Family Life Academy
CHARTER SCHOOLS

Family Life Academy Charter School III

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 9, 2023

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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

Rachel Cotto-Nunez has served as the principal since Fall 2021.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Family Life Academy Charter School III (FLACS III), opened in 2014, serves kindergarten through fifth grade in the Mott Haven area of the Bronx, in Community School District 9. On BEDS day 231 students were enrolled. FLACS prides itself on attracting students from its surrounding communities in the South Bronx. On BEDS day, the student population included: 73.1% Hispanic/Latino, 26.4% Black, 95.2% free and reduced lunch, 28.6% current English language learners, 7.8% students with disabilities, and 12.1% homeless.

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. This year, FLACS III continued with its plan to mitigate learning loss as a result of the pandemic with a focus on identifying students with significant learning gaps. FLACS did not make major modifications to its core academic program during the 2022-23 school year; however, the school continued to strengthen individualized instruction. 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. A committee of both school and network staff convened to adopt a new math curriculum for grade 5. A decision about a phase in for grades K-4 will occur in the 2023-2024 school year. These shifts position FLACS to have curricula in math and ELA 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 Lexia Core 5 in K-5 in ELA). 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 grades K-5 provided targeted groups of students with instruction in phonology and decoding (resources offered through Lexia Learning). 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. Intervention services were provided through a collaborative effort among the special education, ENL, and general education teachers.

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. FLACS 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.

This school year, FLACS III was faced with staffing issues in both kindergarten and grade 5. In kindergarten, the teacher resigned in January. For the kindergarten position, a certified teacher on staff was repositioned at that time to take over the class. The 5th grade, however, was plagued by a more prolonged staffing shortage. The school year began with one vacancy in 5th grade. The class was initially taught by a coordinated effort among the instructional coach, the assistant principal, and the Network curriculum specialist for elementary literacy. Candidates to fill this position were found prior to October. In December, both 5th grade teachers resigned due to health concerns. The entirety of December, both classes were covered by the teaching assistant in collaboration with the instructional coach, assistant principal and principal. In January, a teacher was secured for one of the 5th grade classes but the other 5th grade class continued with only a teaching assistant supported by the instructional coach and principal for the remainder of the school year.

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	48	46	53	49	52	0	0	0	0	0	0	0	0	248
2021-22	32	42	40	49	48	45	0	0	0	0	0	0	0	256
2022-23	23	29	41	40	48	50	0	0	0	0	0	0	0	231

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.

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 science of reading aligned lessons from Lexia Core 5..

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, principal, and assistant principal.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	39	3	1	0	0	0	0	43
4	48	2	1	0	0	0	0	52
5	48	1	0	0	0	0	0	49
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	135	6	2	0	0	0	0	141

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	39	15	38.5	31	14	45.2
4	48	22	45.8	39	17	43.6
5	48	21	43.8	39	18	46.2
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	135	58	43.8	109	49	44.9

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45.2	31	29.7	758
4	43.6	39	29.4	844
5	46.2	39	26.7	935
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	44.9	109	28.5	2537

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.

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	91.8	60.0	31.8	1.51
4	91.7	48.9	26.7	1.31
5	86.7	46.7	25.2	1.27
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	90.1	51.8	28.0	1.36

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

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

[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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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 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	138	38.5	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	81	28	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[5]	38.5	19	33.5	No
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.[6]	2+ students	75%	95	32.6	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	31.7	41	46.2	26
4	36	50	44.1	34
5	10.6	47	11.4	35
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	26.1	138	32.6	95

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

Grades	Median Growth Percentile	Number Tested
3	56	41
4	51	50
5	20	47
6	-	-
7	-	-
8	-	-
All	38.5	138

SUMMARY OF THE ELA GOAL

FLACS III did not meet the absolute measure of 75% of students enrolled in at least their second year performing at proficiency. 44.9% of students in at least their second year did demonstrate proficiency.

FLACS III met both comparative goals. FLACS III did outperform NYC CSD 7 proficiency by 16.4 percentage points.

FLACS III did meet the comparative goal for predicted level of performance by achieving 1.36 effect size.

Type	**Measure**	**Outcome**

[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.

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

44.9% of students enrolled in at least their second year showed proficiency on the NYS English language arts exams. This measure showed an increase of 5.7 percentage points when compared to 2021-2022.

ADDITIONAL CONTEXT AND EVIDENCE

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

ELA ACTION PLAN

For the 2023-24 school year, FLACS III will 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. FLACS III will also 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.

In 2023-24, the FLACS network will introduce and implement a response to data protocol across all schools in which teachers collaborate in PLC to identify specific areas of concern, determine misconception, action plan for reteaching, and reassess. To support in this work, teachers and school leaders in partnership with content specialists at the network level will analyze student assessment results housed in Performance Matters (including F&P, NWEA, and unit assessment) to negotiate instructional shifts.

FLACS III will continue to use Lexia Core 5 in the 2023-24 school year to support individualized instruction. Lexia continues to bear a high efficacy study under ESSA and is grounded in the Science of Reading. While Lexia Core 5 refers to the interactive digital platform which students use, teachers will

continue to receive coaching on how to better implement the scripted teacher-led lessons during small group instruction.

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, supplemented by Every Day Counts, a 15-minute calendar based program intended to support mental math skills. FLACS III also continued to use DreamBox Math, an online adaptive 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 data warehouse and analysis platform, and in an internal database, Powerschool, so that all teachers and administrators would have readily available access to student data. Teachers met in teams, with instructional coaches and/or the administration to review these multiple points of student data and determine action plans for providing support in math 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-5. Some of the materials for Math intervention included DreamBox Learning as well as high quality instructional materials developed by the network math content specialist which were in direct response to needs highlighted by the data.

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

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

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		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	42	0	1	0	0	0	0	0	43
4	50	0	1	0	0	0	0	0	51
5	49	0	0	0	0	0	0	0	49
6	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-
All	141	0	2	0	0	0	0	0	143

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	18	42.9	31	15	48.4
4	50	27	54.0	39	22	56.4
5	49	13	26.5	39	13	33.3
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	141	58	41.1	109	50	45.9

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.

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.

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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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	48.4	31	36.3	791
4	56.4	39	29.4	872
5	33.3	39	27.8	948
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	45.9	109	30.9	2611

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	91.8	60.0	31.8	1.51
4	91.7	48.9	26.7	1.31
5	86.7	46.7	25.5	1.27
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	90.1	51.8	28.0	1.36

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 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	139	29	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	101	29	No

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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[8]	29	19	21	No
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.[9]	2+ students	75%	97	23.7	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	28.6	42	33.3	27
4	20.0	50	26.5	34
5	12.8	47	13.9	36
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	20.1	139	23.7	97

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

Grades	Median Growth Percentile	Number Tested
3	41	27

[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.

4	29	31
5	16	43
6	-	-
7	-	-
8	-	-
All	29	101

SUMMARY OF THE MATHEMATICS GOAL

FLACS III did not meet the absolute measure of 75% of students enrolled in at least their second year performing at proficiency. 45.9% of students in at least their second year did demonstrate proficiency.

FLACS III met both comparative goals across each individual grade level and as a school. FLACS III did outperform NYC CSD 7 proficiency by 15 percentage points.

FLACS III did meet the comparative goal for predicted level of performance by achieving 1.36 effect size.

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 met
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

45.9% of students enrolled in at least their second year showed proficiency on the NYS mathematics exams. This measure showed an increase of 6.7 percentage points when compared to 2021-2022.

ADDITIONAL CONTEXT AND EVIDENCE

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

The relative performance of grade 5 was lower than the grade cohorts, which FLACS III attributes in part to mid-year staffing changes and to the curriculum materials themselves.

MATHEMATICS ACTION PLAN

In 2023-2024, FLACS III will be using a newly adopted math curriculum, Illustrative Math from Imagine Learning, for grades 5 with a phase in for lower grade levels in the following years. This curriculum was chosen after extensive review and because of its alignment with the NYS NGSS, FLACS will continue to use Math in Focus for K-4 as its core curriculum for 2023-2024. As a measure to support math fluency, teachers will implement math games and explicit and discrete instruction for individualized learning support with guidance from the network math curriculum specialist.

The school will continue to use the NWEA MAP Growth three times a year to monitor growth in mathematics. More routine assessment and review of assessment data 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.

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.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 4th grade. The table below summarizes the performance of students enrolled for at least two years.

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

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

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 school district of comparison.

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

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

FLACS III is unable to report on these goals in 2022-2023 due to the lack of a state science test in this year.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
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

This cannot be provided due to the lack of state testing in Grade 4 in 2022-2023.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS III has consistently met this accountability measure when grade 4 NYSTP science assessment was administered. In Spring 2022, 95% of students enrolled in at least their second year at FLACS III demonstrated proficiency.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	-	-	-	-
8	2021-22	-	-	-	-
8	2022-23	-	-	-	-

ACTION PLAN

FLACS will continue to utilize Amplify Science in grades K-8 as the core science program. Amplify Science is NGLS aligned and phenomenon based - two elements that will support students in being prepared for the requirements of the new 5th grade science test.

In addition to tracking the results of the internal assessments that are part of Amplify Science, the FLACS network will support FLACS III in digitizing some of these internal assessments so that they better mirror computer-based testing and content literacy required for Spring 2024. FLACS will resume the NWEA MAP Growth exam in science once a year to all students in grades 3-5 to track progress in science learning. Teachers will analyze measures from NWEA along with the data from internal assessment to support future planning and instructional shifts. FLACS will also realign the curriculum map to integrate the required investigations in grade 5.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 for the last three years - either "In Good Standing" (2020-21 and 2021-22) or "Local Support and Improvement" (2022-2023).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT