



# **FAMILY LIFE ACADEMY CHARTER SCHOOL I**

## **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## INTRODUCTION

Renee Willemsen-Goode, Director of Data and Assessment, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Pedro Alvarez	Chairman, Facilities Committee
Wanda Torres Mercado	Vice-chairwoman, Fundraising Committee
Miguel Pena	Treasurer, Finance Committee, Fundraising Committee
Susana Rivera Leon	Secretary, Nomination Committee
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Hilda Sanchez	Member, Accountability Committee, Fundraising Committee
Jennifer Velasquez	PA President, FLACS III
Evelyn Viera	PA President, FLACS II
Florence Wolpoff	Member, Accountability Committee

**Debra Friday served as the principal from 2014 to August 2016. Evelyn Centeno will serve as the principal starting August 2016.**

## INTRODUCTION

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. The school added one grade each year until it fully implemented its original charter organization as a K-5 school. In 2008, FLACS I amended its charter to expand its organization one grade per year until it became 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. FLACS I, 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.

FLACS I has sought to attract students from the surrounding community who are second language learners, immigrants, and members of ethnic minorities. In 2015-2016 the total enrollment was 464 students.<sup>1</sup> Of all students, 77.6% were Hispanic, 20.3% were Black, and 88.8% were eligible for free or reduced lunch. Additionally, 11.9% of enrolled students were students with disabilities (this figure includes one former student with disabilities). In all, 18.8% of students were current English Language Learners (ELLs) required to take the New York State English as a Second Language Achievement Test (NYSESLAT), and an additional 20.7% were former ELLs who attained proficiency on the NYSESLAT assessment during their enrollment at FLACS I, for a total figure of 39.5% current or former ELLs. The school's demographics are quite comparable to those of CSD 9, which includes 67.3% of Hispanic students and 29.4% Black students.<sup>2</sup> FLACS I has either met or is approaching meeting the enrollment targets set by CSI, which for the 2015-2016 school year were 95.5% economically disadvantaged, 25.9% English language learners, and 18.8% special education.

FLACS I met the CSI retention targets across all subgroups. Specifically, 94.6% of economically disadvantaged students (target of 90.3%), 98.8% of ELLs (target of 91.3%), and 92.2% of students in special education (target of 90.6%) enrolled on BEDS day 2015 and eligible to return to the school in 2016 were enrolled on BEDS day 2016.

In order to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, take responsibility for their own learning, and explore and affirm human values, FLACS I has implemented the initiatives listed below.

**Active school leadership.** FLACS I is led by a principal, who is supported by an instructional team, including assistant principals and other key instructional staff. This team meets consistently to ensure that instruction is rigorous, to evaluate student performance, and to ensure alignment with

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<sup>1</sup> As of BEDS Day, October 7, 2015

<sup>2</sup> FLACS I information as of 10/7/2015 and CSD 9 information as of 10/31/2015, accessed from the *Demographic Snapshots* at <http://schools.nyc.gov/Accountability/data/default.htm>. Please note CSD 9 data is inclusive of pre-K through Grade 12.

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the charter mission. In the 2015-2016 school year, FLACS I added a second assistant principal; with one assistant principal supporting the elementary school and the other supporting the middle school.

**A rigorous academic curriculum with a focus on literacy.** FLACS I has selected instructional programs that have been successful at other schools and/or have been successful with the students at FLACS I. These programs are discussed in detail later in this report. All curricula have components for providing intervention for struggling students, supporting ELLs and special needs students, and providing enrichment. FLACS I engages in curriculum-mapping using tools created by Heidi Hayes Jacobs to continually refine existing curriculum maps and create new maps as needed to plan for instruction that meets the needs of its students. All curriculum programs are aligned with the New York State Common Core Learning Standards (NYS CCLS).

**Data-driven planning fueled by a rigorous system of assessment and accountability.** In addition to the use of disaggregated data from the NYS ELA and Mathematics assessments and the *TerraNova* exam, FLACS I uses grade-level common assessments throughout the year to ensure students make progress toward meeting the NYS CCLS. The school uses the *Fountas and Pinnell Benchmark Assessment System* in grades K-8 to diagnose reading strengths and weaknesses and monitor increases in reading proficiency. FLACS I also used *Rally* for diagnostic data in ELA and mathematics in grades 3 through 8. The results of these assessments are used at the individual student, class, and school level to make instructional decisions to improve instruction. The school uses the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor ELLs progress in language acquisition. Continued from 2014-2015, FLACS I uses *Datacation*, a web-based data warehouse and data analysis portal to help facilitate data drive instruction. Grade level data meetings and child study meetings are held on a grade level with teachers, data specialist, administrators, ESL coordinator, and special education coordinator. A child study team meets monthly to discuss and follow-up on the needs of students at risk. This has allowed data driven decision-making to become an integral part of the work at FLACS I and has helped teachers become more proficient in the use of data driven teaching and learning in their classrooms.

**Intentional approaches to the instruction of English language learners.** FLACS I has implemented a school-designed adaptation of research-based sheltered English immersion models for ELLs. The FLACS I model places strong emphasis on vocabulary and oral language development. ELL students are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. Two full-time English as a second language (ESL) teachers are on staff. All teachers are expected to be proficient in, and be able to apply, instructional strategies for ELLs in the context of their own classrooms. To this end, each year staff development sessions are dedicated to ESL teaching strategies. FLACS I ELLs students are making progress in ultimately becoming proficient in English; in 2015-2016, 14.0% of ELLs tested proficient on the NYSESLAT exam.

**A commitment to meeting the needs of all learners.** FLACS I had 54 students in special education in 2015-2016.<sup>3</sup> To provide the each student's required services, FLACS has three full-time special education teachers on staff and contracts for needed related services, as such as speech therapy,

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<sup>3</sup> Students enrolled as of BEDS Day, with an IEP implemented as of February 2015

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occupational therapy, and counseling. As every classroom contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. Because of the high number of students with special needs in the fifth grade and sixth grades, one of the two classrooms on each grade level is now structured in the collaborative team teaching (CTT) model, in which a full-time general education and a full-time special education teacher team-teach to best support the needs of the students. Through the efforts of the special education coordinator, special education teachers and monthly meetings of a child study group, the school continues to strengthen support for students in special education. FLACS I has several school-wide intervention programs. It also provides afterschool and Saturday school intervention in mathematics and literacy. Beginning in 2011, FLACS I began a Kindergarten Summer Success Institute for entering students designed to ensure that entering students came to their first classes with a firm skills foundation, regardless of prior school experience. FLACS I continued its middle school's elective program to provide students with opportunities for enrichment and the FLACS Honor Society. Middle school students also participated in a school soccer and basketball team. As in previous years, in 2015-16 FLACS I prepared eighth grade students for the Regents examinations in Living Environment. All but one of the 24 students who sat for the test passed.

**Professional development and professional learning communities that enrich teaching.** FLACS I recognizes that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. The faculty consists of "highly qualified" certified teachers. FLACS I adopted 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. FLACS I has a robust system of professional development. Instructional coached from the network work with individual teachers to develop areas specific to each teacher. Every Monday afternoon from 4:00 to 5:00, and every first Friday of the month from 1:00 to 4:00, professional development sessions are held, with topics ranging from using data to inform instruction, enhancing mathematics and literacy instruction, and adapting instruction for ELLs and students with special needs. FLACS I has invited educational consultants from Generation Ready and Lehman College to provide support in literacy and mathematics respectively. The principal, along with key network staff, sets the infrastructure for effective implementation of the instructional program.

**Network support for FLACS I.** In the 2014-2015 school year FLACS I, FLACS II, and FLACS III were formally united under the FLACS Network. Network staff is focused on providing operational and instructional support to schools; the staff includes a CEO, COO, director of curriculum, and data specialists who give direct instructional support to schools. The network has also enabled the schools to share best practices between schools and financial resources, including supplies, professional development, and staff. In 2015-2016, this support also consisted of ELA and Mathematics coaches that provided direct support to FLACS I teachers.

**Consistent progress in meeting its non-academic performance measures.** FLACS I stakeholder groups demonstrate strong awareness and understanding of the school's mission. FLACS I's governance and instructional practices strongly and consistently reflect the mission. Parents continue to participate in the development of their child's learning plan and most support them by

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attending parent-teacher organizational meeting, parenting meetings, educational workshops and ESL classes. Disciplinary practices continue to be consistent throughout the school. School-wide and classroom procedures continue to be taught to students and to be implemented by all staff members. FLACS I continues to show a solid record of success in all aspects of school operations.

**A focus on nutrition and health.** 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. FLACS I also provides for an after-school cooking club for middle school students.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	52	54	52	52	49	52	50	44	32	-	-	-	-	435
2012-13	52	52	52	52	52	49	51	47	40	-	-	-	-	447
2013-14	52	52	52	52	52	52	48	51	49	-	-	-	-	460
2014-15	55	54	52	52	52	52	52	49	50	-	-	-	-	468
2015-16	53	54	54	52	52	50	51	50	48	-	-	-	-	464

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### Goal 1: English Language Arts

FLACS I students will demonstrate proficiency in critical literacy skills.

#### BACKGROUND

In 2014-2015, FLACS I began implementing *ReadyGen* in grades K through 3 in place of its former ELA curriculum and continued implementing *EngageNY* in grades 4 through 8. Both programs are closely aligned with the New York State Common Core Learning Standards (NYS CCLS) and encourage close, deep analysis of text with an emphasis on higher order thinking skills. Both curriculums use challenging texts to teach students to analyze and deconstruct texts and have a heavy focus on writing about reading. With the adoption of these curricula, FLACS I continues to maintain a balanced literacy approach, implementing whole group instruction in close reading of texts, guided reading, and independent reading. Whole group instruction occurs with texts from *ReadyGen* and *EngageNY*. Guided reading with leveled texts occurs daily; small groups of learners learn strategies for decoding and comprehending texts at their instructional level. Independent reading allows students an opportunity to practice using the skills and strategies learned through whole group and guided instruction.

Literacy consultants from *Generation Ready* were hired this year to support the implementation of the curriculum and strengthen the literacy program in general. These consultants supported the development of new curriculum maps. They also observed classroom instruction and gave feedback to teachers to refine teaching practices and provided professional development in the area of teaching reading and writing. The network ELA instructional coach worked closely with teachers to give feedback about instruction and to model instructional strategies for teachers. Professional development occurred every Monday after school and the first Friday of each month; many of these sessions focused on literacy. In addition, the network director of curriculum worked closely with the instructional coach and consultants in developing curriculum maps and professional development plans.

Instruction at FLACS I is data-driven. Regular assessment in English language arts occurred using the *Fountas & Pinnell Baseline Assessment* to track individual student reading progress and goals along a continuum of literacy learning. It provided data to recommend a placement level for instruction, to form fluid groups for reading instruction, to select appropriate texts for instruction, to plan efficient and effective instruction, and to identify students in need of intervention. Curriculum based assessments from *ReadyGen* and *EngageNY* were administered to track progress in meeting curriculum goals after each unit of instruction throughout the year. The *Rally Rehearsal* assessment was used biannually to track progress in meeting common core standards and predict student outcomes on the New York State assessments. Data from these assessments allowed teachers to reevaluate curriculum maps and plan for instruction to target standards not yet mastered. Based on the assessments, students were recommended for intervention programs. Data meetings occurred every three weeks this year, more frequently than in previous years, to help increase student achievement.

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FLACS I put into place several new programs and structures this year. Advisory and enrichment offerings were adjusted each trimester to meet the needs of middle school students. This included offerings for remediation and intervention for students not performing at standards. *Flocabulary's Week in Rap* was used to discuss current events and engage students in meaningful dialogue and thought provoking debates. Technology played a much larger role in the classroom, as Google Classroom was rolled out in all classes serving grades 3-8 allowing for greater student to student and student to teacher collaboration in ELA. This year, the school obtained Chromebooks and *i-Ready* was used to diagnose students' areas of need and provide individualized opportunities for remediation and practice using on-line lessons. FLACS I also implemented a new writing curriculum, based in the workshop model, this year.

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

Grade	Total Tested	Not Tested <sup>4</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52	-	-	-	-	52
4	52	-	-	-	-	52
5	51	-	-	-	-	51
6	50	-	-	-	1	51
7	50	-	-	-	-	50
8	46	-	1	-	1	48
All	301	-	1	-	2	304

### RESULTS

FLACS I did not meet this measure. Of students enrolled in at least their second year, 35.1% met proficiency.

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<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



## Performance on 2015-16 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	42.3	52	43.1	51
4	42.3	52	38.8	49
5	19.6	51	16.3	49
6	36.0	50	33.3	48
7	30.0	50	29.2	48
8	50.0	46	50.0	46
All	36.5	301	35.1	291

### EVALUATION

FLACS I did not meet this measure. Of students enrolled in at least their second year, 35.1% met proficiency. While this is comparable with the proficiency of students statewide (37.9%), and an increase from the previous academic year, it fell short of the charter goal. Grade 5 had the lowest performance. The curriculum used at all other grade levels was continued with this grade level; in retrospect, this group needed more intensive intervention than this curriculum provided. This cohort of students has had relatively lower performance than did the rest of the school for the previous three years.

### ADDITIONAL EVIDENCE

While FLACS I did not meet the absolute measure, its performance in 2015-2016 was significant higher than in the last two years of the charter period. Each individual grade level performed higher than did the same grade level in the 2014-2015 school year. Grade 3 had 43.1% of students enrolled in at least their second year proficient compared with 18.8% in 2014-2015, a difference of 24.3 percentage points. Grade 4 had 38.8% of students proficient compared with 10.2% in 2014-2015, a difference of 28.6 percentage points. Grade 5 had 16.3% of students proficient compared with 14.3% in 2014-2015, a difference of 2 percentage points. Grade 6 had 33.3% of students proficient compared with 30.0% in 2014-2015, a difference of 3.3 percentage points. Grade 7 had 29.2% of students proficient compared with 26.1% in 2014-2015, a difference of 3.1 percentage points. Grade 8 had 50.0% of students proficient compared with 27.7% in 2014-2015, a difference of 22.3 percentage points.

Five out of six grade level cohorts performed higher than these same cohort did the previous grade level. Grade 4 had 38.8% of students achieving proficiency, compared with 18.8% when they were in Grade 3 in 2014-2015, which was an increase of 20.0 percentage points. Grade 5 had 16.3% of students achieving proficiency, compared with 10.2% as fourth graders in 2014-2015, which was an increase of 6.1 percentage points. Grade 6 had 33.3% of students achieving proficiency, compared with 14.3% of fifth graders in 2014-2015, which was an increase of 19.0 percentage points. Grade 7 maintained its performance, with 29.2% of students achieving proficiency, compared with 30.0% of

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Grade 6 in 2014-2015, which was a slight decrease of 0.8 percentage points. Grade 8 had 50.0% of students achieving proficiency, compared with 26.1% of Grade 7 in 2014-2015, which was an increase of 23.9 percentage points.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	10.0	50	18.8	48	43.1	51
4	24.5	49	10.2	49	38.8	49
5	30.0	50	14.3	49	16.3	49
6	29.8	47	30.0	50	33.3	48
7	26.0	50	26.1	46	29.2	48
8	53.2	47	27.7	47	50.0	46
All	28.7	293	21.1	289	35.1	291

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>5</sup>

### RESULTS

FLACS I achieved this measure. FLACS I's PLI was 113.6, which exceeds the 2015-2016 AMO of 104 by 9.6.

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<sup>5</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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## English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.9	40.5	29.9	6.6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 40.5 & + & 29.9 & + & 6.6 & = & 77.1 \\
 & & & & 29.9 & + & 6.6 & = & \underline{36.5} \\
 & & & & & & \text{PLI} & = & 113.6
 \end{array}$$

## EVALUATION

FLACS I's PLI was 113.6, which exceeds the 2015-2016 AMO of 104 by 9.6.

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

## RESULTS

FLACS I met this comparative measure as a whole school, with 35.1% of FLACS I students in at least their second year at proficiency, compared with 20.4% of those students in CSD 9.

### 2015-16 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	43.1	51	22.0	2919
4	38.8	49	24.0	2880
5	16.3	49	18.3	2767
6	33.3	48	16.3	2528
7	29.2	48	16.7	2640
8	50.0	46	24.5	2777
All	35.1	291	20.4	16511

<sup>6</sup> 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](#).

## EVALUATION

Overall, 35.1% of FLACS I students in at least their second year were at proficiency, compared with 20.4% of those students in CSD 9, which is a difference of 14.7. Five out of six individual grade levels outperformed the same grade level in CSD 9; the only exception was grade 5, which had relatively lower performance than did the other five grades.

## ADDITIONAL EVIDENCE

In each of the last three years, FLACS I has had a higher percentage of students at proficiency than did the local school district. In every year, five out of six grade levels exceeded the performance of CSD 9; in each year, there was one cohort that did not exceed the performance; this represents the same cohort of students each year (Grade 3 in 2012-2014, Grade 4 in 2014-2015, and Grade 5 in 2015-2016).

English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	10.0	13	18.8	13.8	43.1	22.0
4	24.5	14	10.2	13.3	38.8	24.0
5	30.0	11	14.3	12.0	16.3	18.3
6	29.8	10	30.0	11.8	33.3	16.3
7	26.0	11	26.1	11.6	29.2	16.7
8	53.2	12	27.7	15.1	50.0	24.5
All	28.7	11.9	21.1	13.0	35.1	20.4

### 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 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.

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Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

In 2014-2015, FLACS I performed higher than expected to a meaningful degree, with an overall effect size of 0.41.

*2014-15 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	92.3	52	19	17.7	1.3	0.1
4	86.5	51	14	19.0	-5.0	-0.37
5	82.7	52	15	18.0	-3.0	-0.23
6	90.4	51	29	15.3	13.7	1.13
7	83.7	49	27	15.7	11.3	0.87
8	88.0	50	32	18.6	13.4	1.02
All	87.3	305	22.6	17.4	5.2	0.41

#### School's Overall Comparative Performance:

*Based on the CSI regression analysis of comparative performance, FLACS I performed at higher than expected to a meaningful degree.*

### EVALUATION

FLACS I met the measure, performing higher than expected to a meaningful degree, with an overall effect size of 0.41. The size of the effect increased from the earlier to the latter grades. The only grades that did not meet this measure were grade 4 (who also did not meet this measure as third graders) and grade 5. However, the longer students had been at FLACS I, the higher the effect size.

### ADDITIONAL EVIDENCE

FLACS I has met this measure in ELA for all years of the current charter period.

*English Language Arts Comparative Performance by School Year*

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	-	303	23.5	19.1	0.39
2013-14	3-8	88.2	303	30.1	18.1	0.92
2014-15	3-8	87.3	305	22.6	17.4	0.41

## Goal 1: Growth Measure<sup>7</sup>

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>8</sup>

## RESULTS

FLACS I did not meet this accountability measure for 2014-2015. The school’s adjusted Mean Growth Percentile was 48, just 2 points from goal of exceeding the state unadjusted mean growth percentile of 50.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49	50.0
5	45	50.0
6	43	50.0
7	54	50.0
8	51	50.0
All	<b>48</b>	50.0

## EVALUATION

FLACS I was close to meeting this accountability measure, though it did not meet it. The school’s adjusted Mean Growth Percentile was 48, just 2 points from goal of exceeding the state unadjusted mean growth percentile of 50. Grades 7 and 8, as individual grade levels, had mean growth percentiles that exceed 50, 54 in grade 7 and 51 in grade 8. These results are based on the 2014-2015 data, and FLACS I made several changes to its ELA curriculum and professional development accordingly.

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

<sup>8</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

FLACS I met this accountability measure in 2012-2013 and 2013-2014, but did not meet the measure in 2014-2015. The 2015-2016, which was released just prior to the completion of this report indicated that the mean growth percentile for ELA was 56.0, which exceeded the statewide median. While these results do not affect the progress in meeting the goals for this year’s report, FLACS I will have met the goal for next year’s report.

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

Grade	Mean Growth Percentile				Statewide Median
	2012-13	2013-14	2014-15	2015-16	
4	52.7	53	49	53	50.0
5	62.7	63	45	62	50.0
6	67.9	68	43	56	50.0
7	59.5	60	54	57	50.0
8	64.8	65	51	53	50.0
All	61.4	61	48	56	50.0

### Goal 1: Optional Measure

Each year, the percent of all students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in “similar schools” (PS 28, PS 55, and PS 64) in the local school district.

## METHOD

Since FLACS I’s opening, when FLACS I was designed to become a K-5 school, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS I had provided comparative data for these schools.

## RESULTS

Three schools were identified as comparative schools: PS 28, PS 55, and PS 64. PS 28 and PS 55 are K-5 schools, and PS 64 is being phased out and only had grade 5 students in 2015-2016. Because these schools were identified when FLACS I was initially chartered, and only a K-5 school, they do not provide comparatives for the middle school grades. As such the “ALL” value for FLACS I has been updated to reflect only the proficiency for students in grades 3 through 5. FLACS I met this accountability measure. The percent of FLACS I students at proficiency, 32.9 at grades 3-5, exceed that of each of the three comparative schools (24.9 at PS 28, 12.0 at PS 55 and 11.5 at PS 64).

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

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	43.1	51	22.4	98	18.1	105	n/a	0
4	38.8	49	25.2	119	5.9	119	n/a	0
5	16.3	49	27.0	100	12.7	102	122	11.5
6	-	-	n/a	0	n/a	0	n/a	0
7	-	-	n/a	0	n/a	0	n/a	0
8	-	-	n/a	0	n/a	0	n/a	0
All	32.9	149	24.9	317	12.0	326	11.5	122

### EVALUATION

The percent of FLACS I students at proficiency, 32.9 at grades 3 through 5, exceed that of each of the three comparative schools (24.9 at PS 28, 12.0 at PS 55 and 11.5 at PS 64). With one exception, each individual grade level had a higher percentage of students proficient at FLACS I than did the comparative schools. FLACS I third graders had a higher percent of students at proficiency (43.1) than both schools with third graders, PS 28 (22.4) and PS 55 (18.1). FLACS I fourth graders had a higher percent of students at proficiency (38.8) than both schools with fourth graders, PS 28 (25.2) and PS 55 (5.9). FLACS I fifth graders had a higher percent of students at proficiency (16.3) than two of the three schools with fifth graders, PS 64 (11.5) and PS 55 (12.7). PS 28 (16.3) had higher proficiency at this grade level.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS I met four of its six accountability measures. FLACS I met one of its two absolute measures, meeting AMO, but did not meet the other, having 75% of students at proficiency. FLACS I met all of its comparative goals, with students exceeding the performance of students in the local school district, exceeding the performance of students at three comparative schools, and exceeding its predicted level of performance on the ELA exam. FLACS I did not meet its growth measure, which was based on the 2014-2015 scores, though they will meet this goal for 2015-2016. FLACS I is pleased to report gains in ELA scores across all grade levels and anticipates that it will meet this goal in the next school year.

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



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	grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2014-15 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Optional Comparative	Each year, the percent of all students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in "similar schools" (PS 28, PS 55, and PS 64) in the local school district.	Achieved

### ACTION PLAN

FLACS I made growth in 2015-2016 as compared with 2014-2015 and outperformed its local school district, but plans to put in place an action plan continue to ensure student achievement increases and meet all accountability goals in 2016-2017.

#### *Curriculum*

In 2016-2017, FLACS I will adopt *Ready NY* as part of the new literacy curriculum for kindergarten through grade 4. This program is in line with the parts of *ReadyGen* that proved successful for students, close reading of text at advanced levels, but is much simpler for teachers to follow than the *ReadyGen* program. Unlike *ReadyGen*, this curriculum is intended for small blocks of time, approximately 30-40 minutes a day. This change makes it much easier to incorporate the other critical, core elements of the FLACS I literacy program, which include guided reading lessons tailored to student specific needs and independent reading. *EngageNY* will continue to be used in grades 5 through 8. Students moving into the 6<sup>th</sup> grade will have an additional curriculum resource, *System 44*, that is designed to help students below proficiency. This cohort has performed the lowest of any grade in ELA over the last three years, which has served as the basis for introducing this curriculum. The new writing curriculum, which was initiated in 2015-2016, will continue in the 2016-2017 school year.

#### *Professional Development and Teacher Supervision*

Two consultants from *Generation Ready* will continue to work with FLACS I throughout the next year. During these sessions, they will support teachers with effective lesson planning, curriculum development that is responsive to student data and aligned with the common core standards. One consultant will work with kindergarten through grade 4, while the other will support grades 5 through 8. The Network Director of Professional Learning, who was formerly the Network Literacy Coach, will work with these consultants, the network staff, and the school leadership to coordinate professional development in literacy.

At the school level, the additional assistant principal position created in the 2015-2016 school year will remain in place for 2016-2017; this shift has allowed for more frequent monitoring of student performance. One assistant principal will supervise the middle school, while the other assistant principal will supervise the elementary school. By dividing the responsibilities of supervision of

instruction among three supervisors instead of two, more time can be spent on classroom observations and feedback to teachers.

### *Vertical Teams*

This year the school, in the line with the network goals, has established as a priority the development of vertical teams across the school and the network. These teams will bring together staff members within individual departments, both within FLACS I and across the FLACS network. Through this structure, the school will ensure a more seamless implementation of the core curriculum by sharing the expertise of across the network. Likewise, vertical teams will allow the school to ensure that the core curriculums are aligned not just to the common core learning standards but the vertical alignment of curriculum from kindergarten to grade 8. Based on the expertise of each assistant principal, in ELA/social studies and mathematics/science respectively, they will support one another with the vertical support and monitoring of the core curriculum at all levels. The performance at FLACS I's sister school, FLACS II was quite high this year, with 93% of students meeting proficiency with the same curricular materials. Vertical teams will allow FLACS I to capitalize on the success of FLACS II.

### *Intervention*

FLACS I plans to implement our intervention program for kindergarten through grade 2, which takes place at during the first instructional period of the day, by the first week of October for grades 1 and 2 and by January for kindergarten. Teachers will be utilizing the *Fountas and Pinnell Intervention System*, which has been highly effective at FLACS II, and will work with the students most at risk in literacy during this time. FLACS I will also continue to implement *iReady* to help target individual student needs in grades 2 through 8. FLACS I will continue to use a CTT model in the 2015-2016 sixth and seventh grade cohorts. As noted above, a new curriculum will be used with the sixth grade cohort as a means of intervention.

### *Progress Monitoring*

FLACS I has re-examined the assessment program and progress monitoring systems in light of these results. In 2016-2017 we will focus on analyzing data from three critical data sets during school-wide data meetings – Fountas and Pinnell assessments, data from *i-Ready* diagnostic exams and standards based assessments, and information from the internal writing assessment system, which consists of writing pre- and post-tests. In addition, FLACS I will increase the progress monitoring of at risk students, including IEP and ELL students, students in intervention programs, and the sixth grade cohort.

### *New Leadership*

FLACS I will have a new principal for the 2016-2017. Ms. Evelyn Centeno has been the Director of Curriculum and Instruction at the FLACS Network for two years, and has served in many roles in the DOE in her long career, including school principal. As such, the school foresees an easy transition, as the new principal already knows the FLACS philosophy and staff. Her many years of experience will be an asset to the organization.

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### Goal 2: Mathematics

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

#### BACKGROUND

After seeing the success of the program at FLACS II in 2013-2014, in 2014-2015 FLACS I began to transition to using Math in Focus, an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences. This year, Kindergarten through grade 2 teachers used *Math in Focus*, with further expansion planned for next year with grade 3 through 5. *Math in Focus* supports the goals of the Common Core State Standards for Mathematics, is research-based and focuses on classroom learning, discussion, and practice and balances conceptual understanding, visual learning, and problem solving. FLACS I also introduced *Calendar Math* in grades K through 2. This program enriches daily math instruction, reinforces core concepts, and provides immediate differentiation in 10–15 minutes a day.

This year FLACS I 3rd through 5th grade students used *Envision 2.0* to support them in their math studies. In grades 6 through 8 teachers used *Pearson Course 1, 2, and 3* and supporting material from *EngageNY* to support mathematical learning.

In support of the implementation of the mathematics program, FLACS I conducts professional development through a variety of approaches. Staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as collaborative learning teams, as grade-level teams for data analysis meetings. This year, teachers received support from a consultant from *Math in Focus* and from Lehman College. A new network Math Coach supported teachers by modeling, observing, providing feedback and offering differentiated instructional strategies.

During the after school hours, and on Saturday, the school provided targeted assistance for identified students. Students in grades K-8 received between 350 and 500 minutes of math instruction a week. A new on-line learning program, *i-Ready* was implemented this year to help support students by providing practice at each student's level.

There was a mid-year staffing change in mathematics: the 7<sup>th</sup> & 8<sup>th</sup> grade mathematics teacher was replaced.

#### Goal 2: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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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.

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

Grade	Total Tested	Not Tested <sup>9</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52	-	-	-	-	52
4	52	-	-	-	-	52
5	51	-	-	-	-	51
6	50	-	-	-	1	51
7	50	-	-	-	-	50
8	47	-	-	-	1	48
All	302	-	-	-	2	304

## RESULTS

FLACS I did not meet this measure. Of all students enrolled in at least their second year, 36.4% achieved proficiency, which was comparable to the statewide average (39.1%).

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	42.3	52	43.1	51
4	51.9	52	49.0	49
5	25.5	51	22.4	49
6	62.0	50	60.4	48
7	18.0	50	16.7	48
8	25.5	47	26.1	46
All	37.7	302	36.4	291

## EVALUATION

Of all students enrolled in at least their second year, 36.4% achieved proficiency. The highest performance occurred in grades 3, 4, and 6.

## ADDITIONAL EVIDENCE

In 2015-2016 FLACS I exceeded its performance as a school from the previous two years. In particular, the earlier grades, 3 and 4, have shown an increase in performance over time. This can

<sup>9</sup> 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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be attributed to an increased focus on ensuring that early education in mathematics is rigorous and provides a strong foundation for future mathematical success. In Grades 7 and 8, the performance was lower than the other grades. FLACS I hired a new teacher in September 2015; unfortunately this teacher chose to leave the school mid-year. These transitions no doubt had an effect on the scores.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18.0	50	38.3	47	43.1	51
4	38.8	49	24.5	49	49.0	49
5	24.0	50	46.9	49	22.4	49
6	46.8	47	56.0	50	60.4	48
7	32.0	50	17.4	46	16.7	48
8	36.2	47	8.5	47	26.1	46
All	32.4	293	32.3	288	36.4	291

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>10</sup>

### RESULTS

FLACS I's PLI is 112.6, which exceed this year's AMO, 101, by 11.6.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25.2	37.1	20.5	17.2

$$\begin{array}{rcccccc}
 \text{PI} & = & 37.1 & + & 20.5 & + & 17.2 & = & 74.8 \\
 & & & & 20.5 & + & 17.2 & = & \underline{37.7}
 \end{array}$$

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

## EVALUATION

FLACS I's PLI is 112.6, which exceed this year's AMO, 101, by 11.6.

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>11</sup>

## RESULTS

FLACS I met this accountability measure. The percent of students enrolled at FLACS I in at least the second year who were proficient was 36.4, compared with 18.0 in the local school district.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	43.1	51	23.1	2997
4	49.0	49	22.7	2961
5	22.4	49	17.5	2861
6	60.4	48	16.5	2628
7	16.7	48	13.5	2697
8	26.1	46	13.4	2591
All	36.4	291	18.0	16735

## EVALUATION

FLACS I met this accountability measure. The percent of students enrolled at FLACS I in at least the second year who were proficient was 36.4, compared with 18.0 in the local school district. This is slightly more than double the percent proficient in the district, and with a difference of 18.4 percentage points. Each individual grade level exceeded the performance of the same grade level in the local district.

<sup>11</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## ADDITIONAL EVIDENCE

Grades 3, 4 and 6 had the highest performance in 2015-2016 than any of the last three years. In 2015-2016, grade 8 showed improvement over the grade 8 from the previous school year. FLACS I has noted relatively lower performance in grade 5 and 7; this will be addressed in the action plans that follows.

Mathematics Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	18.0	50	38.3	47	43.1	51
4	38.8	49	24.5	49	49.0	49
5	24.0	50	46.9	49	22.4	49
6	46.8	47	56.0	50	60.4	48
7	32.0	50	17.4	46	16.7	48
8	36.2	47	8.5	47	26.1	46
All	32.4	293	32.3	288	36.4	291

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

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## RESULTS

FLACS I met this measure. Based on the CSI regression analysis of comparative performance in 2014-2015, FLACS I performed at a higher than expected to a meaningful degree, with an effect size of 0.57.

*2014-15 Mathematics Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.3	51	37	26.1	10.9	0.61
4	86.5	51	25	27.5	-2.5	-0.13
5	82.7	52	46	27.9	18.1	0.98
6	90.4	51	57	20.2	36.8	2.17
7	83.7	49	18	18.9	-0.9	-0.05
8	88.0	50	10	13.0	-3.0	-0.20
All	87.3	304	32.4	22.3	10.0	0.57

### School's Overall Comparative Performance:

*Based on the CSI regression analysis of comparative performance, FLACS I performed at higher than expected to a meaningful degree.*

## EVALUATION

FLACS I met this measure, FLACS I's aggregate Effect Size exceeded 0.3, at 0.57.

## ADDITIONAL EVIDENCE

FLACS I has consistently had a positive effect size during this charter term; in 2012-2013, 2013-2014 and 2014-2015 the school met the target.

*Mathematics Comparative Performance by School Year*

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	-	303	23.5	20.3	0.23
2013-14	3-8	88.2	303	32.1	23.1	0.46
2014-15	3-8	87.3	304	32.4	22.3	0.57

## Goal 2: Growth Measure<sup>12</sup>

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.



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Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>13</sup>

### 2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	51	50.0
5	63	50.0
6	80	50.0
7	28	50.0
8	30	50.0
All	<b>51</b>	50.0

## EVALUATION

In 2014-2015, FLACS I’s mean growth percentile was 51, narrowly exceeding the statewide median.

## ADDITIONAL EVIDENCE

FLACS I has met this measure over the last three years. The 2015-2016, which was released just prior to the completion of this report indicated that the mean growth percentile for math was 49.5, which while not quite meeting state median, came extremely close. The grades that did not make this measure are the 7<sup>th</sup> and 8<sup>th</sup> grade for 2015-2016. Grade 6 data was not included in the figures the school received from NYSED.

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				Statewide Median
	2012-13	2013-14	2014-15	2015-16	

<sup>13</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

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4	67	66	51	68	50.0
5	57	59	63	55	50.0
6	73	74	80	N/A	50.0
7	48	47	28	31.5	50.0
8	55	55	30	43.5	50.0
All	<u>60</u>	<u>60</u>	<u>51</u>	<u>49.5</u>	50.0

### Goal 2: Optional Measure

Each year, the percent of all students who are enrolled in at least their second year and performing at proficiency on the state Mathematics exam will be greater than that of students in the same tested grades in “similar schools” (PS 28, PS 55, and PS 64) in the local school district.

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in “similar schools” in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### RESULTS

FLACS I exceeded the performance of these schools as a whole, with 38.2% proficient, compared with 30.3% at PS 28 and 12.6 at PS 55 and 15.5% at PS 64.

### 2015-16 Mathematics Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	43.1	51	29.6	98	11.4	105	-	-
4	49.0	49	31.1	122	13.7	117	-	-
5	22.4	49	29.9	107	12.5	104	15.5	129
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	38.2	149	30.3	327	12.6	326	15.5	129

### EVALUATION

FLACS I exceeded the performance of these schools as a whole, with 38.2% proficient, compared with 30.3% at PS 28 and 12.6 at PS 55 and 15.5% at PS 64. The majority of individual grades made

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this goal- the only grade that did not was grade 5 as compared to PS 28, though grade 5 exceeded the performance of the same grade level at PS 55 and PS 64.

### SUMMARY OF THE MATHEMATICS GOAL

FLACS I met five out of its six accountability measures for the mathematics goal. The only goal that was not achieved was the first absolute measure, having 75% of students at proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Optional Comparative	Each year, the percent of all students who are enrolled in at least their second year and performing at proficiency on the state Mathematics exam will be greater than that of students in the same tested grades in "similar schools" (PS 28, PS 55, and PS 64) in the local school district.	Achieved

### ACTION PLAN

#### *Expansion of Math in Focus for Grades 3 through 5*

FLACS I adopted *Math in Focus* in grades K-2, the US version of Singapore Math this past year. In 2016-2017, FLACS I will expand the use of the program through grade 5. This program, with its focus on problem solving and mathematical thinking, has been demonstrated to be highly effective, including with populations with many second language learners. FLACS I's sister schools, FLACS II and FLACS III have been using this program with great success. FLACS I expects that the adoption of this program, along with professional development in using the program, will support continued growth in mathematics proficiency over the next years. The program will support the work that the school has been doing in aligning its curriculum with the Common Core State Standards and a shift to deeper thinking in mathematics.

#### *Vertical Teams*

This year the school, in the line with the network goals, has established as a priority the development of vertical teams across the school and the network. These teams will bring together staff members within individual departments, both within FLACS I and across the FLACS network. Through this structure, the school will ensure a more seamless implementation of the core curriculum by sharing the expertise of across the network. This will allow FLACS I to build on the expertise of FLACS I, who has implemented *Math in Focus* for the longest period in the network. Likewise, vertical teams will allow the school to ensure that the core curriculums are aligned not just to the common core learning standards but the vertical alignment of curriculum from kindergarten to grade 8.

### *An Intensive Focus on Middle School Mathematics*

Grades 7 and 8 had the lowest performance in mathematics, which although higher than the local school district, needs to be addressed. As noted previously, the mathematics teacher in these grades left the school mid-year and was replaced with a teacher who completed the school year and will return in the fall. While the work of professional development and curriculum mapping that were listed in the action plan for last year were completed, much of this work needs to be done again with this new staff member. This effort will be led by the assistant principal with the support of the Director of Professional Learning.

The middle school curriculum maps will be reevaluated at the beginning of the school year to ensure that all topics are covered with appropriate depth and rigor and to ensure alignment between grade levels. In particular, the school is interested in determining why students who were so successful in grade 6 have not done as well in grade 7 over the last two years. A vertical alignment of the curriculum with a cross grade team will support this work.

### *A Change in Diagnostic Exams and Progress Monitoring*

While a comprehensive exam was given to all 3-8 students at the beginning of the year over the last several years, a close analysis of this data suggests that the results on this exam are not well correlated with the performance on the NYS mathematics exam. In the 2016-2017 school year, FLACS I will use *i-Ready*, an online, adaptive assessment system to monitor the progress of students and to identify areas of strength and weakness for individual students. Because the exams are adaptive, more data will be gained about exactly what areas of strength and weakness exist at the grade level where the child is performing, which may or may not match his or her actual grade level. As in ELA, increased progress monitoring will be implemented for students with IEPs, ELLs, and the sixth grade cohort.

### *Continuing Professional Development in Mathematics*

Consultants from *Math in Focus* and *Every Day Counts* will work with new and continuing teachers in grades K-5 on the effective use of the program and enhancing mathematical practice in general. Several professional sessions will be devoted to best practices in teaching mathematics and understanding what mathematics proficiency looks like in light of the common core standards.

### *Intervention*

The math block for elementary school has been restructured to include a 15-20 minute *Every Day Counts* lesson, a 55 minute *Math in Focus* lesson and 30 minutes of differentiated work stations. It is during this 30 minute session that teachers will create work stations tailored to individual student needs and work with small groups of students to provide intervention. The middle school will follow

## MATHEMATICS

a similar structure, using the two to three double blocks of mathematics each week to provide intervention. Teachers will continue with the core curriculum during the first of the two periods and then provide a 50 minute intervention/enrichment block in the middle school level.

The school has also implemented a change in the schedule for the elementary school, in which twice week math is taught in the morning; in years past, math has only been taught in the afternoon. This will give a more equitable emphasis on math and ELA.

### *New Leadership*

FLACS I will have a new principal for the 2016-2017. Ms. Evelyn Centeno has been the Director of Curriculum and Instruction at the FLACS Network for two years, and has served in many roles in the DOE in her long career, including school principal. As such, the school foresees an easy transition, as the new principal already knows the FLACS philosophy and staff. Her many years of experience will be an asset to the organization.

## SCIENCE

### Goal 3: Science

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

### BACKGROUND

Science instruction at FLACS I is both text and lab based. *Harcourt Science* was used in kindergarten through fifth grade and *Glencoe New York Science* is used in grades 6, 7 and 8. Instruction is provided by classroom teachers in kindergarten through grade 4. In grades 5, 6, 7 and 8, science is departmentalized, with science teachers providing the instruction. In addition, all students from kindergarten through 8<sup>th</sup> grade receive health instruction one to two periods a week from our health teacher. Publisher-created and teacher-created common classroom assessments are used to assess student progress in science. The school and network administration supports the science program by modeling, observing, providing feedback and offering differentiated instructional strategies. In addition, FLACS I has a health and wellness program through which students maintain a patch of growth outside the school and a nutrition program, developed in conjunction with our school lunch program, through which students evaluate nutrition options. Science data was the subject of several data meetings this year and increased monitoring of science instruction by school administration with informal observations and walkthroughs. This year also brought a reassessment and refinement of our science curriculum maps in the middle school (grades 5 through 8), with a particular focus on ensuring horizontal alignment with the New York State Science Standards and vertical alignment between grade levels.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS

In grade 4, 95.9% of students in at least their second year achieved proficiency. In grade 8, 82.6% of students in at least their second year achieved proficiency. Overall, 89.5% of students in both grades in at least their second year achieved proficiency.

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

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96.2	52	95.9	49
8	82.6	46	82.6	46
All	89.8	98	89.5	95

**EVALUATION**

FLACS I exceeded the measure in grade 4 and 8, with 95.9% and 82.6%, respectively, of students in at least their second year achieving proficiency.

**ADDITIONAL EVIDENCE**

With an increased focus on science progress monitoring this year, the fourth grade and eighth grade scores increased from last year.

FLACS I 8<sup>th</sup> grade students also had the opportunity to take the NYS Living Environment Regents. In all, 23 students took the Regents exam; 91.3% of those tested passed the Regents exam. This is another piece of evidence indicating the success of the science program at FLACS I. Please note that those students that took the Regents exam also took the NYS Grade 8 Science Test.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	96.1	51	87.7	49	95.9	49
8	87.5	40	66.0	47	82.6	46
All	92.3	91	77.1	96	89.5	95

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**METHOD**

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

**RESULTS**

At the writing of this report, science results were unavailable for CSD 9.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87.7	49	N/A	N/A
8	66.0	47	N/A	N/A
All	77.1	96	N/A	N/A

EVALUATION

At the writing of this report, science results were unavailable for CSD 9.

ADDITIONAL EVIDENCE

In the past, FLACS I’s performance has far exceeded CSD 9 in both grade 4 and grade 8. The 2015-2016 scores are not yet available for CSD 9. FLACS I anticipates outperforming CSD 9 for 2015-2016 as well.

Science Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	96.1	73	87.7	67.5	95.9	N/A
8	87.5	40	66.0	34.7	82.6	N/A
All	92.3	57	77.1	53.3	89.5	N/A

SUMMARY OF THE SCIENCE GOAL

FLACS I has two goals for science, an absolute and comparative measure. FLACS I achieved its absolute measure. We anticipate achieving the comparative measure, as we have done historically, but the 2015-2016 data has not been released for the local school district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A



## ACTION PLAN

FLACS I met the absolute accountability goal and anticipates meeting the comparative accountability goals overall. To continue the success of the science program, FLACS I plans to continue many practices from the previous school years. The school administration will continue to monitor science instruction with informal observations and walkthroughs. A focus on technology in science instruction will continue at all grade levels. The school will devote time to looking at science data through monthly data meetings in light of the NYS standards.

For the 2016-2017 school year, FLACS I will also implement the following new initiatives. FLACS I has used the same curriculum materials for science for over ten years. FLACS I will be changing the curriculum materials for science to *Interactive Science* in kindergarten through grade 6. This is the same curriculum that has been adopted by FLACS II; 100% of their students in grade 4 were proficient on the NYS science test this year. With this adoption of this curriculum, FLACS I teachers will realign the science curriculum maps in the elementary school, with a particular focus on ensuring horizontal alignment with the New York State Science Standards and vertical alignment between grade levels. This work was completed for grades 5 through 8 at the end of the 2015-2016 school year. FLACS I will also work to strengthen the assessment program in the middle school in science, including the development of a diagnostic exam given at the beginning of the school year, two comprehensive midterms, and a final exam. FLACS I will seek to provide professional development in science instruction for all K-8 staff who teach science.

## NCLB

### Goal 4: NCLB

Under the state’s NCLB accountability system, the school is in Good Standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

#### Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

## METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

## RESULTS

Based on FLACS I’s 2014-2015 scores, the school was in Good Standing in 2015-2016.

## EVALUATION

Based on FLACS I’s 2014-2015 scores, the school was in Good Standing in 2015-2016. FLACS I has been in Good Standing for the last three years.

## ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing