispanic, 20.5% were Black, and 89.8% were eligible for free or reduced lunch. Additionally, 7.6% of enrolled students were students with disabilities (this figure includes one former students with disabilities). Additionally, 25.1% 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 11.2% were former/ever ELLs who attained proficiency on the NYSESLAT assessment during their enrollment at FLACS I, for a total figure of 36.3% current or former/ever ELLs. FLACS I has either met or is approaching meeting the enrollment targets set by CSI, which for the 2017-2018 school year were 95.8% economically disadvantaged, 27.0% English language learners, and 17.9% special education. FLACS I met or closely approached the CSI retention targets across all subgroups. Specifically, 90.2% of economically disadvantaged students (target of 92.0%), 93.9% of ELLs (target of 93.2%), and 100% of students in special education (target of 92.2%) enrolled on BEDS day 2016 and eligible to return to the school in 2017 were enrolled on BEDS day 2017.

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.

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

¹ As of BEDS Day, October 4, 2017.

A rigorous academic curriculum with a focus on literacy. All FLACS schools have 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. Each school, in collaboration with the network, 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. Each FLACS school is devoted to the data driven-instruction model and regularly assesses student progress. FLACS schools use various diagnostic and summative assessments to monitor school and student progress. 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. The specific assessments used is detailed later in this report. Each school reviews and uses 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 regularly; 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. FLACS continues to use *IO Education*, 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.

Intentional approaches to the instruction of English language learners. FLACS I 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. ELLs are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. A full-time English as a New Language (ENL) teacher is on staff. All classroom 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. FLACS I had 25 students in special education on the final day of the 2017-2018 school year. To provide each student's required services, FLACS has a full-time special education teacher and guidance counselor on staff and contracts for needed related services, such as speech therapy or occupational therapy. As every classroom contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. FLACS I has several school-wide intervention programs to serve students who may need additional academic support. These are detailed later in the report.

Professional development and professional learning communities that enrich teaching. All FLACS schools recognize that programs and assessment tools are effective only when taught by competent, inspired, and well-trained teachers and teaching assistants. Each school uses 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

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fall and spring instructional performance and provide a basis for ensuring all teachers are competent and developing professional development to enhance their professional practice. Each FLACS school has a robust system of professional development. Each school has a full-time coach that supports the needs of individual teachers through modelling effective practices, observing lessons and providing feedback, and supporting teachers in planning. The Network Director of Professional Learning supports the coaches in this work. Every Monday afternoon from 4:00 to 5:00, 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. External educational consultants support key initiatives; these are described later in the report. The principals, along with key network staff, sets the infrastructure for effective implementation of the instructional program.

Family involvement and shared responsibility for learning. FLACS I 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, and educational workshops. All parents have access to their child's educational records on *10 Education*.

Encouraging the development of the holistic child. All FLACS schools provide experiences to help students develop into well rounded students who are also good citizens. FLACS I offers instruction in music, including playing musical instruments as part of a band. FLACS I also provides art instruction, allowing students to explore a variety of media. Beginning in the 2009-2010 academic year FLACS I hired a chef and two assistant chefs to implement a program to provide wholesome and nutritious breakfasts and lunches for students. In addition to ensuring that all students receive a healthy and nutritious breakfast and lunch, an important component of the program has been to provide foods and menus from various cultures and to teach students about the lands and people for whom these foods are part of their native diets. All students receive physical education and learn strategies for health that will last a lifetime. FLACS I received a Platinum Award for the 2018 NYC Excellence in School Wellness Award (ESWA) from the NYC Department of Health and Mental Hygiene.

Network support for individual schools Network staff provide operational and instructional support to schools; the staff includes a CEO, COO, a finance team (including the CFO, Controller, Accountant and Contracts and Compliance Officer), a human resource team (including a Director, Assistant Director, and Administrative Assistant), the Special Initiative Manager, the Director of Development, a Digital Marketing and Communications Manager, and an Instruction, Curriculum, and Assessment team (including the Executive Director of Instruction, Curriculum and Assessment, Director of Professional Learning, Data Specialist, Curriculum Specialists, Network IT Manager, and Administrative Assistant). The Network staff provide operational support allowing the school leaders to focus on teaching and learning, make efficient use of financial and human capital, and provide instructional support. The Network supports schools in sharing best practices.

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FLACS I 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 I 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 I is moving toward its educational accountability goals, with increases in both ELA and Mathematics proficiency this year. The school outperforms the school district and similar local schools and shows progress in the CSI Comparative Schools Analysis. FLACS I remains confident that it will continue to increase student achievement and assessment results in the future.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	52	52	52	52	52	52	48	51	49	-	-	-	-	460
2014-15	55	54	52	52	52	52	52	49	50	-	-	-	-	468
2015-16	53	54	54	52	52	50	51	50	48	-	-	-	-	464
2016-17	53	52	54	54	54	52	49	51	44	-	-	-	-	463
2017-18	51	49	50	52	48	52	-	-	-	-	-	-	-	302

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS I students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS I 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 through guided reading, and independent reading with reading conferences. Guided reading with leveled texts occurred daily; small groups of learners learned strategies for decoding and comprehending texts at their instructional level. To support this balanced literacy approach, FLACS I used *Open Court* for explicit phonics instruction in kindergarten through grade 2. FLACS I continued to use *Ready NY CCLS* as part of the literacy curriculum for grade 2 through 5. Writing instruction occurred in a writer's workshop structure using the FLACS Network Curriculum based on the NYS 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 NYS Common Core Learning Standards.

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Literacy instruction was data-driven. Regular assessment in English language arts occurred using the *Fountas & Pinnell Benchmark Assessment*, which provided data to recommend a placement level for instruction, form fluid groups for reading instruction, select appropriate texts for instruction, plan efficient and effective instruction, and identify students in need of intervention. Curriculum based assessments from *Ready NY CCLS* were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. The school also gave four benchmark assessments of common core aligned questions to assess student progress toward the standards. Data was stored in *IO Education* and in internal databases so that all teachers and administrators would have easy access to student data. Information about individual children was shared through *PupilPath*, the *IO Education* portal for parents and students.

FLACS I implemented intervention programs for all grade levels. Teachers utilized the *Fountas and Pinnell Leveled Literacy Intervention System* to support struggling students in kindergarten through grade 2. FLACS I continued to implement *i-Ready* to help target individual student needs in grades 2 through 5.

Teachers received professional development throughout the year. The principal and assistant principal led workshops and one-on-one coaching from the instructional coach, with the support of the network Director of Professional Learning. In 2017-2018, a literacy consultant from *Generation Ready* continued to support the implementation of the curriculum and strengthen the literacy program in general. This consultant supported the development of writing lessons, with an emphasis on conferring and effective feedback. She also observed classroom instruction and gave feedback to teachers to refine teaching practices and provided professional development in the area of teaching reading and writing. The network Director of Professional Learning worked closely with teachers in a coaching capacity to give feedback about instruction and to model instructional strategies for teachers. Professional development occurred every Monday after school and the selected Friday half-days; many of these sessions focused on literacy.

Technology continued to play a large role in the classroom. All students had access to laptops or iPads and these were frequently used to support ELA instruction.

There was an early change in staffing in one of the 5th grade classrooms.

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 3 through 5 grade in April 2018. 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).

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2017-18 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51	0	0	0	1	52
4	48	0	0	0	0	48
5	52	0	0	0	0	52
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	151	0	0	0	0	152

RESULTS AND EVALUATION

FLACS I did not meet this accountability measure, but is coming increasingly close to meeting it. Of all students enrolled in at least their second year, 53.3% tested proficient, short of the goal of 75% by 21.7 percentage points. The 3rd and 4th grade cohorts has higher performance, with 64.7% and 66.7% of students enrolled in at least their second year at proficiency. The 5th grade performance was relatively lower; one possible cause of this were some mid-year staffing changes that occurred at this grade level.

Performance on 2017-18 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	64.7	51	64.7	51
4	66.7	48	66.7	48
5	30.8	52	29.4	51
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	53.6	151	53.3	150

ADDITIONAL EVIDENCE

FLACS I has made gains toward meeting this proficiency measure over the last three years. This year, FLACS I's charter was modified to enroll students in grades 3 through 5 only. As a result, the table below includes data for grades 6 through 8 for the 2015-2016 and 2016-2017 school year. Across each of the grade levels currently enrolled, there were year-to-year gains, with 3rd grade

² 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.

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increasing the percent of students who were proficient from 43.1% in 2015-2016 to 64.7% in 2017-2018, 4th grade increasing from 38.8% to 66.7%, and 5th grade increasing from 16.3% to 29.4%.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	43.1	51	53.2	47	64.7	51
4	38.8	49	32.1	53	66.7	48
5	16.3	49	30.6	49	29.4	51
6	33.3	48	31.3	48	-	-
7	29.2	48	62.7	51	-	-
8	50.0	46	53.5	43	-	-
All	35.1	291	43.6	291	53.3	150

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

As of the time of writing, FLACS I has not yet seen the final MIP for ELA that was to be calculated and disseminated in summer 2018. However, FLACS I anticipates meeting this measure, as the school exceeded the current long-term target for the MIP for 2021-22 (based on 2015-2016 data), 112, that was written in the state's ESSA plan. FLACS I had a PI of 146, 34 higher than the long-term target for 2021-2022. When the state releases the MIP for 2017-2018, the school will share the specific progress.

English Language Arts 2017-18 Performance Index

Percent of Students at Each Performance Level	

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Number in Cohort	Level 1	Level 2	Level 3	Level 4
	12.6	33.8	43.7	9.9

$$\begin{array}{rclclclcl}
 \text{PI} & = & 33.8 & + & 43.7 & + & 9.9 & = & 87.4 \\
 & & & & 43.7 & + & 9.9 & = & 53.6 \\
 & & & & & + & (.5)*(9.9) & = & 5.0 \\
 & & & & & & \text{PI} & = & 146.0
 \end{array}$$

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.³

RESULTS AND EVALUATION

FLACS I met this measure, with 53.3% of students enrolled in at least their second year at proficiency, compared with 29.5% in CSD 9. FLACS I's percentage of students at proficiency exceeded CSD 9 by 23.8 percentage points. Additionally, each individual grade level exceeded the performance of CSD 9.

**2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64.7	51	35.4	2483
4	66.7	48	30.8	2601
5	29.4	51	22.5	2565
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	53.3	150	29.5	7649

³ 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](#).

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ADDITIONAL EVIDENCE

FLACS I met this measure in each of the last three 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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	43.1	22.0	53.2	24.5	64.7	35.4
4	38.8	24.0	32.1	23.4	66.7	30.8
5	16.3	18.3	30.6	20.4	29.4	22.5
6	33.3	16.3	31.9	14.3	-	-
7	29.2	16.7	62.7	21.5	-	-
8	50.0	24.5	53.5	29.3	-	-
All	35.1	20.4	43.8	22.0	53.3	29.5

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

FLACS I’s overall comparative performance was “higher than expected to a large degree,” with an overall effect size of 1.01, exceeding the 0.3 target. All individual grade levels had an effect size greater than 0.3.

2016-17 English Language Arts Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.0	54	50	30.3	19.7	1.11
4	92.6	54	33	25.7	7.3	0.41
5	92.3	52	33	20.2	12.8	0.91
6	84.0	49	31	20.4	10.6	0.71
7	86.3	51	63	28.0	35.0	1.98
8	81.8	43	53	34.8	18.2	0.95
All	87.6	303	43.6	26.4	17.2	1.01

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

FLACS I has consistently met this measure over the last three years. The Effect Size has also increased each year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	87.3	305	22.6	17.4	0.41
2015-16	3-8	88.5	301	36.5	24.0	0.76
2016-17	3-8	87.6	303	43.6	26.4	1.01

Goal 1: Growth Measure⁴

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁵

RESULTS AND EVALUATION

The school met this measure. The unadjusted growth percentile is 54, which is higher than the target of 50. Additionally, five of six grades met the target as an individual grade level; the only grade that did not was grade 5, who has an unadjusted growth percentile of 44.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53.5	50.0
5	44	50.0
6	57	50.0
7	63	50.0
8	52	50.0
All	54	50.0

ADDITIONAL EVIDENCE

FLACS I has met this measure for the past two years.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	49	53	53.5	50.0
5	45	62	44	50.0
6	43	56	57	50.0
7	54	57	63	50.0
8	51	53	52	50.0
All	48	56	54	50.0

Goal 1: Optional Measure

Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the local school district.

METHOD

Since FLACS I's opening three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS I had provided comparative data for these schools.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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RESULTS AND EVALUATION

FLACS met this measure, performing higher than PS 28 and PS 55 both as a whole school and at each individual grade level. 53.3% of students enrolled in the second year at FLACS were proficient on the ELA test, compared with 24.8 at PS 28 and 32.9% at PS 55. It should be noted that PS 64 was phased out and replaced after years of poor performance; it is no longer in existence.

**2017-18 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	64.7	51	29.7	111	48.4	62	-	-
4	66.7	48	31.6	95	32.9	70	-	-
5	29.4	51	13.0	100	21.4	84	-	-
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	53.3	150	24.8	306	32.9	218	-	-

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS I met or anticipates meeting 5 of its 6 accountability measures. The only goal that it did not meet was the first absolute measure, although it ought to be noted the school has come increasingly closer to meeting this measure over time.

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 meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Anticipates meeting
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.	Met
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 2016-17 results.)	Met
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 target of 50. (Using 2016-17 results.)	Met
Comparative	Each year, the percent of all students who are enrolled in at least their second year and performing at proficiency on the state English language	Met

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	arts exam will be greater than that of students in the same tested grades in “similar schools” (PS 28, PS 55, and PS 64) in the local school district.	
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ACTION PLAN

FLACS I’s action plan addresses the two-fold goal of increasing overall percentage of students meeting proficiency and ensuring that those students at proficiency remain at proficiency. The action plan addresses several key areas: curriculum, professional development to improve instruction, progress monitoring, and academic intervention.

Curriculum

The balanced literacy model that all FLACS schools use has been effective across the three schools. In the 2018-2019 school year, all FLACS schools will use common curriculum maps, created over the summer of 2018, to increase the consistency of the implementation of the curriculum across all schools. The intent of the curriculum map is to codify best practices in curriculum design from across all three schools so that all schools will benefit. FLACS I will continue to use a balanced literacy model, in which time is devoted to whole class read-aloud/direct instruction, guided reading, and independent reading. The read aloud will be expanded to include time for student discussion of and writing response to rigorous text. FLACS I will continue to use *Open Court* to support phonics instruction in grades K-2.

Professional Development

FLACS I has created a plan for professional development based on the needs of the teachers in the building. The full-time Instructional Coach, along with the Principal and Assistant Principal, will observe teachers, provide feedback, and model lessons. Network staff, including the Director of Professional Development and Curriculum Specialists will provide additional opportunities of PD. Professional development will be embedded throughout the day, but will also occur during Monday afternoons from 1-4 every week, as well as selected Friday afternoon half-days.

Progress Monitoring

FLACS I will continue to utilize a robust system of assessment to ensure that students are meeting standards. FLACS I will administer the *Fountas and Pinnell* assessment three times a year, utilize the assessments from *Ready CCLS*, and create and administer assessments aligned with the texts that students are reading as a whole class. In addition, FLACS I will give the NWEA MAP assessment three times a year in all grade levels.

Academic Intervention

Based on the results of progress monitoring, FLACS III will continue to provide Tier 2 and 3 intervention using is AIS teacher. These schedules will be designed so that students in need of intervention do not miss core instruction, but rather receive intervention during times when all students are working on differentiated tasks. The *Fountas and Pinnell Level Literacy Intervention* will be one tool that the AIS teacher will use in supporting ELA.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS I continued to use *Math in Focus*, an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences. All teachers used *Math in Focus*. *Math in Focus* supports the goals of the Common Core State Standards for Mathematics, is research-based, focuses on classroom learning, discussion, and practice, and balances conceptual understanding, visual learning, and problem solving. All K-5 teachers used *Every Day Counts*. This program enriches daily math instruction, reinforces core concepts, and provides immediate differentiation in 10–15 minutes a day. *Number Talks* was used as an intervention strategy in mathematics.

In support of the implementation of the mathematics program, the coaches supported teachers in implementing the program. All teachers received direct support from external consultants from *Math in Focus* who visited the school several times throughout the year. During the sessions they modelled instruction, observed classroom, and gave feedback to teachers. Some of this professional development occurred with teachers across the FLACS network.

Mathematical student performance progress was monitored frequently with *Math in Focus*. *Math in Focus* assessments provided both a pretest and a chapter test for each chapter of the Student Books. In addition, the Network administered four benchmark assessments in math, consisting of common core aligned questions.

The school provided targeted assistance for identified students. An online learning program, *i-Ready* was implemented this year to help support students by providing individualized practice and instruction to meet student’s specific instructional needs.

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 3 through 5 grade in April 2018. 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.

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2017-18 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50	0	0	0	2	52
4	48	0	0	0	0	48
5	52	0	0	0	0	52
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	150	0	0	0	2	152

RESULTS AND EVALUATION

FLACS I did not meet this accountability measure. At FLACS, 52.3% of students enrolled in at least their second year were proficient on the NYS mathematics exam.

Performance on 2017-18 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	62.0	50	62.0	50
4	62.5	48	62.5	48
5	34.6	52	33.3	51
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	52.7	150	52.3	149

ADDITIONAL EVIDENCE

FLACS I did not meet this accountability measure, but is coming increasingly close to meeting it. Of all students enrolled in at least their second year, 52.3% tested proficient, short of the goal of 75% by 22.7 percentage points. The 3rd and 4th grade cohorts has higher performance, with 62.0% and 62.5% of students enrolled in at least their second year at proficiency. The 5th grade performance was relatively lower; one possible cause of this were some mid-year staffing changes that occurred at this grade level. Another possible factor is that this cohort of students only used *Math in Focus*

⁶ 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.

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during this last calendar year; the change was made to replace the previous curriculum, which did not provide the rigor that the school wanted.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	43.1	51	52.2	46	62.0	50
4	49.0	49	45.3	53	62.5	48
5	22.4	49	45.8	48	33.3	51
6	60.4	48	40.4	47	-	-
7	16.7	48	37.3	51	-	-
8	26.1	46	14.3	42	-	-
All	36.4	291	39.7	287	52.3	149

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

As of the time of writing, FLACS I has not yet seen the final MIP for Mathematics that was to be calculated and disseminated in summer 2018. However, FLACS I anticipates meeting this measure, as the school exceeded the current long-term target for the MIP for 2021-22 (based on 2015-2016 data), 115, that was written in the state's ESSA plan. FLACS I had a PI of 147, 32 higher than the long-term target for 2021-2022. When the state releases the MIP for 2017-2018, the school will share the specific progress.

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Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16.7	30.7	31.3	21.3

$$\begin{aligned}
 \text{PI} &= 30.7 + 31.3 + 21.3 = 83.3 \\
 & \quad \quad \quad 31.3 + 21.3 = 52.6 \\
 & \quad \quad \quad \quad \quad + (.5)*(21.3) = 10.7 \\
 \text{PI} &= 146.6
 \end{aligned}$$

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.⁷

RESULTS AND EVALUATION

FLACS I met this measure, with 52.3% of all students enrolled in at least their second year at proficiency, compared with 30.2% at CSD 9. This is a difference of 22.1 percentage points. Each individual grade level outperformed the students in the district in the same grade.

2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62.0	50	36.6	2563
4	62.5	48	28.2	2678
5	33.3	51	22.5	2635
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	52.3	149	30.2	7876

⁷ 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](#).

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ADDITIONAL EVIDENCE

FLACS I has met this measure for each of the last three years.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	43.1	23.1	52.2	27.5	62.0	36.6
4	49.0	22.7	45.3	21.2	62.5	28.2
5	22.4	17.5	45.8	22.3	33.3	22.5
6	60.4	16.5	40.4	15.4	-	-
7	16.7	13.5	37.3	15.6	-	-
8	26.1	13.4	14.3	13.6	-	-
All	36.4	18.0	39.7	19.5	52.3	30.2

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2016-2017, FLACS I met this measure, with an Overall Comparative Performance of "higher than expected to a large degree" and an effect size of 0.84. Five of six individual grade levels also met this target.

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2016-17 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	87.0	53	51	35.5	15.5	0.74
4	92.6	54	46	25.2	20.8	1.07
5	92.3	51	49	24.5	24.5	1.35
6	84.0	48	40	24.4	15.6	0.80
7	86.3	51	37	20.2	16.8	0.90
8	81.8	42	14	14.0	0.0	0.00
All	87.6	299	40.4	24.4	16.0	0.84

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

FLACS I has consistently met this measure, with an Effect Size greater than 0.3 for each of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	87.3	304	32.4	22.3	0.57
2015-16	3-8	88.5	302	37.7	23.0	0.74
2016-17	3-8	87.6	299	40.4	24.4	0.84

Goal 2: Growth Measure⁸

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁹

RESULTS AND EVALUATION

FLACS I came close to meeting the target, with a mean growth percentile of 49.5. The target was 50.0. In grades 4 and 6 the school exceeded the target and in grades 5, 7, and 8, it only approached the target.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54	50.0
5	47	50.0
6	81	50.0
7	23.5	50.0
8	42.5	50.0
All	49.5	50.0

ADDITIONAL EVIDENCE

FLACS I exceeded the target in 2014-2015, and came very close to meeting the target in 2015-2016 and 2016-2017. Both of these years, FLACS I's mean growth percentile was 49.5, just shy of the target of 50.0.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	51	68	54	50.0
5	63	55	47	50.0
6	80	N/A	81	50.0
7	28	31.5	23.5	50.0
8	30	43.5	42.5	50.0
All	51	49.5	49.5	50.0

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Goal 2: Optional Comparative Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district.

METHOD

Since FLACS I’s opening, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS I had provided comparative data for these schools.

RESULTS AND EVALUTAION

FLACS met this measure, performing higher than PS 28 and PS 55 both as a whole school and at each individual grade level. 52.3% of students enrolled in the second year at FLACS were proficient on the ELA test, compared with 29.7% at PS 28 and 32.1% at PS 55. It should be noted that PS 64 was phased out and replaced after years of poor performance; it is no longer in existence.

**2015-16 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	62.0	50	32.2	118	50.7	67	-	-
4	62.5	48	26.0	100	27.7	65	-	-
5	33.3	51	30.3	109	20.9	86	-	-
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	52.3	149	29.7	327	32.1	218	-	-

SUMMARY OF THE MATHEMATICS GOAL

FLACS I met or anticipates meeting 4 of the 6 accountability goals. FLACS I did not meet the first absolute measure, though has been making steady progress toward meeting this. FLACS I was just shy of the growth measure (the growth percentile was 49.5 when the goal was 50.0).

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.	Did not meet
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Anticipates Meeting

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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.	Met
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 2016-17 results.)	Met
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 target of 50. (Using the 2016-17 results.)	Did not Meet
Comparative	Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the local school district.	Met

ACTION PLAN

FLACS I's action plan addresses the two-fold goal of increasing overall percentage of students meeting proficiency and ensuring that those students at proficiency remain at proficiency. The action plan addresses several key areas: curriculum, professional development to improve instruction, progress monitoring, and academic intervention.

Curriculum

FLACS I will continue to use *Math in Focus* as its core curriculum, and will supplement this with *Every Day Counts* and *Number Talks*.

Professional Development

FLACS I has created a plan for professional development based on the needs of the teachers in the building. The full-time Instructional Coach, along with the Principal and Assistant Principal, will observe teachers, provide feedback, and model lessons. Network staff, including the Director of Professional Development and Curriculum Specialists will provide additional opportunities of PD. Professional development will be embedded throughout the day, but will also occur during Monday afternoons from 1-4 every week, as well as selected Friday afternoon half-days. A consultant from *Math in Focus* will continue to work with teachers throughout the year.

Progress Monitoring

FLACS I will continue to utilize a robust system of assessment to ensure that students are meeting standards. This includes a battery of assessments, including pretests, chapter tests and benchmarks that is included in the program. In addition, FLACS I will give the NWEA MAP assessment three times a year in all grade levels.

Academic Intervention

Based on the results of progress monitoring, FLACS I will provide Tier 2 and 3 intervention using is AIS teacher. These schedules will be designed so that students in need of intervention do not miss core instruction, but rather receive intervention during times when all students are working on

differentiated tasks. *Do the Math* is one program that will be used to provide intervention to students.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

Science instruction at FLACS I is both text and lab based. *Interactive Science* continued to be the main program used for science instruction.

Science instruction was provided by classroom teachers in kindergarten through grade 5. Publisher-created and teacher-created common classroom assessments are used to assess student progress in science. The school and network administration supports the science program by modeling, observing, providing feedback and offering differentiated instructional strategies. FLACS I has a health and wellness program through which students maintain an outdoor garden and a nutrition program, developed in conjunction with its school lunch program, through which students evaluate nutrition options. Science data was the subject of several data meetings this year and increased monitoring of science instruction by school administration with informal observations and walkthroughs.

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2018. 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 AND EVALUATION

FLACS I met this measure. Of all students enrolled in at least their second year, 95.8% were proficient on this exam, compared with a target of 75%.

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Charter School Performance on 2017-18 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	95.8	46	-	-
8	-	-	-	-
All	95.8	46	-	-

ADDITIONAL EVIDENCE

FLACS I has met this accountability measure each year. Grade 8 students are now part of FLACS II's charter enrollment.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	95.9	49	98.1	53	95.8	46
8	82.6	46	74.4	43	-	-
All	89.5	95	87.5	96	95.8	46

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. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

FLACS I met this measure. In 2016-2017, FLACS I achieved this measure, both as a whole school, and for each individual grade level; 87.5% of FLACS I students were at proficiency, compared with 55.0% of students in CSD 9.

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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 ¹⁰	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.8	46	-	-
8	-	-	-	-
All	95.8	46	-	-

ADDITIONAL EVIDENCE

In 2016-2017, FLACS I achieved this measure, both as a whole school, and for each individual grade level. Please note that for the 2016-2017 school year in the table below, the percent of all grade 8 students passing either the NYS science assessment or a Regents exam was calculated, since FLACS I students took either the Regents or the NYS Science Test, but not both. In CSD 9, 2,136 students took the NYS Science exam, with a passing rate of 33.0%. 389 students took the Regents exam, with a pass rate of 59%. For previous years, only the percent of students passing the NYS science exam was used, as all students at FLACS I took the NYS Science Exam, whether or not they also took a Regents exam.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	95.9	75.1	98.1	71.0	95.8	-
8	82.6	33.1	74.4	37.1	-	-
All	89.5	56.5	87.5	55.0	95.8	-

SUMMARY OF THE SCIENCE GOAL

FLACS I met all of the measures for its science goal.

Type	Measure	Outcome
Absolute	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 examination.	Met
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.	Met

¹⁰ This table uses the prior year's results as 2017-18 district science scores are not yet available.

ACTION PLAN

All FLACS schools are beginning to adopt a new curriculum in 2018-2019 in preparation for the full implementation of the new NYS Next Generation Science Standards. Grades K and 1 will use *Amplify Science*, which was authored by the Lawrence Hall of Science. The curriculum is phenomenon based, has a large focus on engineering design, and is fully aligned with the NYS Next Generation Science Standards. Since all FLACS schools will be adopting this curriculum, the Network will facilitate professional development and planning between all three schools. Staff development in unpacking the new standards will occur along with training in using the new program.

In grades 2 through 5, FLACS I will continue to use *Interactive Science* and will begin to introduce staff in these grade levels to the NYS Next Generation Science Standards in preparation for adoption of *Amplify Science* over the next three years.

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

FLACS I was in "good standing" according to the ESSA accountability system.

ADDITIONAL EVIDENCE

FLACS I has been in good standing for the last three years.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing

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2017-18	Good Standing
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