



Roosevelt Children's Academy Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By: The RCACS Board

Philip Leconte, Chief Operating and Financial Officer

Desiree Galashaw, Principal Grades K-4

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Together our team prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

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

| Trustee's Name | Board Position |
|-------------------------|---|
| Rev. Reginald Tuggle | Chairman, Academic Committee Chair |
| Denise Washington | Vice Chair, Finance Committee Chair |
| King-Cheek | Trustee, Academic Committee |
| Toni Burden | Trustee, Academic Committee |
| Darrell Garner | Trustee, Finance Committee |
| Tyra Washington | Trustee, Academic Committee |
| John SH Chien | Treasurer, Budget and Finance Committee |
| Wanda I. Arroyo Coronel | Trustee, Personnel Committee |

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

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Our Key Design Elements are:

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

1. The use of student assessment data to inform teaching and intervention
2. An extended day model
3. 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
4. A focus on engaging parents and community members as partners in education

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|-------------|----|----|----|----|----|----|----|----|----|-------|
| 2014-15 | 77 | 95 | 83 | 94 | 71 | 66 | 66 | 53 | 30 | 636 |
| 2015-16 | 93 | 76 | 87 | 86 | 75 | 68 | 65 | 52 | 46 | 649 |
| 2016-17 | 68 | 93 | 78 | 79 | 79 | 67 | 62 | 51 | 41 | 618 |
| 2017-18 | 76 | 76 | 96 | 74 | 69 | 72 | 62 | 65 | 51 | 641 |
| 2018-19 | 88 | 88 | 68 | 93 | 71 | 63 | 69 | 58 | 64 | 662 |

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

| RCACS ELA Curricular Resources 2019-20 | | |
|--|-----------------------------|--|
| Subject | Elementary | Middle |
| ELA | Journeys, RAZ kids, and LLI | Collections (MS version of Journeys), MyOn Reading, EngageNY Modules |

In 2019-20, RCACS will administer the following ELA assessments:

- STAR assessment in early literacy and reading (3 times per year in ES and MS)
- Benchmark assessments (5 times per year in ES and MS)
- Fountas & Pinnell Running Records (5 times per year in ES and 3 times per year in MS)

In June 2018, RCACS initiated a shift from teacher-centered, direct instruction, to an approach that provides students with more opportunities for conversation, questioning, and hands-on activities. This continues to be a major focus of professional development schoolwide. RCACS provides coaching and professional development ("preservice"). We offer 8 days of summer professional development. The summer 2019 preservice will focus on honing our teachers' skills in guided reading, classroom management, and math discourse.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ¹ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 79 | | | | 9 | 88 |
| 4 | 59 | | | | 8 | 67 |
| 5 | 54 | | | | 7 | 61 |
| 6 | 54 | | | | 12 | 66 |
| 7 | 51 | | | | 4 | 55 |
| 8 | 54 | | | 1 | 9 | 64 |
| All | 351 | 0 | 0 | 1 | 49 | 401 |

RESULTS AND EVALUATION

RCACS did not achieve this metric. Overall, the ELA proficiency rate was 36 percent for students enrolled for at least two years (37 percent of all students) in 2018-19. The lower grades performed better than the middle school grades.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 42% | 79 | 40% | 75 |
| 4 | 42% | 59 | 42% | 57 |
| 5 | 44% | 54 | 45% | 51 |
| 6 | 30% | 54 | 29% | 51 |
| 7 | 14% | 51 | 14% | 49 |
| 8 | 44% | 54 | 43% | 53 |
| All | 37% | 351 | 36% | 336 |

ADDITIONAL EVIDENCE

To address inconsistencies between elementary and middle school grades and to increase overall academic outcomes, RCACS established a new role of Chief Academic Officer (CAO) and has hired Catherine Jackvony for the position. The CAO will begin at RCACS in October 2019.

ELA Performance by Grade Level and Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | |
|-------|--|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
|-----|---------|---------------|---------|---------------|---------|---------------|
| 3 | 56% | 64 | 44% | 63 | 40% | 75 |
| 4 | 19% | 70 | 73% | 56 | 42% | 57 |
| 5 | 18% | 49 | 24% | 54 | 45% | 51 |
| 6 | 11% | 47 | 42% | 43 | 29% | 51 |
| 7 | 15% | 40 | 29% | 51 | 14% | 49 |
| 8 | 42% | 33 | 44% | 41 | 43% | 53 |
| All | 27% | 303 | 43% | 308 | 36% | 336 |

Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

RCACS achieved this ELA measure. The Performance Index (PI) calculates to 119, well above the target Measure of Interim Performance (MIP) of 105.

English Language Arts 2018-19 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 351 | 24 | 39 | 25 | 12 |

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39 & + & 25 & + & 12 & = & 76 \\
 & & & & 25 & + & 12 & = & 37 \\
 & & & & & + & (.5)*12 & = & 6 \\
 & & & & & & \text{PI} & = & 119
 \end{array}$$

Goal 1: Comparative Measure

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

RCACS achieved this measure by outperforming the local district, Roosevelt UFSD, by 6 percentage points overall.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|---------------|-----------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 40% | 75 | 32% | 223 |
| 4 | 42% | 57 | 48% | 203 |
| 5 | 45% | 51 | 22% | 223 |
| 6 | 29% | 51 | 32% | 225 |
| 7 | 14% | 49 | 19% | 212 |
| 8 | 43% | 53 | 30% | 205 |
| All | 36% | 336 | 30% | 1291 |

ADDITIONAL EVIDENCE

RCACS consistently outperforms the local district in grades 3-8 overall in English Language Arts year after year.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students | | | | | |
|-------|--|----------|----------------|----------|----------------|----------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 56% | 24% | 44% | 26% | 40% | 32% |
| 4 | 19% | 22% | 73% | 36% | 42% | 48% |
| 5 | 18% | 15% | 24% | 19% | 45% | 22% |
| 6 | 11% | 11% | 42% | 30% | 29% | 32% |
| 7 | 15% | 11% | 29% | 14% | 14% | 19% |
| 8 | 42% | 18% | 44% | 15% | 43% | 30% |
| All | 27% | 18% | 43% | 24% | 36% | 30% |

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

RCACS achieved this metric with a 0.34 effect size based on the 2017-18 regression analysis, exceeding the 0.3 target. The school’s overall comparative performance was higher than expected to a meaningful degree.

2017-18 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-------------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 90.5 | 70 | 45.7 | 37.9 | 7.9 | 0.44 |
| 4 | 84.7 | 62 | 71 | 37.7 | 33.3 | 1.76 |
| 5 | 83.1 | 60 | 23.3 | 27 | -3.7 | -0.23 |
| 6 | 89.1 | 49 | 36.7 | 35.1 | 1.6 | 0.09 |
| 7 | 77.6 | 58 | 27.6 | 31.5 | -3.9 | -0.21 |
| 8 | 75 | 46 | 41.3 | 41 | 0.3 | 0.01 |
| All | 83.7 | 345 | 41.4 | 34.9 | 6.5 | 0.34 |

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

2017-18 marks the first year in the past three that RCACS achieved this measure.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16 | 3-8 | 81.7 | 318 | 26.4 | 27.2 | -0.07 |
| 2016-17 | 3-8 | 80.0 | 328 | 27.8 | 29.9 | -0.14 |
| 2017-18 | 3-8 | 83.7 | 345 | 41.4 | 34.9 | 0.34 |

Goal 1: Growth Measure³

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

RCACS achieved this measure with an overall 51.3 mean growth percentile in 2017-18.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 51.4 | 50.0 |
| 5 | 48.9 | 50.0 |
| 6 | 47.5 | 50.0 |
| 7 | 55.3 | 50.0 |
| 8 | 54 | 50.0 |
| All | 51.3 | 50.0 |

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

2017-18 marks the first year in the past three that the growth percentile exceeded the target of 50.

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|--------------------|--------------------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | 37.9 | 30.5 | 51.4 | 50.0 |
| 5 | 57.9 | 55.1 | 48.9 | 50.0 |
| 6 | 52.0 | 35.7 | 47.5 | 50.0 |
| 7 | 42.8 | 46.7 | 55.3 | 50.0 |
| 8 | 52.3 | 60.4 | 54 | 50.0 |
| All | <u>48.4</u> | <u>43.4</u> | <u>51.3</u> | 50.0 |

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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While RCACS continues to work toward achieving at least 75 percent of all students scoring at performance levels 3 and 4, all other ELA accountability measures were achieved in ELA.

| Type | Measure | Outcome |
|-------------|---|-----------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | Did Not Achieve |
| 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. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.) | Achieved |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.) | Achieved |

ACTION PLAN

RCACS has hired a Chief Academic Officer who will set short- and long-term academic goals for the school, coach the two principals, and report to the board in collaboration with the COO/CFO.

Increased Urgency in the Data Cycle in 2019-20

In 2019-20, RCACS' primary instructional focus will be on increasing turnaround for using data to inform teaching. Using concepts from the Relay School of Continuing Education, the RCA principals will introduce an additional layer of pre-unit assessments designed to be used as proxies for summative assessments. RCACS will be using proxy exams from Journeys and Go Math in addition to teacher-created assessments. In the past, RCACS held data meetings approximately every 3 weeks, after final summative assessments. Going forward, data meetings will be weekly. The data meetings will be led by the principals and ELA and math specialists and will occur on grade levels or one-on-one.

Professional Development

In June 2018, RCACS initiated a shift from teacher-centered, direct instruction, to an approach that provides students with more opportunities for conversation, questioning, and hands-on activities. This continues to be a major focus of professional development schoolwide. RCACS provides coaching and professional development ("preservice"). We offer 8 days of summer professional development. The summer 2019 preservice will focus on honing our teachers' skills in guided reading, classroom management, and math discourse.

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During the school year, grade levels meet daily. In the 2019-20 school year, curriculum review is scheduled to quarterly, which is an increase from 2018-19. Departments meet monthly to review data and plan for upcoming testing. In addition to math and ELA discourse, professional development topics for the 2019-20 school year include unpacking priority standards, identifying gaps in student achievement, and writing lesson plans that target the gaps.

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

| RCACS Math Curricular Resources 2019-20 | | |
|---|----------------|---|
| Subject | Elementary | Middle |
| Math | GoMath and IXL | GoMath, IXL, and EngageNY Modules, LLI (intervention) |

In 2019-20, RCACS will administer the following math assessments:

- STAR assessment in math (3 times per year in ES and MS)
- Benchmark assessments (5 times per year in ES and MS)
- GoMath (3 times per year)

In June 2018, RCACS initiated a shift from teacher-centered, direct instruction, to an approach that provides students with more opportunities for conversation, questioning, and hands-on activities. This continues to be a major focus of professional development schoolwide. RCACS provides coaching and professional development ("preservice"). We offer 8 days of summer professional development. The summer 2019 preservice will focus on honing our teachers' skills in guided reading, classroom management, and math discourse.

To address inconsistencies between elementary and middle school grades and to increase overall academic outcomes, RCACS established a new role of Chief Academic Officer (CAO) and has hired Catherine Jackvony for the position. The CAO will begin at RCACS in October 2019.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ⁵ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 76 | | | 1 | 11 | 88 |
| 4 | 58 | | | | 9 | 67 |
| 5 | 55 | | | | 5 | 60 |
| 6 | 52 | | | | 13 | 65 |
| 7 | 48 | | | 1 | 6 | 55 |
| 8 | 54 | | | | 10 | 64 |
| All | 343 | 0 | 0 | 2 | 54 | 399 |

RESULTS AND EVALUATION

RCACS did not achieve this measure. 44 percent of students in at least their second year at the school scored proficient on the NYS Mathematics exam.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 61% | 76 | 59% | 73 |
| 4 | 43% | 58 | 42% | 55 |
| 5 | 58% | 55 | 56% | 52 |
| 6 | 27% | 52 | 29% | 49 |
| 7 | 23% | 48 | 22% | 46 |
| 8 | 46% | 54 | 47% | 53 |
| All | 45% | 343 | 44% | 328 |

ADDITIONAL EVIDENCE

The math proficiency level has had a positive increase over the past three years. Overall in grades 3-8, 28 percent then 36 percent then 44 percent of students scored at performance levels 3 and 4.

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 48% | 64 | 49% | 63 | 59% | 73 |
| 4 | 22% | 64 | 61% | 56 | 42% | 55 |
| 5 | 26% | 43 | 27% | 52 | 56% | 52 |
| 6 | 15% | 40 | 15% | 39 | 29% | 49 |
| 7 | 19% | 32 | 22% | 50 | 22% | 46 |
| 8 | 26% | 23 | 24% | 29 | 47% | 53 |
| All | 28% | 266 | 36% | 289 | 44% | 328 |

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

RCACS achieved this math measure. The Performance Index (PI) calculates to 124, well above the target Measure of Interim Performance (MIP) of 107.

Mathematics 2017-18 Performance Level Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 343 | 25 | 29 | 27 | 16 |

$$\begin{array}{rclclcl}
 \text{PI} & = & 29 & + & 27 & + & 16 & = & 73 \\
 & & & & 27 & + & 16 & = & 43 \\
 & & & & & + & (.5)*16 & = & 8 \\
 & & & & & & \text{PI} & = & 124
 \end{array}$$

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Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶⁷

RESULTS AND EVALUATION

RCACS achieved this math metric. RCACS outperformed the local district, Roosevelt UFSD, in each grade in 2018-19.

2018-19 State Mathematics Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 59% | 73 | 32% | 232 |
| 4 | 42% | 55 | 35% | 216 |
| 5 | 56% | 52 | 18% | 221 |
| 6 | 29% | 49 | 26% | 224 |
| 7 | 22% | 46 | 19% | 223 |
| 8 | 47% | 53 | | |
| All | 44% | 328 | 26% | 1116 |

ADDITIONAL EVIDENCE

RCACS continues to outperform the local district in math.

⁶ There were two students whose math exams were voided due to administrative error in addition to those listed in the table bringing the total enrolled from 397 to 399.

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance of Charter School and Local District by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------|----------------|----------|----------------|----------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 3 | 48% | 28% | 49% | 31% | 59% | 32% |
| 4 | 22% | 26% | 61% | 26% | 42% | 35% |
| 5 | 26% | 20% | 27% | 17% | 56% | 18% |
| 6 | 15% | 17% | 15% | 26% | 29% | 26% |
| 7 | 19% | 9% | 22% | 12% | 22% | 19% |
| 8 | 26% | 1% | 24% | 1% | 47% | |
| All | 28% | 19% | 36% | 21% | 44% | 26% |

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

RCACS did not achieve this metric with a 0.05 effect size based on the 2017-18 regression analysis, falling short of the 0.3 target. The school's overall comparative performance was slightly higher than expected.

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2017-18 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 90.5 | 70 | 50 | 40.7 | 9.3 | 0.45 |
| 4 | 84.7 | 61 | 57.4 | 36.5 | 20.9 | 0.99 |
| 5 | 83.1 | 58 | 25.9 | 31.7 | -5.8 | -0.31 |
| 6 | 89.1 | 46 | 15.2 | 28.1 | -12.9 | -0.6 |
| 7 | 77.6 | 57 | 21.1 | 30.6 | -9.5 | -0.42 |
| 8 | 75 | 35 | 20 | 23.7 | -3.7 | -0.16 |
| All | 84 | 327 | 33.9 | 33 | 1 | 0.05 |

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

Based on the regression analyses over the past three years, RCACS' effect size is moving steadily toward the target of 0.3.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16 | 3-8 | 81.8 | 296 | 22.1 | 270 | -0.24 |
| 2016-17 | 3-8 | 80.0 | 287 | 27.9 | 30.5 | -0.13 |
| 2017-18 | 3-8 | 84 | 327 | 33.9 | 33 | 0.05 |

Goal 2: Growth Measure⁸

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁹

RESULTS AND EVALUATION

Although all grades except 6th demonstrated adequate math growth in 2017-18, the mean growth percentile was 48.0, just missing the target of 50.

2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 56.2 | 50.0 |
| 5 | 50.1 | 50.0 |
| 6 | 26.7 | 50.0 |
| 7 | 52.8 | 50.0 |
| 8 | 50.4 | 50.0 |
| All | 48.0 | 50.0 |

ADDITIONAL EVIDENCE

The math mean growth percentile has been improving over the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | 31.8 | 36.9 | 56.2 | 50.0 |
| 5 | 36.8 | 51.4 | 50.1 | 50.0 |
| 6 | 37.2 | 41.3 | 26.7 | 50.0 |
| 7 | 42.2 | 46.3 | 52.8 | 50.0 |
| 8 | 25.2 | 53.2 | 50.4 | 50.0 |
| All | 34.6 | 44.1 | 48.0 | 50.0 |

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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SUMMARY OF THE MATHEMATICS GOAL

RCACS is making steady progress in math proficiency levels, climbing from 28% in 2017 to 36% in 2018 and now to 44% proficient in 2019. With the exception of the 75 percent proficiency goal, the other accountability measures that were not met pertained to the 2017-18 results. Going forward, continued performance growth in mathematics is anticipated. RCACS outperforms the local district in math on a regular basis.

| Type | Measure | Outcome |
|-------------|---|-----------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8. | Did Not Achieve |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.) | Did Not Achieve |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.) | Did Not Achieve |

ACTION PLAN

RCACS has hired a Chief Academic Officer who will set short- and long-term academic goals for the school, coach the two principals, and report to the board in collaboration with the COO/CFO.

Increased Urgency in the Data Cycle in 2019-20

In 2019-20, RCACS' primary instructional focus will be on increasing turnaround for using data to inform teaching. Using concepts from the Relay School of Continuing Education, the RCA principals will introduce an additional layer of pre-unit assessments designed to be used as proxies for summative assessments. RCACS will be using proxy exams from Journeys and Go Math in addition to teacher-created assessments. In the past, RCACS held data meetings approximately every 3 weeks, after final summative assessments. Going forward, data meetings will be weekly. The data meetings will be led by the principals and ELA and math specialists and will occur on grade levels or one-on-one.

Professional Development

In June 2018, RCACS initiated a shift from teacher-centered, direct instruction, to an approach that provides students with more opportunities for conversation, questioning, and hands-on activities. This continues to be a major focus of professional development schoolwide. RCACS provides coaching and professional development ("preservice"). We offer 8 days of summer professional development.

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The summer 2019 preservice will focus on honing our teachers' skills in guided reading, classroom management, and math discourse.

During the school year, grade levels meet daily. In the 2019-20 school year, curriculum review is scheduled to quarterly, which is an increase from 2018-19. Departments meet monthly to review data and plan for upcoming testing. In addition to math and ELA discourse, professional development topics for the 2019-20 school year include unpacking priority standards, identifying gaps in student achievement, and writing lesson plans that target the gaps.

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GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

Roosevelt Children's Academy uses commercial curriculum materials for daily instruction in science. For the 2018-2019 school year, we again utilized the Science Fusion program from Houghton Mifflin Harcourt. Each program was paced out by skill, with time for teaching, student labs and reteaching for each discipline area.

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

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

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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Although grade 4 achieved this science metric with 78percent proficient, grade 8 did not with 61 percent proficient.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency | | | |
|-------|------------------------------------|------------------|---|------------------|
| | All Students | | Charter School Students In At Least 2 nd Year | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 4 | 78% | 58 | 78% | 54 |
| 8 | 62% | 58 | 61% | 57 |
| All | 70% | 116 | 69% | 111 |

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RESULTS AND EVALUATION

Eight grade science results are improving year to year.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|---------------|---------|---------------|--------------------|---------------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Percent Proficient | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4 | 82% | 66 | 92% | 59 | 78% | 54 |
| 8 | 40% | 25 | 45% | 40 | 61% | 57 |
| All | 70% | 91 | 73% | 99 | 69% | 111 |

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The local district science scores for 2018-19 have not be made publicly available at the time of this report submission.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-------------------------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | All District Students ¹⁰ | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 4 | 78% | 54 | | |
| 8 | 61% | 57 | | |
| All | 69% | 111 | | |

¹⁰ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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ADDITIONAL EVIDENCE

RCACS consistently demonstrates higher proficiency than the local Roosevelt UFSD in science.

Science Performance of Charter School and Local District
by Grade Level and School Year

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | | | | | |
|-------|--|----------|----------------|----------|----------------|----------|
| | 2016-17 | | 2017-18 | | 2018-19 | |
| | Charter School | District | Charter School | District | Charter School | District |
| 4 | 82% | 85% | 92% | 87% | 78% | |
| 8 | 40% | 17% | 45% | 13% | 61% | |
| All | 70% | 58% | 73% | 64% | 69% | |

SUMMARY OF THE SCIENCE GOAL

In science, grade 4 students scored at greater than 75 percent proficient, whereas grade 8 fell short at 61 percent. However, grade 8 student proficiency has been improving year to year; 40% to 45% to 61%. In recent years, RCACS' proficiency rates in science are higher than the district.

| Type | Measure | Outcome |
|-------------|--|------------------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination. | Did Not Achieve |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | Data Unavailable |

ACTION PLAN

See ELA and Math sections: the strategies and action plan presented apply to science as well.

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GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

RCACS has been in good standing since opening.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2016-17 | Good Standing |
| 2017-18 | Good Standing |
| 2018-19 | Good Standing |