



FAMILY LIFE ACADEMY CHARTER SCHOOL II (FLACS II)

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Kathy Ortiz and Michael Adler

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Guillermo Neira, Data Specialist, and Renee Willemsen-Goode, Executive Director of Academics, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

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Jorge Torres	PA President FLACS III
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Kathy Ortiz has served as the elementary school principal since 2017.

Michael Adler has served as the middle school principal since 2018.

Family Life Academy Charter School II (FLACS II), opened in 2012 with kindergarten and grade 1 in Community School District 7 (CSD 7), in the Mott Haven area of the Bronx. FLACS II is the first replication of FLACS I, which initially opened in 2001. Each subsequent year FLACS II added one grade level until it fully implemented its original charter organization as a K-5 school. Starting in the 2017-2018 school year, FLACS II's charter was amended to include all middle school students from the FLACS network schools, who were originally accountable under FLACS I. This was done in preparation for the opening of a stand-alone middle school campus to open in Fall 2019 that will house all middle school students across the FLACS Network. FLACS II has just completed its seventh year, serving kindergarten through eighth grade.

Originally, FLACS II intended to move the middle school into a separate building for the 2018-2019 school year; however completion of the building was not ready at the beginning of the school year. As such, students in grades 7 and 8, and two classes of grade 6 students, remained in the facility at 14 West 170th street with Principal Adler. Students in grades K through 4, and half of the classes in grade 5 and 6 remained at the 296 East 140th with Principal Ortiz. The remaining two grade 5 classes, which contained students coming from FLACS III, remained in the FLACS III facility. The new middle school campus at 316 East 165th Street, under Principal Adler, has already received students in grades 5 through 8 for the 2019-2020 school year; grades K through 5 remain elementary campus with Principal Ortiz and grades 5 through 8.

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 students and English language learners.

In order to fulfill its mission and vision FLACS II has implemented the following initiatives, aligned with its key design elements.

Active school leadership. FLACS II is led by two principals – one in the elementary school campus and one in the middle school campus. Each is supported by the assistant principal and other key instructional staff. The leadership ensures that instruction is rigorous, evaluates student and teacher performance, and ensures alignment with the charter mission. Network staff support the operations of the school so that the principals can serve as the instructional leaders of their campuses.

A rigorous academic curriculum with a focus on literacy. All FLACS schools have selected instructional programs and approaches that are rigorous, aligned with the New York State standards, and have proven success. All curricula have components for providing intervention for

struggling students, supporting ELLs and special needs students, and providing enrichment. Literacy instruction is infused in all content areas.

Data-driven planning fueled by a rigorous system of assessment and accountability. Each FLACS school is devoted to the data driven-instruction model and regularly assesses student progress. FLACS schools use various diagnostic and summative assessments to monitor school and student progress. Each school reviews and uses 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.

Intentional approaches to the instruction of English language learners. FLACS II has implemented a network-designed adaptation of research-based sheltered English immersion models for ELLs. The model places strong emphasis on vocabulary and oral language development. ELLs are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. A full-time English as a New Language (ENL) teacher is on staff in each of the campuses. All classroom teachers are proficient in using instructional strategies for ELLs in the context of their own classrooms.

A commitment to meeting the needs of all learners. FLACS II has a full-time special education teacher and guidance counselor on staff and contracts for related services, such as speech therapy or occupational therapy. An academic supports intervention teacher supports students who are not yet meeting grade level standards in the elementary school and content area specialists provide intervention in the middle school. All classroom teachers are proficient in using instructional strategies to support these students with special needs and students that are not yet meeting standards.

Professional development and professional learning communities that enrich teaching. All FLACS schools recognize that programs and assessment tools are effective only when taught by competent, inspired, and well-trained teachers and teaching assistants. Each school uses 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. Each FLACS school has a robust system of professional development. The elementary and middle school campus each have a full-time coach that supports the needs of individual teachers through modelling effective practices, observing lessons and providing feedback, and supporting teachers in planning. Every Monday afternoon from 4:00 to 5:00, 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. External educational consultants support key initiatives; these are described later in the report. The principals, along with key network staff, sets the infrastructure for effective implementation of the instructional program.

Family involvement and shared responsibility for learning. FLACS II has fostered strong, positive relationships with its families. Families continue to participate in the development of their child's

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learning plan and most support them by attending parent-teacher meetings, parenting meetings, and educational workshops. All families have access to their child's educational records through the on-line data warehouse.

Encouraging the development of the holistic child. All FLACS schools provide experiences to help students develop into well rounded students who are also good citizens. FLACS II believes in developing students who are well rounded. The elementary school continued its Suzuki method violin program after school. In the elementary school, music and art instruction was provided to all students. At the middle school, resident artists worked with students to create canvas paintings representing their self-image. Health and wellness are important to FLACS II. All students receive physical education and learn strategies for health that will last a lifetime. The middle school continued to run several sports teams, including volleyball and basketball. Many students from the middle school participated in a cooking club, in which they learned how to prepare and cook a variety of healthy meals. FLACS II received a Silver Award for the 2019 NYC Excellence in School Wellness Award (ESWA) from the NYC Department of Health and Mental Hygiene.

Network support for individual schools Network staff provide operational and instructional support to schools; the staff includes a CEO, COO, a finance, a human resource team and an academics team. The Network staff provide operational support allowing the school leaders to focus on teaching and learning, make efficient use of financial and human capital, and provide instructional support.

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 is meeting or moving toward its educational accountability goals. The school outperforms the school district and similar local schools and shows progress in the CSI Comparative Schools Analysis. FLACS II remains confident that it will continue to increase student achievement and assessment results in the future.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	50	53	75	27	-	-	-	-	-	-	-	-	-	205
2015-16	55	51	56	67	27	-	-	-	-	-	-	-	-	256
2016-17	51	55	50	47	65	24	-	-	-	-	-	-	-	292
2017-18	46	51	52	49	49	69	75	47	50	-	-	-	-	488
2018-19	48	47	51	51	52	92	114	74	47	-	-	-	-	576

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS II used a balanced literacy model of its own design, supported by systematic phonics instruction. At all grade levels, students engaged in whole group instruction, including read alouds, discussion of literature and close reading of text. Guided reading with leveled texts occurred so that scholars learned strategies for decoding and comprehending texts at their instructional level. While the teacher worked with one group, other scholars worked on differentiated activities tailored to meet their needs as readers and writers. Students practiced the skills and strategies learned in whole and small group instruction through independent reading periods, during which teachers conferred with individual students to provide individualized instruction. All FLACS schools used *Open Court* for explicit phonics instruction in kindergarten through grade 2 and *Ready NY CCLS* in grade 2 through 5. In grades 6 through 8, *EngageNY* was used. Writing instruction occurred in a writer's workshop structure.

While the overall approach to literacy instruction did not shift in 2018-2019, one change was that common curriculum maps were developed that all FLACS schools followed. A second change was that all FLACS schools adopted the *Units of Study* writing curriculum from the Readers and Writers Project in grades K through 5. These changes were made to ensure a uniform experience for all FLACS scholars to prepare students from multiple schools to enter one middle school together and to ensure all schools were performing at a high level.

Literacy instruction was data-driven. Regular assessment in English language arts occurred using the *Fountas & Pinnell Benchmark Assessment*. Curriculum based assessments from *Ready NY CCLS* (K-5) and *EngageNY* (6-8) were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. Data was stored in *IO Education*, an online data warehouse and analysis platform, and in internal databases so that all teachers and administrators would have easy access to student data. In 2018-2019, FLACS began administering the *NWEA Map Growth* assessment to all students in grades K-8.

FLACS II implemented intervention programs for all grade levels. Teachers utilized the *Fountas & Pinnell Leveled Literacy Intervention System* and *i-Ready* to support struggling students in the elementary school and continued to implement to help target individual student needs in grades 2 through 5. An Academic Intervention Services teacher was identified and provided targeted instruction to students in need of literacy intervention in the elementary school. In the middle school, intervention services were provided by the content specialist teachers.

Teachers received professional development throughout the year. The principals and assistant principals led workshops about literacy topics. Teachers received one-on-one coaching from the instructional coaches (one in the elementary and one in the middle school) and the support of network staff from the academic department. Professional development occurred every Monday after school and the selected Friday half-days; many of these sessions focused on literacy.

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

There was a mid-year change in staffing in the fifth grade.

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 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50	-	1	-	-	51
4	48	-	-	-	2	50
5	92	-	-	-	-	92
6	116	-	-	-	1	117
7	74	-	-	-	-	74
8	46	-	-	-	-	46
All	426	-	1	-	3	430

RESULTS AND EVALUATION

FLACS II did not meet the goal for this accountability measure. At the school, 61.5 percent of students enrolled in at least their second year were at proficiency, short of goal of 75 percent by 13.5 percentage points. Grades 3 and 4 met the goal for the measure as individual grade levels, with 95.7 percent and 93.3 percent of students enrolled in at least their second year achieving proficiency. Note: Any student that was enrolled for two or more years in any FLACS school, including former FLACS III 4th graders students who moved into grade 5 at FLACS II or former FLACS II fifth graders who moved into grade 6 was included in the count of students below.

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

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Performance on 2018-19 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	94.0	50	95.7	47
4	93.8	48	93.3	45
5	45.7	92	46.6	88
6	60.3	116	60.9	110
7	54.1	74	55.6	72
8	34.8	46	34.8	46
All	61.0	426	61.5	408

ADDITIONAL EVIDENCE

Over the last three years, the FLACS II charter underwent significant changes in organization and responsibility. The school went from a small K-5 site in 2016-2017 to include all 6-8 students previously enrolled and chartered at FLACS I in 2017-2018 to including grade 5 students previously enrolled at FLACS III in 2018-2019. The school also expanded from one site to two separate sites with two principals. Because all of these students were enrolled in a FLACS school, they have been included in the numbers below even if they had only been enrolled at FLACS II in less than their second year. All of these changes make the three year comparison more nuanced than the chart below allows.

Overall, the percent of proficient students in at least their second year was 81.5% in 2016-2017, 72.4% in 2017-2018 and 61.5% in 2018-2019. In that period, the absolute performance of grades 3 and 4 has increased over 10 percentage points. The percent of proficient students of the middle school grades (6-8) increased from 49.7% under the FLACS I charter in 2016-2017 to 53.7% in 2018-2019 under the FLACS II charter.

In 2018-2019, the overall performance of two cohorts affected the overall proficiency rate - grade 5 and 8. In grade 5, part this is due to the fact that two of these classes were coming up from FLACS III, which had lower performance in ELA than FLACS II in the 2017-2018. There was also a staffing change in one of the four classes. The grade 8 cohort was the lowest of the school, though in 2016-2017, when this cohort was in grade 6 at FLACS I, 31.3 percent of students enrolled in at least their second year were at proficiency. This number has increased to 34.8 percent in 2018-2019. FLACS II is committed to improving the performance in ELA for all of its students.

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ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	81.0	42	92.7	41	95.7	47
4	81.7	60	92.7	41	93.3	45
5	81.8	22	84.7	59	46.6	88
6	-	-	66.7	72	60.9	110
7	-	-	36.2	47	55.6	72
8	-	-	66.7	48	34.8	46
All	81.5	124	72.4	308	61.5	408

Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

FLACS II met the goal for this accountability measure. The school had a PI of 159.8. This PI exceeded the MIP, 105, by 54.8.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16.2	22.8	31.0	30.0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 22.8 & + & 31.0 & + & 30.0 & = & 83.8 \\
 & & & & 31.0 & + & 30.0 & = & 61.0 \\
 & & & & & + & (.5)*30.0 & = & 15.0 \\
 & & & & & & \text{PI} & = & 159.8
 \end{array}$$

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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.²

RESULTS AND EVALUATION

FLACS II met the goal for this accountability measure. In each grade level, and as a school as a whole, FLACS II exceeded the performance of the local districts, CSD 7 and 9. As a school, FLACS II exceeded the performance of CSD 7 and CSD 9 by 30.9 and 21.2 percentage points, respectively. With the exception of grade 8, each individual grade level more than doubled the performance of the same grade level at CSD 7 and CSD 9.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 nd Year		All District Students (CSD 7)		All District Students (CSD 9)	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	95.7	47	42.9	1181	39.0	2487
4	93.3	45	36.0	1234	34.8	31.0
5	46.6	88	22.0	1179	22.8	51.0
6	60.9	110	28.2	1131	26.9	2476
7	55.6	72	21.7	1058	25.6	2566
8	34.8	46	31.4	1183	32.8	2581
All	61.5	408	30.6	6966	30.3	15144

ADDITIONAL EVIDENCE

Over the last three years, FLACS II has exceeded the performance of local school district, CSD 7 and CSD 9, in each grade level and as a school. In 2016-17, FLACS II was only located in CSD 7.

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

² 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](#).

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Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students								
	2016-17			2017-18			2018-19		
	Charter School	District CSD 7	District CSD 9	Charter School	District CSD 7	District CSD 9	Charter School	District CSD 7	District CSD 9
3	81.0	42	-	92.7	37.7	35.4	95.7	42.9	39.0
4	81.7	60	-	92.7	33.1	30.8	93.3	36.0	34.8
5	81.8	22	-	84.7	19.6	22.5	46.6	22.0	22.8
6	-	-	-	66.7	27.0	22.1	60.9	28.2	26.9
7	-	-	-	36.2	19.6	24.2	55.6	21.7	25.6
8	-	-	-	66.7	30.8	32.5	34.8	31.4	32.8
All	81.5	124	-	72.4	28.0	29.6	61.5	30.6	30.3

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

FLACS II met the goal for this accountability measure. In 2017-2018, the Effect Size was 2.64, which exceeded the goal of 0.3. Additionally, each individual grade level’s Effect Size exceeded the target.

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2017-18 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	89.8	47	93.6	38.2	55.4	3.10
4	98.0	49	91.8	32.6	59.3	3.30
5	90.9	68	86.8	24.0	62.8	4.40
6	90.8	75	66.7	34.3	32.3	2.01
7	93.8	47	36.2	25.1	11.1	0.72
8	96.0	48	66.7	34.2	32.5	1.92
All	92.9	334	74.0	31.2	42.8	2.64

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

FLACS II has met the goal for this measure in each of the last three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-4	100.0	93	93.4	23.2	3.85
2016-17	3-5	93.5	132	81.8	25.1	3.35
2017-18	3-8	92.9	334	74.0	31.2	2.64

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

FLACS II met this accountability measure. In 2017-2018, the mean growth percentile was 56, which exceeded the goal, 50. Each individual grade level also met this goal.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	63	50.0
5	57	50.0
6	53	50.0
7	52	50.0
8	56	50.0
All	<u>56.0</u>	50.0

ADDITIONAL EVIDENCE

FLACS II met the goal for this measure in 2015-2016 and 2017-2018.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	59.0	35	63	50.0
5	-	38.5	57	50.0
6	-	-	53	50.0
7	-	-	52	50.0
8	-	-	56	50.0
All	59.0	36.0	56.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS II met the goals for four of the five measures. The school met all comparative and growth measures and one of the two absolute measures. FLACS II did not meet the absolute goal of having 75 percent of all tested students enrolled in at least their second year at proficiency.

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 meet

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Met

ACTION PLAN

While FLACS II is proud of its performance with respect to accountability measures, the school remains committed to continuing to raise absolute achievement scores and raising the growth percentile. The school has also noted that the performance of grade 5 was lower than that of the other grade levels. Because FLACS II is serving as a feeder school for students in grades 6 through 8 who were previously enrolled at FLACS I and students in grades 5 through 8 who were previously enrolled in FLACS III, it is important that the action plan include plans for strengthening the elementary program across all FLACS schools and the middle school program at FLACS II.

Curriculum: Given the overall performance across the FLACS network in ELA, FLACS will continue to use the ELA approach that was used in 2018-2019. In 2018-19, FLACS schools adopted a common curriculum maps for reading across all schools. The intent of this was to help ensure that all schools perform at a high level and that all students at all FLACS schools will have consistent experiences when they enter the middle school at FLACS III. In summer 2019 and fall 2019, the network will revise these maps using data from the state assessment and internal assessments. Particular focus will be on revising the grade 5 maps to better align to the rigor and expectations of the standards at this grade level.

Assessment and Data Analysis: In 2018-19, FLACS began to administer the NWEA MAP growth assessment in ELA, which replaced benchmark exams that were given in the past. As this was the first year of implementation, the individual schools did not yet realize the full potential for using these assessments to impact classroom instruction. In 2019-20, FLACS teachers and administrators will participate in more intensive training to make increased use of these assessments. Because the assessment is adaptive, the results will shed light on the specific instructional implications for all students, moving students who are performing below-level to on- or above-level and ensuring that students that are on- or above-grade level continue to show growth and have high performance. FLACS II will also migrate their data from *IO Education* to *PowerSchool*, as the capability for dynamic data analysis at the school and network level of *PowerSchool* exceeds that of *IO Education*. The network anticipates that this will help refine and improve the already strong data analysis protocols in the schools.

Professional Development: FLACS II will continue to use its model for professional development, which includes the use of administration, a school coach and support from the network. In 2019-
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2020, a focus will be on intensified data analysis and differentiation for the needs of learners at all levels. Additionally, the network staff, in conjunction with the school coaches and administrators, are in the process of creating a FLACS video library that will showcase best teaching practices specific to the FLACS model and which can be used for professional development at all FLACS schools.

Other: In response to research on the importance of strong content instruction, the FLACS schools have made it a priority to strengthen instruction in the content areas. In 2017-18, the schools adopted new, rigorous curriculum in social studies in grades K-5. In 2018-19 this was expanded to grades 6-8. The curriculum has been revised and strengthened for the 2019-20 school year. In 2018-19, FLACS schools adopted new science curriculum in grades K, 1 and 6. In 2019-20, this will be expanded to include grades 2, 5 and 7. By strengthening student's content knowledge, FLACS anticipates gains in reading and writing proficiency.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS II continued to use *Math in Focus* as the core mathematics program in all grade levels. This research-based program supports the goals of the state standards, and balances conceptual understanding, visual learning, and problem solving. In addition, all teachers in kindergarten through grade 6 used *Every Day Counts* or *Algebra Counts* to reinforce core concepts, and provide immediate differentiation in 10–15 minutes a day. The school provided targeted assistance for identified students using the AIS teacher in grades K-5 and content area specialists in grades 6-8. An online learning program, *i-Ready* was used to help support students by providing individualized practice and instruction to meet student's specific instructional needs.

All teachers received direct support and professional development from an external consultant from *Math in Focus* who visited the school several times throughout the year. During the sessions she modelled instruction, observed classroom, and gave feedback to teachers.

Student performance was monitored frequently. Teachers used pretests and chapter tests from *Math in Focus*. In 2018-2019, FLACS began administering the *NWEA Map Growth* assessment to all students in grades K-8.

There was a mid-year change in staffing the 5th grade.

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.

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METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50	-	-	-	1	51
4	48	-	-	-	2	50
5	92	-	-	-	-	92
6	115	-	-	-	2	117
7	74	-	-	-	-	74
8	46	-	-	-	-	46
All	425	-	-	-	5	430

RESULTS AND EVALUATION

FLACS II did not meet the goal for this accountability measure. At the school, 65.6 percent of students enrolled in at least their second year were at proficiency, short of goal of 75 percent by 9.4 percentage points. Grades 3 and 4 met the goal for the measure as individual grade levels, with 97.9 percent and 85.7 percent of students enrolled in at least their second year achieving proficiency. Note: Any student that was enrolled for two or more years in any FLACS school, including former FLACS III 4th graders students who moved into grade 5 at FLACS II or former FLACS II fifth graders who moved into grade 6 was included in the count of students below.

⁵ 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.

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Performance on 2018-19 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	98.0	50	97.9	47
4	87.5	48	85.7	35
5	55.4	92	56.8	88
6	70.4	115	71.6	109
7	55.4	74	55.6	72
8	28.3	46	28.3	46
All	65.2	425	65.6	407

ADDITIONAL EVIDENCE

There was a decrease in score between 2016-2017 and 2017-2018, the year in which FLACS II absorbed grades 6 through 8 from across the network. *Math in Focus* was adopted in this year for these students for the first time. Between 2017-2018 and 2018-2019, there was an overall increase in percent of students at proficiency to a level that exceeded the performance in 2016-2017.

While the performance of the grade 8 cohort was the lowest, they had made gains from their performance in grade 7 in 2017-2018 (from 25.5 to 28.3 percent of students enrolled in at least their second year at proficiency).

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69.0	42	87.7	41	97.9	47
4	60.0	60	85.4	41	85.7	35
5	61.9	21	64.4	59	56.8	88
6	-	-	56.9	72	71.6	109
7	-	-	25.5	47	55.6	72
8	-	-	39.6	48	28.3	46
All	63.4	123	58.8	308	65.6	407

Goal 2: Absolute Measure

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

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METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

FLACS II met the goal for this accountability measure. The school had a PI of 170.8. This PI exceeded the MIP, 107, by 163.8.

Mathematics 2017-18 Performance Level Index (PI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	14.4	20.5	24.9	40.2					
	PI	=	20.5	+	24.9	+	40.2	=	85.6
					24.9	+	40.2	=	65.1
						+	(.5)*40.2	=	20.1
							PI	=	170.8

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.⁶

RESULTS AND EVALUATION

FLACS II met the goal for this accountability measure. In each grade level, and as a school as a whole, FLACS II exceeded the performance of the local districts, CSD 7 and 9. As a school, FLACS II

⁶ 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](#).

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exceeded the performance of CSD 7 and CSD 9 by 39.7 and 37.6 percentage points, more than double the performance of the district, which were 25.9 and 28, respectively.

2018-19 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 nd Year		All District Students CSD 7		All District Students CSD 9	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	97.9	47	34.6	1224	35.7	2577
4	85.7	35	29.3	1266	31.5	2572
5	56.8	88	27.1	1212	29.3	1230
6	71.6	109	25.7	1136	24.6	2535
7	55.6	72	20.8	1097	23.9	2635
8	28.3	46	16.5	1148	22.4	2311
All	65.6	407	25.9	7038	28.0	15271

ADDITIONAL EVIDENCE

FLACS II has consistently met the goal for this accountability measure over the last three years.

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								
	2016-17			2017-18			2018-19		
	Charter School	District CSD 7	District CSD 9	Charter School	District CSD 7	District CSD 9	Charter School	District CSD 7	District CSD 9
3	69.0	27.4	-	87.7	38.8	36.6	97.9	34.6	35.7
4	60.0	22.3	-	85.4	29.8	28.2	85.7	29.3	31.5
5	61.9	21.1	-	64.4	22.5	26.2	56.8	27.1	29.3
6	-	-	-	56.9	16.6	22.1	71.6	25.7	24.6
7	-	-	-	25.5	14.6	22.1	55.6	20.8	23.9
8	-	-	-	39.6	14.0	19.8	28.3	16.5	22.4
All	63.4	24.0	-	58.8	23.1	25.7	65.6	25.9	28.0

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

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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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

FLACS II met the goal for this accountability measure. In 2017-2018, the Effect Size was 1.82, which exceeded the target. 0.3.

2017-18 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	89.8	47	89.4	41.0	48.3	2.34
4	98.0	49	87.8	30.3	57.4	2.98
5	90.9	68	66.2	27.8	38.4	2.23
6	90.8	75	58.7	27.2	31.5	1.80
7	93.8	47	25.5	22.1	3.4	0.18
8	96.0	48	39.6	19.7	19.8	1.14
All	92.9	334	61.4	27.9	33.5	1.82

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

FLACS II has consistently met the goal for this target of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-4	100	94	79.7	25.2	2.53
2016-17	3-5	93.5	131	64.2	27.5	1.87
2017-18	3-8	92.9	334	61.4	27.9	1.82

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Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

FLACS II met this accountability measure. The mean growth percentile for the school was 51, which exceeded the target, 50. Grades 7 and 8 did not meet the target as an individual grade level, which the school attributes to the switch in curriculum in 2017-2018.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	75	50.0
5	50	50.0
6	57	50.0
7	30	50.0
8	39	50.0
All	<u>51.0</u>	50.0

ADDITIONAL EVIDENCE

FLACS II did not meet this goal in 2015-2016 or 2016-2017, but the met the goal in 2017-2018.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	26.5	33.5	75	50.0
5	-	30	50	50.0
6	-	-	57	50.0
7	-	-	30	50.0
8	-	-	39	50.0
All	26.5	32.5	<u>51.0</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

FLACS II met the goals for four of the five measures. The school met all comparative and growth measures and one of the two absolute measures. FLACS II did not meet the absolute goal of having 75 percent of all tested students enrolled in at least their second year at proficiency.

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 meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Met

ACTION PLAN

While FLACS II is proud of its performance with respect to accountability measures, the school remains committed to continuing to raise absolute achievement scores and raising the growth percentile.

Curriculum: In 2018-2019, the network created consistent curriculum maps in mathematics to be used across all schools. Over the next year, adjustments will be made to the grade maps to better align with the state standards. FLACS II will continue using its core program, *Math in Focus*.

Assessment and Data Analysis: In 2018-19, FLACS II began to administer the NWEA MAP growth assessment in mathematics, which replaced benchmark exams that were given in the past. As this was the first year of implementation, the individual schools did not yet realize the full potential for using these assessments to impact classroom instruction. In 2019-20, FLACS teachers and administrators will participate in more intensive training to make increased use of these assessments. Because the assessment is adaptive, the results will shed light on the specific instructional implications for all students, moving students who are performing below-level to on- or above-level and ensuring that students that are on- or above-grade level continue to show growth and have high performance. FLACS II will also migrate their data from *IO Education* to *PowerSchool*, as the capability for dynamic data analysis at the school and network level of *PowerSchool* exceeds that of *IO Education*. The network anticipates that this will help refine and improve the already strong data analysis protocols in the schools.

Professional Development: FLACS II will continue to use its model for professional development, which includes the use of administration, a school coach and support from the network. In 2019-2020, a focus will be on intensified data analysis and differentiation for the needs of learners at all levels. It will continue to employ the use of an external math consultant from *Math in Focus* to support the implementation of the program. Additionally, the network staff, in conjunction with the school coaches and administrators, are in the process of creating a FLACS video library that will showcase best teaching practices specific to the FLACS model and which can be used for professional development at all FLACS schools. Two staff members from the middle school attended a week-long conference related to math instruction aligned with the *Math in Focus* approach and will turn-key their learning to staff in workshops throughout the year.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

New York State has adopted new science standards, the NY Next Generation Science Standards. In 2018-2019, all FLACS schools adopted new science curriculum in grades K, 1 and 6. The new science curriculum, *Amplify Science* is phenomenon-based, has a large focus on engineering design, and is fully aligned with the NYS Next Generation Science Standards. The Network will continue to facilitate professional development and planning between all three schools. Staff development in unpacking the new standards will occur along with training in using the new program.

In grades 2 through 5 and grade 7, FLACS II continued to use Interactive Science and began to introduce staff in these grade levels to the NYS Next Generation Science Standards in preparation for full adoption of *Amplify Science*. In grade 8, FLACS II used a Living Environment Regents curriculum.

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Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and the Living Environment Regents to the 8th grade in lieu of the New York State Testing Program science assessment, in spring 2019. 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 AND EVALUATION

FLACS II feel short of meeting the goal for this accountable measure, with 70.0 percent of students enrolled in at least their second year at proficiency. This was 5.0 percentage points from the target, 75.0 percent. Every student in grade 8 took the Living Environment Regents in lieu of the state science exam; these students have been included in the chart below.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year ⁹	
	Percent Proficient	Number Tested
4	90.9	44
8	50.0	46
All	70.0	90

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	Earth Science	48.0	50
8	2018-19	Living Environment	50.0	46

In 2017-2018, FLACS II became accountable for students in grades 6-8 and tested students in grade 8 for the first time. Based on current baseline data from the science classes, as well as the overall performance of the current seventh grade compared with the current eighth grade in other core

⁹ This table includes eighth grade students who took the Living Environment Regents, as no students took the grade 8 exam.

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subjects (including on the ELA and mathematics exam), FLACS II projects higher performance for the students in grade 8 next year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98.3	58	100.0	41	90.9	44
8	-	-	48.0	50	50.0	46
All	98.3	58	71.4	91	70.0	90

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. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

FLACS II met the goal for this accountability measure. The percent of students enrolled in at least their second year at proficiency at FLACS II was 70.0, which exceeded the percent proficient in CSD 7 by 12.8 percentage points and CSD 9 by 9.4 percentage points.

Each individual grade level also exceeded the performance of CSD 7 and CSD 9. Because FLACS II administered the Living Environment Regents exam in lieu of the 8th grade science test, the data for the table below shows the percent of students with a passing score (65 or above) on the Regents compared with the combined 8th grade performance for CSD 7 and CSD 9.

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2017-18 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 ¹⁰ CSD 7		All District Students ¹¹ CSD 9	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	90.9	44	77.1	1126	77.1	2641
8	50.0	46	33.5	1028	41.4	2266
All	70.0	90	2254	57.2	60.6	4907

ADDITIONAL EVIDENCE

FLACS II has consistently met the goal for this accountability measure over the last three years.

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							
	2016-17		2017-18			2018-19		
	Charter School	District CSD 7	Charter School	District CSD 7	District CSD 9	Charter School	District CSD 7	District CSD 9
4	98.3	71.7	100.0	77.1	77.1	90.9	-	-
8	-	-	48.0	33.5	41.4	50.0	-	-
All	98.3	71.7	71.4	2254	60.6	70.0	-	-

SUMMARY OF THE SCIENCE GOAL

FLACS II met the comparative goal, and came close the meeting the absolute goal. FLACS II is confident that in future years, the passing rate on the Living Environment Regents will increase and the school will meet the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Did not meet
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.	Met

¹⁰ This table uses the prior year's results as 2018-19 district science scores are not yet available.

¹¹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

ACTION PLAN

In 2018-2019, all FLACS schools adopted new science curriculum, *Amplify Science*, to prepare for the full implementation of the new NYS Next Generation Science Standards. In 2019-2020, FLACS will expand the use of this curriculum to include grades 2, 5, and 7 and will adopt the remaining grades in 2020-2021. The Network will continue to facilitate professional development and planning between all three schools. Staff development in unpacking the new standards will occur along with training in using the new program.

In grades 3 and 4, FLACS II will continue to use *Interactive Science* and will continue to introduce staff in these grade levels to the NYS Next Generation Science Standards in preparation for full adoption of *Amplify Science* in 2020-2021.

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

FLACS II was in "good standing" according to the ESSA accountability system for the current year.

ADDITIONAL EVIDENCE

FLACS II was in good standing for each of the last three years.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing