



# Family Life Academy

## Charter School III

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Principal                      Assistant Principal

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**Family Life Academy**  
**CHARTER SCHOOL - III**

**2014-15 ACCOUNTABILITY PLAN**  
**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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**Martin Wolpoff, Special Projects** prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Name Andrea Hernandez has served as the principal since 2014.

## INTRODUCTION

Family Life Academy Charter School III, a replication of Family Life Academy Charter School (FLACS), opened its doors to ninety-six kindergarten and first grade students in September 2014 in Community School District 7, in the Mott Haven section of the Bronx.

FLACS III, the third school in the FLACS Network, embraced the vision of FLACS' founder, Dr. Reverend Raymond Rivera, of having a 'holistic' approach to providing children with an exceptional educational program, building student character and developing life-long skills that support the school's mission:

"Family Life Academy Charter School, in partnership with the Latino Pastoral Action Center (LPAC) and parents, seeks to create the conditions for self-empowerment for 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." Similar to FLACS-I, the FLACSII/III facility now hosts the New Hope Church which is affiliated with LPAC. The intent is to ensure that the community sees, and embraces, the FLACS facility as a community resource. FLACS-III students also attend a summer camp sponsored by LPAC.

From the belief in educating the whole child, FLACS-III has created a school that replicates the best practices inherent to FLACS while having the freedom to adopt practices unique to FLACS III, such as starting the day having breakfast in each classroom, and implementing performing and visual arts programs.

At the beginning, FLACS III had to address some early challenges as it sought to welcome students on the first day. After identifying school administrators and faculty, there was difficulty in moving into the facility that had been identified for the school. It had been anticipated that refurbishing of the Gerard Avenue facility would have been completed and the building would be available for opening day. However, that was not the case and FLACS III, utilizing space still available in the FLACS II facility, was able to open only one week after the two other schools. Some of the related uncertainties made establishing the school's initial enrollment difficult and FLACS III opened with less than full enrollment. In addition, the need for outreach for our initial enrollment negated the opportunity to conduct a lottery. Students were accepted practically on a first come basis. Thus, we were concerned that the student population, smaller than was projected, might not be fully representative of the District 7 population. It must be noted that, helpful to the process, and moving forward to the 2015-2016 academic year, has been FLACS' founder and board member, Rev. Dr. Raymond Rivera's established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school for the 2015-2016 school year. It is most pleasing to note that for the coming academic year enrollment, based on the school's lottery, FLACS-III has made all targets and will be opening it's second year at full capacity, although still temporarily housed at FLACS-II.

The focus of all FLACS schools has been to attract immigrant and second language learners from the community that surrounds the schools. In spite of the initial enrollment difficulties, as noted above, FLACS

III's student population has been demographically representative of the community in which it is located; 32% are ELL students, 16% are students with disabilities and 95% of the students who are eligible for free and reduced lunch. In comparison, District 7 (based on the 2014 DOE Progress Report Card) has 18% ELL students, 24% students with disabilities and 93% students eligible for free and reduced lunch. FLACS-III is in the first stages of replicating FLACS-I's healthy and unique food program, which is supported by the school's community gardens project, and by a curriculum in health education

This year we had our kindergarten and 1<sup>st</sup> grade students eat in the classrooms enabling classroom teachers and teaching assistants to expound on the value of organic foods and eating healthy. After the first few weeks of school, students were happy to eat fruits and vegetables and even requested second servings. Although we were not able to provide a food program with a chef and trained culinary staff, as does FLACS I, FLACS III secured the services of Revolution Foods, a provider that offers healthy, organic meals to schools.

To monitor school/student progress, FLACS-III has utilized several diagnostic and summative assessments, including those identified below:

### *Fountas & Pinnell*

We believe in data driven instruction thus, we regularly assess student progress. One of the tools we use to assess, monitor, and target reading instruction is through the four times per year administration of reading records using the Fountas & Pinnell (F&P) Benchmark Assessments. The feedback enables us to gather valuable information about each individual student's processing strategies, phonics/word analysis, fluency, and comprehension skills. These data provide us with insight into how to focus and refocus our teaching. The F&P Benchmark Assessment system provides information allowing teachers to:

- determine three reading levels for each student: independent, instructional and challenging
- provide data to recommend a placement level for instruction
- form fluid groups for reading instruction
- select appropriate texts for each child's instruction
- plan efficient and effective instruction
- identify children who need intervention and extra help

### *TerraNova Battery*

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery is a tool that provides detailed diagnostic information. This series of assessments generates Normal Curve Equivalents (NCE) scores in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. These data are analyzed to prescribe individual intervention instruction. End-of-the-year data are analyzed to investigate student progress, assess further instructional needs and to explore the need for possible curriculum adjustments.

### ***Unit Exams***

Unit exams are administered approximately every four to six weeks for the Open Court phonics and the **Ready Gen** programs. Data are collected and analyzed for class and individual student learning trends that drive instruction toward further instructional needs.

### **Highlights of our first year (2014-2015) include:**

- Maintaining an average attendance rate at 90%
- Finding that 71.5% of our students attained Fountas and Pinnell end of year independent reading benchmarks.
- Finding that 50.3% of kindergarten students scored at grade level or above in Total Reading based on the TerraNova assessment, while 61.2 scored at grade level in math and 56.8% scored at grade level in total score.
- Finding that of our first grade students 35.7% scored at grade level or above in total reading and 45.7% in math based on TerraNova assessment and 40.7% scored on level on total score. This represents a 13.4% and 27.9% gain respectively from their October base-line scores.
- Implementing of an instructional program to meet the needs of all students. On average, our special needs students moved up 4 reading levels and our English Language Learners made language gains of a year or more.
- Establishing an academic intervention program to support our struggling students to achieve grade level.
- Providing a professional development program for the teachers every Monday from 3:30 to 5:00pm, every first Friday of the month, on Election Day and on other specific days.
- Conducting an after school AIS program for students in danger of being held over.
- Implementing a Tech Time program to enable the Technology Specialist to provide iPad learning.
- Supporting an active parents' association with an established PA Executive Board.
- Engaging in a highly successful Parent Association that sponsored a holiday season toy drive resulting in all of our students receiving an age appropriate gift.
- Providing school wide trips to support and enrich the curriculum, (e.g., Farm, Bronx Museum, Hostos Community College, American Museum of Natural History and the Bronx Zoo).
- Contracting with Revolution Foods, to ensure that our students were provided with healthy meals.
- Implementing a performing arts program for students that included assembly programs throughout the year to showcase student performing arts through a variety of themes
- Establishing a visual arts partnership with the Leap Program to provide art classes and for student displays in our new school building.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	51	40												91

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

**Students will demonstrate proficiency in critical literacy skills.**

#### Background

We follow a balanced literacy model supported by Open Court, a systematic phonics program. We augmented the reading comprehension instruction by implementing a close reading component using the Ready Gen program. The Ready Gen program incorporates complex text to address standards in reading comprehension aligned to the Common Core. We have also developed a Writer's Workshop curriculum using the 6+1 Traits and Teacher's College Common Core Units of Writing aligned to the writing standards.

Our curriculum units are centered on the Common Core Learning Standards where fiction and nonfiction texts are paired. All nonfiction text is further explored through science and social studies making our curriculum interdisciplinary. Digital technology is infused in the curriculum with the use of learning apps and other digital tools and resources used to research and publish student work.

Our literacy block is approximately 180 minutes daily. Our block consists of the following components:

- *Phonics*-Open Court
- *Close Reading* - based on Ready Gen Text support with accountable talk using text evidence
- *Choral Shared Reading*-Using poetry, songs and short texts
- *Guided Reading* in small group instruction using Fountas and Pinnell Intervention System
- *Independent Reading* - 1 to 1 student conferencing
- *Writer's Workshop*-Using 6+1 Traits and TC CCSS Units of Writing aligned to Common Core Writing Standards.

All English Language Learners engage in each component of the balanced literacy model through the use of ESL strategies and small group instruction. The programming of ESL periods is varied based on individual student's language proficiency. For example, beginner ELLs have longer phonics sessions to help build foundational skills.

Special Education students also engage in each component of the balanced literacy model through small groups and differentiated instruction. Text selections are tailored for each student and supported by a rich selection of digital resources.



We have also added a reading intervention program for those not meeting benchmarks. We follow the Fountas & Pinnell Academic Intervention program to target individual literacy needs and then provide small group instruction 5 days a week for 50 minutes. Student progress is monitored weekly with reading records and conferring.

## ASSESSMENT

### *Fountas & Pinnell*

We believe in data-driven instruction therefore we regularly assess student progress. The most important tool we use to assess, monitor, and target reading instruction is with the administration of reading records. We administer reading records at least four times a school year using the Fountas & Pinnell Benchmark Assessments. These assessment tools allow us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency, and comprehension all of which give us insights about how to focus our teaching. The F & P Benchmark Assessment system provide information to:

- determine three reading levels for each student: independent, instructional and challenging
- provide data to recommend a placement level for instruction
- form fluid groups for reading instruction
- select appropriate texts for each child's instruction
- plan efficient and effective instruction
- identify children who need intervention and extra help

### *TerraNova Battery*

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

### *Unit Exams*

Unit exams are administered approximately every four to six weeks for the Open Court phonics program and the Ready Gen program. This data is collected and analyzed for trends for learn about further instructional needs.

## Goal 1: Absolute Measure

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery

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

### Method

As this is the first year of the school's existence, in May, 2015, the school administered the TerraNova assessment to grades K and 1

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.

**2014-15 Locally Administered TerraNova Assessment**  
**Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
K	51	0	0	0	51
1	40	0	0	0	40
All	91	0	0	0	91

### Results

FLACS-III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class. The MNCE for kindergarten on the TerraNova assessment was above the targeted 50%, also known as "being on grade level," while first grade students scored below the target. This was in part due to the recruitment problems already discussed. While we are pleased to report a higher than the district percentage of ELL students, we also have a higher than district population of students who did not have pre-school academic experiences. We are confident that there will be much improved student performance in our second year.

**Performance on 2014-150 TerraNova Total Reading Score  
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	50.3	51	N/A	N/A
1	37.0	40	N/A	N/A
All	44.5	91	N/A	N/A

**Evaluation**

For grade K, and for the school as a whole, the school came close or exceeded its measure of having an MNCE score of 50%. We would like to believe that this is due to the effective implementation of our mission and vision, as well as the effectiveness of our curriculum and the school's instructional staff. We also believe that we have begun to develop a supportive school culture which has high expectations for all students and from all students.

In this, our first year, we note that 51.7% of kindergarten students achieved an MCNCE of 50 or better. With this as our baseline, FLACS-III has a challenge and goal of maintaining and exceeding this performance level.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A	N/A	N/A	50.3	51
1	N/A	N/A	N/A	N/A	37.0	40
All	N/A	N/A	N/A	N/A	44.5	91

As a first year school, FLACS III does not have any students in their second year.

**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.

## Results

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first two 3<sup>rd</sup> grade classes.

### English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

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## Evaluation

### 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 local school district.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.

## Results

Until FLACS-III has a third grade, there will not be any published scores with which to do a comparison. However, the TerraNova assessment scoring is based on a national sample. The NCE score sets 50 as being on grade level. FLACS-III will not be administering the SED ELA assessment until academic year 2016-17 when the school will have its first third grade class. With a school-wide MNCE score of 44.5, FLACS needs to re-evaluate its curricula to ensure that student performance will improve in the next academic year. With an MNCE of 50.3% for our kindergarten students, we know that we need built on this score which achieved the goal target. Being in its first year, FLACS does not have any data for students in their second year.

**2014-15 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A		
1	N/A	N/A		
All	N/A	N/A		

## Evaluation

Without data to enable any comparison, it cannot be determined if FLACS did or did not achieve this measurement. Additionally, FLACS-III does not have any second year students or students for whom the SED ELA assessment was administered. Again, we note that FLACS-III's kindergarten MNCE score is indicative of its having scored above the national median.

## Additional Evidence

Scores on the TerraNova are provided only to the tested school. Thus, we do not have any comparative data for district schools.

**Terra Nova 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 Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
Kg	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

**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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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.

**Results**

Being in it's first year, and testing only in grades K and 1, FLACS-III does not have any data from 2013-14.

**2013-14 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	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
All						

<b>School's Overall Comparative Performance:</b>
Being in it s first year. FLACS-III does not have any data from 2013-14.

### Evaluation

Being in it s first year. And not yet having a third grade, FLACS-III does not have any data from 2013-14.

### Additional Evidence

Being in it s first year. FLACS-III does not have any data from 2013-14.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 1: Growth Measure

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

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.

### Results

### 2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

## Results

Being in its first year. FLACS-III does not have any data from 2013-14.

## Evaluation

Being in its first year. FLACS-III does not have any data from 2013-14.

### **Goal 2: Growth Measure**

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

Being in its first year, FLACS-III does not have a prior year's scores with which to make a comparison.

### **Summary of the English Language Arts Goal**

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores.

Type	Measure	Outcome
Absolute	Each year for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery  Each year, 75 percent of all tested students who are enrolled in at least	Target was achieved for Kindergarten and is approaching for 1 <sup>st</sup> grade



	their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
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 local school district.	N/A
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 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE	N/A

### Action Plan

As noted earlier, the achievement of FLACS-III on the TerraNova assessment has set a high baseline for kindergarten and needs to improve for grade 1. Moving forward, we envision doing the following:

#### PROFESSIONAL DEVELOPMENT

FLACS-III seeks to embody the vision and mission of the school through consistent and effective professional development that fosters a love of teaching and children to build a collaborative community of learners that nurtures a culture of warmth and academic rigor.

We believe that effective teachers are life-long learners and professional development is integral to their growth. To that end we recognize that we must engage teachers in exceptional and valued professional development opportunities. Our professional development program will help to improve and refine their practice.

By ensuring that professional development is important and embedded in the practice of our school community, we can then expect that our students' learning outcomes will be directly impacted by consistently improving teacher effectiveness. Our Professional development will focus on three key areas, creating classroom content, modeling techniques for effective practice and feedback on lessons.

Thus, at FLACS-III there are frequent and consistent professional development sessions to ensure effective instruction. All professional development sessions and workshops have been, and will be, followed by in-class coaching, 1:1 conferences, and modeling. Teachers have been engaged in the following professional development sessions and workshops throughout the school year:

1. administering the Fountas & Pinnell Benchmark Assessment
2. understanding and executing the Ready Gen program
3. teaching phonics with Open Court
4. Fountas & Pinnell Academic Intervention
5. deconstructing the Common Core Learning Standards
6. launching Writer's Workshop using 6+1 and TC CCSS Units of Study in Writing
7. understanding text complexity
8. Teaching Guided Reading
9. Teaching Close Reading
10. Questioning and Discussion Techniques – Accountable Talk
11. Teaching Choral Reading to build students' reading fluency

## MATHEMATICS

### Goal 1: Mathematics

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

#### Background

Our math program is modeled after the Singapore Math program. Math in Focus is the US edition of Singapore's most widely used mathematics program. For over 15 years, Singapore has consistently scored at the top of international mathematics comparison studies. The primary goal of Math in Focus is to enable students to become strategic mathematical problem solvers. This goal is the same as the first Common Core Learning Standard for Mathematical Practice.

The Math in Focus (Singapore Math) framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularly in repeated reasoning

Our mathematics block is comprised of a total of 50 minutes a day. The first session is centered on explicit instruction, guided practice, discussion, and independent practice. The second session is centered on application, modeling, discussion and assessment.

## ASSESSMENT

### ***Math in Focus***

Mathematical student performance progress is monitored frequently with Math in Focus.

Math in Focus assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

## *TerraNova Battery*

Math skills, concepts and application of are also assessed using the TerraNova Mathematics Battery Assessment for grades 1 and above. The TerraNova Mathematics Battery assessment provides detailed diagnostic information. This series of assessments generates precise NCE achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data are analyzed to investigate student progress and to explore possible adjustments needed to the curriculum.

The school also administers its own baseline, midline and endline analysis in mathematics and writing.

### PROFESSIONAL DEVELOPMENT

Our teachers receive professional development throughout the school year. A Math in Focus facilitator works closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of the instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned.

### Instruction

- Charlotte Danielson
  - Framework for Teaching
  - Domain 2: Classroom Environment
  - Planning and Preparation
  - Walkthrough – classroom Environment with staff
- Classroom Management
  - Ramapo Coaching Sessions
  - Writing planning calendars
- Generation Ready:
  - Planning calendars
  - Deconstructing Ready Gen Lessons to dictate the pacing and unit planning to reflect learning targets
  - Generation Ready : Classroom visits – classroom environment and Planning Ready Gen Units
  - Generation Ready: Guided Reading lessons
  - Generation Ready: Ready Gen lesson observations with focus on Questioning and Discussion (am) Planning Ready Gen units with Learning Targets focus (pm)

- Generation Ready: Demo & Debriefing of conferencing with students and analysis of class sets of Midline Writing Assessments
- Generation Ready: Questioning and Discussion Techniques
- Generation Ready: Demo Writing Conferences/Debrief and
- Planning Writing Mini Lessons
- CCLS based writing: informational & opinion writing
- Convergent & Divergent Questioning

### **Technology**

- Tech PD – IPADs in the classroom
- Tech PD: PADLET, Flash Activities, Museum tours, Google Earth, Exploring 3D images, and more.
- Tech Webinar – IMovies

### **Evaluation**

- Data Analysis with Martin Wolpoff
- Skedula/Datacation Training
- F&P and K Readiness Assessments
- What is Meaningful Assessment?
- Assessment Inventory Across Grades
- Introducing K-Readiness Assessment, Fountas and Pinnell
- Analyze Report Card Data

#### **Goal 1: Absolute Measure**

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Battery

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**

As this is the first year of the school's existence, the school is serving only grades K and 1. Thus, the school administered the TerraNova assessment to grades K and 1 in May, 2015

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.

**2014-15 Locally Administered TerraNova Mathematics Exam**  
**Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
K	51	0	0	0	51
1	40	0	0	0	40
All	91	0	0	0	91

## Results

FLACS-III will not be administering the SED Math assessment until academic year 2016-17 when the school will have its first third grade class. The MNCE on the TerraNova for both grades was approaching the targeted 50%, also known as "being on grade level."

**Performance on 2012-13 TerraNova Total 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	Number Tested	Percent	Number Tested
K	61.2	51	NA	NA
1	43.0	40	NA	NA
All	50.0	91	NA	NA

## Evaluation

For kindergarten, the school exceeded its target. Grade 1 is approaching its target. The school did meet its measure of having an MNCE score of 50%. We believe that we have begun to develop a supportive school culture which has high expectations for all students for, and from, the students

## Additional Evidence

With this as our baseline, FLACS-III has a challenge and goal of maintaining and exceeding this performance level.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

Since this is our first year, FLACS-III does not have any second year students.

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.

### Results

This measure will not be relevant to the school's measurement results until 2016-2017 when FLACS-II admits its first 3<sup>rd</sup> grade class.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

$$\begin{array}{ccccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

#### Evaluation

Being in its first year, and not having grades above 1<sup>st</sup>, FLACS-III does not have a calculated PLI.

#### 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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

#### Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.

#### Results

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first 3<sup>rd</sup> grade class.

### 2014-15 State Mathematics Exam

#### Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
K	N/A	N/A		
1	N/A	N/A		
All	N/A	N/A		



## Evaluation

Without data, it cannot be determined if FLACS did or did not achieve this measurement. Additionally, FLACS-III does not yet have any second year students or students for whom the SED assessment is applicable.

## Additional Evidence

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first 3<sup>rd</sup> grade class.

### 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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
K	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 1: 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 students eligible for economically disadvantaged students among all public schools in New York State.

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-III admits its first 3<sup>rd</sup> grade class. Being in it's first year. FLACS-III does not have any data from 2013-14.

### **2014-15 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		0	0	0	0	0
4		0	0	0	0	0
5		0	0	0	0	0
6		0	0	0	0	0
7		0	0	0	0	0
8		0	0	0	0	0
All	0	0	0	0	0	0

### **School's Overall Comparative Performance:**

Being in it's first year. FLACS-III does not have any data for 2014-15.

## Evaluation

This measure will not be relevant to the school's measurement until 2016-2017 when FLACS-III admits its first 3<sup>rd</sup> grade class. Being in it's first year, FLACS-III does not have any data for 2014-2015.

## Mathematics

### **Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	N/A	N/A	N/A	N/A	N/A	N/A

2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class.

### Goal 1: Growth Measure

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

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.

### Results

#### 2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class

### **Summary of the Mathematics Goal**

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores. FLACS-III has achieved the target on this measurement.

Goal	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.  Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Reading Battery	N/A  Target was achieved for Kindergarten and is approaching for 1 <sup>st</sup> grade
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
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 local school district.	N/A
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 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

### **Action Plan**

As noted earlier, the achievement of FLACS-III on the TerraNova assessment has set a baseline for the school to improve upon. Moving forward, we envision doing the following:

## PROFESSIONAL DEVELOPMENT

We believe that effective teachers are life-long learners and professional development is integral to their growth. To that end we recognize that we must engage teachers in exceptional and valued professional development opportunities. Our professional development program will provide teachers with instructional strategies to implement effectively the academic curriculum in all disciplines of study.

By ensuring that professional development is important and embedded in the practice of our school community, we can then expect that our students' learning outcomes will be directly impacted by consistently improving teacher effectiveness.

Our Professional development will focus on three key areas, creating classroom content, modeling techniques for effective practice and feedback on lessons.

Thus, at FLACS-III there are frequent and consistent professional development sessions to ensure effective instruction.

## ASSESSMENT

### ***Math in Focus***

Mathematical student performance progress is monitored frequently with Math in Focus.

Math in Focus assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

### ***TerraNova Battery***

Math skills, concepts and application of are also assessed using the TerraNova Battery Assessment. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

## PROFESSIONAL DEVELOPMENT

Our teachers received professional development throughout the school year. A Math in Focus facilitator worked closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The facilitator also worked with teachers to deconstruct an

entire chapter to gain a deeper understanding of instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned.

Teachers have been engaged in the following professional development sessions and workshops throughout the school year

- administering the Fountas & Pinnell Benchmark Assessment
- understanding and executing the Ready Gen program
- teaching phonics with Open Court
- Fountas & Pinnell Academic Intervention
- deconstructing the Common Core Learning Standards
- launching Writer's Workshop using 6+1 and TC CCSS Units of Study in Writing
- understanding text complexity
- teaching Guided Reading
- Teaching Close Reading
- Questioning and Discussion Techniques – Accountable Talk
- Teaching Choral Reading to build Students' reading fluency
- Teaching Math in Focus Program

### **Instruction**

- Charlotte Danielson
  - Framework for Teaching
  - Domain 2: Classroom Environment
  - Planning and Preparation
- Walkthrough – classroom Environment with staff
- Writing planning calendars
- Generation Ready:
  - Planning calendars
  - Deconstructing Ready Gen Lessons to dictate the pacing and unit planning to reflect learning targets
  - Generation Ready : Classroom visits – classroom environment and Planning Ready Gen Units
  - Generation Ready: Guided Reading lessons
  - Generation Ready: Ready Gen lesson observations with focus on Questioning and Discussion (am) Planning Ready Gen units with Learning Targets focus (pm)

- Generation Ready: Demo & Debriefing of conferencing with students and analysis of class sets of Midline Writing Assessments
- Generation Ready: Questioning and Discussion Techniques
- Generation Ready: Demo Writing Conferences/Debrief and
- Planning Writing Mini Lessons
- CCLS based writing: informational & opinion writing
- Convergent & Divergent Questioning

#### Technology

- Tech PD – IPADs in the classroom
- Tech PD: PADLET, Flash Activities, Museum tours, Google Earth, Exploring 3D images, and more.
- Tech Webinar – IMovies

#### Evaluation

- Data Analysis with Marty Wolpoff
- Skedula/Datacation Training
- F&P and K Readiness Assessments
- What is Meaningful Assessment?
- Assessment Inventory Across Grades
- Introducing K-Readiness Assessment, Fountas and Pinnell
- Analyze Report Card Data

#### Math

- Math in Focus Training
- Analysis of Midline Math Assessments

## 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 proficiency on the New York State science examination.

#### Method

FLACS-III does not yet have a 4<sup>th</sup> or 8<sup>th</sup> grade

#### Results

FLACS-III does not yet have a fourth or eighth grade.

#### Charter School Performance on 2012-13 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	N/A	N/A		
8	N/A	N/A		



## Evaluation

FLACS-III does not yet have a fourth or eighth grade.

## Additional Evidence

FLACS-III does not yet have a fourth or eighth grade.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					N/A	N/A
8					N/A	N/A
All					N/A	N/A

### 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 local school district.

### Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

### Results

FLACS-II does not yet have a fourth or eighth grade.

### 2014-15 State Science Exam

#### Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	N/A	N/A		

8	N/A	N/A		
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### **Evaluation**

FLACS-III does not yet have a fourth or eighth grade.

### **Additional Evidence**

FLACS-III does not yet have a fourth or eighth grade.

### **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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4					N/A	
8					N/A	
All					N/A	

### **Summary of the Science Goal**

FLACS-III does not yet have a 4<sup>th</sup> or 8<sup>th</sup> grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
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 local school district.	N/A

### **Action Plan**

FLACS-III does not yet have a fourth or eighth grade.

## NCLB

### Goal 5: NCLB

Under the state's NCLB accountability system, the school is in Good Standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school

### Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan

### Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

FLACS-III, in its first year has no data to be used for NCLB purposes. It also does not yet have any information from the State Education Department

### Evaluation

N/A

### Additional Evidence

N/A

### NCLB Status by Year

Year	Status
2012-13	N/A
2013-14	N/A
2014-15	N/A