



# **FAMILY LIFE ACADEMY CHARTER SCHOOL I**

## **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## INTRODUCTION

Renee Willemsen-Goode, Executive Director of Instruction, Curriculum and Assessment and Guillermo Neira, Data Specialist prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Miguel Pena	Chairman
Susana Rivera Leon	Vice-Chairwoman, Accountability Committee
Pedro Alvarez	Secretary, Finance Committee, Construction/Facility Growth Committee
Hilda Sanchez	Treasure, Finance Committee, Accountability Committee, Evaluation Committee
Pamela Ash	PTA President, FLACS I
Marvin Dutton	Member, Construction/Facility Growth Committee
Kevin Kearns	Member, Construction/Facility Growth Committee, Nomination Committee
Luz-Maria Lambert	Member, Fundraising Committee
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Bryan Rivera	Member
Rev. Raymond Rivera	Member, Nomination Committee
Evelyn Viera	PTA President, FLACS II
Florence Wolpoff	Member, Accountability Committee, Evaluation Committee

**Evelyn Centeno has served as the school principal since 2016.**

## INTRODUCTION

Family Life Academy Charter School I (FLACS I), opened in 2001 with kindergarten and grade 1 in Community School District 9 (CSD 9), in the Highbridge area of the Bronx. The school added one grade each year until it fully implemented its original charter organization as a K-5 school. In 2008, FLACS I amended its charter to expand its organization one grade per year until it became a K-8 school; the school reached full capacity in 2011. Because of its success, FLACS I was replicated; FLACS II opened in 2012 and FLACS III opened in 2014. Starting in the 2017-2018 school year, FLACS I will revert to a K-5 campus, with the middle school students now accountable under FLACS II in preparation for the opening of a stand-alone middle school campus that will house all middle school students across the FLACS Network.

All FLACS schools share a common mission: FLACS in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

The focus of all FLACS schools has been to attract students from the surrounding community, including immigrant and second language. In 2016-2017 the total enrollment was 470 students.<sup>1</sup> Of all students, 78.3% were Hispanic, 19.6% were Black, and 88.0% were eligible for free or reduced lunch. Additionally, 10.0% of enrolled students were students with disabilities (this figure includes one former students with disabilities). In all, 20.4% of students were current English Language Learners (ELLs) required to take the New York State English as a Second Language Achievement Test (NYSESLAT), and an additional 16.2% were former ELLs who attained proficiency on the NYSESLAT assessment during their enrollment at FLACS I, for a total figure of 36.6% current or former ELLs. The school's demographics are quite comparable to those of CSD 9, which includes 68.0% of Hispanic students and 28.6% Black students.<sup>2</sup> FLACS I has either met or is approaching meeting the enrollment targets set by CSI, which for the 2016-2017 school year were 95.5% economically disadvantaged, 26.0% English language learners, and 18.8% special education. FLACS I met the CSI retention targets across all subgroups. Specifically, 94.3% of economically disadvantaged students (target of 90.4%), 100% of ELLs (target of 91.4%), and 93.6% of students in special education (target of 90.7%) enrolled on BEDS day 2015 and eligible to return to the school in 2017 were enrolled on BEDS day 2016.

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<sup>1</sup> As of BEDS Day, October 5, 2016.

<sup>2</sup> FLACS I information as of 10/5/2017 and CSD 9 information as of 10/31/2016, accessed from the *Demographic Snapshots* at <http://schools.nyc.gov/Accountability/data/default.htm>. Please note CSD 9 data is inclusive of pre-K through Grade 12.

## INTRODUCTION

In order to create the **conditions** for self-empowerment for all its K-8 students to achieve high academic standards, take responsibility for their own learning, and explore and affirm human values, FLACS I has implemented the following initiatives, aligned with its key design elements.

**Active school leadership.** FLACS I is led by a principal, who is supported by the assistant principals and other key instructional staff. The leadership meets ensures that instruction is rigorous, evaluates student and teacher performance, and ensures alignment with the charter mission.

**A rigorous academic curriculum with a focus on literacy.** FLACS I has selected instructional programs and approaches that are rigorous, aligned with the New York State Common Core Learning Standards (NYS CCLS), and which have been proven successful. These programs are discussed in detail later in this report. All curricula have components for providing intervention for struggling students, supporting ELLs and special needs students, and providing enrichment. FLACS I engages in ongoing curriculum-mapping to continually refine existing curriculum maps and create new maps as needed to plan for instruction that meets the needs of its students.

**Data-driven planning fueled by a rigorous system of assessment and accountability.** FLACS I is devoted to the data driven-instruction model and regularly assess student progress. To monitor school and student progress, FLACS I uses several diagnostic and summative assessments. The *Fountas & Pinnell Benchmark Assessment* is used to identify student reading levels, provide data to recommend a placement level for instruction, form fluid groups for reading instruction and identify children who need intervention and extra support. The NYS ELA and Math assessments and the *TerraNova Battery Assessment* is administered every spring and provides detailed information on student performance in ELA and mathematics. Curriculum based assessments are given every 3-6 weeks in mathematics, reading, phonics, science, and social studies to ensure students are making progress toward meeting the NYS CCLS. FLACS I also used *i-Ready* and *Ready* for monitor student progress in ELA and mathematics in grades 3 through 8. FLACS I continues to review and use timely formative data to drive instructional decisions, including grouping students based on student-specific needs for additional support and/or opportunities for enrichment and modifying instruction and curriculum to meet the needs of students. Data meetings occur once a month and are led by the Director of Data and Assessment. These meetings focus on analyzing assessment data and creating action plans to address the findings in the data. The child study team meets monthly to discuss and follow-up on the needs of students at risk. This has allowed data driven decision-making to become an integral part of the work at FLACS I and has helped teachers become more proficient in the use of data to drive teaching and learning in their classrooms. FLACS I continued to use *IO Education*, formerly *Datacation*, a web-based data warehouse and data analysis portal. Teachers enter student assessment data into the portal, which allows them to share this data with administrators, parents, and the students. An array of data analysis tools and reports have allowed even more in depth look at student data and to further streamline data collection efforts.

**Intentional approaches to the instruction of English language learners.** FLACS I has implemented a school-designed adaptation of research-based sheltered English immersion models for ELLs. The school's model places strong emphasis on vocabulary and oral language development. ELL students are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. Two full-time English as a second language (ESL) teachers are on staff.

## INTRODUCTION

All teachers are expected to be proficient in, and be able to apply, instructional strategies for ELLs in the context of their own classrooms.

**A commitment to meeting the needs of all learners.** FLACS I had 47 students in special education in 2016-2017. To provide each student's required services, FLACS has three full-time special education teachers and a guidance counselor on staff and contracts for needed related services, as such as speech therapy and occupational therapy. As the majority of classrooms contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. Because of the high number of students with special needs in the fifth grade and sixth grades, one of the two classrooms on each grade level is now structured in the collaborative team teaching (CTT) model, in which a full-time general education and a full-time special education teacher team-teach to best support the needs of the students. Through the efforts of the special education coordinator, special education teachers and monthly meetings of a child study group, the school continues to strengthen support for students in special education. FLACS I has several school-wide intervention programs to serve students who may need additional academic support. Students in grades 2 through 8 also used *i-Ready*, an adaptive technology tool that provides for both teacher-led and individualized online instruction in literacy and mathematics. Students who were identified as needing intervention in ELA participated in a daily intervention program with the *Fountas and Pinnell* Intervention Kit. It also provides afterschool intervention in mathematics and literacy. Beginning in 2011, FLACS I began a Kindergarten Summer Success Institute for entering students designed to ensure that entering students came to their first classes with a firm skills foundation, regardless of prior school experience. FLACS I continued its middle school's elective program to provide students with opportunities for enrichment and the FLACS Honor Roll. Middle school students also participated in a school soccer and basketball team.

**A focus on technology.** Technology tools are available for students in every classroom, and uses vary throughout the school. From active use of Google Classroom, to learning applications on iPads to individualized programs, 21st century tools and skills are integrated into the classroom curriculum at every level. A technology coach comes into the building once a week to support teachers in better utilizing technology in the classroom.

**Professional development and professional learning communities that enrich teaching.** FLACS I recognizes that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. FLACS I adopted the *Danielson* rubric for teacher observations and created a school-specific rubric for observations of teacher assistants. These rubrics enable supervisors to evaluate professional progress by comparing fall and spring instructional performance and provide a basis for ensuring all teachers are competent and developing professional development to enhance their professional practice. FLACS I has a robust system of professional development. The Director of Professional Learning from the network coached individual teachers to develop areas specific to each teacher. Every Monday afternoon from 4:00 to 5:00, and selected Fridays from 1:00 to 4:00 and all day on Election Day, professional development sessions are held, with topics ranging from using data to inform instruction, enhancing mathematics and literacy instruction, and adapting instruction for ELLs and students with special needs. FLACS I has invited educational consultants from *Generation Ready* and *Math in Focus* to provide support in literacy and mathematics respectively. The

## INTRODUCTION

principal, along with key network staff, sets the infrastructure for effective implementation of the instructional program.

**Family involvement and shared responsibility for learning.** FLACS I has fostered strong, positive relationships with its families. Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher meetings, parenting meetings, educational workshops.

**Encouraging the development of the holistic child.** FLACS II believes in developing students who are well rounded. FLACS I offers instruction in music and art to all students.

**A focus on nutrition and health.** Beginning in the 2009-2010 academic year FLACS I hired a chef and two assistant chefs to implement a program to provide wholesome and nutritious breakfasts and lunches for students. In addition to ensuring that all students receive a healthy and nutritious breakfast and lunch, an important component of the program has been to provide foods and menus from various cultures and to teach students about the lands and people for whom these foods are part of their native diets. FLACS I also provides for an after-school cooking club for middle school students. FLACS I received a Platinum Award for the 2017 NYC Excellence in School Wellness Award (ESWA) from the NYC Department of Health and Mental Hygiene.

**Network support for individual schools** In the 2014-15 school year FLACS I, FLACS II, and FLACS III were formally united under the FLACS Network. Network staff is focused on providing operational and instructional support to schools; the staff includes a CEO, COO, CFO, human resource and financial staff, Director of Development, Director of Facilities, Executive Director of Instruction, Curriculum and Assessment, Director of Professional Learning, Data Specialist, Curriculum Specialist who give direct instructional support to schools. The Network has also enabled the schools to share best practices between schools and financial resources, including supplies, professional development, and staff.

FLACS I continues to become an increasingly effective and viable school. The FLACS Board of Trustees has continued to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through principal reports, teacher-content presentations and monthly class performance analyses, the board effectively assesses educational programs and performance on a timely basis. FLACS I also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. **FLACS I is moving toward its educational accountability goals, with increases in both ELA and Mathematics proficiency this year.** The school outperforms the school district and similar local schools and shows progress in the CSI Comparative Schools Analysis. FLACS I remains confident that it will continue to increase student achievement and assessment results in the future.

## INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	52	52	52	52	52	49	51	47	40	447
2013-14	52	52	52	52	52	52	48	51	49	460
2014-15	55	54	52	52	52	52	52	49	50	468
2015-16	53	54	54	52	52	50	51	50	48	464
2016-17	53	52	54	54	54	52	49	51	44	463

## ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

FLACS I students will demonstrate proficiency in critical literacy skills.

## BACKGROUND

FLACS I maintained a balanced literacy approach of its own design, implementing whole group instruction in close reading of texts, guided reading, and independent reading. Guided reading with leveled texts occurred daily; small groups of learners learned strategies for decoding and comprehending texts at their instructional level. Independent reading allowed students an opportunity to practice using the skills and strategies learned through whole group and guided instruction and was paired with reading conferences that provide personalized instruction and monitoring. To support this balanced literacy approach, FLACS I used *Open Court* for explicit phonics instruction in kindergarten through grade 2. In 2016-2017, FLACS I adopted *Ready NY CCLS* as part of the new literacy curriculum for kindergarten through grade 4. *Ready NY CCLS* kept the parts of the previous program, *ReadyGen*, that proved successful for students. Specifically, the program incorporated close reading of text at advanced levels, but was much simpler for teachers to follow than the *ReadyGen* program. Unlike *ReadyGen*, this new curriculum was intended for small blocks of time, approximately 30-40 minutes a day. This change made it much easier to incorporate into the other critical, core elements of the FLACS I balanced literacy program. *EngageNY* was used to supplement the balanced literacy approach in grades 5 through 8. Both programs were closely aligned with the NYS CCLS and encouraged deep analysis of text with an emphasis on higher order thinking skills. Both curriculums used challenging texts to teach students to analyze and deconstruct texts and had a heavy focus on writing about reading. The network writing curriculum, which was initiated in 2015-2016, continued in the 2016-2017 school year.

In 2016-2017, literacy consultants from *Generation Ready* continued to support the implementation of the curriculum and strengthen the literacy program in general. These consultants supported the development of writing lessons and the effective use of data to inform writing instruction. They also observed classroom instruction and gave feedback to teachers to refine teaching practices and provided professional development in the area of teaching reading and writing. The network Director of Professional Learning worked closely with teachers in a coaching capacity to give feedback about instruction and to model instructional strategies for teachers. Professional development occurred every Monday after school and the selected Friday half-days; many of these sessions focused on literacy.

Instruction at FLACS I was data-driven. In 2016-2017, regular assessment in English language arts occurred using the *Fountas & Pinnell Benchmark Assessment* to track individual student reading progress and goals along a continuum of literacy learning. It provided data to recommend a placement level for instruction, form fluid groups for reading instruction, select appropriate texts for instruction, plan efficient and effective instruction, and identify students in need of intervention. Curriculum based assessments from *Ready NY CCLS* and *EngageNY* were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. The *Ready* comprehensive assessment was used to track progress in meeting common core standards and predict student outcomes on the New York State assessments. The school used an



online personalized learning system, *i-Ready*, and data from diagnostics given three times a year also informed instruction. Data from these assessments allowed teachers to reevaluate curriculum maps and plan for instruction to target standards not yet mastered. Based on the assessments, students were recommended for intervention programs. Data meetings occurred monthly. Teachers entered assessment data into an on-line data warehouse through Skedula, part of IO Education (formerly *Datacation*) so that all teachers and administrators would have easy access to student data. Information about individual children was shared through *PupilPath*, the IO Education portal for parents and students.

FLACS I implemented intervention programs for all grade levels. Teachers utilized the *Fountas and Pinnell Leveled Literacy Intervention System*, which has been highly effective at FLACS II, to support struggling students in kindergarten through grade 2. FLACS I continued to implement *i-Ready* to help target individual student needs in grades 2 through 8. FLACS I continued to use a CTT model in the sixth and seventh grade. An afterschool program supported students in need of intervention in grades 3 through 8.

Technology continued to play a larger role in the classroom in 2016-2017. All K-8 students had access to Chromebooks or iPads and *i-Ready* was used to diagnose students' areas of need and provide individualized opportunities for remediation and practice using on-line lessons. Other computer based programs, including *i-Read*, were used in kindergarten and grade 1. Google Classroom was used in the middle school.

There was an early change in staffing in the 5th grade; the ELA teacher resigned and was replaced in October.

### Goal 1: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 8 grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

## ENGLISH LANGUAGE ARTS

2016-17 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	54	-	-	-	-	54
4	54	-	-	-	-	54
5	52	-	-	-	-	52
6	49	-	-	-	-	49
7	51	-	-	-	-	51
8	43	-	-	1	-	44
All	303	-	-	1	-	304

### RESULTS

FLACS I did not achieve this goal. As a school, 43.6% of students enrolled in at least their second year at FLACS I were proficient in ELA.

Performance on 2016-17 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50.0	54	53.2	47
4	33.3	54	32.1	53
5	32.7	52	30.6	49
6	30.6	49	31.3	48
7	62.7	51	62.7	51
8	53.5	43	53.5	43
All	43.6	303	43.6	291

### EVALUATION

FLACS I did not meet their accountability goal, with 43.6% of students enrolled in at least their second year achieving proficiency. Grades 3, 7, and 8 had the highest performance, with 53.2%, 62.7%, and 53.5% of students enrolled in at least their second year achieving proficiency. FLACS I attributes the higher performance in grade 3 to a renewed effort in the last several years to strengthen the early elementary program and in grade 7 and 8 to the cumulative performance of students' time at FLACS. The focus of professional development with the external consultant was with grades 6 through 8 and with kindergarten through grade 2; less time was spent with grades 3, 4, and 5. Grade 5 had a mid-year staffing change that may have affected the performance of this grade level.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## ADDITIONAL EVIDENCE

FLACS I has had a steady increase in ELA scores over the last three years. The school increased the percent of students enrolled in at least their second year from 35.1% in 2015-2016 to 43.6% in 2016-2017, an increase of 8.5 percentage points. There was a 22.5 percentage point increase from 2014-2015. Each individual grade level has shown improvement from two years ago. The school is also particularly proud of the increase in performance of the grade 6 cohort – as fourth graders in 2014-2015, they had 10.2% at proficiency, as fifth graders in 2015-2016 they had 16.3% proficiency and as sixth graders they had 32.1% proficiency. In this cohort 48 of 49 students were enrolled in at least their second year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18.8	48	43.1	51	53.2	47
4	10.2	49	38.8	49	32.1	53
5	14.3	49	16.3	49	30.6	49
6	30.0	50	33.3	48	31.3	48
7	26.1	46	29.2	48	62.7	51
8	27.7	47	50.0	46	53.5	43
All	21.1	289	35.1	291	43.6	291

### 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 PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. 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.<sup>4</sup>

## RESULTS

FLACS I’s Performance Level Index was 122, which exceeded the 2016-2017 AMO of 111.

<sup>4</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# ENGLISH LANGUAGE ARTS

## English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
303	21.5	35.0	33.3	10.2

$$\begin{array}{rcccccc}
 \text{PI} & = & 35.0 & + & 33.3 & + & 10.2 & = & 78.5 \\
 & & & & 33.3 & + & 10.2 & = & 43.5 \\
 & & & & & & \text{PLI} & = & 122
 \end{array}$$

## EVALUATION

FLACS I's Performance Level Index was 122, which exceeded the 2016-2017 AMO of 111 by 11.

### Goal 1: Comparative Measure

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

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

## RESULTS

FLACS I met this accountability measure. At FLACS I, 43.6% of students enrolled in at least their second year were at proficiency, compared with 22.2% of students in CSD 9.

## 2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	53.2	47	24.5	2641
4	32.1	53	23.4	2723
5	30.6	49	20.4	2722
6	31.3	48	14.3	2607
7	62.7	51	21.5	2484
8	53.5	43	29.3	2624
All	43.6	291	22.2	15801

<sup>5</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## ENGLISH LANGUAGE ARTS

### EVALUATION

At FLACS I, 43.6% of students enrolled in at least their second year were at proficiency, compared with 22.2% of students in CSD 9, outperforming the district by 21.4 percentage points. Each individual grade level outperformed the same grade in CSD 9.

### ADDITIONAL EVIDENCE

FLACS I has consistently outperformed CSD 9 in each grade level for each of the last three years, with two exceptions, the 4<sup>th</sup> grade in 2014-2015 and 5<sup>th</sup> grade in 2015-2016. These groups represent the same cohort of students. As 6<sup>th</sup> graders in 2016-2017, 48 out of 49 students returning from the previous years, this same cohort outperformed the district (31.9% versus 14.3%).

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 Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	18.8	13.8	43.1	22.0	53.2	24.5
4	10.2	13.3	38.8	24.0	32.1	23.4
5	14.3	12.0	16.3	18.3	30.6	20.4
6	30.0	11.8	33.3	16.3	31.9	14.3
7	26.1	11.6	29.2	16.7	62.7	21.5
8	27.7	15.1	50.0	24.5	53.5	29.3
All	21.1	13.0	35.1	20.4	43.8	22.0

#### Goal 1: Comparative Measure

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

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

## ENGLISH LANGUAGE ARTS

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

### RESULTS

FLACS I’s overall comparative performance was “higher than expected to a meaningful degree,” with an overall effect size of 0.76, exceeding the 0.3 target.

*2015-16 English Language Arts 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	86.3	52	42	29.8	12.2	0.68
4	92.5	52	42	25.4	16.6	0.94
5	91.8	51	20	19.5	0.5	0.04
6	82.7	50	36	23.2	12.8	0.80
7	92.0	50	30	18.5	11.5	0.81
8	85.4	46	50	27.6	22.4	1.36
All	88.5	301	36.5	24.0	12.5	0.76

School’s Overall Comparative Performance:

*Higher than expected to a meaningful degree*

### EVALUATION

In 2015-2016, FLACS I’s overall effect size of 0.76, exceeding the 0.3 target. Five of six grade levels also exceeded the target for their individual grade levels, the exception being grade 5, which did not meet the target. The performance of this cohort and an action plan to improve performance was discussed in depth in the 2015-2016 Accountability Plan Progress Report. (It ought to be noted that the performance of the 2015-2016 grade 5 cohort as a 2016-2017 grade 6 cohort was greatly improved – while 16.3% were at proficiency in 2015-2016 the same cohort was at 31.9% proficiency in 2016-2017.) The school anticipates that it will meet this measure as a school and for each individual level in 2016-2017.

### ADDITIONAL EVIDENCE

FLACS I has consistently met this measure over the last three years.

*English Language Arts Comparative Performance by School Year*

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	88.2	303	30.1	18.1	0.92
2014-15	3-8	87.3	305	22.6	17.4	0.41
2015-16	3-8	88.5	301	36.5	24.0	0.76

## Goal 1: Growth Measure<sup>6</sup>

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>7</sup>

## RESULTS

FLACS I met this measure, with a mean growth percentile for 56, exceeding the target of 50.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53	50.0
5	62	50.0
6	56	50.0
7	56	50.0
8	53	50.0
All	<b>56</b>	50.0

## EVALUATION

FLACS I met this measure, with a mean growth percentile for 56, exceeding the target of 50 by 6. Each individual grade level met this measure.

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

### ADDITIONAL EVIDENCE

FLACS I met this measure in 2013-2014, came close, but did not meet the measure in 2014-2015, and met the measure in 2015-2016. With the programmatic changes and interventions in 2015-2016, FLACS I was able to demonstrate growth over time on this measure.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	53	49	53	50.0
5	63	45	62	50.0
6	68	43	56	50.0
7	60	54	57	50.0
8	65	51	53	50.0
All	61	48	56	50.0

#### Goal 1: Optional Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district.

### METHOD

Since FLACS I’s opening, when FLACS I was designed to become a K-5 school, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS I had provided comparative data for these schools.

### RESULTS

FLACS I met this accountability measure. PS 28 had 24.6% of students at proficiency and PS 55 had 14.6% of students at proficiency, compared with 38.3% of students enrolled at FLACS I in at least their second year at proficiency in grades 3 through 5. PS 64 did not have any students in the testing grades, as these grades were temporarily phased out when the school was restructured over the last few years.



## 2015-16 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53.2	47	31.2	93	17.6	74	n/a	0
4	32.1	53	24.2	95	21.1	76	n/a	0
5	30.6	49	19.8	121	8.2	110	n/a	0
6	-	-	n/a	0	n/a	0	n/a	0
7	-	-	n/a	0	n/a	0	n/a	0
8	-	-	n/a	0	n/a	0	n/a	0
All	38.3	149	24.6	309	14.6	260	n/a	0

### EVALUATION

In each grade, and as a school, FLACS I had a higher percentage of students proficient than did PS 28 and PS 55.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS I met 5 out of its 6 accountability goals. The only goal that the school did not meet was the first absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
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 2015-16 results.)	Achieved
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. (Using 2015-16 results.)	Achieved
Comparative	Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the local school district.	Achieved

## ACTION PLAN

FLACS I had demonstrated increases in proficiency over the past three years and plans to capitalize on this progress over the next year for increased gains in 2017-2018. In the upcoming school year, FLACS I will be only a K-5 school, with the middle school students in grades 6-8 under the purview of FLACS II in preparation for the creation of a separate middle school campus that will serve all middle schoolers from FLACS I, FLACS II, and FLACS III. As such, this action plan addresses only grades K-5; FLACS II's action plan will address plans for grades 6-8, based on the results in this report.

Given the change in the grade level configuration of the school, from K-8 to K-5, FLACS I will adopt the *Ready NY CCLS* curriculum in grade 5. This change will create a uniformed curriculum from grade K through 5. Previously, grade 5 was using *Engage NY*. During the past several years, FLACS I had a departmentalized grade 5 program. With the change in school structure back to K-5, FLACS I has decided to revert back to self-contained classes in grade 5. Through doing this, literacy instruction will be infused throughout the day in multiple subjects by each teacher. The entire school will also have a consistent educational model and structure, which will facilitate vertical teams between grades and consolidate professional development efforts

For the 2017-2018 school year, FLACS I has hired a full-time instructional coach who will support teachers in refining the implementation of the literacy program. Previously, all three FLACS schools shared one coach, who also served as the Director of Professional Learning. The addition of a coach will allow more in depth and personalized professional development for all teachers. FLACS I will also continue to contract with a consultant from *Generation Ready* to work with teachers in enhancing the literacy program. The network plans to facilitate opportunities for teachers in each FLACS school to observe instruction at the other schools and to have shared professional development opportunities.

One area the school has identified for improvement is with its fourth and fifth grades, who performed relatively lower than the other grades at FLACS I. In part, this performance is explained by the intensive use of resources the school poured into the middle school and early childhood grades in the 2016-2017 school year. With the middle school under FLACS II's charter, the school will be able to more effectively focus on both the lower and upper elementary grades. In the past FLACS I has utilized an intervention program, *Fountas and Pinnell Leveled Literacy Intervention* in grades kindergarten through two. In 2017-2018, the school will utilize this program in grades K-5. The teachers in these grades will be one focus of professional development, with intensive support from the instructional coach and the outside consultant, who previously focused heavily on grades kindergarten through two. *I-Ready* will also be used as an intervention for grades 2 through 5.

FLACS I will continue to utilize a data-driven model for instruction and will continue to use the Fountas and Pinnell assessment, along with other curriculum related assessment, to assess student's progress toward meeting the standards. To support a data-driven approach, the school will have a new position of data support liaison, which will be filled by a former teaching assistant. This individual will help to ensure that all network and internal assessments are administered on time and that the results are analyzed in a timely fashion. All FLACS schools will be using additional portals on *IO Education* which teachers have used for three years to house and analyze student data. The first *IO Assessment* will allow teachers and administrators to create and administer benchmark assessments and the second *IO Insights* is a virtual data wall that teachers will be able to

use to make better use of the data that they collect. The network will also be putting benchmark assessments every two months in ELA and Math to further analyze the needs of individual students and the schools as a whole.

All FLACS schools are adopting new social studies curriculum in 2017-2018. This curriculum was developed in-house by network staff and is based on the NYS Social Studies Framework. The curriculum incorporates inquiry units using materials from the C3 Framework and is based around authentic text – both informational and narrative. This new focus in social studies will no doubt impact the performance of students in ELA.

## MATHEMATICS

### Goal 2: Mathematics

FLACS I students will become proficient in the application of mathematical skills and concepts.

### BACKGROUND

After seeing the success of the program at FLACS II in 2013-2014, in 2014-2015 FLACS I began to transition to using *Math in Focus*, an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences. This year, Kindergarten through grade 5 teachers used *Math in Focus*. *Math in Focus* supports the goals of the Common Core State Standards for Mathematics, is research-based, focuses on classroom learning, discussion, and practice, and balances conceptual understanding, visual learning, and problem solving. FLACS I also introduced *Everyday Counts* in grades K through 3. This program enriches daily math instruction, reinforces core concepts, and provides immediate differentiation in 10–15 minutes a day. *Number Talks* was used as an intervention strategy in mathematics. In grades 6 through 8 teachers used *Pearson Course 1, 2, and 3* and supporting material from *EngageNY* to teach mathematics.

In support of the implementation of the mathematics program, FLACS I conducted professional development through a variety of approaches. Staff met every Monday afternoon and selected half-day Fridays. The teachers met regularly as collaborative learning teams, as grade-level teams for data analysis meetings. Teachers in grades K through 5 received support from consultants from *Math in Focus* who visited the school several times throughout the year. During the sessions they modelled instruction, observed classroom, and gave feedback to teachers.

Mathematical student performance progress was monitored frequently with *Math in Focus*. *Math in Focus* assessments provided 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.

The math block for elementary school was restructured to include a 15-20 minute *Every Day Counts* lesson, a 55-minute *Math in Focus* lesson and 30 minutes of differentiated work stations. It is during this 30-minute session that teachers created work stations tailored to individual student needs and worked with small groups of students to provide intervention. The middle school followed a similar structure, using the two to three double blocks of mathematics each week to provide intervention. Teachers taught the core curriculum during the first of the two periods and then provide a 50-minute intervention/enrichment block in the middle school level.

The school has also implemented a change in the schedule for the elementary school, in which twice week math is taught in the morning; in years past, math has only been taught in the afternoon. This will give a more equitable emphasis on math and ELA.

During the after-school hours the school provided targeted assistance for identified students. An online learning program, *i-Ready* was implemented this year to help support students by providing individualized practice and instruction to meet student's specific instructional needs.

As mentioned in the ELA background, FLACS I utilized a data-driven approach, supported by the systematic and central collection of data and data meetings.

# MATHEMATICS

## Goal 2: 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 mathematics examination for grades 3-8.

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>8</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	53	-	-	1	-	54
4	54	-	-	-	-	54
5	51	-	-	1	-	52
6	48	-	-	1	-	49
7	51	-	-	-	-	51
8	42	-	-	2	-	44
All	299	-	-	5	0	304

## RESULTS

FLACS I did not meet its accountability measure. 39.7% of students enrolled in at least their second year were proficient on the NYS mathematics exam.

## Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50.9	53	52.2	46
4	46.3	54	45.3	53
5	49.0	51	45.8	48
6	39.6	48	40.4	47
7	37.3	51	37.3	51
8	14.3	42	14.3	42
All	40.5	299	39.7	287

## EVALUATION

FLACS I did not meet its accountability measure; 39.7% of students enrolled in at least their second year were proficient on the NYS mathematics exam, short of the goal of 75% by 30.3 percentage points. Students in grade 3 had the highest performance, with 52.2% of students enrolled in at least their second year at proficiency. Grades 4 and 5 had the next highest proficiency. FLACS I adopted *Math in Focus* as its mathematics program two years ago. In the first year, it was utilized in grades K-2, and in the 2016-2017 school year was used in grades K-5. FLACS I attributes the relatively higher performance of grade 3, 4 and 5 to the impact of the new mathematics program. As well, more resources were placed in professional development, such as the external consultants, in grades K through 5 than were placed in grades 6, 7 and 8.

## ADDITIONAL EVIDENCE

Over the last three years, FLACS I has performed better than the subsequent year as a school. The performance of the elementary school has been a driving force of these improvements.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38.3	47	43.1	51	52.2	46
4	24.5	49	49.0	49	45.3	53
5	46.9	49	22.4	49	45.8	48
6	56.0	50	60.4	48	40.4	47
7	17.4	46	16.7	48	37.3	51
8	8.5	47	26.1	46	14.3	42
All	32.3	288	36.4	291	39.7	287

## Goal 2: Absolute Measure

# MATHEMATICS

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 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 PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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.<sup>9</sup>

## RESULTS

FLACS I met this accountability goal. FLACS I’s PLI was 116.4, which exceeded the AMO, 109, by 7.4

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	21.5	35.5	27.1	13.4

$$\begin{array}{rcccccc} \text{PI} & = & 35.5 & + & 27.1 & + & 13.4 & = & 75.9 \\ & & & & 27.1 & + & 13.4 & = & 40.5 \\ & & & & & & \text{PLI} & = & 116.4 \end{array}$$

## EVALUATION

FLACS I met this accountability goal. FLACS I’s PLI was 116.4, which exceeded the AMO, 109, by 7.4

### Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>10</sup>

<sup>9</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

# MATHEMATICS

## RESULTS

FLACS I met this measure, with 39.7% of students enrolled in at least their second year achieving proficiency, compared with 19.5% of students in CSD 9.

2016-17 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52.2	46	27.5	2755
4	45.3	53	21.2	2774
5	45.8	48	22.3	2795
6	40.4	47	15.4	2676
7	37.3	51	15.6	2582
8	14.3	42	13.6	2438
All	39.7	287	<u>19.5</u>	16020

## EVALUATION

FLACS I doubled the proficiency of CSD 9, 19.5%, with 39.7% of students enrolled in at least their second year achieving proficiency. FLACS I exceeded the performance of the district at every grade level.

## ADDITIONAL EVIDENCE

FLACS I met this measure each year of its charter.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	38.3	19.8	43.1	23.1	52.2	27.5
4	24.5	16.2	49.0	22.7	45.3	21.2
5	46.9	19.8	22.4	17.5	45.8	22.3
6	56.0	17.3	60.4	16.5	40.4	15.4
7	17.4	13.8	16.7	13.5	37.3	15.6
8	8.5	12.3	26.1	13.4	14.3	13.6
All	32.3	16.6	36.4	18.0	39.7	19.5



# MATHEMATICS

## Goal 2: Comparative Measure

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

## METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## RESULTS

In 2015-2016, FLACS I met this measure, with an Overall Comparative Performance of "higher than expected to a meaningful degree" and an effect size of 0.74.

### 2015-16 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	86.3	52	42	32.2	9.8	0.45
4	92.5	52	52	27.5	25.4	1.22
5	91.8	51	25	22.4	2.6	0.14
6	82.7	50	62	25.7	36.3	1.77
7	92.0	50	18	14.5	3.5	0.19
8	85.4	47	26	14.6	11.4	0.64
All	88.5	302	37.7	23.0	14.7	0.74

School's Overall Comparative Performance:

*Higher than expected to a meaningful degree.*

## EVALUATION

FLACS I's aggregate Effect Size. 0.74, exceeded 0.3 by 0.44.

# MATHEMATICS

## ADDITIONAL EVIDENCE

FLACS I has consistently met this measure, with an Effect Size greater than 0.3 for each of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	88.2	303	32.1	23.1	0.46
2014-15	3-8	87.3	304	32.4	22.3	0.57
2015-16	3-8	88.5	302	37.7	23.0	0.74

### Goal 2: Growth Measure<sup>11</sup>

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>12</sup>

## RESULTS

In 2015-2016, FLACS I had a mean growth percentile of 49.5, just shy of the target of 50.0.

<sup>11</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>12</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	68	50.0
5	55	50.0
6	N/A	50.0
7	31.5	50.0
8	43.5	50.0
All	<b>49.5</b>	50.0

### EVALUATION

In 2015-2016, FLACS I had a mean growth percentile of 49.5, just shy of the target of 50.0. It ought to be noted that the 6<sup>th</sup> grade mean growth percentile was not released by the state, and therefore was not included in the calculation. Although all of the test documents were submitted properly, there was an issue with the initial processing of the scan of the answer sheets for 6<sup>th</sup> grade, which the school had no control or jurisdiction over. Although the exams were reprocessed by the scan center, the data for the growth model was likely pulled prior to these scores being available in the Level 2 data warehouse. The 6<sup>th</sup> grade had relatively high performance in 2015-2016, with 60.4% of students enrolled in at least their second year proficient, compared with their performance of the 5<sup>th</sup> grade in 2014-2015, 46.9%. Had these results been included, the school would have likely met its growth target. Regardless, the school came very close to meeting this accountability measure.

### ADDITIONAL EVIDENCE

FLACS I met this measure in 2013-2014 and 2014-2015, and came close to meeting these measure in 2015-2016.

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4	66	51	68	50.0
5	59	63	55	50.0
6	74	80	N/A	50.0
7	47	28	31.5	50.0
8	55	30	43.5	50.0
All	<b>60</b>	<b>51</b>	<b>49.5</b>	50.0

### Goal 2: Optional Comparative Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district.

## METHOD

Since FLACS I’s opening, when FLACS I was designed to become a K-5 school, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS I had provided comparative data for these schools.

## RESULTS

FLACS I met this accountability goal. The percent of proficient students who were enrolled in at least their second year in grades 3 to 5 at FLACS I was 47.6%, which was greater than the percent of students proficient at PS 28, 26.6% and PS 55, 18.7%. PS 64 had no students who tested – the school was reorganized over the last several years.

2015-16 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52.2	46	30.1	103	18.9	74	n/a	0
4	45.3	53	17.7	96	28.0	75	n/a	0
5	45.8	48	30.6	124	12.0	108	n/a	0
6	-	-	n/a	0	n/a	0	n/a	0
7	-	-	n/a	0	n/a	0	n/a	0
8	-	-	n/a	0	n/a	0	n/a	0
All	47.6	147	26.6	323	18.7	257	n/a	0

## EVALUATION

The percent of students who were enrolled in at least their second year in grades 3 to 5 at FLACS I was 47.6%, which was greater than the percent of students proficient at PS 28, 26.6% and PS 55, 18.7%. Each individual grade at FLACS I has higher proficiency than the same grade at PS 28 and PS 55.

## SUMMARY OF THE MATHEMATICS GOAL

FLACS I met four out of six of its accountability goals. The school met one of two absolute measures, all three of its comparative measures, and did not achieve its growth goal (though probably would have if grade six had been included in the analysis of the state).

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not achieved
Absolute	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.	Achieved

## MATHEMATICS

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
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 2015-16 school district results.)	Achieved
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.	Did not achieve
Comparative	Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the local school district.	Achieved

### ACTION PLAN

FLACS I had demonstrated increases in proficiency over the past three years and plans to capitalize on this progress over the next year for increased gains in 2017-2018. In the upcoming school year, FLACS I will be only a K-5 school, with the middle school students in grades 6-8 under the purview of FLACS II in preparation for a separate middle school campus that will serve all middle schoolers from FLACS I, FLACS II, and FLACS III. As such, this action plan addresses only grades K-5; FLACS II's action plan will address plans for grades 6-8, based on the results in this report.

Based on the results of the third, fourth and fifth grade, FLACS I is confident that the move to *Math in Focus* over the last two years is a positive one. As such, the school will continue to implement this program, with *Everyday Counts* and *Number Talks* as supplement, at all grade levels. As the students have more time with the program, FLACS I is confident that there will be improvement in the scores, and that FLACS I's performance will reach that of FLACS II and III who have been using the program since they opened. The school expects to see a steady increase in the mathematics performance over the next few years.

To support the continued implementation of *Math in Focus*, FLACS schools have contracted with a consultant from *Math in Focus* who has worked with various schools in the Network since they opened. The three schools will share 20 days with this consultant, who will model instructional techniques, observe teachers, and provide individual and group feedback to teachers. FLACS I has hired a new assistant principal who has had previous experience working as consultant for *Math in Focus*. This experience will be an invaluable asset in supporting the mathematics program. One teacher has been identified as a mathematics lead at each FLACS school – this individual attended a four-day conference to get in depth training in implementing *Math in Focus* during July 2017. The new instructional coach will also plan a large role in helping enhance teacher's practice on a day to day basis. The network plans to facilitate opportunities for teachers in each FLACS school to observe instruction at the other schools and to have shared professional development opportunities.

FLACS I will work to more effectively use the second instructional block in mathematics by providing more professional development in developing effective differentiated instruction during this period.

## MATHEMATICS

One portion of this second period in grades 2 through 5 will be the continued use of *i-Ready*, an online adaptive instructional system.

Data driven instruction will continue to be critical. Students will continue to take pre- and post-assessments that are part of the *Math in Focus* curriculum. New benchmark assessments, will be developed and administered in mathematics to all students in the FLACS Network to determine areas of need and strength of both individual students and the schools themselves. The new data liaison will support the work of collecting data for analysis by teachers, school administrators, and network staff. The network will be particularly interested in examining data across the schools and building cross school teams for professional development.

## SCIENCE

### Goal 3: Science

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

### BACKGROUND

Science instruction at FLACS I is both text and lab based. *Interactive Science* was adopted this year in kindergarten through sixth grade. The program had previously been successful at FLACS II. *Glencoe New York Science* was used in grades 7 and 8. Students in grade 8 either prepared to take the 8<sup>th</sup> grade Living Environment Regents or the NYS 8<sup>th</sup> grade science test. No student took both. FLACS I teachers realigned the science curriculum maps in the elementary school, with a particular focus on ensuring horizontal alignment with the New York State Science Standards and vertical alignment between grade levels; this work was completed for grades 5 through 8 at the end of the 2015-2016 school year.

Science instruction was provided by classroom teachers in kindergarten through grade 4. In grades 5, 6, 7 and 8, science was departmentalized, with science teachers providing the instruction. In addition, all students from kindergarten through 8<sup>th</sup> grade received health instruction one to two periods a week from a health teacher. Publisher-created and teacher-created common classroom assessments are used to assess student progress in science. The school and network administration supports the science program by modeling, observing, providing feedback and offering differentiated instructional strategies. FLACS I has a health and wellness program through which students maintain an outdoor garden and a nutrition program, developed in conjunction with its school lunch program, through which students evaluate nutrition options. Science data was the subject of several data meetings this year and increased monitoring of science instruction by school administration with informal observations and walkthroughs.

### 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

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency. In the 8<sup>th</sup> grade, some students took the NYS Living Environment Regents in lieu of the 8<sup>th</sup> grade science test. The results below give the aggregate performance of both groups of students.

### RESULTS

FLACS I met this accountability goal, with 87.5% of students enrolled in at least their second year achieving proficiency on the NYS Science Exam or the NYS Living Environment Regents.

Charter School Performance on 2016-17 State Science Exam<sup>13</sup>  
 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.1	53	N/A	N/A
8	74.4	43	N/A	N/A
All	87.5	96	N/A	N/A

EVALUATION

FLACS I met this accountability measure with 87.5% of students enrolled in at least their second year achieving proficiency.

ADDITIONAL EVIDENCE

FLACS I has consistently met this accountability measure.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	87.7	49	95.9	49	98.1	53
8	66.0	47	82.6	46	74.4	43
All	77.1	96	89.5	95	87.5	96

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

<sup>13</sup> The Grade 8 table includes students that took the NYS Living Environment in lieu of the NYS Science Exam.



# SCIENCE

## RESULTS

New York State has not yet public released the district data on its data website. As such, it is uncertain whether or not the school has met this measure or not.

### 2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.1	53	N/A	N/A
8	74.4	43	N/A	N/A
All	87.5	96	N/A	N/A

## EVALUATION

New York State has not yet public released the district data for CSD 9 on its data website. As such, it is uncertain whether or not FLACS I has met this measure or not. However, based on prior year's data, it is more likely than not that the school met this accountability goal, as FLACS has maintained a high level of performance and has previously outperformed the local community school district.

## ADDITIONAL EVIDENCE

FLACS I has consistently met this accountability goal.

### 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	87.7	67.5	95.9	75.1	98.1	N/A
8	66.0	34.7	82.6	33.1	74.4	N/A
All	77.1	53.3	89.5	56.5	87.5	N/A

## SUMMARY OF THE SCIENCE GOAL

FLACS I achieved or anticipates achieving all of its accountability goals in science.

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

## ACTION PLAN

In the upcoming school year, FLACS I will be only a K-5 school, with the middle school students in grades 6-8 under the purview of FLACS II in preparation for a separate middle school campus that will serve all middle schoolers from FLACS I, FLACS II, and FLACS III. As such, this action plan addresses only grades K-5; FLACS II's action plan will address plans for grades 6-8, based on the results in this report.

FLACS I has had consistently high science performance over its charter term, particularly at the elementary level. To continue this high level of success, FLACS I will continue to utilize *Interactive Science*, which is currently being used at two of the three elementary schools and will be used in the middle school starting next year. FLACS I will continue to offer health as a specials area to students at least once a week. The school will continue its health and wellness initiatives, which will support the science program. Professional development for science will continue, with occasional whole group trainings and ongoing coaching with the new instructional coach.

With the change in organization of the three FLACS schools, science will now be taught by grade 5 teachers in the context of a self-contained classroom program.

The Network office of Instruction, Curriculum, and Assessments plans to undertake the project of alignment of the science curriculum at each school to the new Next Generation Science standards in order to increase the rigor of the program and ensure alignment with the most recent standards. A secondary goal will be to ensure that all elementary schools are following an aligned curriculum map to increase opportunities for collaboration between schools. This work is planned to occur at the end of the 2017-2018 school year and summer 2018.

## NCLB

### Goal 4: NCLB

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 school requiring a local assistance plan.

#### Goal 4: 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 school requiring a local assistance plan.

### METHOD

Because *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. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

### RESULTS

FLACS I is in good standing under the accountability system.

### EVALUATION

FLACS I met this measure.

### ADDITIONAL EVIDENCE

FLACS I has met the accountability measure each year.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing