



**Roosevelt Children's Academy  
Charter School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2021

By: The RCACS Board,

Catherine Jackvony, Chief Academic Officer  
& Philip Leconte, Chief Operating and Financial Officer

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Together our team prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	committees (e.g., finance, executive)
Rev. Reginald Tuggle	Chairman	Academic Committee Chair
John SH Chien	Treasurer	Budget and Finance Committee
Toni Burden	Secretary	Academic Committee
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Darrell Garner	Trustee	Finance Committee
Tyra Washington	Trustee	Academic Committee
Wanda I. Arroyo Coronel	Trustee	Personnel Committee

**Catherine Jackvony has served as Chief Academic Officer since October of 2019.**

## SCHOOL OVERVIEW

Roosevelt Children's Academy Charter School (RCACS) began operating in September 2000, and was subsequently renewed in 2005, 2010, and 2015, and 2020. Currently, RCACS serves students in grades K-8, in our 20th year of operation.

**Mission Statement:** The mission of the Roosevelt Children's Academy is to prepare students to fulfill their potential and become productive members of society. RCA will provide a rigorous academic program that expands students' horizons and maximizes their abilities and learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning.

**Slogan:** Where Eagles Fly High

**Vision Statement:** Changing Expectations to Change Achievement.

We see quality education as the best path for our children to grow and mature into responsible adults with heart, soul, judgment, and wisdom. 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. We believe that children learn best when they have this broad base of support and accountability. RCA will, with the parents and community involvement, mold successful leaders for our global society as we strive to empower students, parents, and staff to reach their potential and become active participants in the life-long process of learning.

**Core Values:** 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. Our Core Values are:

**Respect Collaboration Academic Excellence**

Our Key Design Elements are:

A rigorous K-8 curriculum rooted in research-based programs

The use of student assessment data to inform teaching and intervention

An extended day model

A safe, nurturing environment where students and staff have a respect for learning and each other and the uniqueness of each student and family is celebrated

A focus on engaging parents and community members as partners in education

In 2020-21, the school operated on a fully remote schedule in the beginning of the year and then we moved to a hybrid model of instruction.

### SOCIAL-EMOTIONAL WELL-BEING (SEL)

At Roosevelt Children's Academy we understand that this pandemic is wreaking havoc and causing a collective trauma as well as shaken the American Education system to its core. Schools across our nation have been closed since as early as March and some districts are already making plans to remain closed well into the fall. This is a collective adverse childhood experience that has directly or indirectly impacted everyone. We believe that as a school community it is important to understand these experiences because they can affect a student's attention, decision-making ability, how they learn, and even how they respond to stress. Children who experience traumatic events may even have difficulty forming healthy and stable relationships. This means that we cannot afford to passively sit back and ignore the social emotional (SEL) needs of our students. We had a sense of urgency, to adequately respond and be proactive, in addressing the needs of our students, their families, as well as our teachers, administrators, and other school-based staff.

Therefore, Roosevelt Children's Academy supported the social and emotional needs of students and families as perhaps one of the most urgent concerns facing school systems right now and we understand that it was our responsibility to respond to address this important aspect.

Roosevelt Children's Academy began the implementation of a school wide SEL curriculum using the CASEL School Guidebook. Counselors led the SEL Team that consists of staff, students, school families, community members and a representative of the school board. The SEL team organized and created designated roles and responsibilities for all stakeholders, as well as collaborated on goals for the SEL Team. The SEL meets at least monthly to reflect on data, plan for improvements, and lead SEL initiatives.

To support a collaborative school community, Roosevelt Children's Academy continues to implement the RCA Shared Decision Making Team, previously organized by the Chief Academic Officer. This "advisory council" is comprised of all facets of the academic community (teacher, teacher assistant, counselor) as well as additional organizational staff members. We built a team to inform the comprehensive developmental school counseling program plan.

In addition, RCA built our SEL Implementation Plan, by creating teams to address needs of the staff, students and families currently as well as in the future. As we process the current pandemic and racial injustices, this team is critical to creating a pathway for all stakeholders in our school to identify and process our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases. The next steps focused on Implementation of SEL Curriculum which builds on strengthening adult interactions and promoting student SEL. Finally, we reflect on ways to improve our school's SEL model with the support of the SEL Team and other stakeholders.

Roosevelt Children's Academy work diligently to provide resources and referrals to address mental health, behavioral, and emotional support services and programs. It is imperative that all students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day. Our school has created a tiered approach to referring students, families or staff that need mental health or emotional support which includes our faculty, counselors, administrative team and community partners.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Furthermore, RCA addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff. We provided foundational SEL learning opportunities for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies. "Master Teacher" Online Workshops, as well as in-person workshops (under health and safety guidelines) were provided to staff to provide resources to address situations of trauma and SEL in our school.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	68	93	78	79	79	67	62	51	41	618
2017-18	76	76	96	74	69	72	62	65	51	641
2018-19	88	88	68	93	71	63	69	58	64	662
2019-20	85	81	79	64	82	58	67	66	50	632
2020-21	90	98	82	68	74	81	74	72	64	704

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE 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

##### **2020-2021 RCA Reopening Plan for Educational Instruction**

##### **Grades K-2**

During the 2020-2021 school year, each grade level (K-2) was divided into 8 classes, rather than 4 classes to create in-person small individual classes of about 12 students that followed the CDC guidelines of 6 feet between teachers and students. On each grade level, we had the following all-remote classrooms, tending to the parent requests that asked for virtual learning for their child:

Kindergarten – 1 class

First Grade – 2 classes

Second Grade – 2 classes

All in-person classes met at the school each day and followed a daily schedule much like a regular school day, with social distancing as required by the Department of Health guidelines such as limiting large group gatherings—students ate both breakfast and lunch in their classrooms.

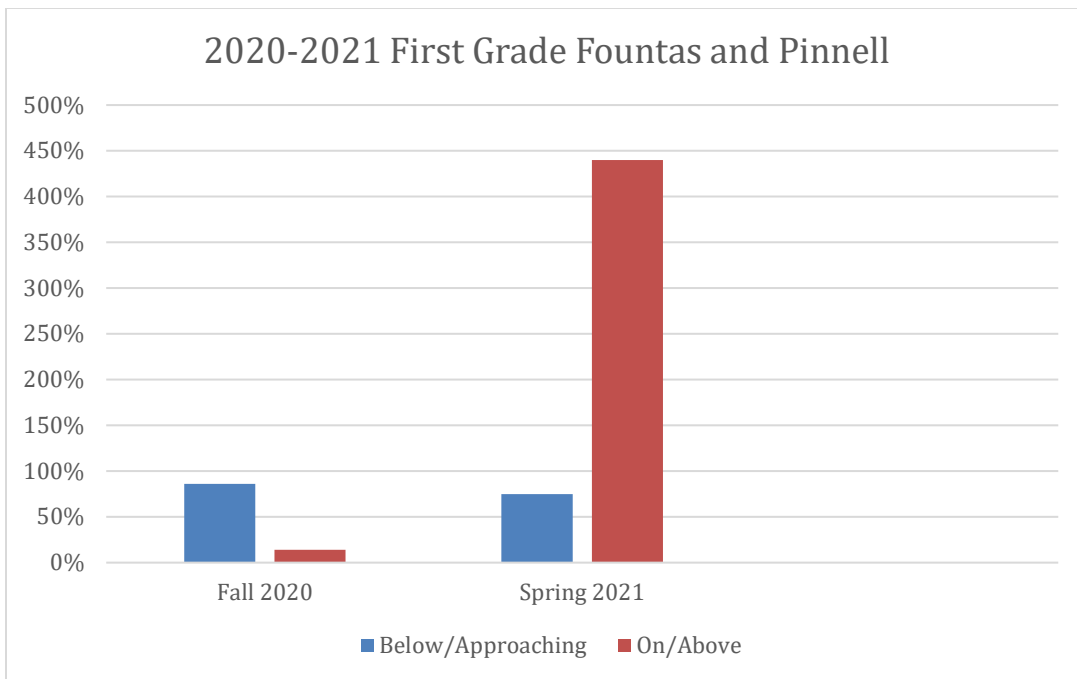
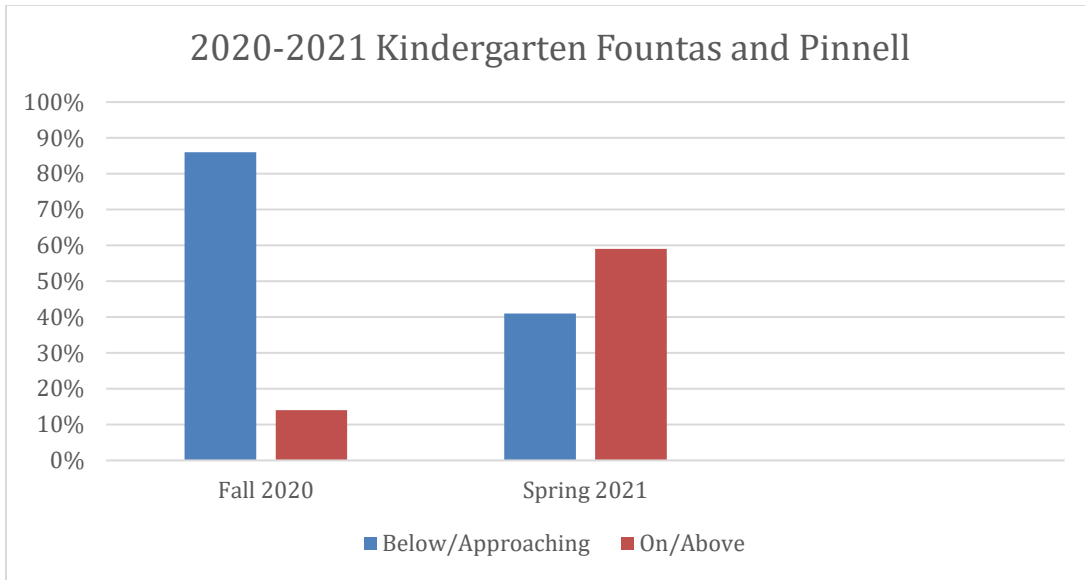
During the 2020-2021 school year, we had 3 situations that prompted all the students in K-2 to change to remote, to follow all quarantine and isolation guidelines for COVID-19, as determined by the Nassau Department of Health.

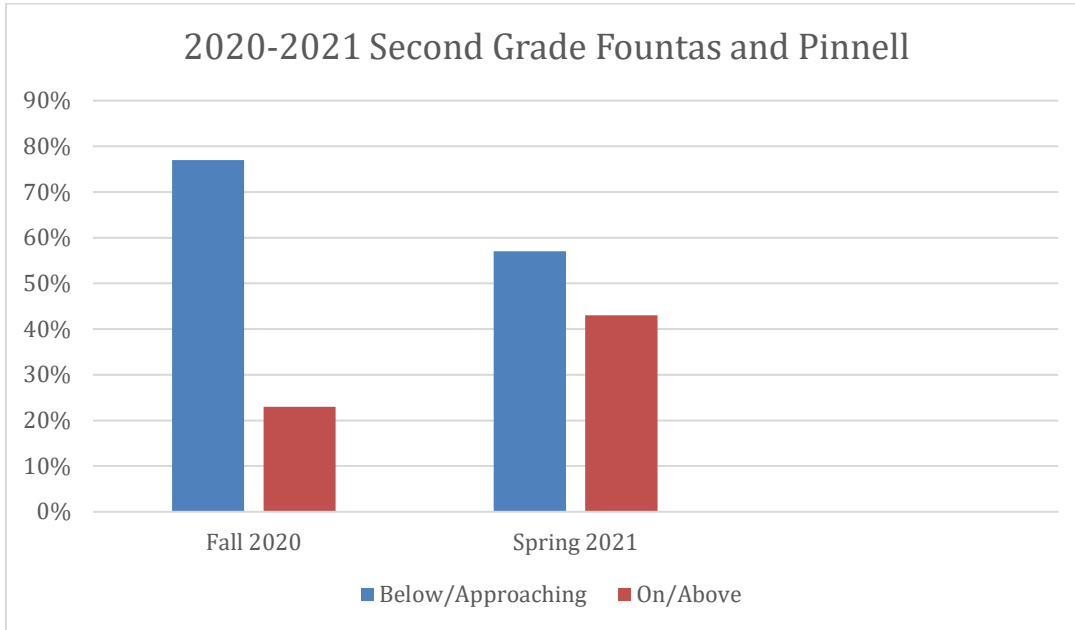
## ELA ACADEMIC PROGRESS

For all grades K-2, RCA administered the Fountas and Pinnell Literacy Assessment as a method of determining academic progress in ELA. Fountas and Pinnell was administered three times during the school year, providing a one-on-one reading assessment for each student in grades K-2, even our remote students.

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The following Fountas and Pinnell data highlights the K-2 ELA Academic Progress:





The RCA ELA data determines that during the 2020-2021 school year, the number of Kindergarten students performing on or above grade level rose from 25% to 45%. In addition, 47% of our Kindergarten students exceeded the expectations of leveled movement as determined by Fountas and Pinnell guidelines. Our first grade students performing on or above grade level rose from 7% to 11% and 19% of the first grade students exceeded the expectations of leveled movement. Finally, our second grade students performing on or above grade level increased by 20% and 51% of the second grade students exceeded the expectations of leveled movement.

### GRADES 3-4

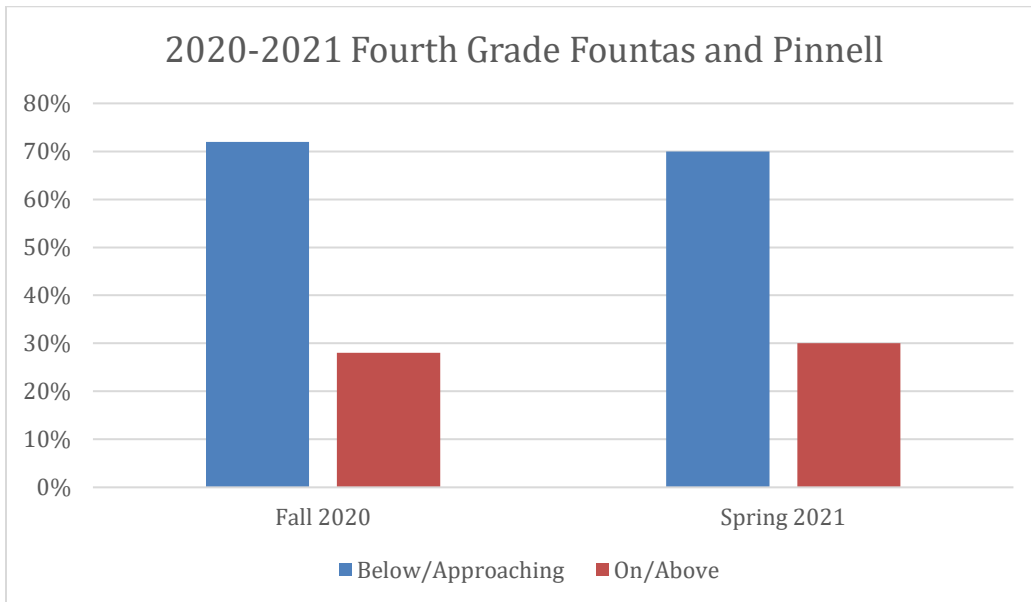
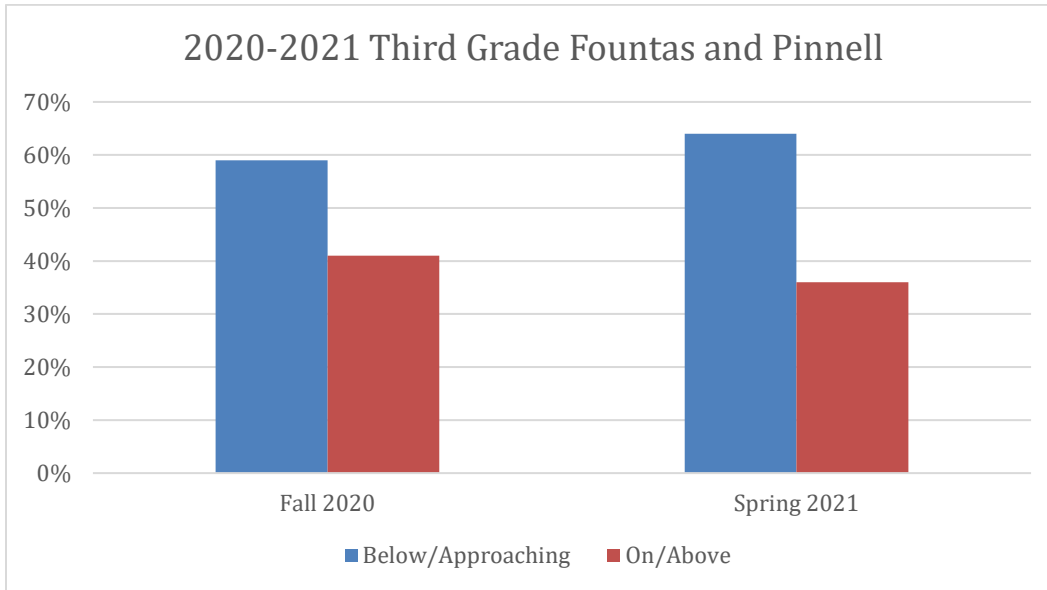
In an effort to provide continuity to learning, our third through fifth grade students were placed into a hybrid learning environment. Instead of providing in-person learning each day, as in the K-2 model—grades 3-5 had an A Day and a B Day. Therefore, on an A Day—group 1 attended an in-school learning day, while group 2 remained at home for a remote learning “Google Classroom” and/or livestream school experience—sharing in the educational process virtually. On B Day, group 2 attended an in-school learning day, while group 1 remained at home for a remote learning “Google Classroom” and/or livestream school experience. This was a gradual step from the K-2 plan, moving forward into a hybrid model of remote learning—giving students the opportunity to learn both directly from the teacher in a classroom setting and from the technology that some of our students did seem to find helpful and supportive as a different method of learning.

In addition, on each grade level we had numerous parent requests for virtual instruction rather than the hybrid model for their child. Therefore, we had one all-remote class on both third and fourth grade.

## ELA ACADEMIC PROGRESS

In grades three and four, RCA administered the Fountas and Pinnell Literacy Assessment as a method of determining academic progress in ELA. Fountas and Pinnell was administered three times during the school year, providing a one-on-one reading assessment for each student, even our remote students.

The following Fountas and Pinnell data highlights the 3-4 ELA Academic Progress:



Upon review of our hybrid model, we determined that students did not perform as well as our K-2 students who had the benefit of both in-person and smaller than normal class sizes. It is very clear from the data that our third grade students did not make any significant gains and even suffered a 5% learning loss in ELA. Our fourth grade students, also struggled to make any significant academic gains in ELA. We

believe that the combination of remote and in-person did not provide for a consistent level of academic instruction.

### GRADES 5-8

As we moved to build our remote learning program, our educational plan provided for all sixth through eighth grade students to be instructed within a distance learning model, similar to what we had created in the Spring of 2020. It combined a schedule of Zoom video meetings with Google Classroom communications and assignments/assessments.

Since Fountas and Pinnell does not have a virtual or remote component of assessment, we researched and finally chose the on-line assessment program, Literably, to use in the 5<sup>th</sup> through 8<sup>th</sup> grades for ELA Assessment in the 2020-2021 school year.

### LITERABLY: INSTRUCTIONAL READING LEVELS

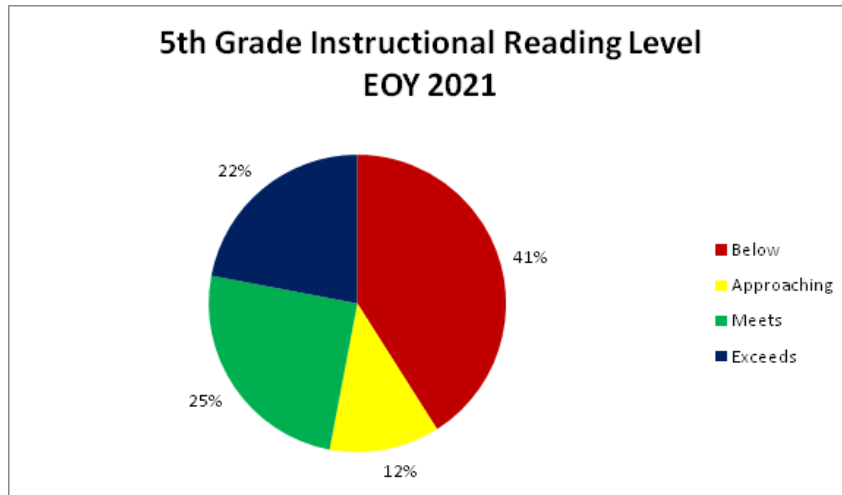
#### ASSESSMENT DATA ANALYSIS REPORT EOY 2021

The Literably Assessment tool was utilized at RCA during the 20- 21 school year to assess scholars reading levels in Grades 5-8. The assessment is online based, and scholars logged into their Literably accounts with their school email and password to complete assessment. The assessment included a reading passage, comprehension questions and a retell portion. Literably measures scholars reading rate, accuracy, fluency and comprehension skills.

This report focuses on the scholars' Instructional Reading Levels. According to Literably Standards, Instructional Reading Levels are determined based upon a reading accuracy rate of 90-94% and comprehension score of at least 60% at the highest level of the scholar's ability. Another way of understanding a student's instructional level is to think of it as the level where they can still read successfully but may need some assistance from a teacher and may, at times, feel "stretched" or challenged in their thinking.

5<sup>TH</sup> GRADE INSTRUCTIONAL READING LEVELS

The expectancy for 5<sup>th</sup> Grade Scholars EOY is Level “V-W,” which has leveled up from Fall 2020, during which the expectation was level “T.” Therefore, scholars that assess at a Level “X,” or above are categorized as Exceeding. Scholars assessing at Level “V, W” are categorized as Meeting the expectancy. Scholars that assess at Level “U” are categorized as Approaching; and scholars assessing at “T” or below are categorized as not meeting expectation or Below expectation.

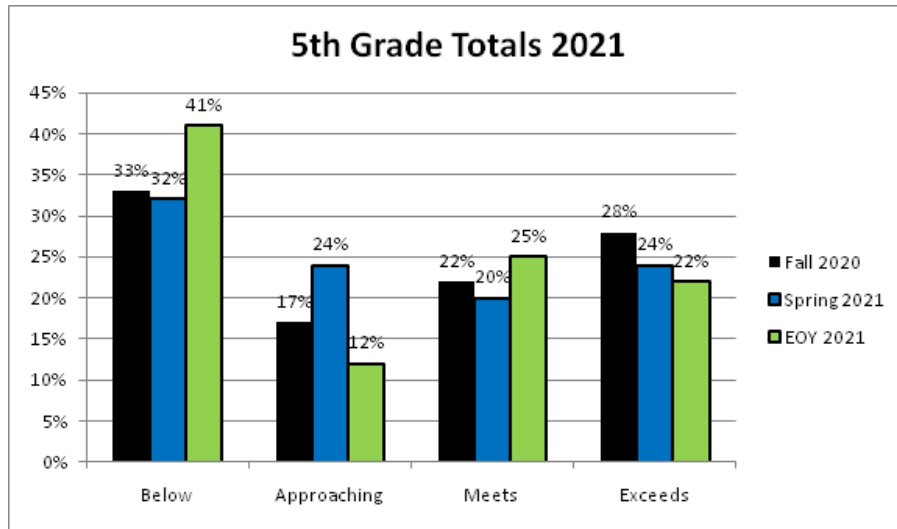


According to the Literably Reading Assessment Data for EOY 2021: 41% (28) of the scholars assessed are below the Instructional Reading Level (V-U); 12% (8) are approaching grade level expectation; 25% (16) meet the grade level expectation and 22%

(15) exceed the 5th Grade Level Expectancy. A total of 47% (31) of scholars assessed are at or above grade level for 5th EOY instructional reading level.

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## 5<sup>TH</sup> GRADE INSTRUCTIONAL READING LEVELS- FALL 20/SPRING 21/ EOY 21: TOTALS



**Chart: 1A**

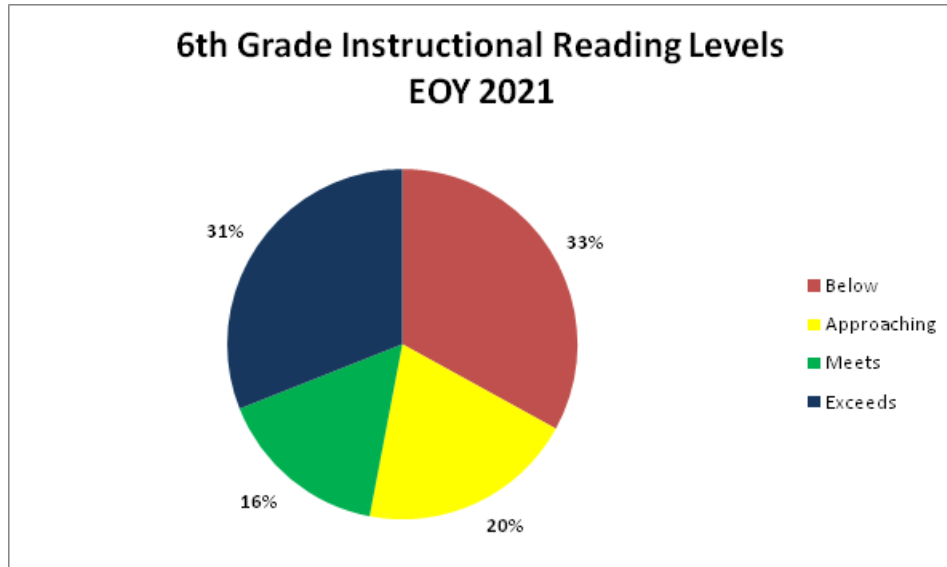
5 <sup>th</sup> Grade	Below	Approaching	Meets	Exceeds
Fall 2020	33%	17%	22%	28%
Spring 2021	32%	24%	20%	24%
EOY 2021	41%	12%	25%	22%

**Table: 1 (References 5th Grade totals comparing the Fall 2020 /Spring 2021/EOY 2021)**

**Fall 2020/ Spring 2021/ EOY Comparison:** The percentage of scholars assessed below or approaching grade level expectancy increased from 50% during the Fall to 56% in the Spring, then decreased to 53% at EOY. The percentage of scholars assessed as meeting or exceeding decreased from 50% in the Fall to 44% in the Spring, then increased to 47% at EOY. **Note: Since the expectancy levels increase throughout the year, the decrease in meeting the standard may be attributed to scholars stagnation or slow progress rather than a decline.**

6<sup>TH</sup> GRADE INSTRUCTIONAL READING LEVELS

The expectancy for EOY 6<sup>th</sup> Grade Scholars is Level “Y” which has leveled up from Fall 2020, during which the expectation was level “W.” Therefore, scholars that assess at a Level “Z ,” are categorized as Exceeding. Scholars assessing at Level “Y” are categorized as Meeting the expectancy. Scholars that assess at Level “X” are categorized as approaching; and scholars assessing at “W” or below are categorized as not yet meeting or below expectation.

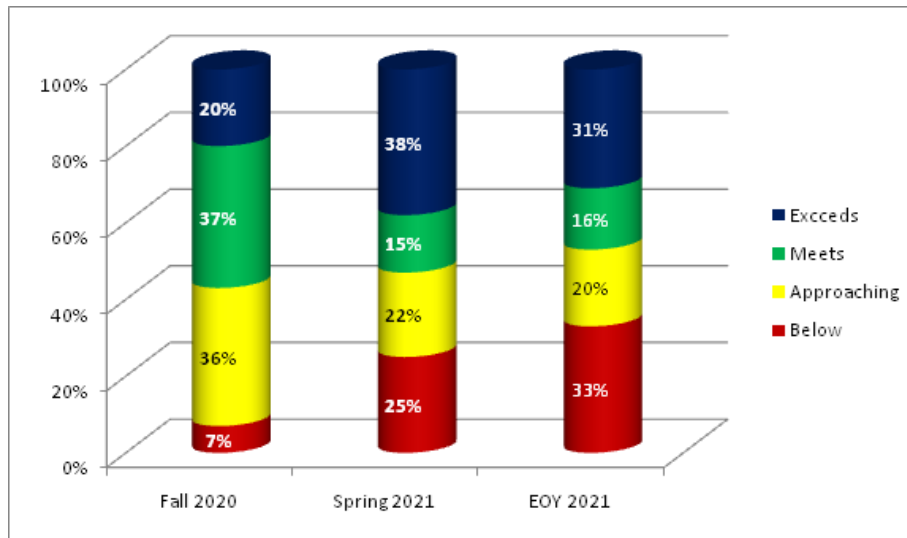


**Chart 2**

According to the Literably Reading Assessment Data for EOY 2021: 33% (23) of the scholars assessed are below the Instructional Reading Level (Y); 20% (14) are approaching grade level expectation; 16% (11) meet the grade level expectation and 31% (21) exceed the 6th Grade Level Expectancy. A total of 47% (32) of scholars assessed are at or above grade level for instructional reading level. (See Chart: 2)

***Note: Since the expectancy levels increase throughout the year, the decrease in meeting the standard may be attributed to scholars stagnation or slow progress rather than a decline.***

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

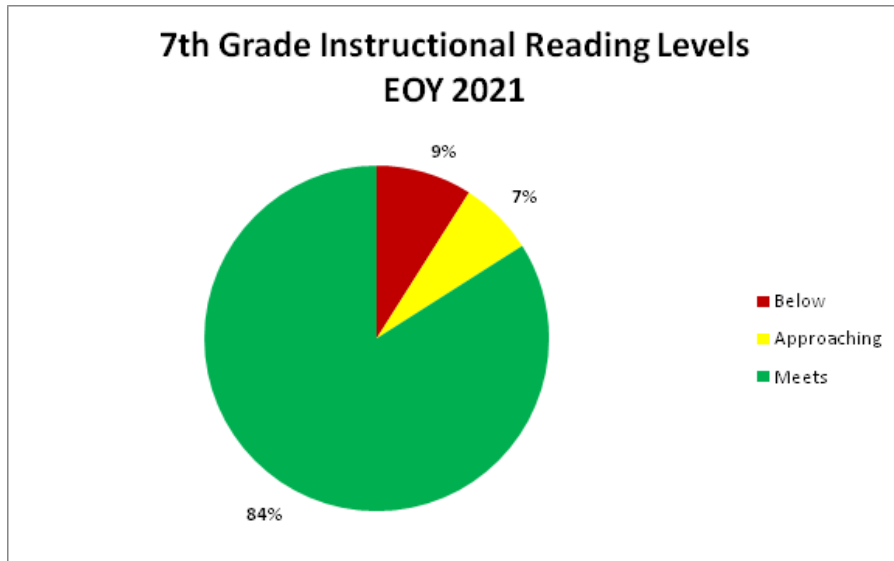


**Chart: 2A**

**Fall 2020/ Spring 2021 / EOY Comparison:** The percentage of scholars assessed below or approaching grade level expectancy increased from 43% during the Fall to 53% at the End of Year. The percentage of scholars assessed as meeting or exceeding decreased from 57% in the Fall to 47% at the End of Year.

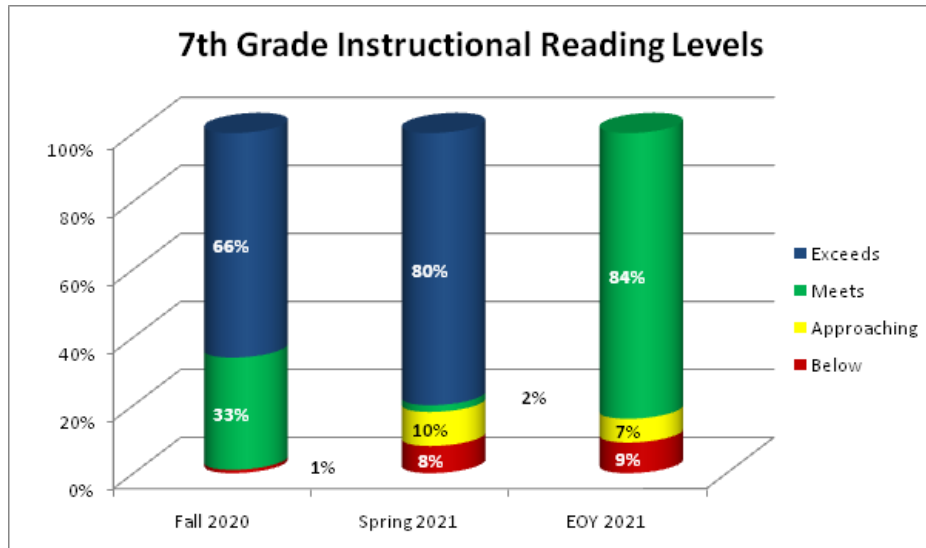
7TH GRADE INSTRUCTIONAL READING LEVELS

The expectancy for 7th Grade Scholars at the EOY 2021 is Level “Z.” Therefore, scholars that assess at a Level “Z” are categorized as Meeting the expectancy. Scholars that assess at Level “Y” are categorized as approaching; and scholars assessing at “X” or below are categorized as not yet meeting or below expectation.



**Chart: 3**

According to the **Literably** Reading Assessment Data for EOY 2021: 9% (6) scholars assessed below the Instructional Reading Level (Y); 7% (5) are approaching grade level expectation; 84% (56) of scholars meet the 7<sup>th</sup> Grade Level Expectancy. A total of 84% (56) of scholars assessed are at or above grade level for instructional reading level. **(See Chart: 3)**



**Chart: 3A**

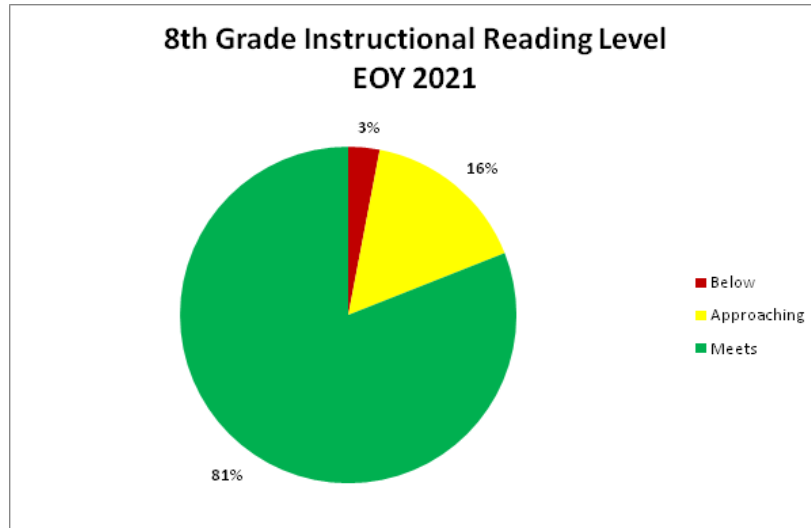
**Fall 2020/ Spring 2021/ EOY Comparison:** The percentage of scholars assessed below or approaching grade level expectancy decreased from 18% during the Spring to 16% at the End of Year. The percentage of scholars assessed as meeting or exceeding increased from 82% in the Spring to 84% at the End of Year.

**Note:** Since the expectancy levels increase throughout the year, the decrease in meeting the standard may be attributed to scholars stagnation or slow progress rather than a decline.

### 8<sup>TH</sup> GRADE INSTRUCTIONAL READING LEVELS

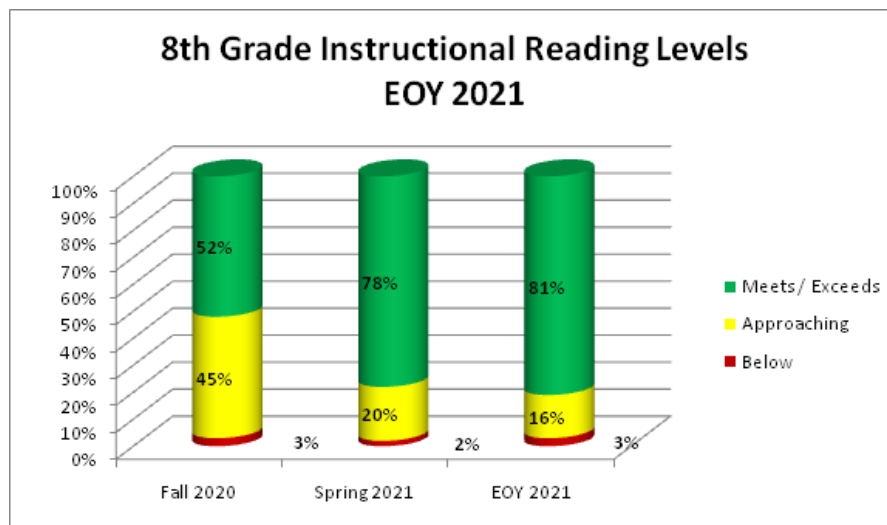
The expectancy for 8<sup>th</sup> Grade Scholars EOY 2021 is Level “Z.” Therefore, scholars assessing at Level “Z” are categorized as Meeting the expectancy.

Scholars that assess at Level “Y” are categorized as approaching; and scholars assessing at “X” or below are categorized as not yet meeting or below expectation.



**Chart: 4**

According to the **Literably** Reading Assessment Data for EOY 2021: 3% (2) of the scholars assessed are below the Instructional Reading Level (Z); 16% (10) of scholars are approaching grade level expectation; 81% (50) meet the 8<sup>th</sup> Grade Level Expectancy. A total of 81% (50) of scholars assessed on grade level for instructional reading. (See Chart: 4)



**Chart: 4A**

**Fall 2020/ Spring 2021 / EOY Comparison:** The percentage of scholars assessed below or approaching grade level expectancy decreased from 48% during the Fall to 22% in the Spring and to 19% at The End of Year. The percentage of scholars assessed as meeting or exceeding increased from 52% in the Fall to 78% in the Spring and to 81% at the End of Year.

**SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL**

At RCA we place great emphasis on understanding reading levels to ensure our students are utilizing appropriate texts for both comprehension and progress. 2020-21 was a difficult year for many reasons, but we did see a lot of growth in ELA as well as some students who did not make as much progress.

**ACTION PLAN**

In 2021-22, we are re-opening in person fulltime, but will always be ready to pivot to a remote or hybrid setting. While we have learned to teach in a fully virtual space, we look forward to utilizing our classrooms and materials in a more traditional sense, while also leaning on the things that did work well for some students while we were virtual.

**GOAL 2: MATHEMATICS**

**ELEMENTARY AND MIDDLE 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**

RCACS Math Curricular Resources		
Subject	Elementary	Middle
Math	GoMath and IXL	GoMath, IXL, and EngageNY Modules, LLI (intervention)

## METHOD

**Math Academic Progress**

For grades K-4, RCA administered the **Go Math** Benchmark Assessments three times a year to determine academic growth in Mathematics. All grades experienced an increased number of students that performed on or above grade level between September 2020 and June 2021.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Other.

## RESULTS AND EVALUATION

Grade Level	Fall 2020	Spring 2021
Kindergarten Below/Approaching	59%	14%
Kindergarten On/Above	41%	86%
First Grade Below/Approaching	78%	45%
First Grade On/Above	22%	55%
Second Grade Below/Approaching	84%	16%
Second Grade On/Above	16%	84%
Third Grade Below/Approaching	97%	48%
Third Grade On/Above	3%	52%
Fourth Grade Below/Approaching	100%	81%
Fourth Grade On/Above	0%	9%

In grades 5<sup>th</sup> through 8<sup>th</sup>, RCA administered the My Math Benchmark Assessments three times per year to determine the academic growth of each student in Mathematics. Although each grade made academic gains during the school year 2020-2021, the gains were modest and most grade levels in 5<sup>th</sup>-8<sup>th</sup> grade struggled to have at least 50% of the students on or above grade level.

Grade Level	Fall 2020	Spring 2021
Fifth Grade Below/Approaching	97%	86%
Fifth Grade On/Above	3%	14%
Sixth Grade Below/Approaching	98%	81%
Sixth Grade On/Above	2%	19%
Seventh Grade Below/Approaching	100%	51%
Seventh Grade On/Above	0%	49%
Eighth Grade Below/Approaching	90%	87%
Eighth Grade On/Above	10%	13%

**SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL**

RCA students in all grades demonstrated an increase in students testing at On/Above grade level in math with second and third grades seeing the most.

**ACTION PLAN**

We look forward to learning together on our campuses and returning to our traditional modes of instruction. We plan to re-assess learning loss in math at the beginning of the year so we can differentiate instruction to align students to building the math skills to perform concepts comfortably at grade level.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE 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. We continue to utilize 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.

#### ACTION PLAN

Our educational plan will incorporate the academic programs that were implemented in our school before the pandemic, such as Science Fusion. All instructional models are aligned with the outcomes presented in the New York State Learning Standards.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: 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.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing