



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

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2019

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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 |
|-----------------------|------------------------|
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| Jorge Torres | PA President FLACS III |
| Marina Salazar | PA President FLACS MS |

Andrea Hernandez has served as the school principal since 2014.

Family Life Academy Charter School III (FLACS III), a replication of Family Life Academy Charter School (FLACS), opened its doors to 96 kindergarten and first grade students in September 2014 in Community School District 7 (CSD 7) in the Mott Haven section of the Bronx. Each subsequent year the school has added one grade level. FLACS III has just completed its fifth year, serving kindergarten through fourth 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 second language learners.

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 III has implemented the following initiatives, aligned with key design elements.

Active school leadership. FLACS III 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 III 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 III has a full-time special education teacher and guidance counselor on staff and contracts for related services, such as 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. 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 III has fostered strong, positive relationships with its families. Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher meetings, parenting meetings, 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 III believes strongly in developing students' artistic abilities. The school has partnered with external partners for the arts. Through *DreamYard* some students' work was featured in the 2018 Bronx Arts Festival at Lehman College and other students performed. FLACS III has on staff a dance specialist and a media art specialist, who worked with students on animation. All students receive physical education and learn strategies for health that will last a lifetime. Health and wellness are important to FLACS III. FLACS III partnered with *Bubble* Foundation, who co-taught with teachers on wellness topics, conducted parent and staff workshops on topics such as healthy eating and good sleep habits, and facilitated school trips to community gardens. FLACS III 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III continues to become an increasingly effective and viable school. The FLACS Board of Trustees has continued to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through principal reports, teacher-content presentations and monthly class performance analyses, the board effectively assesses educational programs and performance on a timely basis. FLACS III also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. FLACS III is moving toward its educational accountability goals. FLACS III remains confident that it will continue to increase student achievement and assessment results in the future.

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|---|---|---|---|---|----|----|----|-------|
| 2014-15 | 51 | 40 | - | - | - | - | - | - | - | - | - | - | - | 91 |
| 2015-16 | 45 | 56 | 47 | - | - | - | - | - | - | - | - | - | - | 148 |
| 2016-17 | 53 | 49 | 55 | 44 | - | - | - | - | - | - | - | - | - | 201 |
| 2017-18 | 46 | 52 | 55 | 48 | 43 | - | - | - | - | - | - | - | - | 244 |
| 2018-19 | 55 | 47 | 51 | 56 | 46 | - | - | - | - | - | - | - | - | 255 |

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS III 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 a 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 4. Writing instruction occurred in a writer's workshop structure.

While the overall approach to literacy instruction did not shift in 2018-2019, one change was that 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-4.

FLACS III implemented intervention programs for all grade levels. Teachers utilized the *Fountas & Pinnell Leveled Literacy Intervention System* and *i-Ready*. 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. The instructional coach supported teachers through modelling of instruction, feedback on lessons, and planning. Teachers also received support from FLACS network staff from the academics department and from a literacy consultant from *Generation Ready* continued to support the implementation of the curriculum and strengthen the literacy program in general. 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 4th 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 | 55 | - | - | - | 1 | 56 |
| 4 | 45 | - | - | - | - | 45 |
| 5 | - | - | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - |
| All | 100 | - | - | - | 1 | 101 |

RESULTS AND EVALUATION

FLACS III did not meet the goals for this accountability measure. The school fell short of the goal by 18 percentage points, with 57 percent of students enrolled in at least their second year achieving proficiency.

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 | 61.8 | 55 | 63.3 | 49 |
| 4 | 48.9 | 45 | 50.0 | 44 |
| 5 | - | - | - | - |
| 6 | - | - | - | - |
| 7 | - | - | - | - |
| 8 | - | - | - | - |
| All | 56.0 | 100 | 57.0 | 93 |

ADDITIONAL EVIDENCE

Over the course of the charter period, the percent of third grade students enrolled in at least their second year of proficiency increased, while the percent of fourth grade students enrolled in at least their second year decreased.

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 | 55.9 | 34 | 59.6 | 47 | 63.3 | 49 |
| 4 | - | - | 68.6 | 35 | 50.0 | 44 |
| 5 | - | - | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - |
| All | 55.9 | 55.9 | 63.4 | 82 | 57.0 | 93 |

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III met the goal for this accountability measure. The school had a PI of 152.5. This PI exceeded the MIP, 105, by 47.5.

| 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 |
| 100 | 10.0 | 34.0 | 43.0 | 13.0 |

| | | | | | | | | |
|----|---|------|---|------|---|-----------|---|-------|
| PI | = | 34.0 | + | 43.0 | + | 13.0 | = | 90.0 |
| | | | | 43.0 | + | 13.0 | = | 56.0 |
| | | | | | + | (.5)*13.0 | = | 6.5 |
| | | | | | | PI | = | 152.5 |

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 III met the goal for this accountability measure. As a school, 57.0 percent of student enrolled in at least their second year achieved at or above proficiency, compared with 39.4 percent of students enrolled in the same grade levels in CSD 7. This was a difference of 17.6 percentage points. Each individual grade level at the school also exceeded the performance of CSD 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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 | 63.3 | 49 | 42.9 | 1181 |
| 4 | 50.0 | 44 | 36.0 | 1234 |
| 5 | - | - | - | - |
| 6 | - | - | - | - |
| 7 | - | - | - | - |
| 8 | - | - | - | - |
| All | 57.0 | 93 | 39.4 | 2415 |

ADDITIONAL EVIDENCE

FLACS III has consistently met the target for this accountability measure. Every year, in each grade level and as a school, FLACS III students enrolled in at least their second year had proficiency rates higher than CSD 7.

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 | 55.9 | 27.5 | 59.6 | 37.7 | 63.3 | 42.9 |
| 4 | - | - | 68.6 | 30.8 | 50.0 | 36.0 |
| 5 | - | - | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - |
| All | 55.9 | 27.5 | 63.4 | 35.5 | 57.0 | 39.4 |

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 Family Life Academy Charter School III 2018-19 Accountability Plan Progress Report Page 10 of 26

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

FLACS III met the goal for this accountability measure, both as a school and in individual grade levels. The Effect Size was 1.52, which 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 | 90.4 | 49 | 61.2 | 37.9 | 23.3 | 1.30 |
| 4 | 95.8 | 43 | 65.1 | 33.4 | 31.7 | 1.77 |
| 5 | - | - | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - |
| All | 92.9 | 92 | 63.0 | 35.8 | 27.2 | 1.52 |

School's Overall Comparative Performance:

Higher Than Expected to a Large Degree

ADDITIONAL EVIDENCE

FLACS III has met this goal in every eligible year of its charter.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16 | - | - | - | - | - | - |
| 2016-17 | 3 | 100.0 | 43 | 51 | 24.6 | 1.50 |
| 2017-18 | 3-4 | 92.9 | 92 | 63.0 | 35.8 | 1.52 |

Goal 1: Growth Measure³

³ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III met this goal. The school's mean growth percentile was 56, which exceeded the target, 50.

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

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 56 | 50.0 |
| 5 | - | 50.0 |
| 6 | - | 50.0 |
| 7 | - | 50.0 |
| 8 | - | 50.0 |
| All | <u>56</u> | 50.0 |

ADDITIONAL EVIDENCE

FLACS III only has one year of data for this measure.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | - | - | 56.0 | 50.0 |
| 5 | - | - | - | 50.0 |
| 6 | - | - | - | 50.0 |
| 7 | - | - | - | 50.0 |
| 8 | - | - | - | 50.0 |
| All | - | - | 56.0 | 50.0 |

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS III met the goals for four of the five measures. The school met all comparative and growth measures and one of the two absolute measures.

| 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 III 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.

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. In summer 2019 and fall 2019, the network will revise these maps using data from the state assessment and internal assessments.

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 III 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 III 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 intensive 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 2017-18, the schools adopted new, rigorous curriculum in social studies in grades K-4. The curriculum has been revised and strengthened for the 2019-20 school year. 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. By strengthening student's content knowledge, FLACS anticipates gains in reading and writing proficiency.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS III 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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-4.

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 4th 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 | 55 | - | - | - | 1 | 56 |
| 4 | 45 | - | - | - | - | 45 |
| 5 | - | - | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - |
| All | 100 | - | - | - | - | 101 |

RESULTS AND EVALUATION

FLACS III met the goal for this accountability measure. As a school, 78.5 percent of all students enrolled in at least their second year were at proficiency. This exceeded the target 75 percent, by 3.5 percentage points. Each individual grade level also exceeded the target, with 79.6 percent of third grade students enrolled in at least their second year at proficiency, and 77.3 percent of fourth grade students enrolled in at least their second year at proficiency.

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

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 80.0 | 55 | 79.6 | 49 |
| 4 | 77.8 | 45 | 77.3 | 44 |
| 5 | - | - | - | - |
| 6 | - | - | - | - |
| 7 | - | - | - | - |
| 8 | - | - | - | - |
| All | 79.0 | 100 | 78.5 | 93 |

ADDITIONAL EVIDENCE

FLACS III met the goal for this accountability measure in two of the last three years, and came close to meeting it in the remaining year.

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 | 79.4 | 34 | 78.3 | 46 | 79.6 | 49 |
| 4 | - | - | 62.9 | 35 | 77.3 | 44 |
| 5 | - | - | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - |
| All | 79.4 | 34 | 71.6 | 81 | 78.5 | 93 |

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 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,

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III met the goal for this accountability measure. The school had a PI of 196. This PI exceeded the MIP, 107, by 89.

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 |
| | 2.0 | 19.0 | 41.0 | 38.0 |

$$\begin{array}{rclclclcl}
 \text{PI} & = & 19.0 & + & 41.0 & + & 38.0 & = & 98.0 \\
 & & & & 41.0 & + & 38.0 & = & 79.0 \\
 & & & & & + & (.5)*38.0 & = & 19.0 \\
 & & & & & & \text{PI} & = & 196.0
 \end{array}$$

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 III met the goal for this accountability measure. FLACS III students enrolled in at least their second year exceeded the proficiency of CSD 7 by 46.6 percentage points.

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 | 79.6 | 49 | 34.6 | 1224 |
| 4 | 77.3 | 44 | 29.3 | 1266 |
| 5 | - | - | - | - |
| 6 | - | - | - | - |
| 7 | - | - | - | - |
| 8 | - | - | - | - |
| All | 78.5 | 93 | 31.9 | 2490 |

ADDITIONAL EVIDENCE

FLACS III has consistently met the goal for the target in 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 | | | | | |
|-------|---|----------|-------------------|----------|-------------------|----------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 79.4 | 28.4 | 78.3 | 38.8 | 79.6 | 34.6 |
| 4 | - | | 62.9 | 29.8 | 77.3 | 29.3 |
| 5 | - | | - | - | - | - |
| 6 | - | | - | - | - | - |
| 7 | - | | - | - | - | - |
| 8 | - | | - | - | - | - |
| All | 79.4 | 28.4 | 71.6 | 34.3 | 78.5 | 31.9 |

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III met the goal for this accountability measure. The overall Effect Size was 1.69, 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 | 90.4 | 48 | 79.2 | 40.8 | 38.4 | 1.86 |
| 4 | 95.8 | 43 | 60.5 | 31.3 | 29.2 | 1.51 |
| 5 | - | - | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | - | - | - |
| All | 93.0 | 91 | 70.3 | 36.3 | 34.0 | 1.69 |

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

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

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16 | - | - | - | - | - | - |
| 2016-17 | 3 | 100.0 | 43 | 77 | 29.7 | 2.31 |
| 2017-18 | 3-4 | 93.0 | 91 | 70.3 | 36.3 | 1.69 |

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III did not meet the goal for this accountability measure. The school fell just short of the goal with a mean growth percentile of 49; the target was 50.

2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 49 | 50.0 |
| 5 | - | 50.0 |
| 6 | - | 50.0 |
| 7 | - | 50.0 |
| 8 | - | 50.0 |
| All | <u>49</u> | 50.0 |

ADDITIONAL EVIDENCE

FLACS III has only one year of growth percentile data.

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | - | - | 49 | 50.0 |
| 5 | - | - | - | 50.0 |
| 6 | - | - | - | 50.0 |
| 7 | - | - | - | 50.0 |
| 8 | - | - | - | 50.0 |
| All | - | - | 49 | 50.0 |

SUMMARY OF THE MATHEMATICS GOAL

FLACS III met the goals for four of the five measures. The school met all absolute and comparative. FLACS III came very close to meeting the growth goal (FLACS III was in the 49 percentile; the target was 50th percentile).

| 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. | Met |
| 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.) | Did Not Meet |

ACTION PLAN

While FLACS III 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.

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 III will continue using its core program, *Math in Focus*. It will also use *Number Talks* 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 III 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 III 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 intensive 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.

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.

In grades 2 through 4, FLACS III 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*.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III met the goal for this accountability measure. The school exceeded the target by 25 percentage points, with 100 percent of students enrolled in at least their second year at proficiency.

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 | 100 | 44 |
| 8 | - | - |
| All | 100 | 44 |

ADDITIONAL EVIDENCE

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

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 | - | - | 97.1 | 35 | 100.0 | 44 |
| 8 | - | - | - | - | - | - |
| All | - | - | 97.1 | 35 | 100.0 | 44 |

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III 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 20.0.

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 | 97.1 | 35 | 77.1 | 1226 |
| 8 | - | - | - | - |
| All | 97.1 | 35 | 77.1 | 1226 |

ADDITIONAL EVIDENCE

FLACS III has only year of comparative data.

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 | - | - | 97.1 | 77.1 | 100.0 | - |
| 8 | - | - | - | - | - | - |
| All | - | - | 97.1 | 77.1 | 100.0 | - |

SUMMARY OF THE SCIENCE GOAL

FLACS III 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

| 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 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 III will continue to use *FOSS 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 III was in "good standing" according to the ESSA accountability system.

ADDITIONAL EVIDENCE

FLACS III 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 |