Family Life Academy
CHARTER SCHOOLS

Family Life Academy Charter School III

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2024

By Rachel Cotto-Nuñez

370 Gerard Avenue, Bronx, NY 10451

(718) 585-6580

2023-24 Accountability Plan Progress Report

Brian Knobloch, Director of Data Driven Instruction, prepared this 2023-24 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	Chairperson	Executive, Finance, CEO Evaluation, Bylaws, McKenzie
Bryan Rivera	Vice Chair	Executive, Finance, Facilities & Bond, Fundraising, Bylaws, Athletics, McKenzie
Miguel Pena	Secretary	Executive, Facilities & Bond, Fundraising, Bylaws, McKenzie
Pedro Alvarez	Treasurer	Executive, Finance,Facilities & Bond, Nominations
Hilda Sanchez	Trustee	Accountability, Finance, CEO Evaluation
Bishop Dr. Raymond Rivera	Trustee	Facilities & Bond, Nominations, McKenzie
Florence Wolpoff	Trustee	Accountability, CEO Evaluation
Dr. Janet Lerner	Trustee	Nominations
Keven Kearns	Trustee	Facilities & Bond
Rafael McDonald	Trustee	Accountability, Athletics
Kelly Nuńez	Trustee	Accountability
Carla Barrios Alvarez	Trustee - FLACS I Parent Association	Fundraising
Eneroliza Castillo	Trustee - FLACS II Parent Association	Fundraising, Athletics
Maria Rodriguez	Trustee - FLACS III Parent Association	Fundraising
Diana Jimenez	Trustee - FLACS MS Parent Association	Fundraising, Athletics

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

SCHOOL OVERVIEW

Family Life Academy Charter School III (FLACS III), opened in 2014, serves kindergarten through fifth grade in the Mott Haven area of the Bronx, in Community School District 9. On BEDS day 198 students were enrolled. FLACS prides itself on attracting students from its surrounding communities in the South Bronx. On BEDS day, the student population included: 76.8% Hispanic/Latino, 23.2% Black, 95.9% free and reduced lunch, 27.3% current English language learners, 14.1% students with disabilities, and 21.2% homeless.

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

Every FLACS school has ten key design elements:

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

This year, the FLACS Network continued with its plan to renew the shared curriculum and instructional vision across all FLACS schools. While the majority of core curriculum did not undergo any major revisions this school year, the school, along with the network, laid the foundation for revision in the 2024-25 school year. The 5th grade piloted the Imagine Learning math curriculum in response to the need for a stronger mathematics curriculum; the same curriculum was adopted in FLACS Middle School and High School. FLACS III provided opportunities for a cohort of teachers, coaches and administrators to become experts in the Science of Reading through LETRS training. Alongside this professional learning, administrators, coaches and teachers from all FLACS elementary schools also participated in a year-long evaluation and adoption process to select a new reading and writing curriculum grounded in the Science of Reading. FLACS III also increased the number of opportunities for students to engage with hands-on, phenomenon based science instruction across grades by adding in the required science investigations. The school continued its focus on individualized instruction through a variety of mechanisms–namely more routine response to data whereby grade teams focused on action planning during weekly data meetings.

Assessment played a significant role in the collection of and response to data–namely in ELA and math. In response to the transition of NYS to computer-based testing, FLACS III administered all summative and some formative assessment in both ELA and math on computers to eliminate format as a barrier and to simulate the state test experience. Additionally, FLACS III continued administration of the NWEA MAP Growth Assessment three times a year to monitor growth in mathematics and literacy. FLACS also

continued to administer the FLACS foundational skills assessment two times per year or until students demonstrated proficiency. FLACS III 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 more immediate results and an enhanced data dashboard to guide instructional pivots throughout the school year.

Furthermore, over this period FLACS III continued the SEL through using Second Step curriculum across all grade levels. FLACS III administered an 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.

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 FLACS schools continued to support this direct servicing.

FLACS III's Performing Arts Program showcases the rich diversity of world cultures through engaging performances. Students from Kindergarten through Fifth Grade celebrate traditions from around the globe fostering a deeper appreciation for global cultures among our students and community.

This school year, FLACS III had unanticipated mid-year staffing changes in kindergarten, grade 3, grade 4, and grade 5.

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
2021-22	32	42	40	49	48	45	0	0	0	0	0	0	0	256
2022-23	23	29	41	40	48	50	0	0	0	0	0	0	0	231
2023-24	26	17	31	37	43	44	0	0	0	0	0	0	0	198

GOAL 1: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in critical literacy skills.

Background

FLACS III uses a systematic phonics program, Open Court Foundational Skills Kit, in kindergarten through grade 2. In all grades, FLACS III 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 III uses the Readers and Writers Project Units of Study in Writing.

Literacy instruction was data-driven. Curriculum based assessments were administered via an online platform to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. Online testing also provided students with an opportunity to engage with a variety of digital interactions prior to state testing. Teachers used results from the NWEA MAP Growth and from F&P fluency assessments to drive instructional decisions. Data was stored in an online data warehouse and analysis platform 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.

FLACS III continued to implement intervention programs for all grade levels. Teachers utilized small group time to provide intervention and an Academic Intervention Services teacher provided targeted instruction to students in need of literacy intervention in grades K-5. Some of the materials for ELA intervention included Leveled Literacy Intervention and Science of Reading aligned lessons from Lexia Core 5. In addition to small group lessons, students received individualized practice on Lexia Core 5. Teachers also used this data from Lexia in conjunction with other assessment data to determine skills to address during small group instruction.

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, assistant principal, and FLACS Network staff.

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.

2023-24 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	37	-	1	-	-	-	-	38
4	43	1	-	-	-	-	-	44
5	43	-	-	-	-	-	-	43
6	-	-	-	-	-	-	-	-

7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	123	1	1	-	-	-	-	125

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	37	14	37.8	30	12	40.0
4	43	14	32.6	37	13	35.1
5	43	14	32.6	40	14	35.0
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	123	42	34.1	107	39	36.4

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.[2]

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	33.3	32.5	28.5	5.7

[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] You can find the statewide MIP goals for 2022-23 to 2026-27 here

PI	=	32.5	+	28.5	+	5.7	=	66.7
				28.5	+	5.7	=	34.2
					+	(.5)*5.7	=	2.9
						PI	=	103.8

RESULTS AND EVALUATION

FLACS III did not meet this measure. The school's PI was 103.8, which fell short of the goal by 9.2.

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.[3]

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.0	30	33.2	686
4	35.1	37	32.6	733
5	35.0	40	24.3	818
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	36.4	107	29.8	2237

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)

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.3	441.0	437.5	0.34
4	97.9	448.0	439.8	0.80
5	96.0	447.0	438.9	0.88
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	96.4	445.6	438.8	0.70

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	42.3	50.0
5	47.2	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	44.8	50.0

ELA INTERNAL EXAM RESULTS

FLACS III 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 III 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 41; the target was 55.

FLACS III met measure 3. The school's median growth percentile of 3rd through 8th grade students with disabilities at the school was the same as the median growth percentile of 3rd through 8th grade general education students at the school which was 43. The median growth percentile of students with disabilities was 43.

FLACS III 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 32.5%; the target was 75%.

During 2023-24, 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 Growth.

NWEA

2023-24 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	118	43	No

Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	85	41	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[6]	23	43	43	Yes
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[7]	2+ students	75%	103	32.5	No

End of Year Performance on 2023-24 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[8]	Number Tested	Percent Proficient	Number Tested
3	36.1	36	41.9	31
4	31.7	41	37.1	35
5	22.0	41	24.3	37
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-

[6] 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

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

[8] 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.

All	28.7	118	32.5	103

End of Year Growth on 2023-24 NWEA MAP ELA Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	54	36
4	42	41
5	37	41
6	-	-
7	-	-
8	-	-
All	43	118

Summary of the ELA Goal

FLACS III did not meet the absolute measure. 36.4% 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 III met the two comparative measures, both outperforming the local community school district (CSD 7) and having an effect size of 0.7 which exceeded predicted level of performance from the previous school year.

FLACS III fell short of the growth measure of the school's unadjusted mean growth percentile.

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.	No
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.	Yes
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	Yes

	(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.	
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.	No

Evaluation of ELA Goal

FLACS III met the comparative measure with 36.4 percent of students enrolled in at least their second year showed proficiency on the NYS English language arts exam. FLACS III outperformed Local CSD 7 in grades 3-8 by a difference of 6.6 percent.

FLACS III performed higher than expected according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State with a difference of 0.4.

FLACS III's mean unadjusted growth percentile was 44.8 which was below the target of 50.

Additional Context and Evidence

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

ELA Action Plan

FLACS III will work on a dual goal of increasing the number of students who are proficient (Level 3 and 4), while also looking to decrease the number of students at a Level 1.

FLACS III, along with all other FLACS elementary programs, reevaluated its ELA curriculum over the course of the year in light of the Science of Reading and a need to bring a more scripted program that would support teachers new to teaching. A team of teachers-leaders, administrators and coaches, started an intensive two-year professional development in the Science of Reading through LETRS training; FLACS III plans to continue to offer this training to all teachers over the next five years. A team of FLACS administrators, coaches, and teacher leaders met to review the research and choose a new curriculum that is best aligned with these goals. The group selected Fishtank ELA Plus (K-5), which is already used in grades 6-8 at other FLACS schools, to address the needs of supporting language comprehension development using an integrated ELA approach whereby writing and reading are taught together. And to address word recognition, the group selected Amplify CKLA Skills which will be implemented in grades K-2. Both Fishtank ELA Plus was rated Green in alignment by EdReports; Fishtank ELA Plus has also been highlighted by the Knowledge Matters Campaign. FLACS III' emphasis will be on using these two curriculum with fidelity. In addition to implementation of each program, each grade level will have a one hour block for independent practice, such as independent reading, and targeted skill instruction, including the use of i-Ready Reading and literacy centers. This one hour block will also be where the classroom teacher and the Academic Intervention Services teacher pull students for intervention.

The FLACS network also expanded its academics team to include a K-5 Director of Literacy. This individual will be responsible for supporting the implementation of both of these new curriculum as well as ongoing professional development.

FLACS III 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.FLACS will abandon using the F&P assessment in grades K-5, in favor of assessments better aligned with the Science of Reading. For foundational skills, FLACS will pivot to using EarlyBird early literacy screener, for which the network has received funding from the Heckscher Foundation. Embedded assessments in Amplify CKLA and Fishtank ELA Plus will also be heavily analyzed to ensure students are making progress in phonemic awareness, phonics, fluency and comprehension..

While FLACS has always been committed to data driven instruction, in 2024-25, the FLACS network will continue to support in response to data protocol in which teachers collaborate in grade level PLC to identify specific areas of concern, determine misconception, and action plan for reteaching. Within this work, teachers and school leaders in partnership with the FLACS network literacy director will analyze student assessment results to negotiate instructional shifts.

FLACS III will use i-Ready to support individualized literacy instruction in conjunction with individualized teacher-supported instruction, a shift that is happening to ensure alignment in tools across all schools. Ready shows evidence as an effective intervention tool as of January 2024 in a study conducted by the National Center for Intensive Intervention and is grounded in the Science of Reading. While i-Ready 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 continue to use classroom data stored on Performance Matters, NWEA data, and i-Ready data to guide the focus of intervention instruction.

A group of teachers at FLACS III who participated in LETRS training during the 2023-24 school year will continue the work on learning best practices of the Science of Reading using LETRS training series. All teachers will receive ongoing professional development from the school instructional coach and the FLACS network director of literacy throughout the 2024-25 school year. Over the next five years, FLACS III will continue to train all of its teachers using LETRS. This grounding in the Science of Reading will support better instruction for students to become skilled readers.

GOAL 2: MATHEMATICS

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

Background

FLACS III continued to use Math in Focus as its core curriculum program in mathematics in grades K-4. This curriculum focused on problem-solving, learning by doing, and conceptual understanding of

mathematics. In response to degradation of student mathematics proficiency over time and to become more aligned with mathematics curriculum being used in grades 6-12 at FLACS, FLACS III piloted Illustrative Mathematics, a math curriculum which supported critical skills, understandings, and math practices in grade 5. FLACS also continued to use DreamBox Math, an online adaptive program that provided individualized support to students.

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. In addition to pre and post assessments, the FLACS network director of mathematics provided additional online assessment to give students additional practice with online testing interactions as well as another data point demonstrating student proficiency. Teachers used the combined results from these assessments and from the NWEA MAP Growth to drive instructional decisions. Data from these internal assessments and from NWEA was stored in Performance Matters, which allowed for quicker and routine access to analyze student misconceptions. Teachers met in teams, with instructional coaches, and school administration to review these multiple points of student data and determine action plans for providing support in math instruction.

FLACS III continued to implement intervention programs for all grade levels. Teachers utilized small group time to provide targeted instruction to students in need of mathematics 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 FLACS network director of mathematics which were in direct response to needs highlighted by the data.

Teachers received professional development in delivering high quality curriculum throughout the year. This PD included the use of coherence maps to observe and plan for vertical alignment. The principals, assistant principals, coaches and network staff led workshops about math topics and various student engagement strategies with norming on highest leverage action steps during data analysis. Teachers received live coaching and modeling support from the FLACS network director of mathematics as well as one-on-one coaching from the instructional coach and school administrators.

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.

2023-24 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	37	-	1	-	-	-	-	-	38
4	43	-	-	-	-	-	-	-	44
5	42	-	1	-	-	-	-	-	43
6	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-
All	122	-	2	-	-	-	-	-	125

Performance on 2023-24 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	37	19	51.4	30	17	56.7
4	43	13	30.2	36	11	30.6
5	42	13	31.0	39	12	30.8
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	122	45	36.9	105	40	38.1

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.

Method

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
125	27.0	36.1	33.6	3.3

PI	=	36.1	+	33.6	+	3.3	=	73.0
				33.6	+	3.3	=	36.9
					+	(.5)*3.3	=	1.7
						PI	=	111.6

Results and evaluation

FLACS III fell short of this measure, with a PI of 111.6, which is less than the MIP, 115.3.

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.

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.

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56.7	30	41.4	727
4	30.6	36	39.3	740
5	30.8	39	27.3	814
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	38.1	105	35.7	2281

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.

METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.[9]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.0	446.0	442.8	0.22
4	97.9	451.0	440.6	0.74
5	96.0	438.0	438.8	-0.07
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	96.4	445.0	440.6	0.30

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[10]

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

[10] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	48.0	50.0
5	26.4	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	37.1	50.0

Mathematics Internal Exam Results

FLACS III approached, but did not meet measure 1. The school's median growth percentile for all 3rd through 8th graders was 41; the target was 50.

FLACS III 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 30; the target was 55.

FLACS III approached, but did not meet measure 3. The school's median growth percentile of 3rd through 8th grade students with disabilities at the school was lower to the median growth percentile of 3rd through 8th grade general education students at the school which was 41. The median growth percentile of students with disabilities was 30.

FLACS III 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 27.9%; the target was 75%.

During 2023-24, 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 Growth.

NWEA

2023-24 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?

Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	118	41	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	98	30	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[11]	41	33	30	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[12]	2+ students	75%	115	27.9	No

End of Year Performance on 2023-24 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[13]	Number Tested	Percent Proficient	Number Tested
3	36.1	36	38.7	31

[11] 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

[12] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[13] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

4	25.0	44	29.7	37
5	21.4	42	21.6	37
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	26.0	122	27.9	115

End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	44	36
4	49	44
5	31	42
6	-	-
7	-	-
8	-	-
All	41	118

Summary of the Mathematics Goal

While FLACS III did not meet the absolute measures, it did meet both comparative measures.

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.	No
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.	No
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.	Yes
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.	Yes

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.	No

Evaluation of the Mathematics Goal

FLACS III did not meet the absolute measure. 38.1% 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 III fell short of the measure, with a PI of 111.6, which is slightly less than the expected MIP, 115.3

FLACS III met the comparative goal with 38.1 percent of students enrolled in their second year achieving proficiency in grade 3-5. Local CSD 7 proficiency was 35.7 percent.

FLACS III met its predicted level of performance by an effect size of 0.3.

FLACS III fell short of its growth target ranking at the 37.1 percentile. Grade 5 at FLACS III demonstrated growth at the 26th percentile due in part to disrupted learning with staffing changes.

Additional Context and Evidence

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

Mathematics Action Plan

In 2023-24, FLACS piloted Imagine Learning Illustrative Math in grade 5. In the 2024-25 school year, FLACS III will adopt the Illustrative Math curriculum from Imagine Learning for grades K-4, aligning with the already established curriculum for grades 5-12. This decision follows extensive review and ensures alignment with the NYS NGLS standards. The focus will be on fidelity to the curriculum and understanding vertical alignment to enhance instruction, allowing for both remediation and enrichment.

Building capacity within the school, the director of mathematics will collaborate with the director of data -driven instruction to lead data analysis sessions which will focus on providing specific strategies for using data to design interventions that foster student growth in mathematics with school administration, instructional coaches, and teachers. These sessions will focus on identifying key standards and high-impact action steps. Regular live coaching and demonstrations will be provided to model conceptual math and engagement strategies which will include supporting math fluency through the incorporation of math centers, practice problems and targeted instruction tailored to individual needs.

The school will continue using the NWEA MAP Growth assessments three times a year to monitor student progress in mathematics. Regular assessment and data review will drive this shift. Pretests and end-of-unit tests from the core curriculum will be administered according to the network pacing guide. Additionally, the network will supply two cumulative interim benchmark assessments. Teachers and administrators will engage in data-driven PLC conversations and action planning, supported by a new data analysis guide developed through collaboration between the FLACS network and school leadership.

GOAL 3: SCIENCE

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

Background

FLACS III continues to use Amplify Science as its core program for all grade levels. This phenomena-based curriculum aligns with the Next Generation Science Standards (NGSS) and integrates interactive digital tools and hands-on activities. The program is designed to teach students to think, read, write, and argue like scientists and engineers.

Each Amplify Science unit for grades K-8 is structured around a unit-specific learning progression called the Progress Build. This tool outlines how students' understanding of the unit's focal phenomena is expected to develop and deepen throughout the unit. The Progress Build is crucial for understanding the unit structure and supporting student learning. It organizes the instructional sequence, defines assessment focuses, and grounds inferences about student learning progress to guide instructional adjustments and differentiation. By aligning instruction and assessment with the Progress Build, educators can use evidence of student understanding to support and modify instruction in real time.

In addition to the core curriculum, FLACS III incorporates the required elementary science investigations for grades 3-5, embedding them as hands-on classroom experiences.

Elementary and Middle Science

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	40	7	17.5
8	-	-	-
All	40	7	17.5

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.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	40	7	17.5			
8	-	-	-			
All	40	7	17.5			

Summary of the Elementary/Middle Science Goal

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

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.	No
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.	TBD

Evaluation of the Science Goal

FLACS III was an early adopter of a science program, Amplify Science, that was aligned to the Next Generation Science Standards. However, the adoption of the program was interrupted by the COVID-19 pandemic. The 5th graders who took the state science exam had interrupted instruction in science in grades 1 and 2 as a result of the COVID-19 pandemic. While science instruction continued remotely it was not well aligned to the new standards, and students missed some foundational knowledge moving into grade 3.

Additional Context and Evidence

The school has no concerns about the accuracy of the data that was reported.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	-	-	-	-
8	2022-23	-	-	-	-
8	2023-24	-	-	-	-

Action Plan

FLACS III will continue to utilize Amplify Science in grades K-5 as the core science program. FLACS III is shifting how it schedules science instruction in grades K-5. Whereas previously, this was taught every other day (alternating with social studies), for the upcoming year, science will be taught everyday for half of the year and then alternate with social studies. This will allow teachers to have more capacity for internalizing content.

In addition to tracking the results of the internal curriculum-based assessments that are part of Amplify Science. The FLACS network will support FLACS III in digitizing some of these internal assessments so that they better mirror computer-based testing and content literacy. Teachers will analyze measures from these internal curriculum-based assessments to support future planning and instructional shifts. To support continued integration of elementary science investigations, the FLACS network director of science and social studies will engage schools in professional development in how to carry out the investigations with fidelity and on best practices for evaluating student work through a normed lens on these investigations.

GOAL 4: ESSA

ESSA Measure 1

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

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

2023-24 Accountability Plan Progress Report

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

Additional Context and Evidence

The school's ESSA status has been at the highest level, either "In Good Standing" (2021-22) or "Local Support and Improvement" (2022-23 and 2023-2024).