

FAMILY LIFE ACADEMY CHARTER SCHOOL I



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Renee Willemssen-Goode, Executive Director of Academics and Guillermo Neira, Data Specialist prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

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Evelyn Centeno has served as the Principal since 2016.

SCHOOL OVERVIEW

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 nineteenth 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. Each FLACS campus 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 campus.

A rigorous academic curriculum with a focus on literacy. All FLACS schools have selected common 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 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. Each campus has an 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 campuses have a special education teachers and guidance counselors on staff and contract for related services, including speech therapy or occupational therapy. An academic supports intervention teacher supports students who are not yet meeting grade level standards in the elementary schools; at the middle school intervention is provided by content specialists. 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 schools have 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 offers instruction in the arts. At FLACS I students take music classes, which include playing musical instruments as part of a band. FLACS I also provides art instruction at all grades. All FLACS schools provide health and physical education instruction. Beginning in the 2009-2010 academic year FLACS I hired a chef and two assistant chefs to implement a program to provide wholesome and nutritious breakfasts and lunches for students. In addition to ensuring that all students receive a healthy and nutritious breakfast and lunch, an important component of the program has been to provide foods and menus from various cultures and to teach students about the lands and people for whom these foods are part of their native diets.

Network support for individual schools Network staff provide operational and instructional support

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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.

All FLACS schools closed physically as of March 16, 2020 and moved to remote instruction for the remainder of the 2019-2020 school year in the midst of the COVID-19 crisis. Remote instruction was technology based and the school ensured that scholars had access to devices by loaning out these to students and provided internet access to students who needed it. While instructional technology played a part in the pre-closure activities, students and teachers quickly pivoted to a model centered on instructional technology. At first, instruction was highly asynchronous, though by the end of the year, teachers were also offering synchronous activities. Teachers leveraged learning systems that were already part of the program pre COVID and adored other resources to deliver content aligned to the existing curriculum maps.

The school day was shortened for students, though students still participated in activities for all areas previously offered to students. The area most impacted by the pivot was assessment, as the assessment systems we were using were not always well suited for remote instruction. Particularly, both the makers of the NWEA MAP Growth and F&P advises that these not be used remotely (a position reversed in the summer of 2020), which caused a pivot toward using in-the-moment assessment data.

Despite the challenges of this year, FLACS I continues to be 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. The school 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 is proud of how it pivoted to remote instruction this spring and that it was able to engage students and families in school despite the challenges that the pandemic brought.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	54	54	53	51	53	49	52	50	48	0	0	0	0	464
2016-17	57	54	54	54	54	52	50	51	44	0	0	0	0	470
2017-18	51	48	50	52	50	52	0	0	0	0	0	0	0	303
2018-19	27	53	46	46	48	46	0	0	0	0	0	0	0	266

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2019-20	113	54	76	54	54	49	0	0	0	0	0	0	0	400
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GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS used a balanced literacy model of its own design, supported by systematic phonics instruction in grades K-2. 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. In addition to instruction provided around authentic texts, 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 in grades K-5 using the Units of Study writing curriculum from the Readers and Writers Project.

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 PowerSchool, 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-8 network-wide.

FLACS 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. An Academic Intervention Services teacher was identified and provided targeted instruction to students in need of literacy intervention.

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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. 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. As the transition to remote instruction occurred, these devices were sent homes to provide access to students in the remote environment. FLACS teachers remained faithful to the ELA curriculum maps. Teachers utilized resources from diverse instructional platforms such as RAZ Kids, Epic, ReadWorks to provide students with independent and guided reading materials. Teachers moved to administer more in-the-moment assessment in reading. At first, much of the instruction was asynchronous, but included more live instruction by the end of the year.

METHOD

FLACS scholars had taken the NWEA MAP Growth exam in Reading in late January and early February. The results of these exams serve as a key touchpoint for evaluating student achievement in ELA during the 2019-20 school year. This nationally norm-referenced exam is aligned with the state ELA standards, and allows for some comparative data to be extrapolated (albeit not to the local community, but the national norms). FLACS had also administered the exam in January 2019, which allowed for student growth to be examined.

NWEA MAP Growth provides several different data points to analyze. Students are given a RIT score, based on a nationally normed sample of students, which can be compared year to year. We have provided the percentage of students performing at or above the mean RIT score for a winter administration of the grade level. We have also provide the mean RIT scores for the school and national sample. This allows us to gauge the relative proficiency of students based on the nationally normed sample. NWEA MAP Growth also provides expected growth measures. We have listed the expected mean growth of students from winter of one year to winter of the next year and the actual mean growth of FLACS students from winter 2019 to winter 2020. Finally, NWEA MAP Growth also provides projections on the NYS exams based on students' performance on the NWEA MAP Growth. We have provided the percentage of students projected to be at proficiency based on this analysis of NWEA.

2019-20 Winter NWEA MAP Growth in Reading
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55	0	0	1	0	56
4	53	0	0	0	0	54
5	52	0	0	0	0	52
6	-	-	-	-	-	-

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.

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7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	160	0	0	0	0	162

RESULTS AND EVALUATION

At FLACS I, 54.3% of students of students enrolled in at least their second year performed at or above the mean RIT score on the NWEA MAP Growth Assessment of Reading. The performance of grades 3 and 4 (56.8% and 55.8% respectively) were higher than that of grade 5 (50.0%).

Percent of Student at or Above Mean RIT Score on 2019-20 Winter NWEA MAP Growth in Reading By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	% at or above Mean RIT	Number Tested	% at or above Mean RIT	Number Tested
3	54.55	55	56.8	44
4	56.60	53	55.8	43
5	48.08	52	50.0	40
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	53.1	160	54.3	127

The mean RIT score for students enrolled in at least their second year was nearly the same as the national norms sample. Along with the data from the previous table, this data indicates that students outperformed approximately 50% of the national norm sample.

Mean RIT Score on 2019-20 Winter NWEA MAP Growth in Reading By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year		NWEA Winter Norms Group (2015)	
	Mean RIT Score	Number Tested	Mean RIT Score	Number Tested	Mean RIT Score	Number Tested
3	194.8	55	196.3	44	195.6	134519
4	203.7	53	203.0	43	203.6	134361
5	208.7	52	209.2	40	209.8	148564
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-

FLACS I students made better than expected growth in each grade level and as a school than predicted by NWEA. Students enrolled in at least their second year in grade 3 made 19.79 points of growth,

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compared with a projected growth of 9.12 points; in grade 4, they made 10.81 points of growth compared with a projected growth of 8.25 points, and in grade 5, they made 10.59 points of growth compared with a projection of 6.72 points.

2019-20 English Language Arts Growth on NWEA MAP Growth Winter to Winter

Grade	All Students		Enrolled in at least their Second Year	
	Mean Projected Growth	Mean Observed Growth	Mean Projected Growth	Mean Observed Growth
3	12.18	19.75	12.16	19.79
4	8.25	10.81	8.25	10.81
5	6.72	10.59	6.72	10.59
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	9.10	13.8	9.12	13.85

ADDITIONAL EVIDENCE

NWEA also provides a projection for the NYSTP based on the winter results. FLACS takes less stock in these results as the state test is variable from year to year and from past performance - in 2018-2019, FLACS found the NWEA projections to be much lower than the actual state test performance that same year. Nonetheless, they provide a useful comparison between grade levels. Consistent with the other tables, the performance of grade 5 was relatively lower than that of grades 3 and 4.

Projected Performance on NYSTP Based on 2019-20 Winter NWEA MAP Growth in Reading By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Projected Proficient	Number Tested	Percent Projected Proficient	Number Tested
3	52.7	55	56.8	44
4	43.4	53	44.2	43
5	25.0	52	25.0	40
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	40.6	160	42.5	127

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

FLACS I was making progress toward meeting its accountability goals based on the NYSTP in the previous two years. Based on this data, FLACS I believes it is continuing on track for success in the

future. Students made better than expected growth between last winter and this winter on the NWEA MAP Growth. Students also performed at or above the norms for the respective grade levels.

ACTION PLAN

In the upcoming year, FLACS I has two significant goals – to improve absolute achievement of students and ensure that student growth year to year remains high. Particular focus will be placed on helping students build comprehension and critical literacy skills in the upper grades, especially grade 5.

All FLACS schools will continue to use the curriculum maps that have been developed over the last two years. These have been revised to highlight the power standards at each grade that are most essential for students to master. Teachers will receive support in implementing these curriculum maps using high leverage pedagogical strategies. Particular focus will be made in providing in-the-moment intervention to students and in providing enrichment activities for students who are already high achieving. Particular focus will be paid to grade five.

All FLACS schools will use i-Ready, an adaptive online program, to support the needs of all students, regardless of their proficiency. Small group time will be embedded daily so that teachers can work to meet the needs of learners in a targeted fashion.

There will be an increased focus in integrating literacy into social studies, and in the remote space, students will engage in research projects that rely heavily on reading and writing in grades three through five.

In the online space, teachers will use Epic, RAZ Kids, and Big Universe to provide high quality books for students to read.

Given the challenges of administering the F&P assessment remotely, all of the schools will administer the NWEA Reading Fluency in grades K-3 instead. This online exam assesses reading fluency and provides actionable next steps for teachers. The NWEA MAP Growth will provide additional information to learn about the strengths and needs of individual learners.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

BACKGROUND

All FLACS schools 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.

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; this continued in the 2019-2020 school year.

During the remote instruction that began in spring 2020, teachers continued to adhere to the curriculum maps that were in use prior to the closure. Teacher supplemented the curriculum with resources that were web-based. The use of *Every Day Counts* was discontinued after the closure as the materials necessary to teach this were left in the buildings. At the beginning of the closure, work was mostly asynchronous with videos created by teachers or sourced from outside sources; by the end of the closure more synchronous learning continued.

METHOD

FLACS scholars had taken the NWEA Math Growth exam in Mathematics in late January and early February. The results of these exams serve as a key touchpoint for evaluating student achievement in mathematics during the 2019-20 school year. This nationally norm-referenced exam is aligned with the state mathematics standards, and allows for some comparative data to be extrapolated (albeit not to the local community, but the national norms). FLACS had also administered the exam in January 2019, which allowed for student growth to be examined.

NWEA MAP Growth provides several different data points to analyze. Students are given a RIT score, based on a nationally normed sample of students, which can be compared year to year. We have provided the percentage of students performing at or above the mean RIT score for a winter administration of the grade level. We have also provide the mean RIT scores for the school and national sample. This allows us to gauge the relative proficiency of students based on the nationally normed sample. NWEA MAP Growth also provides expected growth measures. We have listed the expected mean growth of students from winter of one year to winter of the next year and the actual mean growth of FLACS students from winter 2019 to winter 2020. Finally, NWEA MAP Growth also provides projections on the NYS exams based on students' performance on the NWEA MAP Growth. We have provided the percentage of students projected to be at proficiency based on this analysis of NWEA.

2019-20 Winter NWEA MAP Growth in Mathematics
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	56	0	0	0	0	56
4	52	0	0	2	0	54
5	52	0	0	0	0	52
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	160	0	0	2	0	162

RESULTS AND EVALUATION

At FLACS I, 40.6% of students enrolled in at least their second year performed at or above the mean RIT score on the NWEA MAP Growth Assessment of Reading. The performance of grades 3 (46.7%) was higher than that of grades 4 and 5 (37.2% and 37.5% respectively).

Percent of Student at or Above Mean RIT Score on 2019-20 Winter NWEA MAP Growth in Math By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	% at or above Mean RIT	Number Tested	% at or above Mean RIT	Number Tested
3	44.6	56	46.7	45
4	40.4	52	37.2	43
5	35.5	52	37.5	40
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	40.3	160	40.6	128

The mean RIT score for students was approximately 4 or 5 points lower than the national sample, depending on the grade level.

Mean RIT Score on 2019-20 Winter NWEA MAP Growth in Mathematics By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year		NWEA Winter Norms Group (2015)	
	Mean RIT Score	Number Tested	Mean RIT Score	Number Tested	Mean RIT Score	Number Tested
3	194.0	56	194.7	45	199.2	135458

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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4	204.8	52	204.7	43	208.7	130077
5	212.2	52	212.9	40	217.2	148818
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-

FLACS I students made better than expected growth in each grade level and as a school than predicted by NWEA. Students enrolled in at least their second year in grade 3 made 19.79 points of growth, compared with a projected growth of 9.12 points; in grade 4, they made 10.81 points of growth compared with a projected growth of 8.25 points, and in grade 5, they made 10.59 points of growth compared with a projection of 6.72 points.

2019-20 Mathematics Growth on NWEA MAP Growth Winter to Winter

Grade	All Students		Enrolled in at least their Second Year	
	Mean Projected Growth	Mean Observed Growth	Mean Projected Growth	Mean Observed Growth
3	12.30	18.21	12.30	18.17
4	9.95	13.24	9.95	13.24
5	8.72	10.67	8.72	10.67
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	10.37	14.1	10.39	14.17

ADDITIONAL EVIDENCE

NWEA also provides a projection for the NYSTP based on the winter results. FLACS takes less stock in these results as the state test is variable from year to year and from past performance - in 2018-2019, FLACS found the NWEA projections to be much lower than the actual state test performance that same year. Nonetheless, they provide a useful comparison between grade levels. Grade 3 had a higher relative performance than did grade 4 and 5.

Projected Performance on NYSTP Based on 2019-20 Winter NWEA MAP Growth in Mathematics By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Projected Proficient	Number Tested	Percent Projected Proficient	Number Tested
3	53.6	56	57.8	45
4	41.0	52	37.2	43
5	27.0	52	25.0	40
6	-	-	-	-
7	-	-	-	-

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8	-	-	-	-
All	40.9	161	40.6	128

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

FLACS I was making progress toward meeting its accountability goals based on the NYSTP in the previous two years. Based on this data, FLACS I believes it is continuing on track for success in the future. Students made better than expected growth between last winter and this winter on the NWEA MAP Growth. FLACS I has notes a relatively lower performance in grade 5 over the last two years.

ACTION PLAN

All FLACS schools will use the most recent *Math in Focus* edition, *Math in Focus 2020* in the upcoming school year. The program has reorganized and consolidated units around the most essential standards and have made more explicit the links from the theoretical underpinnings of the program to the concrete application of the program. We expect that this will support new and developing teachers in maintaining fidelity to the program and implementing it with even more success. The 2020 edition also includes many more instructional technology features, which will be beneficial during the upcoming school year during remote instruction. While all grade levels have been streamlined, the biggest changes are in Kindergarten and in Grade 5 – these grades now have better alignment to the NYS standards.

FLACS plans to imbed intervention into its daily routines, with teachers using pretest data to strategically fill in any learning gaps for students in the context of the grade level content. The schools will leverage the information from the pretests that are included in *Math in Focus* and the data from the NWEA MAP Growth assessment, which will be administered three times a year.

All FLACS schools will adopt *DreamBox* as a supplemental math program in 2020-21. This online adaptive program is aligned with the core values of *Math in Focus*, as it process based and rooted in manipulative use. The program is web-based, which will allow remote access from home, and allows for both remediation and enrichment. The latter is necessary to help support students in maintaining proficiency in mathematics. The program will also be collecting an immense amount of data to help teacher pinpoint potential areas of learning gaps.

Instead of using an outside consultant, FLACS has created a part-time Math Curriculum Specialist at the network level. This individual will work two days a week to support teachers, coaches and administrators in refining teacher’s mathematical practices. The Director of Instructional Technology, a new position as of summer 2020, will also work closely with teachers, coaches, and administrators to leverage instructional technology in mathematics.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

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- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

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

BACKGROUND

In 2018-2019, all FLACS schools adopted new science curriculum in grades K, 1 and 6, which was expanded to grades K-2 and 5-8 in 2019-2020. The 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 facilitated professional development and planning between all three schools. Grades 3 and 4 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* in 2020-2021.

In the transition to remote learning in March 2020, FLACS schools continued to teach the content and skills in its curriculum maps, which were aligned to the Amplify units. However, Amplify is a kit based program, and initially, the school used alternate materials to support student learning in grades K-5. These include videos from BrainPop and BrainPop Jr. and readings from diverse texts. Amplify began to develop video lessons to supports its curriculum and the school integrated these into lessons toward the end of the school year. In grades 6-8, there were more online supports to continue to use, although modify, Amplify Science and the New Visions Living Environment Regents curriculum throughout the closure.

METHOD

In lieu of the 4th NYS Science exam, FLACS developed an internal exam based on previously released 4th grade science questions. This exam was 30 questions long and consisted of multiple choice question. Network staff chose the questions in order to ensure that the exam addressed all of the standards typically assessed on the NYS assessment. Correlations to performance level were extrapolated based on an analysis of previous state test raw score to scale score to performance level analyses. This exam was administered remotely in June 2020.

2019-20 4th Grade End of Year Assessment
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
4	54	-	-	-	-	54
8	-	-	-	-	-	-
All	54	-	-	-	-	54

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS AND EVALUATION

FLACS specifically used previously released questions to eliminate potential concerns about question validity and appropriateness.

Performance on 2019-20 4th Grade End of Year Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Projected Proficient	Number Tested	Percent Projected Proficient	Number Tested
4	81.4	54	81.8	44
8	-	-	-	-
All	81.4	54	81.8	44

ADDITIONAL EVIDENCE

FLACS I was making progress toward meeting its accountability goals based on the NYSTP in the previous two years. Based on this data, FLACS I believes it is continuing on track for success in the future. Students made better than expected growth between last winter and this winter on the NWEA MAP Growth. Students also performed at or above the norms for the respective grade levels.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

FLACS I has consistently met the absolute accountability goal in the past, and based on the internal assessment given in spring 2020, believes it is on track to continued success in the future. While there was no comparative data this year, FLACS I has, in the past, consistently met this goal.

ACTION PLAN

FLACS plans to continue its full adoption of *Amplify Science* in all grade levels for 2020-2021 despite the challenges of the upcoming school year.

Given the constraints on in-person instruction, and the need to continue remote instruction for students in the fall (whether because students have opted to go fully remote, or because the hybrid model includes remote days for all students), FLACS has modified the materials that will be used to teach science. *Amplify Science* has created “At-Home” materials that modify the curriculum, which was previously based heavily on in-person kits. These materials include modified instructional videos and modified activities that students can complete at home to develop the same science skills. The curriculum maps, detailing the content and skills to be learned, and pacing, therefore will remain the same, while FLACS adopts these new “At-Home” materials.

To help ensure that students on target in science FLACS will adopt the NWEA MAP growth Science Assessment and administer this for grades 3-8 in the 2020-2021 school year.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: 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

The school’s ESSA status this year is “Good Standing.” The school has met this accountability measure.

ADDITIONAL EVIDENCE

The school’s ESSA status has been “Good Standing” during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2017-18	Good standing
2018-19	Good standing
2019-20	Good standing