



**Family Life Academy**  
CHARTER SCHOOLS

**FAMILY LIFE ACADEMY  
CHARTER SCHOOL II**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Renee Willemsen Goode, Chief Academic Officer, prepared this 2021-22 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	Executive, Finance, CEO Evaluation, Bylaws
Rev. Susana Rivera-Leon	Vice-Chair	Executive, Accountability, Bylaws, Nominations
Miguel Pena	Secretary	Executive, Fundraising
Pedro Alvarez	Treasurer	Executive, Finance
Bishop Dr. Raymond Rivera	Member	Nominations
Hilda Sanchez	Member	Accountability, CEO Evaluations
Florence Wolpoff	Member	Accountability, CEO Evaluations
Dr. Janet Lerner	Member	Nominations
Kevin Kearns	Member	Facilities & Bond
Bryan Rivera	Member	Accountability, Fundraising, Bylaws
Joseph Holland	Member	Fundraising
Kelly Nunez	Member	
Carla Barrios	FLACS I PA President - Member	
Rafael McDonald	FLACS II ES PA President - Member	Finance
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Vacant	FLACS II MS PA President - Member	
Vacant	FLACS HS PA President - Member	
Paco Lugovina	Ex-Officio Member	

**Pamela Franklin has served as the elementary school 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 tenth year of operation. The school has two campuses, one elementary and one middle school campus. On BEDS day 760 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: 72.5% Hispanic/Latino, 25.7% Black, 91.4% free and reduced lunch, 14.2% current English language learners, and 12.2% students with disabilities.

All FLACS schools share a common mission, which was recently renewed and updated by the Board this 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, which were also renewed and refreshed by the Board this school year:

- 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

In 2021-22, all FLACS schools returned to full-time in person instruction after a year and a half of fully remote instruction. FLACS put in place a multi-layered COVID mitigation plan which included social distancing and masking (before March), isolation of positive students, quarantining of exposed students (before January), test-to-stay (from January on), cohorting of students, mandating vaccination for staff, encouraging students to get vaccinated, enhanced cleaning and disinfection programs, and weekly PCR testing of 20% of students and staff weekly. FLACS did revert to remote education for a small number of days before and after the winter break, when the Omicron surge was at its peak. One these days, instruction was provided synchronously through Zoom. This decision was made because of the high case count both within the city and within the schools themselves. Additionally, students in grades K-2 attended class remotely on the days that students in grades 3-5 took the state test in order to keep students with accommodations cohorted during testing.

Accelerating learning was a focus for the school year. To this end, FLACS did not make major modifications to its core academic program. FLACS felt strongly that continuing to provide students high quality, on-grade level curriculum so that students did not fall behind on grade expectations. However, the school was strategic about how it used two intervention blocks in the day – one in

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ELA and one in mathematics – to accelerate learning. During these two blocks daily, students had the opportunity to engage in individualize, adaptive online curriculum (DreamBox in mathematics and i-Ready in K-5/Lexia learning in 6-8 in ELA). Teachers and administrators looked closely at pre-test and NWEA data to identify where students had gaps in foundational knowledge for current units. Teachers used a variety of instructional resources to meet the needs of students during these blocks. For example, in ELA, teachers brought in additional resources in phonics in grades 2 and 3; grades which typically do not receive intensive phonics instruction. Additional staff was hired to provide ENL and AIS services to help reduce class size and provide additional intervention to students during these blocks.

FLACS has been building on the SEL curriculum established in the 2020-2021 school year. Teachers in grades K-5 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 at the start of their day 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.

Furthermore, over this past year FLACS implemented 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.

### ENROLLMENT SUMMARY

The table below summarizes the enrollment on BEDS day for each year. Prior to 2021-22, students from FLACS III’s elementary school were enrolled in FLACS II starting in Grade 5. For 2021-22 and beyond, they will remain chartered at FLACS III, which explains the apparent change in enrollment in Grade 5.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	44	51	53	48	49	66	76	48	50	0	0	0	0	484
2018-19	48	47	51	51	52	92	114	74	47	0	0	0	0	576
2019-20	54	71	52	52	56	96	147	135	74	0	0	0	0	737
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

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

#### BACKGROUND

FLACS uses a systemic 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 uses the Readers and Writers Project Units of Study in Writing. In the middle school grades, FLACS uses 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 and the F&P assessment (kindergarten through grade 5) 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, however due to scheduling issues related to COVID the program was not implemented with fidelity.

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.

At the middle school, there were staffing challenges related to COVID-19, particularly in the months of December, January and February when the campus was heavily impacted with staff and students who were sick during the Omicron wave. With many teachers and students sick, instruction was interrupted during these months.

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## ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	55	0	1	3	0	29
4	47	0	0	2	0	49
5	43	0	0	1	0	44
6	165	0	2	7	0	174
7	120	0	2	4	0	126
8	124	0	1	3	0	128
All	554	0	6	20	0	580

### RESULTS AND EVALUATION

FLACS II did not meet the accountability measure; 66.7% of students enrolled in at least their second year were at proficiency. The school was 8.3 percentage points from meeting the goal. Grades 3, 4, and 5 individually met the target.

Performance on 2021-22 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	83.6%	55	85.7%	120

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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4	93.6%	47	92.9%	115
5	83.7%	43	92.1%	159
6	59.4%	165	63.6%	42
7	51.7%	120	53.4%	47
8	54.8%	124	55.7%	55
All	63.9%	554	66.7%	538

### ADDITIONAL EVIDENCE

In 2018-19, 61.5% of students enrolled in at least their second year were at proficiency, with grade breakdowns as follow: 95.7% (Grade 3), 93.3% (Grade 4), 46.6% (Grade 5), 60.9% (Grade 6), 55.6% (Grade 7), and 34.8% (Grade 8).

#### Goal 1: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 1: Comparative Measure

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

### METHOD

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.<sup>2</sup>

### RESULTS AND EVALUATION

This data is not yet available.

2021-22 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	85.7%	120	n/a	n/a

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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4	92.9%	115	n/a	n/a
5	92.1%	159	n/a	n/a
6	63.6%	42	n/a	n/a
7	53.4%	47	n/a	n/a
8	55.7%	55	n/a	n/a
All	66.7%	538	n/a	n/a

### ADDITIONAL EVIDENCE

In Spring 2019, FLACS II exceeded the performance of CSD 7 and CSD 9 by 30.9 and 21.2 percentage points, respectively.

FLACS II is similar in demographics to District 7 and 9.

#### Goal 1: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

#### Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

### INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP. No grade met the absolute achievement. In grades 3-5, students met the growth goals. In grades 6-8, students did not meet the growth goals.

#### 2021-22 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 <sup>rd</sup> through 8 <sup>th</sup> 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	521	45	No

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	337	51	No
Measure 3a: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	46	58	36.5	No
Measure 3b: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade English language learners at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	English language learners	56.6	60	43.5	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>3</sup>	2+ students	75%	356	32.9	No

### End of Year Performance on 2021-22 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 <sup>4</sup>	Number Tested	Percent Proficient	Number Tested
3	49.2%	59	52.9%	27
4	54.2%	48	51.2%	22
5	43.2%	44	43.6%	17
6	26.1%	165	31.7%	33
7	22.0%	123	23.5%	24
8	22.5%	120	22.5%	25
All	30.6%	559	32.9%	148

### End of Year Growth on 2021-22 NWEA MAP ELA Assessment

<sup>3</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>4</sup> 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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### By All Students

Grades	Median Growth Percentile	Number Tested
3	72.5	56
4	61	61
5	74	74
6	32	32
7	36	36
8	31	31
All	45	45

### End of Year Growth on 2021-22 NWEA MAP ELA Assessment By Students that Did Not Meet Proficiency in the Fall

Grades	Median Growth Percentile	Number Tested
3	80	37
4	79.5	28
5	77.5	32
6	34.5	84
7	38	76
8	35	80
All	51	337

### ADDITIONAL CONTEXT AND EVIDENCE

FLACS believes that these results accurately reflect student learning. While the results were generally lower than state test scores for the same students, the two tests measure different items – NWEA just measures aspects of reading that vary from what is tested in the state test. The state test importantly asks students to write about what they have read, an area in which FLACS students have always excelled. The implications of these results are discussed in the action plan.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS did not meet the absolute measure and cannot yet report on the comparative measure. The elementary campus did meet the absolute measure as a campus as well as show growth on the NWEA over the year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not yet available
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.	N/A
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

### ACTION PLAN

FLACS II has two goals for the 2022-23 school year. The first is to continue the high achievement and growth in the elementary school. The second is to strengthen the ELA program at the middle school level. While the overall achievement on the ELA test was similar to pre-pandemic, the growth on the NWEA over the course of the year was noted as an area for improvement.

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 to plan for the 2023-24 school year.

At the middle school, an action plan is in place to drive school improvement. FLACS II’s middle school had adopted Lexia PowerUp, but did not use the program with fidelity. It will do so in 2022-23. Additional training will be provided to teachers to make use of the program.

ELA teachers, many of whom were new to the school in the last two years, are in need of additional professional development in delivering effective ELA instruction. This professional development will be provided by the school team, which has grown to include a second assistant principal and will be supported by the FLACS network. The FLACS network will hire a Coordinator of Data Driven Instruction, who will support the middle school ELA teachers in analyzing data throughout the year to improve instructional decisions.

Acknowledging that school culture and climate play a critical role in learning, FLACS MS will bring on additional staff and training on a restorative approach to discipline.

## GOAL 2: MATHEMATICS

### 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, supplemented by Every Day Counts, a 15-minute calendar based program intended to support mental math skills. FLACS 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 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 Math intervention included DreamBox Learning.

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 particular challenges in the mathematics department this year. In addition to challenges because of COVID related absences which were highlighted in the summary of the ELA program, one teacher passed away during the school year and two others had to go on extended leaves because of personal issues. This meant that the schools did not always have staffing for the second math block. The instructional coach who was tasked with supporting a relatively new group of teachers needed to provide coverage, and could not support teachers in the way initially envisioned.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	55	0	0	4	0	59
4	47	0	0	2	0	49
5	44	0	0	0	0	44
6	168	0	0	5	0	173
7	120	0	0	9	0	129
8	127	0	0	1	0	128
All	561	0	0	21	0	582

### RESULTS AND EVALUATION

FLACS II did not meet the accountability measure as a whole school. Of students enrolled in at least their second year, 31.1% of students were proficient. This fell short of the measure by 43.9 percentage points. However, grades 3 and 4 did meet the measure.

#### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	72.7%	55	75.5%	49
4	87.2%	47	88.1%	42
5	29.5%	44	28.3%	39
6	17.3%	168	20.8%	106
7	17.5%	120	17.8%	101
8	12.6%	127	13.8%	116
All	28.5%	561	31.1%	453

### ADDITIONAL EVIDENCE

In Spring 2019, 65.6% of students enrolled in at least their second year were at proficiency. In that year, grades 3 and 4 met the accountability measure with 97.9% and 85.7% of students are proficiency.

#### Goal 2: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 2: Comparative Measure

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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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.

### METHOD

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.<sup>6</sup>

### RESULTS AND EVALUATION

This data is not yet available.

2021-22 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75.5%	49	n/a	n/a
4	88.1%	42	n/a	n/a
5	28.3%	39	n/a	n/a
6	20.8%	106	n/a	n/a
7	17.8%	101	n/a	n/a
8	13.8%	116	n/a	n/a
All	31.1%	453	n/a	n/a

### ADDITIONAL EVIDENCE

FLACS II's population is similar in demographics to CSD 7 and 9. In Spring 2019 FLACS II exceeded the performance of CSD 7 and CSD 9 by 39.7 and 37.6 percentage points,

#### Goal 2: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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As such, The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

### INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP. FLACS II met the first measure and was one percentage point from meeting the second measure overall. The growth percentiles were higher for grades 3-5 than grade 6-8.

2021-22 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 <sup>rd</sup> through 8 <sup>th</sup> 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	512	54	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	424	54	No
Measure 3a: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities	54	57	41	No
Measure 3b: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade English language learners at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	English language learners	53	59	62	Yes

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>7</sup>	2+ students	75%	444	24.8	No
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### End of Year Performance on 2021-22 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 <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3	37.3%	59	43.1%	51
4	62.5%	48	69.8%	43
5	27.3%	44	25.6%	39
6	16.1%	161	20.0%	105
7	12.4%	121	13.0%	100
8	13.2%	114	13.2%	106
All	21.9%	547	24.8%	444

### End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	83	56
4	97.5	48
5	89	42
6	38	145
7	41	109
8	32	112
All	54	512

### End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By Students Below Level on Fall Administration

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>8</sup> 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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Growth Percentile	Number Tested
3	86	44
4	99	40
5	87.5	38
6	38	118
7	41	92
8	32	93
All	54	424

### ADDITIONAL CONTEXT AND EVIDENCE

Data from the NWEA provided important context for growth during the 2021-22 school year. While the school did not make its absolute target, the median growth percentile data illuminated areas of relative strength and areas for improvement.

In grades 3-5, the school made incredible growth during the school year, with median growth percentiles of 83 in grade 3, 97.5 in grade 4, and 89 in grade 5. In grades 6-8, the school had relatively lower growth, with median growth percentiles of 38 in grade 6, 41 in grade 7, and 32 in grade 8. The disparity between the elementary and middle school data highlights a need to strengthen the mathematics program at the middle school level. This is addressed in the action plan.

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

FLACS II did not meet the absolute measure as a school, although it did meet it in individual grades.

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.	Not yet available
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.	N/A
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

### ACTION PLAN

FLACS II will continue to use the NWEA MAP Growth three times a year to monitor growth in mathematics and will continue to use pretests and end of the unit tests that are part of the core curriculum according to the network pacing guide. Based on the data, there is need at the middle school level to enhance teachers' ability to analyze and utilize data. The network plans to hire a Coordinator of Data Driven Instruction, who will focus on supporting the middle school mathematics staff in utilizing data to modify instruction to meet the needs of individual students.

FLACS will continue to use Math in Focus as its core curriculum and DreamBox Learning as an individualized learning support. Between summer and fall 2022, FLACS is designing a more intentional approach to providing supports/interventions that teachers can use to meet the needs of students across its schools, especially at the middle school level.

The network has hired a full-time math curriculum specialist (in the past this role was only done part time). This individual will support all schools with professional development in mathematics, and working the Coordinator of Data Driven Instruction to specific guidance on using data to design interventions to support students in making growth in mathematics. Particular focus will occur at the middle school level and in grade 5.

FLACS has planned a series of professional developments about vertical alignment of the mathematics standards to help teachers understand the arc of each standard at their grade level in the overall K-12 progression. By exploring how the standards build on previous standards, teachers will be able to more effectively develop intervention that addresses these foundational skills. By understanding how the standards at their grade level support the work of future grade levels, teachers will be better positioned to ensure that students have the foundational knowledge needed for future grade levels. 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

#### 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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

In the past, FLACS offered a Regents level course to grade 8 students. This year, the school chose not to offer this, instead focusing on strengthening students' foundational science knowledge. After two years of pandemic, 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 the middle school.

FLACS also administered the NWEA MAP Growth science assessment to all of its 3<sup>rd</sup> through 8<sup>th</sup> graders.

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

#### RESULTS AND EVALUATION

FLACS II did not meet this measure as a charter, with 50.3% of students enrolled in at least their second year at proficiency. However, grade 4 had 100% of students enrolled in at least their second year at proficiency.

#### Charter School Performance on 2021-22 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	100.0%	42
8	31.5%	111
All	50.3%	153

#### ADDITIONAL EVIDENCE

#### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8	2017-18	Earth Science	48.0	50
8	2018-19	Living Environment	50.0	46
8	2021-22	Not given	Not given	0

FLACS did not offer a Regents science exam in 2021-22.

### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### ADDITIONAL CONTEXT AND EVIDENCE

FLACS does not have any concerns over the administration of the test.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

FLACS met the measure in grade 4 but did not meet the measure in grade 8.

### ACTION PLAN

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

However, 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, 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 give the NWEA MAP Growth exam in science once a year to all students in grades 3 and higher 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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because all students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

## RESULTS AND EVALUATION

The school met the measure; its ESSA status is “In Good Standing.”

## ADDITIONAL EVIDENCE

The school’s ESSA status has been “In Good Standing” during each of the last three years.

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good standing