



FAMILY LIFE ACADEMY CHARTER SCHOOL II

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
Dr. Janet Lerner	Member, Fundraising Committee
Francisco Lugovina	Chairman Emeritus, , Construction/Facility Growth Committee, Evaluation Committee
Karen Marino	Member
Wanda Torres-Mercado	Member, Finance Committee, Fundraising Committee
Bryan Rivera	Member
Rev. Raymond Rivera	Member, Nomination Committee
Evelyn Viera	PTA President, FLACS II
Florence Wolpoff	Member, Accountability Committee, Evaluation Committee

Kathy Ortiz has served as the school principal since 2017 and as assistant principal from 2012-2017.

INTRODUCTION

Family Life Academy Charter School II (FLACS II), a replication of Family Life Academy Charter School I (FLACS I), opened its doors to 100 kindergarten and first grade students in September 2012 in Community School District 7 (CSD 7) in the Mott Haven section of the Bronx. Each subsequent year the school has added one grade level. FLACS II has just completed its fifth year, serving kindergarten through fifth grade. In March 2017, FLACS II was renewed for a second charter term. In this upcoming charter term, FLACS II will be a K-8 school. In the 2017-2018 school year, the facility at 296 East 140th street will house students in grades K-6, and the FLACS I facility at 14 West 170th Street will house grades 6-8 (previously chartered under FLACS I). In the subsequent years, all middle school students from all FLACS schools will attend middle school in a new campus that is currently under construction.

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 291 students.¹ Of all students, 71.5% were Hispanic, 27.1% were Black, and 92.5% were eligible for free or reduced lunch. Additionally, 10.7% of enrolled students were students with disabilities. In all, 13.4% 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 6.9% were former ELLs who attained proficiency on the NYSESLAT assessment during their enrollment at FLACS II, for a total figure of 20.3% current or former ELLs. The school's demographics are quite comparable to those of CSD 7, which includes 70.3% of Hispanic students and 26.3% Black students.² FLACS II 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, 21.7% English language learners, and 21.9% special education. FLACS II met or is approaching meeting the CSI retention targets across all subgroups. Specifically, 89.1% of economically disadvantaged students (target of 92.6%), 84.4% of ELLs (target of 93.5%), and 93.3% of students in special education (target of 93.3%) enrolled on BEDS day 2016 and eligible to return to the school in 2017 were enrolled on BEDS day 2016.

¹ As of BEDS Day, October 5, 2016.

² FLACS III information as of 10/5/2017 and CSD 7 information as of 10/31/2016, accessed from the *Demographic Snapshots* at <http://schools.nyc.gov/Accountability/data/default.htm>. Please note CSD 7 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 II 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 II 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 II 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 II is devoted to the data driven-instruction model and regularly assess student progress. To monitor school and student progress, FLACS II 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 II also used *i-Ready* and *Ready* for monitor student progress in ELA and mathematics in grades 3 through 8. FLACS II 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 II and has helped teachers become more proficient in the use of data to drive teaching and learning in their classrooms. FLACS II 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 support for English language learners (ELLs). FLACS II 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. One full-time English as a second language (ESL) teacher is on staff. All teachers are expected to be proficient in, and be able to apply, instructional strategies for ELLs in the context of their own classrooms.

INTRODUCTION

A commitment to meet the needs of all learners. FLACS II had 10.7% of its students in special education in 2016-2017. To provide each student's required services, FLACS has a full-time special education teacher and guidance counselor on staff and contracts for needed related services, such as speech therapy or occupational therapy. As every classroom contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. FLACS II has several school-wide intervention programs to serve students who may need additional academic support. Students who were identified as needing intervention in ELA participated in a daily intervention program with the Fountas and Pinnell Intervention Kit. This program began early in the school year and helped students who were not meeting state standards meet or more closely approach these standards. FLACS II also implemented an academic after-school program for third and fourth graders. Students in all grades also used *i-Ready*, an adaptive technology tool that provides for both teacher-led and individualized online instruction in literacy and mathematics.

A focus on technology. Technology tools are available for students in every classroom, and uses vary throughout the school. From digital book reports to visual and auditory projects on Active boards, from creative storytelling 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 II recognizes that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. FLACS II 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 II 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 II has invited educational consultants from *Generation Ready* and *Math in Focus* to provide support in literacy and mathematics respectively. The principal, along with key network staff, sets the infrastructure for effective implementation of the instructional program. There was also professional development for the principal, who met with the other FLACS principals with a consultant.

Family involvement and shared responsibility for learning. FLACS II 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 and ESL classes. FLACS II uses a school wide texting system to maintain contact among parents, staff and students.

Encouraging the development of the holistic child. FLACS II believes in developing students who are well rounded. The school continued its Suzuki method violin program after school. During the school day, music instruction was provided to all students. A small space on the second floor hallway was designated as the Art lab Studio. Exhibits, slides, Internet sites, and posters introduced

INTRODUCTION

students to a broad range of art. Teachers shared stories about and pictures from artists. Students created their own masterpieces based on the style of the artist they studied.

A focus on nutrition and health. FLACS II is replicating aspects of 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. FLACS II has secured the services of Revolution Foods, a food provider that provides healthy, organic meals to schools. All students receive instruction in yoga to help promote physical fitness and strategies for health that will last a lifetime. The school partnered with the Calhoun School in exploration of hydroponics technology for urban farming.

Network support of 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 II continues to be 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 II 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 II has met the majority of its educational accountability goals.** FLACS II remains confident that it will continue to increase student achievement and assessment results in its next charter term.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	70	26	-	-	-	-	-	-	-	96
2013-14	47	76	27	-	-	-	-	-	-	150
2014-15	50	53	75	27	-	-	-	-	-	205
2015-16	55	51	56	67	27	-	-	-	-	256
2016-17	51	55	50	47	65	24	-	-	-	292

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS II students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS II continued to implement a balanced literacy approach of its own design, with whole group instruction in close reading of texts, guided reading, and independent reading. Guided reading with leveled texts occurred daily in which 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. To support its approach, FLACS II adopted *Open Court* for phonics instruction in kindergarten and grade 1 for all students and as intervention in grades 2 and 3. In grades 2 through 5, FLACS II adopted *Ready NY CCLS*. The program incorporated close reading of text at advanced levels, and 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 II balanced literacy program. In grades 2 through 5 novel studies, designed by the staff and aligned with the NYS CCLS, are utilized to support deep comprehension of text. These units were aligned with the social studies curriculum. For writing, FLACS II uses the Network writing curriculum, which was initiated in 2015-2016, continued in the 2016-2017 school year. This is supported by integration of the elements of the *6+1 Traits of Writing* program.

Instruction at FLACS II is 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, to form fluid groups for reading instruction, to select appropriate texts for instruction, to plan efficient and effective instruction, and to identify students in need of intervention. Curriculum based assessments from *Ready NY CCLS* were administered to track 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 II used a variety of intervention programs to support students who have been identified as in need of additional support. In Kindergarten, the school used *Kindervention*, an emergent reading program that helps struggling kindergarteners build the literacy skills they need to be ready to read. In the older grades, the school used the *Leveled Literacy Intervention* kit from Fountas and Pinnell. *Preventing Academic Failure* was used with tier 3 students – two staff members are trained in this

ENGLISH LANGUAGE ARTS

intensive intervention. All students used *i-Ready*, which as an adaptive system automatically serves as an intervention for those students who are below level. A common structure in the school is to use out of classroom teachers to help reduce class size for intervention.

Technology continued to play a large role in the classroom in 2016-2017. All K-5 students had access to laptops or iPads and these were frequently used to support ELA instruction.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 5 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).

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

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	46	-	-	1	-	47
4	62	-	-	1	2	65
5	24	-	-	-	-	24
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	132	-	-	2	2	136

RESULTS

FLACS II met this goal, with 81.5% of students enrolled in at least their second year reaching proficiency on the NYS English Language Arts test. All three grade levels had similar levels of performance.

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

³ 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.

ENGLISH LANGUAGE ARTS

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82.6	46	81.0	42
4	82.3	62	81.7	60
5	79.2	24	81.8	22
6		-		-
7		-		-
8		-		-
All	81.8	132	81.5	124

EVALUATION

FLACS II met this goal, with 81.5% of students enrolled in at least their second year reaching proficiency on the NYS English Language Arts test, exceeding the goal by 6.5 percentage points. All three grade levels had similar levels of performance, within one percentage point.

FLACS II attributes this success to the literacy program it has adopted, with a specific focus on balancing meeting the needs of all students and providing rigorous instructional opportunities, its data-driven instructional model, and its strong professional development program.

ADDITIONAL EVIDENCE

FLACS II has maintained a high level of performance over its three-year testing history. Over the last two years, FLACS II has met this 75% proficiency goal. The school acknowledges that there was a small decline in scores in English Language Arts between 2015-16 and 2016-17, although the absolute performance of the school was still high.

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	66.7	21	93.8	64	81.0	42
4	-	-	91.3	23	81.7	60
5	-	-	-	-	81.8	22
6	-	-	-	-		-
7	-	-	-	-		-
8	-	-	-	-		-
All	66.7	21	93.1	87	81.5	124

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 200.⁴

RESULTS

FLACS II met this accountability goal, with a PLI of 181.8, which exceeded the AMO, 111.

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
	0.0	18.2	49.2	32.6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 18.2 & + & 49.2 & + & 32.6 & = & 100.0 \\
 & & & & 49.2 & + & 32.6 & = & 81.8 \\
 & & & & & & \text{PLI} & = & 181.8
 \end{array}$$

EVALUATION

FLACS II met this accountability goal, with a PLI of 181.8, which exceeded the AMO, 111, by 70.8.

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.⁵

RESULTS

FLACS II met this accountability measure. The percent of students enrolled in at least their second year who were at proficiency was 81.5%, while the percent of students in CSD 7 at proficiency was only 24.2%.

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

⁵ 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

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	81.0	42	27.5	1234
4	81.7	60	25.5	1225
5	81.8	22	19.4	1189
6		-		
7		-		
8		-		
All	81.5	124	24.2	3648

EVALUATION

FLACS II has 81.5% of students who were enrolled in at least their second year achieving proficiency, compared with 24.2% of students in CSD 7. The difference between the district's and school's performance was 57.3 percentage points. Each grade level at FLACS II far exceeded the performance of the same grade level in the district. This was most notable in grade 5. While the local district had lower levels of performance in each subsequent grade, FLACS II maintained a consistent level of performance in all three tested grades.

ADDITIONAL EVIDENCE

FLACS II had consistently outperformed CSD 7 in every grade level in every year of its charter. The demographics of the district and FLACS II are very similar, though as noted in the introduction, FLACS II has a lower percentage of students with special needs than does the district – this difference alone could not account for that variance in the school's and district's performance.

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	66.7	15.0	93.8	28.2	81.0	27.5
4	-	-	91.3	24.0	81.7	25.5
5	-	-	-	-	81.8	19.4
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	66.7	15.0	93.1	30.9	81.5	24.2

ENGLISH LANGUAGE ARTS

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.

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

In 2015-2016, FLACS II met this accountable measure, with an Effect Size of 3.85 and an overall comparative performance of “higher than expected to a large degree.”

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	100.0	67	94	23.6	70.4	3.82
4	100.0	26	92	22.2	69.8	3.93
5						
6						
7						
8						
All	100.0	93	93.4	23.2	70.2	3.85

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

In 2015-2016, FLACS II met this accountable measure, with an Effect Size of 3.85 and an overall comparative performance of “higher than expected to a large degree.” Each individual grade level had a similar level of performance.

ADDITIONAL EVIDENCE

FLACS II has met this measure each year that it has been applicable. Both years for which there is data, FLACS II had an overall comparative performance of “higher than expected to a larger degree.”

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	-	-	-	-	-	-
2014-15	3	100	26	73	14.8	4.9
2015-16	3-4	100	93	93.4	23.2	3.85

Goal 1: Growth Measure⁶

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁷

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

⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

RESULTS

In 2015-2016, FLACS II met this accountability measure. The school had a mean growth percentile of 59.8, which was greater than that of the state (50.0).

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	59.8	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	59.8	50.0

EVALUATION

In 2015-2016, FLACS II met this accountability measure. The school had a mean growth percentile of 59.8, which was greater than that of the state (50.0) by 9.8.

ADDITIONAL EVIDENCE

FLACS II only has one year of data for this measure.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	-	-	59.0	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	59.0	50.0

Goal 1: Absolute Measure

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery.

METHOD

In May 2017, the school administered the TerraNova assessment to students in kindergarten through 3rd grade.

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

ENGLISH LANGUAGE ARTS

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).

2016-17 Locally Administered TerraNova Assessment
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁸				Total Enrolled
		IEP	ELL	Absent	Refused	
K	49	-	-	2	-	51
1	53	-	-	3	-	56
2	48	-	-	2	-	50
3	45	-	-	2	-	47
All	195	-	-	9	-	204

RESULTS

FLACS II met this accountability measure, with a MNCE of 67.4 for students enrolled in at least their second year.

Performance on 2016-17 TerraNova Reading (MNCE Scores)
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	72.9	49	N/A	N/A
1	71.4	53	72.6	47
2	65.0	48	65.1	44
3	64.7	45	63.8	42
All	68.7	195	67.4	133

EVALUATION

FLACS II met this accountability measure, with students enrolled in their second year achieving a MNCE greater than 50. This was true both for the school as a whole and for each individual grade. FLACS II attributes this success to its strong core ELA program, professional development, and supervision of teachers.

ADDITIONAL EVIDENCE

Additionally, a high percentage of individual students enrolled in at least their second year had an NCE above 50. 80.5% of students enrolled in at least their second year had an NCE at or above 50.

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.

ENGLISH LANGUAGE ARTS

Performance on 2016-17 TerraNova Reading (% of Students Scoring at/above an NCE of 50) 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	95.9	49	N/A	N/A
1	84.9	53	87.2	47
2	79.2	48	79.5	44
3	75.6	45	73.8	42
All	84.1	195	80.5	133

Goal 1: 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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Total Reading Battery in both 2015-2016 and 2016-2017 are included here. The MNCEs of each cohort in 2015-2016 and 2016-2017 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

RESULTS

Each cohort and the school had an MNCE greater than 50 in 2015-2016. The goal to increase the MNCE score for 2016-2017. FLACS II did not achieve this goal, although each grade level maintained an MNCE greater than or equal to 50.

TerraNova Reading (MNCE Scores) by Cohort and School Year

Grades	2015-2016		2016-2017	
	MNCE	Number Tested	MNCE	Number Tested
1	82.0	46	72.5	46
2	71.5	39	64.2	44
3	59.8	41	64.5	41
All	71.5	126	67.3	126

EVALUATION

Each cohort and the school had an MNCE exceeding 50 in 2015-2016. As such, the goal was to increase the MNCE score for 2016-2017. FLACS II did not achieve this goal, although each grade level maintained an MNCE exceeding 50.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS II achieved all of its ELA accountability goals related to the NYS testing program, although did not make one of its accountability goals related to the TerraNova.

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.	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
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
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery.	Achieved
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 scores.	Did not achieve

ACTION PLAN

FLACS II has had high performance in ELA over the last three years and faces the challenge of maintaining its high performance, particularly in light of not meeting the growth accountability goal.

FLACS II will keep in place the curriculum structures that it had in place in the last school year. This year, the afterschool program will begin earlier in the year to ensure more time for remediation. The school will also implement specialized book clubs for targeted groups of students in need of remediation, including a themed boys book club in grade 4. An additional AIS period will be added for students in need of Tier III remediation. The school will also conduct more parent workshops to support the ELA program.

For the 2017-2018 school year, FLACS II will have 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. It ought to be noted that a couple of the vacant teacher positions for the 2017-2018 were filled by former TAs; the majority of TAs are in a teacher certification program.

FLACS II 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 be creating benchmark assessments every two months in ELA to further track the progress of students toward meeting the NYC CCLS. 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.

All FLACS schools are adopting a new social studies curriculum in 2017-2018. This curriculum was developed in house 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 and is line with the work that FLACS II has already done in integrating ELA and social studies.

Since FLACS II will now be responsible under its charter for the middle school students who were previously enrolled under FLACS I, this action plan also must address the school's plans for the middle school. In ELA, the middle school students at FLACS I had the following proficiency for students enrolled in at least their second year: Grade 5 (incoming grade 6), 30.6%, grade 6 (incoming grade 7), 31.3%, grade 7 (incoming grade 8), 62.7%, and grade 8, 53.5%.

Two of the three ELA teachers at FLACS I will continue to work in the ELA department at FLACS II. The schools will continue to use *Engage NY* as a basis for curriculum at the beginning of the year, but work to adapt and rewrite these units throughout the course of the year. The goal is to create the same sort of novel-based units that are used at the FLACS II elementary school. Two of the middle school classes are CTT classes and there are several long-term ELLs in the middle school – FLACS II administration and the instructional coach will work closely with the teachers to ensure proper differentiation will occur to meet the needs of these students. The *i-Ready* program, which was previously used in the middle school, will continue to be used to provide differentiation to students.

The school departmentalize instruction in grades 5 and 6 in its primary site to provide the grade 6 students with a middle school experience that their peers in the second site are getting and begin to develop middle school teachers who can support the school in future years.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS II uses *Math in Focus*, which is the US edition of Singapore Math. The primary goal of Math in Focus, and of FLACS II's mathematics program, 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* framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements: making sense of problems and persevere in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critique the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, looking for and expressing regularity in repeated reasoning. FLACS II also uses *Everyday Counts*, which is a supplemental program and uses 10-15 minutes a day to reinforce basic skills and improve mental math skills. FLACS II also uses *Number Talks*, which is another supplemental approach in which students engage in deep thinking about mathematical concepts.

Mathematical student performance progress is monitored frequently at FLACS I. For each unit of study, students take a pretest, which assesses readiness for the curriculum, and summative assessment. Students also take several benchmark assessments throughout the year and an end-of-year test. Students in grade three also took the simulation assessments in the fall and winter to assess their progress toward meeting state standards. Teachers at FLACS I analyze the results of these assessments to plan for the current and future units of study, and to provide opportunities for differentiation.

FLACS II's mathematics block is two periods long each day. The first session provides explicit instruction, guided practice, discussion, and independent practice. The second session provides application, modeling, discussion and assessment.

Students in all grades also used *i-Ready*, an online based diagnostic and teaching tool that allowed students to practice common-core aligned mathematical concepts in an individualized manner. Teachers received professional development in mathematics throughout the school year. A *Math in Focus* consultant worked closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The principal and assistant principal also observed classes and gave teachers feedback to improve mathematical practice throughout the year.

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 3rd through 5th 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 ⁹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	46	-	-	1	-	47
4	62	-	-	1	2	65
5	23	-	-	1	-	24
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	131	-	-	3	2	136

RESULTS

FLACS II did not meet this accountability measure, with 63.4% of students enrolled in at least their second year achieving proficiency.

⁹ 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.

MATHEMATICS

Performance on 2016-17 State 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	71.7	46	69.0	42
4	61.3	62	60.0	60
5	56.5	23	61.9	21
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	64.1	131	63.4	123

EVALUATION

FLACS II did not meet this accountability measure, with 63.4% of students enrolled in at least their second year achieving proficiency. This was 11.6 percentage points lower than the target of 75%.

ADDITIONAL EVIDENCE

FLACS II met this accountability goal in 2014-2015 and 2015-2016. In part, this performance may be linked to the fact that more students tested this year than in years past. A larger hallmark of the intervention program is a reduced size model; a larger ratio of out of staff positions to tested students may have had an impact on performance. As well, the school had an intensive focus on literacy instruction in the last year and did not devote as many resources to mathematics as it did to ELA. The action plan will address the schools plans to increase mathematics performance across all grades.

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	76.2	21	81.3	64	69.0	42
4	-	-	78.3	23	60.0	60
5	-	-	-	-	61.9	21
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	76.2	21	80.5	87	63.4	123

MATHEMATICS

Goal 2: 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 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 200.¹⁰

RESULTS

FLACS II met this accountability goal, with a PLI of 158, 49 points higher than AMO 109.

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
	6.1	29.8	29.0	35.1

$$\begin{array}{rcccccc} \text{PI} & = & 29.8 & + & 29.0 & + & 35.1 & = & 93.9 \\ & & & & 29.0 & + & 35.1 & = & \underline{64.1} \\ & & & & & & \text{PLI} & = & 158.0 \end{array}$$

EVALUATION

FLACS II met this accountability goal, with a PLI of 158, 49 points higher than AMO, 109. Very few of the students attained a level 1 on the NYS Mathematics assessment.

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

¹⁰ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

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.¹¹

RESULTS

FLACS II met this accountability goal: 63.4% of students enrolled in at least their second year achieved proficiency compared with 24.0% of students in the same grade levels in CSD 7.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	69.0	42	27.0	1257
4	60.0	60	24.9	1255
5	61.9	21	19.1	1209
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	63.4	123	24.0	3721

EVALUATION

FLACS II surpassed the performance of CSD 7 with 63.4% of students enrolled in at least their second year achieving proficiency compared with 24.0% of students in the same grade levels in CSD 7. Each individual grade level outperformed the same grade level in CSD 7.

ADDITIONAL EVIDENCE

FLACS II has consistently met this accountability measure, far outperforming CSD 7 in every grade level for every year that FLACS II has tested students. It ought to be noted that both CSD 7 and FLACS II had decreases in the percent of student proficient between 2015-2016 and 2016-2017.

¹¹ 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 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	76.2	19.9	81.3	35.7	69.0	28.4
4	-	-	78.3	31.7	60.0	22.3
5	-	-	-	-	61.9	21.1
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	76.2	19.9	80.5	33.6	63.4	24.0

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 II met this accountability goal, with an Effect Size of 2.53, which was greater than the target, 0.3.

MATHEMATICS

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	100.0	67	82	26.2	55.8	2.54
4	100.0	27	74	23.8	50.2	2.51
5						
6						
7						
8						
All	100.0	94	79.7	25.5	54.2	2.53

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

In 2015-2016 FLACS II had an Effect Size of 2.53, which was 2.23 greater than the target, 0.3. The school had a comparative performance of "higher than expected to a large degree."

ADDITIONAL EVIDENCE

FLACS II has met this goal for each year that it has been applicable.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	-	-	-	-	-	-
2014-15	3	100	26	81	22.4	3.56
2015-16	3-4	100	94	79.7	25.2	2.53

Goal 2: 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.

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

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹³

RESULTS

FLACS II did not meet this accountability goal for 2015-2016. The school's mean growth percentile was 29.4, which was 20.6 lower than the statewide median, 50.0.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	29.4	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	29.4	50.0

EVALUATION

FLACS II had a mean growth percentile of 29.4, lower than the target of 50.0. While students in the 4th grade cohort had high performance in 2014-2015 and in 2015-2016. The school did not meet this growth measure.

ADDITIONAL EVIDENCE

2015-2016 was the first year that FLACS II had Growth Model data.

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

MATHEMATICS

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	-	-	26.5	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	26.5	50.0

Goal 2: Absolute Measure

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery.

METHOD

In May 2017, the school administered the TerraNova assessment to students in kindergarten through 3rd grade. 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).

2016-17 Locally Administered TerraNova Assessment Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
K	49	-	-	2	-	51
1	53	-	-	3	-	56
2	48	-	-	2	-	50
3	45	-	-	2	-	47
All	195	-	-	9	-	204

RESULTS

FLACS II met this accountability measure with an MNCE of 68.1 for all students enrolled in at least their second year.

¹⁴ 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.

MATHEMATICS

Performance on 2016-17 TerraNova Mathematics (MNCE Scores) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	66.8	49	N/A	N/A
1	66.6	53	67.5	47
2	68.3	48	69.0	44
3	68.0	45	67.8	42
All	67.3	195	68.1	133

EVALUATION

FLACS II met this accountability measure, with an MNCE of 68.1 on the TerraNova for students enrolled in at least their second year. Each individual grade level had an MNCE exceeding 50.

ADDITIONAL EVIDENCE

On the TerraNova Mathematics Battery, students in each grade level performed well. Each grade level had a large percentage of students enrolled in at least their second year with NCEs of 50 or above: 91.5% in grade 1, 79.5% in grade 2, and 88.1% in grade 3.

Performance on 2016-17 TerraNova Mathematics (% of Students Scoring at/above an NCE of 50) 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	81.6	49	N/A	N/A
1	88.7	53	91.5	47
2	81.3	48	79.5	44
3	86.7	45	88.1	42
All	84.6	195	86.5	133

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 Mathematics Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Mathematics Battery in both 2015-2016 and 2016-2017 are included here. The MNCEs of each cohort in 2015-2016 and 2016-2017 are

MATHEMATICS

compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

RESULTS

Because each cohort had an MNCE of 50 in 2015-2016, each cohort had a goal of exceeding their MNCE in the 2016-2017 school year. As a whole school, FLACS II did not achieve this measure.

TerraNova Mathematics (MNCE Scores) by Cohort and School Year

Grades	2015-2016		2016-2017	
	MNCE	Number Tested	MNCE	Number Tested
1	85.2	46	67.1	46
2	64.4	39	70.8	39
3	59.5	41	68.3	41
All	70.4	126	68.7	126

EVALUATION

As a whole school, FLACS II did not achieve this measure, with an MNCE of 68.7 in 2016-2017 compared with 70.4 in 2015-2016. However, the 2nd and 3rd grade cohorts did achieve this goal as individual grade levels. The 1st grade, although not making the goal, had an MNCE that remained above 50.

SUMMARY OF THE MATHEMATICS GOAL

FLACS II achieved 4 of its 7 its accountability goals. The school made all of its comparative goals as pertaining to the NYS Mathematics Test and made one of the absolute goals related to the NYS Mathematics Test. The school did not meet its growth goal for the NYS mathematics exam. FLACS II made its absolute goal for TerraNova, but did not meet the growth goal.

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

MATHEMATICS

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
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery	Achieved
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 Mathematics Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Did not achieve

ACTION PLAN

Although FLACS II made the majority of its accountability goals, FLACS II saw a decline in the overall school proficiency and for the first time in its charter did not meet its absolute accountability goal. As such, for the 2017-2018 school year, the focus will be on maintaining and increasing mathematics proficiency.

FLACS II will continue to use *Math in Focus*, *Everyday Counts*, and *Number Talks*. One focus of the 2017-2018 will be to better integrate these three programs with one another. Another focus will be to give more time for mathematics in AIS programming and afterschool time, where the focus has been more on ELA.

To support the continued implementation of *Math in Focus*, FLACS schools have contracted with a consultant from *Math in Focus* who has worked with FLACS II since it 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. One teacher has been identified as a mathematics lead at each 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 play 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.

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. More focus will be placed on analyzing pretest data before units begin to identify and eliminate learning gaps.

Since FLACS II will now be responsible under its charter for the middle school students who were previously enrolled under FLACS I, this action plan also must address the school’s plans for the middle school. In mathematics, the middle school students at FLACS I had the following proficiency for students enrolled in at least their second year: Grade 5 (incoming grade 6), 45.8%, grade 6 (incoming grade 7), 40.4%, grade 7 (incoming grade 8), 37.3%, and grade 8, 14.3%. The increased performance of these cohorts is a focus for 2017-2018. To address this, FLACS II will implement

MATHEMATICS

Math in Focus for all grades. Previously the middle school used *Engage NY* and *Pearson Course 1, 2, and 3* in these grade levels. FLACS I began implementing *Math in Focus* over the 2015-2016 and 2016-2017 school year – transitioning the middle school to this program makes sense. All of the middle school teachers (both at the original building and in the FLACS I building) are new hires in 2017-2018. Middle school teachers will receive professional development from *Math in Focus* as well as make use of the instructional coach to learn how to use the program effectively. Instead of having math teachers teach only one grade, the two middle school math teachers at the FLACS I building will teach one section of each grade (6, 7, and 8). This will help build a professional learning team of these teachers, who will also work with the grade 5 and 6 math teacher at the FLACS II building.

SCIENCE

Goal 3: Science

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

BACKGROUND

The science program at FLACS II is rich with digital and online teaching options and has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. FLACS II has 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. The lab science program has been enhanced by using public spaces and transforming them into life science labs for the entire school. FLACS II uses Pearson’s *Interactive Science*, to support this approach.

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 4th 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.

RESULTS

FLACS II met this accountability measure, with 98.3% of students enrolled in at least their second year at proficiency.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.3	60	98.3	58
8	-	-	-	-
All	98.3	60	98.3	58

SCIENCE

EVALUATION

FLACS II met this accountability measure, with 98.3% of students enrolled in at least their second year at proficiency. This exceeded the target, 75%, by 23.3 percentage points.

ADDITIONAL EVIDENCE

Each year that FLACS II has taken the NYS science test, it has met this 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	-	-	100.0	23	98.3	58
8	-	-	-	-	-	-
All	-	-	100.0	23	98.3	58

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.

RESULTS

NYS has not yet released the science results for CSD 7, so it is uncertain if the school has met this goal 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.3	58	N/A	N/A
8	-	-	-	-
All	98.3	58	N/A	N/A

EVALUATION

NYS has not yet released the science results for CSD 7. However, based on prior year’s data, FLACS II anticipates meeting this measure.

ADDITIONAL EVIDENCE

In 2015-2016, FLACS II met this measure, exceeding the performance of CSD 7 by 23.5 percentage points.

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	-	66.9	100.0	76.5	98.3	N/A
8	-	-	-	-	-	-
All	-	66.9	100.0	76.5	98.3	N/A

SUMMARY OF THE SCIENCE GOAL

FLACS II met or anticipates meeting both 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

FLACS II met or anticipates meeting, all of its accountability goals in science. To continue the success of the science program, FLACS II plans to continue the science curriculum that has been implemented in previous years. Ongoing professional development will be had in 2017-2018 for new staff about the effective implementation of *Interactive Science*.

In 2017-18 FLACS II will now be accountable for science in grades 6-8 for all students in the FLACS network. Although the performance of the FLACS middle school students that were previously enrolled at FLACS I has been high, with 74.4% of students enrolled in at least their second year at proficiency, in order to form a more seamless program, FLACS II will be implementing *Interactive Science* in all grade levels in the middle school as well. FLACS I had already started using the program with Garde 6 in 2016-2017. As with the elementary school, the middle school *Interactive Science* program is heavily based on hands-on, lab experiences. The teacher for science is

continuing from FLACS I, where she was successful in helping students meet the standards. Specific professional development opportunities will be given to the middle school science staff throughout the year. All students at FLACS II will take the Earth Science Regents at the end of the school year.

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 II was in good standing.

EVALUATION

FLACS II was in good standing.

ADDITIONAL EVIDENCE

FLACS II has been in good standing for each year of its charter.

NCLB Status by Year

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