



Family Life Academy
CHARTER SCHOOLS

**Family Life Academy
Charter School II**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Knobloch, Coordinator of Data Driven Instruction, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Wanda Torres-Mercado	Chair	Committees (e.g. finance, executive)
Miguel Pena	Secretary	Finance, Bylaws
Hilda Sanchez	Trustee	Executive, CEO Evaluation, Facilities, Fundraising
Pedro Alvarez	Treasurer	Executive, Accountability, Finance, CEO Evaluation
Raymond Rivera	Trustee	Executive, Finance
Kevin Kearns	Trustee	Nomination
Janet Lerner	Trustee	Facilities
Joseph Holland	Trustee	Nomination
Bryan Rivera	Vice-Chair	Fundraising, Facilities
Florence Wolpoff	Trustee	Accountability, Fundraising, Bylaws
Kelly Nunez	Trustee	N/A
Carla Alvarez	FLACS I Parent Representative	N/A
Eneroliza Castillo	FLACS II Parent Representative	N/A
Diana Jimenez	FLACS MS Parent Representative	N/A
Francisco Lugoviña	Chair Emeritus	CEO Evaluation, Facilities

Valerie Marchionno has served as the elementary principal since June 1, 2023. Prior to this, Pamela Franklin had served as principal since August 2021. Ambar Terrero has served as the middle school principal since October 2021.

SCHOOL OVERVIEW

Family Life Academy Charter School II (FLACS II), opened in 2012, serves kindergarten through eighth grade in the Mott Haven and Morrisania areas of the Bronx, in Community School District 7 and 9. FLACS II just completed its eleventh year of operation. The school has two campuses, one elementary and one middle school campus. On BEDS day 801 students were enrolled. FLACS prides itself on attracting students from its surrounding communities in the South Bronx. As of BEDS day, the student population included: 73.78% Hispanic/Latino, 24.71% Black, 94.88% free and reduced lunch, 14.11% current English language learners, and 12.23% students with disabilities.

All FLACS schools share a common mission, which was recently renewed and updated by the Board during the 21-22 school year: Family Life Academy Charter Schools, together with the Latino Pastoral Action Center and parents, creates the conditions for self-empowerment for all its K-12 students to excel academically, take responsibility for their own learning, and affirm human values, today, in college, and beyond.

Every FLACS school has ten key design elements:

- Rigorous Academic Program with a Focus on Scholars Doing the Heavy Lifting
- Data-Driven Planning Fueled by a Rigorous System of Assessment and Accountability
- Intentional Approaches to Meeting the Needs of All Scholars, including English Language Learners
- Professional Learning that Enriches Teaching and Increases Scholar Achievement
- Caring and Consistent Discipline
- Family Involvement and Empowerment
- Shared Responsibility for Learning between the Scholar, their Family, and the School
- School Communities that Affirm Human Values
- A Focus on Preparation for College, Career, and Civic Life
- A Continued Use of Community Resources

The 2022-2023 school year was the first year back to uninterrupted, full-time in person instruction. Identifying students with significant learning gaps was a focus for the school year in both the elementary and middle school. FLACS did not make major modifications to its core academic program during the 2022-2023 school year; however, during the second half of the school year a committee of both network and school-based instructional staff explored a new literacy curriculum for grades 6-10 for implementation in the 2023-2024 school year. FLACS felt strongly that this new curriculum was closely aligned to the science of reading and will provide students with a high quality, on-grade level curriculum so that students did not fall behind on grade expectations. As with reading, a separate committee of both school and network staff convened to adopt a new math curriculum for grades 5-8. A decision about a phase in for grades K-4 will occur in the 2023-2024 school year. Both committees strongly felt that the adoptions of both the literacy and math curricula were aligned to the current body of research and the NYS NGLS.

In addition to core instruction, the school was strategic about how it used two intervention blocks in the day – one in ELA and one in mathematics – to support students with significant learning gaps. During these two blocks daily, students had the opportunity to engage in individualized, adaptive online curriculum (DreamBox in mathematics and i-Ready in K-5/Lexia Power Up in 6-8 in ELA) in addition to teacher lead instruction offered through programs such as Really Great Reading and The PAF Reading Program. Teachers and administrators looked closely at diagnostic assessments through each platform as

well as NWEA Growth assessment data and NYS ELA and Math performance data to identify where students had gaps in foundational knowledge for current units. Teachers used a variety of instructional resources to provide explicit and discrete instruction to students during these blocks. For example, in ELA, teachers in the middle school provided targeted groups of students with instruction in phonology and decoding (resources offered through Lexia Learning); grades which typically do not receive intensive instruction of this nature. At both the elementary and the middle school, students identified were offered these services in smaller group sizes of no more than 5 students in the elementary school and no more than 8 in the middle school. Intervention services were provided through a collaborative effort among the special education, ENL, and general education teachers.

FLACS continued building on the SEL curriculum established during the 2020-2021 school year. Teachers in grades K-5 continued to have a designated time to teach SEL as well as build it into the classroom and school culture. In grades 6-8, all students have an advisory period in their schedule where they engage in their SEL curriculum, connect it to the school’s core values, and have time to build relationships with classmates and teachers through activities and discussions. The middle school also adopted Unified Behavior, formerly Kickboard, to better track student actions aligned to the school’s core values. This program functioned as a positive earning points system which in turn generated a comprehensive positivity rating for each student. This positivity rating was used to better support communication about SEL with scholars and their families.

Furthermore, FLACS continued a SEL survey through Panorama Ed to gain additional insights in how students are learning SEL skills and determine ways we can improve our instruction. Schools used a tiered approach to differentiating SEL teaching for students who would benefit from additional support from school counselors or small group instruction with their teacher. Each school has an appointed SEL network team member. This team meets monthly to build the FLACS SEL vision and address and SEL challenges as they come up throughout the year.

The guidance staff worked with students and families to support individual students and families during this time, including providing direct services or directing families to outside resources, including crisis counseling. This year, additional students were supported through the addition of a social worker on both campuses.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	43	61	72	54	52	110	132	142	135	0	0	0	0	801
2021-22	41	55	55	68	52	49	177	128	135	0	0	0	0	760
2022-23	44	49	51	47	66	46	183	177	138	0	0	0	0	801

GOAL 1: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS continues to use a systematic phonics program, Open Court Foundational Skills Kit, in kindergarten through grade 2. In all grades, FLACS uses a network-designed curriculum for whole group instruction based around high quality read alouds, supplemented by Ready NGLS ELA. At all elementary grade levels, time is given for small group instruction and independent reading. Small group instruction, including guided reading with leveled texts occurred so that scholars learned strategies for decoding and comprehending texts at their instructional level. Students practiced the skills and strategies learned in whole and small group instruction through independent reading periods, during which teachers conferred with individual students to provide individualized instruction. In all elementary grade levels, FLACS used the Readers and Writers Project Units of Study in Writing. In the middle school grades, FLACS used Engage NY, an integrated ELA program. Time is provided for small group instruction for all students to meet the needs of individual students in developing as critical readers and proficient writers.

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, the F&P assessment (kindergarten through grade 5) and internal assessments to drive instructional decisions. 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 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-5. Some of the materials for ELA intervention included Leveled Literacy Intervention and i-Ready in grades K-5. In middle school, Lexia PowerUp was used with students.

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.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	35	3	7	6	0	0	0	47
4	62	4	3	2	0	0	0	69
5	46	1	1	1	0	0	0	46
6	171	4	2	2	0	0	0	183
7	169	4	1	1	0	0	0	177
8	128	3	4	1	0	0	0	138
All	611	19	18	13	0	0	0	660

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	35	20	57.1	33	18	54.5
4	62	45	72.6	52	36	70.6
5	46	28	60.9	44	27	61.4
6	171	76	44.4	92	42	45.7
7	169	76	45.0	135	67	49.6
8	128	78	60.9	101	68	67.3
All	611	323	52.9	457	258	56.4

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 nd Year		All District Students CSD 7		All District Students CSD 9	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54.5	33	29.7	758	24.1	1624
4	70.6	52	29.4	844	30.5	1801
5	61.4	44	26.7	935	29.9	1806
6	45.7	92	27.6	803	29.4	1788
7	49.6	135	31.8	864	34.6	1912
8	67.3	101	44.0	936	46.7	1932
All	56.4	457	31.8	5140	32.9	10863

ELA Measure 4 - Comparative

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

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 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 target for this measure. Given the timing

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	88.2	83.6	33.3	2.7
4	86.5	93.6	28.9	3.67
5	93.9	84.1	22.6	4.21
6	94.4	59.4	43.1	1.01
7	90.6	51.4	36.3	0.92
8	91.9	54.8	39.3	0.90
All	91.7	64.0	37.0	1.61

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

FLACS II approached, but did not meet measure 1 on its internal ELA measures. The school’s median growth percentile for all 3rd through 8th graders was 42.3; the target was 50.

FLACS II approached, but did not meet measure 2. The school’s median growth percentile for all 3rd through 8th graders whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall was 31.8; the target was 55. While FLACS II did not meet this target as a whole, it should be noted that this measure was met by grade 3 with a median growth percentile of 57.

FLACS II approached, but did not meet measure 3. The school’s median growth percentile of 3rd through 8th grade students with disabilities at the school was comparable to the median growth percentile of 3rd through 8th grade general education students at the school. The median growth percentile of students with disabilities was 41.5.

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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FLACS II did not meet measure 4. The percentage of 3rd through 8th grade students enrolled in at least their second year at the school who met or exceeded the RIT score proficiency according to the NWEA linking study was 33.7%; the target was 75%.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

2022-23 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 3 rd through 8 th 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	603	42.3	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	411	31.8	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	42.3	86	41.5	No
Measure 4: Each year, 75% of 3 rd through 8 th 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. ⁶	2+ students	75%	388	33.7	No

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

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End of Year Performance on 2022-23 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 ⁷	Number Tested	Percent Proficient	Number Tested
3	46.3%	41	43.3%	30
4	39.7%	68	45.8%	48
5	25.5%	47	26.2%	42
6	34.5%	174	36%	87
7	17.1%	170	21%	87
8	26.9%	130	30%	94
All	31.7%	603	33.72%	388

End of Year Growth on 2022-23 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	57	41
4	42.5	68
5	48	47
6	34.5	174
7	32	170
8	39.5	130
All	40	603

SUMMARY OF THE ELA GOAL

FLACS II made progress in meeting the absolute measure. 56.4% of students who were enrolled in at least their second year did perform at proficiency on the New York State English language arts exam for grades 3-8.

FLACS II did meet the comparative measure of students enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. Students in NYC CSD 7 demonstrated 31.8% proficiency in grades 3-8 and students in NYC CSD 9 demonstrated 32.9% proficiency in grades 3-8 as compared to FLACS II who demonstrated 56.4% proficiency in grades 3-8. All individual grades also met this measure.

⁷ 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.

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FLACS II exceeded the comparative predicted level of performance measure on the state English language arts exam with an effect size of 1.61.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

56.4% of students enrolled in at least their second year showed proficiency on the NYS English language arts exam. This measure showed an increase of 6.4 percentage points when compared to 2021-2022.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS II did not have any complications testing with internal testing or state testing.

ELA ACTION PLAN

FLACS II has two goals for the 2023-24 school year. The first is to continue the high achievement and growth in the elementary school by adopting a new curriculum aligned to the science of reading and the NYS NGSS. The second is to focus on the implementation of a new ELA curriculum to support the high performance of the ELA program at the middle school level.

At the elementary level, FLACS II will continue to use the curriculum and methods in place and the FLACS network will spend time observing this building to share and codify best practices across the network. FLACS will engage selected staff in training around the science of reading in order to evaluate the current curriculum and programs, pilot new programming in Spring 2023, and plan for full implementation at the middle school level the 2024-25 school year. A cohort of teachers will participate in the Lexia LETRS training to build competencies around the Science of Reading.

At the middle school, students will have 90 minute ELA blocks daily. The middle school has also adopted Fishtank ELA curriculum, which is highly rated on EdReports. There will also be a dedicated intervention time 4 times per week in which Read 180 will be adopted and implemented with fidelity to support

students, which has become more of a need as FLACS has as part of its K-12 enrollment plan an influx of students new to the FLACS network in grade 6.

Some ELA teachers will receive additional professional development in the science of reading (Lexia ASPIRE) to support working with students who are performing at below standards. This professional development will be facilitated by the school team, which includes 2 assistant principals, an instructional coach for humanities, and a reading specialist. Additionally, the middle school will be supported by the FLACS network's Coordinator of Data Driven Instruction, who will support the middle school ELA teachers with curriculum implementation as well as collecting and analyzing data throughout the year to improve instructional decisions.

Acknowledging that school culture and climate play a critical role in learning, FLACS will continue to develop staff on a restorative discipline approach and continue to build a positive school culture through a consistent master schedule and the effective implementation of schoolwide expectations and procedures.

GOAL 2: MATHEMATICS

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

BACKGROUND

FLACS continued to use Math in Focus as its core curriculum program in mathematics in 2022-23, supplemented by Every Day Counts, a 15-minute calendar based program intended to support mental math skills. FLACS also continued to use i-Ready Math in K-5, an online program that provided individualized support to students. All curricular materials focused on problem-solving, learning by doing, using manipulatives, and a conceptual understanding of mathematics.

Math instruction was data-driven. Curriculum based pre and post 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 to drive instructional decisions. Data was stored in Performance Matters, an online assessment and data warehouse with an inclusive analysis platform, which provided all teachers and administrators with easy and immediate access to student instructional data. Teachers met in teams, with instructional coaches and/or the administration to review student data and determine action plans for providing support in math instruction.

FLACS 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 math intervention in grades K-5. Some of the materials for Math intervention included materials from i-Ready. In K-8, materials from DreamBox were used to provide intervention as part of the math block from the math department.

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.

At the middle school level, there were challenges in the mathematics department this year. The team tried out a new structure in which the math block was divided into two 45 periods, one for core instruction and one for intervention (math lab); however the same teacher did not necessarily teach both sections. The math lab block was intended to support practice with grade level math skills that assessment data indicated were areas of concern. Staffing remained a concern throughout the year, and

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there were mid-year staffing changes that provided challenges. The instructional coach for mathematics was repositioned to teach the core math class at various times throughout the year and could not support teachers in the way initially envisioned.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam									
Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	42	0	3	2	0	0	0	0	47
4	63	1	5	3	0	0	0	0	66
5	46	1	1	1	0	0	0	0	46
6	169	1	6	7	0	0	0	0	183
7	171	0	3	3	0	0	0	0	177
8	128	1	6	2	0	0	0	0	138
All	619	4	24	18	0	0	0	0	660

Performance on 2022-23 State Mathematics Exam						
By All Students and Students Enrolled in At Least Their Second Year						

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	42	21	50.0	36	18	50.0
4	63	42	66.7	50	35	70.0
5	46	16	34.8	44	16	36.4
6	169	73	43.2	93	40	49.6
7	171	69	40.2	134	59	44.0
8	128	45	35.2	98	40	40.8
All	619	266	43.0	455	208	45.7

Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 nd Year		All District Students CSD 7		All District Students CSD 9	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50.0	36	36.3	791	33.7	1694
4	70.0	50	29.4	872	29.9	1868
5	36.4	44	27.8	948	27.1	1892
6	49.6	93	36.3	791	27.1	1882
7	44.0	134	29.4	872	32.9	1971
8	40.8	98	27.8	948	31.8	1611
All	45.7	455	30.5	5190	30.3	10918

Math Measure 4 - Comparative

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

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

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2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	88.2	72.7	33.3	1.92
4	86.5	87.2	26.9	2.98
5	93.9	29.5	18.8	0.67
6	94.4	17.3	19.8	-0.16
7	90.6	17.5	18.3	-0.05
8	91.9	12.6	15.2	-0.16
All	91.7	28.5	20.3	0.39

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

2022-23 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 3 rd through 8 th 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	632	36	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents 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	487	37	No

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	36	88	30.5	No
Measure 4: Each year, 75% of 3 rd through 8 th 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. ⁹	2+ students	75%	387	21.5%	No

End of Year Performance on 2022-23 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 ¹⁰	Number Tested	Percent Proficient	Number Tested
3	34.9%	43	32.2%	31
4	31.8%	66	36.2%	47
5	34.9%	46	9.8%	41
6	18.8%	176	19.5%	87
7	15.9%	170	20.7%	87
8	10.7%	131	10.6%	94
All	24.5%	632	21.5%	387

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁰ 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.

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End of Year Growth on 2022-23 NWEA MAP [Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	52	43
4	46	66
5	24	46
6	42	176
7	30	170
8	34	131
All	38	632

SUMMARY OF THE MATHEMATICS GOAL

FLACS II did not meet the absolute measure. 45.7% of students who were enrolled in at least their second year were at proficiency on the New York State mathematics exam for grades 3-8.

FLACS II did meet the comparative measure of students enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. Students in NYC CSD 7 demonstrated 30.5% proficiency in grades 3-8 and students in NYC CSD 9 demonstrated 30.3% proficiency in grades 3-8 as compared to FLACS II who demonstrated 45.7% proficiency in grades 3-8.

FLACS II exceeded the comparative predicted level of performance measure on the state math exam with an effect size of 0.39.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

45.7% of students enrolled in at least their second year showed proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS II did not have any issues with data collection and believe these results to be an accurate reflection of performance.

MATHEMATICS ACTION PLAN

In 2023-2024, FLACS II will be using a newly adopted math curriculum for grades 5-8 with a phase in for lower grade levels in the following years. This was done in response to looking at the data and standards alignment of the current curriculum. FLACS has chosen Illustrative Mathematics by Imagine Learning, which is highly rated on EdReports as its new core curriculum. The approach is similar to Math in Focus, but the alignment with NGSS, ease of use for teachers, and embedded supports for students is stronger. They will continue to use the NWEA MAP Growth three times a year to monitor growth in mathematics. Routine assessment will be a driver of this shift. The school will use pretests and end of the unit tests that are part of the core curriculum according to the network pacing guide. In addition to these assessments, the network will provide the school with 2 additional interim benchmark assessments which will be more cumulative in nature. Teachers and administrators will participate in data driven PLC conversations and action planning using a newly minted data analysis guide. This will be supported through efforts from the FLACS network in partnership with school leadership.

FLACS will continue to use Math in Focus for K-4 as its core curriculum and Illustrative Math for 5-8. As a measure to support math fluency, teachers will implement math games and explicit and discrete instruction for individualized learning support.

The network math curriculum specialist will work in partnership with the Coordinator of Data Driven Instruction to identify specific guidance on using data to design interventions to support students in making growth in mathematics.

At the middle school level, professional development will also include coaching from school and network staff, including planning of units and lessons and feedback on lesson development.

GOAL 3: SCIENCE

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

BACKGROUND

FLACS continued to use Amplify Science as its core science program for all grade levels. 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 (K-8) 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.

This year, the school focused on strengthening students’ foundational science knowledge. The 2021-2022 school year science performance test data for the middle school suggested that students needed additional support with navigating the application of scientific principles, therefore, additional time in 2022-23 was allotted to students practicing more hands-on labs. The school wanted to ensure that all students would have a solid base of science knowledge that would support students in high school science courses after leaving middle school. The 8th grade cohort, in particular, had an interrupted science experience, with their 6th grade year completed in the pandemic and in their 7th grade year there was a mid-year staffing change in the science team. While they received consistent instruction in the 2023-2024 school year, some deficits had been noted at the beginning of the year, which the eighth grade teacher worked to address.

FLACS also administered the NWEA MAP Growth science assessment to all 6th- 8th graders.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years. 4th grade did not test in spring 2023.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	-	-	-
8	104	34	32.6%
All	104	34	32.6%

Science Measure 2 - Comparative

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

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

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school district of comparison. At the time of submission, science comparative data from CSD 7 and CSD 9 was not available.

2022-23 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	-	-	-	-	-	-
8	104	34	32.6%	-	-	-
All	104	34	32.6%	-	-	-

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

FLACS II fell short of the goal.

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.	Did not meet
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

FLACS II does not meet the measure in grade 8. Grade 4 did not test in 2022-2032.

ADDITIONAL CONTEXT AND EVIDENCE

While Grade 4 did not test in 2022-23, 100% of students in grade 4 during 2021-22 met the proficiency standard.

Performance on a Regents Science Exam					
Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	46	23	50%
8	2021-22	-	-	-	-
8	2022-23	-	-	-	-

FLACS did not offer a Regents exam in 2022-2023.

ACTION PLAN

FLACS will continue to utilize Amplify Science in grades K-8 as the core science program. FLACS attributes the current data trend to having a year and half of interrupted instruction due to the COVID-19 pandemic and staffing issues in the 2021-22 school year that uniquely impacted the eighth grade cohort.

Nonetheless, the data highlight that more professional development is needed to ensure that middle school teachers focus on the science content that is expected to be taught at every grade level, FLACS will provide additional professional development in science provided by Amplify Science, including one and half days of PD from Amplify Science in the fall and ongoing coaching. More support will be given in the form of observation cycles and coaching from the network curriculum specialist in science.

In addition to tracking the results of the internal assessments that are part of Amplify Science, FLACS will resume the NWEA MAP Growth exam in science once a year to all students in grades 3-5 and continue to administer to 6-8 to track progress in science learning. This data will be carefully analyzed with teachers, with the support of the Coordinator of Data Driven Instruction.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good standing
2021-22	Good standing
2022-23	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school's ESSA status has been at the highest level, either "In Good Standing" (2020-21 and 2021-22) or "Local Support and Improvement" (2022-2023) for the last three years.