



**ROADS Charter School I
(ROADS Brooklyn)**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By the Board of Trustees and Chief Executive Officer

ROADS Charter School I
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Brooklyn, NY 11233

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INTRODUCTION

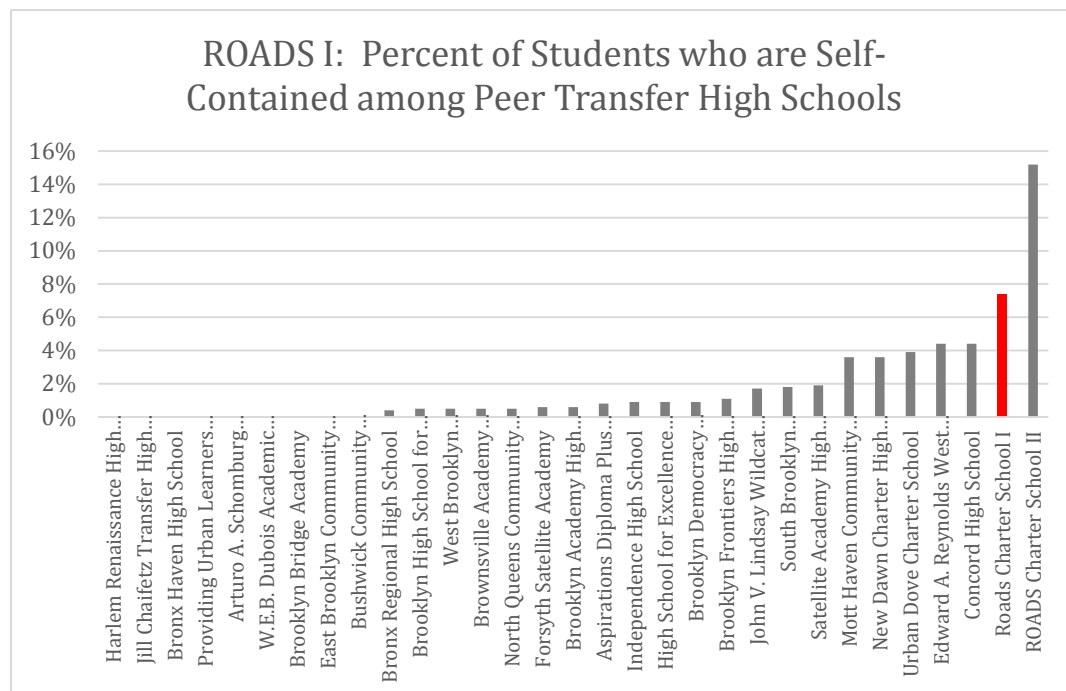
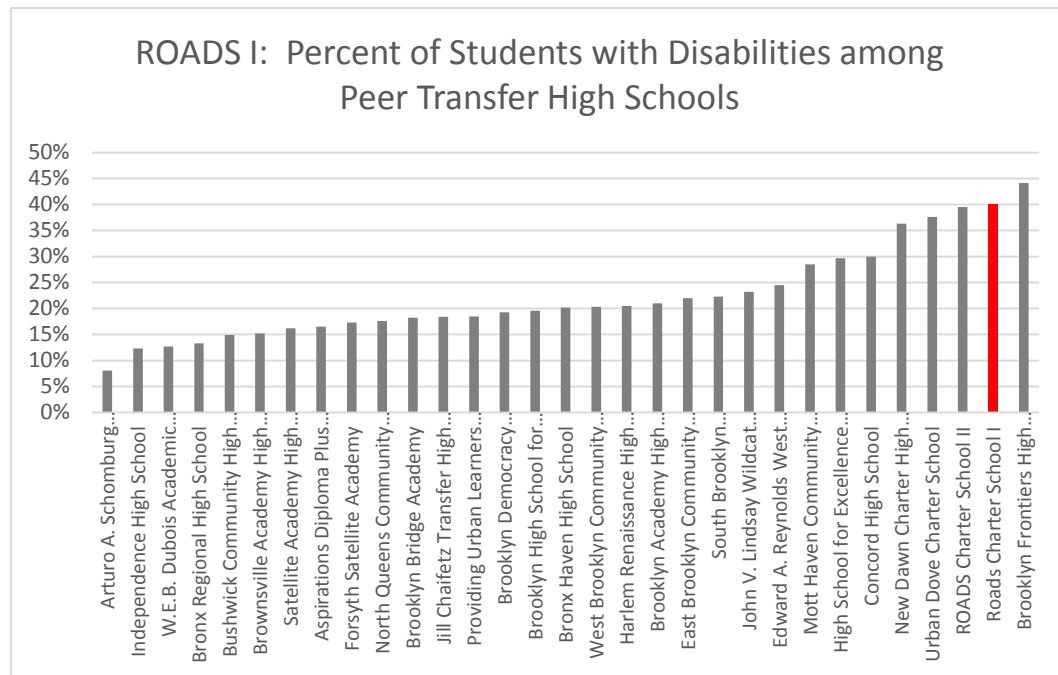
Kristin Greer, Principal ROADS I High School; Jacqueline Chu, Chien-Li Chung, Alysha Johnson and Carol Matthews, Consultants, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jeff Li	Chair (Executive)
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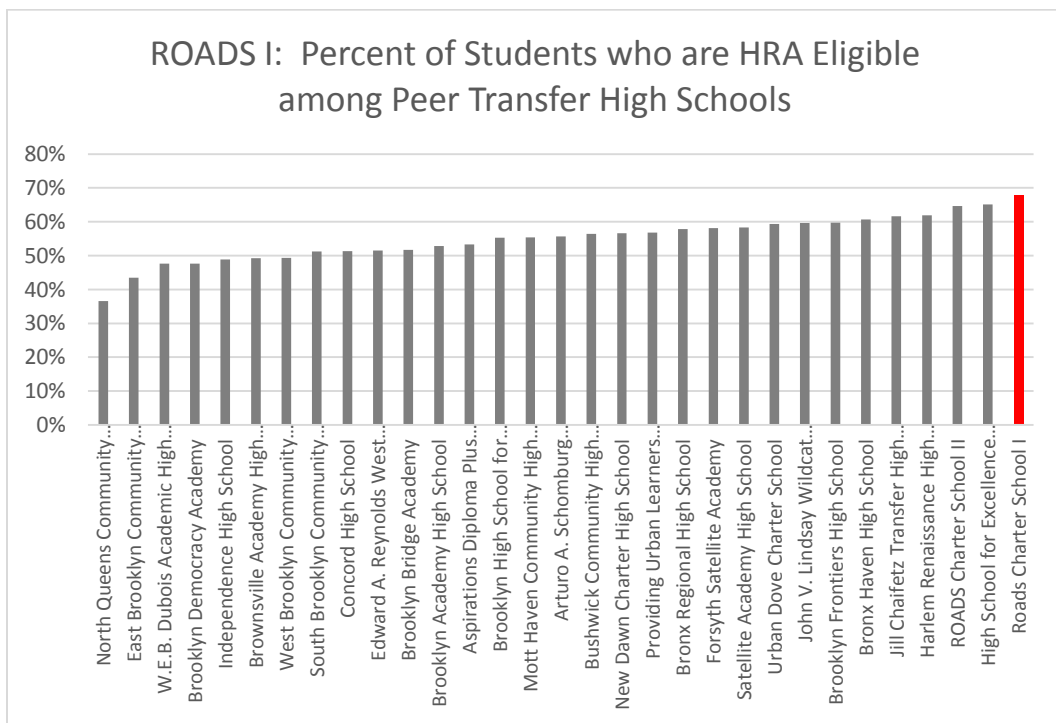
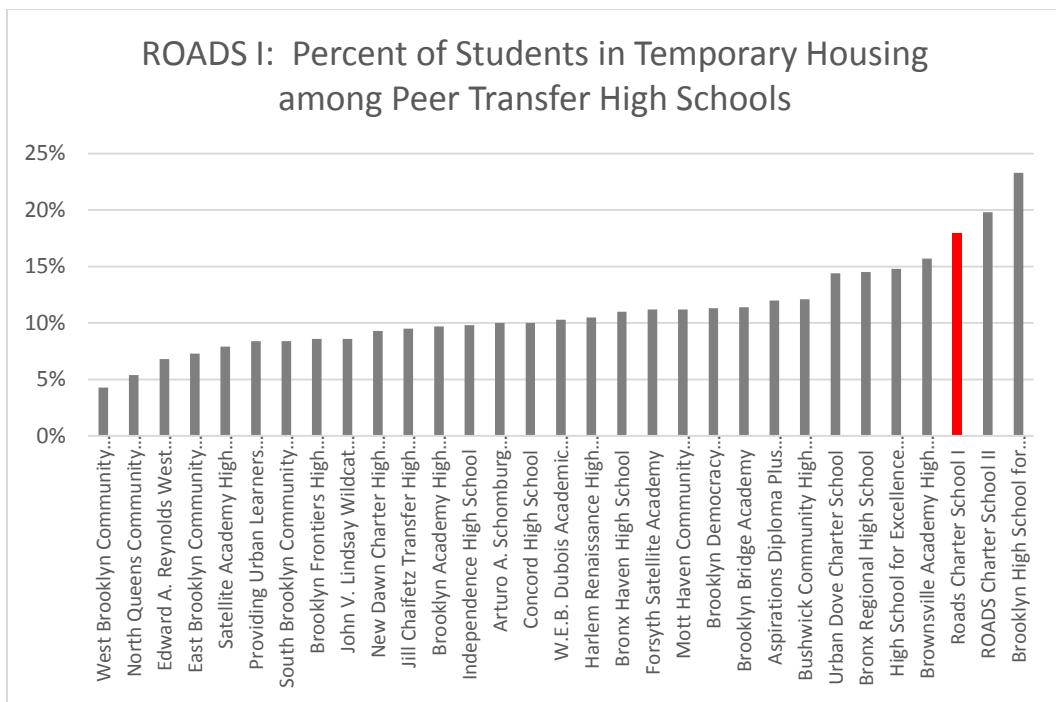
Kristin Greer has served as the school leader since August 2015.

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ROADS I admits students who are 15 or 16 years of age the year that they enter our program. We provide priority enrollment to applicants who have a history of criminal justice involvement, are involved with the foster care system and/or child welfare system, or are homeless or runaway youth. The following graphs reflect how our students are the most “at-risk” of transfer high school students in New York City.



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Peer Transfer High School data are from NYC DOE school quality reports and city-wide data for transfer high schools for FY14-15. (<http://schools.nyc.gov/Accountability/tools/report/default.htm>)¹

¹ The schools listed in the above charts are the “peer schools” selected by the DOE for the 2012-13 Report Card. ROADS I has used this subset of Peer Transfer High Schools when reporting peer data in its Accountability Plan Reports during the term of this charter. The DOE changed the way it reported school progress in 2014-15 and stopped providing comparison school data for the ROADS Peer Group. Instead, it now provides published data for “comparison groups” based on student characteristics. It has, however, published student data for all transfer high schools. See

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ROADS I is not your typical transfer high school. When our students are admitted into our program, they are at least one and more often two years behind their peers. Many enroll at ROADS I because they cannot successfully complete middle school.

As shown in the charts above, ROADS I has the second highest percent of students with disabilities among all 58 transfer high schools in New York City. According to the most recent published data from the DOE, 40 percent of ROADS I students have Individualized Educational Plans (IEPs), almost twice the average rate for all other transfer high schools.² The percentage of ROADS I students in self-contained classrooms is 7.4 percent, whereas the average transfer high schools has 2 percent of its students in such a restrictive setting. Twenty percent of our students live in temporary housing, compared with an average rate of less than half for other transfer high schools.³ ROADS I students are also more eligible for HRA than students at any other transfer high school. Sixty-eight percent of our students' families have been identified by the Human Resources Administration as eligible for public assistance.

ROADS I students also have the third lowest average score on the 8th grade ELA test (2.02) and second lowest score on the 8th grade math (1.88) of any of the 58 transfer high schools in the city.⁴ Those tests are scored using a four-point scale---a student must attain a score of 3 in order to be considered proficient. The charts below indicate the level of ROADS I student performance on these tests.

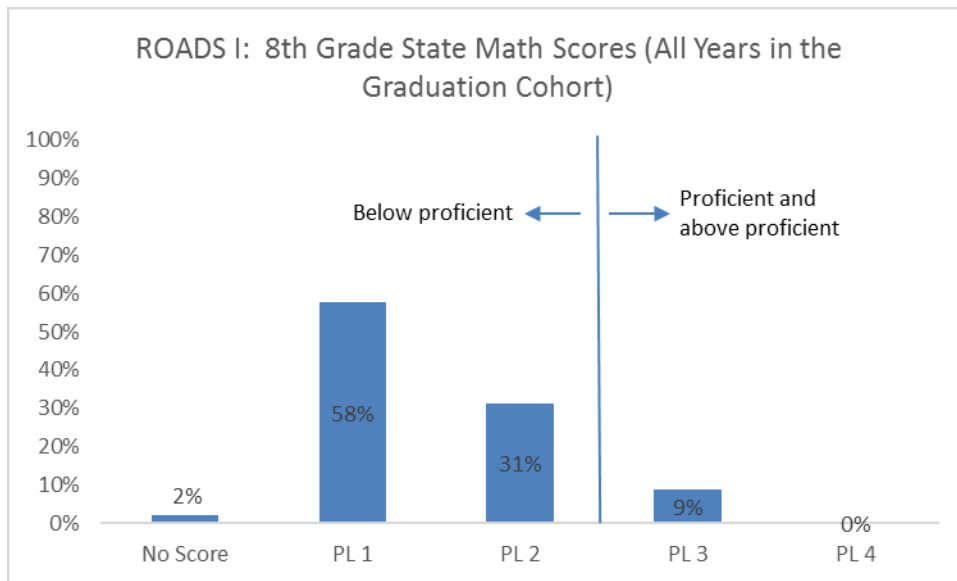
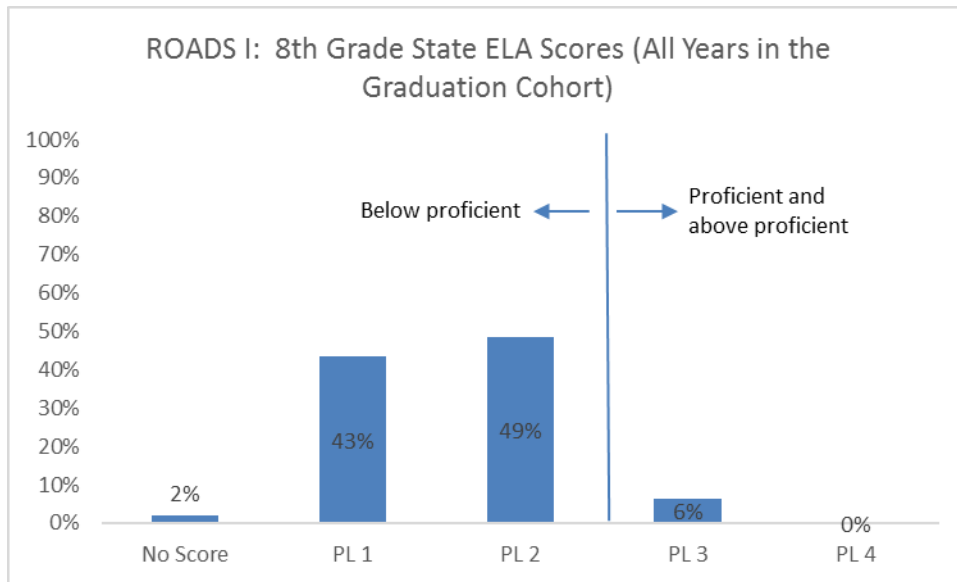
<http://schools.nyc.gov/Accountability/tools/report/default.htm> under "2014-15 School Quality Reports for transfer high schools." ROADS has used this data to update data for the 2012-13 Peer Group. The DOE is in the process of again redesigning its comparison data to provide a peer-to-peer analysis similar to what ROADS has advocated for its new Accountability Plan. A list of the ROADS I Peer Group schools can be found in the Appendix.

² The most recent *Peer Transfer High School* data are from NYC DOE school quality reports and city-wide data for transfer high schools for 2014-15 (<http://schools.nyc.gov/Accountability/tools/report/default.htm>). The current IEP rate is 43 percent. The average rate for other transfer high schools is 23 percent.

³ Twenty-three percent of our current students are homeless.

⁴ ROADS I's sister school, ROADS II, has the lowest average 8th grade math score for transfer high schools of 1.85.

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Our students enter ROADS I reading on average at a 5th grade level. It is not surprising that they attain far fewer credits in their first years than students at other peer transfer schools. They require extensive literacy remediation and as well as other important educational and socio-emotional supports before they are ready to master subject matter taught in a high school curriculum.

Our school is located in one of the most dangerous precincts in New York City. Twenty percent of our students are court involved. In any given month, between eight and ten ROADS I students are

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temporarily enrolled in involuntary youth justice and treatment programs. They cannot attend our school while in these programs, but we keep a spot open for when they can return. In addition to economic hardships and temporary homelessness, our students struggle with other major challenges and responsibilities. Last year, eleven students were teenage parents of young children and three were expecting a child.

Notwithstanding the obstacles that the vast majority of our students face, ROADS I has helped them experience success—both personally and academically. We are proud of our first two graduating classes and of the fact that we were able to triple the number of graduates this past June. Every graduate from the Class of 2016 plans to attend college this fall. One student has obtained a full paid scholarship to her college of choice. We have refined our program based on lessons learned during our initial years and are now ready to increase the number of our graduates exponentially.

Although our first two six-year cohorts were too small to meet FERPA's minimum reporting standards, we are proud of their accomplishments. The cohorts who are following in their footsteps have made significant progress towards meeting the goals set forth in our Accountability Plan. Already 70 percent of next year's 2011 cohort have obtained proficient scores on the Math Regents test; 80 percent have obtained proficient scores on the ELA Regents test and 85 percent have proficient scores on the Science Regents test. Over 55 percent of the students in the 2011 cohort have proficient scores on the U.S. History Regents and over 75 percent met our goal for the Global History exam. Most importantly, these students' proficiency rates on all major Regents exams are already greater than the proficiency rates of our peer high schools, with the exception of US History, where ROADS' proficiency rate is just 5 percentage points lower. We are confident that this cohort will surpass our peers in that subject as well by the end of their six year.

The Board, network and school leaders are keenly focused on addressing the challenges that ROADS I has experienced during its nascent years. We have refined our model and are more committed to providing a transformative experience for our students. Now in our fourth year, ROADS I has stable leadership both at the school and network level, and a more seasoned staff who has returned committed to delivering stronger and more consistent instruction and socio-emotional supports to our students. Ninety percent of staff who were offered renewals have returned from last year, including all of the school leadership.⁵ Together, they piloted successful programs last spring that, when implemented school wide, will ensure important growth across our student body.

We have enhanced our model to assign a primary person to every student in the building to promote better student engagement and achievement. The same Advocate Counselor will work with students during their entire high school experience to provide continuity and consistency in

⁵ Four of the 43 staff members were terminated at the end of the 2015-16 school year. Of the four who did not accept ROADS I's offer to return, two have enrolled in full-time graduate programs, one moved out of state for family reasons and one has taken a position in a school focused on LGBTQ issues.

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discipline and socio-emotional support and help ensure their success. ACs will run small group meetings and meet individually with students to work on goal setting and discuss personal and academic challenges that arise. They will monitor attendance and help students obtain supports that they might require both in and out of school. ACs also will work with families and engage them in the process of supporting their students' success in school.

The Primary Person Model will provide the personalized support that so many of our students need in order to be successful in school. Together, ACs and their students will work on planning and problem-solving to help our students develop self-confidence and self-esteem to succeed in school and in their future careers. The School Leadership will monitor important socio-emotional metrics gleaned through surveys as well as other objective student data and make any changes necessary during the year to ensure strong results.

We also have expanded community partnerships to better serve our students' mental and physical health needs. The Interborough Developmental and Consultation Center provides in-school clinical services three days a week to our students including psychotherapy and crisis intervention. ROADS I also has partnered with Adelphi University's Institute for Adolescent Trauma Treatment and Training program to provide clinical interns who have introduced a curriculum on Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS). The program provided extensive training and support for ROADS I staff. Last year, ROADS I interns and social workers ran four SPARCS groups that supported students experiencing trauma. We plan to expand these successful programs this upcoming year to provide even more supports for our students.

In addition to the socio and economic challenges, our students also face serious academic obstacles. We have restructured our program to better target and support their needs with a particular emphasis on literacy development. In September, staff will administer the Star assessment to identify baseline skills and track student development for both literacy and math. This new program, which is aligned to state standards, will be administered at the beginning of each quarter and will provide immediate scoring and feedback for teachers to help them better monitor student progress and tailor their classroom instruction. Students will be grouped in three tiers based on their reading levels and teachers will provide scaffolded-learning opportunities to help build specific literacy skills in all subjects. We also are expanding a program of "pull out" instruction led by Reading Specialists for our lowest readers. This program was piloted last spring and fostered significant literacy gains in a very short period. This added layer of remediation will help build the necessary reading skills to ensure that all students can master classroom material.

ROADS I also has undertaken a school-wide revision of our standards-based outcome curriculum. Three seasoned former transfer high school principals and an experienced coach at the network level will help ensure that ROADS I's instructional team (all of whom are returning) will have the necessary support to ensure strong and consistent classroom instruction. We also have adopted the standards-based Star assessment to provide timely and consistent information to help track student development in literacy and math.

New programs introduced this past year have already shown progress in helping students become

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more committed to their education. Our goal is to help not only build job readiness skills but also foster a better understanding of the connection between learning and a future career. The LEADS (“Leaders Exemplifying the Attitude Destined for Success”) Internship was piloted to help students correct bad behaviors and focus on future career goals. The program required interns to maintain passing grades in all of their classes and an attendance rate of at least 70 percent. By the end of the second piloted period, the vast majority of participants had 100 percent attendance rates and all but one had a daily attendance rate of over 75 percent. More importantly, over half of the students improved their academic performance with an average GPA of 79% or higher. This pilot’s success proves that with the proper individualized supports, our students can succeed.

The ROADS I Board has adopted a new protocol to ensure that the School meets the goals set forth in the Accountability Plan. This summer, the Board adopted an Action Plan that includes interim targets for school goals that will be tracked by all stakeholders. For 2016-17, our main focus is literacy development. All students are expected to improve their reading skills from 1 to 1.5 years of growth as measured by the Star assessments: our goal is to ensure that at least 75 percent of students who start the school year reading at or below a 4th grade level improve their literacy by at least 1.5 grade levels; those students who are reading between a 4th and 7th grade level gain 1.25 years of growth; and those students who are reading above an 7th grade level gain at least 1 year of growth. These annual goals are broken down into targets expected each quarter so that the Board can monitor student progress as the year proceeds and mandate changes during the school year if the interim objectives are not met.

The Action Plan addresses other important metrics such as attendance, discipline, credit attainment, Regents pass rates and graduation. Our adoption of a quarter system will enable the Board and school community to monitor results more frequently to ensure that ROADS I is making progress towards our annual goals. We believe having shorter term goals for our students will keep them engaged and motivated to attain stronger long-term results. For example, Advocate Counselors will work individually with students to focus on improving their attendance rates ten percent each quarter so that we can reach our goal of 75% attendance rates for the year. Students’ socio-emotional growth will also be surveyed and monitored on a quarterly basis so that we can ensure that the necessary supports can be put in place quicker to help them succeed.

ROADS I also has designed a new performance-development/evaluation process for the Principal and school staff, which is aligned to the Annual Action Plan and will ensure that all staff—network and the School—are focused—and held accountable—for the same outcomes. The Star assessment and other objective metrics will provide reliable data to help monitor and evaluate our staff and programs.

ROADS I’s staff professional learning and organizational growth plan focuses on an instructional area that has been identified as a priority based upon an analysis of school-level, classroom, and teacher observation data collected from the previous year. For 2016-17 year, staff will focus on literacy development and scaffolded instruction to support the needs of different learning styles. Two weeks were devoted to professional development before the start of school. New staff also attended an additional training on the School’s core values and program. In addition, teachers spend 90 minutes four times a week devoted to common planning, reviewing and revising assessments.

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Professional development also includes teaching staff about how trauma interferes with learning, particularly literacy. Many of our students face serious life challenges that cause extreme stress that interferes with their ability to understand concepts like cause and effect, and draw inferences and synthesize new ideas. Thus, even for some students who are able to read, exposure to trauma prevents them from being able to remember clearly and interpret text accurately.

As we prepare for the beginning of our fifth year, ROADS I is ready and prepared to support even stronger student achievement. We are proud of the accomplishments of our first students and invigorated to continue to ensure even better results for those who follow in their footsteps.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13										138	N/A	N/A	N/A	138
2013-14										176	3	N/A	N/A	179
2014-15										135	40	8	1	184
2015-16										97	71	37	18	223

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute’s 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute’s 2013 Guidelines need report on the measures flagged below with the symbol “(§)” and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school’s next Accountability Period.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their sixth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school and were enrolled on BEDS Day in October and on June 30th.

Six-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	(Sixth Year) Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Six Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2008-09	2008	N/A	N/A	N/A
2014-15	2009-10	2009	1	0	0
2015-16	2010-11	2010	2	1	1

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school

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after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ⁶ (b)	Graduation Cohort (a) + (b)
2013-14	2008-09	2008	N/A	N/A	N/A
2014-15	2009-10	2009	3	9	12
2015-16	2010-11	2010	3	21	24

⁶ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: ENGLISH LANGUAGE ARTS

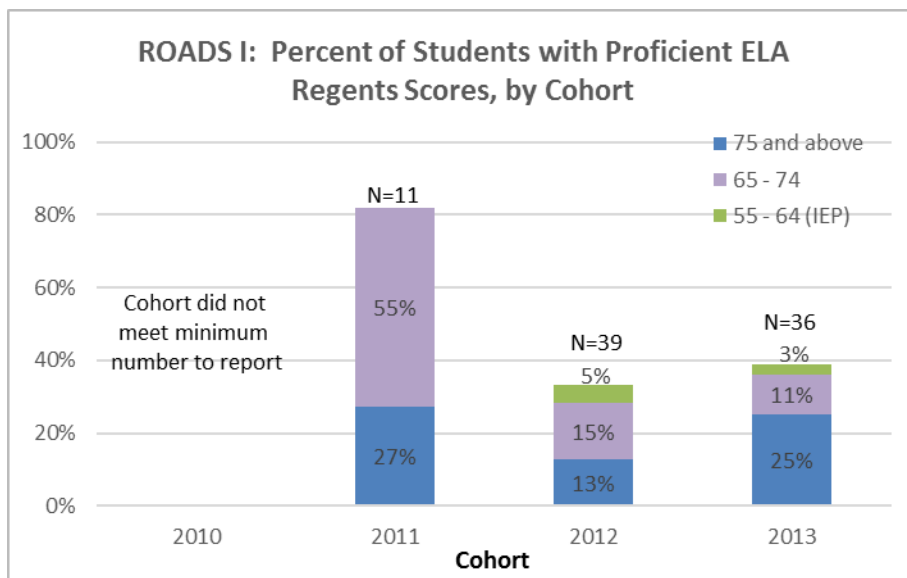
Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Regents Comprehensive English and Common Core English exams that students must pass to graduate. The exams are scored 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. Students with IEPs are considered proficient if they score at least 55 on either test. This measure examines the percent of the Accountability Cohort that meets the college and career ready standard on the exam. Students may take the exams multiple times and have 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



N's shown above are the number of students in the cohort regardless of whether they have ELA Regents scores. The percent of students who scored below proficiency or do not have a Regents

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score is not shown.

English Regents Passing Rate with a Score of 75
by Sixth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	N/A	Cohort too small to report
2011	11	27%
2012	39	13%

EVALUATION

ROADS I cannot report on the current six-year cohort because it does not meet the minimum reporting requirements under FERPA.

ADDITIONAL EVIDENCE

ROADS I students are making steady progress towards meeting this measure. Already over 70% of next year's 2011 cohort have obtained a proficient score on the ELA Regents test, with nearly 30% of them obtaining a college and career readiness score of at least 75. The progression of subsequent cohorts also is promising with nearly 40% of the 2012 cohort obtaining a proficient score.

Our students with special education needs have shown considerable progress towards meeting this measure. Thirty-two percent of students school-wide who obtained proficient scores on the ELA Regents exam had IEPs. Twenty-three percent of students who met the college and career readiness standard on this measure have IEPs. An additional 32 percent of students who received proficient results between 65-74 also had IEPs. Three additional students with IEPs obtained "safety net" scores between 55-64.

Student progress is particularly significant in light of the average literacy level of our entering students. Newly admitted students read on average at a 5th grade level. They also come to us with the third lowest average scores on the 8th grade ELA test (2.02) of any transfer high school in the city.⁸

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	85	8%	49	4%	39	13%
2013	59	0%	46	2%	36	25%
2014			35	0%	60	7%

⁷ Based on the highest score for each student on the English Regents exam

⁸ Peer Transfer High School data are from NYC DOE school quality reports and city-wide data for transfer high schools for 2014-15 (<http://schools.nyc.gov/Accountability/tools/report/default.htm>).

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2015					66	0%
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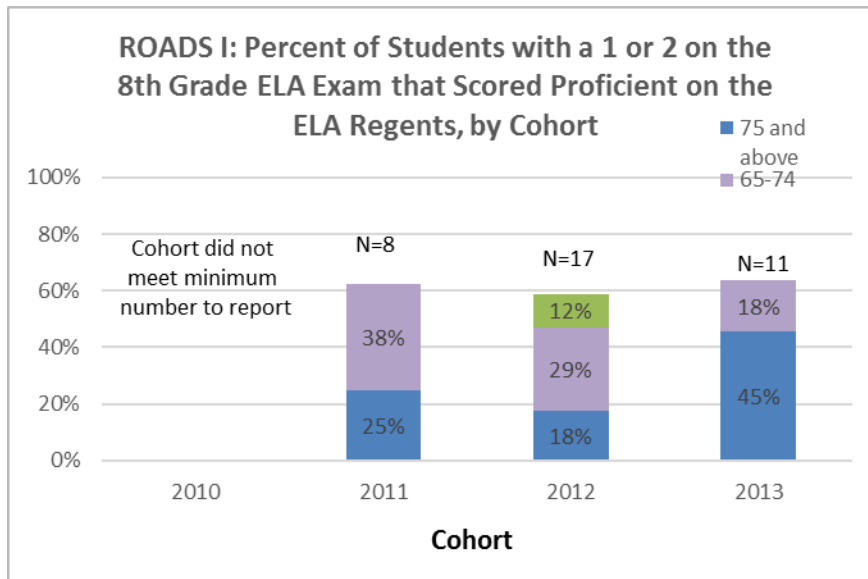
Goal 1: Absolute Measure

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 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) 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 8th grade (*i.e.*, received a performance level score 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). Students with IEPS can meet the requirement for graduation with a score of at least 55 on either test.

RESULTS



English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Sixth Year Accountability Cohort ⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	N/A	Cohort too small to

⁹ Based on the highest score for each student on the English Regents exam

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		report
2011	8	15%
2012	17	18%

EVALUATION

ROADS I's 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

ROADS I students are making good progress towards meeting this measure. Already approximately 60 percent of the next three cohorts have obtained proficient scores on the ELA Regents test. Of note is the progress of ROADS I special education students: over 37 percent of those students who obtained proficient scores on the ELA Regents exam have IEPs. Ten percent of the students who have met the college and career ready standard have IEPs; 50 percent of those students who received proficient scores between 65-74 have IEPs; and an additional two students with IEPs scored within the 55-64 "safety net" proficiency range.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level ("APL") on the Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability 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/irs/accountability/amos/documents/EAMOsforAYPDeterminationBasedon2015-16Results.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 English language arts AMO of 174 for 2015-16. Last year the AMO was 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;

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79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

ROADS I	Year	Cohort	N	Percent of Students at Each Performance Level				Account. Perf. Level
				Level 1	Level 2	Level 3	Level 4	
2014-15	2009	Cohort did not meet minimum to report						
	2010	Cohort did not meet minimum to report						
	2011	14	21%	29%	14%	0%	57	
2015-16	2010	Cohort did not meet minimum to report						
	2011	11	18%	55%	27%	0%	109	
	2012	39	72%	18%	5%	5%	38	
	2013	36	64%	19%	11%	6%	53	

English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
Cohort too small to report				

$$PI = \frac{N/A}{N/A} + \frac{N/A}{N/A} = \frac{N/A}{APL}$$

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

The 2011 cohort is making steady progress towards the 2015-16 AMO of 174.

Goal 1: Comparative Measure

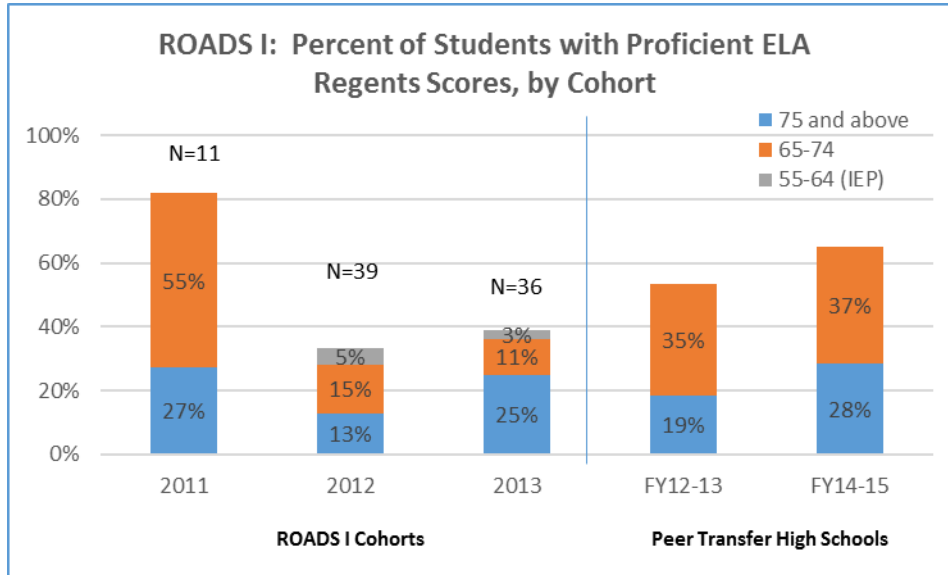
Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability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

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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. The peer schools are defined by the 2012-13 DOE Report Card and data has been updated using data weighted by enrollment from the 2014-15 DOE Quality Report.

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N's shown above on left hand side of each chart are the number of students in the cohort, both with and without ELA Regents scores. The percent of students who scored below proficiency or did not have an ELA Regents score is not shown.

English Regents Passing Rate with a Score of 75 of Sixth-Year Accountability Cohorts by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	Cohort too small to report	N/A	19%	N/A
2011	25%	11	19%	N/A
2012	13%	39	19%	N/A

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

As shown in the chart above, next year's 2011 cohort has almost met this goal. Twenty-seven percent of those students already have scores of 75, compared to 19 and 28 percent of students in peer schools in 2012-13 and 2014-15. The succeeding cohorts also have shown good progress. Already, 33% of the 2012 cohort has obtained proficient scores. Nearly 40 percent of those students with proficient scores have IEPs. The 2013 cohort has even stronger results with slightly less than 40% of its students already receiving proficient scores, half of whom have IEPs. Already 25 percent of that cohort have met the college and career standard compared with the average peer rate of 28 percent.

Goal 1: Growth Measure

Each year, the group of students at ROADS I 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 2012-13 and 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS I students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9th grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9th grade students. This measure examines the progress ROADS I has made towards improving students' reading comprehension skills, particularly for the cohorts that perform below the national average for 9th grade students.

In SY 2014-15 and 2015-16 ROADS instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS I students to a nationally representative sample. The SY 2013-14 average score was calculated using each student's percentile score. The SY 2014-15 and 2015-16 NCE scores were provided directly from Scantron.

RESULTS

ROADS I	N	Average YR1	Average YR2	Target	Target Met
NWEA Reading (FY1213 to FY 1314)	30	10	11	30	No
NWEA Reading (FY1314 to FY1415)	24	16	33	33	Yes
Scantron Reading (FY1415 to FY1516)	29	21	21	35	No

EVALUATION

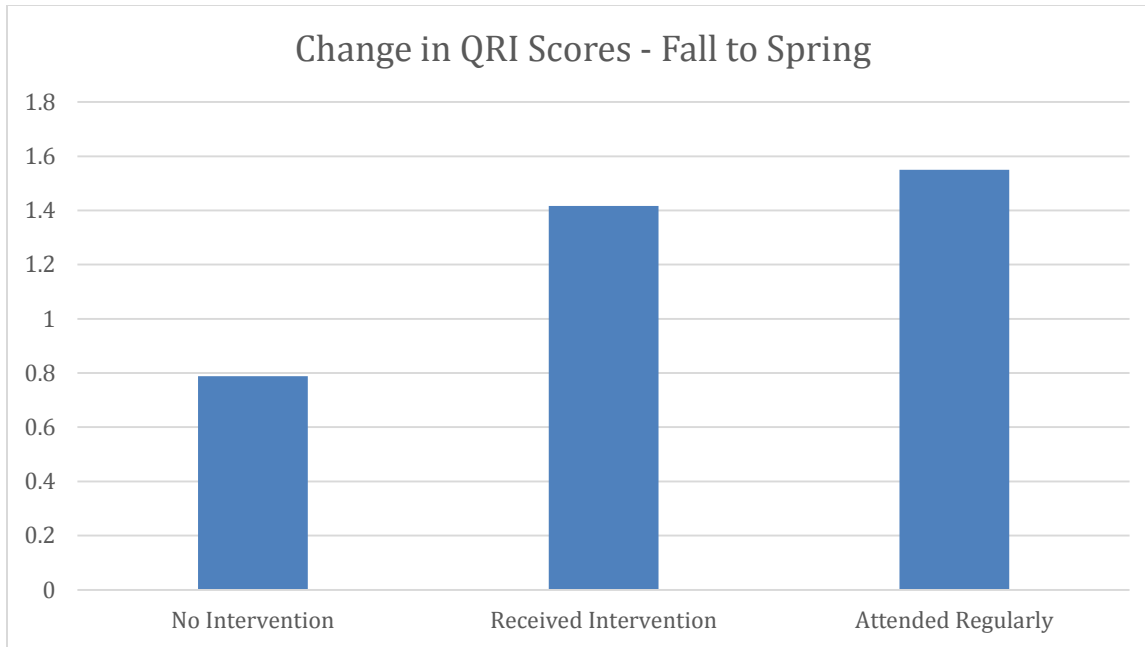
ROADS I met the measure for the second year of our charter but did not meet the measure for the other two years.

ADDITIONAL EVIDENCE

Our students have great difficulty finishing the Scantron test. Because we have not been able to capture sufficient data through its implementation, the School has replaced Scantron with the Star Assessment starting this fall. The Star assessment takes only 30 minutes to administer and provides immediate results, including an item analysis to help teachers inform their instruction and group students for learning. Students will be administered the test at the beginning of each quarter, which will provide staff more complete information about student growth for analysis during the school year and to assess longitudinal growth.

This past year, ROADS I added a Reading Specialist to our staff who administered the Slosson word list and the Qualitative Reading Inventory (QRI-V) to all new students and those who had been referred by their teachers as potentially needing special supports. The most “at-risk” readers (*i.e.*, the lowest performing readers) were taught by the specialist in a “pull out” group during the second trimester. The Reading Specialist implemented a curriculum that was mostly based on strategies from Scholastic Leveled Literacy Intervention, Scholastic Guided Reading strategies, Kyleen Beers’ *When Kids Can’t Read What Teachers Can Do*, Wilson Phonics, and concepts from trauma-conscious teaching research. Student progress was monitored closely through the QRI assessment to gain a deeper understanding of students’ challenges. Many of the students were not only reading below grade level but also functionally within the early developmental stages of reading in elements such as phonics and fluency. Students who participated in the program achieved an average growth of 1.4 grade levels in just one trimester. Those who attended the most regularly actually achieved an average growth of 1.6 grade levels. The chart below compares the literacy level of students who did not receive the intervention to those who were enrolled in the special group.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS



Unfortunately, it took most of the entire first trimester for the one Reading Specialist to conduct the baseline assessment, which took over an hour to administer for each student. ROADS I's adoption of the Star assessment will enable us to use a consistent assessment to more quickly identify student needs and group them in the appropriate settings. Mid-year, ROADS I hired an additional Reading Specialist who was able to provide "push in" supports within regular classrooms to provide additional literacy support. We plan to expand both the special "pull out" groups and "push in" interventions in 2016-17.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁰

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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) by the completion of their sixth year in the cohort.	Not Enough Students to Report
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 Enough Students to Report
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Enough Students to Report
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	Not Enough Students to Report

¹⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	Cohort from peer transfer high schools.	
Growth	Each year, the group of students at ROADS I 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.	Not Met

ACTION PLAN

ROADS I has a renewed focus on developing literacy skills for our students. This fall we will implement a three-tiered approach that provides the necessary supports to enable students to learn subject matter while they improve their literacy skills. Students will be assessed upon entry to the school and designated in one of three literacy tiers. Students who read below a 4th grade level will receive the most intensive supports, including small “pull out” sessions led by a Reading Specialist who will implement Wilson to focus on phonics and fluency. Students who are assessed as reading between a 4th and 7th grade level will be supported by “push in” support of a Reading Specialist in Integrated Co-Teaching (ICT) classrooms that pair a special education teacher “co-teaching” with a content-specialty teacher.

We also have increased the duration of our instructional periods to 90 minutes, thus allowing us to incorporate literacy and intervention strategies across subject areas. The longer periods of instruction will enable teachers to work with students to “dig deeper” into the materials, with more opportunities to develop higher order thinking skills that are critical to meet college and career standards on the ELA exam. We will continue to hone our special education services for our students to ensure appropriate class placements. We are focusing our professional learning plan for teachers—especially our ELA and SPED teachers—on strategies, including scaffolding learning and the implementation of the Wilson reading program.

In addition to implementing the new Star assessment program to help support better instruction and curriculum development, ROADS I has re-designed its curriculum framework and developed new student outcomes that are aligned to the State standards. New term assessments also have been created and aligned to the student outcomes and the Regents tests. Teachers will continue this work and revise outcomes throughout the year based on assessments and real-time in-class data. The curriculum itself is based on materials from EngageNY. All curriculum work is guided by the priorities set forth in the Board’s Annual Action Plan which is specifically focused on literacy outcomes for the 2016-17 school term.

GOAL 2: MATHEMATICS

Goal 2: Absolute Measure

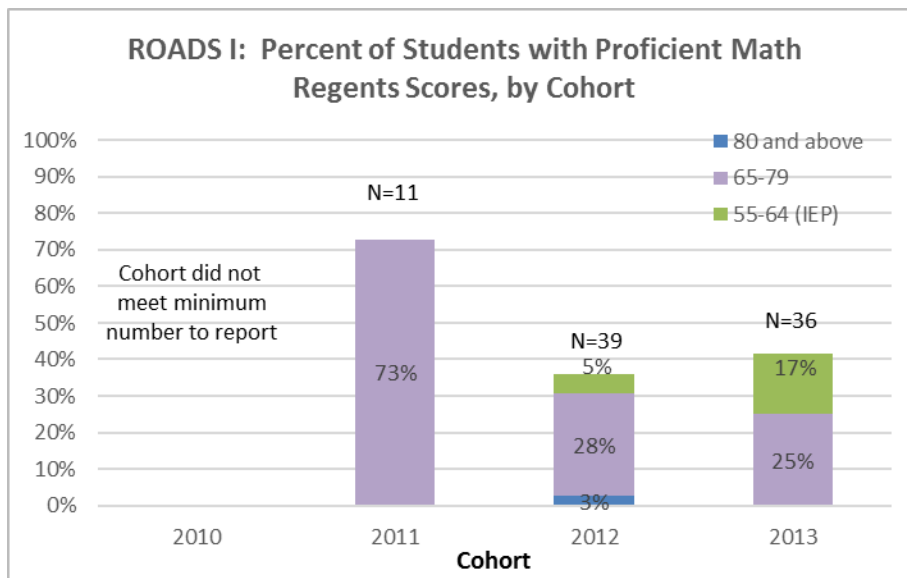
(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their 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.

This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their sixth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their sixth year to pass a mathematics exam. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS



N's shown above are the number of students in the cohort regardless of whether they have math Regents scores. The percent of students who scored below proficiency or do not have a math

HIGH SCHOOL GOALS: MATHEMATICS

Regents score is not shown.

Mathematics Regents Passing Rate with a Score of 80 by Sixth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	Cohort too small to report	
2011	11	0%
2012	39	3%

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

This year ROADS I increased the number of students who obtained proficient scores on the Math Regents exam by 42 percent. Thus far, seventy-three percent of next year's 2011 cohort have obtained a proficient score on the exam. Again, our special education students have had strong results. Over 37 percent of those students school wide obtaining proficient scores on the Math Regents exam had IEPs. Twenty-two percent of students who obtained proficient scores between 65-74 had IEPs and ten additional special education students obtained "safety net" proficient scores between 55-64.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	89	0%	49	2%	39	3%
2013	59	0%	46	0%	36	0%
2014			35	0%	60	0%
2015					66	0%

Goal 2: Absolute Measure

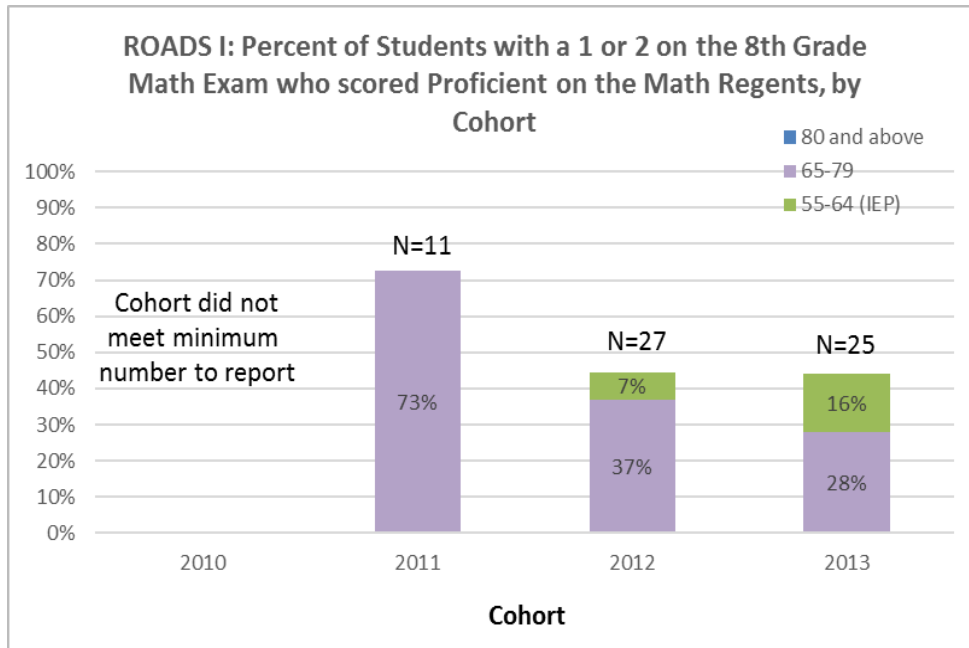
(S) Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their sixth year in the cohort.

¹¹ Based on the highest score for each student on the Mathematics Regents exam

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



The N's shown above are all students with 8th grade scores of 1 or 2, both with and without Regents scores in math. The percent of students who scored below proficiency on the Math Regents test or do not have scores is not shown.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Sixth Year Accountability Cohort ¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	Cohort too small to report	
2011	11	0%
2012	27	0%

¹² Based on the highest score for each student on the Mathematics Regents exam

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

Next year's six-year cohort has made significant gains, with over 70 percent obtaining a proficient score on the Regents math test. Four students with IEPs obtained proficient scores and an additional six of them obtained the "safety net" score between 55-64.

ROADS I special education students have made great progress school-wide. Fifteen percent of all of ROADS I students who obtained proficient scores between 65-79 on the Math Regents test had IEPs. An additional six students with IEPs obtained "safety net" scores between 55-64 on the test. Thirty-two percent of ROADS I students who scored a level 1 or 2 on their 8th grade math exam and were able to obtain a proficient score on the math Regents exam also have IEPs.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level ("APL") on a Regents mathematics exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability 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

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 mathematics AMO of 163 for 2014-15 and 159 for 2015-16.

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.

HIGH SCHOOL GOALS: MATHEMATICS

RESULTS

ROADS I math	Year	Cohort	N	Percent of Students at Each Performance Level				Account Perf. Level
				Level 1	Level 2	Level 3	Level 4	
2014-15	2009	Cohort did not meet minimum to report						
	2010	Cohort did not meet minimum to report						
	2011	14	21%	57%	0%	0%	57	
2015-16	2010	Cohort did not meet minimum to report						
	2011	11	27%	73%	0%	0%	73	
	2012	39	69%	28%	3%	0%	33	
	2013	36	75%	22%	3%	0%	28	

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
Cohort too small to report				

$$\begin{array}{rccccccccc}
 \text{PI} & = & \text{N/A} & + & \text{N/A} & + & \text{N/A} & = & \text{N/A} \\
 & & & & \text{N/A} & + & \text{N/A} & = & \text{N/A} \\
 & & & & & & \text{APL} & = & \text{N/A}
 \end{array}$$

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

The 2011 cohort is making progress towards the AMO of 159.

Goal 2: Comparative Measure

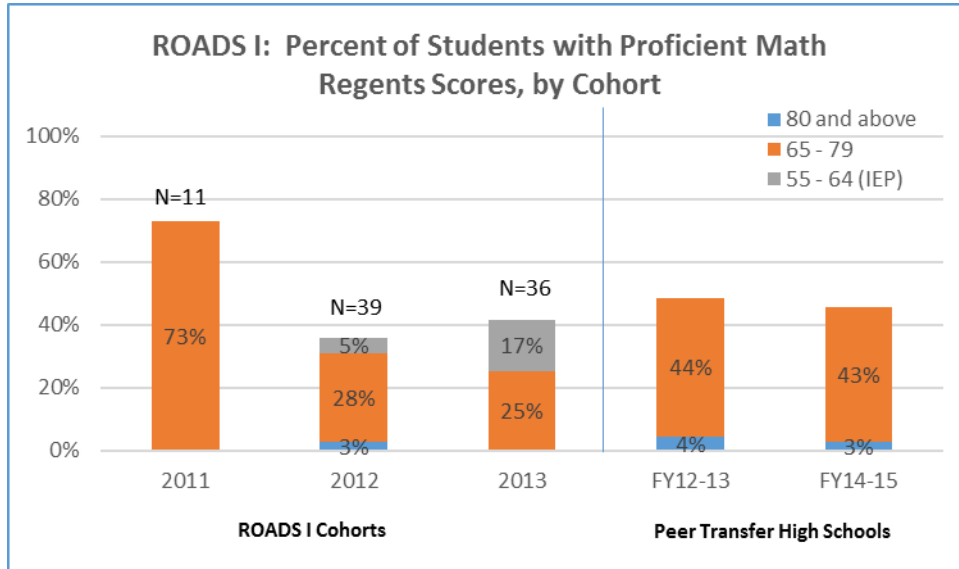
Each year, the percent to students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability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

HIGH SCHOOL GOALS: MATHEMATICS

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 the Regents exam up through the summer of their sixth year, the school presents most recently available peer transfer high school results. The peer schools are defined by the 2012-13 DOE Report Card and data has been updated using data weighted by enrollment from the 2014-15 DOE Quality Report.

RESULTS



N's shown above on left hand side of each chart are the number of students in the cohort, both with and without ELA Regents scores. The percent of students who scored below proficiency or did not have an ELA Regents score is not shown.

Mathematics Regents Passing Rate with a Score of 65 of Sixth-Year Accountability Cohorts by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	Cohort too small to report		4%	N/A
2011	0%	11	4%	
2012	3%	39	4%	N/A

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

The 2011 cohort proficiency rates on the Math Regents exam exceed the proficiency rates of its peer transfer high schools, however, our students have not met the target career and college readiness standard. The 2012 cohort already has essentially met the college and career rate of students in our peer high schools.

The above chart shows the significant challenges that all transfer high schools face in terms of getting their students to this higher level. Both the level of proficiency and the percentage of students who met the college and career standard have remained static during the term of ROADS I's charter at our peer schools. In contrast, ROADS I students' proficiency rates show progressive strength.

Goal 1: Growth Measure

Each year, the group of students at ROADS I 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 have 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 I students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9th grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9th grade students. This measure examines the progress ROADS I has made towards improving students' mathematics skills, particularly for the cohorts that perform below the national average for 9th grade students.

In SY 2014-15 and 2015-16 ROADS I instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS I students to a nationally representative sample. The SY 2013-14 average score was calculated using each student's percentile score. The SY 2014-15 and 2015-16 NCE scores were provided directly from Scantron.

RESULTS

ROADS I	N	Average YR1	Average YR2	Target	Met Target
NWEA Math (FY1213 to FY1314)	34	5.8	6.0	27.9	No
NWEA Math (FY1314 to FY1415)	13	6.3	19.8	28.2	No
Scantron Algebra (FY1415 to FY1516)	23	30.8	37.1	40.4	No

EVALUATION

ROADS I has not met the measure for any of the years of our charter.

ADDITIONAL EVIDENCE

As discussed under Goal 1(e) above, implementing Scantron has been incredibly challenging with our students, who become easily frustrated and have had difficulty completing the test. Because we have not been able to collect sufficient longitudinal data, the School has replaced Scantron with the Star Assessment starting this fall. The Star assessment takes 30 minutes to administer and provides immediate results, including an item analysis to better help teachers inform their instruction and group students for learning. Students will be administered the test at the beginning of each quarter. In addition to providing more immediate and complete information about student growth for analysis during the school year, the Star assessment will also help us better assess longitudinal growth.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹³

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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 Enough Students to Report
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 Enough Students to Report
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB	Not Met

¹³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

	accountability system.	
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 Enough Students to Report
Growth	Each year, the group of students in 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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE	Not Met

ACTION PLAN

Although our results indicate that our students are making good progress, we need to do more work to ensure that they can reach the college and career ready target. As discussed under Goal 2(d), ROADS I results are not unlike other Peer Transfer High Schools with respect to college and career readiness attainment. However, we are focused on trying to better support our students to reach these goals.

ROADS I's approach to math instruction in 2016-17 will be similar to our approach to literacy. The majority of math classes will be taught in the ICT model. Based on Star math assessments at the beginning of each quarter, students will be grouped into three tiers depending upon their level of mastery in the subject. Those students in Tier 3 whose skills are below a 4th grade level will receive additional support focused on foundational skills practice, including Renaissance Learning's programs, "Math Facts in a Flash" and "Accelerated Math." Students in Tier 2 will receive instruction through a Guided Math workshop approach, where small groups will practice focused skills. Tier 1 students will work independently on math practice tasks working at their own pace. Teachers will use the Star assessment, which will be administered at the beginning of each quarter to track student progress and differentiate their instruction in the classroom. The differentiated approach will allow more data directed specific interventions daily.

GOAL 3: SCIENCE

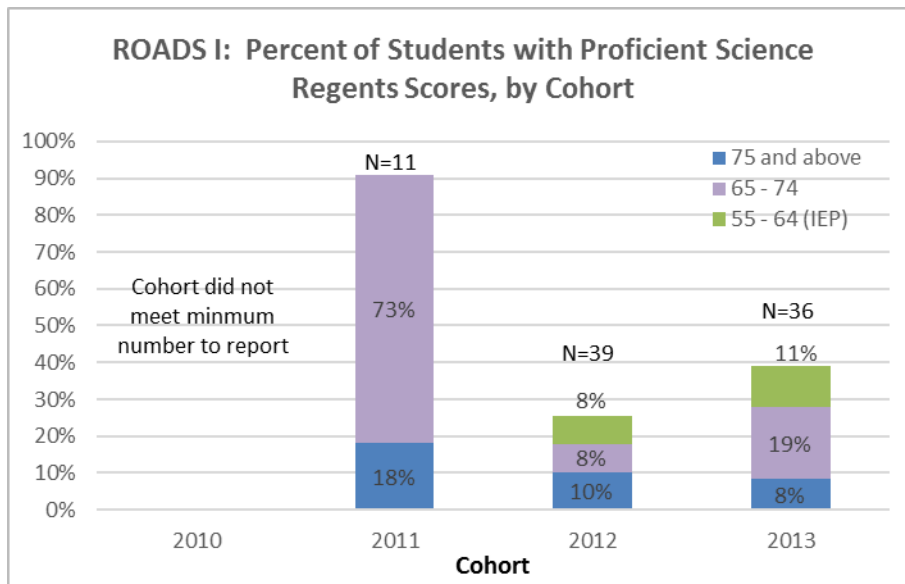
Goal 3: Absolute Measure

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 sixth 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 sixth year to pass a science exam. Once students pass an exam, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS



N's shown above are the number of students in the cohort regardless of whether they have Science Regents scores. The percent of students who scored below proficiency or do not have a Science Regents score is not shown.

Science Regents Passing Rate with a Score of 65
by Sixth Year Accountability Cohort¹⁴

¹⁴ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	Cohort too small to report	
2011	11	91%
2012	39	18%

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

The 2011 cohort already has met the measure with 90 percent of the students obtaining proficient scores of at least 65. Subsequent cohorts also are making progress with the 2013 cohort already reaching a 38% proficiency rate.

Sixty percent all students who were proficient on this exam have IEPs. Thirty-six percent of the students who obtained scores of 75 and above receive special education services.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	85	0%	49	10%	39	18%
2013	59	0%	46	15%	36	27%
2014			35	6%	60	13%
2015					66	12%

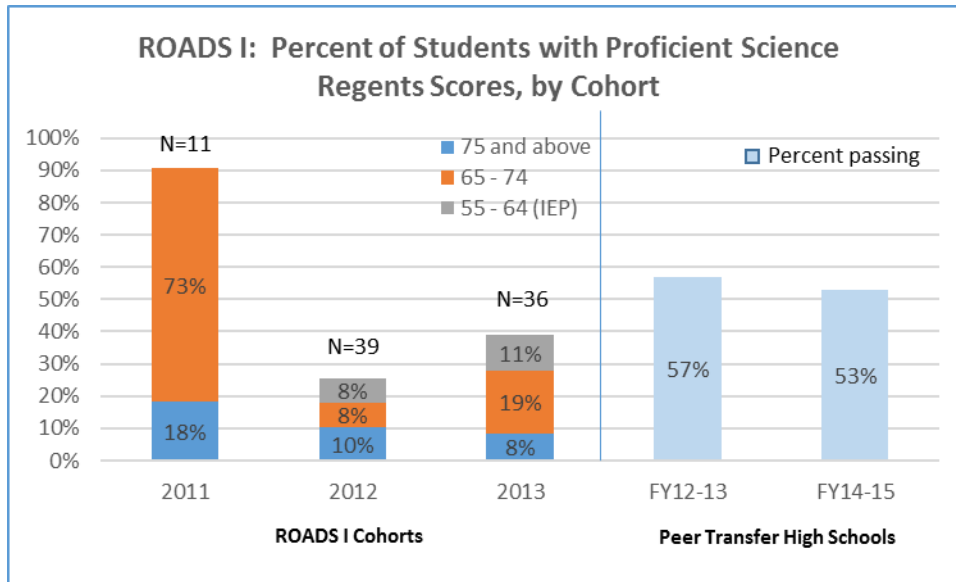
Goal 3: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score 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



The N's shown above on the left are the number of students in the cohort with and a without a science Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Science Regents score.

Science Regents Passing Rate of the High School Total Cohort by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	Cohort too small to report		57%	N/A
2011	39	91%	57%	N/A
2012	36	18%	57%	N/A

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

The 2011 cohort appears to already have met this measure with 91 percent of the students obtaining proficient scores.

As is the case with math, peer transfer high school proficiency rates appear static for this subject, actually decreasing by four percentage points from 2012-13 to 2014-15.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Type	Measure	Outcome
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	Not Enough Students to Report
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 Enough Students to Report

ACTION PLAN

Although the current 2010 cohort does not have enough students in it to report under FERPA, subsequent cohorts have shown strong results in this subject. Next year's 2011 cohort already has met the measure based upon the most recent DOE data of peer transfer high schools.

For the 2016-2017 school year, ROADS I will provide an extra 54 hours of seat time in both physical science (Earth Science) and life science (Living Environment) by switching from a trimester to a quarter based school year. The first quarter will provide an introduction and background information for the science curriculum. Upon successful completion of this section, students will be prepared to complete more advanced curriculum during subsequent quarters in the year. ROADS I uses the NYC Science Scope & Sequence aligned to the NYS MST standards and includes resources aligned to the NGSS Science and Engineering Practices, and the Cross-Cutting Concepts. Our science courses are aligned to the Common Core Learning Standards in English Language Arts and the Common Core Learning Standards in Mathematics, connecting the interdisciplinary skills needed in ELA, Math and Science.

A benchmark assessment will be given to students at the beginning of the course to gauge student understanding of the core concepts. Students will be administered an assessment at the midpoint of the course (5 weeks) to determine growth and at the end of the 10-week course. Most classes are taught in the Integrated Collaborative Teaching (ICT) model, with a special education and general education teachers working together to identify students who need additional supports. Students will work independently and in small groups to expand their experiential learning in labs and projects. This preparation will provide students with varied ways to show mastery of the course outcomes. With our longer 90-minute block schedules,

GOAL 4: SOCIAL STUDIES

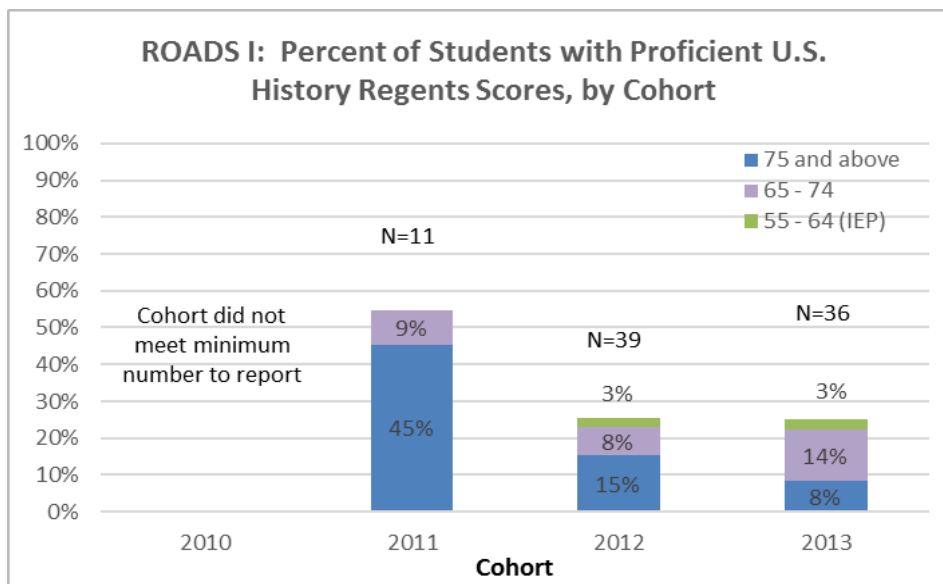
Goal 4: Absolute Measure

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.

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 sixth year in the cohort. Students may have taken the exams multiple times and have 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



The N's shown above are the number of students in the cohort with and a without US History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for US History.

U.S. History Regents Passing Rate with a Score of 65 by Sixth Year Accountability Cohort¹⁵

Cohort	Number in	Percent
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¹⁵ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

Designation	Cohort	Passing with a score of 65
2010	Cohort too small to report	
2011	11	54%
2012	39	23%

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

ROADS I administered the U.S. History Regents exam for the first time two years ago in SY 2014-15. Typically, students take this Regents exam later in their high school experience. Already 54 percent of the 2011 cohort have obtained proficient scores on this test, with 45 percent achieving scores of 75 or higher. Proceeding cohorts also have shown strength in their pass rates. Thirty-two percent of students who scored proficient school-wide have IEPs.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	85	0%	49	12%	39	23%
2013	59	0%	46	9%	36	22%
2014			35	0%	60	5%
2015					66	0%

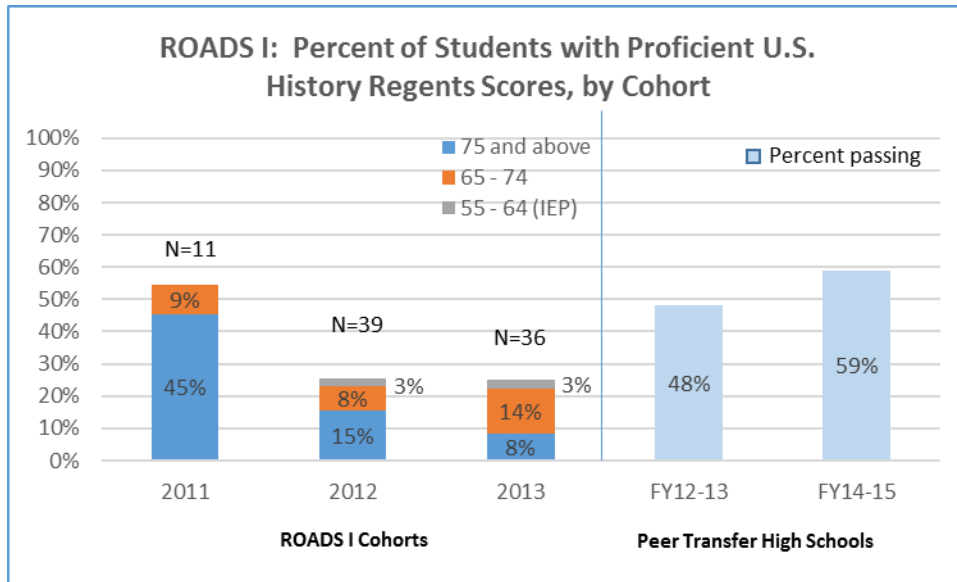
Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents US History exam with a score 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



The N's shown above on the left are the number of students in the cohort with and without US History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for US History.

U.S. History Passing Rate of the High School Total Cohort by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	Cohort too small to report	48%	N/A
2011	54%	11	48%	N/A
2012	23%	39	48%	N/A

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

Next year's 2011 cohort already has nearly met this measure with 54 percent of its students scoring proficient when compared to a 59 percent proficiency rate of peer schools for 2014-15.

Goal 4: Absolute Measure

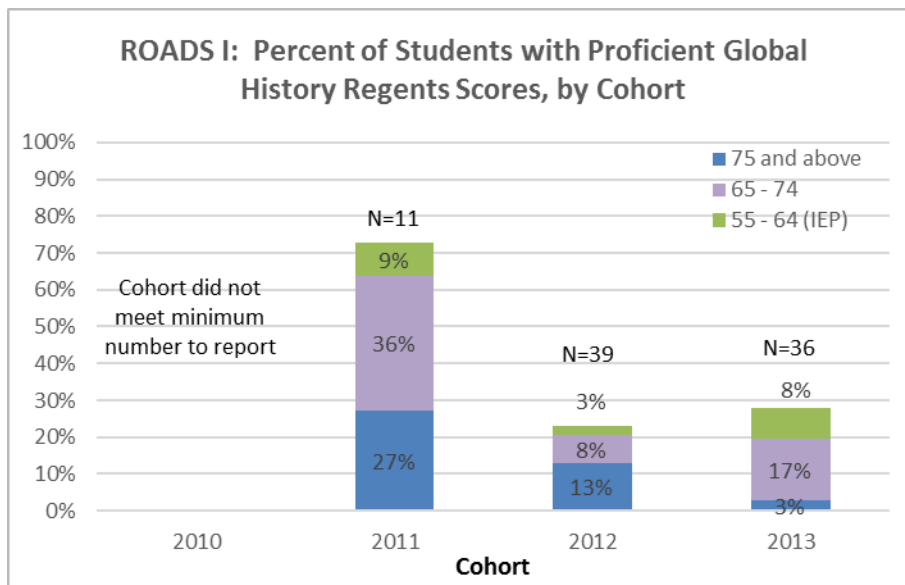
HIGH SCHOOL GOALS: SOCIAL STUDIES

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.

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 sixth year in the cohort. Students may have taken the exams multiple times and have 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



The N's shown above are the number of students in the cohort with and a without Global History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for Global History.

Global History Regents Passing Rate with a Score of 65 by Sixth Year Accountability Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	Cohort too small to report	N/A
2011	11	63%
2012	39	21%

¹⁶ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

Already 73 percent of the 2011 cohort have obtained proficient scores on this test.

Of note is the achievement of students with IEPs. Overall, 26 percent of students who received proficient scores school-wide have IEPs. In the 2013 cohort, 60 percent of the students who obtained proficient scores have IEPs.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	85	0%	49	18%	39	21%
2013	59	0%	46	11%	36	19%
2014			35	3%	60	2%
2015					66	2%

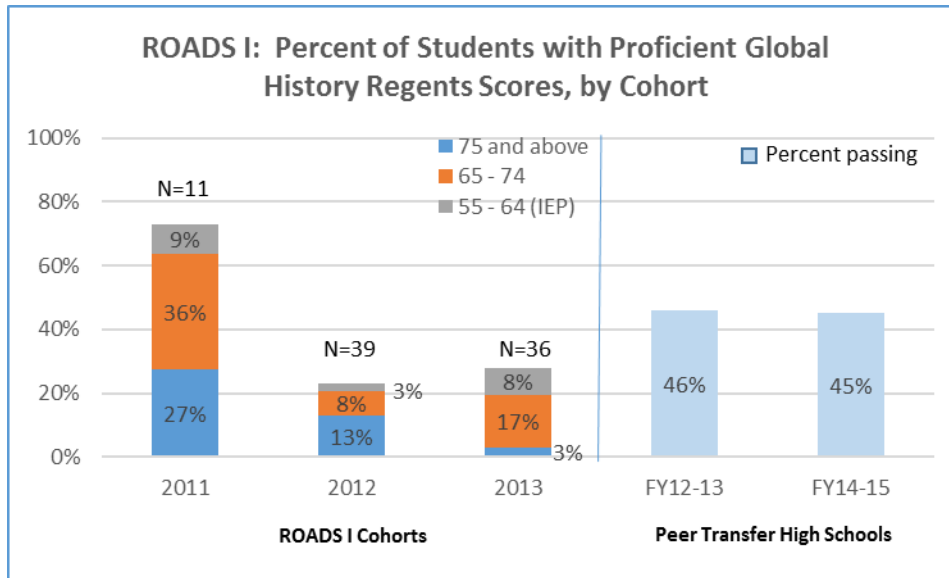
Goal 4: Comparative Measure

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 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 their sixth year in the charter school **high school Total Cohort** to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their sixth year, the school presents most recently available district results.

RESULTS



The N's shown above on the left are the number of students in the cohort with and a without US History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for US History.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	N/A	Cohort too small to report	46%	N/A
2011	63%	11	46%	N/A
2012	21%	39	46%	N/A

EVALUATION

The 2010 cohort does not meet the minimum requirements for reporting data under FERPA.

ADDITIONAL EVIDENCE

Already next year's 2011 cohort has met the measure; its 72 percent proficiency rate far exceeds the most recent 45 percent proficient rate of students at peer transfer high schools. Students at ROADS I's peer schools have not shown growth in their proficiency rates over the course of this charter period. Our students, on the other hand, have shown increased proficiency.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

Type	Measure	Outcome
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 Enough Students to Report
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 Enough Students to Report
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 Enough Students to Report
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the New York State Regents Global 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 Enough Students to Report

ACTION PLAN

ROADS I also has developed cross-curricular literacy supports for students in our Social Studies program. The curriculum is based on materials from the New Visions Curriculum Project, an endeavor that brings NYC educators together to create Common Core-aligned curriculum in the core subjects designed for NYC students. All social studies classes incorporate the literacy skills being taught in ELA into the dissection of text and acquisition of facts. Certain tools, such as visual time-lines, vocabulary acquisition tools, and “skeletal” note-taking will be used across the content areas to help reinforce a growth mindset in approaching and thinking about texts for students. Social studies teachers will conduct frequent writing workshops to work on the elements of writing for the course, specifically in dissecting DBQs and Thematic Essays.

Our experience last year showed us that our students benefit greatly from deriving formats and formulas to depend on, as well as verbally talking out their ideas before writing. These workshops give students an opportunity to discuss and brainstorm their writing and connection to various forms of text, which provides a solid foundation for college-level writing and the Regents exams. Tier 3 students will receive either “push-in” or “pull-out” support from a literacy specialist at their teacher’s request, and may be scheduled into a specific “historical-text-specific” guided reading group for a portion of the period.

GOAL 5: HIGH SCHOOL GRADUATION

Goal 5: 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 who attended at least 75% of the days in which they were enrolled for each year. 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.

PROMOTION REQUIREMENTS

As the ROADS model is specifically designed to meet the needs of disconnected youth, we strive to create and maintain a supportive personalized environment where every student feels the connection and encouragement to learn from caring adults. ROADS also focuses on providing an engaging curriculum that will help our students better understand the world of work and develop key skills that will enable them to enjoy success in their intended careers.

The ROADS model is designed to be individualized and create a self-paced learning community that combines various modalities and takes into account a variety of different strategies and learning styles; therefore, by its nature and model, ROADS is innately well situated to retain and graduate students from all backgrounds, including students with disabilities, ELL students, and students who qualify for free and reduced-price lunch.

As with all high schools, ROADS students are required to earn 44 academic credits and pass five Regents in order to graduate. Where our promotion policy differs is that we focus on individual student mastery and progression rather than cohort matriculation. Therefore, we are ungraded and our students have the opportunity to earn upwards of sixteen credits per academic year. All of our classes are designed to offer students ten outcomes. Students are required to master seven outcomes in order to be awarded credit. Furthermore, we have multiple graduation dates throughout the year in order to accommodate any student who completes the requisite credits and Regent exams at a time outside of the tradition June graduation.

Required Course Completion	
Subject	Credits
<u>English</u>	<u>8</u>
<u>Social Studies</u>	<u>8</u>
ü <i>Global History</i>	4
ü <i>U.S. History</i>	2
ü <i>Economics</i>	1

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ü <i>Government</i>	1
<u>Science</u>	<u>6</u>
ü <i>Life Science</i>	2
ü <i>Physical Science</i>	2
ü <i>Life Science or Physical Science</i>	2
<u>Mathematics</u>	<u>6</u>
ü <i>Algebra (2 credits)</i>	4
ü <i>Geometry (2 Advanced Math credits)</i>	2
ü <i>Additional Math Credits (2 Advanced Math or Algebra)</i>	2
<u>Languages Other Than English</u>	2
<u>Visual Art, Music, Dance, and/or Theater</u>	2
<u>Physical Education</u> <i>(Students must be enrolled in gym each quarter they are enrolled in school)</i>	4 <i>(8x for .5 credit)</i>
<u>Health Education</u>	1
<u>Electives (Based on Engagement Pathway Selection)</u>	<u>7</u>
<u>Total</u>	<u>44</u>
(4 + 1) Regents Option	
Comprehensive English (#1)	
Mathematics (#2)	
Social Studies (#3)	
Science (#4)	
And	
the +1 option or a 2nd test in (1) :	
Math, Social Studies, Science or CTE (Career Technical Education)	

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

	Total Number of Students*	% of students with Attendance 80% and above	% of students with Attendance 75% and above	% of students with Attendance 65% and above	% of students with Attendance 55% and above
ROADS 1					
FY1213	158	20%	31%	45%	52%
FY1314	206	17%	23%	37%	51%
FY1415	215	15%	21%	36%	48%
FY1516	255	24%	33%	44%	55%

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent Advancing to the Next Credit Tier
2012	56	34%
2013	57	49%
2014	85	40%
2015	69	32%

EVALUATION

ROADS I did not meet this measure.

ADDITIONAL EVIDENCE

ROADS I has made good progress, improving the percentage of students who meet the goal by 10 percentage points in the past two years.

Twenty-four percent of ROADS I students this past year had an attendance rate of over 80 percent and above. In addition, the chart above reflects the progress made this past year in improving all attendance rates. The percentage of students who had a 65 and 75 percent attendance rate increased by 12 percentage points from the previous year. Those who had an attendance rate of at least 80 percent increased by nine percentage points.

As addressed under Goal 6(e), students in all transfer high schools struggle with good attendance. Indeed, ROADS I met Goal 6(e) because our students' attendance rate change is better than students at our peer transfer high schools.

Goal 5: Absolute Measure

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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 completed its third year. In August of 2016, the 2013 cohort will complete its third year.

RESULTS

ROADS I

YR3 Cohort	School Year	Number in Cohort	Passed at least two Regents		Passed at least one Regents	
			N	%	N	%
2011	FY13-14	29	3	10%	9	31%
2012	FY14-15	98	7	7%	17	17%
2013	FY15-16	77	12	16%	18	23%

Percent of Students in their Third Year Passing Two Regents Exams by Cohort

Year Three Cohort	Number in Cohort	Percent Passing Two Regents
2012	98	10%
2013	77	7%
2014	N/A	N/A

EVALUATION

This measure was not met, however, ROADS I has improved the percentage of students who have passed two Regents from 7 percent to 16 percent in the past year.

ADDITIONAL EVIDENCE

As previously discussed, our students start at ROADS I with much more significant academic needs than most high school students, therefore, it takes them longer to catch up so they have the necessary skills to successfully pass Regents subjects and exams.

Goal 5: Absolute Measure

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

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

METHOD

This measure examines students in the Graduation Cohort who entered the 9th grade as members of the 2009 and 2010 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 I

Cohort	Graduates	Graduation Cohort	% Graduated
2010	2	24	8%
2011	5	36	14%
2012	7	129	5%
2013	5	77	6%
Total	19	266	7%

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	24	8%
2011	36	14%
2012	129	5%

EVALUATION

ROADS I did not meet this measure.

ADDITIONAL EVIDENCE

The 2010 cohort is not representative of ROADS I's overall student body, as this is a small group. The 2011 cohort already has a higher graduation rate than the current six-year cohort. ROADS I has 19 graduates thus far; 17 of them successfully completed their studies earlier than the six years expected.

Goal 5: Comparative Measure

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

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

METHOD

ROADS I compares its students' progress towards graduation based on annual credit accumulation to that of peer transfer high schools identified in the NYC DOE published peer index for 2012-13. The credit accumulation information for 2015-16 is based upon data provided in the 2014-15 NYC DOE Quality Reports. NYC DOE Transfer High School results are not currently available for 2015-16..

RESULTS

ROADS I	Begin Year with 0-11 Credits			Begin Year with 11.01-22 Credits		
Year	ROADS I N	ROADS I Avg of Credits Earned	Peer Transfer HS Average	ROADS I N	ROADS I Avg of Credits Earned	Peer Transfer HS Average
2012-13						
2013-14	175	4.52	7.16	18	9.22	8.36
2014-15	141	3.63	7.17	52	8.86	8.30
2015-16	185	4.58	7.17	61	7.98	8.30
ROADS I	Begin Year with 22.01-33 Credits			Begin Year with 33.01-38 Credits		
Year	ROADS I N	ROADS I Avg of Credits Earned	Peer Transfer HS Average	ROADS I N	ROADS I Avg of Credits Earned	Peer Transfer HS Average
2012-13						
2013-14	1	13.00	9.81	0	NA	9.78
2014-15	11	13.39	9.77	2	4.63	8.87
2015-16	27	9.63	9.77	13	6.96	8.87

Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Peer Transfer High School

Cohort Designation	Charter School		Peer Transfer High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	24	8%	N/A	32%
2011	36	14%	N/A	32%
2012	129	5%	N/A	32%

EVALUATION

According to the table, ROADS I students did not meet the measure in the first and fourth categories but came very close to meeting the measure in the second and third categories.

ADDITIONAL EVIDENCE

ROADS I students obtained approximately the same number of credits each year of the charter for the first category.

Students' rate of accumulation in the second and third credit categories decreased during the charter period but remain very close to their peers' rates. In the second category RADS I students' rate of accumulation is 96 percent of their peers. In the third category, RADS I student rates are 99 percent of their peers.

The average credit accumulation for RADS I students in the fourth category is growing with additional students. The credit accumulation rate for our peer schools has actually decreased over the term of the charter.

ROADS I's slower credit accumulation rate in the first category is not surprising in light of the significant remediation that the vast majority of our students require when they start at our school. As discussed above under Goals 1 through 4, the average RADS I students reads at a fifth grade level when he or she starts our program. Over 40 percent of our students have special education needs, which make remediation even more challenging. Almost eight percent of our students require substantial supports in a more restrictive setting. RADS I has made great progress in helping our students essentially "catch up" with credit accumulation by the second and third classifications. Because our students are self-paced, they likely sit for less credits in the fourth category because they already have obtained most of the credits necessary to graduate. Thus, they oftentimes do not sit for a full year of coursework. Instead, they graduate at multiple points during the school year.

Goal 5: 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 and 2014-15 to 2015-16. It provides the average of the difference between the 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 RADS I for 40 or more days in school years 2013-14 through 2015-16.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

	Number of Students	Maximum Membership Days	Average % Days in Attendance	YtY Change in Attendance	YtY Change in Attendance for Peer Transfer High Schools
ROADS 1					
FY1213	158	180	55.8%		-3.0%
FY1314	206	173	50.9%	-4.9%	
FY1415	215	174	53.8%	2.9%	-4.1%
FY1516	255	173	54.0%	0.2%	

EVALUATION

ROADS I met this measure. We have surpassed our peers based on the most recent data available from the DOE.

Goal 5: 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 2015-16 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 2015-16 school year.

Average Completion Rate (third – sixth year students)

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

$$= \frac{\sum \text{Regents Passed in SY 2015 - 2016}}{\sum \text{Regents needed to earn Regents Diploma at the start of SY 2015 - 16}}$$

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 2013-14 and 2014-15).

Average Completion Rate (third – sixth year students)

$$= \frac{\sum \text{Regents Passed in SY 2014 - 2015 and 2015-2016}}{\sum 3 - \text{Regents passed in middle school}}$$

RESULTS

ROADS I's completion rate for this past year is 5 percent compared to a 20 percent completion rate of our peer schools.

EVALUATION

ROADS I did not meet the measure.

ADDITIONAL EVIDENCE

ROADS I's completion rate in 2014-15 was 10 percent, compared with its peer group average of 18.2 percent. Because this measure includes all students in the Graduation Cohort, the School's true completion rate is not really addressed.

Goal 5: Comparative Measure

Each year, the percent of students in the sixth year of the high school Total Graduation Cohort graduation 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.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

ROADS I			
Cohort	Graduates	Graduation Cohort	% Graduated
2010	2	24	8%
2011	5	36	14%
2012	7	129	5%
2013	5	77	6%

Peer Transfer High Schools			
Report Year	Graduation Deadline Year	Graduation Rate	Graduation Rate for Most At-Risk Students
FY12-13 Progress Report	2013	32%	26%
FY14-15 Quality Review	2015	51%	28%

EVALUATION

ROADS I did not meet this measure.

ADDITIONAL EVIDENCE

As previously discussed, students come to ROADS I even further behind and with more “at-risk” factors than the typical transfer high school student. Most significantly, our students are twice as likely to require extensive special education supports. In light of our student population, we believe that the school is making good progress towards graduation goals and we are prepared to increase our numbers exponentially moving forward.

The 2010 cohort is not representative of other cohorts in that it is extremely small. ROADS I’s peer schools are older than our program and have much larger six year cohorts. This difference in size mitigates the strength of the comparison.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Absolute	Each Year, 75 percent of students will have an attendance rate of 75 percent for the year.	Not Met

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Absolute	Each year, 75 percent of students in the third high school Total Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.	Not Met
Absolute	Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, students' average credit accumulation in NYC DOE benchmarked credit-categories will exceed that of peer transfer high schools.	Close
Comparative	Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.	Met
Comparative	Each year, the average completion rate for remaining Regents required for graduation will exceed that of peer transfer high schools.	Not Met
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 Met

ACTION PLAN

We know that improved student engagement as shown by increased attendance will ensure better academic outcomes. The Primary Person Model will help engage our students and provide them the consistent personalized support they need to improve not only their attendance but also their academic work.

Last year teachers and school staff conducted small group advisory sessions called "Crew" to try to get students more involved in their education and goal setting. During Crew, students worked on Individualized Life Plans and set behavioral, academic and future career goals. They analyzed their own transcripts and planned their path towards graduation. In addition to Crew, student "Houses" also sought to engage students in activities that were fun and informative and fostered a sense of community. House activities provided leadership opportunities including student government and academic competitions.

ROADS I will continue to implement programs such as the LEADS ("Leaders Exemplifying the Attitude Destined for Success") Internship to help our students recognize the importance of high attendance for not only school but future careers as well. Our students need shorter term goals that they can accomplish and celebrate in order to inspire them to even greater results. Moving forward, Advocate Counselors will work with students to set realistic attendance goals to ensure that they improve their attendance rate by at least 10 percent each quarter. During Advisory, Advocate Counselors will follow a guided curriculum that will teach students how to build confidence in themselves and work harder to take accountability for their own actions. Our belief, supported by our experience with LEADS this past spring, is that if we set high but realistic goals and support our students' efforts, they can succeed.

Our instructional focus on improving literacy will help our students increase their pass rates on Regents and credit accumulation. We also will improve our graduation outcomes through a revised daily schedule, which provides longer periods of instruction in fewer subjects and our new quarter system. Ninety minute blocks will enable teachers to provide additional instructional supports so that students can cover more material while they are at school. More time on task also enables teachers to promote deeper learning, and focus on developing higher order thinking skills. By offering fewer courses on a quarter basis, we will provide students

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

with the opportunity to master subjects and quicker and progress toward graduation on a quicker pace.

NCLB

Goal 4: NCLB

Write the school's Accountability Plan NCLB goal here.

Goal 4: 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.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

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

ROADS I is a school in good standing for 2014-15 according to ESEA Accountability Designation Reports available here:

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

EVALUATION

ROADS I met the measure.

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

GOAL 6: COLLEGE PREPARATION

Goal 6: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

N/A.

RESULTS

N/A.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A		N/A	
2014-15	N/A	N/A	N/A		N/A	
2015-16	N/A	19	387		374	

EVALUATION

N/A.

ADDITIONAL EVIDENCE

N/A.

Goal 6: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

N/A.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

N/A.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A		N/A	
2014-15	N/A	N/A	N/A		N/A	
2015-16	N/A	8	366		374	

EVALUATION

N/A.

ADDITIONAL EVIDENCE

N/A.

Goal 6: Comparative Measure

(S) The percent of graduating students who meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed that of peer transfer high schools.

METHOD

The number of ROADS I students whose scores on the ELA Regents Exams reported on under Goal 1(a) and Math Regents Exams reported under Goal 2(a) both met the NYSED's college and career readiness standard (of scoring at least 75 on the former test and 80 on the latter) is compared in this measure with similar student information for ROADS I's Peer group of transfer high schools as defined in the 2012-13 School Report Card. The peer student information is based on peer transfer high school data from the NYC DOE School Quality Reports for 2014-15.

RESULTS

ROADS I

Percent of ROADS I Graduates that have College Ready Scores on ELA and Math	11%
Peer Transfer High School College Readiness Rate (including enrollment)	18%

HIGH SCHOOL GOALS: COLLEGE PREPARATION

from FY14-15 NYC DOE Quality Review

Percent of Graduates Meeting the Aspirational Performance Measure¹⁷

Cohort	Charter School	Peer Transfer High School	Statewide ¹⁸
2010	0%	18%	38.1
2011	14%	18%	40.0
2012	0%	18%	N/A

EVALUATION

ROADS I is approaching the goal.

Goal 6: Absolute Value

(S) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

METHOD

N/A.

RESULTS

N/A.

Percent of Graduates with a Regents Diploma with Advanced Designation¹⁹

Cohort	Charter School	School District ²⁰
2010	N/A	
2011	N/A	
2012	N/A	N/A

EVALUATION

N/A.

Goal 7: Absolute Measure

¹⁷ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁸ Statewide results for the 2011 cohort are not yet available.

¹⁹ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁰ District results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course, or by acquiring certification based on industry standard requirements.

METHOD

ROADS I students enrolled in the CollegeNow program offered through CUNY to have an opportunity to take a college course during high school. Thirteen students graduated in 2015-16.

RESULTS

Test	Enrolled	Met College Standard
CollegeNow course	5	1
Pre-CollegeNow course	7	5

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²¹
2010	2	N/A
2011	5	N/A
2012	7	N/A

EVALUATION

ROADS I did not meet this measure. Of the 13 graduates this past school year, 54% enrolled in a College Now course while at the School. Five of the seven students who enrolled in a pre-college level College Now class passed the course. Five graduates enrolled in a college level College Now course, but only one passed the course.

ADDITIONAL INFORMATION

Our students participate in CollegeNow to gain the experience of taking college classes free of charge while still in high school. Students who meet the GPA and Regents requirements can earn college credits for these courses. If a student does not meet the GPA requirement and the college and career ready standard of the relevant Regent subject exam, they can take the remedial (“Pre college”) class while in high school. This class helps prepare them to pass the CUNY compass exam, which will place them into college level courses upon matriculation. Students who do not successfully pass the CUNY compass exam and who have not met the GPA and Regents requirements must first take remedial courses at CUNY.

This past year, 11 of our graduates took the PSAT, which measures readiness for college, access scholarships, and practice for the SAT. Its scores range between 320 and 1520. The College

²¹ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Board's benchmark for college and career readiness is a combined score of 890. Two of the eleven test takers scored at this level.

Five graduates took the SAT. The benchmark for college and career readiness is a combined score of 1010. One student received a college and career readiness scores.

Two graduates are enrolled in a trade certification program.

Goal 7: Absolute Measure

(S) Each year, 75 percent of graduating students will matriculate in a college or university, begin an industry apprenticeship, or enter the military.

METHOD

N/A.

RESULTS

ROADS I met this measure this past year. Nine of the 13 graduates plan to attend college after graduation this year. Two of the graduates deferred acceptance into a two-year college to enroll in a work force training program. One graduate has moved out of state and is in the process of enrolling in the military.

EVALUATION

The vast majority of her classmates are enrolled in CUNY and SUNY schools. Four graduates plan to attend either LaGuardia or Kingsborough Community Colleges. Four graduates plan to attend Medgar Evers College. One student has received a full scholarship to his/her college of choice.

At least 50 percent of ROADS I's graduates from 2014-15 school year (all of whom received Regents diplomas) have matriculated to college. One graduate has left the country and another graduate planned on attending a trade school but ROADS I has been unable to confirm his status.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
Comparative	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed that of peer transfer high schools.	Not Met
Absolute	Each year, 75 percent of graduating students will demonstrate their	Not Met

HIGH SCHOOL GOALS: COLLEGE PREPARATION

	preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course, or by acquiring certification based on industry standard requirements.	
Absolute	Each year, 75 percent of graduating students will matriculate in a college or university, begin an industry apprenticeship, or enter the military.	Met

Action Plan

ROADS I seeks to promote academic success by ensuring that disconnected youth—overage, under-credited students—graduate from high school prepared to excel in their academic, professional and personal lives. We expose students to college and career pathways in the workplace to help them connect the importance of their studies with their future success. Fundamentally, our goal is to provide opportunities to access college as an option and help our students plan for their future if they do not intend to attend college.

Our programs teach students the importance of attendance and results. For example, the LEADS Internship Program was piloted this past year to provide a work/internship program with strict attendance and academic requirements to teach students the importance of goal setting. The program, which required participants to attend all of their classes at least 70 percent of the time, offered classroom credits while students gained valuable skills in areas such as technology, sports and fitness, hospitality and medical services. Topics covered in class included self-discipline, responsibility, schoolwork completion, work-life balance issues, as well as resume building and interviewing skills. Students were required to maintain passing grades in all their classes in order to participate in the internships that were offered. The program was a great success. By the last week of the second pilot, the vast majority of participants had 100% attendance rates and, with the exception of one student, the daily attendance rate was over 75%. Seventeen of the 30 LEADS interns improved academically with an average GPA of 79% or higher. One participant, who had over 30 disciplinary referrals from September to April, ended the school year with no referrals after that period.

ROADS I has a dedicated College and Career staff member who oversees programming and support for the school. In addition to meeting with individual students, this position runs workshops for families covering topics such as the college application process, FAFSA and CUNY admissions requirements. ROADS I holds monthly meetings with potential graduates to help support them through the college process. The School also runs a Career Day and Speakers series to introduce our students to potential career paths. ROADS I students learn about post-secondary opportunities by visiting colleges and taking college courses, such as those offered by City College’s CollegeNow program. This past year 29 students visited three colleges in Philadelphia and met with admissions representatives at the schools. Seven students were able to take a paid trip to visit eight historically black colleges including Spellman, Morehouse, and Livingston College, where four of our students were accepted. School counselors work individually with students to support their college and scholarship applications. The Career Pathways program offers students who might not be interested in post-secondary studies a way to obtain important skills for their chosen future careers.

APPENDIX B: OPTIONAL GOALS

Goal S: Absolute Measure

Each year, 75% of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

ROADS I implemented surveys to parents during Summer School Orientation requesting feedback on our School’s program for the 2015-16 school year. ROADS I administered a hard-copy survey to a group of 10 parents.

RESULTS

It is clear that the ROADS I parents are aware of extracurricular and post-secondary planning opportunities presented by ROADS, and feel that the staff is supporting the needs of their students. Parents have high opinions of how their students’ behavior has improved in a positive way. Parents at ROADS I overall feel very positively about the services provided by the School, quality of education and relationship between teachers/student and teachers/parents.

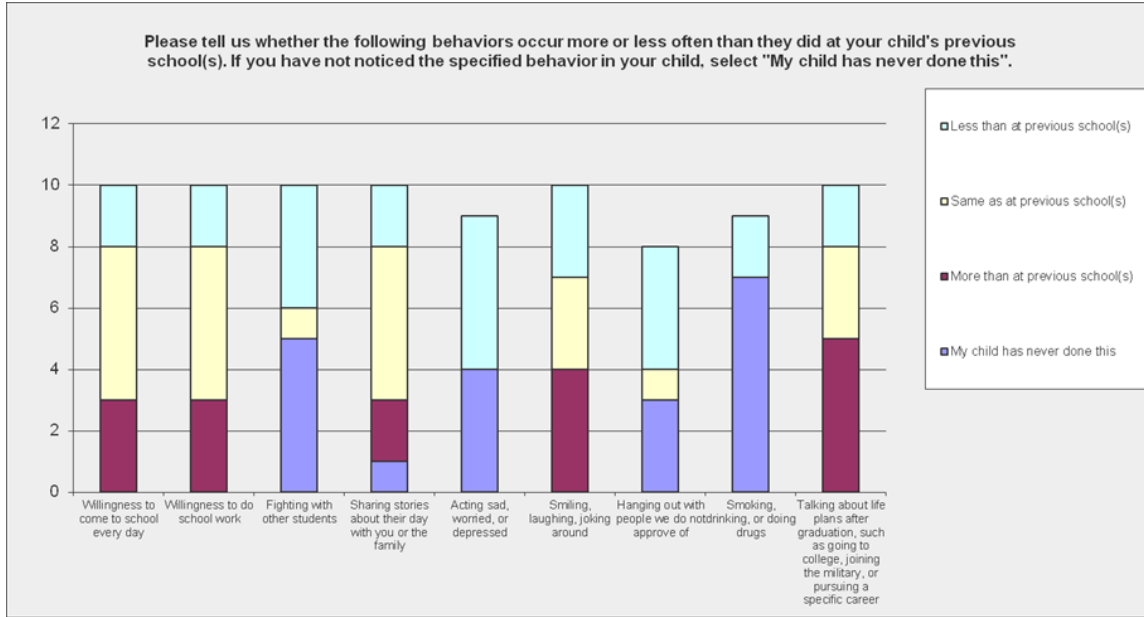
2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
10	10	100%

2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Reported student spoke more of college and career	50%
Reported student shared more about day with family	50%
Parent is satisfied with number of adults available to student	100%
Parent is satisfied with relationships between adults and students	90%
Parent is satisfied with availability of different courses	90%
Parent is satisfied with quality of education	90%
Parent is satisfied with support services available	90%
Parent is satisfied with post-secondary opportunities	90%
Parent is satisfied with expanded opportunities to earn credits	90%
Parent is satisfied with communication between parents and school	90%
Parent is satisfied with accepting and caring nature at ROADS	90%

APPENDIX B: OPTIONAL GOALS



EVALUATION

ROADS I is close to meeting this measure, or has met this measure.

APPENDIX C: SUPPLEMENTARY TABLES

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

METHOD

See Goal 1.

RESULTS

See Goal 1.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

School Year	Number	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2012-13 to 2013-14	30	10	30	11	NO
2013-14 to 2014-15	24	16	33	33	YES
2014-15 to 2015-16	29	21	35	21	NO

EVALUATION

See Goal 1.

ADDITIONAL EVIDENCE

See Goal 1.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2009	2010	2011	2012

APPENDIX C: SUPPLEMENTARY TABLES

Integrated Algebra	Cohort too small to report		73%	36%
Geometry	N/A	N/A	N/A	N/A
Algebra 2	N/A	N/A	N/A	N/A

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment	Cohort too small to report		55%	18%
Earth Science	Cohort too small to report		36%	13%
Chemistry	N/A	N/A	N/A	N/A
Physics	N/A	N/A	N/A	N/A