



**ROADS Charter School II  
(ROADS Bronx)**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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By The Board of Trustees and Chief Executive Officer

ROADS Charter School II  
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The individuals listed above prepared this Accountability Progress Report on behalf of the school's board of trustees and Chief Executive Officer, Seth Schoenfeld:

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**Chester Asher has served as Principal since June 2015.**

## INTRODUCTION

ROADS Charter School II (ROADS Bronx) was established to ensure that overage and under-credited students graduate from high school thoroughly prepared to excel academically, professionally, and personally. ROADS Bronx continues to operate in a network of two high schools, both of which admit students between ages 15 and 16, are off-track for their age cohort, and hold fewer than 11 credits towards graduation. Further, we give admissions preference to students facing challenges such as foster care, homelessness or involvement in the criminal justice system. In short, we take those students that many other schools have not been able to serve and those that some schools, responding to the policy incentives built into the traditional school system, actively try to push out. At ROADS Bronx, we embrace our students holistically and seek to address all aspects of their wellbeing including healing any past or ongoing emotional traumas, redirecting non-productive behaviors, helping meet basic needs for food and shelter, and, importantly, making up for years of unsuccessful learning experiences. A demographic comparison of ROADS Bronx students to the NYC DOE peer group norms (see Appendix A) demonstrates that our school actively seeks to serve students that have the farthest to go in order to achieve their goals of obtaining a high school diploma.

In our first two years of operation, we developed a deep understanding of the unique and complex needs of our student population. In order to succeed, our students need intensive social and emotional support, flexible pathways for accelerated credit accumulation, and in-school experiences with deep connections to college and career. During the 2014-15 school year, we developed and implemented a comprehensive set of initiatives and structures designed specifically to address those needs. These initiatives and structures led to incremental improvements in school climate and student outcomes, but implementation challenges and staff turnover remain key challenges to overcome. During the 2015-15 school year, we plan to refine and expand these initiatives and address challenges head-on in order to maximize student learning growth and improve student outcomes.

While there is still significant progress to be made, some of our wins include:

- Reading Improvement Goal (Goal 1a): All four ROADS Bronx cohorts made significant gains in reading achievement between 2013-14 and 2014-15. Average student percentile rank increased by 36% for the 2011 cohort, by 70% for the 2012 cohort and by 52% for the 2013 cohort.
- ELA Regents Pass Rate (Goal 1b): Of the students who took the ELA Regents at ROADS and who had previously performed at or below basic on the 8<sup>th</sup> grade English test, 70% of students scored a 65 or higher and 40% of students scored a 75 or higher indicating that they are prepared for college and career.
- ELA Regents Pass Rate (Goal 1c): Of all students who took the ELA Regents at ROADS, 68% of students scored a 65 or higher and 42% of students scored a 75 or higher.
- Math Improvement Goal (Goal 2a): All four ROADS Bronx cohorts made enormous gains in mathematics achievement between 2013-14 and 2014-15. Average student percentile

rank increased by 685% for the 2011 cohort, by 900% for the 2012 cohort, and by 484% for the 2013 cohort.

- Math Regents Pass Rate (Goal 2c): Of all students who took the Math Regents, 51% of students scored a 65 or higher and 12% of students scored a 75 or higher.
- Social Studies Regents Pass Rate (Goal 4c): For the Global History Regents, 38% of ROADS Bronx students passed the Global History Regents this year compared to only 3% of students last year.
- Social Studies Regents Pass Rate (Goal 4a): For the US History Regents, 50% of students tested achieved a 65 or higher and 32% of students tested achieved a 75 or higher.
- Credit Accumulation (Goal 6d): Students with 22.01 - 33.00 credits (n=21) earned an average of 11.50 credits, above the 10.05 credits earned on average by their peers at peer transfer high schools.
- Credit Accumulation (Goal 6d): Students with 33.01 - 38.00 credits (n=3) earned an average of 10.17 credits, compared to a 9.85 average of their peers.

In addition to monitoring these and other SUNY accountability metrics, we continue to explore other metrics to assess the success of our students and schools.

### **Moving Beyond Our First Two Years**

In our first two years of operation, we focused on creating the conditions for success amongst students with unsuccessful academic histories who face significant life challenges. We began building necessary socio-emotional supports and created a culture of respect and acceptance to promote the participation, safety and voices of our student population. In 2014-15, we focused on specific initiatives and structures to provide intensive social and emotional support, flexible pathways for accelerated credit accumulation, and in-school experiences with deep connections to college and career. In 2015-16, we are focused on refining and expanding these initiatives through improved data collection and monitoring, improvements in staff performance management and accountability, and expanded opportunities for increased student engagement. The narrative below outlines key areas of progress in 2014-15 and our clear next steps for continued improvement in 2015-16.

#### *Intensive Social and Emotional Support*

Many ROADS students have faced tremendous obstacles prior to enrolling in ROADS. Students come from backgrounds that include foster care, homelessness, and incarceration. Many students have experienced extreme trauma in their families and communities. Without the appropriate support and intervention, these experiences can hinder students' academic trajectories. To address these challenges, ROADS Bronx implemented or augmented the following programs and initiatives:

**Expanded the Number of Social Workers in the Building:** In 2014-15, we partnered with Adelphi University to host two (2) social work interns who specialize in the area of Trauma. We also invested in a social work coach to oversee the counseling department, including the

guidance counselor focused on students' academic progress, the licensed social workers, and the social work interns. In addition to providing additional capacity to address students' needs, the social work coach's focus is to increase the department's *proactive* student support services.

**Refined the Individual Life Plan (ILP) tool and processes:** In addition to intensive and tailored support, our students need to feel responsible and be held accountable for their own success. To that end, we created a structure in which every student meets with an advisor to review their performance, set measurable goals, and monitor their progress towards those goals. In 2014-15, each student met with an ILP advisor bi-weekly to review a detailed progress report and discuss his/her academic progress and attendance. We also improved our collection of ILP-related data and instituted processes for students and staff to access and examine the data in order to monitor students' progress towards their goals.

In 2015-16, we plan to improve and streamline the ILP process by creating a more detailed scope-and-sequence, providing teachers with scripted session plans, and meeting collectively as a staff to discuss our progress-to-goals. In addition, we plan to continue to improve our data processes so that we can better measure individual student successes as well as measure the success of the ILP process as a whole.

**Renewed Focus on Attendance as a Key Driver for Success:** In 2015-16, we reallocated resources to focus on attendance, establishing a new role within the larger student support team. The new role, attendance coordinator, is responsible for student and family engagement and follow-up as well as the positive reinforcement of sustained attendance. We are also using the ILP process to reinforce our attendance expectations and identify barriers that students' face that prevent them from attending school on a consistent basis. In addition, the Director of Student Support oversees weekly meetings of our attendance team where the team reviews our attendance rates and develops strategies to increase attendance.

**At Risk Interventions:** In 2014-15, teachers received support in English as a Second Language instruction, reading intervention strategies, and Special Education instruction on an as-needed or ad-hoc basis. In 2015-16, we developed a system of structured support that ensures teachers are getting tailored support in these areas weekly, throughout the school year. To do this, our ESL specialist, reading specialists, and special education coordinator attend weekly department meetings in rotating monthly cycles in order to train all teachers to implement appropriate interventions for ESL students, students reading below the 7<sup>th</sup> grade level, and students with Individual Education Plans (IEPs). As a follow-up, the specialists observe the department's teachers throughout the week and then provide feedback on their implementation of the interventions. The instructional leadership team meets weekly to monitor these support cycles by discussing trends that arise through the observations, sharing coaching strategies that address teachers' needs, and identifying next steps to further improve teacher performance in these areas.

**Additional Literacy Interventions:** In 2014-2015, we employed one teacher who functioned as a Reading Specialist on a part-time basis. In 2015-16, we have quadrupled our investment in literacy and reading specialists by hiring two full-time reading specialists. This Fall, the additional capacity allowed us to administer 169 reading assessments to assess students' baseline reading levels in order to implement appropriate interventions. Last Fall, we administered 80 assessments, given the limited capacity, which limited our ability to appropriately support our students.

#### *In-School Experiences with Deep Connections to College & Career*

In 2014-15, we focused intensely on increasing student engagement and creating programs that clearly connect students' in-school experiences with college and career.

**Expanded Students' Career-Focused Curricular Opportunities:** In 2014-15, we partnered with the New York City Department of Education's CoOp Tech program which provides students with in-school training in nursing, office management, and carpentry. This program allows students to gain real-world experience while accumulating credits at an accelerated rate (students enrolled in these classes earned an additional credit per trimester). In addition, we partnered with a local non-profit that provides culinary and graphic arts instruction after school. Students earned wages for participating in these after-school activities. These activities were designed to increase student engagement and boost student attendance during the regular school day.

In 2015-16, we plan to refine and expand our career-focused programming based on our learnings from the previous year. We plan to continue our partnership with CoOp Tech, and will create structures that allow us to deepen our partnership, in order to better monitor student attendance and performance and intervene and provide timely support when necessary. Additionally, we are expanding the paid after-school Career Pathways program and bringing it completely in-house. Career Pathways courses, taught by ROADS staff members, are now offered during the regular school day in addition to after-school. Currently, our offerings include music production class, a new class in 2015-16, graphic arts, and culinary instruction. Later in the year, we plan to add a school store, a farmer's market, and coding classes through the Career Pathways program. Finally, while we have provided informal and ad-hoc opportunities for select students to engage in meaningful mentorships and internships, with the support of the ROADS Schools Network, we plan to add a robust mentorship and internship program.

#### *Flexible Pathways for Accelerated Credit Accumulation*

Many of our students are wage earners or caregivers outside of school, and these important activities often interfere with students' academic progress. To best serve these students, we must find innovative ways to accommodate students' unique schedules. To that end, we developed a two-pronged strategy to meet students' needs in this area:

**Instructional & Curricular Shifts (2014-15):** In 2014-15, we fully transitioned to an outcomes-mastery approach, where assessments are designed to measure students' mastery of specific standards. We continued to improve our assessments' alignment to Common Core State Standards (CCSS) by investing in training opportunities focused on assessment design and the development of an assessment protocol to guide teachers' creation of classroom-specific assessments. We also implemented weekly department meetings where teachers review student assessment data and modify curricular or instructional approaches, as necessary.

- **Training:** During the 2014-15 school year, our teachers received in-depth training on outcomes-based grading in order to deepen their expertise and improve implementation. During the summer of 2015, our teachers and leadership also shared outcomes-based grading best practices with teachers at ROADS Brooklyn in multiple workshop sessions.
- **Technology (2014-15):** In order to share best practices, eliminate redundancies, and boost instructional quality, we created and stored our curriculum on Betterlesson.com, a technology solution for creating and sharing classroom resources.

During the 2015-16 school year, we plan to augment our weekly department meetings to include a) additional data review of Interim Assessments and Regents exams and b) additional instructional support in reading, ESL, and special education. We also plan to spend more time focused on instructional delivery strategies in order to foster the highest level of engagement amongst teachers and create opportunities for teachers to infuse critical-thinking and problem solving in all lessons.

In addition, we plan to improve our access to various data elements and improve staff data literacy. Given our priorities around data literacy and the challenges we identified related to clean and accurate data, we have hired a Data Manager at each school. The school-based Data Managers represent a large step forward in building a culture of data. They are responsible for the day-to-day data system management, providing reports for various teams within the schools, and are data experts within the school buildings. The 2015-16 school year will be focused on creating and formalizing policies and procedures around data and reporting. We successfully recruited and on boarded two new data managers in late July/ early August. Each manager received two-weeks of targeted professional development from our Director of Data & Accountability and will be jointly managed by the Director of Data & Accountability and the school based Director of Operations throughout the school year.

Additionally, the ROADS Schools Network team signed a contract with Schoolzilla for the development of a data warehouse and data visualization tools. Schoolzilla will allow school leadership and teachers to visualize, explore, filter, and share dynamic reports based on data from multiple school data systems easily, allowing for greater opportunity for data-based decision-making.

**Innovations in Credit Accumulation (2015-16):** In 2015-16, we implemented Bridge Academy, a program that provides a clearer structure for student-centered learning and student-centered pacing. During 1<sup>st</sup> block, Bridge Academy allows students who have previously struggled academically to progress at their own pace through content in ELA, US History, Global History, and Algebra. Students receive intensive support from a reading teacher, a social studies teacher, an algebra teacher and an ESL teacher. Bridge Academy's structures provide students with a greater sense of ownership over their own learning and enables students to master standards more quickly than in a traditional classroom. Since students often have competing priorities, we are adapting our school day scheduling to meet students' needs. In trimester 2 of 2015-16, we will fully implement our 3-block flexible schedule which provides students multiple opportunities to a) accelerate credit accumulation through Bridge Academy or CoOp Tech without interfering with other credit requirements, and b) balance their academic needs with their non-academic personal, family, or work responsibilities.

### *Talent Development*

As we deepen our programmatic offerings and invest in building a strong school culture, we must ensure that the foundation we lay takes root for years to come. To do this, we need to refocus our efforts on developing teachers, resetting staff expectations, and retaining staff from year-to-year.

**Continued Improvements to Performance Management:** School year 2014-15 marked the first full year of implementation of a more robust teacher evaluation and development rubric that included student growth on assessments as a key component. In addition, we implemented a coaching process that led to increased teacher investment in self-development and clearer structures for goal setting and coaching. Teachers and coaches worked collaboratively to develop beginning-of-year goals, and participated in weekly coaching sessions focused on these goals.

In 2015-16, we have rolled out an Observation Tracker to be used by all teacher coaches. The tracker is a data collection tool that allows us to a) monitor teacher areas of strength and growth, and b) develop and adapt our coaching and professional development to address those needs.

**A Strong Focus on Teacher Retention (2015-16):** This year, the leadership team is making staff retention a priority. The Dean of School Culture is responsible for cultivating 4 staff recognition or staff fellowship events per month and led our beginning-of-year, staff retreat off-site. A designated staff-only lounge was also created, which for the first time, provides staff with a comfortable and quiet work space. Additionally, in an effort to promote job satisfaction, we renewed our focus on role clarity so that staff members clearly understand their responsibilities and how they will be held accountable to goals. Finally, we are also working to implement staff surveys to help us better understand the needs of our staff so that we may improve our supports.



## CONCLUSION

As we enter our fourth year, we continue to learn how best to address the unique needs of our student population. While we've made measurable progress over the past three years, our students deserve our continued focus on improvement in the upcoming school year. We will continue to focus on developing our students' social-emotional skills, increasing their literacy rates and credit accumulation, and providing them with rigorous college and career opportunities. We remain deeply committed to our students' professional, academic, and personal success and our sustained efforts to improve and revise our own approaches and goals underscore our belief in the power and potential of our students.

## HIGH SCHOOL GOALS AND MEASURES

**ROADS Bronx Enrollment by Grade Level and School Year<sup>1</sup>**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13										179				179
2013-14										208	29	1		238
2014-15										218	50	20	3	291

<sup>1</sup>Note: This table includes all students who were enrolled for one day or more during each School Year (SY)

### Transfer High School Accountability Cohort

The ROADS Charter High School Accountability Plan will measure outcomes with respect to six-year cohorts. The Sixth Year Accountability Cohort consists of students who entered the 9<sup>th</sup> grade six years ago. For SY 2014-15, the Sixth Year Accountability Cohort is made up of students who entered the 9<sup>th</sup> grade in SY 2009-10, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in SY 2014-15, and remained in the school for the rest of the year. It does not include those who left during the school year.

Currently, ROADS Bronx has two students in their sixth year of high school. The following table groups students by the year they first entered the 9<sup>th</sup> grade anywhere and indicates the school year in which each group will reach its sixth year of high school.

**Sixth Year High School Accountability Cohorts at ROADS Bronx**

Sixth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of SY 2014-15	Number Leaving During SY 2014-15	Number in Accountability Cohort as of June 30 <sup>th</sup>
2014-15	2009-10	2009	2	2	0
2015-16	2010-11	2010	28	7	21
2016-17	2011-12	2011	44	7	37

2017-18	2012-13	2012	62	16	46
2018-19	2013-14	2013	55	7	48
2019-20	2014-15	2014	29	4	25

### **Total Transfer High School Cohort for Graduation**

As with the Accountability Cohort, students are included in the Total Transfer High School Cohort for Graduation based on the year they first enter the 9<sup>th</sup> grade. Students who were enrolled in the school for one day or more after entering the 9<sup>th</sup> grade are part of the school's Total Cohort for Graduation. ROADS removes students from this cohort only for the following reasons: transferred to another public or private diploma-granting institution with documentation, transferred to home schooling by a parent or guardian, transferred to a postsecondary school prior to earning a diploma, transferred by court order, left the U.S. or deceased.

The following table groups students by the year they first entered 9<sup>th</sup> grade anywhere and indicates the school year in which each group will reach its sixth year in the cohort.

### **Sixth Year High School Total Cohort for Graduation at ROADS Bronx**

Sixth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> (a)	Additional Students Still in Cohort (b)	Graduation Cohort (a) + (b)
2014-15	2009-10	2009	0	21	21
2015-16	2010-11	2010	21	31	52
2016-17	2011-12	2011	39	25	64
2017-18	2012-13	2012	66	35	101
2018-19	2013-14	2013	56	6	62
2019-20	2014-15	2014	45	4	49

## ENGLISH LANGUAGE ARTS

### Goal 1a: Growth Measure

Each year, the group of students in their second year at ROADS who have taken a norm-referenced English test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

### Method

The school administered the Northwest Evaluation Association's Measures of Academic Progress (NWEA Map) assessment for reading comprehension in SY 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9<sup>th</sup> grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9<sup>th</sup> grade students. This measure examines the progress ROADS has made towards improving students' reading comprehension skills, particularly for the cohorts that perform below the national average for 9<sup>th</sup> grade students.

In SY 2014-15 ROADS Bronx instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS students to a nationally representative sample. The SY 2013-14 average score was calculated using each student's percentile score. The SY 2014-15 NCE scores were provided directly from Scantron.

### Results

The table below shows first to second year growth on the NWEA Map Reading and Scantron Performance Series Reading assessment for ROADS Bronx students. The first column indicates the cohort year; the second column displays the number of students in each cohort; the third column indicates the number of students in their second year at ROADS by cohort; the fourth column shows the number of students in each cohort with test results in year 1 and year 2; the fifth column lists the average percentile score achieved by students with year 1 and year 2 test results in each cohort; the sixth column shows the target percentile score for year 2; the seventh column indicates whether or not the target was achieved by each cohort. Results are not displayed for the 2009 or 2010 cohort, as there are no students in these cohorts with test scores from both year 1 and year 2. Additionally, the 2014 cohort is not included, as students in this cohort just completed their first year of high school and therefore do not have test results for year 2.

Results displayed in the table below show that the average percentile score in year 1 for the 2011 and 2012 cohorts is in the bottom quartile of all 9<sup>th</sup> grade students nationally. According to the table, every cohort made significant gains in reading achievement on the NWEA Map from year 1 to Scantron year 2. Cohort averages increased by 36% for the 2011 cohort, by 70% for the 2012 cohort and by 52% for the 2013 cohort. The 2011 cohort achieved the target percentile score for year 2, while the 2012 and 2013 cohorts did not achieve their target percentile scores.

### First to Second Year Cohort Growth on the NWEA Map and Scantron Reading Assessment

Cohort Designation	Number in Cohort	Number in Second Year at ROADS	Number Tested in Year 1 & 2	Average %tile Score Year 1	Target %tile for Year 2	Average %tile Score Year 2	Target Achieved
2009	0	0	n/a	n/a	n/a	n/a	n/a
2010	21	1	0	n/a	n/a	n/a	No
2011	37	37	5	30	40	41	Yes
2012	46	23	6	17	33.5	29	No
2013	48	73	18	23	36.5	35	No
2014	25	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>177</b>	<b>126</b>	<b>29</b>	<b>23</b>	<b>36.5</b>	<b>35</b>	<b>No</b>

### Evaluation

This goal was not achieved. While cohort 2011 achieved their target and significant gains were made in reading as measured by the NWEA Map and Scantron, the gains fell short of year 2 targets in cohorts 2012 and 2013. Specifically, average percentile scores are off by 4.5 for cohort 2012 and by 1.5 for cohort 2013.

### Goal 1b: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8<sup>th</sup> grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents Comprehensive English exam) by the completion of their sixth year in the cohort.

### Method

The school demonstrates the effectiveness of its English Language Arts program by enabling students who did not meet proficient standards in the 8<sup>th</sup> grade (e.g. those who received a performance level of 1 or 2 on the New York State English Language Arts test) to meet the English requirement for graduation with a Regents diploma (passing the Regents with a 65 or higher) and the college and career readiness standard (passing the Regents with a 75 or higher).

### Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

### Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

### Additional Evidence

At ROADS Bronx, the majority of students with 8<sup>th</sup> grade state test scores in English did not meet proficiency standards. Of the 152 students with test scores, 94% achieved a performance level 1 or

2. In SY 2014-15 the school administered both the Comprehensive English Language Arts Regents exam as well as the Common Core English Regents exam. Results for both tests are combined and displayed in the table below.

The table below compares each cohort's pass rate on the English Language Arts Regents prior to ROADS to its pass rate at ROADS. The table shows that, prior to ROADS only 1 student who performed at or below basic on the 8<sup>th</sup> grade English test had taken the English Regents exam before ROADS. By contrast, in the three years since ROADS Bronx opened, 21 students who performed at or below basic on the 8<sup>th</sup> grade English test have passed the ELA Regents with scores of 65 or higher, and 12 have passed with scores at or above the college and career readiness benchmark.

**English Language Arts Regents Passing Rate Among Students Who Did Not Perform at the Proficient Level on the 8<sup>th</sup> Grade State English Test by Accountability Cohort**

Cohort Designation	Number in Cohort	Number with 8th Grade Test Score	Number with 8th Grade ELA Performance Level 1 or 2 Score	English Results Prior to ROADS					English Results at ROADS				
				Number Took the Exam	Score 65-74		Score >=75		Number Took the Exam	Score 65-74		Score >=75	
					N	%	N	%		N	%	N	%
2009	0	0	0	0	0	n/a	0	n/a	0	0	n/a	0	n/a
2010	21	18	18	1	1	6%	0	0%	15	4	22%	7	39%
2011	37	37	31	1	0	0%	0	0%	8	3	10%	3	10%
2012	46	32	31	0	0	0%	0	0%	7	2	6%	2	5%
2013	48	41	41	0	0	0%	0	0%	0	0	0%	0	0%
2014	25	24	22	0	0	0%	0	0%	0	0	0%	0	0%
<b>Total</b>	<b>177</b>	<b>152</b>	<b>143</b>	<b>2</b>	<b>1</b>	<b>1%</b>	<b>0</b>	<b>0%</b>	<b>30</b>	<b>9</b>	<b>6%</b>	<b>12</b>	<b>8%</b>

#### Goal 1c: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations) by the completion of their sixth year in the cohort.

#### Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma, and 75 to meet the college and career readiness standard.<sup>1</sup> This measure

<sup>1</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

## Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

## Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

## Additional Evidence

Table 2 below shows ROADS Bronx students' progress against goal 1c in the years prior to enrolling in ROADS and at ROADS. Prior to ROADS, only 3 students had sat for the ELA Regents exam. Since ROADS Bronx opened three years ago, 38 students have taken the exam, 26 have passed with a score of 65 and 16 of those students have achieved or surpassed the college and career ready benchmark.

**Table 1: English Regents Passing Rate with a score of 75 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	21	0%	47	17%	37	14%
2012	37	0%	48	4%	46	7%
2013			44	0%	48	0%
2014					25	0%

**Table 2: English Language Arts Regents Exam Results Prior to ROADS and at ROADS Bronx**

Cohort Designation	Number in Cohort	ELA Regents Results Prior to ROADS										ELA Regents Results at ROADS									
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100			
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%		
2009	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a		
2010	21	1	0	0%	0	0%	1	5%	0	0%	17	3	14%	1	5%	5	24%	8	38%		
2011	37	2	1	3%	0	0%	1	3%	0	0%	10	0	0%	2	5%	3	8%	5	14%		
2012	46	0	0	0%	0	0%	0	0%	0	0%	11	3	7%	3	7%	2	4%	3	7%		
2013	48	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
2014	25	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
Total	177	3	1	1%	0	0%	2	1%	0	0%	38	5	3%	7	4%	10	6%	16	9%		

**Goal 1d: Absolute Measure**

Each year, the Performance Level Index (PLI) on Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

**Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

**Evaluation**

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

**Goal 1e: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

**Method**

The school compares the performance of students in the school's sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may

take Regents exams up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

### **Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

### **Evaluation**

Evaluation of this goal is not applicable in 2014-15 as no students were in their sixth year of the cohort.

### **Summary of the High School English Language Arts Goal**<sup>2</sup>

ROADs Bronx continued focus on improving students' reading skills and literacy rates is having a measurable impact. Between 2013-14 and 2014-15, students across all cohorts made significant gains in reading achievement. While all cohorts did not achieve goal 1a, cohorts 2012 and 2013 narrowly missed the target and more than doubled their average percentile rank from the prior year. If our students achieve even small gains in reading next year compared to national averages, we should easily meet this goal.

For goals 1b through 1e, our early results show we are moving the needle significantly in reading. Of the students who took the ELA Regents at ROADs and who had previously performed at or below basic on the 8<sup>th</sup> grade English test, 70% of students scored a 65 or higher and 40% of students scored a 75 or higher indicating that they are prepared for college and career. Similarly, of all students who took the ELA Regents at ROADs, 68% of students scored a 65 or higher and 42% of students scored a 75 or higher. While we need to work on improving our cohort Regents participation rates, these results indicate that students at ROADs are making significant progress despite their academic histories.

Type	Measure	Outcome
1a Growth	Each year, the group of students in their second year at ROADs who have taken a norm-referenced English test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE	Did Not Achieve
1b Absolute	Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents Comprehensive English exam) by the completion of their sixth year in the cohort.	Not Applicable
1c Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations) by the completion of their sixth year in the cohort.	Not Applicable

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<sup>2</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.



1d Absolute	Each year, the Performance Level Index (PLI) on Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB system.	Not Applicable
1e Comparative	Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable

## Action Plan

ROADS Bronx continues to use an outcomes-based grading system aligned to CCSS. These outcomes allow for clarity of expectations for student learning, common planning amongst staff, and targeted curriculum and remediation.

Last year, we developed a set of rigorous CCSS-aligned Interim Assessments (IA) to use in conjunction with data days and a system of data analysis to drive student achievement. We have continued and improved this work in 2015-16. Through the implementation of a system of IAs and data-driven instruction ROADS Bronx has the ability to closely monitor the progress of individual students, to identify trends and patterns in student achievement, and to make the necessary adjustments to curriculum and instruction to improve student outcomes.

Students are provided multiple opportunities to master outcomes to ensure that students who have fallen behind in their classes have extended opportunities to learn and master content. In addition, our continued and refined focus on attendance and literacy should lead to continued improvement on these indicators and future success at meeting these goals. In 2015-16 we plan to focus on:

- **Attendance:** To increase our Regents participation rate and maximize student learning, students must attend school regularly. In the past, attendance has been the primary obstacle to student and school success. This year, we plan to build on the work we did last year to continue improving student attendance.
  - We plan to continue to invest in key staff whose sole focus is attendance. Our attendance coordinator is responsible for student and parent follow-up and incentives. Our Director of Student Support oversees our attendance coordinator and is responsible for daily and weekly attendance reporting and coordination with other staff to monitor student attendance and intervene when necessary. In 2015-16, we are increasing our student supports and interventions and renewing our focus on parental engagement.
  - We plan to continue to use the Individual Life Plan (ILP) process to monitor student attendance. Students meet weekly with an advisor to set attendance and performance goals and troubleshoot issues that prevent progress to those goals.
- **Literacy and Reading Focus:** Our intensive focus on literacy and reading led to significant gains in student outcomes last year. We plan to build on that progress this year and anticipate this focus will lead to our meeting goal 1a.
  - We plan to implement additional reading interventions. Between 2014-15 and 2015-16, we have quadrupled our investment in literacy and reading specialists by hiring two full-time reading specialists. In addition, we have nearly doubled the number of

baseline reading assessments we administered to students at the beginning of the year, which has allowed us to a) more appropriately sort students into classes, b) provide tailored student supports, and c) develop appropriate instructional strategies to support student needs.

- We plan to provide additional instructional support to reading teachers in the upcoming year. Our ESL, Reading, and Special Education specialists will provide more intensive support to teachers during their weekly department meetings. These specialists will rotate monthly to each department team to provide critical support and strategies in ESL, reading, and Special Education instruction and address specific challenges teachers are having in these areas.
- We plan to increase our coaching support in reading and other key areas. In addition to pushing-in to department team meetings, the ESL, reading, and Special Education specialists will also accompany the instructional coaches on formal and informal observations in order to observe how well teachers are implementing the strategies they learned during the department meeting. Then, the specialists are available to give immediate feedback on teachers' implementation of those strategies and provide critical insight on how to improve growth areas moving forward.

## MATHEMATICS

### Goal 2a: Growth Measure

Each year, the group of students in their second year at ROADS who have taken a norm-referenced Mathematics test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

### Method

The school administered the Northwest Evaluation Association's Measures of Academic Progress (NWEA Map) assessment for mathematics in SY 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9<sup>th</sup> grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9<sup>th</sup> grade students. This measure examines the progress ROADS has made towards improving students' mathematics skills, particularly for the cohorts that perform below the national average for 9<sup>th</sup> grade students.

In SY 2014-15 ROADS Bronx instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS students to a nationally representative sample. The SY 2013-14 average score was calculated using each student's percentile score. The SY 2014-15 NCE scores were provided directly from Scantron.

### Results

The table below shows first to second year growth on the NWEA Map Mathematics to Scantron Performance Series Mathematics assessment for ROADS Bronx students. The first column indicates the cohort year; the second column displays the number of students in each cohort; the third column indicates the number of students in their second year at ROADS by cohort; the fourth column shows the number of students in each cohort with test results in year 1 and year 2; the fifth column lists the average percentile score achieved by students with year 1 and year 2 test results in each cohort; the sixth column shows the target percentile score for year 2; the seventh column indicates whether or not the target was achieved by each cohort. Results are not displayed for the 2009 or 2010 cohort as there are no students in the cohort with test scores from both year 1 and year 2. Additionally, the 2014 cohort is not included as students in this cohort just completed their first year of high school and therefore do not have test results for year 2.

Results displayed in the table below suggest that each cohort made enormous gains in mathematics achievement from year 1 to year 2. Cohort averages increased by 685% for the 2011 cohort, by 900% for the 2012 cohort, and by 484% for the 2013 cohort. However, the 2012 and 2013 cohorts did not achieve the target percentile score for year 2.

### First to Second Year Cohort Growth on the NWEA Map and Scantron Mathematics Assessment

Cohort Designation	Number in Cohort	Number in Second Year at ROADS	Number Tested in Year 1 & 2	Average %tile Score Year 1	Target %tile for Year 2	Average %tile Score Year 2	Target Achieved
2009	0	0	n/a	n/a	n/a	n/a	n/a
2010	21	1	0	n/a	n/a	n/a	No
2011	37	37	2	3.5	26.8	27.5	Yes
2012	46	23	1	2.0	26.0	20.0	No
2013	48	73	5	3.8	26.9	22.2	No
2014	25	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>177</b>	<b>126</b>	<b>8</b>	<b>3.5</b>	<b>26.8</b>	<b>23.3</b>	<b>No</b>

#### Evaluation

This goal was not achieved. While each cohort achieved significant gains in mathematics as measured by the NWEA Map and Scantron, the gains fell short of year 2 targets overall. Cohort 2011 met their target by 0.7 percentile points; cohort 2012 fell short by an average of 4 points, and cohort 2013 by an average of 4.7 points.

#### Goal 2b: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8<sup>th</sup> grade Mathematics exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort.

#### Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade (e.g. those who received a performance level 1 or 2) to meet the mathematics requirement for the college and career readiness standard (passing the exam with an 80 or higher).

#### Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

#### Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

#### Additional Evidence

Of the ROADS Bronx students with 8<sup>th</sup> grade state test scores in Mathematics, 93% achieved a performance level of 1 or 2. Given that the majority of students performed at or below basic on the

8<sup>th</sup> grade Mathematics test, results displayed in the table for goal 2b, below, are similar to those displayed in the table for goal 2c.

In SY 2013-14 the school administered both the Common Core Algebra Regents exam as well as the Integrated Algebra Regents exam. Results for both assessments are combined in the table below.

The table below compares the passing rate of each cohort on the Integrated Algebra exam prior to enrolling in ROADS Bronx to the passing rate at ROADS Bronx. As the last row of the table indicates, prior to enrolling at ROADS, the passing rate on the Integrated Algebra exam among our students who scored at or below basic on the 8<sup>th</sup> grade test was 4%, with 0 of those students meeting the college and career readiness benchmark. In ROADS' third year of operation, this passing rate for students at or below 8<sup>th</sup> Mathematics proficiency has risen to 27% with 8 students meeting the college and career readiness benchmark.

**Mathematics Regents Passing Rate Among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Accountability Cohort**

Cohort Designation	Number in Cohort	Number with 8th Grade Test Score	Number with 8th Grade Math Performance Level 1 or 2 Score	Prior to ROADS					At ROADS				
				Number Took the Exam	Score >=65-79		Score >=80		Number Took the Exam	Score 65-79		Score >=80	
					N	%	N	%		N	%	N	%
2009	0	0	0	0	0	n/a	0	n/a	0	0	n/a	0	n/a
2010	21	19	18	9	2	11%	0	0%	16	11	61%	3	2%
2011	37	37	30	7	2	7%	0	0%	15	8	27%	3	10%
2012	46	33	31	5	0	0%	0	0%	11	5	16%	1	3%
2013	48	43	43	3	0	0%	0	0%	20	7	16%	1	2%
2014	25	23	22	1	0	0%	0	0%	3	0	0%	0	0%
Total	177	155	144	25	4	3%	0	0%	65	31	22%	8	6%

#### **Goal 2c: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort.

#### **Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career readiness standard.<sup>3</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken

<sup>3</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

## Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

## Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

## Additional Evidence

Goal 2c Table 2 compares the number and performance of all ROADS Bronx students on the Integrated Algebra Regents exam prior to ROADS and at ROADS. Prior to ROADS, none of our students had achieved the college and career readiness benchmark on the Integrated Algebra Regents exam. Since ROADS Bronx opened its doors three years ago, 10 students have achieved this benchmark, while 43 students have passed the Regents.

**Table 1: Mathematics Regents Passing Rate with a score of 80 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	5	0%	2	0%	0	n/a
2010	38	5%	30	10%	21	14%
2011	21	5%	47	9%	37	11%
2012	37	0%	48	2%	46	4%
2013			44	2%	48	2%
2014					25	0%

**Table 2: Mathematics Regents Exam Results Prior to ROADS and at ROADS Bronx**

Cohort Designation	Number in Cohort	Mathematics Results Prior to ROADS										Mathematics Results at ROADS									
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-79		Score of 80-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-79		Score of 80-100			
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%		
2009	0	0	0	n/a	0	n/a	0	n/a	0	0%	0	0	n/a	0	n/a	0	n/a	0	n/a		
2010	21	11	5	24%	4	19%	2	10%	0	0%	19	0	0%	2	10%	14	67%	3	14%		
2011	37	12	2	5%	6	16%	4	11%	0	0%	20	2	5%	3	8%	11	30%	4	11%		
2012	46	8	5	11%	3	7%	0	0%	0	0%	22	4	9%	6	13%	10	22%	2	4%		
2013	48	3	3	6%	0	0%	0	0%	0	0%	20	5	10%	7	15%	7	15%	1	2%		
2014	25	1	0	0%	1	4%	0	0%	0	0%	4	2	8%	1	4%	1	4%	0	0%		
Total	177	35	15	8%	14	8%	6	3%	0	0%	85	13	7%	19	11%	43	24%	10	6%		

**Goal 2d: Absolute Measure**

Each year, the Performance Level Index (PLI) on Regents Mathematics exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department's new law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of 154.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

**Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

**Evaluation**

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

**Goal 2e: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

**Method**

The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take

Regents exam up through the summer of their sixth year, the school presents most recently available peer transfer high school results.<sup>4</sup>

## Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

## Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

## Summary of the High School Mathematics Goal<sup>5</sup>

Between 2013-14 and 2014-15, students across all cohorts made significant gains in math achievement. While all cohorts did not achieve goal 2a, cohorts 2012 and 2013 narrowly missed the target but increased their average percentile rank by more than ten-fold from the prior year. If our students achieve even small gains in math next year compared to national averages, we should easily meet our goal.

For goals 2b through 2e, our early results show we are moving the needle significantly in math. Of the students who took a Mathematics Regents and who had previously performed at or below basic on the 8<sup>th</sup> grade Math test, 60% of students scored a 65 or higher and 12% of students scored a 75 or higher indicating that they are prepared for college and career. Similarly, of all students who took a Math Regents at ROADS, 63% of students scored a 65 or higher and 12% of students scored a 75 or higher. While we need to work on improving our cohort Regents participation rates, these results indicate that students at ROADS are making significant progress despite their academic histories.

Type	Measure	Outcome
2a Growth	Each year, the group of students in their second year at ROADS who have taken a norm-referenced Mathematics test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Did Not Achieve
2b Absolute	Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents Comprehensive English exam) by the completion of their sixth year in the cohort.	Not Applicable
2c Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort.	Not Applicable

<sup>4</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>5</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.



2d Absolute	Each year, the Performance Level Index (PLI) on Regents Mathematics exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB system.	Not Applicable
2e Comparative	Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 80 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable

## Action Plan

Students enter ROADS Bronx with a wide range of mathematics skills and proficiencies. At entry students take several mathematics diagnostic assessments, which ascertain our students' algebra-ready and foundational mathematics skills. Last year, the mathematics department focused on depth of knowledge rather than breadth of coverage, honing on the math concepts prioritized in the Common Core standards. Teachers developed learning progressions that moved students from their current base-line performance to mastery of Common Core-aligned outcomes, using interim assessments to guide their lesson planning.

Our math department uses the same academic structures as the English language arts department, including weekly department meetings, data-driven instruction, Interim Assessments (IAs) and outcomes-based grading. The focus on attendance is school-wide, so improvements in attendance will extend to mathematics learning. In addition, our continued and refined focus on attendance, data literacy and analysis, and performance management should lead to continued improvement on these indicators and future success at meeting these goals. In 2015-16 we plan to focus on:

**Continued Improvements to Performance Management:** School year 2014-15 marked the first full year of implementation of a more robust teacher evaluation and development rubric that included student growth on assessments as a key component. In 2015-16, we plan to introduce an observation tracker, a data collection tool that allows us to a) monitor teacher areas of strength and growth, and b) develop and adapt our coaching and professional development to address those needs. Together, these two tools will help us address instructional gaps and student performance gaps earlier and more intensively. We anticipate these tools will lead to continued improvements in students' learning in math, which will be reflected in students' performance on math assessments.

**Data Literacy and Frequent Analysis:** We plan to augment our weekly department meetings to include additional data review of Interim Assessments and Regents exams and additional instructional support in ESL and special education. To address specific gaps in math, these meetings will also have a key focus on instructional delivery strategies that infuse critical-thinking and problem-solving in all lessons, but especially math lessons. In addition, we plan to improve our access to various data elements and improve staff data literacy. We invested in additional staff – data managers - to improve data literacy amongst school staff and to lead staff trainings on our data tools during our weekly data days.

**Curricular Resources:** In order to share best practices, reduce teacher burden, and boost instructional quality, we created and stored our curriculum on [betterlesson.com](https://betterlesson.com), a technology solution for creating and sharing classroom resources. We anticipate this shift will lead to more rigorous math lessons as math teachers have more rigorous materials readily available.

## SCIENCE

### Goal 3a: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their sixth year in the cohort.

### Method

New York State administers multiple high school science assessments; current Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Earth Science. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

### Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

### Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

### Additional Evidence

ROADS Bronx administered the Earth Science Regents for the first time in SY 2014-15 Regents. The table below shows the performance of students who sat for the science Regents prior to enrolling at ROADS compared to the performance of the 35 who sat for the exam at ROADS. As the table indicates, of the 15 students who took the exam in previous years, 2 achieved passing scores, 6 were approaching proficiency, and 7 scored below 54. Of the students who have tested at ROADS, 3 have 6 have passed, with 3 achieving scores higher than 75.

**Table 1: Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	21	0%	47	4%	37	11%
2012	37	0%	48	0%	46	2%
2013			44	0%	48	2%
2014					25	0%

**Table 2: Science Regents Exam Results Prior to ROADS and at ROADS Bronx**

Cohort Designation	Number in Cohort	Science Results Prior to ROADS										Science Results at ROADS									
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100			
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%		
2009	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a		
2010	21	6	1	5%	4	19%	1	5%	0	0%	9	5	24%	3	14%	1	5%	0	0%		
2011	37	4	3	8%	1	3%	0	0%	0	0%	7	2	5%	1	3%	2	5%	2	5%		
2012	46	5	3	7%	1	2%	1	2%	0	0%	7	3	7%	4	9%	0	0%	0	0%		
2013	48	0	0	0%	0	0%	0	0%	0	0%	9	4	8%	4	8%	0	0%	1	2%		
2014	25	0	0	0%	0	0%	0	0%	0	0%	3	2	8%	1	4%	0	0%	0	0%		
Total	177	15	7	4%	6	3%	2	1%	0	0%	35	16	9%	13	7%	3	2%	3	2%		

**Goal 3b: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

**Method**

The school compares the performance of students in the sixth year Accountability Cohort to that of students in the high school Accountability Cohort from peer transfer high schools. Given that students may take Regents exams up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

**Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

**Evaluation**

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

**Summary of the High School Science Goal <sup>6</sup>**

Type	Measure	Outcome
3a Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their sixth year in the cohort.	Not Applicable
3b Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable

<sup>6</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## **Action Plan**

Last year, only four (4) ROADS Bronx students took the Regents Science exam. Two students scored 75 or better and two (2) students scored below a 65. Over the past two years, 35 students in our accountability cohort took the Regents science exam with 17% of students scoring 65 or higher. These results indicate that there is significant progress to make. Like 2014-15, ROADS Bronx will continue to offer a 3-term Earth Science course, culminating in a June 2016 Regents. Our belief in focused professional development and a streamlined focus on one science course remains steadfast and we anticipate continued growth in the number of students passing a science Regents exam.

We believe that the academic interventions and structures implemented school-wide and in the ELA and Math departments will also have a significant impact on our students' science learning. In addition, our focus on attendance is school-wide, so improvements in attendance will extend to science learning.

## SOCIAL STUDIES

### Goal 4a: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents US History exam by the completion of their sixth year in the cohort.

### Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

### Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

### Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

### Additional Evidence

ROADS Bronx administered the U.S. History Regents exam in SY 2014-15 for the first time. Table 2 below shows that prior to enrolling in ROADS Bronx, six students had sat for the U.S. History Regents exam and all had achieved scores of less than 54. This year 11 students passed the exam, with 7 students achieving a score of over 75. Of the students tested 50% achieved a passing score.

**Table 1: U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	5	0%	2	0%	0	n/a
2010	38	0%	30	0%	21	24%
2011	21	0%	47	0%	37	8%
2012	37	0%	48	0%	46	7%
2013			44	0%	48	0%
2014					25	0%

**Table 2: U.S. History Regents Exam Results Prior to ROADS and at ROADS Bronx**

Cohort Designation	Number in Cohort	US History Results Prior to ROADS										US History Results at ROADS									
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100			
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%
2009	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a		
2010	21	2	2	10%	0	0%	0	0%	0	0%	11	2	10%	4	19%	3	14%	2	10%		
2011	37	2	2	5%	0	0%	0	0%	0	0%	4	0	0%	1	3%	0	0%	3	8%		
2012	46	2	2	4%	0	0%	0	0%	0	0%	7	2	4%	2	4%	1	2%	2	4%		
2013	48	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
2014	25	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
Total	177	6	6	3%	0	0%	0	0%	0	0%	22	4	2%	7	4%	4	2%	7	4%		

**Goal 4b: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort passing a Regents US History exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

**Method**

The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

**Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

**Evaluation**

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

**Goal 4c: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Global History exam by the completion of their sixth year in the cohort.

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their sixth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their sixth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

## Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

## Additional Evidence

ROADS Bronx administered a Global History Regents in SY 2014-15. Table 1 below shows the overall pass rate progress by Accountability Cohort. Table 2 below shows the performance of students who sat for the Global History Regents exam prior to enrolling at ROADS Bronx and at ROADS Bronx.

As the Table 2 indicates, of the 10 students who took the exam prior to ROADS, 3 passed with a score above 65. At ROADS Bronx, 68 students sat for the exam in SY 2013-14 and SY 2014-15 and 26 passed, 22 with scores between 65-74, and 4 with scores above 75. This shows significant improvement over our overall SY 2013-14 Global History pass rate of 3%.

**Table 1: Global History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	5	0%	2	0%	0	n/a
2010	38	3%	30	10%	21	52%
2011	21	0%	47	2%	37	16%
2012	37	0%	48	0%	46	17%
2013			44	0%	48	6%
2014					25	4%

**Table 2: Global History Regents Exam Results Prior to ROADS and at ROADS Bronx**

Cohort Designation	Number in Cohort	Global History Results Prior to ROADS										Global History Results At ROADS									
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Percent Passing
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%		
2009	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
2010	21	3	2	10%	0	0%	1	5%	0	0%	18	8	38%	0	0%	8	38%	2	10%	18	86%
2011	37	3	1	3%	1	3%	0	0%	1	3%	14	4	11%	5	14%	4	11%	1	3%	14	38%
2012	46	4	2	4%	1	2%	1	2%	0	0%	19	10	22%	2	4%	6	13%	1	2%	19	49%
2013	48	0	0	0%	0	0%	0	0%	0	0%	13	8	17%	2	4%	3	6%	0	0%	13	31%
2014	25	0	0	0%	0	0%	0	0%	0	0%	4	3	12%	0	0%	1	4%	0	0%	4	0%
<b>Total</b>	<b>177</b>	<b>10</b>	<b>5</b>	<b>3%</b>	<b>2</b>	<b>1%</b>	<b>2</b>	<b>1%</b>	<b>1</b>	<b>1%</b>	<b>68</b>	<b>33</b>	<b>19%</b>	<b>9</b>	<b>5%</b>	<b>22</b>	<b>12%</b>	<b>4</b>	<b>2%</b>	<b>68</b>	<b>26%</b>



**Goal 4d: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

**Method**

The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exams through the summer of their sixth year, the school presents most recently available peer transfer high school results.

**Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

**Evaluation**

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

**Summary of the Social Studies Goal**

No Social Studies goals are applicable for ROADS Bronx this year. ROADS results are tempered, in part, by the fact that the Global History Regents has the lowest pass rate of all Regents exams.<sup>7</sup> Yet, 38% of ROADS Bronx students passed the Global History Regents this year compared to only 3% of students last year. For the US History Regents, 50% of students tested achieved a 65 or higher and 32% of students tested achieved a 75 or higher. While we need to work on improving our cohort Regents participation rates, these results indicate that students at ROADS are making significant progress despite their academic histories. We anticipate our academic and instructional interventions will increase the number of students who are prepared to take and pass both Social Studies Regents exams.

Type	Measure	Outcome
4a Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their sixth year in the cohort.	Not Applicable
4b Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable
4c Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their sixth year in the cohort.	Not Applicable
4d Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after	Not Applicable

<sup>7</sup> <http://ny.chalkbeat.org/2012/09/10/instead-of-eliminating-global-studies-exam-state-could-revamp-it/#.VBbq8vldX6I>

	their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.	
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### **Action Plan**

In SY 2014-15, teachers revised the social studies curriculum so that it aligns with recently released Common Core History standards that will lead to a deeper more thematic approach to teaching and learning. Additionally, social studies teachers collaborated with their ELA counterparts so that the work in the two disciplines benefits from overlapping literacy skill development and thematic content.

In 2015-16, we will continue to use in-class assessment formats that are similar to those on the Regents exam, including multiple choice, document-based essays, and thematic essays so that our students are familiar with not only the content tested but the testing formats as well. In addition, for students who took the Global History Regents exam last year unsuccessfully, we will continue to offer a Regents Prep course to help them get ready to take it again this year.

We believe that the academic interventions and structures implemented school-wide and in the ELA department, specifically, will also have a significant impact on our students' history learning. In addition, our focus on attendance is school-wide, so improvements in attendance will extend to science learning.

## **NCLB**

### **Goal 5a: Absolute Measure**

Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

### **Results**

According to ESEA Accountability Designation Reports available here:

<http://www.p12.nysed.gov/accountability/documents/AccountabilityStatusfor2015-16.xlsx>

ROADS Charter School I is in Good Standing for 2015-16.

### **Evaluation**

Goal 5 was achieved.

## HIGH SCHOOL GRADUATION

### Goal 6a: Absolute Measure

Each year, 75 percent of students will have an attendance rate of 75 percent for the year.

### Method

This measure examines the number of students in each Total Graduation Cohort who attended at least 75% of the days in which they were enrolled in SY 2014-15. Following the method set forth in the “Educator Guide: The New York City Progress Report Transfer High School 2011-12” (page 7), all students who are on register for fewer than 40 days are excluded from analysis.

### Results

The following table shows that 21% of ROADS Bronx students attended school at least 75% of SY 2014-15. The number and percent of students who attended 75% or more was highest in the 2013 cohort (28%).

**Students with an Attendance Rate of 75% or Higher in SY 2014-15**

Cohort Designation	Number in Cohort	Number with Valid Attendance Rate	Attended 75% or More	
			N	%
2009	21	2	0	n/a
2010	52	25	5	20%
2011	64	45	10	22%
2012	101	72	11	15%
2013	62	57	16	28%
2014	49	45	9	20%
<b>Total</b>	<b>349</b>	<b>246</b>	<b>51</b>	<b>21%</b>

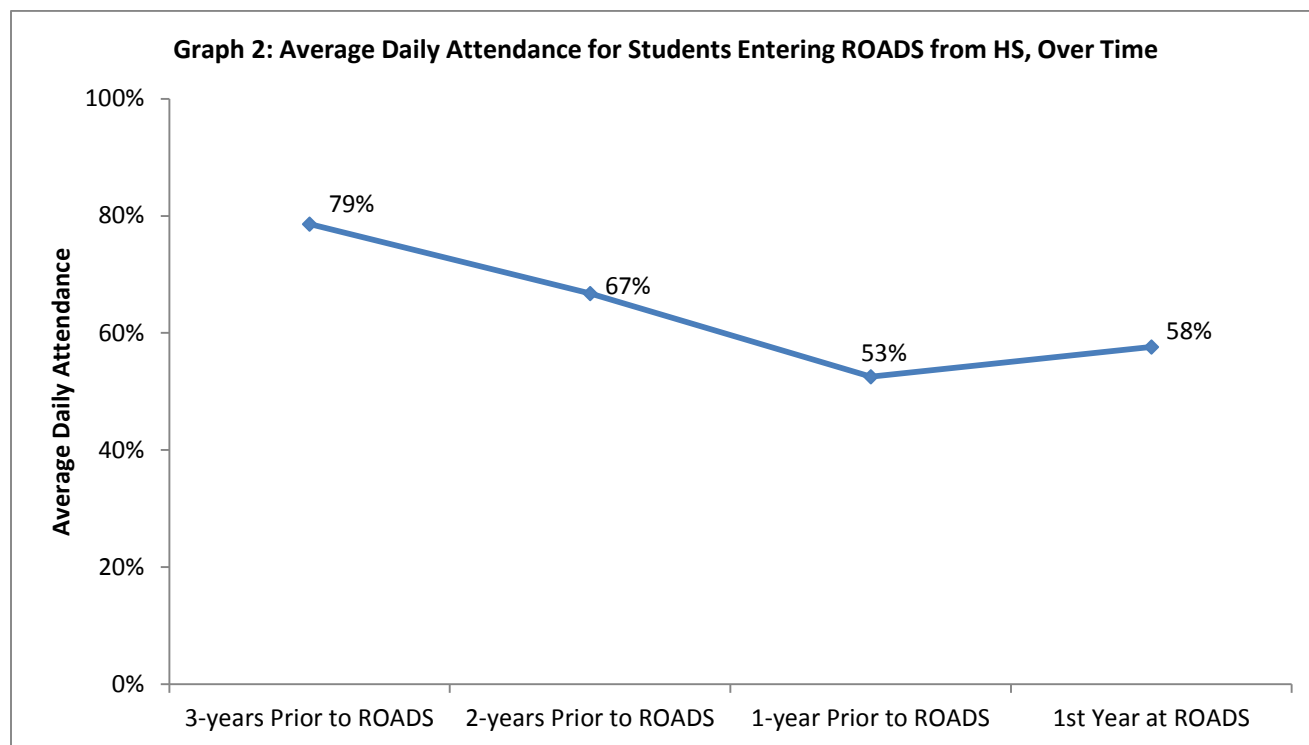
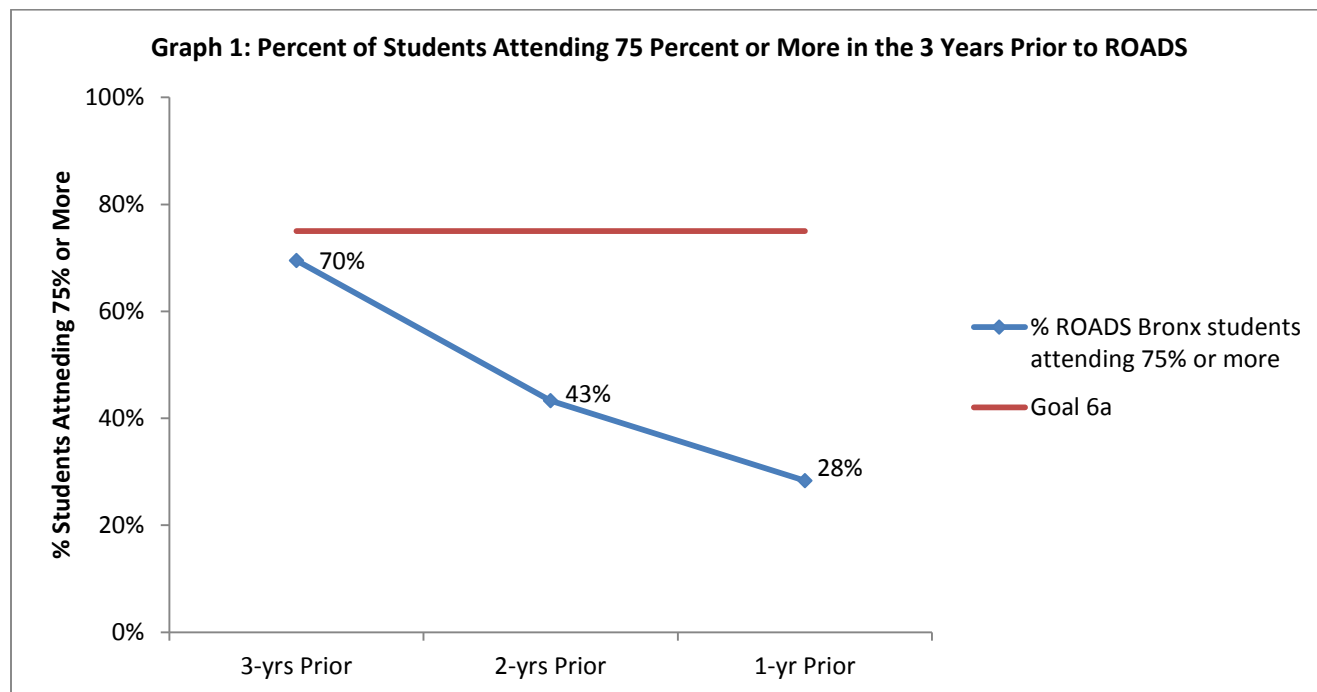
### Evaluation

Goal 6a was not achieved, with the highest results in the 2013 cohort at 28%.

### Additional Evidence

ROADS Bronx’s student population has a history of severe chronic truancy. Graph 1 below shows the percent of our students with an attendance rate of 75% or higher in each of the three years prior to their admission to ROADS. As the graph shows, the percent of students attending 75% or more of each school year had been declining sharply each year in the three years prior to ROADS. Three years prior, when the percentage was highest, 70% of our student population attended school 75% or more of the time—below the level of goal 6a. This percentage dropped to 43% two years prior to ROADS and to 28% the year prior. While ROADS Bronx did not meet goal 6a, our student population has a history of chronic truancy.

Graph 2 shows that ROADS Bronx does improve attendance for students entering ROADS from high school. The graph below shows attendance prior to ROADS and during their first year at ROADS for students in our Accountability Cohort coming from high school. ROADS reverses the pattern of worsening attendance, which we will continue to build on in SY 2015-16.



**Goal 6b: Absolute Measure**

Each year, 75 percent of students in the third year high school total Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.

**Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least two Regents exams by their third year in the cohort. In August of 2015, the 2012 cohort will have completed its third year.

**Results**

The table below displays the number and percent of students in the 2012 cohort who have passed Regents exams. According to results displayed in the table, of the 101 students in the 2012 cohort, 9 or 9% have passed at least two Regents exams. An additional 9 students in cohort 2012 are showing progress towards this measure by having passed one Regents exam.

**Number and Percent of Cohort 2012 Students Who Have Passed Two Regents Exams**

Cohort Designation	Number in Cohort	Passed at least two Regents		Passed at least one Regents	
		N	%	N	%
2012	101	9	9%	18	18%

**Evaluation**

Goal 6b was not achieved. The school has made progress in its third year, increasing the percentage of students to pass at least two regents to 9%.

**Goal 6c: Absolute Measure**

Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.

**Method**

This measure examines students in the Graduation Cohort who entered the 9<sup>th</sup> grade as members of the 2009 cohort and graduated six years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

**Results**

ROADS Bronx had its first graduating class in 2014-15, with 7 students graduating. This is 6% of the 2010 cohort, and 6% of the 2011 Graduation Cohort. Although no students graduated within the six-year cohort it represents an achievement and significant progress towards this goal.

#### **Percent of Students in the Graduation Cohort who have Graduated After Six Years**

Cohort Designation	Number in Cohort	Percent Graduating
2009	21	0%
2010	52	6%
2011	64	6%

#### **Evaluation**

Goal 6c was not met. ROADS Bronx did not have any students graduate in the sixth year cohort. ROADS did graduate 3 students from the fifth year cohort, 2010, and 4 students from the fourth year cohort, 2011.

#### **Goal 6d: Comparative Measure**

Each year, students' average credit accumulation in NYC DOE benchmarked credit categories will exceed that of peer transfer high schools.

#### **Method**

ROADS Bronx compares its students' progress towards graduation based on annual credit accumulation to that of peer transfer high schools. Peer transfer high schools are New York City public schools with student populations most like ROADS' student population. They are determined by the NYC DOE published peer index for 2012-13. For more on the peer index, please see Appendix A.

#### **Results**

The table below displays the average rate of credit accumulation by DOE benchmarked credit category for all students at ROADS Bronx compared to the average across peer transfer high schools in SY 2012-13. NYC DOE Transfer High School results are not currently available for SY 2013-14. According to the table, students in the first credit category on average accumulated 2.97 credits over the course of SY 2013-14, below the 7.28 average accumulated by their counterparts at peer transfer high schools. The 52 ROADS Bronx students in the second credit category earned an average of 6.69 credits in SY 2013-14, below the 8.77 average of their peers at peer transfer high schools. However, the 21 ROADS Bronx students in the third credit category earned an average of 11.50 credits, above the 10.06 credits earned on average by their peers at peer transfer high schools. The 3 students in the fourth credit category also outperformed their peers, earning an average of 10.17 credits, compared to a 9.84 average of their peers. These results suggest that while ROADS Bronx is still finding its way with students, who have earned fewer than 11 credits,

once students earn their initial credits, they earn at a high rate, exceeding their peers in the final buckets.

#### Credit Accumulation by DOE Benchmarked Credit Categories at ROADS Bronx

NYC DOE Benchmarked Credit Categories	All Students		DOE Peer Group Average
	N	Avg.	
i. Students beginning SY 2014-15 with 0.00 - 11.00 Credits	151	2.97	7.28
ii. Students beginning SY 2014-15 with 11.01 - 22.00 Credits	52	6.69	8.77
iii. Students beginning SY 2014-15 with 22.01 - 33.00 Credits	21	11.50	10.06
iv. Students beginning SY 2014-15 with 33.01 - 38.00 Credits	3	10.17	9.84

#### Evaluation

Goal 6d was not met because the credit accumulation in the first two credit categories is lower on average compared to peer transfer high schools. However, ROADS Bronx students in the remaining two credit categories achieved a higher rate of credit accumulation compared to their counterparts at peer transfer high schools.

#### Goal 6e: Comparative Measure

Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.

#### Method

This measure shows the average change in student attendance from SY 2013-14 to SY 2014-15. It provides the average of the difference between 2013-14 and 2014-15 attendance rates across all students in the school. Positive results suggest gains in attendance while negative results indicate a decline in attendance from the previous year. The population of students contains all students who were enrolled at ROADS Bronx for 40 or more days in school years 2013-14 and 2014-15.

#### Results

The following table shows the average change in attendance from SY 2013-14 to SY 2014-15 for ROADS Bronx students compared to the average year-to-year change in attendance at peer transfer high schools in SY 2011-12 to SY 2012-13 (the most recently published results for transfer high schools). There are 155 students in this sample. The table shows that attendance decreased by an average of -11.6% in SY 2014-15 compared to an average decline in student attendance of -2.7% at peer transfer high schools.



### Average Year-to-Year Change in Attendance at ROADS Bronx Compared to Peer Transfer HS

ROADS Bronx	Peer Transfer HS (from SY 2012-13)
-11.6%	-2.7%

#### Evaluation

Goal 6e was not achieved. Compared to the average year-to-year change in attendance at peer transfer high schools, the average at ROADS Bronx was 4.3 times lower.

#### Goal 6f: Comparative Measure

Each year, the average completion rate for the remaining Regents required for graduation will exceed that of the peer transfer high schools.

#### Method

As explained on page 8 of the “Educator Guide: The New York City Progress Report Transfer High School 2011-12,” this measure, “evaluates a school’s ability to help students progress each year toward passing the five Regents subject tests required for a Regents diploma: English, Math, Science, U.S. History, and Global History.” The Regents completion rate is calculated by dividing the total number of Regents passed by the total number of Regents still needed to graduate with a Regents diploma. All students in a graduation cohort in their second, third, fourth, fifth and sixth year of high school are included in the analysis.

The calculation of the metric differs slightly depending on the number of years students have been in high school. For students in years three through six, the metric is calculated by taking the total number of Regents each student passed during SY 2014-15 and dividing it by the total number of Regents that each student still needed to pass to earn a Regents diploma at the start of the 2014-15 school year.

$$\begin{aligned} &\text{Average Completion Rate (third – sixth year students)} \\ &= \frac{\sum \text{Regents Passed in SY 2014 – 2015}}{\sum \text{Regents needed to earn Regents Diploma at the start of SY 2014 – 15}} \end{aligned}$$

Students in their second year of high school are only expected to have passed three of the five Regents subject exams (less those they passed in middle school) and the numerator covers all Regents passed in the first two years of high school (e.g. SY 2012-13 and 2013-14).

$$\text{Average Completion Rate (second year students)} = \frac{\sum \text{Regents Passed in SY 2013 – 14 and 2014 – 15}}{\sum 3 - \text{Regents passed in middle school}}$$

#### Results

The table below displays the Regents completion rate for ROADS Bronx compared to the average for peer transfer high schools in SY 2012-13 (the most recent results available for transfer high schools). According to the table, in SY 2014-15 ROADS Bronx completed 6.0% of the Regents needed for all students to earn a Regents diploma, compared to 17.6% on average among peer transfer high schools.

**Regents Completion Rate at ROADS Bronx Compared to the Peer Group Average**

ROADS Bronx	Peer Group Average
6.0%	17.6%

**Evaluation**

Goal 6f was not achieved. The average completion rate for ROADS Bronx fell short of the peer group average by 11.6 percentage points.

**Goal 6g: Comparative Measure**

Each year, the percent of students in the sixth year of the high school Total Graduation Cohort graduating will exceed that of the cohort from peer transfer high schools.

**Method**

This measure compares the graduation rate of the sixth year Total Graduation Cohort to that of students in the sixth year Total Graduation Cohort at peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

**Results**

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

**Evaluation**

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

**Summary of the High School Graduation Goal**

The school did not achieve any of the measures associated with the high school graduation goals. ROADS Bronx faces significant challenges in improving student outcomes due to students' histories of severe chronic truancy and academic disengagement. Some of the high school graduation targets measure the outcomes of the 2009 cohort, ROADS first cohort of students and in many ways, ROADS most challenging students. Of the 21 students in Cohort 2009, no students have graduated in 6 years, no students had attendance rates above 75%, and no students passed any Regents

exams. These results are in stark contrast to the results of the later cohorts whose graduation rates, attendance rates, and Regents pass rates are substantially higher. For instance, 28% of the 2013 cohort had attendance rates above 75%, 9% of cohort 2012 students have passed at least 2 Regents exams and 18% have passed 1 Regents exam, 6% of the 2010 and 2011 cohorts graduated this past spring. These improvements, while not high enough to meet the targets, are a direct result of the reflective nature of the ROADS staff and their continued persistence in overcoming student and school challenges.

Type	Measure	Outcome
6a Absolute	Each year, 75 percent of students will have an attendance rate of 75 percent for the year.	Did Not Achieve
6b Absolute	Each year, 75 percent of students in the third year high school Total Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.	Did Not Achieve
6c Absolute	Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Did Not Achieve
6d Comparative	Each year, students' average credit accumulation in NYC DOE benchmarked credit-categories will exceed that of peer transfer high schools.	Did Not Achieve
6e Comparative	Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.	Did Not Achieve
6f Comparative	Each year, the average completion rate for remaining Regents required for graduation will exceed that of peer transfer high schools.	Did Not Achieve
6g Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the cohort from peer transfer high schools.	Not Applicable

## Action Plan

The attendance interventions previously described will have a significant impact on ROADS attendance rate, students' credit accumulation, and student graduation rates. To continue our improvements in these areas, we plan to focus on the following priorities in 2015-16:

**A Clear and Renewed Focus on Students' Social-Emotional Needs:** We plan to continue investments we made in 2014-15 related to building the capacity of our social work capacity team. Many of our students have experienced significant past trauma that makes attending school and being successful in school extremely challenging. We plan to refine the Individual Life Plan to have a greater impact on student attendance rates, student credit accumulation, and ultimately, student graduation rates. We are implementing a rigorous and

comprehensive ILP scope and sequence as well as meeting frequently and collectively to discuss students' progress-to-goals.

**Expanding Students' Career-Focused Curricular Opportunities:** We plan to expand our partnership with the New York City Department of Education's CoOp Tech program which provides students with in-school training in nursing, office management, and carpentry. This program allows students to gain real-world experience while accumulating credits at an accelerated rate (students enrolled in these classes earned an additional credit per trimester). In addition, we plan to expand our Career Pathways program to include a music production class, a new class in 2015-16, graphic arts, and culinary instruction. Later in the year, we plan to add a school store, a farmer's market, and coding classes through the Career Pathways program. These activities are designed to increase student engagement, student credit accumulation, and boost student attendance rates.

**Introduce Flexible Pathways for Accelerated Credit Accumulation:** Many of our students are wage earners or caregivers outside of school, and these important activities often interfere with students' academic progress. To address this, we plan to combine our outcomes-mastery approach with other innovations in credit accumulation – Bridge Academy and Flex Scheduling. We plan to implement Bridge Academy, a program that provides a clearer structure for student-centered learning and student-centered pacing. Bridge Academy allows students who have previously struggled academically to progress at their own pace through content in ELA, US History, Global History, and Algebra. This opportunity provides students with a greater sense of ownership over their own learning and enables students to master standards more quickly than in a traditional classroom. Flex scheduling provides students multiple opportunities to a) accelerate credit accumulation through Bridge Academy or CoOp Tech without interfering with other credit requirements, and b) balance their academic needs with their non-academic personal, family, or work responsibilities.

## APPENDIX A

Peer groups are determined by the New York City Department of Education. Peer groups were not published for SY 2013-14 Transfer High Schools, the table above reflects the most recently available peer groups from SY 2012-13.

### ROADS Bronx Transfer High School Peer Group School Names and Characteristics

School	Average English Proficiency	Average Math Proficiency	% Students with Disabilities	% Self- Contained	%Overage
ROADS Charter School II	<b>2.24</b>	<b>2.19</b>	<b>33.8%</b>	<b>29.7%</b>	<b>75.8%</b>
ROADS Charter School I	2.24	2.15	32.5%	23.7%	63.9%
Forsyth Satellite Academy	2.57	2.31	19.1%	4.4%	76.3%
Independence High School	2.53	2.38	18.0%	4.1%	59.2%
Satellite Academy High School	2.57	2.38	17.8%	4.5%	76.8%
Edward A. Reynolds West Side High School	2.48	2.34	20.9%	6.5%	61.3%
Harlem Renaissance High School	2.51	2.37	17.9%	8.0%	70.0%
High School for Excellence and Innovation	2.39	2.46	40.3%	12.7%	69.8%
Jill Chaifetz Transfer High School	2.49	2.37	16.1%	2.6%	73.0%
Bronx Haven High School	2.48	2.36	21.9%	5.1%	68.4%
Mott Haven Community High School	2.41	2.39	32.5%	16.9%	85.9%
Providing Urban Learners Success In Education High School	2.42	2.28	17.1%	3.6%	77.2%
Arturo A. Schomburg Satellite Academy Bronx	2.45	2.32	11.9%	4.0%	69.9%
Bronx Regional High School	2.45	2.38	15.7%	4.5%	59.2%
Brooklyn Academy High School	2.47	2.42	18.7%	4.5%	71.5%
Brooklyn High School for Leadership and Community Service	2.46	2.32	15.8%	3.6%	82.4%
Brooklyn Frontiers High School	2.41	2.39	51.1%	25.9%	100.0%
West Brooklyn Community High School	2.62	2.39	16.2%	4.3%	73.4%
South Brooklyn Community High School	2.54	2.32	20.4%	9.2%	65.8%
W.E.B. Dubois Academic High School	2.54	2.31	15.7%	3.7%	70.5%
Brownsville Academy High School	2.51	2.32	10.6%	2.8%	65.5%
Brooklyn Bridge Academy	2.48	2.21	17.2%	5.6%	71.9%
EAST BROOKLYN COMMUNITY HIGH SCHOOL	2.58	2.29	15.6%	3.5%	87.5%
Brooklyn Democracy Academy	2.47	2.31	19.2%	5.1%	77.0%
ons Diploma Plus High School	2.50	2.31	15.3%	3.1%	70.8%
North Queens Community High School	2.77	2.51	19.5%	5.6%	78.9%
Concord High School	2.53	2.32	23.2%	6.6%	66.3%
Bushwick Community High School	2.33	2.19	16.5%	3.7%	81.6%
Urban Dove Charter School	2.40	2.40	34.7%	10.9%	55.6%
New Dawn Charter High School	2.44	2.37	32.9%	11.8%	76.4%
John V. Lindsay Wildcat Academy Charter School	2.37	2.23	30.4%	11.7%	73.5%
PEER GROUP AVERAGES	2.47	2.33	22.2%	8.1%	72.8%