



**Family Life Academy
CHARTER SCHOOL - II**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
September, 2013

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Martin Wolpoff, Special Projects prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Francisco La	Chair, Board Recruitment
Hilda Sanchez	Office, Committees, Accountability, Finance
Florence Wolpoff	Secretary, Accountability
Wanda Torres	Vice-Chair, Board Recruitment, Finance
Greg Nannery	Treasurer, Finance

Name Lourdes Arroyo has served as the principal since 2012.

INTRODUCTION

Family Life Academy Charter School II, a replication of Family Life Academy Charter School (FLACS) opened its doors to one hundred Kindergarten and First Grade students in September 2012 in Community School District 7, in the Mott Haven section of the Bronx.

FLACS II embraced the vision Dr. Reverend Raymond Rivera, FLACS' founder, of having a 'holistic' approach to providing children with an exceptional educational program, building student character and developing life-long skills that support the school's mission, *"Family Life Academy Charter School, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values."*

From this belief of educating the whole child, we have created a school that replicates the best practices inherent to FLACS in addition to adopting some practices that are unique to FLACS II, such as starting the day having breakfast in each classroom, a Suzuki violin program and yoga.

The focus of the FLACS schools has been to attract immigrant and second language learners from the community that surrounds the schools. FLACS II's student population is representative of the community in which it is located: 65.8% are Hispanic or Latino, 13.8% are ELL students, 10.5% are students with disabilities and 100% of the students are eligible for free and reduced lunch. In comparison, District 7 (based on data found for the 2014 SED Performance Report—grades 3-8) has 69.9% Hispanic or Latino students, 18.4% ELL students, 28.9% students with disabilities and 95.8% students eligible for free and reduced lunch. In addition, it must be noted that FLACS' founder and board member, Rev. Dr. Raymond Rivera, has an established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school.

FLACS-II is in the first stages for replicating FLACS-I's healthy and unique food program, which is supported by the school's community gardens project, and by a curriculum in health education. This year we had our students eat in the classrooms enabling classroom teachers and the teaching assistants to explain the value of organic foods and healthy eating. After the first few weeks of the school, students began requesting second servings of nutritious and tasty vegetables. Although we were not yet able to provide a food program with a chef and trained culinary staff, FLACS-II has secured the services of Red Rabbit, a food provider that provides healthy, organic meals to schools. This is FLACS-II's second year with Red Rabbit.

To monitor school/student progress, FLACS-II has utilized several diagnostic and summative assessments, including:

Fountas & Pinnell

We believe in data driven-instruction and regularly assess student progress. One of the tools we use to assess, monitor, and target reading instruction is through the four time per year administration of reading records using the Fountas & Pinnell (F & P) Benchmark Assessments. The

feedback allows us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency and comprehension. These data provide us with insight into how to focus our teaching. The F & P Benchmark Assessment system provides information to:

- determine three reading levels for each student: independent, instructional and challenging
- provide data to recommend a placement level for instruction
- form fluid groups for reading instruction
- select appropriate texts for each child's instruction
- plan efficient and effective instruction
- identify children who need intervention and extra help

TerraNova Battery

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery assessment is a tool that provides detailed diagnostic information. This assessment generates Normal Class Equivalents (NCE) in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. These data are analyzed to prescribe individual intervention instruction. End-of-the-year data are analyzed to investigate student progress, assess further instructional needs and to explore the need for possible curriculum adjustments.

Unit Exams

Unit exams are administered approximately every six weeks for the Open Court phonics and the **Journeys** programs. Data are collected and analyzed for class and individual student learning trends that drive instruction to address further instructional needs.

Highlights of our second year (2013-2014) include:

- Maintaining an average attendance rate of over 93%
- Achieving an 87% of the total student population scoring an NCE Reading TerraNova Assessment score of 50 or above
- Achieving an 86% of the total student population scoring an NCE Mathematics TerraNova Assessment score of 50 or above.
- Establishing an academic intervention program to support struggling students to achieve grade level. This year we began the program in September.
- Providing an ongoing professional development program for the teachers every Monday from 3:40 to 5:00pm, every first Friday of the month, on Election day and on specific Saturdays.
- Use of iPad learning applications to augment literacy and math programs.
- Establishing a school wide texting system to maintain contact among parents, staff and students.
- Engaging in a highly successful 2nd annual toy drive during the holiday season resulting in all of our students receiving an age appropriate gift.
- Supporting an active parents' association.
- Implementing a rigorous school wide project based "Charlotte's Web."
- Utilizing Fountas and Pinnell to assess student progress in Reading abilities. Based on Fountas & Pinnell assessments, 74% of our children are reading at or above grade level.

- Providing for school wide trips to support and enrich the curriculum.
- Contracting with Red Rabbit to guarantee that our students were provided with healthy, high quality meals.
- Continuing our yoga program for all students.
- Continuation of ‘Suzuki method’ violin program. This year we had 37 students participate in the Violin After-School Program.
- Providing daily music classes.
- Partnering with the Calhoun School in exploration of hydro-aeroponics technology for urban farming.
- Partnering with La Finca del Sur to teach our students how to become urban farmers by working weekly on the farm assisting in weeding, composting, planting, and watering crops.
- Partnering with the Bubble Foundation to provide a series of movement workshops with the dance company, Movement of the People. With the dance teacher we were able to host our first dance recital. Bubble also provided health workshops for parents teaching our families how to safely defrost and cook foods, how to shop for healthy foods at the market, and how to cook low-fat versions of cultural foods. The Bubble Foundation hosted a healthy Family Dinner Night
- Implementing an i-Ready online program that offers an adaptive diagnostic that provides for both teacher-led and individualized online instruction for a complete blended learning solution.
- Implementing an online test preparation program.

We received over 500 applications for 2014 fall enrollment.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11														
2011-12														
2012-13	70	26												
2013-14	47	76	27											

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

Background

We follow a balanced literacy model supported by Open Court, a systematic phonics program. The model is augmented by the reading comprehension component of our literacy block by deconstructing the Journeys program and developing units that are common core aligned. Additionally, we have augmented the curriculum with the Open Court reading framework as the text complexity and skills are addressed. This too is more closely aligned to the Common Core. We have also developed a Writer's Workshop curriculum using the themes and enduring understandings of Journeys and aligning it to the Common Core Learning Standards (CCLS).

Our curriculum units are centered around the Common Core Learning Standards where fiction and nonfiction texts are paired. All nonfiction texts are further explored through science and social studies making our curriculum interdisciplinary. Digital technology is infused in the curriculum with the use of learning apps and other digital tools and resources used to research and publish student work.

Our literacy block is approximately 150 minutes daily. Our block consists of the following components:

- *Phonics*-Open Court
- *Interactive Read Aloud*-based on Journeys, additional selections are based on themes and skills chosen by grade teachers to support program
- *Shared Reading*-Journeys Program, augmented with Open Court
- *Guided Reading*-Journeys small group instruction component
- *Independent Reading*-1 to 1 student conferencing
- *Writer's Workshop*-school created curriculum units aligned to reading themes and Common Core Learning Standards.

All English Language Learners also engage in each component of the balanced literacy model through the use of Pearson's Sheltered Instruction Observation Protocol (SIOP) strategies and small group instruction. Time periods are slightly varied for each component as based on language proficiency. For example beginner ELLs have longer phonics sessions to help build foundational skills.

Special Education students also engage in each component of the balanced literacy model through small groups and differentiated instruction. Text selections are tailored for each student as supported by a rich selection of digital resources.

We have also added a reading intervention program for those not meeting benchmarks. We follow the Fountas & Pinnell Academic Intervention program to target individual literacy needs then provide small group instruction 5 days a week for 45 minutes. Student progress is monitored weekly with reading records and conferring.

ASSESSMENT

Fountas & Pinnell

We believe in data driven instruction and regularly assess student progress. The most important tool we use to assess, monitor, and target reading instruction is with the administration of reading records. We administer reading records at least four times a school year using the Fountas & Pinnell Benchmark Assessments. These assessment tools allow us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency and comprehension, all of which give us insight into how to focus our teaching. The F & P Benchmark Assessment system provides information enabling us to:

- determine three reading levels for each student: independent, instructional and challenging
- provide data to recommend a placement level for instruction
- form fluid groups for reading instruction
- select appropriate texts for each child's instruction
- plan efficient and effective instruction
- identify children who need intervention and extra help

TerraNova Battery

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. These data are analyzed to prescribe individual intervention instruction. End of the year data is also analyzed to evaluate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

Unit Exams

Unit exams are administered approximately every six weeks for the Open Court phonics program and the Journeys program. These data are collected and analyzed for trends to learn about further instructional needs.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery

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

Method

This is the second year of the school's existence. The school is currently serving grades K, 1 and 2. Thus, in May, 2013, the school administered the TerraNova assessment to grades K, 1 and 2.

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

**2012-13 Locally Administered TerraNova Assessment
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
K	47	0	0	0	47
1	78	0	0	0	78
2	27	0	0	0	27
All	96	0	0	0	152

Results

FLACS-II will not be administering the SED ELA assessment until academic year 2014-15 when the school will have its first third grade class. The MNCE for both grades was above the targeted 50%, also known as "being on grade level." In addition, it should be noted that 77% of kindergarten students, and 86.4% of grade 1 students and 92% of grade 2 students had NCE scores above 50.

**MNCE Performance on 2013-14 TerraNova Total Reading Score
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	61.8	47	61.8	47
1	68.8	78	68.8	78
2	80.8	27	79.3	25
All	68.9	152	68.5	150

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

Evaluation

For the purpose of this chart, please note that all kindergarten students have attended FLACS-II for less than one year. For all three grades, and for the school as a whole, the school exceeded its measure of having an MNCE score of 50%. We would like to believe that this is due to the effective implementation of our mission and vision, as well as the effectiveness of our curriculum and the school's instructional staff. We also believe that we have begun to develop a supportive school culture which has high expectations for and from the students.

Additional Evidence

Percent of students scoring at 50 or more on 2013-14 TerraNova Total Reading Score By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	77	47	77	47
1	84	78	84	78
2	93	27	92	25
All	84	152	83	150

We are pleased to note that 77% of kindergarten students, 84% of the grade 1 students and 92% of our grade 3 students had NCE scores above 50. FLACS-II has a challenge and goal of maintaining and exceeding this performance level.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

This measure will not be relevant to the school until 2014-2015 when FLACS-II admits its first 3rd grade class.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	n/a	n/a	n/a	n/a

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 & & & & & & \text{PLI} & = & ?
 \end{array}$$

Evaluation

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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

Results

Until FLACS-II has a third grade, there will not be any published scores with which to do a comparison. However, the TerraNova assessment scoring is based on a national sample. The NCE score sets 50 as being on grade level. FLACS-II will not be administering the SED ELA assessment until academic year 2014-15 when the school will have its first third grade class. With a school-wide MNCE score of 79.3, we are hopeful that FLACS-II will out-perform schools in the sample.

³ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
All				

Evaluation

FLACS-II did not have a third grade in 2013-2014.

Additional Evidence

Scores on the TerraNova are provided to the tested school only. Thus, we do not have any comparative data for district schools. However, it should be noted that the TerraNova assessment is nation-wide standardized assessment. With a pool from which an NCE norm of 50 is established for being “on grade level,” it is presumed that FLACS’ scores place the school above the average for all schools nation-wide.

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District		Local District
K			70.6		61.8	
1			68.8		68.8	
2					79.3	
All			70.1		68.5	

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

⁴ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Results

Testing only in grades K and 1, FLACS-II does not have any data from 2012-13.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		0	0	0	0	0
4		0	0	0	0	0
5		0	0	0	0	0
6		0	0	0	0	0
7		0	0	0	0	0
8		0	0	0	0	0
All	0	0	0	0	0	0

School's Overall Comparative Performance:

Being in its first year. FLACS-II does not have any data from 2011-12.

Evaluation

FLACS-II does not have any data from 2012-13.

Additional Evidence

FLACS-II does not have any data from 2012-13.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11						
2011-12						

Goal 1: Growth Measure⁵

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 state’s unadjusted median growth percentile.

Method

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

Since FLACS-II had students in grades k-2 only, there is no data provided.

Goal 2: Growth Measure

Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

Growth Targets

Grade	2013	Target	2014
K	70.6		61.8
1	68.8	70.7	68.8
2		68.9	79.32
Totals	70.1	70.2	68.5

FLACS-II had mixed results. The student population began with MNCE 2012-2013 scores that exceeded the targeted score of 50. Thus, the cohort needed to increase its scores in 2013-14. Kindergarten moving into grade 1, although still significantly exceeding the targeted score of 50, had a slight decrease of 1.8. Whereas Grade 1’s scores, as it moved into grade 2, enhanced its MNCE by 10.5.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Summary of the English Language Arts Goals

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores. In addition, many of the metrics used to evaluate the school's progress will not be relevant until 2015 when the school has its first 3rd grade class. FLACS-II has achieved the target on this measurement.

Type	Measure	Outcome
Absolute	Each year for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery	Achieved
	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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	N/A
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE	Partially Achieved

Action Plan

As noted earlier, the achievement of FLACS-II on the TerraNova assessment has set a very high baseline for the school to maintain or improve upon. Moving forward, we envision doing the following:

PROFESSIONAL DEVELOPMENT

FLACS-II seeks to embody the vision and mission of the school through consistent and effective professional development that fosters a love of teaching and children in order to build a collaborative community of learners that nurtures a culture of warmth and academic rigor. We also hold to the premise offered in Teachers Matter: Attracting, Developing and Retaining Effective Teachers

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically.

Thus, at FLACS-II there are frequent and consistent professional development sessions to ensure effective instruction. All professional development sessions and workshops have been followed by in-class coaching, 1:1 conferences, and modeling. Teachers have been engaged in the following professional development sessions and workshops throughout the school year:

- administering the Fountas & Pinnell Benchmark Assessment
- understanding and executing the Journeys program
- teaching phonics with Open Court
- utilizing the Fountas & Pinnell Academic Intervention program
- deconstructing the Common Core Learning Standards
- launching Writer's Workshop
- understanding text complexity
- building project based learning modules

In addition, FLACS-II has laid out the following schedule for professional development for the 2014-2015 school year:

Professional Development Plan 2014-15

August

Learning to use:

- iPads for learning applications to build phonics skills, Digital Storytelling, building research skills, building Project Based learning modules with paired reading texts
- interactive whiteboards
- Edmodo to promote literacy skills
- Open Court Phonics and Word Work to differentiate instruction in grades K-3
- Math In Focus Unit A study

September

- Setting up Writer's Workshop
- Designing the space
- Structure of Writer's Workshop lesson
- Student Folders
- Writer's Workshop Conference Board
- Unpacking Writing Standards
- Identifying Non Negotiables for Writing

October

- Using Mentor Text to Build Writer's Craft
- Designing Project Based Learning modules centered around a novel
- Article study: Combining Traditional and New Literacies in a 21st Century Writing Workshop
- Informal Observations: Domain 2, Organizing the Environment for Knowledge Work
- Formal Observations

- Pre & Post Conferences

November

- Looking At Student Writing
- Analyzing student writing for norming
- Using the Writing Journal for Inspiration
- Informal Observations: Domain 1, Designing Knowledge of Work

December

- Conferencing for Writing
- Formal Observations
- Pre & Post Conferences

January

- Coaching, Modeling the Literacy Block in the K Classroom
- Informal Observations: Domain 3, Facilitation of Knowledge Work

February

- Article study: Principals of Effective Writing Instruction
- Article study: Talk, Write and Read
- Coaching, Modeling the Literacy Block in the K Classroom

March

- Math in Focus Coaching and Modeling
- Grade level modeling in the classroom
- Article Study: 10 Writing Opportunities to Teach to the Test
- 6+1 Writing Traits
- Looking at student work using the 6+1 Writing Traits Rubric
- Formal Observations
- Pre & Post Conferences

April

- Classroom modeling and coaching for Writer's Workshop
- Assessing Abstract Thinking in Math
- Informal Observations: Domain 4, Professional and Leadership Responsibilities

May

- Publishing Student Work

June

- Math in Focus Coaching and Modeling
- Formal Observations
- Pre & Post Conferences

In addition, for 2014-2015, FLACS-II will be implementing Datacation, a web based program, to help teachers deconstruct complex student data.

MATHEMATICS

Goal 1: Mathematics

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

Background

Our math program is modeled after the Singapore Math program. Math in Focus is the US edition of Singapore's most widely used mathematics program. For over 15 years, Singapore has consistently scored at the top of international mathematics comparison studies. The primary goal of Math in Focus is to enable students to become strategic mathematical problem solvers. This goal is the same as the first Common Core Learning Standard for Mathematical Practice.

The Math in Focus (Singapore Math) framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularly in repeated reasoning

Our mathematics block is divided into two sessions for a total of 100 minutes a day. The first session is centered around explicit instruction, guided practice, discussion, and independent practice. The second session is centered around application, modeling, discussion and assessment.

ASSESSMENT

Math in Focus

Mathematical student performance progress is monitored frequently with Math in Focus. Math in Focus assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

TerraNova Battery

Math skills, concepts and application of are also assessed using the TerraNova Mathematics Battery Assessment. The TerraNova Mathematics Battery is a tool that provides detailed diagnostic information. This series of assessments generates precise NCE achievement scores, a full complement of objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data are analyzed to investigate student progress and to explore possible adjustments needed to the curriculum.

PROFESSIONAL DEVELOPMENT

Our teachers received professional development throughout the school year. A Math in Focus facilitator worked closely with teachers to explore the framework of the program, curriculum goals,

lesson structure, and assessment. The facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of the instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure that lessons are Common Core aligned.

Goal 1: Absolute Measure

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Battery

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁷

Method

As this is the second year of the school’s existence, the school is serving grades K, 1 and 2 only. Thus, the school administered the TerraNova assessment to grades K, 1 and 2 in May, 2014

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam.

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**2012-13 Locally Administered TerraNova Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
K	47	0	0	0	47
1	74	0	0	0	74
2	27	0	0	0	27
All	148	0	0	0	148

Results

FLACS-II will not be administering the SED Math assessment until academic year 2014-15 when the school will have its first third grade class. The MNCE for both grades was above the targeted 50%, also known as “being on grade level.”

⁷ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**MNCE Performance on 2013-14 TerraNova Total Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	68.6	47	68.6	47
1	61.8	74	61.4	74
2	81.8	27	80.4	25
All	67.3	148	66.8	146

Evaluation

For all grades, and for the school as a whole, the school exceeded its target of having an MNCE score of 50%. We would like to believe that this is due to the effective implementation of our mission and vision, as well as the effectiveness of our curriculum and the school’s instructional staff. We also believe that we have begun to develop a supportive school culture which has high expectations for and from the students.

Additional Evidence

**Mathematics Performance by Grade Level (Percent of Students Scoring
at/above an NCE of 50) and School Year on TerraNova**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	94.3	47	82	45
1	69.2	74	78	76
2	79.3	27	96	24
All	83.0	148	82	146

For the purpose of this chart, please note that all kindergarten students have attended FLACS-II for less than one year. In addition, it should be noted that 77% of kindergarten students, 84% of the grade 1 students and 93% of grade 3 students had NCE scores at or above 50. With this as our school’s performance, FLACS-II has a challenge and goal of maintaining and exceeding this level.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-2014	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
K			73.9	70	77	45
1			53.9	26	84	76
2					93	25
All			68.5	96	84	146

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

This measure will not be relevant to the school's measurement results until 2014-2015 when FLACS-II admits its first 3rd grade class.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

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PLI
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PLI

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

FLACS-II did not have a 3rd grade in 2013-2014.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.¹⁰

Results

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3rd grade class.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
K				
1				
2				
All				

Evaluation

FLACS-II, without a third grade, has no SED data.

Additional Evidence

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3rd grade class.

¹⁰ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
K			73.9		68.6	
1			53.9		61.4	
					79.3	
All			68.5		66.9	

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3rd grade class

¹¹ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		0	0	0	0	0
4		0	0	0	0	0
5		0	0	0	0	0
6		0	0	0	0	0
7		0	0	0	0	0
8		0	0	0	0	0
All	0	0	0	0	0	0

School's Overall Comparative Performance:
Being in it s first year. FLACS-II does not have any data from 2011-12.

Evaluation

This measure will not be relevant to the school’s measurement until 2014-2015 when FLACS-II admits its first 3rd grade class. Being in it s first year. FLACS-II does not have any data from 2011-12.

Additional Evidence

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11						
2011-12						

This measure will not be relevant to the school’s measurement until 2014-2015 when FLACS-II admits its first 3rd grade class.

Goal 1: Growth Measure¹²

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 state’s unadjusted median growth percentile.

Method

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

Results

Goal 2: Growth Measure¹⁴

Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

Growth Targets

Grade	2013	Target	2014
K	73.9		68.6
1	53.9	74	61.4
2		54	79.3
Totals	68.5		66.9

Here again, there are mixed results. Although all three grades exceeded the MNCE target of 50, kindergarten students advancing to grade 1 saw a 12.5 point decrease, while 1st grade students going into grade 2 saw a 25.4 point increase.

Summary of the Mathematics Goal

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores. FLACS-II has achieved the target on this measurement.

Type	Measure	Outcome
Absolute	Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Reading Battery.	Achieved
	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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 local school district.	N/A
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Batter	Partially Achieved

Growth Measure¹⁵

Action Plan

As noted earlier, the achievement of FLACS-II on the TerraNova assessment has set a very high baseline for the school to maintain or improve upon. Moving forward, we envision doing the following:

PROFESSIONAL DEVELOPMENT

FLACS-II seeks to embody the vision and mission of the school through consistent and effective professional development that fosters a love of teaching and children in order to build a collaborative community of learners that nurtures a culture of warmth and academic rigor. We also hold to the premise offered in Teachers Matter: Attracting , Developing and Retaining Effective Teachers

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers’ learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically.

Thus, at FLACS-II there are frequent and consistent professional development sessions to ensure effective instruction. All professional development sessions and workshops have been followed by in-class coaching, 1:1 conferences, and modeling.

ASSESSMENT

Math in Focus

Mathematical student performance progress is monitored frequently with Math in Focus.

¹⁵ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Math in Focus assessments provides both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

TerraNova Battery

Math skills, concepts and application of are also assessed using the TerraNova Battery Assessment. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

PROFESSIONAL DEVELOPMENT

Our teachers received professional development throughout the school year. A Math in Focus facilitator worked closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned.

Teachers have been engaged in the following professional development sessions and workshops throughout the school year:

- administering the Fountas & Pinnell Benchmark Assessment
- understanding and executing the Journeys program
- teaching phonics with Open Court
- Fountas & Pinnell Academic Intervention
- deconstructing the Common Core Learning Standards
- launching Writer's Workshop
- understanding text complexity
- building project based learning modules

In addition, for 2014-2015, FLACS-II will be implementing Datacation, a web based program, to help teachers deconstruct complex student data.

SCIENCE

Goal 3: Science

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

Background

Our Science program has been developed using the Core Knowledge Learning Continuum Benchmarks. Using non-fiction text, art, online videos, and engaging in frequent trips, we've developed a rigorous, inquiry based Science curriculum with hands on science experiences. Lab Sciences are taught at every grade level based on units of study. The Science program has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. We have enhanced our Lab Science program by using public spaces and transforming them into life science labs for the entire school.

Goal 3: Absolute Measure

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

Method

FLACS-II does not yet have a 4th or 8th grade

Results

FLACS-II does not yet have a fourth or eighth grade.

Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

FLACS-II does not yet have a fourth or eighth grade.

Additional Evidence

FLACS-II does not yet have a fourth or eighth grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4						
8						
All						

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

FLACS-II does not yet have a fourth or eighth grade.

2012-13 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

FLACS-II does not yet have a fourth or eighth grade.

Additional Evidence

FLACS-II does not yet have a fourth or eighth grade.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

Summary of the Science Goal

FLACS-II does not yet have a 4th or 8th grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

FLACS-II does not yet have a fourth or eighth grade.

NCLB

Goal 5: NCLB

Under the state's NCLB accountability system, the school is in Good Standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

FLACS-II does not yet have any information from the State Education Department

Evaluation

N/A

Additional Evidence

N/A

NCLB Status by Year

Year	Status
2011-12	N/A
2012-13	N/A
2013-14	Not yet known