



**Roosevelt Children's Academy  
Charter School**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: The RCACS Board

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Together our team prepared this 2023-24 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
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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) opened in 2000 and was subsequently renewed in 2005, 2010, 2015, and 2020. Our current charter term spans from July 1, 2020, through June 30, 2025. The 2023-24 school year was our 24th year of operation and the fourth year of our fifth charter term. The school is located in the Roosevelt Union Free School District (RUFSD) and occupies two private facilities for Grades K-4 and 5-8, respectively.

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

### SCHOOL-WIDE ACCOMPLISHMENTS IN THE 2023-24 SCHOOL YEAR

- *Expanded Phonics Block:* In 2022-23, we piloted a phonics block for kindergarten and first grade students based on insights from internal assessments, indicating that students needed support in foundational literacy skills. This initiative aligned with our schoolwide shift to the science of reading in 2022-23 and 2023-24. Based on the initial success of this pilot, we expanded the daily phonics instruction block to Grades K-3 in the 2023-24 school year. We use the Foundations and Heggerty programs to structure our phonics curriculum.
- *Introduced DIBELS in Grades K-4:* Transitioning away from the Fountas and Pinnell reading levels system, we adopted Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to align more closely with the principles of the Science of Reading. DIBELS is an assessment tool to measure the acquisition of early literacy skills. By incorporating DIBELS into our guided reading framework, RCACS teachers can closely monitor student progress in critical areas of reading development. This approach enables us to provide timely, evidence-based interventions for students with the goal of building strong, foundational reading skills. The DIBELS assessment is administered three times per year for elementary school students.
- *Restructured Middle School Schedule:* The RCACS middle school principal restructured the middle school schedule in 2023-24 in a key initiative to maximize instructional time. Previously, we allocated 90-minute blocks for core content areas, with a 40-minute block at the end of each day for office hours. Recognizing that office hours were not effective, we extended instructional blocks to 100 minutes per block and eliminated the less effective office hours period. This adjustment allows for more in-depth small-group instruction tailored to students' needs. The improved middle school schedule allocates the first hour of each math and ELA class to whole-group instruction, followed by 40 minutes dedicated to independent practice, group work, and targeted interventions. This schedule is aligned to the gradual release of responsibility (GRR) framework, the predominant instructional model that we use in middle school. During the second portion of class, English as a new language (ENL), Response to Intervention (RtI), and special education (SPED) teachers can pull out students for support without compromising their access to essential instructional content, ensuring that our at-risk students receive necessary support without missing out on valuable learning time.
- *Improved Process for Providing Student Feedback:* To enhance the effectiveness of our new schedule and further support student learning in 2023-24, we implemented an instructional strategy from Doug Lemov's *Teach Like a Champion* called "aggressive monitoring." Central to this approach is the use of specific symbols and codes that teachers write on student work, such as a question mark to indicate areas that need more explanation, that serve as immediate feedback mechanisms to guide students through their independent and group work in a clear, constructive manner. Whether indicating that a student is on the right track, needs to revisit their work, or will be pulled for small group instruction, these aggressive monitoring tools ensure that students receive specific personal feedback with every lesson. Training teachers in aggressive monitoring

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techniques was a key priority in 2023-24, enabling teachers to understand student needs in real time and make informed instructional decisions. Professional development in aggressive monitoring is led by the middle school principal.

- *Introduced Computer-Based Testing:* In the 2023-24 school year, RCACS introduced computer-based testing (CBT) for all testing grades to prepare students for the statewide shift to CBT, which began in 2023-24. We prepared our students with a trial test in March 2024, allowing all students to familiarize themselves with the technology used for CBT.

## 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
2021-22	100	97	96	80	69	68	82	80	69					741
2022-23	83	97	97	93	75	65	63	79	77					729
2023-24	73	99	93	91	87	74	65	77	76					735

## 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, as part of our schoolwide shift to the science of reading. In 2023-24, we expanded the phonics instruction block to serve students in Grades K-3. We also introduced curricular materials from the Heggerty Phonemic Awareness Curriculum.

In 2023-24, we introduced MyView and MyPerspectives, published by Savvas, as the core ELA resources at the middle school level. Students receive 100 minutes of ELA instruction every day.

In 2023-24, elementary school students were evaluated through the DIBELS and iReady assessments, which were administered 3 times during the academic school year. Middle school students were evaluated through the iReady assessments 3 times per year. In all grade levels, students are evaluated through curriculum-embedded assessments throughout the year.

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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 are introducing the Read 180 program in 2024-25.

### 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.

2023-24 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	86	1	1					88
4	75	2	7					84
5	69	2	4					75
6	60	1	4				1	66
7	70	1	3				2	76
8	57	2	14					73
All	417	9	33	0	0	0	3	462

Performance on 2023-24 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	86	25	29.1%	74	24	32.4%
4	75	33	44.0%	65	30	46.2%
5	69	22	31.9%	55	17	30.9%

<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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6	60	19	31.7%	46	16	34.8%
7	70	29	41.4%	47	22	46.8%
8	57	25	43.9%	46	21	45.7%
All	417	153	36.7%	333	130	39.0%

### 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.

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 2023-24 English language arts MIP for all students of **113**. 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.<sup>2</sup>

### English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
417	29.5	33.8	30.5	6.2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 33.8 & + & 30.5 & + & 6.2 & = & 70.5 \\
 & & & & 30.5 & + & 6.2 & = & 36.7 \\
 & & & & & + & (.5) * 6.2 & = & 3.1 \\
 & & & & & & \text{PI} & = & 110.3
 \end{array}$$

### 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

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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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>3</sup>

### 2023-24 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 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32.4%	74	34%	233
4	46.2%	65	43%	216
5	30.9%	55	31%	235
6	34.8%	46	32%	216
7	46.8%	47	28%	235
8	45.7%	46	45%	250
All	39.0%	333	35%	1385

#### 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.

#### 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 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 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>4</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

<sup>3</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.

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.2	447	438.9	0.80
4	90.7	446.0	441.4	0.46
5	84.6	442.0	441.3	0.08
6	85.7	445.0	440.2	0.56
7	77.2	444.0	445.1	-0.12
8	77.9	452.0	448.5	0.37
All	84.4	446.1	442.4	0.38

### ELA Measure 5 – 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.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>5</sup>

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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.

### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

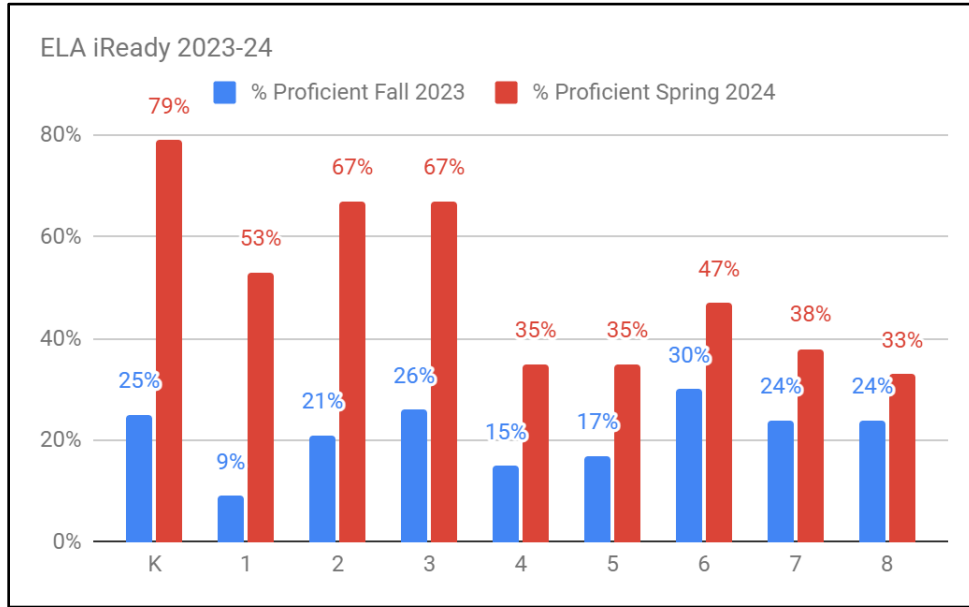
Grade	Mean Growth Percentile	
	School	Target
4	37.1	50.0
5	41.6	50.0
6	48.0	50.0
7	51.3	50.0
8	53.4	50.0
All	45.7	50.0

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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### ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready



**End of Year: % Mid/Above Grade Level + % Early on Grade Level**

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The charter school met three of the five English Language Arts goals we are able to report on in 2023-24. 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. The school’s aggregate PI on the state’s ELA exam is calculated to 110.3 which is just short of this year’s Measure of Interim Progress (MIP) of 113 set forth in the state’s ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency of our 2024 results and their 2023 scores. On the 2022-23 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The school’s mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 in 2022-23 was not above the target of 50. The school demonstrated 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.	No
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.	No
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.	Yes
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.	Yes
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.	No

### EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted but are still preliminary. Local district scores have not been made available for Roosevelt UFSD.

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.
  - o The charter school did not meet this measure. Overall, 39% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 4,7 and 8 were our high points; each with approximately 46% scoring at levels 3 and 4.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
  - o The school fell short of this measure with an aggregate performance index of 110.3, exceeding the target measure of interim progress of 113.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - o The charter school did meet this measure with our 39% proficient compared to the district's 35% overall in grades 3-8.
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
  - o The charter school did meet this measure by having an effect size of 0.38 in 2022-23, the most recent data available.
5. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.

- Based on the i-Ready exams that were administered three times, each of the grades increased the percent at Mid/Above Grade Level + percent Early on Grade Level by the End of Year.

### ELA ACTION PLAN

- *New Intervention Materials:* We are introducing Read 180 as our new ELA intervention program at the middle school in 2024-25. Previously, we used the Leveled Literacy Intervention system. We made this decision to provide more engaging and effective intervention to struggling learners. At the elementary school, we are introducing the Fun in Focus Wilson Intervention System, which is aligned to the Foundations curriculum. Professional development for both of these new curriculums will be ongoing throughout the school year.
- *Elementary RtI Program:* At the elementary level, RTI instruction will be taught with both a push-in and pull-out model for testing grades during the guided reading block. Prior to this school year, only the pull-out model was provided. The goal is to allow students to remain in their classroom environment while instruction is modified to accommodate their needs. To ensure the success of our at-risk students, we will implement bi-monthly grade level meetings where RtI teachers collaborate with classroom teachers. At the middle school, the RtI team will continue to meet with grade level teams, as implemented in the 2023-24 school year.
- *Differentiated Instruction in the Classroom:* At the middle school, an instructional coach will meet with teachers throughout the year to support teachers with implementing Tier I intervention strategies in the classroom.
- *RtI Cycle:* We are transitioning to three RtI cycles per year in the 2024-25 school year. Previously, we had four RtI cycles per year. This change will allow for more instructional time with which we can better support the growth of our students.
- *Computer-Based Assessments:* Due to state assessments being computer-based, students will practice more on the computer both in school as well as at home, in order to build stamina. Practice will entail classroom assignments, as well as assessments.
- *Teacher Coaching:* In 2024-25, coaches will meet with subject-level teachers to analyze standards and determine leverage skills for each unit of study. Teachers will work with coaches to identify what students are expected to know and how they can demonstrate mastery of the skill. Teachers will then create a mini quiz to pre- and post-assess the leverage skill. After each pre- and post-quiz, teachers will work with coaches to analyze the data, discuss the main areas for growth, and plan a re-teach mini lesson.
- *Support for English Language Learners:* The English as a new language (ENL) department will be utilizing TEAM and RSG Newcomers by Continental Press Inc. for ELL instruction.

## GOAL 4: 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 use My Math for Grade 5. 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 in 2023-24, we used the Number Worlds math intervention program. We are changing this in 2024-25, introducing Math 180 as our intervention system.

In all grades, we administer the iReady math assessment three times per year to measure student progress and achievement in math. Students also complete the assessments included in each curricular program.

### 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.

### METHOD

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.

2023-24 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	86		2						88
4	72	1	11						84
5	68	1	6						75
6	52	5	8				1		66
7	67	2	5				2		76
8	53	2	18	0	0	0	0		73
All	398	11	50	0	0	0	3	0	462

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## Performance on 2023-24 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	86	56	65.1%	74	51	68.9%
4	72	37	51.4%	61	32	52.5%
5	68	13	19.1%	53	9	17.0%
6	52	10	19.2%	38	8	21.1%
7	67	20	29.9%	46	15	32.6%
8	53	18	34.0%	45	15	33.3%
All	398	154	38.7%	317	130	41.0%

### 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.

### 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 2023-24 mathematics MIP for all students of **115.3**. 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.

### Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
398	27.1	34.2	32.2	6.5

$$\begin{aligned}
 \text{PI} &= 34.2 + 32.2 + 6.5 = 72.9 \\
 &+ 32.2 + 6.5 = 38.7 \\
 &+ (.5) * 6.5 = 3.3 \\
 \text{PI} &= 114.8
 \end{aligned}$$

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### 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.

### 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. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

2023-24 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 2023-24		All District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68.9%	74	39%	232
4	52.5%	61	35%	214
5	17.0%	53	34%	236
6	21.1%	38	21%	217
7	32.6%	46	40%	235
8	33.3%	45	30%	250
All	41.0%	317	34%	1384

### 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.

### 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 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

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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 2023-24 analysis is not yet available. This report contains 2022-23 results.

### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.2	459.0	444.6	1.03
4	90.7	448.0	442.9	0.36
5	84.6	441.0	442.4	-0.11
6	85.7	441.0	442.4	-0.11
7	77.2	439.0	447.7	-0.68
8	77.9	438.0	440.7	-0.18
All	84.5	445.3	443.4	0.13

### 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.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>6</sup>

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

<sup>6</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

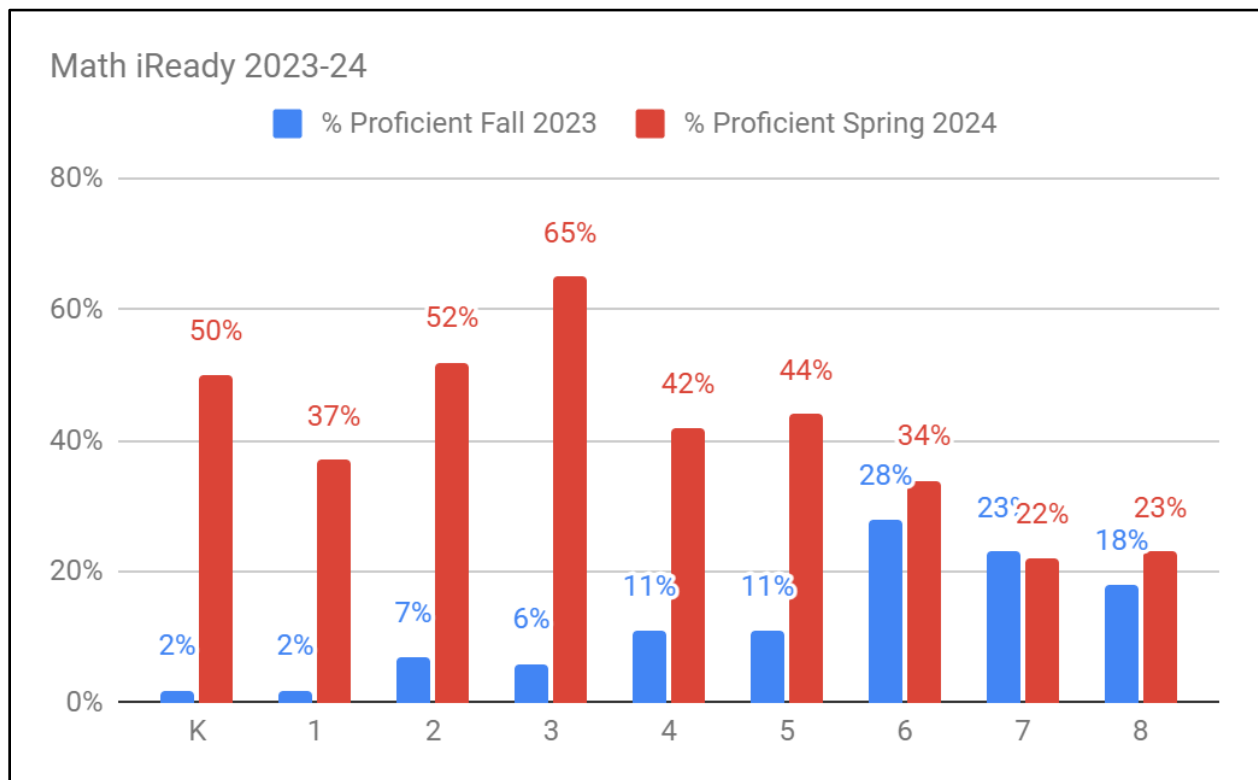
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## 2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	27.5	50.0
5	26.8	50.0
6	49.2	50.0
7	49.8	50.0
8	35.3	50.0
All	37.1	50.0

## MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady



End of Year: Percent Mid/Above Grade Level + Percent Early on Grade Level

## SUMMARY OF THE MATHEMATICS GOAL

The charter school met ALL five mathematics goals in 2023-24. The absolute measure was not achieved as fewer than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 114.8 which does not meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, the school performed less than 0.3 overall effect size at 0.13. The regression analysis compares the school’s performance to that of demographically similar public schools statewide in terms of poverty. The school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was not greater than the target of 50. The school demonstrated 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.	No
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.	No
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.	Yes
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.	No
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.	No

### EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. NYS 3-8 math assessment results have been posted, however updates may be made as the scores are verified. For this reason, we are comparing scores to district 2022-23 proficiency rates.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
  - The charter school did not meet this measure. Overall, 41% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 4 excelled this year with 69% and 52.5% scoring at levels 3 and 4 respectively. Grades 5 and 6 performed under the aggregate proficiency.
2. Measure: The school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP
  - The school did meet this measure with an aggregate performance index of 114.8, just short of the target measure of interim progress of 115.3.

3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2022-23 results.
  - The charter school did meet this measure with 41% proficient compared to the district's 34% overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state math 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 0.13.
5. The charter school demonstrated academic growth in 2023-24 based on interim assessments.
  - Based on the i-Ready exams that were administered three times, each of the grades increased the percent at Mid/Above Grade Level + percent Early on Grade Level by the End of Year.

### MATHEMATICS ACTION PLAN

- *New Intervention Program:* We are introducing Math 180 as our new math intervention program in 2024-25. Previously, we used Number Worlds. We made this decision to provide more engaging and effective intervention to struggling learners.
- *Differentiated Instruction:* We will be focusing on differentiated instruction techniques in the 2024-25 school year to address the needs of students in the classroom. A differentiated instruction consultant will be visiting classrooms and meeting with teachers five times throughout the school year. It is our hope that with this support teachers will better meet the learning needs of all students. In addition, ELA, math, and 5th and 8th grade science teachers will submit lesson plans to the RTI/SpEd Director. The RTI/SpEd Director will evaluate plans to determine how effective teachers are implementing instructional strategies to support at-risk students.
- *Teacher Observation:* At the Middle School, the Administrative Team and the Dean of Students will observe ELA, Math, and 5th and 8th grade science classes twice a month. Feedback on instructional techniques, classroom management, Tier I intervention will be provided to teachers during the week of the observation.
- *Fifth Grade Math:* Fifth graders will spend 10 minutes at the start of their lunch period reinforcing their multiplication tables.
- *Problem-Solving:* Math Teachers will take 5 - 15 minutes daily to focus on problem solving strategies. This is geared towards developing confidence in solving multi step word problems among all students
- *Computer-Based Assessments:* Due to state assessments being computer-based, students will practice more on the computer both in school as well as at home, in order to build stamina. Practice will entail classroom assignments, as well as assessments.

We will also implement the changes described in the ELA action plan section, most of which apply to our math program as well.

## GOAL 5: SCIENCE

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

### BACKGROUND

We introduced Science Dimensions, published by Houghton Mifflin Harcourt (HMH), in the 2023-24 school year for all grades. Our previous science curriculum, ScienceFusion, was also published by HMH, but was discontinued by the publisher in our fifth charter term. After a careful selection of available science curricula, we chose Science Dimensions based on its vertical alignment across all RCACS grades and the hands-on lab components that the curriculum provides. Representatives from HMH provided professional development to our teachers to support the implementation of the new curriculum.

### 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 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	49	10	20.4%
8	45	14	31.1%
All	94	24	25.5%

#### 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.

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### 2023-24 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students (2022-23)		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	49	10	20.4%	--	--	--
8	45	14	31.1%	250		39%
All	94	24	25.5%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5<sup>th</sup> and 8<sup>th</sup> grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 20.4 percent of students in 5<sup>th</sup> grade achieved proficiency while 31.1 percent of 8<sup>th</sup> grade did so. **82 percent** of the students tested earned a score of 65 or above on the NYS Earth Science Regents.

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.	No
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.	No

### EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2023-24. At the time of this report's submission, the science results for the district 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 5 & 8 exam.
  - o The charter school did not meet this measure. Overall, 20.4% of students enrolled in 2+ years demonstrated proficiency on the NYS science 5 assessment. Grade 8 students took the Earth Science Regents and the NYS Science 8, with 33.3% earning at least a performance level 3 on one or the other.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades. We are unable to report on this metric.

## ADDITIONAL CONTEXT AND EVIDENCE

This was the first administration of the 5<sup>th</sup> grade science assessment. Because our 8<sup>th</sup> grade students sit for the NYS Earth Science Regents exam, we combine the best test scores of both exams to see the combined grade 8 proficiency. The students who took the Regents also took the NYS Science 8 so we utilize the higher score when we combine.

**Best Score on a Regents Science Exam or the NYS Science  
Of 8<sup>th</sup> Grade Students in at Least their Second Year**

Grade	Year	Number Tested	Number Passing	Percent Passing
8	2023-24	45	17	37.7%

## ACTION PLAN

Students will develop their stamina through test prep sessions. In 2023-24, the science assessment went from 2 days to 1 day, so the assessment was very intense. We will work to develop student stamina to address this challenge. Both 5th and 8th grade groups will host test prep groups in March.

8th grade students will now receive two days of double period science. Each period will be 100 minutes. This will provide extended time for instruction.

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.

## GOAL 7: 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
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.