



**Family Life Academy**  
CHARTER SCHOOLS

**Family Life Academy Charter School  
High School**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2024

By Jose Martinez

1401 Inwood Avenue, Bronx, NY 10452

(718) 269-3870

## 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 Nuñez	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

**Jose Martinez has served as the principal since August 2022.**

## SCHOOL OVERVIEW

Family Life Academy Charter School High School (FLACS HS) opened in the Fall of 2022 serving grade 9 and expanded to serve grade 10 in the Fall of 2023. FLACS HS is a college preparatory high school with a focus on social justice where students are empowered to exercise their rights and amplify their voices to confront systemic injustices, advocate for marginalized communities, and drive positive transformation to create a more just society in the Bronx and beyond. As part of this process, all FLACS HS students work to complete either their Regents diploma or a Regents with Advanced Designation diploma. Students will also have the opportunity to earn the Seal of Biliteracy and the Seal of Civic Readiness.

During the 2023-2024 school year, FLACS HS school served 201 students of which 71.6% students were returning FLACS students. Of the total population 70.6% were Hispanic, and 28.9% Black primarily in Community School District 7 and 9. Of the total student population 96.5% were economically disadvantaged, 13.9% were homeless, 15.9% were English language learners, 19.9% were students with disabilities.

The focus of all FLACS schools has been to attract students from the surrounding community, including immigrant students and English language learners. All FLACS schools share a common mission: *Family Life Academy Charter Schools, together with the Latino Pastoral Action Center and parents, creates the conditions for self-empowerment for all its K-12 students to excel academically, take responsibility for their own learning, and affirm human values, today, in college, and beyond.*

Each FLACS school has ten key design elements:

- A rigorous academic curriculum with a focus on scholars doing the heavy lifting
- Data-driven planning fueled by a rigorous system of assessment and accountability
- Intentional approaches to meeting the needs of all scholars, with a special emphasis on English language learners
- Professional learning that enriches teaching and increases scholar achievement
- Consistent and caring 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 addition to offering a schedule that allowed students to earn up to 14 credits, FLACS HS provided designated time in the instructional day and time during after school programming to support foundational skills gaps students had in the areas of literacy, math, and science. FLACS HS also provides academic intervention programming embedded in the school day which is specifically designed to address students who have foundational literacy gaps.

FLACS HS has a robust counseling program, with guidance counselors, college counselors and a social worker that works with students to ensure students are on track for graduation. This included already helping students to think about their interests and strengths and laying the foundation to provide them with support as they apply for college. In addition to college planning, the counseling team supported

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

FLACS HS student’s socio-emotional readiness. As part of a weekly advisory period, students engage in their SEL curriculum and build school culture with the guidance team. The guidance team also engaged in direct family support especially for students with chronic attendance issues.

FLACS HS offered a robust set of opportunities for enrichment through its after school program. FLACS HS established a student-facilitated student government organization. For sports, FLACS HS offered: flag football, girls volleyball, basketball, baseball, softball, esports, golf, swimming, and the Dreamyard dance program. In addition to sports and non-academic offerings, FLACS HS also offered additional academic support and enrichment in the areas of math and science.

Due to construction delays, the school was located at a temporary location at Boricua College for the 2023-24 school year while the permanent building was being finished. This temporary location was farther from public transportation than the previous temporary location in 2022-23 when it was co-located with FLACS Middle School.

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-23	0	0	0	0	0	0	0	0	0	101	0	0	0	101
2023-24	0	0	0	0	0	0	0	0	0	108	93	0	0	201

### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in	Number Leaving	Number in Accountability

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

			October of the Cohort's Fourth Year	During the School Year	Cohort as of June 30th
2021-22	2018-19	2018	0	0	0
2022-23	2019-20	2019	0	0	0
2023-24	2020-21	2020	0	0	0

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	0	0	0
2022-23	2019-20	2019	0	0	0
2023-24	2020-21	2020	0	0	0

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	0	0	0

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-2 3	2018-19	2018	0	0	0
2023-2 4	2019-20	2019	0	0	0

### PROMOTION POLICY

Promotion in FLACS HS is based on the number of credits that a scholar has accumulated by the end of the academic year. Below are the minimum credits that a student needs in order to be promoted to the next grade level. Scholars that pass all coursework will accumulate more credits than this minimum. Please note that FLACS HS is using the NYC DOE system of credits in which 2 credits is the equivalent of 1 state credit.

Grade 9 – Successful completion of at least 8 credits

Grade 10 – Successful completion of at least 20 credits including 4 in ELA/ENL; 4 in social studies

Grade 11 – Successful completion of at least 30 credits

Grade 12 – Successful completion of at least 44 credits in required subject areas

In 2023-24 FLACS HS moved to a semester-based credit system, (in 2022-2023 students earned credits on an annualized basis) Students had the opportunity to earn up to 14 credits. The following courses were offered - ELA 9 (two credits), ELA 10 (two credits), Algebra I (two credits), Algebra II (two credits), Geometry (two credits) Global History and Geography I (two credits), Global History and Geography II (two credits), Living Environment (two credits), Earth Science (two credits), Health (one credits), PE (one credit - with one-half credit offered to all students each semester), Spanish 1 (two credits), Spanish 2 (two credits), Spanish 2/3 Honors (two credits), Chorus (1 credit), Music (1 credit), Visual Art Production (2 credits)

In order to graduate, students must earn credit to meet the State Commissioner’s Part 100.5 Diploma Requirements.

## GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate on-time.

### **Graduation Goal Measure 1 - Leading Indicator**

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2023-24

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	83	92.7
2023	108	86.1

### Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	0	0
2021	2022-23	0	0
2022	2023-24	83	51.8

### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	0	0	0
2019	2022-23	0	0	0
2020	2023-24	0	0	0

<sup>1</sup> These data reflect August graduation rates.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	0	0	0
2018	2022-23	0	0	0
2019	2023-24	0	0	0

### Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	0	0	0	0	0
2019	2022-23	0	0	0	0	0
2020	2023-24	0	0	0	0	0

### Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

### Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)} \times 100$

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

N/A	0	0	0
N/A	0	0	0
N/A	0	0	0
Overall	0	0	0

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	0	0
2019	2022-23	0	0
2020	2023-24	0	0

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Because FLACS HS is in its second year, and only served students in Grade 9 and 10 in the 2023-24 school year, the only measure that can be reported is the leading indicator on credit accumulation. The school met this measure for the leading indicator.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### EVALUATION OF THE GRADUATION GOAL

FLACS HS had 89.0% of students attain 10 credits across both the 2022 and 2023 graduation cohorts.

### ADDITIONAL CONTEXT AND EVIDENCE

During the 2023-24 school year, FLACS HS moved to a semester based system of awarding course credit where credit was earned by receiving a passing mark at the end of each semester.

FLACS HS offered a summer school option for students who did not gain credit in Algebra I and Living Environment, Earth Science, and Global History and Geography; to earn credit the students must also have sat and passed the corresponding Regents exam for the course in August. During summer school, 3 students earned credits for Algebra I and earned a passing score on the August Regents exam; 9 students earned credits for Global History and Geography and a passing score on the August Regents exam; 6 students earned credits for Living Environment and a passing score of the August Regents exam, 2 students earned credits for Geometry and a passing score of the August Regents exam; and 6 students earned credits credits for Earth Science and a passing score on the August Regents exam.

### ACTION PLAN

FLACS HS will continue to award credit at the end of each semester. To support better tracking of this credit accumulation, FLACS HS will partner with New Visions who has developed an online visualization tool to support the tracking on credit accumulation; this partnership begins in Fall 2023. Credit audits have been scheduled for the end of each semester. The FLACS network director of data driven instruction will support FLACS HS with pulling data of in progress grades on a routine basis to capture students who may be in danger of failing courses prior to credits being awarded at the end of a semester. The school leadership will identify students who are in this risk group and provide additional support through academic intervention either during the school day or after school. Students will also analyze this data and create their own action plans in the advisory period.

When students enter in 9<sup>th</sup> grade, FLACS HS will use the NWEA MAP Growth Math assessment and NYSTP math scores from 8<sup>th</sup> grade to support in the decision-making process of enrolling high risk students into a 3-semester Algebra I course whereby students will receive additional support with underlying mathematical gaps. This measure will help ensure that students earn the credits for which they are enrolled in their mathematics courses by addressing the underlying gaps in student understanding.

To ensure students are able to accumulate credit in ELA and other literacy rich coursework, , FLACS HS will use the NWEA MAP Growth Reading Assessment and NYSTP reading scores from 8<sup>th</sup> grade to support determining which students can benefit from literacy intervention. FLACS HS has adopted HMH Read 180 as a reading intervention program. This program, while not credit bearing, will provide students with access to explicit instruction in foundational reading and comprehension skills. FLACS HS has a dedicated literacy interventionist on staff to support students with this work.

FLACS HS will continue to offer summer school credit recovery for courses which end in a Regents exam.

During the 2024-2025 school year, FLACS HS will continue to implement a rigorous curriculum in all content areas with a renewed focus on teacher preparation and internalization of daily lessons. In partnership with the FLACS network, FLACS HS will provide teachers with professional development in differentiating instruction and supporting all students to access grade level content. FLACS HS will have a dedicated instructional coach who will support teachers with classroom best practices, such as classroom management and instructional strategies, curriculum pacing, analyzing classroom assessment data, and creating action plans for adjusting instruction based upon need.

### GOAL 2: COLLEGE PREPARATION

Students will demonstrate preparedness for college level coursework.

FLACS HS is a college preparatory high school. All students work to complete either their Regents diploma or a Regents with Advanced Designation diploma. Through a variety of academic interventions that take place both during school and after school, students participate in accelerated learning opportunities which will support the students demonstrating academic readiness for advanced level course work. FLACS HS students will have access to advanced level coursework through honors, AP and dual enrollment courses. While FLACS did not offer these courses during 2023-2024 with the exception of a Spanish II/III honors course, a multi-year plan exists for implementing these courses beginning in 2024-2025.

In 2023-2024, FLACS HS started to build the foundation for a robust counseling program, with guidance counselors and college and career counselors that worked with students to ensure students are on track for graduation and post graduate endeavors.

#### **College Preparation Goal Measure 1 - Absolute**

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	0	0	0
N/A	0	0	0
N/A	0	0	0
N/A	0	0	0
N/A	0	0	0
Overall	0	0	0

#### College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	0	0	0
2019	2022-23	0	0	0
2020	2023-24	0	0	0

### SUMMARY OF THE COLLEGE PREPARATION GOAL

FLACS HS is in its second year of operation serving students in grades 9 and 10. FLACS HS will introduce advanced coursework beginning in 2025-2026.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

### EVALUATION OF THE COLLEGE PREPARATION GOAL

FLACS HS only enrolled 9th and 10th graders in the 2023-2024 school year.

### ADDITIONAL CONTEXT AND EVIDENCE

FLACS HS only enrolled 9th and 10th graders in the 2023-24 school year. However, the school continues to build systems to track the progress toward this measure as it grows. While many advanced courses are not yet offered, FLACS HS did offer a Spanish II/III honors course which terminated in the Spanish Checkpoint B exam. Of the 47 scholars who took the exam, 100% met the expectations setting these students up for continued advanced coursework in world languages.

<sup>5</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

### ACTION PLAN

FLACS HS only enrolled 9th and 10th grade in the 2023-24 school year. In the upcoming year, FLACS HS is building its guidance team with the addition of a social worker, and will continue the use of the New Visions Portal tool for planning students for best possible outcomes and tracking progress towards earning diplomas with advanced designations.

The FLACS HS course catalog has been fully established for all four years to ensure students have multiple pathways to taking advanced coursework. FLACS HS plans to continue offering a Spanish II/III honors course for world language and a Spanish IV course which will terminate with a World Language Checkpoint C exam. Additional advanced courses to be offered in 2024-2025 include a dual enrollment psychology course and biology course (through a Syracuse University partnership). Additionally, FLACS HS will offer students an opportunity to earn college credit in an after school program through a partnership with CUNY.

FLACS HS has also established partnerships with local middle schools with students who started their 9th grade year at FLACS HS with one or more Regents credits in Algebra I, Living Environment, and/or United States History. In addition to this, FLACS MS offered Algebra I and United States History courses which terminate in a Regents exam to a group of students who will enter FLACS HS in 2024-2025 with these credits. FLACS HS is able to expand advanced coursework offerings for these students who are already entering FLACS HS with high school credits and Regents exam credits.

## GOAL 3: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in critical literacy skills.

### BACKGROUND

The goal of the FLACS HS ELA curriculum is that students become independent, capable, and analytical readers, writers, listeners, and speakers. The ELA curriculum is aligned with the New York State Next Generation Learning Standards. During this year, students explored reading, writing, listening and speaking through a variety of intentional text and unit choices selected in collaboration with school and the FLACS network from Odell High School Literacy Curriculum.

FLACS ELA curriculum is unified by overarching themes of social justice in each grade level which connect to the work scholars do towards the completion of their civics engagement project. Over the course of each unit, students read literary and informational texts to explore common themes. This work includes close reading of texts, embedded opportunities for writing which includes literary analysis and argumentation which ties directly to the standards and the essential questions of each unit.

At FLACS HS, there were some students who had not yet mastered the basic foundational skills necessary to be established and fluent readers and writers. These students were given a separate scheduled block whereby the literacy intervention teacher would provide students with explicit instruction of discrete skills using the Read 180 program. In addition to teacher-led instruction, students would also use

adaptive technology, Read 180 software, to practice applying those skills in novel context or to receive additional foundational support.

While students do not yet participate in the ELA Regents exam, students benefited from embedded test sophistication/preparation through the ELA curriculum.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>6</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	0
2019	2022-23	0	0	0	0

<sup>6</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>7</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2020	2023-2 4	0	0	0	0
------	-------------	---	---	---	---

### High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-2 2	0	0	0	<b>0</b>
2019	2022-2 3	0	0	0	0
2020	2023-2 4	0	0	0	0

### High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	<b>0</b>
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

### Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	<b>0</b>
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

FLACS HS only enrolled 9<sup>th</sup> and 10<sup>th</sup> graders in the 2023-24 school year; no students have yet taken the Regents Exam in English Language Arts.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

These cohort measures are not applicable to FLACS HS in the 2023-2024 school year.

### ADDITIONAL CONTEXT AND EVIDENCE

FLACS HS used curriculum based assessments aligned to the core curriculum to measure student proficiency. Internal assessment included unit, midterm, and a simulation assessment. The format of these assessments was modeled upon NYS Regents exams.

### ACTION PLAN

Beginning in the 2024-2025 school year, FLACS HS will continue implementing ODELL High School Literacy Curriculum, across all ELA courses in grades 9-11. The ODELL curriculum supports the development of core literacy proficiencies that build essential knowledge, skills, and academic habits. The curriculum focuses on reading closely, making evidence-based claims, building evidence-based

arguments, and researching to deepen understanding. Embedded in each unit are opportunities for students to engage with authentic writing tasks which connect to other disciplines. As part of this program shift, interim assessments will continue to be used to measure mastery of skills aligned to the Regents exam for English.

FLACS HS will begin to offer a grade 11 ELA honors course in 2024-2025 with plans to expand honors coursework with AP English Language and Composition in 2025-2026.

FLACS HS will continue with the Read 180 program literacy intervention programming in the 2023-2024 school year to support struggling readers. The school will target students who are demonstrating gaps in foundational literacy skills. These students will receive blended instruction (combining digital media with traditional classroom instruction) and have opportunities to practice through independent reading. This course will be programmed in addition to the ELA course students are required to take in that grade level, and it bears no credit. ELA teachers will participate in weekly co-planning sessions with the HS leadership team. Additionally, professional development will be provided through professional learning communities of similar content areas analyzing student assessment results and action planning for instructional pivots that are required for specific skills or content. Through facilitation of the FLACS network, the FLACS HS ELA teachers will collaborate with FLACS MS ELA teachers to norm on writing expectations and literacy instruction.

### GOAL 4: MATHEMATICS

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

#### BACKGROUND

At FLACS HS, students gain a deep conceptual understanding of math through a curriculum that has problem solving at its core. As important as being able to arrive at a correct solution is understanding how to arrive at that solution and defending the solutions to problems. There is a heavy focus on inquiry and exploration in mathematics, with activities that are scaffolded strategically to help students discover mathematical concepts on their own. This allows students to have more ownership of their own learning and to gain a deeper and more lasting understanding of the concepts they are learning.

During the 2023-2024 school year, FLACS HS offered Algebra I to grade 9 students, Geometry to 10th grade students and any 9th grade students who were new who already had credit for Algebra I. It also offered Algebra II to a small group of students who had previously earned credit for Algebra I and Geometry. FLACS HS used Illustrative Math for its core instructional program for both Algebra I and Geometry. The program had been chosen because of its alignment to the standards and similarity of approach to what is used at FLACS in grades 5-8.

In addition to the core assessments which were part of the Algebra I and Geometry curriculum, students participated in mid-term assessments and NYS Algebra I and NYS Geometry Regents aligned simulation exams. The results of these assessments were used to identify and support students in accelerated learning through after school intervention programming.

The students in the 2022 cohort entered FLACS HS with 87.5% performing at a level 1 and level 2 on 8th grade NYSTP Math. The students in the 2023 cohort entered FLACS HS with 73.1% performing at a level 1 and level 2 on 8th grade NYSTP Math. During 2023-2024, FLACS HS saw a 20.1% decrease of students performing below grade level expectations in math.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	<b>0</b>
2019	2022-23	0	0	0	<b>0</b>
2020	2023-24	0	0	0	<b>0</b>

### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations)

on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	0
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

**High School Math Measure 3 - Absolute**

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**High School Math Measure 4 - Comparative**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**High School Math Measure 5 - Comparative**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**High School Math Measure 6 - Comparative**

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**High School Math Measure 7 - Growth**

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

**METHOD**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	0
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

**High School Math Measure 8 - Growth**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

**METHOD**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	0
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

**SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL**

FLACS HS served grade 9 and grade 10 students, it cannot provide a full summary of the high school mathematics goal at this time. However, progress is being made toward the mastery of these goals. FLACS HS had 56.5% of students achieved a level 3 or higher on a Regents mathematics exam, 13.0% students performed at a level 4 or higher on Regents mathematics exams. 34.7% of students who were below level 3 proficiency on the grade 8 NYSTP Math scored at 3 or higher on a Regents mathematics exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the	N/A

	percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

FLACS cannot evaluate the high school mathematics goals at this time.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS HS only enrolled students in grade 9 and 10. All students were enrolled in either an Algebra I, Geometry, or Algebra II course.

Algebra I, 14.9% scored at level 1, 26.8% scored at level 2, 37.6% scored at level 3 and 20.8% scored at level 4.

Geometry, 30.3% scored at level 1, 27.3% scored at level 2, 36.4% scored at level 3 and 4.6% scored at level 4 and 1.5% scored at level 5.

Algebra II, 1 student was tested of which 1 scored at level 1.

ACTION PLAN

Beginning in the 2023-2024 school year, FLACS HS implemented a new curriculum, Imagine Learning, across all math courses in grades 5 through high school (Algebra I, Geometry, Algebra II). The Imagine Learning curriculum supports the development of core math proficiencies that build essential knowledge, skills, and academic habits in Algebra I, Algebra II, and Geometry. The curriculum focuses on developing students to become strategic, flexible, reflective, and persevering problem solvers. With this new curriculum, FLACS HS leadership, the instructional coach, with support from the FLACS network director of mathematics will engage in professional development which are meant to support teachers internalization and preparation of delivering high quality lessons with fidelity.

In addition to administering curriculum-based assessments with fidelity, FLACS HS will continue interim assessments to measure mastery of skills aligned to the Regents exam for Algebra I and Geometry. In

addition, students will participate in mid-terms and simulated Regents exams in which data will be analyzed by teachers and school leadership to identify students who are in need of accelerated instruction. FLACS HS will make time in after school office hours for students to receive accelerated instruction.

FLACS HS will implement its 3 semester Algebra I course. Data from the multiple contiguous years of previous NYSTP Math and NWEA MAP Growth Math assessments (from students who come from FLACS) will be used to determine which students will benefit from the additional time to complete coursework in Algebra I. The scope of this course will follow that of the 2 semester Algebra I course but will provide students with additional time to master prerequisite skills needed for success in Algebra I during the first semester.

Teachers will participate in weekly co-planning sessions with the HS leadership team and/or the instructional coach. Furthermore, student assessment results will be analyzed routinely by teachers and turnkey action planning for instructional pivots that are required for specific skills or content will take place after each major assessment. This professional learning will be provided by the school leadership along with support and involvement from the FLACS network director of mathematics.

Across the FLACS K-8 network, FLACS is also working to improve mathematics outcomes so that students come into the high school better prepared for Algebra I. Last year FLACS MS had double digit gains in math proficiency after adopting Illustrative Mathematics. The middle school also piloted an Algebra I course in grade 8, which will now become the standard offering for all 8th grade students.

### GOAL 5: SCIENCE

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

#### BACKGROUND

The science program at FLACS HS in the 2023-2024 school year consisted of a Living Environment course aligned to the Living Environment Regents exam and an Earth Science course aligned to the Earth Science Physical Setting Regents exam. Students were exposed to rigorous content through an inquiry approach. Students participated in laboratory experiences which went beyond the minimum 1200 hours required for exam participation in both courses.

Students participated in a mock Regents simulation for this course. Similarly, the teachers and leaders of the school were able to use disaggregated data by instructional objective to support intentional pivots in the curriculum. Finally, all students enrolled in the Living Environment course participated in the Living Environment Regents exam. As of August 2024, 60.8% of students in the 2023 cohort earned a level 3 or higher on the Living Environment Regents; and in the 2022 and 2023 cohorts combined, of students participating in the Earth Science Regents, 32.9% of students achieved a level 3 or higher.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment Regents exam to cohort 2022. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment and Earth Science Physical Setting Regents exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	0
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

### High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

FLACS HS served grade 9 and grade 10 students, it cannot provide a full summary of the high school science goal at this time. However, progress is being made toward the mastery of these goals. FLACS HS had 64.0% of students achieve a level 3 or higher on a Regents science exam, 14.0% students performed at a level 4 or higher on Regents science exams.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

**EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL**

FLACS HS administered the Living Environment Regents exam to 97 students and students took Regents in June and/or August. Of those students, 11.3% scored at level 1, 14.4% of students at level 2, 56.7% of students at level 3, and 17.5% of students at level 4.

**ADDITIONAL CONTEXT AND EVIDENCE**

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

**ACTION PLAN**

In 2024-2025 FLACS HS will offer a Biology course aligned to the NYS Living Environment Regents. In 2025-2026, FLACS HS will begin administering the new NYS Biology Regents exam. In grade 10, students will be offered a NYS Regents aligned Earth and Space Science course which will terminate in the revised corresponding exam. For both science courses, students will receive 5 class periods per week of instruction as well as a 1 day per week lab period. FLACS HS will continue to implement the BSCS Biology curriculum with fidelity. In Earth and Space Science, the New Visions curriculum will continue to be used while other curriculums are evaluated for effectiveness.

In 2024-2025, FLACS HS will begin to offer a Chemistry course aligned to the NYS Regents exam which students may opt to take during their 11th grade year. A cohort of students in 2024-2025 will be enrolled in a dual credit college level Biology course offered through a partnership with Syracuse University. This partnership will allow students who pass the course to earn credit at FLACS HS towards graduation and college credit.

Students enrolled in Regents courses will participate in Regents Simulation assessment in April. Teachers and school leadership will analyze the results of this assessment as well as ongoing assessments which are part of the curriculum.

### GOAL 6: SOCIAL STUDIES

Students will demonstrate proficiency in the practices of social studies.

#### BACKGROUND

The FLACS social studies curriculum promotes civic competence and helps students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. FLACS students learn about how they are part of many different communities, how these communities function today, and how these communities have grown and changed throughout history. Students first learn about their own families and communities, then about their city and state, and finally about their country and global communities. Students learn about their responsibilities and rights as a member of these various communities, and discussions about equity and social justice are infused.

Students develop an understanding of social studies through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices. Both the key ideas and conceptual understandings, as well as social studies practices, are key components of the FLACS social studies curriculum. FLACS students are actively engaged in their own learning, with the emphasis placed on research, project-based, and inquiry learning.

During the 2023-24 school year, 10<sup>th</sup> graders continued the second of a two course sequence in Global History and Geography. At the end of this sequence students took the Global History exam. Ongoing formative/ diagnostic assessment through the teachers' use of student work samples, and other summative assessment data is used to drive pivots throughout the year. In addition to traditional objective assessments such as mid-unit and end of unit assessments, teachers also use performance tasks to offer students an opportunity to demonstrate learning.

#### **Social Studies Measure 1 - Absolute**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

#### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	0
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

### Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	0	0	0	0
2019	2022-23	0	0	0	0
2020	2023-24	0	0	0	0

### Social Studies Measure 4 - Comparative

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### SUMMARY OF THE SOCIAL STUDIES GOAL

FLACS HS cannot evaluate the goal at this time as it only enrolled students in grade 9 and grade 10 in the 2023-2024 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

FLACS HS administered the Global History and Geography Regents exam to students for the first time. 29.3% of students achieved level 1 proficiency, 15.9% of students achieved level 2 proficiency, 45.1% of students achieved level 3 proficiency, 7.3% of students achieved level 4 proficiency, and 2.4% of students achieved level 5 proficiency.

### ADDITIONAL CONTEXT AND EVIDENCE

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

### ACTION PLAN

As part of expanding course offerings to students at FLACS HS, Global History I will continue to be a course offered to incoming 9<sup>th</sup> grade students, Global History II to 10<sup>th</sup> grade students, and will introduce the United States History Regents course and exam in grade 11. In grade 10 and grade 11, students will participate in at least one Regents Simulation assessment prior to the June administration.

In collaboration with the FLACS network director of social studies and the leadership of FLACS HS, teachers will participate in professional development for implementing the curriculum with fidelity and supporting students in special populations. Professional development around norming the standard and expectation for student writing will be paramount among both Global History and Geography and United States History teachers. Professional learning about writing will focus on high leverage feedback.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	-
2022-23	N/A
2023-24	Local Support and Improvement

### ADDITIONAL CONTEXT AND EVIDENCE

During FLACS HS’s first year of operation, the school achieved the highest accountability designation. The ESSA accountability designations for 2023-2024 school year are not yet available.