

Family Life Academy Charter School III



2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2018

By Andrea Hernandez

370 Gerard Avenue
Bronx, NY 10451

(718) 585-6580

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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
Susana Rivera-Leon	Vice Chair, Accountability Committee, Nominating Committee
Pedro Alvarez	Secretary, Finance Committee
Hilda Sanchez	Treasurer, Finance Committee, Accountability Committee, Evaluation Committee
Florence Wolpoff	Member, Accountability Committee, Evaluation Committee
Janet Lerner	Member, Nominating Committee
Kevin Kearns	Member, Construction/New Facilities Committee
Luz-Maria Lambert	Member, Fundraising Committee
Marvin Dutton	Member, Nominating Committee
Wanda Torres Mercado	Member, Finance Committee
Raymond Rivera	Member, Nominating Committee, Construction/New Facilities Committee
Bryan Rivera	Member, Fundraising Committee
Joseph Holland	Member, Fundraising Committee
Kelly Nuñez	PA President FLACS I
Evelyn Viera	PA President FLACS II, Finance Committee
Jennifer Rivera	PA President FLACS III
Francisco Lugoviña	Chairman Emeritus, Construction/New Facilities Committee, Evaluation Committee

Andrea Hernandez has served as Principal since 2014.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Family Life Academy Charter School III (FLACS III), a replication of Family Life Academy Charter School (FLACS), opened its doors to 96 kindergarten and first grade students in September 2014 in Community School District 7 (CSD 7) in the Mott Haven section of the Bronx. Each subsequent year the school has added one grade level. FLACS III has just completed its fourth year, serving kindergarten through fourth 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 252 students. Of all students, 56.8% were Hispanic, 41.7% were Black, and 92.9% were eligible for free or reduced lunch. Additionally, 11.1% of enrolled students were students with disabilities. In all, 18.7% 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 0.5% were former ELLs who attained proficiency on the NYSESLAT assessment during their enrollment at FLACS III, for a total figure of 21.3% current or former ELLs. FLACS III has either met or is approaching meeting the enrollment targets set by CSI, which for the 2017-2018 school year were 95.5% economically disadvantaged, 21.5% English language learners, and 21.1% special education. FLACS III met or approached the CSI retention targets across all subgroups. Specifically, 92.7% of economically disadvantaged students (target of 92.4%), 90.5% of ELLs (target of 93.5%), and 93.3% of students in special education (target of 93.3%) enrolled on BEDS day 2016 and eligible to return to the school in 2017 were enrolled on BEDS day 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 III has implemented the following initiatives, aligned with its key design elements.

Active school leadership. FLACS III is led by a principal, who 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.

A rigorous academic curriculum with a focus on literacy. FLACS III 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 III 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 approaches to the instruction of English language learners. FLACS III 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 meeting the needs of all learners. FLACS III had 28 students in special education on the final day of the 2017-2018 school year. To provide each student's required services, FLACS has a full-time special education teacher and guidance counselor on staff and contracts for needed related services, such as speech therapy or occupational therapy. As every classroom contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. FLACS III 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 III recognizes that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. FLACS III 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, 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III 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 III believes strongly in developing students' artistic abilities. The school has partnered with external partners for the arts. Through *DreamYard* some students' work was featured in the 2018 Bronx Arts Festival at Lehman College other students performed. FLACS III has on staff a dance specialist and a media art specialist, who worked with students on stop animation. All students receive physical education and learn strategies for health that will last a lifetime. Health and wellness are important to FLACS III. FLACS III partnered with *Bubble* Foundation, who co-taught with teachers on wellness topics, conducted parent and staff workshops on topics such as healthy eating and good sleep habits, and facilitated school trips to community gardens. FLACS III 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 for FLACS III. 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 III continues to become an increasingly effective and viable school. The FLACS Board of Trustees has continued to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through principal reports, teacher-content presentations and monthly class performance analyses, the board effectively assesses educational programs and performance on a timely basis. FLACS III also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. FLACS III is moving toward its educational accountability goals. FLACS III remains confident that it will continue to increase student achievement and assessment results in the future. Next year, FLACS III will be at capacity, serving students in kindergarten through grade 4; after this students in grade 5 through 8 will attend a new middle school campus, accountable under FLACS II that will open in 2018-2019.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	-	-	-	-	-	-	-	-	-	-	-	-	-	460
2014-15	51	40	-	-	-	-	-	-	-	-	-	-	-	91
2015-16	45	56	47	-	-	-	-	-	-	-	-	-	-	148
2016-17	53	49	55	44	-	-	-	-	-	-	-	-	-	201
2017-18	46	52	55	48	43	-	-	-	-	-	-	-	-	244

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS III students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS III 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. *Open Court*, a systematic phonics program, was used to teach phonics in grades kindergarten through second grade. Whole group instruction occurred using *Ready NY CCLS* in kindergarten and grade 1 and school-created novel studies in grade 2 through 4. 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* 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.

Instruction at FLACS III was data-driven instruction and teachers regularly assessed student progress. The most important tool used to assess, monitor, and target reading instruction is with the administration of reading records, which occurs throughout the year. The *Fountas and Pinnell*

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Benchmark Assessments was used in all grade levels to formally assess students three times a year. In grades 2 and 3, *i-Ready* provided a diagnostic assessment three times a year. The *TerraNova* assessment provided invaluable insight into student progress. Unit exams were administered approximately every four to six weeks for *Open Court* and *Ready* programs. Students in grades 2 and 3 also took the *Ready* assessment to determine readiness for the state exams. All data that was gathered was housed in *IO Education*, an online data warehouse and is used to make instructional decisions. Formal monthly data meetings and more informal collaborative planning sessions were grounded in the analysis of data to make informed instructional decisions.

In addition to the core curriculum, FLACS III implemented several interventions to support students performing below level. The *Fountas & Pinnell Leveled Literacy Intervention* was used to target individual literacy needs through small group instruction 5 days a week for 50 minutes. *I-Ready*, a individualized digital learning platform, was used to support the needs of particular learners in grades 2 and 3. An AIS teacher was added to the staff this year to help support those students who are at risk of not meeting standards. Teachers trained in *Wilson Reading Intervention* and *Preventing Academic Failure* used these programs to provide intervention to students.

Teachers received professional development throughout the year. The principal and assistant principal led workshops, and the school received support from a consultant from *Generation Ready* 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 4 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50	0	0	0	0	50
4	43	0	0	0	0	43
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	93	0	0	0	0	93

RESULTS AND EVALUATION

At FLACS III, 63.4% of students enrolled in at least their second year were proficient on the NYS ELA test. The school fell short of the accountability goal by 11.6 percentage points. While the school did not meet this accountability goal, the percent of students meeting the standard increased from the previous year.

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	61.2	49	59.6	47
4	65.1	43	68.6	35
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	63.0	92	63.4	82

ADDITIONAL EVIDENCE

FLACS III saw an increase in the percent of students at proficiency between 2016-2017 and 2017-2018. In 2016-2017, 55.9% of students enrolled in at least their second year were proficient; in 2017-2018, this number increased to 63.4%.

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	-	-	55.9	34	59.6	47

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

4	-	-	-	-	68.6	35
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	55.9	55.9	63.4	82

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 III has not yet seen the final MIP for ELA that was to be calculated and disseminated in summer 2018. However, FLACS III anticipates 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 163.5, 53.5 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.

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
	3.3	33.7	55.4	7.6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 33.7 & + & 55.4 & + & 7.6 & = & 96.7 \\
 & & & & 55.4 & + & 7.6 & = & 63.0 \\
 & & & & & + & (.5)*(7.6) & = & 3.8 \\
 & & & & & & \text{PI} & = & 163.5
 \end{array}$$

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III met this measure, with 63.4% of students enrolled in at least their second year at proficiency, compared with 35.5% in CSD 7. FLACS III's percentage of students at proficiency exceeded CSD 7 by 27.9 percentage points. Additionally, each individual grade level exceeded the performance of CSD 7.

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	59.6	47	37.7	1224
4	68.6	35	30.8	1207
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	63.4	82	35.5	2431

ADDITIONAL EVIDENCE

FLACS III met this measure in each year of the two years in which they have testing data.

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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	-	-	55.9	27.5	59.6	37.7
4	-	-	-	-	68.6	30.8
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	55.9	27.5	63.4	35.5

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a 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 III met this measure for 2016-2017, with an Effect Size of 1.50, compared with a target of 0.3.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	100.0	43	51	24.6	26.4	1.50
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	100.0	43	51	24.6	26.4	1.50

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

FLACS III only has one year of data on this measure; as such no comparative performance can be discussed.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	-	-	-	-	-	-
2015-16	-	-	-	-	-	-
2016-17	3	100.0	43	51	24.6	1.50

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III tested students for the first time in 2016-2017. As such, there is no mean growth percentile calculated for the school.

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

Grade	Mean Growth Percentile	
	School	Target
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	=	50.0

ADDITIONAL EVIDENCE

FLACS III tested students for the first time in 2016-2017.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	=	=	=	50.0

Goal 1: Absolute Measure

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

METHOD

In May 2018, the school administered the TerraNova assessment to students in kindergarten through 3rd grade.

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Locally Administered TerraNova Assessment
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
K	46	0	0	0	0	46
1	52	0	0	0	0	52
2	55	0	0	0	0	55
3	48	0	0	0	0	48
All	201	0	0	0	0	201

RESULTS AND EVALUATION

FLACS III met this goal as a school, with a MNCE of 58.7 for students enrolled in at least their second year. Grade 1 met this goal, with an MNCE of 58.2 for students enrolled in at least their second year. Grade 2 also met the goal with an MNCE of 69.1, 19.1 points above 50, for students enrolled in at least their second year. Grade 3 fell just shy of the goal, with an MNCE of 48.9.

Performance on 2017-18 TerraNova Reading (MNCE Scores)
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	52.8	46	N/A	N/A
1	58.6	52	58.2	45
2	68.7	55	69.1	47
3	49.3	48	48.9	45
All	57.8	201	58.7	134

ADDITIONAL EVIDENCE

The majority of students had individual NCE scores of 50 or above (61.9% of students enrolled in at least their second year). In kindergarten, where students are not enrolled in at least their second year, the majority of students, 54.3, has an NCE of 50 or above.

Performance on 2017-18 TerraNova Reading (% of Students Scoring at /above an NCE of 50)
By All Students and Students Enrolled in At Least Their Second Year

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

Grades	All Students		Enrolled in at least their second year	
	Percent	Number Tested	Percent	Number Tested
K	54.3	46	N/A	N/A
1	74.0	52	65.9	44
2	83.6	55	82.2	45
3	39.6	48	37.8	45
All	63.2	201	61.9	134

Goal 1: Growth Measure

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Total Reading Battery in both 2016-2017 and 2017-2018 are included here. The MNCEs of each cohort in 2016-2017 and 2017-2018 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

RESULTS AND EVALUATION

The first grade cohort had an MNCE greater than 50; as such their goal was to increase their MNCE. This cohort met this goal, with an MNCE of 58.2. The second grade cohort needed to increase their MNCE to at least 49.5; this grade also met this accountability measure, with an MNCE of 69.1. As a school, FLACS III increased their MNCE from 52.8 to 63.8.

TerraNova Reading (MNCE Scores) by Cohort and School Year

Cohort	2016-2017		2017-2018	
	MNCE	Number Tested	MNCE	Number Tested
1	56.8	45	58.2	45
2	49.0	47	69.1	47
All	52.8	92	63.8	92

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS III met, or anticipates meeting, five of the six accountability measures for which the school has data. The school met all comparative and growth goals; it should be noted that the school does not yet have data for growth on the NYS ELA assessment. The only goal that the school did not meet was the absolute goal of 75% of students enrolled in at least their second year at proficiency, however the school made gains toward meeting the goal this year.

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.)	N/A
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery	Met
Growth	Cohorts of FLACS III students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Met

ACTION PLAN

FLACS III'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 implementation of 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 III 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. The read aloud will be expanded to include time for student discussion of and

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

writing response to rigorous text. The foundation for this work was completed in FLACS III novel studies. FLACS III will continue to use *Open Court* to support phonics instruction in grades K-2.

Professional Development

FLACS III 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, will observe teachers, provide feedback, and model lessons. Network staff, including the Director of Professional Development and Curriculum Specialists, will provide additional opportunities for 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 III will continue to utilize a robust system of assessment to ensure that students are meeting standards. FLACS III will administer the *Fountas and Pinnell* assessment three times a year, utilize the assessments from *Ready CCLS*, and create and administer assessments aligned with the texts that students are reading as a whole class. In addition, FLACS III will give the NWEA MAP assessment three times a year in all grade levels.

Academic Intervention

Based on the results of progress monitoring, FLACS III will continue to provide Tier 2 and 3 intervention using AIS teacher. 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.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

FLACS III 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*. *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-4 teachers used *Every Day Counts*. This program enriches daily math instruction, reinforces core concepts, and provides immediate differentiation in 10–15 minutes a day. *Number Talks* was used as an intervention strategy in mathematics.

In 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 teachers across the FLACS network.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Students' progress in mathematical performance was monitored frequently with *Math in Focus*. *Math in Focus* provided both a pretest and a chapter test for each unit. 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 4 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 ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	48	0	0	1	1	50
4	43	0	0	0	0	43
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	81	0	0	0	2	83

RESULTS AND EVALUATION

Of all students enrolled in at least their second year, 71.6% were proficient on the NYS Mathematics Exam. While FLACS III, did not meet the accountability measure of 75%, the school only missed the target by 3.4 percentage points (approximately three students). Grade 3 met this accountability measure as an individual grade level.

⁶ 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	79.2	48	78.3	46
4	60.5	43	62.9	35
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	70.3	91	71.6	81

ADDITIONAL EVIDENCE

In 2016-2017, FLACS III met this accountability measure. In that year, FLACS III only tested students in grade 3. In 2017-2018, grade 3 also met the measure, although grade 4 did not.

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	-	-	79.4	34	78.3	46
4	-	-	-	-	62.9	35
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	79.4	34	71.6	81

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III has not yet seen the final MIP for Mathematics 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), 115, that was written in the state's ESSA plan. FLACS III had a PI of 179.3, 64.3 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 in meeting this measure.

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	
	5.5	24.2	41.8	28.6	

PI

=

24.2

+

41.8

+

28.6

=

94.6

41.8

+

28.6

=

70.4

+

(.5)*(28.6)

=

14.3

PI

=

179.3

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.⁷

RESULTS AND EVALUATION

FLACS III met this measure, with 71.6% of students enrolled in at least their second year at proficiency, compared with 34.3% in CSD 7. FLACS III's percentage of students at proficiency

⁷ 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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

exceeded CSD 7 by 37.3 percentage points. Additionally, each individual grade level exceeded the performance of CSD 7.

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	78.3	46	38.8	1257
4	62.9	35	29.8	1230
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	71.6	81	34.3	2487

ADDITIONAL EVIDENCE

FLACS III met this accountability measure in each year of its charter.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	-	-	79.4	28.4	78.3	38.8
4	-	-	-	-	62.9	29.8
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	79.4	28.4	71.6	34.3

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 III met this measure, with an Effect Size of 2.31, which exceeded the target 0.3.

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	100.0	43	77	29.7	47.3	2.31
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	100.0	43	77	29.7	47.3	2.31

School's Overall Comparative Performance:

Higher than expected to a large degree.

ADDITIONAL EVIDENCE

FLACS III tested for the first time in 2016-2017; no comparative data is available for discussion.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	-	-	-	-	-	-
2015-16	-	-	-	-	-	-
2016-17	3	100.0	43	77	29.7	2.31

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Growth Measure⁸

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' 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.⁹

RESULTS AND EVALUATION

Since FLACS III tested for the first time in 2016-2017, there is no mean growth percentile for this school year.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

ADDITIONAL EVIDENCE

Since FLACS III tested for the first time in 2016-2017, there is no mean growth percentile for this school year.

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Mean Growth Percentile by Grade Level and School Year

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

Goal 2: Absolute Measure

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

METHOD

In May 2018, the school administered the TerraNova assessment to students in kindergarten through 2nd grade. The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

Grade	Total Tested	Not Tested ¹⁰				Total Enrolled
		IEP	ELL	Absent	Refused	
K	46	0	0	0	0	46
1	52	0	0	0	0	52
2	55	0	0	0	0	55
3	48	0	0	0	0	48
All	201	0	0	0	0	201

RESULTS AND EVALUATION

The MNCE for the school was 58.8 for students enrolled in at least their second year. FLACS III met this accountability measure, exceeding an MNCE of 50.0.

¹⁰ 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 TerraNova Mathematics (MNCE Scores) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	64.4	46	N/A	N/A
1	53.8	52	52.7	44
2	65.8	55	65.1	47
3	52.5	48	52.2	45
All	59.2	201	58.8	182

ADDITIONAL EVIDENCE

In addition, 64.2% of students enrolled in at least their second year had an NCE over 50. In Kindergarten, the majority of students, 76.1%, had NCE scores above 50.

Performance on 2017-18 TerraNova Mathematics (% of Students Scoring at/above an NCE of 50) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their second year	
	Percent	Number Tested	Percent	Number Tested
K	76.1	46	N/A	N/A
1	59.6	52	56.8	44
2	80.0	55	75.6	45
3	60.4	48	60.0	45
All	69.2	201	64.2	134

Goal 2: Growth Measure

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Mathematics Battery in both 2016-2017 and 2017-2018 are included here. The MNCEs of each cohort in 2016-2017 and 2017-2018 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Both the 1st grade and 2nd grade cohorts had an MNCE of 50 or greater in 2015-2016. As such, the target for 2016-2017 was to increase the MNCE. FLACS III met this accountability measure.

TerraNova Mathematics (MNCE Scores) by Cohort and School Year

Grades	2016-2017		2017-2018	
	MNCE	Number Tested	MNCE	Number Tested
1	64.3	45	52.7	45
2	53.0	45	65.3	45
All	59.5	90	56.8	134

SUMMARY OF THE MATHEMATICS GOAL

FLACS III met, or anticipates meeting, five of the six accountability measures for which the school has data. The school met all comparative and growth goals; it should be noted that the school does not yet have data for growth on the NYS math assessment. The only goal that the school did not meet was the absolute goal of 75% of students enrolled in at least their second year at proficiency, however the school made gains toward meeting the goal this year.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

FLACS III'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 III will continue to use *Math in Focus* as its core curriculum, and supplement this with *Every Day Counts* and *Number Talks*. This past year, the schedule included math instruction on Monday through Thursday only (with the daily blocks being extended to make up the instructional time that would normally be spent on Fridays). Given the results from this year, the school will be returning to daily mathematics blocks.

Professional Development

FLACS III 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, 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. A consultant from *Math in Focus* will continue to work with teachers throughout the year.

Progress Monitoring

FLACS III will continue to utilize a robust system of assessments 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 III will give the NWEA MAP assessment three times a year in all grade levels.

Academic Intervention

Based on the results of progress monitoring, FLACS III will continue to provide Tier 2 and 3 intervention using its AIS teacher. 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

FLACS III implemented the FOSS Science Program. FOSS is a research-based science curriculum that provides students with science experiences that are cognitively age-appropriate; prepares students for an increasingly complex scientific and technological world, uses hands-on active learning, inquiry, multi-sensory methods and reflects current research on learning. The FOSS Assessment system uses a number of formative and summative strategies to help teacher and students monitor their progress and measure their ability to apply concepts they have learned. The system includes teacher observations, student response sheets, student self-assessments and end of module and summative exams.

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. 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 III met this measure, with 97.1% of students enrolled in at least their second year at proficiency, 22.1 percentage points greater than the target 75%.

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	97.1	35	N/A	N/A
8	-	-	-	-
All	97.1	35	N/A	N/A

ADDITIONAL EVIDENCE

This was the first year that FLACS III tested students in science; as such, there is no comparative data.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	-	-	-	-	97.1	35
8	-	-	-	-	-	-
All	-	-	-	-	97.1	35

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

FLACS III students did not take the 4th grade science test in 2016-2017; as such, there are no results to evaluate.

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 ¹¹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.1	35	-	-
8	-	-	-	-
All	97.1	35	-	-

¹¹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

FLACS III students did not take the 4th grade science test in 2016-2017; as such, there are no results to evaluate.

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	-	-	-	-	97.1	-
8	-	-	-	-	-	-
All	-	-	-	-	97.1	-

SUMMARY OF THE SCIENCE GOAL

FLACS III met their absolute measure and does not have data to report on their comparative 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.	Met
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.	N/A

ACTION PLAN

All FLACS schools are beginning to adopt a new curriculum in 2018-2019 in preparation for the full implementation of the new NYS Next Generation Science Standards. Grades K and 1 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 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 4, FLACS III will continue to use *FOSS* 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.

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 III was in "good standing" according to the ESSA accountability system.

ADDITIONAL EVIDENCE

FLACS III 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