

Family Life Academy Charter School II



2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2018

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Renee Willemsen-Goode, Executive Director of Instruction, Curriculum, and Assessment, and Guillermo Neira, Data Specialist, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Miguel Peña	Chairman
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Kathy Ortiz has served as the Elementary School Principal since spring 2018. Prior to this, Kathy Ortiz served as Principal of both the elementary and middle school staff (starting fall 2017) and was previously the Elementary School Assistant Principal (starting 2012). Michael Adler has served as Middle School Principal since spring 2018; prior to this he served as Middle School Assistant Principal (starting in fall 2015). FLACS II only had a middle school site as of fall 2017; previous to this the middle school was chartered under FLACS I.

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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. In March 2017, FLACS II was renewed for a second charter term. In the new charter period, FLACS II was approved as a K-8 school, including an elementary school and middle school campus. Starting this year, all middle school students from FLACS I, II, and III attended middle school together under FLACS II's charter in preparation for the construction of a new middle school campus. In the 2017-2018 school year, the facility at 296 East 140th street housed students in grades K-6, and the FLACS I facility at 14 West 170th Street housed grades 6-8 (previously chartered under FLACS I). FLACS II has just completed its sixth year, serving kindergarten through eighth grade.

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 second language learners. In 2017-2018 the total enrollment was 484 students. Of all students, 74.8% were Hispanic, 24.0% were Black, and 91.7% were eligible for free or reduced lunch. Additionally, 13.6% of enrolled students were students with disabilities. In all, 13.02% 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 15.29% 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. FLACS II has either met or is approaching meeting the enrollment targets set by CSI, which for the 2017-2018 school year were 95.2% economically disadvantaged, 20.8% English language learners, and 22.9% special education. FLACS II met or is approaching meeting the CSI retention targets across all subgroups. Specifically, 91.0% of economically disadvantaged students (target of 91.1%), 94.3% of ELLs (target of 92.0%), and 95.0% of students in special education (target of 92.0%) enrolled on BEDS day 2016 and eligible to return to the school in 2017 were enrolled on BEDS day 2017.

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 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 of whom is supported by an assistant principal 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.

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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. 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. 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. The specific assessments used is detailed later in this report. 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. Data meetings occur regularly; 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. FLACS continues to use *IO Education*, 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

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

A commitment to meet the needs of all learners. FLACS II had 66 students in special education on the final day of the 2017-2018 school year. To provide each student's required services, FLACS has a three special education teachers and two counselors 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. These are detailed later in the report.

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. Each FLACS school has a robust system of professional development. Each school has a full-time coach that supports the needs of individual teachers through modelling effective practices,

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observing lessons and providing feedback, and supporting teachers in planning. The Network Director of Professional Learning supports the coaches in this work. 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. Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher meetings, parenting meetings, and educational workshops. All parents have access to their child's educational records on *10 Education*.

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 Platinum Award for the 2018 NYC Excellence in School Wellness Award (ESWA) from the NYC Department of Health and Mental Hygiene.

Network support of individual schools. Network staff provide operational and instructional support to schools; the staff includes a CEO, COO, a finance team (including the CFO, Controller, Accountant and Contracts and Compliance Officer), a human resource team (including a Director, Assistant Director, and Administrative Assistant), the Special Initiative Manager, the Director of Development, a Digital Marketing and Communications Manager, and an Instruction, Curriculum, and Assessment team (including the Executive Director of Instruction, Curriculum and Assessment, Director of Professional Learning, Data Specialist, Curriculum Specialists, Network IT Manager, and Administrative Assistant). 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. The Network supports schools in sharing best practices.

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.

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2017-18	46	51	52	49	49	69	75	47	50	-	-	-	-	488

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS II students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS II continued to follow a balanced literacy model of its own design, supported by systematic phonics instruction and instruction in close reading comprehension. During the ELA block, students engaged in whole group instruction, small group instruction through guided reading, and independent reading with reading conferences. Guided reading with leveled texts occurred daily; small groups of learners learned strategies for decoding and comprehending texts at their instructional level. To support its approach, FLACS II used *Open Court* for phonics instruction in kindergarten through grade 2. In grades 2 through 5, FLACS II used *Ready NY CCLS*. In grades 2 through 5, novel studies, designed by the staff and aligned with the NYS CCLS, were utilized to support deep comprehension of text. Writing instruction occurred in a writer's workshop structure using the FLACS Network Curriculum based on the NYS Common Core Learning Standards for Writing. Digital technology was infused in the curriculum with the use of learning apps and other digital tools and resources used to research and publish student work. The ELA curriculum was fully aligned on the NYS Common Core Learning Standards.

Literacy instruction was data-driven. Regular assessment in English language arts occurred using the *Fountas & Pinnell Benchmark Assessment*, which provided data to recommend a placement level for instruction, form fluid groups for reading instruction, select appropriate texts for instruction, plan efficient and effective instruction, and identify students in need of intervention. Curriculum based assessments from *Ready NY CCLS* and *Engage NY* were administered to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. The school also gave four benchmark assessments of common core aligned questions to assess student progress toward the standards. Data was stored in *IO Education* and in internal databases 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.

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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 elementary grades, 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 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 was to use out of classroom teachers to help reduce class size for intervention. Students also used *i-Ready* as an intervention.

Teachers received professional development throughout the year. The principal and assistant principal led workshops, and one-on-one coaching from the instructional coach, with the support of the network Director of Professional Learning.

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.

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 2018. 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).

2017-18 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	47	0	0	0	2	49
4	49	0	0	0	0	49
5	68	0	0	0	1	69
6	75	0	0	0	0	75
7	47	0	0	0	0	47
8	48	0	0	0	2	50
All	334	0	0	0	5	339

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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RESULTS AND EVALUATION

FLACS II came close to meeting this accountability measure, with 72.4% of students enrolled in at least their second year at proficiency. This was only 2.6 percentage points shy of the target, 75%. It should be noted that grades 3, 4, and 5 met the target of 75% as individual grade levels.

Performance on 2017-18 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	93.6	47	92.7	41
4	91.8	49	92.7	41
5	86.8	68	84.7	59
6	66.7	75	66.7	72
7	36.2	47	36.2	47
8	66.7	48	66.7	48
All	74.0	334	72.4	308

ADDITIONAL EVIDENCE

FLACS II met this measure in 2015-2016 and 2016-2017. It ought to be noted that this year, FLACS II added all of the middle school grades that were previously enrolled at FLACS I. The middle school retained much of the same staff from FLACS I in the ELA department. Grade 7 was the weakest cohort, and had also been the lowest cohort when the grade was enrolled under FLACS I. It ought to be noted that this cohort had a higher percentage of students meeting standards than in previous years (in 2016-2017, this cohort had 31.3% of students enrolled in at least their second year of proficiency, and in 2015-2016, has 16.3% of students at proficiency). The performance of the middle school at FLACS I (2015-2016 and 2016-2017) is included as additional evidence below.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	93.8	64	81.0	42	92.7	41
4	91.3	23	81.7	60	92.7	41
5	-	-	81.8	22	84.7	59
6	-	-	-	-	66.7	72
7	-	-	-	-	36.2	47
8	-	-	-	-	66.7	48
All	93.1	87	81.5	124	72.4	308

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ELA Performance by Grade Level and Year, including FLACS I's Middle School Performance

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	33.3*	48	31.3*	48	66.7	72
7	29.2*	48	62.7*	51	36.2	47
8	50.0*	46	53.5*	43	66.7	48

* In these years the middle school was chartered under FLACS I, not FLACS II.

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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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

As of the time of writing, FLACS II has not yet seen the final MIP for ELA that was to be calculated and disseminated in summer 2018. However, FLACS III anticipated meeting this measure, as the school exceeded the current long-term target for the MIP for 2021-22 (based on 2015-2016 data), 112, that was written in the state's ESSA plan. FLACS III had a PI of 182.4, 70.4 higher than the long-term target for 2021-2022. When the state releases the MIP for 2017-2018, the school will share the specific progress toward meeting this measure.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
337	9.6	16.5	37.7	36.2

$$\begin{array}{rclclcl}
 \text{PI} & = & 16.5 & + & 37.7 & + & 36.2 & = & 90.4 \\
 & & & & 37.7 & + & 36.2 & = & 73.9 \\
 & & & & & + & (.5) \times 36.2 & = & 18.1 \\
 & & & & & & \text{PI} & = & 182.4
 \end{array}$$

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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 this measure, with 72.4% of students enrolled in at least their second year at proficiency compared with 28.0% in CSD 7. FLACS II's percentage of students at proficiency exceeded CSD 7 by 44.4 percentage points. Additionally, each individual grade level exceeded the performance of CSD 7. The data in the chart is from CSD 7. FLACS II also outperformed CSD 9, both as a school and in all individual grade levels, where many of the students now enrolled at FLACS II reside; only 29.6% of CSD 9 students were at proficiency (35.4% in grade 3, 30.8% in grade 4, 22.5% in grade 5, 22.1% in grade 6, 24.2% in grade 7, and 32.5% in grade 8).

2017-18 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	
	Percent	Number Tested	Percent	Number Tested
3	92.7	41	37.7	224
4	92.7	41	33.1	1207
5	84.7	59	19.6	1214
6	66.7	72	27.0	1046
7	36.2	47	19.6	1195
8	66.7	48	30.8	1155
All	72.4	308	28.0	7041

ADDITIONAL EVIDENCE

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

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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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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	93.8	64	81.0	42	92.7	37.7
4	91.3	23	81.7	60	92.7	33.1
5	-	-	81.8	22	84.7	19.6
6	-	-	-	-	66.7	27.0
7	-	-	-	-	36.2	19.6
8	-	-	-	-	66.7	30.8
All	93.1	87	81.5	124	72.4	28.0

Goal 1: Comparative Measure

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

METHOD

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

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 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

FLACS II’s overall comparative performance was “higher than expected to a large degree,” with an overall effect size of 3.35, exceeding the 0.3 target. All individual grade levels had an effect size greater than 0.3.

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2016-17 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	97.9	46	83	25.6	57.4	3.24
4	90.8	62	82	26.5	55.5	3.14
5	92.3	24	79	20.3	58.7	4.15
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	93.5	132	81.8	25.1	56.7	3.35

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

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

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	100	26	73	14.8	4.9
2015-16	3-4	100	93	93.4	23.2	3.85
2016-17	3-5	93.5	132	81.8	25.1	3.35

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

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

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Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

FLACS II did not meet this measure. The mean growth percentile was 36, 14 points shy of the target. A challenge for the school was maintaining the high level of performance in 2015-2016. It should be noted that despite not meeting this target, both cohorts of students exceeded the absolute measure of 75% in both 2015-2016 and 2016-2017.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	35	50.0
5	38.5	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<u>36.0</u>	50.0

ADDITIONAL EVIDENCE

FLACS II met this measure in 2015-2016.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	-	59.0	35	50.0
5	-	-	38.5	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	59.0	<u>36</u>	50.0

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

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2017-18 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS II met or anticipates meeting 4 of its 6 accountability measures. It did not meet the growth measure. It also did not meet the absolute measure, although it was only 2.6 percentage points from the target in this area.

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
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.	Anticipates Meeting
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 2016-17 results.)	Did not meet

ACTION PLAN

FLACS II's action plan addresses the two-fold goal of increasing overall percentage of students meeting proficiency and ensuring that those students at proficiency remain at proficiency. The action plan addresses several key areas: curriculum, professional development to improve instruction, progress monitoring, and academic intervention.

Curriculum

The balanced literacy model that all FLACS schools use has been effective across the three schools. In the 2018-2019 school year, all FLACS schools will use common curriculum maps, created over the summer of 2018, to increase the consistency of the curriculum across all schools. The intent of the curriculum map is to codify best practices in curriculum design from across all three schools so that all schools will benefit. FLACS II will continue to use a balanced literacy model, in which time is devoted to whole class read-aloud/direct instruction, guided reading, and independent reading. In the elementary school, the read aloud will be expanded to include time for student discussion of and writing response to rigorous text. FLACS I will continue to use *Open Court* to support phonics instruction in grades K-2. In the middle school, *Engage NY* will continue to serve as the core curriculum, supplemented by time for independent reading.

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Professional Development

FLACS II has created a plan for professional development based on the needs of the teachers in the building. The full-time Instructional Coach, along with the Principal and Assistant Principal at each site (elementary and middle school), will observe teachers, provide feedback, and model lessons. Network staff, including the Director of Professional Development and Curriculum Specialists will provide additional opportunities of PD. Professional development will be embedded throughout the day, but will also occur during Monday afternoons from 1-4 every week, as well as selected Friday afternoon half-days.

Progress Monitoring

FLACS II will continue to utilize a robust system of assessment to ensure that students are meeting standards. FLACS II will administer the *Fountas and Pinnell* assessment three times a year, utilize the assessments from *Ready CCLS* and *Engage NY*, and create and administer assessments aligned with the texts that students are reading as a whole class. In addition, FLACS II will give the NWEA MAP assessment three times a year in all grade levels.

Academic Intervention

Based on the results of progress monitoring, FLACS II will continue to provide Tier 2 and 3 intervention using AIS teacher in the elementary school. In the middle school, content area teachers will provide AIS services. These schedules will be designed so that students in need of intervention do not miss core instruction, but rather receive intervention during times when all students are working on differentiated tasks. The *Fountas and Pinnell Level Literacy Intervention* will be one tool that the AIS teacher will use in supporting ELA at the elementary level.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS II continued to use *Math in Focus*, an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences. All teachers used *Math in Focus*; the program was new to grades 6 through 8. *Math in Focus* supports the goals of the Common Core State Standards for Mathematics, is research-based, focuses on classroom learning, discussion, and practice, and balances conceptual understanding, visual learning, and problem solving. All K-5 teachers also used *Everyday Counts*. This program enriches daily math instruction, reinforces core concepts, and provides immediate differentiation in 10–15 minutes a day.

In support of the implementation of the mathematics program, the coaches supported teachers in implementing the program. All teachers received direct support from external consultants from *Math in Focus* who visited the school several times throughout the year. During the sessions they modelled instruction, observed classroom, and gave feedback to teachers. Some of this professional development occurred with other teachers across the FLACS network.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Student progress in mathematics was monitored frequently with *Math in Focus*. *Math in Focus* provided both a pretest and a chapter test for each chapter of the Student Books. In addition, the Network administered four benchmark assessments in math, consisting of common core aligned questions.

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

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	47	0	0	0	2	49
4	49	0	0	0	0	49
5	68	0	0	0	1	69
6	75	0	0	0	0	75
7	47	0	0	0	0	47
8	48	0	0	0	2	50
All	334	0	0	0	5	339

RESULTS AND EVALUATION

FLACS II did not meet this accountability measure. At FLACS II, 58.8% of students enrolled in at least their second year were proficient on the NYS mathematics exam, 16.2 percentage points from the target, 75%. It should be noted that grades 3 and 4 met the target of 75% as individual grade levels.

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2017-18 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	89.4	47	87.7	41
4	87.8	49	85.4	41
5	66.2	68	64.4	59
6	58.7	75	56.9	72
7	25.5	47	25.5	47
8	39.6	48	39.6	48
All	61.4	334	58.8	308

ADDITIONAL EVIDENCE

FLACS II met this measure in 2015-2016 for all grades and for grades 3 and 4 in 2017-2018. FLACS II middle school had lower performance than did the elementary school. In part, this is due to the fact that these students did not have the same continuity of mathematics program as did the elementary school. Students in grades 3, 4, and 5 used *Math in Focus* since they entered the school, whereas grades 6, 7, and 8 have used three different programs in their tenure at FLACS. Grades 6 through 8 were previously chartered under FLACS I, their historical performance is included below. Grade 6 had a higher performance than grades 7 and 8; FLACS II is confident that this will continue to increase with the adoption of the new math curriculum. FLACS II is aware of relatively low performance of Grade 7, which is a historically low performing cohort (in 2015-2016, 22.4% of this cohort was at proficiency) and will continue to work with this group to increase proficiency as described in the action plan. It should be noted that grade 8 had a higher performance than it had in any of the last three years. All of the middle school grades exceeded the performance of CSD 7 and CSD 9. This is described in detail later in this report.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	81.3	64	69.0	42	87.7	41
4	78.3	23	60.0	60	85.4	41
5	-	-	61.9	21	64.4	59
6	-	-	-	-	56.9	72
7	-	-	-	-	25.5	47
8	-	-	-	-	39.6	48
All	80.5	87	63.4	123	58.8	308

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance by Grade Level and Year, including FLACS I's Middle School Performance

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	60.4*	48	40.4*	47	56.9*	72
7	16.7*	48	37.3*	51	25.5*	47
8	26.1*	46	14.3*	42	39.6*	48

* In these years the middle school was chartered under FLACS I, not FLACS II.

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.

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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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

As of the time of writing, FLACS II has not yet seen the final MIP for Mathematics that was to be calculated and disseminated in summer 2018. However, FLACS II anticipates meeting this measure, as the school exceeded the current long-term target for the MIP for 2021-22 (based on 2015-2016 data), 115, that was written in the state's ESSA plan. FLACS II had a PI of 161.9, 46.9 higher than the long-term target for 2021-2022. When the state releases the MIP for 2017-2018, the school will share the specific progress.

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
334	16.8	21.9	26.6	34.7

$$\begin{aligned}
 \text{PI} &= 21.9 + 26.6 + 34.7 = 83.2 \\
 &+ 26.6 + 34.7 = 61.3 \\
 &+ (.5) * 34.7 = 17.4 \\
 \text{PI} &= 161.9
 \end{aligned}$$

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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 this measure, with 58.8% of students enrolled in at least their second year at proficiency, compared with 23.1% in CSD 7. FLACS II's percentage of students at proficiency exceeded CSD 7 by 35.7 percentage points. Additionally, each individual grade level exceeded the performance of CSD 7. The data in the table reflects the performance of CSD 7. Many FLACS students live in CSD 9. FLACS II also outperformed CSD 9, both as a school and individual grade levels; 25.7% of CSD 9 students were at proficiency (36.6% in grade 3, 28.2% in grade 4, 26.2% in grade 5, 22.1% in grade 6, 19.8% in grade 7 and 20.7% in grade 8).

2017-18 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	
	Percent	Number Tested	Percent	Number Tested
3	87.7	41	38.8	1257
4	85.4	41	29.8	1230
5	64.4	59	22.5	1234
6	56.9	72	16.6	1061
7	25.5	47	14.6	1216
8	39.6	48	14.0	1118
All	58.8	308	23.1	7116

ADDITIONAL EVIDENCE

FLACS II has met this measure for each of the last three years, both as a school and for each individual grade level.

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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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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	81.3	35.7	69.0	28.4	87.7	38.8
4	78.3	31.7	60.0	22.3	85.4	29.8
5	-	-	61.9	21.1	64.4	22.5
6	-	-	-	-	56.9	16.6
7	-	-	-	-	25.5	14.6
8	-	-	-	-	39.6	14.0
All	76.2	19.9	63.4	24.0	58.8	<u>23.1</u>

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2016-2017, FLACS II met this measure, with an Overall Comparative Performance of "higher than expected to a large degree" and an effect size of 1.87. Each individual grade level also met this target.

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2016-17 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	97.9	46	72	30.7	41.3	2.00
4	90.8	62	61	26.1	34.9	1.80
5	92.3	23	57	24.6	32.4	1.79
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	93.5	131	64.2	27.5	36.7	1.87

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

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

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	100	26	81	22.4	3.56
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

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students'

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

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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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

FLACS II did not meet this measure, a mean growth percentile of 32.5, 17.5 short of the target of 50.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	33.5	50.0
5	30	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<u>32.5</u>	50.0

ADDITIONAL EVIDENCE

FLACS II did not meet this target in 2015-2016 or 2016-2017. Each individual grade level exceeded the absolute target of 75% in both years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	-	26.5	33.5	50.0
5	-	-	30	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	26.5	32.5	50.0

SUMMARY OF THE MATHEMATICS GOAL

FLACS II met or anticipates meeting three of its five accountability measures in mathematics. FLACS II did not meet the absolute measure or the growth measure.

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

⁸ 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.	Anticipates meeting
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 2016-17 results.)	Did Not Meet

ACTION PLAN

FLACS II's action plan addresses the two-fold goal of increasing overall percentage of students meeting proficiency and ensuring that those students at proficiency remain at proficiency. The action plan addresses several key areas: curriculum, professional development to improve instruction, progress monitoring, and academic intervention.

Curriculum

FLACS II will continue to use *Math in Focus* as its core curriculum, and supplement this with *Every Day Counts* and *Number Talks*. *Number Talks* is a newer program at FLACS II, and teachers will receive support from staff in the network who are already successfully using this.

Professional Development

FLACS II has created a plan for professional development based on the needs of the teachers in the building. The full-time Instructional Coach, along with the Principal and Assistant Principal at each site (elementary and middle school), will observe teachers, provide feedback, and model lessons. Network staff, including the Director of Professional Development and Curriculum Specialists will provide additional opportunities of PD. Professional development will be embedded throughout the day, but will also occur during Monday afternoons from 1-4 every week, as well as selected Friday afternoon half-days. Two consultants from *Math in Focus* will continue to work with teachers throughout the year, focusing intensely on grades 5 through 8.

Progress Monitoring

FLACS II will continue to utilize a robust system of assessment to ensure that students are meeting standards. This includes a battery of assessments, including pretests, chapter tests and benchmarks that is included in the program. In addition, FLACS II will give the NWEA MAP assessment three times a year in all grade levels.

Academic Intervention

Based on the results of progress monitoring, FLACS II will provide Tier 2 and 3 intervention using is AIS teacher in the elementary school and content teachers in the middle school. These schedules

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will be designed so that students in need of intervention do not miss core instruction, but rather receive intervention during times when all students are working on differentiated tasks.

GOAL 3: 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 at all grade levels. This was the first year that middle school grades were chartered under FLACS II. This year, all grade 8 students prepared to take the Earth Science Regents at the end of the year. Due to a staffing change in the middle school campus, there was no permanent science teacher until October.

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 grade in spring 2018. Students in 8th grade took the NYS Earth Science Regents in lieu of the 8th grade science test in June 2018. 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 came close to meeting this measure, with 71.4% of students enrolled in at least their second year at proficiency, compared with the target of 75%. The difference between the target and the performance was 3.6 percentage points. Grade 4 met this measure, with 100% of students enrolled in at least their second year at proficiency. Grade 8 had 48.0% of students at proficiency. FLACS II attributes this to the school not being staffed with a science teacher until October and the use of the Earth Science Regents, which was a change in assessment and curriculum from previous years in which the school used the Life Science Regents as the basis of the grade 8 curriculum.

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Additionally, this year, all students took the Regents exam, whereas in previous years, only selected students took the Regents exam, with the other students taking the 8th grade science test.

Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100.0	41	N/A	N/A
8	48.0	50	N/A	N/A
All	71.4	91	N/A	N/A

ADDITIONAL EVIDENCE

FLACS II met this measure in 2015-16 and 2016-17 with grade 4. Previously, grade 8 had been chartered under FLACS I.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100.0	23	98.3	58	100.0	41
8	-	-	-	-	48.0	50
All	100.0	23	98.3	58	71.4	91

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 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

In 2016-17, FLACS II met this measure, exceeding the performance of CSD 7 by 26.6 percentage points.

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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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100.0	41	-	-
8	48.0	50	-	-
All	71.4	91	-	-

ADDITIONAL EVIDENCE

FLACS II met this measure in 2015-16 and 2016-17. It anticipates meeting this measure in 2017-18.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100.0	76.5	98.3	71.7	100.0	-
8	-	-	-	-	48.0	-
All	100.0	76.5	98.3	71.7	100.0	-

SUMMARY OF THE SCIENCE GOAL

FLACS II came close to, but did not meet its absolute goal, but did met its comparative goal.

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

ACTION PLAN

All FLACS schools are beginning to adopt new science curriculum in 2018-2019 in preparation for the full implementation of the new NYS Next Generation Science Standards. Grades K, 1 and 6 will use *Amplify Science*, which was authored by the Lawrence Hall of Science. The curriculum is phenomenon based, has a large focus on engineering design, and is fully aligned with the NYS Next Generation Science Standards. Since all FLACS schools will be adopting this curriculum, the Network

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

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will 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 7 FLACS II will continue to use *Interactive Science* and will begin to introduce staff in these grade levels to the NYS Next Generation Science Standards in preparation for adoption of *Amplify Science* over the next three years. Grade 8 will complete a Life Science Regents preparation course.

A primary goal for next year will be to increase proficiency in science in Grade 8. The approach to this is three-fold. First, all network schools will work strengthen the K-7 science curriculum with more rigorous work over the next three years by switching to *Amplify Science*. Second, after analyzing this and previous year's results, the school will return to offering the Living Environment Regents, rather than the Earth Science Regents as the exit exam in grade 8. In the summer of 2018, the curriculum sequence and pacing was revised to ensure that the current grade 7 and 8 cohorts will be able to meet the demands of Living Environment Regents, while simultaneously meeting the middle school standards.

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.

ADDITIONAL EVIDENCE

FLACS II has been in good standing for the last three years.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing