



**Roosevelt Children's Academy
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Together our team prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

The board of trustees has full confidence that together with our leadership, staff and families the exemplary culture of accountability for academic achievement in place at RCA will continue for a successful academic year.

RCA has a safe and nurturing environment for our students; a clear strict code of conduct that is consistent throughout the school; a strong partnership with our parents/guardians and community; afterschool and other activities, including chess and tennis, that teach our students new skills; highly qualified and highly trained staff; and leaders with the power to lead.

Trustee's Name	Board Position
Rev. Reginald Tuggle	Chairman, Academic Committee Chair
Denise Washington	Vice Chair, Finance Committee Chair
King-Cheek	Trustee, Academic Committee
Toni Burden	Trustee, Academic Committee
Darrell Garner	Trustee, Finance Committee
Tyra Washington	Trustee, Academic Committee

Principal Desiree Galashaw serve as Principal for Grades K – 4 since September 2017

Principal Darryl L. Wilson serve as Principal for Grades 5-8 since January 2017.

SCHOOL VISION, MISSION, VALUES AND GOALS

Roosevelt Children's Academy (RCA) was established in 2000 and began operation in September 2000. We currently serve 650 plus students in grades K-8 who self-identify as 78% African American and 22% as Hispanic. As the first charter school on long island, Roosevelt Children's Academy is committed to providing the best educational experience in Roosevelt. "We see quality education as the best path for our children to grow and mature into responsible adults with heart, soul, judgement and wisdom."

Vision: Each member of our educational family fosters respect, support, and encouragement. We promote increased parent involvement and participation. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education this will ensure that students meet or exceed New York State performance standards. As each member of our educational community sets high expectations for our students, we must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking, and foster a love of learning.

Mission: The mission of the Roosevelt Children's Academy (RCA) is to become one of the finest public schools in America. The Academy is built on the philosophy that all children can learn, and the Academy will ensure that students meet or exceed New York State standards. The Focus of the Academy is on the core skills of reading, language, writing and mathematics. The Academy is organized to provide an extended day, a high degree of individualized instruction and an innovative research-based academic curriculum. Staff and students will view themselves as self-reflective and continuous learners. Parents will view themselves as partners in their child's education.

Goals: The RCA students, supported by instructional staff members and parents, will meet or exceed educational standards on all New York State (NYS) academic and achievement assessments. Students will also complete and successfully pass the academic school year in all subject areas. This will be accomplished by way of instituting the following main goals:

Professional Staff Development: In order to insure our students are receiving the best education possible, we need to have intensive professional staff development to keep our teaching staff "at the top of their game" with a focus on ever improving core skills and maintaining pace with new teaching methods and approaches. Through the appropriate instruction and enrichment of each student's innate talents and abilities, he/she will be challenged to meet high standards and reach personal academic potential.

Parent Involvement: Parents/guardians are our partners in education. Our collaboration with parents builds a trusting environment that cultivates the confidence necessary for students to aspire to the high expectations set forth by the teachers. By providing opportunities for increased parental involvement, communication through letters, monthly newsletters, phone calls, participation in events, we will encourage parents to share in the responsibility of their child's education.

Plans to Achieve Goals: The following are plans to ensure that we achieve our goals.

- Data Team meetings
- Grade level planning
- Use of data to drive instruction

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- Academic Intervention Service (Known as Response to Intervention-RTI)
- Call/meet with the parents of students whose grades demonstrate jeopardy of failing or are failing. Work to develop an academic plan for success.
- Practice Assessments (Pre and post-test, prior NYS exams, etc.)
- After-school tutoring
- Saturday school
- ELA and Math workshops
- Communication through monthly newsletters; informal meetings; community service program; civic projects; community meetings at educational institutions
- Community partnerships and Supplemental resources
- Use of technology to enhance students' learning experience
- Projects and field trips that provide an opportunity for students to apply their knowledge in the real world
- Interdisciplinary curriculum
- Proper implementation of the Common Core Standards
- Center Base and Project Base instruction

Positive School Tone: When students, parents/guardians/teachers have a mutual respect for the school and adhere to its policies, the school can move forward to meeting its goals. School should be a place where everyone wants to come to learn.

To meet the educational needs of our families, RCA has a very strong set of **core values** governing all areas of the school. Supported by instructional staff members and parents, our students will be competitive with other educational institutions and meet or exceed NYS educational standards.

An Early Educational Intervention Program: Starting with grades K students, RCA offers an instructional program that promotes school readiness in literacy, math, and social development. RCA has created a Response to Intervention Program (RTI) with staff members skilled in reading and math in order to focus the needs and intervention services of its Tier II and Tier III students. Several diagnostic systems have also been purchased that will assist with identifying the strengths and weaknesses of at-risk students. Every Tier II and Tier III student will receive consistent services in reading and math development assisted by the Academic Intervention Service (AIS) provided by the RTI staff. Tracking data will be provided for each student to ensure that appropriate growth is occurring. Board of trustees will be provided with reporting to monitor this data. The RTI team will share the results of this intervention program with the classroom teacher and parents to ensure a comprehensive response for each child.

More Time on Task: Students at RCA are in academically rigorous learning environments for longer school days and for an extended year. A relentless focus on the details allows students and teachers to spend more time on task.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

A Standards Based Curriculum: Our academic program aligns with the Core Curriculum is research-proven and has demonstrated significant student achievement in reading, writing, and math.

Early and Frequent Assessments: RCA teachers know the power of assessing student progress and using data to track student performance. We identify students' academic needs early and adjust teaching strategies accordingly. This system of assessment allows us to respond with targeted immediacy.

A Team of Highly Skilled Teachers: The RCA teaching team receives ongoing professional development to build skills, adjust for the changes in the rigor of our academic environment and create and maintain a community of respect and collaboration with our staff and parents.

A Continued Community Partnership: We embrace students' parents and guardians as essential partners in the education of their children. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education. We engage families, college/university partners and the wider community to support RCA

College Internship: Through our extensive partnerships with Universities in surrounding communities, programs assign students to gain experiential skills tutoring RCA students with reading and math skills and school counseling activities on health and wellness.

Field Placement: Provides teaching candidates a range of opportunities to teach and learn at RCA.

Visits to Colleges: Annual visits to colleges and universities keep students focused on skills and academic preparation in high school that colleges require. High school counselors are invited to present to middle school students which helps to focus RCA students on academic preparation that high school requires.

Rich Extracurricular Activities: We offer afterschool programs and Summer School for additional enrichment and organize field trip opportunities that are aligned with classroom work to connect to the real world and build background knowledge.

Community Organization: We partner extensively with community organizations that have a vested interest in the success of our students. Career exploration and annual career day programs encourage students to pursue their career interests. Service projects teach students that serving others open their own hearts and minds. They develop character while building confidence and leadership skills.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	72	86	114	94	68	74	65	31	20	624
2014-15	77	95	83	94	71	66	66	53	30	636
2015-16	93	76	87	86	75	68	65	52	46	649
2016-17	68	93	78	79	79	67	62	51	41	618
2017-18	76	76	96	74	69	72	62	65	51	641

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Roosevelt Children’s Academy Charter School (RCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

Roosevelt Children's Academy used commercial curriculum materials for daily instruction in ELA. For the 2017-2018 school year, Wonders, Code X, Vocabulary for Success, Engage NY Modules have provided the backbone for our instructional program. Each program was paced out by skill, with time for teaching, guided practice, individual student practice and reteaching allotted for each skill area.

Lessons were planned and conducted using the 'I do-we do-you do model' framework for explicit instruction. Students also received small group, skills based, targeted instruction in areas of remediation.

Assessment occurred in cycles. Schoolwide, we utilized STAR assessments in early literacy, reading and math. We also used benchmark assessments, Fountas & Pinnell running records and Go Math assessments. The data from these summative and one-on-one assessments was used to determine what our students knew and what they still needed to learn. The assessment cycle consists of assessment, analysis, teaching and exit tickets. There is a continuous cycle of improvement that is grounded in data and directed by evidence.

Professional development for 2017-2018 was conducted bi-monthly using lecture and hands-on workshops. Many sessions were taught by in-house instructional specialists, Principals, Deans and Guidance Counselors. Roosevelt Children’s academy also brought in seasoned professionals who offered courses in Literacy. For the 2017-2018 school year, RCA participated with the NYC Special Education Collaborative and took advantage of many of the courses offered. Additionally, online support is offered by TEQ Online, where teachers earn CTLE credits for online coursework.

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 3rd through [8th 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 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	70				4	74
4	62				8	70
5	60				12	72
6	49				13	62
7	58				7	65
8	46				5	51
All	345	0	0	0	49	394

RESULTS AND EVALUATION

RCACS did not achieve this measure. 43 percent of students in at least their second year scored at proficiency on the 2017-18 NYS ELA exam. Scores ranged from a high of 73% in grade 4 to a low of 29% in grade 7.

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	46%	70	44%	63
4	71%	62	73%	56
5	23%	60	24%	54
6	37%	49	42%	43
7	28%	58	29%	51
8	41%	46	44%	41
All	41%	345	43%	308

ADDITIONAL EVIDENCE

43 percent proficiency on the ELA exam is the highest in the past three years.

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

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	35%	66	56%	64	44%	63
4	21%	48	19%	70	73%	56
5	25%	40	18%	49	24%	54
6	13%	45	11%	47	42%	43
7	18%	40	15%	40	29%	51
8	39%	38	42%	33	44%	41
All	26%	277	27%	303	43%	308

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

The 2018 ELA Performance Index calculates to 122.5. As of the submission of this report, the MIP numbers have not been released by NYSED.

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
345	23	35	32	9

$$\begin{aligned}
 \text{PI} &= 35 + 32 + 9 = 77 \\
 &+ 32 + 9 = 41 \\
 &+ (.5)*9 = \underline{4.5} \\
 \text{PI} &= 122.5
 \end{aligned}$$

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

RCACS did achieve this measure. Overall, 43 percent of RCACS scholars in at least their second year at the school performed at proficiency in ELA, whereas 24% did so at the local Roosevelt UFSD.

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	44%	63	26%	218
4	73%	56	36%	229
5	24%	54	19%	222
6	42%	43	30%	196
7	29%	51	14%	181
8	44%	41	15%	178
All	43%	308	24%	1224

ADDITIONAL EVIDENCE

Roosevelt Children's Academy Charter School consistently outperforms the local school district.

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	35%	23%	56%	24%	44%	26%
4	21%	14%	19%	22%	73%	36%
5	25%	13%	18%	15%	24%	19%
6	13%	17%	11%	11%	42%	30%
7	18%	13%	15%	11%	29%	14%
8	39%	17%	42%	18%	44%	15%
All	26%	16%	27%	18%	43%	24%

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

RCACS did not achieve this ELA measure based on the most recent analysis available, 2016-17. The overall comparative performance was deemed lower than expected with an effect size of -0.14, lower than the 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	83.1	72	53	32.1	20.9	1.13
4	81.0	74	19	30.7	-11.7	-0.64
5	82.3	52	19	24.5	-5.5	-0.37
6	76.9	50	10	23.4	-13.4	-0.84
7	66.6	43	21	36.5	-15.5	-0.86
8	88.3	37	41	32.4	8.6	0.48
All	80.0	328	27.8	29.9	-2.0	-0.14

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

This measure continues to be a challenge for our students.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	76.1	291	17.5	22.1	-0.33
2015-16	3-8	81.7	318	26.4	27.2	-0.07
2016-17	3-8	80.0	328	27.8	29.9	-0.14

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

In 2016-17, RCACS did not achieve this measure with an overall mean growth percentile of 43.4. Grades 5 and 8 demonstrated the most growth with MGPs of 55.1 and 60.4 respectively.

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

Grade	Mean Growth Percentile	
	School	Target
4	30.5	50.0
5	55.1	50.0
6	35.7	50.0
7	46.7	50.0
8	60.4	50.0
All	43.4	50.0

ADDITIONAL EVIDENCE

Although the MGPs have not met the statewide median in the past three years, we are hopeful the 2017-18 increase in proficiency levels will be reflected in the 2017-18 MGP.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	44.6	37.9	30.5	50.0
5	48.2	57.9	55.1	50.0
6	48.6	52.0	35.7	50.0
7	53.5	42.8	46.7	50.0
8	44.0	52.3	60.4	50.0
All	47.8	48.4	43.4	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although the majority of the English Language Arts accountability metrics were not attained this reporting cycle, Roosevelt Children’s Academy Charter School consistently outperforms the local school district and offers an alternative educational program to the community.

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 Achieve

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Data Unavailable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Did Not Achieve

ACTION PLAN

Roosevelt Children's Academy will continue to work toward achieving or exceeding the above-mentioned accountability measures. School leaders have taken significant actions to improve outcomes. School leaders and the Board have great confidence that additional programmatic support will yield excellent results.

The following Action Plan will be implemented across content areas moving forward:

- 1) Deliver standards-based, intellectually engaging lessons that are Common Core aligned.
- 2) Deliver data-informed, targeted instruction and academic support in Literacy and Math.
- 3) Focus instructional specialists by reducing their caseloads, allowing for more immediate feedback, modeling and mentoring of teachers.
- 4) Provide 90-minute ELA and Math blocks.
- 5) Continue to provide time for daily grade-level planning.
- 6) Continue to ensure students with disabilities and ENL students receive service using our classroom curriculum resources.
- 7) Continue the RtI referral system and identify students in need of intervention early on.
- 8) Direct the use of our own curriculum materials by district service providers who are contracted to provide service to our children with special needs.
- 9) Provide additional instructional support for students identified as at-risk in the form of After School and Saturday School programming.
- 10) Continue to provide job embedded professional development and in the moment fast-feedback to teachers.
- 11) Consolidate coaching and teacher development efforts to track teacher progress toward meeting agreed-upon goals.
- 12) Provide educational workshops about our curriculum for our parent body.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

Roosevelt Children's Academy uses commercial curriculum materials for daily instruction in math. For the 2017-2018 school year, we utilized the Go Math Program, Engage NY Modules, and the computer-based Gradpoint Math by Pearson. Each program is paced out by skill, with time for teaching, guided practice, individual student practice and reteaching for each skill area. Supplemental digital support was provided using Animated Math Models and the Personal Math Trainer, both of which are Go Math products.

The framework for instruction used was the "I do-we do-you do model." Students also received small group, skills based, targeted instruction in areas of remediation.

Assessment occurred in cycles. Schoolwide, we utilized STAR assessments in math. We also used benchmark assessments and Go Math chapter and trimester assessments. The data from these summative and one-on-one assessments was used to determine what our students knew and what they still needed to learn. The assessment cycle consists of assessment, analysis, teaching and exit tickets. There is a continuous cycle of improvement that is grounded in data and directed by evidence.

Professional development for 2017-2018 was conducted bi-monthly using lecture and hands-on workshops. Many sessions were taught by in-house instructional specialists, Principals, Deans and Guidance Counselors. Roosevelt Children's academy also brought in seasoned professionals who offered courses in Literacy. For the 2017-2018 school year, RCA participated with the NYC Special Education Collaborative and took advantage of many of the courses offered. Additionally, online support is offered by TEQ Online, where teachers earn CTLE credits for online coursework.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	70				4	74
4	61			1	8	70
5	58				14	72
6	46				16	62
7	57				8	65
8	35				16	51
All	327	0	0	1	66	393

RESULTS AND EVALUATION

RCACS did not achieve this measure as 36 percent of all students enrolled in at least their second year at the school performed at proficiency on the NYS math assessment. Grade 3 and 4 performed the best with 49% and 61% at levels 3 and 4.

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	50%	70	49%	63
4	57%	61	61%	56
5	28%	58	27%	52
6	15%	46	15%	39
7	21%	57	22%	50
8	20%	35	24%	29
All	34%	327	36%	289

ADDITIONAL EVIDENCE

2017-18 math proficiency rates are the highest they have been in three years.

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

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	25%	64	48%	64	49%	63
4	33%	42	22%	64	61%	56
5	24%	42	26%	43	27%	52
6	19%	36	15%	40	15%	39
7	18%	34	19%	32	22%	50
8	14%	36	26%	23	24%	29
All	23%	254	28%	266	36%	289

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2018 math Performance Index calculates to 107. As of the submission of this report, the MIP numbers have not been released by NYSED.

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
327	33	33	22	12

$$\begin{aligned}
 \text{PI} &= 33 + 22 + 12 = 67 \\
 &+ 22 + 12 = 34 \\
 &+ (.5)*12 = \underline{6} \\
 \text{PI} &= 107
 \end{aligned}$$

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

RCACS math students did meet this comparative outcome measure in math versus the local district with an overall 3-8 proficiency rate of 36% to their 21%. The largest margin was 35 percentage points in grade 4.

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	49%	63	31%	225
4	61%	56	26%	228
5	27%	52	17%	210
6	15%	39	26%	190
7	22%	50	12%	182
8	24%	29	1%	68
All	36%	289	21%	1103

ADDITIONAL EVIDENCE

As evidenced in the following table, RCACS consistently has higher math proficiency rates in math than the local district, Roosevelt UFSD.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	25%	22%	48%	28%	49%	31%
4	33%	27%	22%	26%	61%	26%
5	24%	12%	26%	20%	27%	17%
6	19%	12%	15%	17%	15%	26%
7	18%	6%	19%	9%	22%	12%
8	14%	6%	26%	1%	24%	1%
All	23%	15%	28%	19%	36%	21%

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Based on the 2016-17 report, RCACS did not meet this measure performing lower than expected in math compared to other similar schools. The overall effect size calculated to -0.13, however grades 3 and 8 had an effect size at 0.46 and 0.70.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	83.1	72	47	37.3	9.7	0.46
4	81.0	68	22	31.1	-9.1	-0.46
5	82.3	45	29	29.8	-0.8	-0.04
6	76.9	44	14	28.4	-14.4	-0.72
7	66.6	34	18	30.8	-12.8	-0.68
8	88.3	24	25	13.0	12.0	0.70
All	80.0	287	27.9	30.5	-2.6	-0.13

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

The regression analysis effect size in math improved slightly from 2016 to 2017, but we anticipate marked improvement in 2018.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	76.2	278	35.5	29.3	0.33
2015-16	3-8	81.8	296	22.1	270	-0.24
2016-17	3-8	80.0	287	27.9	30.5	-0.13

Goal 2: Growth Measure⁷

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

The overall mean growth percentile fell below the target of 50 at 44.1. Grades 5 and 8 demonstrated growth greater than 50 in 2016-17, the numbers used for this report.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	36.9	50.0
5	51.4	50.0
6	41.3	50.0
7	46.3	50.0
8	53.2	50.0
All	<u>44.1</u>	50.0

ADDITIONAL EVIDENCE

2016-17 demonstrated much greater growth than 2015-16.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	27.6	31.8	36.9	50.0
5	48.8	36.8	51.4	50.0
6	46.0	37.2	41.3	50.0
7	54.1	42.2	46.3	50.0
8	58.0	25.2	53.2	50.0
All	<u>44.2</u>	<u>34.6</u>	<u>44.1</u>	50.0

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Math proficiency rates at Roosevelt Children’s Academy Charter School were much improved in 2017-18 and are consistently higher than the local district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate 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.	Data Unavailable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Did Not Achieve

ACTION PLAN

Please refer to the aforementioned strategies noted in the ELA Action Plan section for math plans.

GOAL 3: SCIENCE

Goal 3: Science

All students at Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Roosevelt Children's Academy uses commercial curriculum materials for daily instruction in science. For the 2017-2018 school year, we utilized the Science Fusion program from Houghton Mifflin Harcourt. Each program was paced out by skill, with time for teaching, student labs and reteaching for each discipline area.

The framework for instruction is the student-centered approach of inquiry through experimentation. Hands-on experimentation and computer simulated modeling and labs were used during instruction.

Students were assessed using the weekly program lesson and unit tests. The assessment cycle consists of assessment, experimentation, analysis, teaching and reteaching when necessary.

Teachers received product-based coaching from consultants. Additionally, our teachers participated in grade-level lesson studies.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th 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

RCACS science students almost achieved this measure with 73 percent of students in grades 4 and 8 overall at proficiency on the 2018 science exam. Grade 4 students had 92 percent scoring at performance levels 3 and 4.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89%	64	92%	59
8	41%	46	45%	40
All	69%	110	73%	99

ADDITIONAL EVIDENCE

Overall science proficiency has been on the rise the past three years.

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	70%	53	82%	66	92%	59
8	66%	32	40%	25	45%	40
All	68%	85	70%	91	73%	99

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

Overall, RCACS science student proficiency rates are greater than the local district based on their 2016-17 results.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	59		
8	45%	40		
All	73%	99	TBD	

ADDITIONAL EVIDENCE

RCACS generally outperforms the local district in science.

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	70%	86%	82%	85%	92%	
8	66%	45%	40%	17%	45%	
All	68%	66%	70%	58%	73%	TBD

SUMMARY OF THE SCIENCE GOAL

Overall, RCACS science proficiency fell just short of 75 percent at 73. Based on district 2016-17 science scores, RCACS outperformed them.

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

ACTION PLAN

Please refer to the aforementioned strategies noted in the ELA Action Plan section for science plans.

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

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

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

RCACS continues to be in Good Standing and achieved this measure.

ADDITIONAL EVIDENCE

RCACS has been in good standing since opening.

Accountability Status by Year

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