



**FAMILY LIFE ACADEMY
CHARTER SCHOOL I
(FLACS I)**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Guillermo Neira, Data Specialist, and Renee Willemsen-Goode, Executive Director of Academics, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Miguel Peña	Chairman
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Jorge Torres	PA President FLACS III
Marina Salazar	PA President FLACS MS

Evelyn Centeno has served as the school principal since 2016.

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. In 2018-2019, FLACS I enrolled only one kindergarten class to make space for the FLACS middle school, under FLACS II's charter. FLACS I has just completed its eighteenth 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 order fulfill its mission and vision 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. Network staff support the operations of the school so that the principal can serve as the instructional leader of the school.

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 standards, and have proven success. All curricula have components for providing intervention for struggling students, supporting ELLs and special needs students, and providing enrichment. Literacy instruction is infused in all content areas.

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. 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.

Intentional approaches to the instruction of English language learners. FLACS I has implemented a network-designed adaptation of research-based sheltered English immersion models for ELLs. The 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 proficient in using instructional strategies for ELLs in the context of their own classrooms.

A commitment to meeting the needs of all learners. FLACS I has a full-time special education teacher and guidance counselor on staff and contracts for related services, including speech therapy or occupational therapy. An academic supports intervention teacher supports students who are not yet meeting grade level standards. All classroom teachers are proficient in using instructional strategies to support these students with special needs and students that are not yet meeting standards.

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 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. Families 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 families have access to their child's educational records through the on-line data warehouse.

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

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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 Silver Award for the 2019 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, a human resource team and an academics team. 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.

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
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
2018-19	27	53	46	46	48	46	-	-	-	-	-	-	-	266

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS I used a balanced literacy model of its own design, supported by systematic phonics instruction. Students engaged in whole group instruction, including read alouds, discussion of literature and close reading of text. Guided reading with leveled texts occurred so that scholars learned strategies for

decoding and comprehending texts at their instructional level. While the teacher worked with one group, other scholars worked on differentiated activities tailored to meet their needs as readers and writers. Students practiced the skills and strategies learned in whole and small group instruction through independent reading periods, during which teachers conferred with individual students to provide individualized instruction. All FLACS schools used *Open Court* for explicit phonics instruction in kindergarten through grade 2 and *Ready NY CCLS* in grade 2 through 5. Writing instruction occurred in a writer's workshop structure.

While the overall approach to literacy instruction did not shift in 2018-2019, common curriculum maps were developed that all FLACS schools followed. A second change was that all FLACS schools adopted the *Units of Study* writing curriculum from the Readers and Writers Project. These changes were made to ensure a uniform experience for all FLACS scholars to prepare students from multiple schools to enter one middle school together and to ensure all schools were performing at a high level.

Literacy instruction was data-driven. Regular assessment in English language arts occurred using the *Fountas & Pinnell Benchmark Assessment*. 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. Data was stored in *IO Education*, an online data warehouse and analysis platform, and in internal databases so that all teachers and administrators would have easy access to student data. In 2018-2019, FLACS began administering the *NWEA Map Growth* assessment to all students in grades K-5.

FLACS I implemented intervention programs for all grade levels. Teachers utilized the *Fountas & 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. An Academic Intervention Services teacher was identified and provided targeted instruction to students in need of literacy intervention.

Teachers received professional development throughout the year. The principal and assistant principal led workshops about literacy topics. Teachers received one-on-one coaching from the instructional coach. In 2018-2019, a literacy consultant from *Generation Ready* continued to support the implementation of the curriculum and strengthen the literacy program in general. Network staff supported teachers and administrators in implementing the instructional program. 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 a mid-year change in staffing in one of the 3rd grade classrooms. The instructional coach role was vacant for the first three months of the year.

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.

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METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grade in April 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	47	0	0	0	1	48
4	46	0	0	0	1	47
5	46	0	0	0	0	46
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	139	0	0	0	2	141

RESULTS AND EVALUATION

FLACS I did not meet the goal for this accountability measure. The overall percent of students in at least their second year achieving proficiency was 57.4, which fell short of the goal, 75 percent, by 17.6 percentage points.

Performance on 2018-19 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	70.2	47	72.1	43
4	52.2	46	54.8	42
5	43.5	46	45.5	44
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	55.4	139	57.4	129

¹ 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.

ADDITIONAL EVIDENCE

While FLACS I has not yet met the goal for this accountability measure, the school has made progress toward meeting this benchmark each year, with increasingly higher percentages of students enrolled in at least their second year at proficiency.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53.2	47	64.7	51	72.1	43
4	32.1	53	66.7	48	54.8	42
5	30.6	49	29.4	51	45.5	44
6	31.3	48	-	-	-	-
7	62.7	51	-	-	-	-
8	53.5	43	-	-	-	-
All	43.6	291	53.3	150	57.4	129

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 2018-19 English language arts MIP for all students of 105. 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

FLACS I met the goal for this accountability measure. The school had a PI of 146.8. This PI exceeded the MIP, 105, by 41.8.

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English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12.9	31.7	46.8	8.6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31.7 & + & 46.8 & + & 8.6 & = & 87.1 \\
 & & & & 46.8 & + & 8.6 & = & 55.4 \\
 & & & & & + & (.5)*8.6 & = & 4.3 \\
 & & & & & & \text{PI} & = & 146.8
 \end{array}$$

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.²

RESULTS AND EVALUATION

FLACS I met the goal for this accountability measure. In each grade level, and as a school as a whole, FLACS I exceeded the performance of the local district, CSD 9. As a school, FLACS I exceeded the performance of CSD 9 by 25.3 percentage points. In grade 3, FLACS I exceeded the performance of CSD 9 by 33.1 percentage points. In grade 4, FLACS I exceeded the performance of CSD 9 by 20 percentage points. In grade 5, FLACS I exceeded the performance of CSD 9 by 22.7.

² 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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2018-19 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	72.1	43	39.0	2487
4	54.8	42	34.8	2468
5	45.5	44	22.8	2566
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	57.4	129	32.1	7521

ADDITIONAL EVIDENCE

Over the last three years, FLACS I has exceeded the performance of local school district, CSD 9, in each grade level and as a school.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	53.2	24.5	64.7	35.4	72.1	39.0
4	32.1	23.4	66.7	30.8	54.8	34.8
5	30.6	20.4	29.4	22.5	45.5	22.8
6	31.9	14.3	-	-	-	-
7	62.7	21.5	-	-	-	-
8	53.5	29.3	-	-	-	-
All	43.8	22.0	53.3	29.5	57.4	32.1

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

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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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18, FLACS I met the goal for this accountability measure. The overall Effect Size was 1.09, which exceeded the goal of 0.3. The Effect Size of each individual grade level also exceeded the target, 0.3.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.5	51	64.7	38.7	26.0	1.37
4	82.0	48	66.7	38.7	28.0	1.48
5	90.4	52	30.8	24.2	6.6	0.46
6						
7						
8						
All	87.1	151	53.6	33.7	19.9	1.09

School's Overall Comparative Performance:

Higher than Expected to a Large Degree

ADDITIONAL EVIDENCE

FLACS I has consistently met this goal over the last three years. In each subsequent year, the difference between Effect Size and the target grew.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2017-18	3-5	87.1	151	53.6	33.7	1.09

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Goal 1: Growth Measure³

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

FLACS I met the goal for this accountability measure. The school’s mean growth percentile was 52, which exceed the goal, 50. Grade 4 met the goal as an individual grade level, with a mean growth percentile of 56.5. Grade 5 almost met the goal as an individual grade level, with a mean growth percentile of 48.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.5	50.0
5	48	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<u>52</u>	50.0

ADDITIONAL EVIDENCE

As a school, FLACS I met the goal for this accountability measure in each of the last three years.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	53	53.5	56.5	50.0
5	62	44	48	50.0
6	56	57	-	50.0
7	57	63	-	50.0
8	53	52	-	50.0
All	56	54	52	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS I met the goals for four of the five measures. The school met all comparative and growth measures and one of the two absolute measures. While FLACS I has not yet met the absolute goal of having 75 percent of all tested students enrolled in at least their second year at proficiency, it has made consistent gains toward meeting this goal over the last three years.

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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.)	Met

ACTION PLAN

While FLACS I is proud of its performance with respect to accountability measures, the school remains committed to continuing to raise absolute achievement scores and raising the growth percentile. The school has also noted that the performance of grade 5 was lower than that of the other grade levels.

Curriculum: Given the overall performance across the FLACS network in ELA, FLACS will continue to use the ELA approach that was used in 2018-2019. In 2018-19, FLACS schools adopted a common curriculum maps for reading across all schools. The intent of this was to help ensure that all schools

perform at a high level. Indeed, performance at FLACS I increased this year. In summer 2019 and fall 2019, the network will revise these maps using data from the state assessment and internal assessments. Particular focus will be on revising the grade 5 maps to better align to the rigor and expectations of the standards at this grade level.

Assessment and Data Analysis: In 2018-19, FLACS began to administer the NWEA MAP growth assessment in ELA, which replaced benchmark exams that were given in the past. As this was the first year of implementation, the individual schools did not yet realize the full potential for using these assessments to impact classroom instruction. In 2019-20, FLACS teachers and administrators will participate in more intensive training to make increased use of these assessments. Because the assessment is adaptive, the results will shed light on the specific instructional implications for all students, moving students who are performing below-level to on- or above-level and ensuring that students that are on- or above-grade level continue to show growth and have high performance. FLACS I will also migrate their data from *IO Education* to *PowerSchool*, as the capability for dynamic data analysis at the school and network level of *PowerSchool* exceeds that of *IO Education*. The network anticipates that this will help refine and improve the already strong data analysis protocols in the schools.

Professional Development: FLACS I will continue to use its model for professional development, which includes the use of administration, a school coach and support from the network. In 2019-2020, a focus will be on intensified data analysis and differentiation for the needs of learners at all levels. Additionally, the network staff, in conjunction with the school coaches and administrators, are in the process of creating a FLACS video library that will showcase best teaching practices specific to the FLACS model and which can be used for professional development at all FLACS schools.

Other: In response to research on the importance of strong content instruction, the FLACS schools have made it a priority to strengthen instruction in the content areas. In 2017-8, the schools adopted new, rigorous curriculum in social studies in grades K-5. In 2018-19, FLACS schools adopted new science curriculum in grades K and 1. In 2019-20, this will be expanded to include grades 2 and 5.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS I continued to use *Math in Focus* as the core mathematics program in all grade levels. This research-based program supports the goals of the state standards, and balances conceptual understanding, visual learning, and problem solving. In addition, all teachers used *Every Day Counts* to reinforce core concepts, and provides immediate differentiation in 10–15 minutes a day. Number Talks was used as an intervention strategy in mathematics. The school provided targeted assistance for identified students. An online learning program, *i-Ready* was used to help support students by providing individualized practice and instruction to meet student’s specific instructional needs.

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All teachers received direct support and professional development from an external consultant from *Math in Focus* who visited the school several times throughout the year. During the sessions she modelled instruction, observed classroom, and gave feedback to teachers.

Student performance was monitored frequently. Teachers used pretests and chapter tests from *Math in Focus*. In 2018-2019, FLACS began administering the *NWEA Map Growth* assessment to all students in grades K-5.

There was a mid-year change in staffing in one of the 3rd grade classrooms. The instructional coach role was vacant for the first three months of the year.

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 5th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	47	0	0	0	1	48
4	46	0	0	0	1	47
5	46	0	0	0	0	46
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	139	0	0	0	2	141

RESULTS AND EVALUATION

FLACS I did not meet the goal for this accountability measure. The overall percent of students in at least their second year achieving proficiency was 51.6, which fell short of the goal, 75 percent, by 23.4 percentage points.

⁵ 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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Performance on 2018-19 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	51.1	47	52.4	43
4	50.0	46	52.4	42
5	47.8	46	50.0	44
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	49.6	139	51.6	129

ADDITIONAL EVIDENCE

FLACS I has made progress toward meeting the goal for this accountability measure, increasing from 38.7 percent of students enrolled in at least their second year achieving proficiency in 2016-2017 to 51.6 percent in 2018-2019.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52.2	46	62.0	50	52.4	43
4	45.3	53	62.5	48	52.4	42
5	45.8	48	33.3	51	50.0	44
6	40.4	47	-	-	-	-
7	37.3	51	-	-	-	-
8	14.3	42	-	-	-	-
All	39.7	287	52.3	149	51.6	129

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

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must have a PI value that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 107. 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

FLACS I met the goal for this accountability measure. The school had a PI of 142.9. This PI exceeded the MIP, 107, by 35.9.

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
	15.8	34.5	31.7	18.0

PI	=	34.5	+	31.7	+	18.0	=	84.2
				31.7	+	18.0	=	49.7
					+	0.5*9.0	=	9.0
						PI	=	142.9

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.⁶

RESULTS AND EVALUATION

FLACS I met the goal for this accountability measure. In each grade level, and as a school as a whole, FLACS I exceeded the performance of the local district, CSD 9. As a school, FLACS I exceeded the performance of CSD 9 by 19.4 percentage points. In grade 3, FLACS I exceeded the performance of CSD 9 by 16.7 percentage points. In grade 4, FLACS I exceeded the performance of CSD 9 by 20.9 percentage points. In grade 5, FLACS I exceeded the performance of CSD 9 by 20.7.

⁶ 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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2018-19 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	52.4	43	35.7	2577
4	52.4	42	31.5	2572
5	50.0	44	29.3	2641
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	51.6	129	32.2	7790

ADDITIONAL EVIDENCE

Over the last three years, FLACS I has exceeded the performance of local school district, CSD 9, in each grade level and as a school.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	52.2	27.5	62.0	36.6	52.4	35.7
4	45.3	21.2	62.5	28.2	52.4	31.5
5	45.8	22.3	33.3	22.5	50.0	29.3
6	40.4	15.4	-	-	-	-
7	37.3	15.6	-	-	-	-
8	14.3	13.6	-	-	-	-
All	39.7	19.5	52.3	30.2	51.6	32.2

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

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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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18, FLACS I met the goal for this accountability measure. The overall Effect Size was 0.82, which exceeded the goal of 0.3. The Effect Size of each individual grade level also exceeded the target, 0.3.

2017-18 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	88.5	50	62.0	41.6	20.4	0.94
4	82.0	48	62.5	37.8	24.7	1.18
5	90.4	52	34.6	28.0	6.6	0.38
6						
7						
8						
All	87.1	150	52.7	35.7	17.0	0.82

School's Overall Comparative Performance:

Higher than Expected to a Large Degree

ADDITIONAL EVIDENCE

As a school, FLACS I met the goal for this accountability measure in each of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2017-18	3-5	87.1	150	52.7	35.7	0.82

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Goal 2: Growth Measure⁷

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

FLACS I met the goal for this accountability measure. The school's mean growth percentile was 52, which exceed the goal, 50. Grade 4 met the goal as an individual grade level, with a mean growth percentile of 68. Grade 5 did not meet the goal as an individual grade level, with a mean growth percentile of 37.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	68	50.0
5	37	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<u>52.0</u>	50.0

ADDITIONAL EVIDENCE

As a school, FLACS I met the goal for this accountability measure in each of the last three years.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	68	54	68	50.0
5	55	47	37	50.0
6	N/A	81	-	50.0
7	31.5	23.5	-	50.0
8	43.5	42.5	-	50.0
All	49.5	49.5	52.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

FLACS I met the goals for four of the five measures. The school met all comparative and growth measures and one of the two absolute measures. While FLACS I has not yet met the absolute goal of having 75 percent of all tested students enrolled in at least their second year at proficiency, it has made gains toward meeting this goal over the last three years.

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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.)	Met

ACTION PLAN

While FLACS I is proud of its performance with respect to accountability measures, the school remains committed to continuing to raise absolute achievement scores and raising the growth percentile. The school has also noted that the performance of grade 5 was lower than that of the other grade levels.

Curriculum: In 2018-2019, the network created consistent curriculum maps in mathematics to be used across all schools. Over the next year, adjustments will be made to the fifth grade maps to better align with the state standards. FLACS I will continue using its core program, *Math in Focus*. It will also use *Do the Math* as an intervention program.

Assessment and Data Analysis: In 2018-19, FLACS began to administer the NWEA MAP growth assessment in mathematics, which replaced benchmark exams that were given in the past. As this was the first year of implementation, the individual schools did not yet realize the full potential for using these assessments to impact classroom instruction. In 2019-20, FLACS teachers and administrators will participate in more intensive training to make increased use of these assessments. Because the assessment is adaptive, the results will shed light on the specific instructional implications for all students, moving students who are performing below-level to on- or above-level and ensuring that students that are on- or above-grade level continue to show growth and have high performance. FLACS I will also migrate their data from *IO Education* to *PowerSchool*, as the capability for dynamic data analysis at the school and network level of *PowerSchool* exceeds that of *IO Education*. The network anticipates that this will help refine and improve the already strong data analysis protocols in the schools.

Professional Development: FLACS I will continue to use its model for professional development, which includes the use of administration, a school coach and support from the network. In 2019-2020, a focus will be on intensified data analysis and differentiation for the needs of learners at all levels. It will continue to employ the use of an external math consultant from *Math in Focus* to support the implementation of the program. Additionally, the network staff, in conjunction with the school coaches and administrators, are in the process of creating a FLACS video library that will showcase best teaching practices specific to the FLACS model and which can be used for professional development at all FLACS schools.

Other: In response to research on the importance of strong content instruction, the FLACS schools have made it a priority to strengthen instruction in the content areas. In 2017-18, the schools adopted new, rigorous curriculum in social studies in grades K-5. In 2018-19, FLACS schools adopted new science curriculum in grades K and 1. In 2019-20, this will be expanded to include grades 2 and 5. Strengthening student's content knowledge will support student's comprehension in ELA.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

New York State has adopted new science standards, the NY Next Generation Science Standards. In 2018-2019, all FLACS schools adopted new science curriculum in grades K and 1. The new science curriculum, *Amplify Science* is phenomenon-based, has a large focus on engineering design, and is fully aligned with the NYS Next Generation Science Standards. The Network will continue to 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.

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In grades 2 through 5, FLACS I continued to use Interactive Science and began to introduce staff in these grade levels to the NYS Next Generation Science Standards in preparation for full adoption of *Amplify Science*.

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 2019. 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 the goal for this accountability measure. The school exceeded the target by 10.7 percentage points, with 85.7 percent of students enrolled in at least their second year proficient.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	85.7	42
8	-	-
All	85.7	42

ADDITIONAL EVIDENCE

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98.1	53	95.8	46	85.7	42
8	74.4	43	-	-	-	-
All	87.5	96	95.8	46	85.7	42

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.

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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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

As of the writing of this report, the state had not yet released the 2018-19 science data. The table below contains information from 2017-18. For this year, FLACS I met the accountability measure. The percent of students enrolled in at least their second year in the school at proficiency, 95.8, exceeded the percent of students in the district at proficiency, 77.1, by 18.7.

2017-18 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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.8	46	77.1	2641
8	-		-	
All	95.8	46	77.1	2641

ADDITIONAL EVIDENCE

FLACS I has consistently met the goal for this accountability measure.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	98.1	71.0	95.8	77.1	85.7	-
8	74.4	37.1	-	-	-	-
All	87.5	55.0	95.8	77.1	85.7	-

SUMMARY OF THE SCIENCE GOAL

FLACS I met the goals for both accountability measures.

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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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

ACTION PLAN

In 2018-2019, all FLACS schools adopted new science curriculum, *Amplify Science*, to prepare for the full implementation of the new NYS Next Generation Science Standards. In 2019-2020, FLACS will expand the use of this curriculum to include grades 2 and 5 and will adopt the remaining grades in 2020-2021. The Network will continue to 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 3 through 4, FLACS I will continue to use Interactive Science and will continue to introduce staff in these grade levels to the NYS Next Generation Science Standards in preparation for full adoption of *Amplify Science* in 2020-2021.

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
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing