



Family Life Academy
CHARTER SCHOOLS

**Family Life Academy
Charter School**

**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

Natividad Maldonado has served as the interim acting principal since December 2022. Prior to her tenure, Evelyn Centeno served as principal since 2016.

SCHOOL OVERVIEW

Family Life Academy Charter School (FLACS I), opened in 2001, serves kindergarten through fifth grade in the Highbridge area of the Bronx, in Community School District 9. FLACS I just completed its twenty-first year of operation. On BEDS day 395 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: 81.0% Hispanic/Latino, 17.9% Black, 96.5% free and reduced lunch, 24.8% current English language learners, and 10.4% students with disabilities.

All FLACS schools share a common mission: 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, which are:

- 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, with a special emphasis on 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

This year, FLACS I continued with its plan to mitigate learning loss as a result of the pandemic. The core curriculum did not undergo any major revisions this school year, however, the school continued shifts in individualized instruction. In ELA, the school universally adopted across all grade levels Lexia Core 5 which uses a blended model where students receive discrete skills instruction based upon an initial diagnostic and regular usage data to drive decisions for small group instruction. This supported the enhancement of individualized instruction. School leadership along with all literacy teachers received initial and ongoing professional development for all parts of the implementation process which included analyzing student data and responding to this data with research-based practices backed by the science of reading.

FLACS I continued using the NWEA MAP Growth three times a year to monitor growth in mathematics and literacy. FLACS I continued to administer the FLACS foundational skills assessment in kindergarten. FLACS I continued its practice of administering the F&P assessment in all grades in support of literacy fluency. Students also participated in assessments meant to simulate the NYSTP in both math and ELA. Teachers and school leaders used these results and an enhanced data dashboard through Performance Matters to guide instructional pivots throughout the school year.

Furthermore, over this period FLACS continued the SEL survey through Panorama Ed and 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. The school has an appointed SEL network team member. This team met monthly to build the FLACS SEL vision and address and SEL challenges as they come up throughout the year.

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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. A shared social worker across all schools was also introduced to support in this direct servicing.

This school year, FLACS I had a leadership change after the retirement of principal Centeno in December 2022. At that time, the assistant principal was elected to serve as interim acting principal for the remainder of the school year, and a long-time ENL teacher took on an interim acting assistant principal role. In addition to the principal's departure in December, FLACS I had a staffing change in the 5th grade mid-year. FLACS I had many first year teachers on staff this 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	54	121	49	79	56	54	0	0	0	0	0	0	0	413
2021-22	52	55	108	46	76	51	0	0	0	0	0	0	0	388
2022-23	45	58	52	108	51	81	0	0	0	0	0	0	0	395

GOAL 1: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS uses 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 writing, FLACS uses 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 and from F&P fluency assessments 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 reading instruction.

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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 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	105	0	0	0	0	0	0	106
4	49	2	1	0	0	0	0	52
5	79	2	0	0	0	0	0	81
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	233	4	1	0	0	0	0	240

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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	105	31	29.5	87	26	29.9
4	49	17	34.7	36	15	41.7
5	79	34	49.4	69	34	49.3
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	233	82	37.3	192	75	39.1

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.

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

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.

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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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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29.9	87	24.1	1624
4	41.7	36	30.5	1801
5	49.3	69	29.9	1806
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	39.1	75	28.3	5231

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 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

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

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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	91.3	34.0	32.0	0.11
4	96.1	30.7	24.8	0.35
5	98.0	34.7	20.9	0.94
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	95.3	32.7	25.7	0.46

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 I approached, but did not meet measure 1. The school's median growth percentile for all 3rd through 8th graders was 43; the target was 50.

FLACS I 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 33; the target was 55.

FLACS I did 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 44.

FLACS I 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 30.3%; 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

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/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	237	43	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	158	33	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	43	40	44	Yes
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%	178	30.3	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	33.3	105	33.7	83
4	17.6	51	21.2	33
5	28.4	81	30.6	62
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	28.3	237	30.3	178

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

Grades	Median Growth Percentile	Number Tested
3	46	105
4	27	51
5	43	81
6	-	-
7	-	-
8	-	-
All	43	237

SUMMARY OF THE ELA GOAL

FLACS did not meet the absolute measure. 39.1% of students who were enrolled in at least their second year performed at proficiency on the New York State English language arts exam for grades 3-8.

FLACS I 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 9 demonstrated 28.3% proficiency as compared to FLACS I who demonstrated 39.1% proficiency.

FLACS I also met the second comparative goal, with an effect size that exceeded 0.3.

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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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

39.1% 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% when compared to 2021-2022.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS I did not have any complications testing with internal testing or state testing. FLACS I has noted the relative performance of grade 3 was lower than grades 4 and 5.

ELA ACTION PLAN

FLACS I, along with all other FLACS elementary programs, is in the process of reevaluating its ELA curriculum in light of the Science of Reading. A team of teachers from across all schools will meet to review the research and choose a new curriculum that is best aligned with these goals. An emphasis will be on using an externally developed curriculum. While the ELA curriculum that FLACS developed worked well for many years, it worked best when there was a stable teaching force over many years. With increased staffing changes across the educator sector, moving to an externally created curriculum, with embedded PD supports is a must. FLACS network embarked on a similar process last Spring for its 6-12 program.

FLACS I will continue to use the NWEA MAP Growth assessment three times a year to monitor growth and continue to use the internal assessments that are part of the core curriculum according to the network pacing guide. To evaluate fluency, FLACS I will continue to use the F&P assessment although a team will be assembled during 2023-24 to adopt a fluency assessment that is better aligned to the science of reading.

While FLACS has always been committed to data drive instruction, in 2023-24, the FLACS network will introduce and implement a new response to data protocol across all schools in which teachers

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collaborate in PLC to identify specific areas of concern, determine misconception, action plan for reteaching, and reassess. To support this work, teachers and school leaders in partnership with content specialists at the network level will analyze student assessment results via Performance Matters to negotiate instructional shifts.

FLACS I 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. Teachers will use data from Performance Matters, NWEA, and Lexia Core 5 to guide the focus of intervention instruction.

A group of teachers at FLACS I will receive extensive training in the best practices of the Science of Reading using LETRS. LETRS training is a two year sequence that extensively covers the teaching of reading. Over the next four years, FLACS will train all of its teachers in this approach. This grounding in the Science of Reading will support the adoption of a new literacy curriculum to be piloted in the 2023-2024 school year and implemented in the 2024-25 school year. Additionally, a focus on the teaching of phonics will be part of the professional development program to help strengthen instruction before students reach grade 3.

GOAL 2: MATHEMATICS

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

BACKGROUND

FLACS I 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 I 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 I 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.

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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
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	106	0	0	0	0	0	0	0	106
4	51	0	1	0	0	0	0	0	52
5	81	0	0	0	0	0	0	0	81
6	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-
All	238	0	1	0	0	0	0	0	239

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	106	48	45.3	87	41	47.1
4	51	23	45.1	38	21	55.3
5	81	46	56.8	70	42	60.0
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	238	117	49.2	195	104	53.3

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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.

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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	47.1	87	33.7	1694
4	55.3	38	29.9	1868
5	60.0	70	27.1	1892
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	53.3	104	30.1	5454

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

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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.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	91.3	17.4	31.9	-0.71
4	96.1	38.7	21.9	0.92
5	98.0	16.7	16.8	-0.03
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	95.3	26.5	23.2	0.20

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	238	33	No

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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	152	34	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 ⁸	33	40	33	Yes
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%	179	33.5	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	32.4	105	33.7	27
4	30.8	52	35.3	34
5	29.6	81	32.3	36
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	31.1	238	33.5	179

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	38.5	105
4	34	52
5	28	81
6	-	-
7	-	-
8	-	-
All	33	238

SUMMARY OF THE MATHEMATICS GOAL

FLACS did not meet the absolute measure. 53.3% of students who were enrolled in at least their second year had proficiency on the New York State mathematics exam for grades 3-8.

FLACS I 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 9 demonstrated 30.1% proficiency as compared to FLACS I who demonstrated 53.3% proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did not 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.	Did not meet
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

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EVALUATION OF THE MATHEMATICS GOAL

53.3% of students enrolled in at least their second year showed proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS I 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 I 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.

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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.

There was not state science testing in Spring 2023 in grade 4.

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their 2nd Year

Grade	Students in At Least Their 2 nd 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

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

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

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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 I 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 I demonstrated proficiency.

ACTION PLAN

FLACS will continue to utilize Amplify Science in grades K-8 as the core science program.

In addition to tracking the results of the internal assessments that are part of Amplify Science, the FLACS network will support the FLACS I in digitizing some of these internal assessments so that they better mirror computer-based testing and content literacy. 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.

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

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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).