



**Roosevelt Children's Academy  
Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: The RCACS Board

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Together our team prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Rev. Reginald Tuggle	Chair	Education, Budget and Finance, Personnel, Grievance
Denise Washington	Vice Chair	Budget and Finance, Personnel, Grievance
Toni Burden	Secretary	Grievance, Education
John SH Chien	Treasurer	Budget and Finance
Wanda I. Arroyo Coronel	Trustee	Personnel
Darrell Garner	Trustee	Budget and Finance, Personnel
Jamel V. Vanderberg	Trustee	
Rev. Scott Williams	Trustee	

**Reshma Persad has served as elementary school principal since 2021.**

**Simone Roberts has served as middle school principal since 2021.**

## 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 23rd 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 2022-23, we emphasized restorative practices at both the elementary and middle school levels. In elementary school, teachers participated in professional development on restorative practices,

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resulting in decreased suspensions. In middle school, we implemented mindfulness exercises into morning and afternoon activities.

In 2023-24, we are focused on several initiatives, summarized below and further described in the Action Plan sections of this document:

- The Science of Reading: We are implementing changes to our ELA program at both the elementary and middle school levels to target foundational reading skills. These changes include dedicated phonics instruction, new assessment materials, and an emphasis on vocabulary and reading comprehension.
- Middle School Schedule: We are adjusting our middle school schedule in 2023-24 to provide more time in the classroom. Previously, class blocks were 90 minutes, with a 40 minute “office hours” block at the end of each day where students could receive additional support. Recognizing that this time would be better utilized during classes, we are allocating 100 minutes per block in 2023-24 and discontinuing the office hours block. This change allows teachers to allocate additional time to small-group instruction, where students can receive the additional support they need.
- New Science Curriculum: We are introducing Science Dimensions from HMH in 2023-24 for all grades.
- Teach Like a Champion: We are revisiting techniques from Teach Like a Champion to enhance student engagement and learning outcomes. Teachers will participate in professional development and work with instructional coaches and the RCA principals to refine their use of Teach Like a Champion strategies.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	90	98	82	68	74	81	74	72	64					704
2021-22	100	97	96	80	69	68	82	80	69					741
2022-23	83	97	97	93	75	65	63	79	77					729

## 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

At the elementary school, RCA uses EngageNY for K-2 and the EL Education Curriculum for Grades 3-4 during whole group instruction. Elementary school students also participate in guided reading, which focuses on skills, during small group instruction. Students learn how to engage in every aspect of the reading process, which they then apply to all instructional contexts.

In 2022-23, we introduced a phonics block for students in kindergarten and first grade, using resources from Foundations. In 2023-24, we are expanding our focus on phonics to Grades 2 and 3; see the ELA Action Plan section for more information on this change. In 2022-23, elementary school students were evaluated through the Fountas & Pinnell Benchmark and iReady assessments, which were administered 3 times during the academic school year. The ELA Instructional Coaches meet regularly with classroom teachers to analyze data and provide support throughout the school year. These meetings occur by grade level, as well as individually. To support students in need of additional support with reading, we use the Leveled Literacy Intervention (LLI) system.

At the middle school, we utilize the EL Education Curriculum. Students receive 100 minutes of ELA instruction every day. Instruction is implemented via whole class and small group instruction. EL Education is heavily focused upon writing, so we support the curriculum with vocabulary mini lessons and multiple-choice activities. Each year teachers choose 3 out of the 4 modules. The focus topics of the modules range from 5th grade (Human rights to the impact of natural disasters), 6th grade (Greek Mythology to space science), 7th grade (Harlem Renaissance to social epidemics), and 8th grade (Folklore to Civic rights). Each module has three units of study and teachers administer a mid-unit and end of unit assessment in each unit. The mid-unit assessment is used as a gauge for students' academic understanding. It is expected that students will perform better on the end of the year unit assessment due to providing interventions on the areas of weakness derived from the mid-unit assessment data.

In addition to the curriculum assessment, we gather data from the benchmark assessments administered three times a year (iReady and teacher-created) and vocabulary quizzes administered 1 - 2 times per month for middle school students. Professional development on proper implementation of the curriculum was provided at the time of inception. Continued professional development is provided by our ELA coach via classroom observations, subject level meetings, and individualized coaching.

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### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

#### 2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	72	1	14		0	0	0	87
4	68	0	6		0	0	0	74
5	55	0	8		0	1	1	65
6	60	0	2		0	0	1	63
7	57	0	16		0	0	1	74
8	61	0	13		0	0	0	74
All	373	1	59	0	0	1	3	437

#### Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	33	46%	63	30	48%
4	68	32	47%	60	28	47%
5	55	20	36%	40	17	43%
6	60	26	43%	47	21	45%
7	57	22	39%	42	16	38%
8	61	37	61%	53	32	60%

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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All	373	170	46%	305	144	47%
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### ELA Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.<sup>2</sup>

### 2022-23 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	48%	63		
4	47%	60		
5	43%	40		
6	45%	47		
7	38%	42		

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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8	60%	53		
All	47%	305		

### ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	86.3	54.1	34.1	1.02
4	84.1	50.0	29.9	1.14
5	88.2	31.0	24.9	0.40
6	84.1	41.7	47.0	-0.32
7	80.0	41.9	39.9	0.11
8	76.8	59.4	43.8	0.83
All	83.2	46.8	36.7	0.55

### ELA Measure 5 - Growth

<sup>3</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

<sup>4</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

At the elementary school, students are evaluated through the Fountas & Pinnell Benchmark and i-Ready Assessment for K-4, which are administered 3 times during the academic school year (September, January, June). Students in grades 3 & 4 also take a mock exam in February, which mirrors the NYS ELA Assessment. Teachers use data results to drive their instruction.

At the middle school, we administer the iReady assessment three times during the academic school year (September, January, and June). Teachers and coaches meet after the administration of the assessment to review the domains where the students struggle the most. iReady provides a report on the standards and skills students are at mastery, developing, and at the beginning level of academic performance. The data used from the iReady assessment will drive the mini lessons taught during small group instruction. Teachers spend 3 - 4 weeks re-teaching the skills and then will reassess via an exit ticket to determine academic understanding. Coaches will meet with teachers to review students' work, conduct a standard dive, assess, analyze, re-teach, and re-assess monthly. It is our hope that through this process, we will observe students' academic growth each time the iReady assessment is administered. This will then lead to a higher academic performance of the NYS ELA assessment.

As an added support, students will be encouraged to complete 30 minutes on their iReady learning part 2 - 3 times per week. Teachers will assess students' reading by having students take turns reading a loud daily. This will aid in students' reading development and comprehension skills.

### SUMMARY OF THE ELA GOAL

The charter school did not meet one of the two English Language Arts goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did meet the measure target of 0.3 overall effect size. The school did demonstrate growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome
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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.	Not Met
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.	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 school district of comparison.	Unable to Assess
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
  - The charter school did meet this measure. Overall, 47% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 8 were our high points with 48% and 60% scoring at levels 3 and 4 respectively. 7th grade performed below our average with 38%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - Unable to Assess as the local district scores have not been made public as of November 3rd.
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - The charter school did not meet this measure, having an effect size of 0.55.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.

### ELA ACTION PLAN

Recognizing that our students need support with foundational literacy skills, we are focused on the science of reading in the 2023-24 school year across all grades. We are providing teachers with ample professional development in the science of reading to support this focus, in addition to implementing changes to our program at both the elementary and middle school levels.

The changes we are implementing to align with the science of reading at the elementary school level in 2023-24 include:

- **Phonics Instruction:** In 2022-23, we introduced a phonics block for students in kindergarten in first grade; in 2023-24, we will expand this focus by providing a dedicated phonics block to all students in kindergarten through Grade 3. We use resources from Foundations to support phonics instruction.
- **Assessment Materials:** We are introducing the DIBELS Benchmark assessment to assess critical foundational reading skills and inform our guided reading program for elementary school students. Previously, we used the Fountas and Pinnell assessment; this change ensures that our assessment tools are aligned with science-backed methods of teaching reading, ultimately preparing our students for strong literacy skills. DIBELS will be administered three times per year to students in kindergarten through Grade 4.

At the middle school, the changes we are making to align with the science of reading and respond to the needs of our students include:

- **Small Group Instruction:** At the middle school, we will use the iReady data to determine the focus skills that teachers will re-teach during small group instruction daily. These focus skills will be reviewed daily for a period of 2 - 3 weeks. After the re-teach period focus skills will be reassessed to determine growth. Small group instruction will take place during the last 40 minutes of a 100-minute ELA block. The ELA coach, RTI teachers, TA, SpEd providers, and the classroom teacher will be hosting groups during small group instruction. The structure of small group instruction will allow students in RTI and those receiving SpEd services to be pulled for support without missing the lesson for the day. The goal is to solve the problem of at-risk students continuously missing vital instruction that further widens their academic gap.
- **Emphasis on Vocabulary:** The data from the 2022-2023 benchmark assessment demonstrated weakness in the area of vocabulary and reading comprehension. To address this weakness, we are implementing interactive vocabulary activities for middle school students, where students will be asked to create concept maps, discuss and record the definition of the word in their own terms, use the word in a sentence, and discuss the root word, prefix, and suffix. Students will also be challenged and celebrated for using the words during collaboration and in their writing. At least once a month, students will be formally

assessed on the focus vocabulary words. Assessments will be cumulative throughout the school year.

- **Emphasis on Reading Comprehension:** To enhance reading comprehension, teachers will ensure that each student has an opportunity to read out loud within the first 60 minutes of the 100-minute ELA block. This will allow teachers to assess students' reading fluency and their ability to decipher words that are unfamiliar to them. Teachers will assess real time comprehension skills through various instructional techniques, including cold calling, student collaboration, class discussions, daily exit tickets, read aloud to develop listening comprehension, homework assignments, and mid- and end-of-unit assessments. Teachers will model how to cite evidence to defend one's response, will encourage student peers to add on to the given response, expose students to real world experiences to enhance their understanding of non-fiction text, and hold students accountable for explaining why they disagree or agree with their peers.
- **Debate Team:** To aid in vocabulary usage and comprehension skills we will be teaching the students the art of debate with the goal of establishing a Debate Team.

## 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

At the elementary school, GoMath is used both during whole group and small group instruction. The Math Instructional Coaches meet regularly with classroom teachers to analyze data and provide support throughout the school year. These meetings occur by grade level, as well as individually.

At the middle school, we introduced new curricular resources for math in 2022-23 in response to feedback from teachers that the previous middle school math curriculum, GoMath, did not align with math standards. The new curricular resources are both published by McGraw Hill: For Grade 5, we use My Math, and for Grades 6-8, we use Glencoe Math. Teachers use the vocabulary quiz and chapter assessments provided through the math program.

To support students in need of extra support, we use the Number Worlds math intervention program. We also use select resources from Engage NY.

In 2022-23, we introduced the iReady assessment in elementary school grades to measure student progress and achievement in math, replacing IXL. We also use iReady for middle school grades, which was introduced in 2021-22 for these grades. iReady is administered three times per year for students K-8. Students also complete the assessments included in each curricular program.

In 2022-2023, we added three math support teachers in response to student data indicating that students needed more support in math. The math support teachers service 5th and 6th grade math, 7th grade math, and 8th grade math. The additional math support will continue into the 2023-2024 academic school year. Continued professional development is provided by our math coach via classroom observations, subject level meetings, and individualized coaching.

Finally, we offer an Algebra 1 class. The Algebra 1 class ranges in class size of 21 - 25 students. 100% of our Algebra 1 class took and passed the 2022 regents in June. In the June 2023 Algebra 1 Regents Exam, 21 out of 23 (91%) students successfully passed the Algebra 1 Regents.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - 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 Mathematics examination for grades 3-8.

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	76	0	10		0	1	0		87
4	66	0	6		0	0	2		74
5	52	0	12		0	0	1		65
6	56	0	7		0	0	0		63
7	50	1	24		0	0	0		75
8	61	0	13		0	0	0		74
All	361	1	72	0	0	1	3	0	438

Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	76	50	66%	65	43	66%
4	66	32	48%	58	30	52%
5	52	18	35%	38	15	39%
6	56	20	36%	42	15	36%
7	50	15	30%	38	8	21%
8	61	14	23%	53	11	21%
All	361	149	41%	294	122	41%

### Math Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

**Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.

2022-23 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66%	65		
4	52%	58		
5	39%	38		
6	36%	42		
7	21%	38		
8	21%	53		
All	41%	294		

**Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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

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regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	86.3	60.3	34.2	1.20
4	84.1	47.5	28.2	0.95
5	88.2	10.0	21.5	-0.67
6	84.1	11.1	25.0	-0.73
7	80.0	17.0	23.4	-0.34
8	76.8	25.0	18.5	0.34
All	83.2	30.1	25.6	0.18

### Math Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

At the elementary school, students are evaluated through the i-Ready Assessment, which is administered 3 times during the academic school year (September, January, June). Students in grades 3 & 4 also take a mock exam in March, which mirrors the NYS Math Assessment. Teachers use data results to drive their instruction.

At the middle school, we administer the iReady assessment three times during the academic school year (September, January, and June). Teachers and coaches meet after the administration of the assessment to review the domains where the students struggle the most. iReady provides a report on the standards and skills students are at mastery, developing, and at the beginning level of academic performance. The data used from the iReady assessment will drive the format of the monthly pre/post assessment. Teachers will re-teach the deficient skills during small group instruction. Teachers spend 3 - 4 weeks re-teaching the skills and then will re-assess to determine

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academic growth. Coaches will meet with teachers to review students' work, conduct a standard dive, assess, analyze, re-teach, and re-assess monthly. It is our hope that through this process, we will observe students' academic growth each time the iReady assessment is administered. This will then lead to a higher academic performance of the NYS Math assessment.

As an added support, students will be encouraged to complete 30 minutes on their iReady learning part 2 - 3 times per week. Teachers will host weekly problem of the week collaborative groups to help develop mathematical thinkers. It is our hope that this will aid in achieving higher academic performance on the NYS math assessment.

### SUMMARY OF THE MATHEMATICS GOAL

The charter school did not meet one of the two mathematics goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS math exam. Comparatively, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not meet the measure target of 0.3 overall effect size. The school did demonstrate some growth from the beginning of the year to the end of the year as measured by the iReady data.

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.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA 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 school district of comparison.	Unable to Assess
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

The mathematics tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

2. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
  - The charter school did meet this measure. Overall, 41% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 4 were our high points with 66% and 52% scoring at levels 3 and 4 respectively. 7th and 8th grade performed below our average with 21% in both grades.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - Unable to Assess as the local district scores have not been made public as of November 3rd.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - The charter school did not meet this measure, having an effect size of 0.18.
5. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.

### MATHEMATICS ACTION PLAN

The elementary school will continue using the curriculum, assessments and resources outlined above. At the middle school, we hired three additional math support teachers in 2022-23 who will continue to provide support in 2023-24. In the 2023-2024 academic school year, we will increase the math block to 100 minutes. The format of the block will be similar to that of the ELA block (60 minutes of whole class instruction and 40 minutes of small group instruction). The mathematics coaches will be hosting Standard Dive and Work Study meetings with teachers. During the Work Study meetings, we will be analyzing student work from assessments (benchmark and chapter assessments). Teachers and coaches will collaborate on the major weak areas demonstrated across the grade level, discuss what students need to know and show to demonstrate proficiency in the assessed skills/concept. Teachers will plan and practice mini lessons that will be used to re-teach students during small group instruction. Then students will be reassessed to determine academic growth. In addition to analyzing students' work, teachers and coaches will choose a leverage standard to discuss. This meeting is called a Standard Dive. During the Standard Dive meeting teachers will collaborate on the skills that students need to know to develop mastery on the focus standard. Then teachers will talk about what students need to show in their work to demonstrate understanding. Teachers will create pre/post assessment using questions provided through the iReady assessment tool. The pre assessment will be administered. Finally, we will repeat the same process as was explained for the Work Study meetings.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

During the 60-minute period of the math block students will be expected to complete daily Do Now assignments that will incorporate 3 to 4 questions. The Do Now assignment will allow teachers and students time to review previous skills taught. Students will be given time to work together on the problems before taking turns showcasing their work to the whole class. Each week students will collaborate on a challenge problem. Students will be chosen at random to be placed into their collaborative groups. Then students will be given time to problem solve on their whiteboards and come to a common solution and explanation of their work. Students will then engage in a gallery walk. Students will be expected to ask a question and provide a glow on the work shown using sticky notes. Finally, the teacher will choose groups that demonstrate exemplary work to showcase. The exemplar group will answer their peers' questions about the work and read aloud the glows stipulated. This instructional technique is geared towards developing mathematical thinkers and improving individual mathematical performance.

To aid in mathematical thinking we will be implementing an engineering thematic unit: 5th and 6th grade students will focus on researching and building bridges and communities, while 7th and 8th grade students will focus on roller coasters.

## 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

In 2022-23, we used the ScienceFusion curriculum for all grade levels. The framework for instruction is the student-centered approach of inquiry through experimentations. Students participate in hands-on experiments, computer-simulated modeling, and lab work. We use lesson and unit tests from the science curriculum. In 2023-24, we are implementing a new science curriculum; see the Science Action Plan section for more details.

In eighth grade we implemented an Earth Science class which took place on Saturdays from 9 am to 12 pm. Out of 17 students who took the 2023 Earth Science Regents, 12 students successfully passed the assessment. This is a 71% passing rate. We plan to continue the Earth Science class. It is our goal to hopefully have about 75% of our eighth grade student population successfully take and pass the Earth Science Regents.

We plan to enhance scientific awareness and understanding through annual science fairs and working in conjunction with math to construct scale size bridges, small communities, and roller coasters.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their 2<sup>nd</sup> Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
8	58	22	38%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Science Measure 2 - Comparative

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.

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.

### 2022-23 State Science Exam

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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	58	22	38%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school did not meet the one science goal we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS exam.

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.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

### EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2022-23. At the time of this report's submission, the science results for the district, city and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 8 exam.
  - The charter school did meet this measure. Overall, 38% of students enrolled in 2+ years demonstrated proficiency on the science assessment.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - Unable to assess

### ACTION PLAN

In 2023-24, we are introducing Science Dimensions as our new science curriculum. Science Dimensions is published by HMH and aligned with the Next Generation Science Standards. The new program aligns with our exploratory approach to science, providing students with engaging, activity-driven lessons that lead to mastery of the subject.

In addition, science teachers will increase collaboration, meeting to discuss topics to be taught to proficiency across grade levels. During these meetings teachers will plan out the labs that they will be doing each week, using the lab kits provided to each grade level. It is our goal that through teacher collaboration and alignment that our students will get academically stronger in science. It will also aid us in meeting our goal of having 75% of our 8th grade students taking and passing the Earth Science Regents. We plan to develop a love of science as well as provide an opportunity for application via science fairs and weekly lab activities. We will further enhance their understanding through an introduction of engineering.

## GOAL 4: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing throughout this term.