



**Family Life Academy**  
CHARTER SCHOOLS

**FAMILY LIFE ACADEMY  
CHARTER SCHOOL**

**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
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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	

**Evelyn Centeno has served as the 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 388 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: 78.4% Hispanic/Latino, 20.6% Black, 95.6% free and reduced lunch, 26.0% current English language learners, and 10.3% 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 ELA and one in mathematics – to accelerate learning. During these two blocks daily, students had

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the opportunity to engage in individualize, adaptive online curriculum (DreamBox in mathematics and i-Ready in K-5). 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.

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 shows the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	51	48	50	52	50	52	0	0	0	0	0	0	0	303
2018-19	27	53	46	46	48	46	0	0	0	0	0	0	0	266
2019-20	113	54	76	54	54	49	0	0	0	0	0	0	0	400
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

## 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 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 NWEA MAP Fluency 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.

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

#### ELEMENTARY AND MIDDLE 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 5 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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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	47	0	0	0	0	47
4	75	0	0	1	0	76
5	49	0	0	1	0	50
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	171	0	0	2	0	173

### RESULTS AND EVALUATION

FLACS did not meet this measure. Only 31.7% of students enrolled in at least their second year achieved proficiency, 43.3 percentage points short of the goal. In part, this result stems from missed learning during the pandemic, however, FLACS has identified the need for additional professional development and new intervention materials in light of these results to accelerate learning in the upcoming school year. This is explored further in the action plan.

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	34.0	47	38.5	39
4	30.7	75	28.1	64
5	34.7	49	31.0	42
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	32.7	171	31.7	145

### ADDITIONAL EVIDENCE

The last time FLACS students took this exam was in Spring 2019, in its last accountability period. At that time, 57.4% of students enrolled in at least their second year were proficient on the test.

<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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## 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

At present time, the results of the state test are still embargoed and this analysis cannot be completed.

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	38.5	39	n/a	n/a
4	28.1	64	n/a	n/a
5	31.0	42	n/a	n/a
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	31.7	145	n/a	n/a

## ADDITIONAL EVIDENCE

The school and district are comparable with respect to demographics. In Spring 2019, FLACS I exceeded the performance of CSD 9 by 25.3 percentage points.

<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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### 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>- 5<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

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	153	43	No
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	104	46.5	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	45	22	26.5	No

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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	45.5	39	36	No
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%	145	32.4	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	25.6%	43	26.3%	38
4	41.7%	72	43.1%	65
5	19.6%	46	21.4%	42
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	31.1%	161	32.4%	145

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

Grades	Median Growth Percentile	Number Tested
3	43	43
4	47	67
5	36	43
6	-	-
7	-	-
8	-	-
All	43	153

<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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## 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	45	28
4	57	43
5	36	33
6	-	-
7	-	-
8	-	-
All	46.5	104

### ADDITIONAL CONTEXT AND EVIDENCE

There were minimal barriers to completing the testing NWEA and believe these results reflect the current achievement of the school.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	Unable to calculate at this time
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 will continue to use the NWEA MAP Growth three times a year to monitor growth in mathematics and will continue to use assessments that are part of the core curriculum according to the network pacing guide. FLACS used the NWEA Fluency in lieu of the F&P, hoping to have more

efficiency in administering ELA exams. For next year, it will return to using the F&P assessment as it has in the past.

The school recognizes an urgent need to accelerate learning in the 2022-23 school year and beyond. The action plan to achieve this is multifaceted.

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, including a new assistant principal with a background in supporting students in special education and the instructional coach.

FLACS will adopt Lexia Core5 to replace i-Ready as an individualized support in ELA. Lexia has higher efficacy studies under ESSA than i-Ready and is firmly grounded in the Science of Reading. Lexia is also a blended program, with a focus not only on using the online portal, but looking deeply at this data to provide teacher-led intervention.

FLACS has increased capacity at the network level to support the schools, by hiring a Coordinator of Data Driven Instruction who will support the school in using the data from Lexia, NWEA and in class assessments to drive instruction.

All FLACS schools use the same curriculum, but the academic results varied this year. Staff from the FLACS network will visit the schools to analyze best practices that can be used across all schools. At the same time, FLACS will engage selected staff in training around the science of reading in order to evaluate the current curriculum and programs for the 2023-24 school year.

## 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

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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. Teachers received one-on-one coaching from the instructional coach.

### 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 5 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

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	46	0	0	1	0	47
4	75	0	0	1	0	76
5	49	0	0	1	0	50
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
All	170	0	0	3	0	173

### RESULTS AND EVALUATION

FLACS did not meet this measure. Only 25.5% of students enrolled in at least their second year were proficient in mathematics, 49.5 percentage points short of the goal.

#### Performance on 2021-22 State Mathematics Exam

<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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## 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	17.4%	46	17.9%	39
4	38.7%	75	37.5%	64
5	16.3%	49	14.3%	42
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	26.5%	170	25.5%	145

### ADDITIONAL EVIDENCE

The last time FLACS students took the NYS assessments in Spring 2019, 51.2% of students enrolled in at least their second year were proficient in mathematics.

While the school fell short of the absolute measure, the data on the NWEA indicate there have been gains in mathematics, with a median growth percentile of 80. FLACS anticipates that the math proficiency will continue to rise in the future as students continue to make gains; for the 2021-22 school year, these gains were not enough to move students to proficiency, but moved them toward 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

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>

<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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## RESULTS AND EVALUATION

This data is not 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	17.9%	39	n/a	n/a
4	37.5%	64	n/a	n/a
5	14.3%	42	n/a	n/a
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	25.5%	145	n/a	n/a

## ADDITIONAL EVIDENCE

In 2019, FLACS I exceeded the performance of CSD 9 by 19.4 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.

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 met measures 1 and 2 on the NWEA exam, demonstrating high levels of student growth. While it did not meet measure 3, students in the special education and English language learners subgroups exceeded a median growth percentile of 50, with a median growth percentile of

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69 in both groups. While FLACS is not yet meeting its absolute measures, it is making progress toward meeting this as demonstrated by the growth.

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	154	80	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	127	79	Yes
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	82	23	69	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	82	39	69	No
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%	146	35.6	No

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

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	Percent Proficient <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3	44.2%	43	44.7%	38
4	41.7%	72	44.6%	65
5	12.8%	47	14.0%	43
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	34.0%	162	35.0%	146

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

Grades	Median Growth Percentile	Number Tested
3	77	42
4	83.5	68
5	73.5	44
6	-	-
7	-	-
8	-	-
All	80	154

### End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By Students Not Meeting Proficiency in the Fall

Grades	Median Growth Percentile	Number Tested
3	77	34
4	80.5	52
5	76	41
6	-	-
7	-	-
8	-	-
All	79	127

<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.

**ADDITIONAL CONTEXT AND EVIDENCE**

FLACS did not have any barriers to testing and believes these results are an accurate reflection of its performance.

**SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL**

FLACS did not meet the absolute measure, and the comparative measure is not yet available. Data from the NWEA suggests that FLACS students are making more growth over time than expected, which should see achievement gains in the years to come.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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 available yet
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 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.

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 specific guidance on using data to design interventions to support students in making growth in mathematics.

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 menu of additional supports/interventions that teachers can use to meet the needs of students across its schools.

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

understand 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.

### 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.

By aligning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to support students and modify instruction in an informed way. FLACS also administered the NWEA MAP Growth science assessment to all of its 3<sup>rd</sup> through 5<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> 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 met this measure, with 88.9% of students enrolled in at least their second year at proficiency, exceeding the target by 13.9 percentage points.

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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	88.9%	63
8	-	-
All	88.9%	63

### ADDITIONAL EVIDENCE

FLACS has been able to maintain a high level of achievement in science. The last time that FLACS scholars took the NYS science assessment, in Spring 2019, 85.7% of scholars enrolled in at least their second year were at proficiency.

#### 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 also administered the NWEA MAP Growth assessment in Science to all students in grades 3 and higher. These results are summarized below.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

FLACS met the measure for absolute achievement, which was the only measure reported this year.

### 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, 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 will be especially critical at the elementary level, since there will be no state testing at the elementary level in 2023.

## 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