Family Life Academy Charter School III

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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Renee Willemsen-Goode (Chief Academic Officer), Tiffanie Javier (Data Specialist), and Guillermo Neira (Data Specialist) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

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	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
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Andrea Hernandez served as principal from 2014 through June 2021. Upon her retirement, Rachel Cotto-Nuñez, became principal and has served since July 2021.

SCHOOL OVERVIEW

Family Life Academy Charter School III (FLACS III), opened in 2014, served kindergarten through fourth grade in two campuses in the Mott Haven areas of the Bronx, in Community School District 7 in the 2020-21 school year. FLACS III's charter was modified to include grade 5 for the 2021-22 school year. FLACS III just completed its seventh year of operation.

The focus of all FLACS schools has been to attract students from the surrounding community, including immigrant students and English language learners. 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.*

Each FLACS school has twelve key design elements:

- Active school leadership.
- A rigorous academic curriculum with a focus on literacy.
- Data-driven planning fueled by a rigorous system of assessment and accountability.
- An extended school day and year
- Intentional approaches to the instruction of English language learners
- A commitment to meeting the needs of all learners
- Professional development and professional learning communities that enrich teaching
- Consistent and caring discipline
- Family involvement and shared responsibility for learning
- A shared school culture, traditions and core values focused on excellence
- A focus on preparation for high school and beyond
- A continued use of community resources

The 2020-21 school year posed many challenges due to the ongoing COVID-19 pandemic. FLACS III met these challenges head on and made decisions rooted in providing a safe school year, ensuring instruction was rigorous and effective, and providing stability and continuity to our students and families in what was otherwise a tumultuous time. All FLACS schools remained fully remote for the school year. While FLACS III initially intended to return in in-person instruction in Winter, the rising positivity rates and overall high case counts in the South Bronx, coupled with the feedback from families about the desire to stay remote and the success of the remote learning program, it made the decision to stay remote recognizing that this was the correct decision for this school community. By staying remote, FLACS III provided a predictable, stable experience for students. There were no sudden changes and closures necessitating constant schedule changes and programming changes. This stability gave students and their families needed predictability and routine. Principals from each FLACS school met together in regular meetings with the CEO, the COO and the Executive Director of Academics to discuss and overcome challenges and share best practices.

In the remote setting, students attended live synchronous classes on Zoom during school hours, simulating the experience of being in person. On Wednesdays, students had some asynchronous work so that teachers could meet with small groups, engage with parents, and attend professional development. The teachers and teaching assistants worked to ensure that students attended live classes and submitted their assignments daily and were engaged in their learning. FLACS III utilized technology tools to ensure that students were engaged and so that teachers could monitor their work in real time. Some of these included use of a *NearPod*, a tool that allowed teachers to make slide decks interactive, use of the *Google* suite of products (*Docs, Sheets, Slides)* which allowed teachers to monitor student work and allow collaboration between students and teachers in real-time, and *GoGuardian,* a device management tool that allowed teachers to see what students were doing with their devices in real-time.

During this remote period, FLACS III maintained fidelity to its core curriculum materials, purchasing instructional technology that included digital curriculum materials directly associated with its existing curriculum, additional digital curriculum materials aligned with the same instructional philosophy of its programs, or general instructional technology tools that allowed FLACS III to deliver its curriculum and instructional approaches remotely. At the Network level, FLACS hired a Director of Instructional Technology to support staff in implementing these programs during this time. Three weeks of professional development occurred in August before school started to ensure staff were well prepared to deliver quality remote instruction. Subject specific information is included later in this report.

Special Education supports and services were provided, as mandated on the Individualized Education Program (IEP). Students receive all instruction utilizing the school's online platforms and a combination of synchronous and asynchronous learning activities. In all cases, Special Education Teacher Support Services (SETSS) was delivered through direct and indirect instruction by a special education teacher. Additionally, related services, including counseling, speech and language therapy and occupational therapy were provided remotely according to the mandate specified on the IEP. FLACS III continued to contract out with the NYC Department of Education to obtain speech and language and occupational therapists, while employing SETSS teachers and counseling providers. Annual, triennial and initial review meetings continued to take place in accordance to the compliance date and were conducted remotely. New requests for special education evaluations were also conducted remotely.

Students who received English as a New Language (ENL) continued to receive support from their designated ENL teacher. Teachers met with students multiple times a week either one-on-one or in small groups to provide direct instruction with their English language skills, as well as give them asynchronous work to complete while not in sessions. Teachers increased communication with teachers via email to make sure they shared student strengths and needs and checked in on attendance. ENL teachers also increased communication with families this year through ParentSquare notifications to make sure families were aware of what learning was happening and how to best support their child with remote learning.

To support students during this time, FLACS III adopted specific approaches to support students' emotional, social, and mental health. The school adopted a new social emotional learning curriculum, *Second Step*, which provided all students with high quality explicit instruction in SEL. Students learned how to self-regulate and manage emotions they have in different situations, and

were given time to practice these in class. As social emotional teaching was adopted across all schools, staff began to build a common language and culture around social emotional teaching. The school planned opportunities for students to have social interactions in live instruction, with student discussions and small group work to increase opportunities for students to interact with one another. FLACS III had a guidance counselor who worked to support students one on one and in small groups.

Attendance was an important focus this year. The attendance rate at FLACS III for the year was 94.1% with every student participating in remote learning over the course of the year. In order to ensure that students could participate in their remote learning, FLACS distributed devices to families at multiple points in the year. At FLACS III, 139 iPads and 79 Chromebooks were distributed. All students were offered a FLACS device; very few declined the devices and opted to use their personal device instead. Many families needed internet access. Over the course of the year FLACS III provided internet access to 52 students (21%), including 10 hot spots and gave 42 students access through Altice. Monitoring attendance was a whole-school effort. Teachers and teaching assistants monitored student attendance throughout the day and staff from the school immediately contacted families whose students were not attending. These conversations focused on providing support to families to overcome any obstacles to attending school. These barriers included technology - device access, internet stability, and other technology issues - which the school immediately addressed for families. Other barriers included child care and supervision during remote instruction. While the school could not directly address this in the same way as the technology issues, it worked with families to find solutions and leverage community resources and services to support families.

FLACS III adopted a new parent communication tool, *ParentSquare*, which provided a platform to communicate with families during this time. Teachers and administrators announced what was happening in classrooms, shared information and resources and other critical information to groups of parents. The platform also allowed for two-way communication with families through private, direct messaging. Family liaisons worked tirelessly to reach out to families through this platform and through phone calls. Schools held many workshops for parents to provide support.

FLACS III also supported families by reconceptualizing its food program. FLACS III participated in a creative meal service partnership with its food vendors during remote learning for families to receive home delivery to their doorstep for weekly breakfast and lunches. All families were eligible to sign up to receive a week's worth of meals which was delivered once a week. This eliminated a significant stressor for families who otherwise would have had to take time to pick up meals every day. The effectiveness of this model was amplified by our families in supporting the food insecurity they were facing. In addition to school food, through an innovative Farmbox grant, families could sign up for a monthly farm box full of fresh produce and pantry staples that could be used by the entire family.

FLACS III also worked to communicate with families about resources in the community, sharing information about other food distribution sites, community resources, and later in the year, vaccination.

Despite a remote year, FLACS III worked hard to build community and hosted events in which students' academic and personal achievements were highlighted. Each month, the school held SEL assemblies, which reinforced what they were learning in school and highlighted scholars'

interpersonal achievements and growth. In all grades, students engaged in project-based learning as part of the social studies curriculum and at the end of each unit students had opportunities to present these projects to their school as a means of celebrating their accomplishments. Students who were engaged in Academic Intervention Services (AIS) had an end-of-year virtual celebration. The school held a performing arts and talent show celebrations for students in grades k and 2,

ENROLLMENT SUMMARY

The table below summarizes the FLACS III'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
2016-17	51	47	57	42	0	0	0	0	0	0	0	0	0	197
2017-18	45	53	54	52	48	0	0	0	0	0	0	0	0	252
2018-19	55	47	51	56	46	0	0	0	0	0	0	0	0	255
2019-20	40	52	50	55	57	0	0	0	0	0	0	0	0	254
2020-21	48	46	53	49	52	0	0	0	0	0	0	0	0	248

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS III remained faithful to its network wide curriculum maps and philosophy despite the remote setting of the year. FLACS continued to use a balanced literacy model of its own design in all grades, supported by systematic phonics instruction in grades K-2. FLACS uses *Open Court Foundational Skills Kit* (K-2), network-designed curriculum based around high quality read alouds (K-4)*, Readers and Writers Project Units of Study in Writing* (K-4), and *Ready CCLS ELA* (K-4) as core curriculum materials.

Students engaged in whole group instruction via video-conferencing, including read alouds, discussion of literature and close reading of text. Teachers utilized instructional engagement technology tools, including but not limited to *NearPod*, collaborative documents, to enhance this virtual direct instruction. These engaging activities allowed students to directly participate in their own learning while collecting both formative and summative data to help inform instruction.

Whole group instruction was also used for writing mini lessons, close of lesson shares, and end of unit celebrations. Students then worked independently on their writing pieces or joined breakout rooms to meet with their teacher one-on-one or in small groups for conferring support.

Small group instruction, including 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. Small group and conferring was done via video conferencing, at times making use of features such as breakout rooms. FLACS III purchased several different digital platforms to support small group instruction and independent reading. These included: *Epic*, an online library of authentic books, *RAZ Kids*, a library of leveled texts, and *i-Ready Reading*, an individualized adaptive program. These programs provided students access to texts in lieu of a traditional classroom library.

Literacy instruction was data-driven. Curriculum based assessments were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. Teachers used results from the NWEA MAP Growth and from NWEA MAP fluency for younger scholars. 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. Teachers met in teams, with instructional coaches and/or the administration to review student data and determine action plans for providing support in reading instruction.

FLACS III continued to implement intervention programs for all grade levels. Teachers utilized small group time to provide intervention and an Academic Intervention Services teacher provided targeted instruction to students in need of literacy intervention in grades K-4 as part of the schools response to intervention (RTI) framework. .

Teachers received professional development in delivering high quality curriculum throughout the year. The principals, assistant principals, coaches and network staff led workshops about literacy topics and using instructional technology to deliver high quality professional development. Teachers received one-on-one coaching from the instructional coach.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

The test was administered at the end of October, in January, and at the end of May. For the purposes of this report, FLACS schools are reporting on the Fall and Spring administrations of the assessment. NWEA reports student progress using a RIT scale, a stable, equal interval scale that uses individual item difficulty values to measure student achievement independent of grade level. Because the RIT scale is stable, equal interval and independent of grade level, student growth over time can be directly measured. The MAP exam reports student growth in the form of a percentile from zero to 100. The Institute will compare the schools' median *conditional growth percentile* from the end-of-year administration to the target of 50. Grade-level standards for the NWEA Map, the Institute uses the RIT score proficiency equivalents available in the most recent linking available from the

test publisher found here (pages 15-16, tables 3.5 and 3.6). Students whose end-of-year RIT score is above the corresponding grade-level equivalent for scoring Level 3 or higher will be considered to have met or exceeded the proficiency equivalent. The cut scores are as follows:

Grade	ELA	Mathematics
3	201	202
4	209	214
5	218	226
6	219	227
7	225	234
8	226	241

RESULTS AND EVALUATION

FLACS III approached but did not meet measure 1. The school's median growth percentile for all 3rd and 4th graders was 29.5; the target was 50.

FLACS III approached, but did not meet measure 2. The school's median growth percentile for all 3rd and 4th graders whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall was 29.5; the target was 55. The school notes that this was the same median growth percentile for all students.

FLACS III met measure 3. The school's median growth percentile of 3rd and 4th grade students with disabilities at the school was greater than the median growth of 3rd and 4th grade general education students at the school. The median growth percentile of students with disabilities was 52; the target was 29. Because of the focus on English language learners in its charter, FLACS III is also providing data on English language learners. The school met this measure for English language learners as well; English language learners had a median growth percentile of 34.5, compared with non-English language learners who had a median growth percentile of 29.5.

FLACS III approached, but did not meet measure 4. The percentage of 3rd and 4th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency was 43.2%, the target was 75%. While not all students are at proficiency yet, many students are making progress toward proficiency, with many students scoring in the partial proficiency category. The percentage of students at a Level 2, 3, or 4 on the NWEA linking study was 77.3%.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student	All students	50	101	29.5	No

growth is the difference between the beginning of year score and the end of year score.					
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	48	29.5	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	29	5	52	Yes
Measure 3: Each year, the median growth percentile of 3rd through 8th grade English language learners at the school will be equal to or greater than the median growth of 3rd through 8th grade non-ELL students at the school.	English language learners	29.5	21	34.5	Yes
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[1]	2+ students	75%	88	43.2	Yes

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested
3	40.8%	49	33.3%	42
4	47.2%	53	52.2%	46
5	N/A	0	N/A	0
6	N/A	0	N/A	0

[1] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[2] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

7	N/A	0	N/A	0
8	N/A	0	N/A	0
All	*44.1%*	*102*	*43.2%*	*88*

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	26	49
4	45	52
5	-	0
6	-	0
7	-	0
8	-	0
All	*29.5*	*101*

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Students Below Proficiency in the Fall

Grades	Median Growth Percentile	Number Tested
3	26.5	24
4	36.5	24
5	-	0
6	-	0
7	-	0
8	-	0
All	*29.5*	*48*

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Subgroup

Subgroup	Median Growth Percentile	Number Tested

SWD	52	5
General Ed	29	96
ELL	34.5	21
Not ELL	29.5	80

ADDITIONAL CONTEXT AND EVIDENCE

FLACS schools were remote for the entire 2020-21 school year and students took the NWEA MAP Growth in this setting. FLACS acknowledges that the remote setting poses challenges for administration that do not exist in person.

One possible concern was participation of students in testing. However FLACS III is proud of its participation rates for these tests, with 99.0% of students enrolled in the school taking the Spring exam and 100% of students enrolled in both Fall and Spring taking both exams. The school attributes this participation to several factors:

- Students attended live classes daily and the expectations around taking the test were no different than daily attendance.
- Communication about the timing and importance of the exams was made with parents on *ParentSquare*.
- Students had FLACS issued devices with which to take the assessment.
- FLACS III allowed for make-up days as it would for the state test.

A second concern was the testing conditions of the test. Students' home environments were varied, with many students home with younger siblings and other distractions that were out of their control. There was also the potential that others in the household may try to help students with the test. FLACS III did the following to mitigate these issues:

- The school had communication with parents about the purpose of the test (to get an accurate understanding of what students know) and the importance of students taking this test under as close to ideal testing conditions as possible. This included the importance of students taking the same by themselves.
- Students in grades 3-4 were on video calls so that the proctoring teachers could monitor the conditions in which students were taking the test, both to ensure student focus and to ensure that students did not receive outside help.
- Students in grades 3-4 used school issued *Chromebooks* using the *NWEA Secure Testing App*, which allows students to test in a secure, full-screen kiosk mode.
- Student devices were monitored by teachers using *GoGuardian* to ensure students did not access external resources during testing
- If there were anomalies in student testing, such as students completing the test faster than anticipated, or who were flagged using NWEA's rapid guessing, or if proctors noticed visible distractions in the environment (such as crying infant, students who did not remain in the testing location), or if student test results were not in line with other assessment measures (both much higher than expected or much lower than expected) students were considered for retesting.

Given these mitigation strategies, FLACS III is confident that students took the exam without internal help. However, there were concerns about the ability for all students to focus in test-like conditions.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the midst of the many challenges of the school year, FLACS III made progress toward meeting its accountability goals, with students in all subgroups demonstrating academic growth in the 2020-21 school year. While this growth was not enough to meet all of the accountability goals, students made growth in their learning and the school is well poised to accelerate student learning in the upcoming school year. FLACS III met measure 3 of this accountability goal.

ACTION PLAN

FLACS III will strive to maintain consistency in its data collection and reporting in the upcoming charter terms. FLACS III will continue to administer the *NWEA MAP Growth* three times a year; this assessment can be given regardless of possible future changes to the modality of instruction. FLACS III will continue to administer this exam even after the NYSTP restarts. FLACS III demonstrated success in administering these exams to students who were fully remote, and anticipates that even if some students remain fully remote, it can either have students test in person or refine the protocols in place to successfully test students from a remote location.

The data that have been discussed in this report highlight some "missed learning" from the 2020-2021 school year. As such, the school and the network as a whole have put into place an action plan to address this "missed learning" in the 2021-22 school year.

FLACS III believes it is critical that students continue to be exposed to grade level tier 1 instruction during whole group instruction, even if they are currently performing below level. Teachers will scaffold instruction to help students access this grade level instruction in literacy. Coaches and administrators will be working with teachers to strengthen the ways in which teachers scaffold these experiences. The core curriculum maps have undergone a refresh, to replace texts with more culturally relevant and engaging content, while not sacrificing rigor. This curriculum was successful in prior brick and mortar years. Teacher teams will spend time unpacking the standards to understand what previous learning students needed to access the current grade level standards.

Since the emphasis is on accelerating learning beyond what was typically achieved in the past, the schedule will have plentiful time for small group instruction and differentiation of learning experiences. While this is not a new structure at FLACS III, renewed focus will be made on maximizing the impact of this time and leveraging technology that was used during the fully remote period. While teachers plan for small group instruction for students that meets their needs as determined by the *NWEA MAP Growth*, the *Fountas and Pinnell* assessment, and ongoing assessment in the classroom. How this work is structured is not determined by the network level, but at the school level. This is to ensure that the interventions match the needs of the learners in the classrooms. Planned interventions include, but are not limited to: guided reading groups with leveled texts using strategies from Jennifer Serravallo's *The Reading Strategies Book,* strategy groups that pre-teach or reteach content, phonics intervention groups using materials from *Open*

Court Phonics, use of the *Leveled Literacy Intervention Kit*, and use of materials from *Preventing Academic Failure.*

The school leadership team has already begun grouping returning students for academic intervention based on the Spring results from the *NWEA MAP Growth* and other internal assessments. As soon as the school year begins based on the Fall results from the *NWEA MAP Growth* and other internal assessments these groups will be redefined. In June, all school leaders attended training with an *NWEA* consultant in regards to utilizing the results of the *MAP Growth* to accelerate learning. The work of leveraging this data to improve instruction will continue throughout the year.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS III continued to use *Math in Focus* as its core curriculum program in mathematics. In 2020-21, all schools adopted the 2020 edition of the program, which included digital texts for students and teachers, interactive presentation materials, and virtual manipulatives. These resources were immensely helpful in supporting remote learning this year. All FLACS schools adopted *DreamBox Math*, which had been piloted by the middle school campus in the previous year. This program is an online adaptive program that comes from the same philosophy as *Math in Focus*. All curricular materials focused on problem-solving, learning by doing, using manipulatives, and a conceptual understanding of mathematics.

Working with students remotely in mathematics presented challenges as the FLACS mathematics approach is heavily based on using manipulatives and working in small groups to discuss problems. One option would have been to radically shift the approach to teaching mathematics to a more procedural traditional approach. However, the school and network leaders felt that this would ultimately compromise future learning for students. Instead, to mitigate this, teachers utilized collaborative tools (chat, collaborative documents, break out/small group rooms) to simulate these discussions and problem-solving based instruction. They also sent manipulative materials to student's homes or made use of virtual manipulatives.

Mathematics instruction was data-driven. Curriculum based assessments were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. Teachers also used results from the *NWEA MAP Growth*. 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. Teachers met in teams, with instructional coaches and/or the administration to review student data and determine action plans for providing support in mathematics instruction.

FLACS III continued to implement intervention programs for all grade levels. Teachers utilized small group time to provide intervention and an Academic Intervention Services teacher provided targeted instruction to students in need of mathematics intervention in grades K-4 as part of the schools response to intervention (RTI) framework.

Teachers received professional development in delivering high quality curriculum throughout the year. The principals, assistant principals, coaches and network staff led workshops about mathematics topics and using instructional technology to deliver high quality professional development. Teachers received one-on-one coaching from the instructional coach. Trainers from *Math in Focus* worked with coaches in all buildings on using the digital materials in the 2020 edition of *Math in Focus*. Trainers from *DreamBox* worked with all teachers and administrators in sessions at the beginning of the year and throughout the year.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

The test was administered at the end of October, in January, and at the end of May. For the purposes of this report, FLACS schools are reporting on the Fall and Spring administrations of the assessment. *NWEA* reports student progress using a RIT scale, a stable, equal interval scale that uses individual item difficulty values to measure student achievement independent of grade level. Because the RIT scale is stable, equal interval and independent of grade level, student growth over time can be directly measured. The MAP exam reports student growth in the form of a percentile from zero to 100. The Institute will compare the schools' median *conditional growth percentile* from the end-of-year administration to the target of 50. Grade-level standards for the *NWEA Map*, the Institute uses the RIT score proficiency equivalents available in the most recent linking study available from the test publisher found here (pages 15-16, tables 3.5 and 3.6). Students whose end-of-year RIT score is above the corresponding grade-level equivalent for scoring Level 3 or higher will be considered to have met or exceeded the proficiency equivalent. The cut scores are as follows:

Grade	ELA	Mathematics
3	201	202
4	209	214
5	218	226
6	219	227
7	225	234
8	226	241

RESULTS AND EVALUATION

FLACS III approached, but did not meet measure 1. The school's median growth percentile for all 3rd and 4th graders was 27; the target was 50.

FLACS III approached, but did not meet measure 2. The school's median growth percentile for all 3rd and 4th graders whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall was 30; the target was 55. FLACS III notes that this exceeds the median for all students.

FLACS III did not meet measure 3 for students in special education but did meet it for English language learners. The school's median growth percentile of 3rd and 4th grade students with disabilities at the school was less than the median growth of 3rd and 4th grade general education students at the school. The median growth percentile of students with disabilities was 16; the target was 27. FLACS III also is sharing the median growth percentile of its ELLs, which was 32.5 compared to 26 of the non-ELL population. FLACS III met the goal for this subgroup. Please note that FLACS has chosen not to report the grade level data here as some grade cohorts contained less than 5 students.

FLACS III did not meet measure 4. The percentage of 3rd and 4th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency was 26.1%, the target was 75%.

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	102	27	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	63	30	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities	27[3]	5	16	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade English language learners at the school will be equal to or greater than the median growth of	English language learners	26	22	32.5	Yes

[3] Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

3rd through 8th grade non-ELL students at the school.					
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[4]	2+ students	75%	88	26.1	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[5]	Number Tested	Percent Proficient	Number Tested
3	24.5%	49	23.8%	42
4	26.4%	53	28.3%	46
5	N/A	0	N/A	0
6	N/A	0	N/A	0
7	N/A	0	N/A	0
8	N/A	0	N/A	0
All	*25.5%*	*102*	*26.1%*	*88*

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	12	49
4	43	53
5	-	0
6	-	0
7	-	0

[4] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[5] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

8	-	0
All	*27*	*102*

End of Year Growth on 2020-21 NWEA MAP Math Assessment
By Students Below Proficiency in the Fall

Grades	Median Growth Percentile	Number Tested
3	18.5	30
4	37	33
5	-	0
6	-	0
7	-	0
8	-	0
All	*30*	*63*

End of Year Growth on 2020-21 NWEA MAP Math Assessment
By Subgroup

Subgroup	Median Growth Percentile	Number Tested
SWD	16	5
General Ed	27	97
ELL	32.5	22
Not ELL	26	80

ADDITIONAL CONTEXT AND EVIDENCE

FLACS schools were remote for the entire 2020-21 school year and students took the *NWEA MAP Growth* in this setting. FLACS III acknowledges that the remote setting poses challenges for administration that do not exist in person. These challenges and how they were overcome are discussed previously in this report. FLACS III is proud of its participation rates for these tests, with 100% of students enrolled in the school taking the Spring exam and 100% of students enrolled in both Fall and Spring taking both exams.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the midst of the many challenges of the school year, FLACS III made progress toward meeting its accountability goals, with students in all subgroups demonstrating academic growth in the 2020-21 school year. FLACS III did meet measure 3 for the ELL subgroup. However, the school only approached, but did not meet the other measures for this goal. Nevertheless, FLACS III is confident that it will accelerate growth in the 2021-22 school year.

ACTION PLAN

FLACS III will strive to maintain consistency in its data collection and reporting in the upcoming charter terms. FLACS III will continue to administer the *NWEA MAP Growth* three times a year; this assessment can be given regardless of possible future changes to the modality of instruction. FLACS III will continue to administer this exam even after the NYSTP restarts. FLACS III demonstrated success in administering these exams to students who were fully remote, and anticipates that even if some students remain fully remote, it can either have students test in person or refine the protocols in place to successfully test students from a remote location.

The data that have been discussed in this report highlight some "missed learning" from the 2020-2021 school year. As such, the school and the network as a whole have put into place an action plan to address this "missed learning" in the 2021-22 school year.

In 2021-22, with a return to in person learning for the entire school, FLACS III anticipates accelerated growth in student's mathematical learning. FLACS III believes it is critical that students continue to be exposed to grade level tier 1 instruction during whole group instruction, even if they are currently performing below level. Teachers will scaffold instruction to help students access this grade level instruction in mathematics. Coaches and administrators will be working with teachers to strengthen the ways in which teachers scaffold these experiences. The core curriculum maps have undergone a refresh to emphasize which foundational skills are critical for students to access the grade level content and to provide resources for teachers to build that foundational knowledge in the moment.

Before each unit in mathematics, students will take a pre-assessment that assesses student's readiness for the current unit through questions about the requisite foundational knowledge needed for the new unit. Based on these results, teachers will plan to modify whole group instruction and/or provide intensive support to students in small groups.

In advance the network and school teams identified areas in which there is a larger potential for missed learning from the previous grade level by interviewing teachers and looking at assessment results. FLACS elementary schools use a supplementary program *Every Day Counts*, which is a 15-minute calendar based math routine. In the upcoming year, this routine will be used to strategically address areas where there was identified missed learning or to build foundational knowledge for upcoming units.

FLACS schools will continue to use *DreamBox* mathematics to provide individualized math support to students. Emphasis will be placed on small group instruction in mathematics to help meet the needs of individual students. Other interventions will be added based on the specific needs of students.

FLACS III will continue to provide professional development through coaching and whole staff sessions to support differentiating instruction and scaffolding learning for students not yet at grade level standards.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

FLACS III continued to use *Amplify Science* as its core science program for all grade levels, expanding into grades 3 and 4 for the first time this year. This phenomena-based program is aligned with the Next Generation Science Standards and integrates interactive digital tools and hands-on activities, to teach students how to think, read, write, and argue like real scientists and engineers. Each Amplify Science unit is structured around a unit-specific learning progression, called the Progress Build. The unit's Progress Build describes the way students' explanatory understanding of the unit's focal phenomena is likely to develop and deepen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting students' learning. It organizes the sequence of instruction, defines the focus of assessments, and grounds the inferences about student learning progress that guide suggested instructional adjustments and differentiation. By aligning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to support students and modify instruction in an informed way.

FLACS III was remote this year and science instruction was synchronous with live instruction throughout the year. Because of this, teachers were able to simulate many of the experiences that they would have had in person. Because science was taught remotely, some aspects of the science program, such as those hands-on experiences, needed to be adapted. In some cases, if the materials were accessible to students in their homes, students worked on these hands-on experiences in their homes. Other times, teachers would model these experiences for students to observe or would show videos of others modeling these. At times, the instructional sequence was shifted to replace these. Virtual simulations, which feature prominently in grades two and up, were accessible to students. In the remote environment, FLACS made use of "@Home" resources that were developed by *Amplify Science*, which include adapted learning materials and experiences for use in the remote setting. To prepare for the year, teachers participated in training from *Amplify Science* in utilizing these resources in August before students started the year.

Teachers used curriculum based assessment materials from *Amplify Science.* In April 2021, all students in grades 3-8 took the NWEA MAP Growth Science. This assessment was brought in to provide a consistent science assessment for all grades to measure growth over time and the overall success of the science program.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student achievement in science: NWEA MAP

The test was administered in April. NWEA reports student progress using a RIT scale, a stable, equal interval scale that uses individual item difficulty values to measure student achievement independent of grade level. NWEDA does not provide a linking study for the NYSTP in Science. FLACS has reported on the percentage of students enrolled in at least their second year who are at or above the 50 percentile.

RESULTS AND EVALUATION

In lieu of a target that was assigned to the school, FLACS III set a target of having 75% of their students enrolled in at least their second year in grades 3 and 4 at or above the 50 percentile in Science.

At FLACS III, 38.6% of students enrolled in at least their second year scored at or above the 50th percentile. FLACS III did not meet the target of 75%.

FLACS III has been adopting this new science curriculum over the last three years to meet the demands of the more rigorous Next Generation State Standards. The first year of the program was in 2018-2019 with grades K and 1. The following year the program was extended to grade 2. As such, many of the grades only used the new NGSS aligned curriculum during the pandemic and had to make significant modifications to teach this subject remotely.

Because FLACS used this assessment for the first time in Spring 2021, there is no available growth data for students, though FLACS will have this data in the future to utilize. This is an advantage over the NYS science assessment, with which there is no way to measure growth. While FLACS cannot compare its performance to other schools in New York State, it can use the national norms to gauge student's proficiency relative to a national sample.

End of Year Performance on 2020-21 NWEA MAP Science Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent at or above 50 percentile	Number Tested	Percent at or above 50 percentile	Number Tested
3	42.9	49	38.1	42
4	34.6	52	39.1	46
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	*38.6*	*101*	*38.6*	*88*

ADDITIONAL CONTEXT AND EVIDENCE

FLACS III administered the science assessment remotely. The challenges of ensuring testing integrity and uniform testing conditions in the remote modality, and how FLACS III strove to overcome these difficulties, have been discussed previously in this report. As with ELA and Math, the vast majority, 99.0% of students participated in the administration of the science assessment.

There are no normed studies to compare the performance of students on the *NWEA MAP Growth Science* to the New York State Testing Program, and therefore it is difficult to compare these results with previous science achievement and difficult the efficacy of the goal that FLACS III set for the year. However, the percentiles themselves are normed with a national sample which does give some indication of how students have performed relative to students nationwide.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

While there was no defined goal for science for 2020-21, this year will serve as a benchmark for further growth.

ACTION PLAN

Across all of its schools, FLACS III began using the NWEA MAP Growth Science Exam in grades 3 and 4 to measure science understanding. FLACS will continue to administer this exam at least once each year at these grade levels. As this exam is given via computer, it may be administered remotely or in person to provide continuity across different learning environments.

The results of the science assessment indicate that there may be some missed learning in science and serve as a baseline against which future student growth can be measured. Consistent with its approach in ELA and Mathematics, FLACS III will continue to push forward with rigorous grade level instruction in science, rather than trying to reteach missed concepts. Because *Amplify Science* is aligned with the NGSS, there is opportunity to build any foundational knowledge in the cross cutting concepts and interconnections afforded by this curriculum compared to programs with a more discrete approach.

In the 2021-22 school year, FLACS III plans to return to using the full version of the program as it anticipates most or all students will be back in person. FLACS III does not intend to bring in additional resources for science instruction outside *Amplify Science*. Whereas in the previous school year teachers adapted many materials for the virtual environment, this year will be about fidelity to the approach. The 2019-20 was the first year that the program was used for grades 2. The 2020-21 school year was the first year that the program was implemented in grades 3 and 4. The school anticipates that there will be growth in student learning as a result of being able to have more fidelity to the hands-on portions of the program. Teachers will also have continued professional development about unpacking the next generation science standards and how to implement the *Amplify Curriculum* effectively. Teachers will also have professional development in how to embed support for students in the grade level content to scaffold the instruction for students who are lower performing in science. This will include, but not limited to, pre-teaching vocabulary and concepts to students, using visuals and multimedia and increasing the amount of time that students

engage with the content in guided small group and independent work compared with teacher guided instruction. Trainers from *Amplify Science* will work with teachers at the beginning of the year and in a coaching context throughout the year.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found 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 is "Good Standing".

ADDITIONAL EVIDENCE

The school has been in "Good Standing" each year of the current charter term.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing