



New Roots Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Tina Nilsen-Hodges
Principal and Superintendent

116 N. Cayuga Street
Ithaca, NY
607-882-9220

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Tina Nilsen-Hodges, Principal and Superintendent, and Remanu Steele, Executive Projects Coordinator prepared this 2017-18 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
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Tina Nilsen-Hodges	Ex-officio Trustee

Tina Nilsen-Hodges has served as the school leader since Fall 2008.

New Roots Charter School is a small high school that inspires student engagement and learning with real-world interdisciplinary projects and community service reflecting education for sustainability (EFS) standards. Informed by the work of the Cloud Institute for Sustainability Education, the State Education and Environment Roundtable, and Expeditionary Learning Schools, New Roots employs research-based best practices demonstrated to foster a positive school culture with high academic expectations for all students.

The school's mission is to support all students, regardless of educational and family background, to earn a Regents diploma and demonstrate readiness for higher education and a meaningful career. Our slogan is, "Growing Students for a Just and Sustainable Future."

In 2017, New Roots Charter School was identified by the Green Schools National Network as one of the ten leading schools in our field, and began preparing to serve as a replication hub for other high schools across the nation. In June 2018, the regional director for the Department of Environmental Conservation (DEC) met with a team of teachers and administrators to develop ways for New Roots students to contribute to the DEC's priorities in our region.

New Roots students have expressed being attracted to the school for a wide variety of reasons, including our mission of education for sustainability and social justice, desire for greater academic challenge, the greater personal attention offered by a small school setting, and desire for a "fresh start" in school.

New Roots serves a student population with a unique demographic profile and highly divergent skill levels entering high school. Our students reside in 20 regional school districts surrounding the small upstate city of Ithaca, NY, home to Cornell University and Ithaca College. Of the approximately 149 students enrolled during the 2017-18 academic year, about 48% live in the Ithaca City School District and the rest came from the rural areas surrounding Ithaca. As of BEDS Day in 2017, about 69% of the students enrolled in New Roots Charter School qualified for our free or reduced price lunch program, and 37% received special education services or had a 504 plan. This percentage of economically disadvantaged students is more than twice that of Ithaca High School, and the percentage of students with disabilities at New Roots is four times greater.

Many New Roots students overcome significant obstacles on the road to college and career readiness. Because we do not offer a complete secondary program at this point in time, we must work quickly to close achievement gaps developed throughout elementary and middle school with students who express little confidence of graduating from high school or attending college.

To better track the progress of students at risk of academic failure, the New Roots Charter School Board of Trustees has developed optional Accountability Plan measures targeting the progress of students who meet two or more of the following criteria:

- Entered New Roots after the start of 9th grade
- Entered New Roots with credit deficiencies
- Scored a 1 or 2 on a middle school math or ELA tests
- Demonstrated poor attendance at previous school (below 90%)
- Has an Individualized Education Plan (IEP)
- Economically disadvantaged (qualifies for free or reduced price lunch)
- Documented trauma

In the 2017-2018 school year, 60% of the overall student population was identified as being at risk of academic failure. Each cohort's performance is disaggregated so that the school can track quarterly

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academic indicators to monitor these students' progress so that we can develop early intervention plans.

One successful new intervention established in the 2017-18 school year is the LEAP program. As described in our charter, LEAP is an ungraded high school preparatory program for students ages 12-15 who are at risk of academic failure. Measure of Academic Progress (MAP) test results show strong gains in literacy and mathematics learning in the first year, with gains of a year or more in math proficiency for 95% of students and for 89% of students showing the same gains in the area of literacy.

In 2018-2019, New Roots will build on the success of the LEAP program by moving forward in the authorization process to add grades 6-8, providing students in the critical early years of secondary education with the opportunity to build the strong skills, conceptual foundation, and passion for learning that will give them the best possible start in high school as they prepare for college and career.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	24	39	47	40	150
2014-15	34	37	34	50	155
2015-16	41	36	32	30	139
2016-17	32	41	34	30	137
2017-18	55	32	33	29	149

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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 SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

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Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2015-16	2012-13	2012	27	3	25
2016-17	2013-14	2013	27	1	27
2017-18	2014-15	2014	29	0	29

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	25	5	30
2016-17	2013-14	2013	27	5	32
2017-18	2014-15	2014	29	2	31

Fifth Year Total Cohort for Graduation

Fifth 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)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	4	40	44
2016-17	2012-13	2012	2	24	26
2017-18	2013-14	2013	9	6	15

GOAL 1: HIGH SCHOOL GRADUATION

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All New Roots Charter School students will earn a New York State Regents diploma.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Summary of Regents Diploma Requirements

New Roots Charter School supports all students in working towards achievement of the Regents Diploma Requirements, as specified in State Education Commissioner Regulations, and as summarized below:

<i>Subject</i>	Advanced Regents Diploma		Regents Diploma	
	<i>Units of Credit</i>	<i>Regents Exam</i>	<i>Units of Credit</i>	<i>Regents Exam</i>
English	4.0	1	4.0	1
Social Studies*	4.0	2	4.0	2
Math**	4.0	3	3.0-4.0	1
Science***	4.0	2	3.0-4.0	1
Spanish/ LOTE#	3.0*	0	1.0	1
Physical Education	2.0	0	2.0	0
Arts###	1.0	0	1.0	0
Health	0.5	0	0.5	0
Sequence Courses, Electives	3.5	0	3.5	0
Total	24 minimum	8	22 minimum	5

* Including 1 unit of American history, ½ unit of Participation In Government, and ½ unit of Economics

** Math may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry

*** Including at least one course in life science, one in physical science, and third in either life sciences or physical science

Language Other Than English requirement for and Advanced Diploma includes passage of a proficiency exam with typically 3 years of necessary course work.

Including dance, music, theatre, and/or visual arts

Regents Examinations or equivalent: 5

Students must pass the following Regents Exams (or a state-approved equivalent):

- Comprehensive English;
- Global History and Geography;
- United States History and Government;
- One (1) in Mathematics (Integrated Algebra, Geometry, or Algebra 2/Trigonometry); and
- One (1) in Science.

Mathematics, Science, and Technology (MST): A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Also, students may meet the learning standards in technology either in a technology education course or through an integrated course combining technology with mathematics and/or science.

CDOS Pathway: Students may also pursue the Career Development Occupational Studies (CDOS) graduation pathway to meet the New York State CCOS Commencement Credential.

Students may graduate with a Regents diploma through a 4+ CDOS Pathway. This pathway requires students to demonstrate the State's standards for academic achievement in math, English, science, social studies, and the State's standards for essential work-readiness knowledge and skills necessary for successful employment after high school.

Graduation Requirements

Distribution of Units of Credit

(all courses listed are 1 credit unless otherwise noted)

- English Language Arts (4 credits required)
 - English Language Arts
 - Literary Studies
 - Academic Writing and Literature
 - College Literature and Writing*
- Social Studies (4 credits required)
 - Global I
 - Global II
 - U.S. History & Government
 - Participation in Government (.5 credits)
 - Economics (.5 credits)
- Mathematics (3-4 credits required)
 - Mathematical Reasoning I: Problem Solving
 - Mathematical Reasoning II: Algebra
 - PreAlgebra
 - Geometry
 - Algebra 2 / Trigonometry
 - Statistics*
 - Business Math
 - Pre-Calculus*
- Calculus*

NYS Regents Exam Requirements

- 1) Common Core Algebra
- 2) Global History & Geography
- 3) Living Environment
- 4) U.S. History & Government
- 5) Common Core English

Additional Requirements for Advanced Designation

- 6) Common Core Geometry
- 7) Common Core Algebra 2 / Trigonometry
- 8) Physics (or another physical science)
- 9) Local examination in culmination of Spanish 3

Additional Requirements

- 1) Career and College Success Seminar
- 2) Application to college
- 3) Senior Capstone Project
- 4) One completed Intensive course per year
- 5) Graduation Portfolio
- 6) Service Learning hours

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- Science (3-4 credits required)
 - Earth System Science
 - Earth System Science: Living Environment
 - Contemporary Science & Technology
 - Global Environmental Science*
 - Chemistry*
- Health and Wellness (2.5 credits required)
 - Physical Education (.5 credits/year = 2 credits)
 - Health (.5 credits)
 - Personal Wellness is a required course for Lower School students. Both health and physical education credits are awarded for successful completion of this class.
- The Arts (1 credit required)
 - Studio Art
 - Painting*
 - Various Music Options
- Language Other Than English (1 credit required)
 - Spanish 1
 - Spanish 2
 - Spanish 3/4*
- Sequence Courses or Electives (3.5 credits required)
 - Crew advisory (.25 credits/year = 1 credits)
 - Interdisciplinary, place-based Learning Expeditions (credits vary by year)
 - Annually varied courses selections

**Concurrent enrollment available through Tompkins-Cortland Community College, State University of New York College of Environmental Science and Forestry (SUNY ESF) or Syracuse University (varies by year)*

RESULTS AND EVALUATION

The school exceeded the measure, with 89% students in the first year cohort and 79% of the students in the second year cohort earning the required number of credits.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	33	79%
2017	28	89%

ADDITIONAL EVIDENCE

According to Measures of Academic Progress (MAP) testing results for the 2016 cohort, 55% entered high school with below average math scores and 36% entered with below average reading skills. 50% of the 2017 cohort entered with below average math scores, and 14% with reading scores below average.

Despite significant academic deficiencies entering high school, the school succeeded in supporting a high percentage of students in earning the credits necessary to make progress towards graduating in four years.

Goal 6: Absolute Measure

Each year, 75 percent of students identified as being at risk of academic failure will earn at least four credits towards graduation.

RESULTS

Overall, 76% of students at risk of academic failure in each of the four accountability cohorts earned at least four credits in 2017-2018.

This level of achievement ensures that students who may be at risk of dropping out of high school are making regular progress towards graduation in four to five years.

Percent of Students at Risk
Earning the Required Number of Credits in 2017-2018

Cohort Designation	Number at risk in cohort	Percent earning four or more credits
2014	21	76%
2015	18	78%
2016	22	77%
2017	14	93%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The school did not meet the measure.

According to Measures of Academic Progress (MAP) testing results for the 2016 cohort, 55% entered high school with below average math scores and 39% entered with below average reading skills. 36% began their studies New Roots after starting in grade 9 at another school and transferring because they were not experiencing academic success in that setting.

These factors impact students' capacity to meet this benchmark within their first two years of high school.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Total Cohort	Percent Passing Three Regents
2014	38	53%
2015	32	63%
2016	33	42%

ADDITIONAL EVIDENCE

88% of students in the 2016 cohort have earned credit for College and Career Success Seminar and are on track to meet requirements to graduate using the 4+1 CDOS Pathway. New York State's new high school graduation guidelines allow students to choose the CDOS pathway in lieu of one social studies Regents exam. Students in their second year of high school who do not pass the Global Regents examination after repeated attempts will be able to exercise this option.

Taking this factor into account, 88% of students in the 2016 Total Cohort are on track to graduate in four years.

Many New Roots students make their first attempt at passing a mathematics Regents exam at the end of their second year. The mathematics department has designed new Algebra course requirements to include a weekly Mathematics Regents Preparation class, and all Algebra courses are co-taught to maximize the teacher-student ratio. We anticipate that this will increase the number of students who pass the examination on their first attempt.

Goal 6: Absolute Measure

Each year, 75 percent of students identified as being at risk of academic failure in the second year of high school will score 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 three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The school did not meet the measure.

66% of students in the 2016 cohort who are at risk of academic failure passed at least two different exams by the end of their second year in the cohort when safety nets for students with disabilities are factored in.

This is a gain of 14% compared to the achievement of the 2015 cohort at the end of their second year of high school. The 2015 cohort had about half the number of students identified as being at risk of academic failure.

Percent of At Risk Students in their Second Year Passing Two Regents Exams by Cohort

Cohort Designation	Number at risk in cohort	Percent Passing Two Regents
2015	12	58%
2016	22	66%

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

The school met the measure for the four-year graduation rate at 81%. 77% of students in the 2014 cohort identified as being at risk graduated in four years.

The school’s achievement of an 81% graduation rate with the 2014 cohort is the result of interventions and achievement plans tailored to individual students’ educational needs.

Only 48% of the 2014 cohort began their high school career at New Roots. The school achieved these graduation rates in the face of the resulting challenges, including credit deficiency and MAP scores below grade level.

The school did not meet the measure for the five-year graduation rate, although four members of that cohort graduated in 2018 and two are still enrolled and working on requirements.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	30	73%
2013	32	64%
2014	31	81%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011	45	78%
2012	30	80%
2013	38	71%

ADDITIONAL EVIDENCE

The school is successful in retaining students into their fifth and sixth years of high school. Our five-year graduation rate for the 2013 was 71%. This year we awarded diplomas to four students from the 2013 cohort. Two members of the 2013 are still enrolled and working towards graduation in their sixth year of high school.

Our graduation rates vary widely year to year due to our small cohort size and “open door” policy in welcoming students who want a fresh start in high school at any point in their high school career, including those who enter in their fifth year of high school.

Designing individualized graduation plans, encouraging family engagement, mentoring and coaching have maximized student and school success when students are at high risk of discontinuing their pursuit of a high school diploma.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

The school did not meet the measure.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	30	73%	332	94%
2013	32	64%	n/a	n/a
2014	31	81%	n/a	n/a

ADDITIONAL EVIDENCE

The demographics of New Roots Charter School and Ithaca High School are significantly different. New Roots enrolls over twice the number of students with economic need and about four times the number of students with disabilities as reported by Ithaca High School. Ithaca High School students generally enter having prepared for high school in the district's middle schools. 52% of this year's graduating cohort did not start at New Roots at the beginning of 9th grade.

New Roots Charter School does not currently have a middle school, but we aspire to add one to ensure that all of our students begin grade 9 ready to succeed on high school level work. The comparison with Ithaca High School will become more relevant when we too are able to provide students a well-designed secondary program that allows students to develop academic competence over the course of seven years.

² Schools can retrieve district 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](#).

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

This measure was not applicable to members of the 2014 cohort. No alternative pathway exams were administered. Two Regents exams were administered that would support the 4+1 CDOS Pathway.

Student performance on the U.S. History Regents exam indicates that the 4+1 CDOS Pathway would have been an option for most students in the 2014 cohort if necessary.

The performance of students on the Algebra II Regents examination demonstrates that the school provides instruction that prepares students to meet the standards of this rigorous examination.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)}*100$
Algebra II	7	6	86%
US History	28	25	93%
Overall	28	25	89%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	27	85%
2013	38	71%
2014	29	89%

ADDITIONAL EVIDENCE

None.

Goal 1: Additional Measure

Each year, the percent of students in the high school graduation cohort graduating after the completion of their fourth year will exceed that of the high school graduation cohort of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education service.

METHOD:

The school compares the graduation rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison is Nottingham High School in Syracuse, NY. 19% of Nottingham's student body is identified as students with disabilities, and 77% are economically disadvantaged.

RESULTS

The school was 15 points above the comparison school's graduation rate of 66%.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		Nottingham High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	30	73%	313	66%
2013	33	64%	315	66%
2014	31	81%	n/a	n/a

EVALUATION:

The school met the measure, demonstrating the efficacy of our approach to supporting the academic success of at-risk students in comparison to schools with similar demographics.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school exceeded the four-year high school graduation goal for the 2014 cohort, and succeeded in graduating four additional members of the 2013 cohort within five years.

Leading indicators suggest that the school is on track to continue this high level of performance, with 79% and 89% of the 2016 and 2017 cohorts respectively earning five or more credits towards graduation. While 43% of students in the 2016 cohort passed three Regents exams by the end of their second year in the cohort, 88% are on track to graduate through the 4+1 CDOS pathway to a Regents diploma.

The school significantly outperformed a comparison high school in upstate New York with comparable demographics by 15 percentage points.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not meet
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Did not meet
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A
Absolute	Each year, 75 percent of students identified as being at risk of academic failure will earn at least four credits towards graduation	Met
Optional	Each year, the percent of students in the high school graduation cohort graduating after the completion of their fourth year will exceed that of the high school graduation cohort of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education service.	Met

ACTION PLAN

The school will continue to offer individualized plans tailored to maximize students' ability to graduate in four or five years when faced with a disrupted high school experience, credit deficiency, and/or entering high school with skills that are not on grade level. We will continue to assess whether incoming students would benefit from our LEAP program as a way of developing the skills necessary for a strong academic start to high school. Additionally, the school will continue to pursue plans to add a middle school program to provide students with an early secondary learning experience that will prepare them to meet the challenges of a rigorous high school program.

GOAL 2: COLLEGE AND CAREER PREPARATION

GOAL 2: COLLEGE AND CAREER PREPARATION

New Roots Charter School students will graduate from high school with an educational and occupational plan, prepared for college and career success.

College readiness is an important element of preparation for career and citizenship. We encourage all students to pursue a college education. Application to college is a graduation requirement at New Roots, as is enrollment in at least one college-level course while in high school. We want all students to understand the value of a college education and to be prepared to succeed at this endeavor.

We also recognize that some students may benefit from a “gap year” or a period of employment prior to investing time and financial resources into college, and that there are educational programs other than college that can prepare students for productive careers that offer financial security. We support career readiness by providing all students with coursework and experiences that allow them to earn the 4+1 CDOS pathway to a Regents diploma.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

The school met the measure.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents Diploma with Advanced Designation	1	1	3%
Passed a college level course offered at a college or university or through a school partnership with a college or university	24	22	92%
Overall	24	22	92%

ADDITIONAL EVIDENCE

None.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

N/A. The MIP has not yet been disseminated.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	N/A	N/A	N/A
2016-17	2013	N/A	N/A	N/A
2017-18	2014	31	TBD	N/A

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

N/A

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

The school did not meet the measure.

100% of our graduates applied and were accepted to college. 50% of graduates from the 2014 cohort matriculated in Fall 2018.

The school's senior year program coordinator records data related to this measure on an annual basis as part of the college application and matriculation process. The school is developing a plan for how to capture data regarding matriculation into college that does not start immediately after high school. We encourage students to be thoughtful in determining when to start the next leg of their educational journey to mitigate the risks of not having a solid financial plan.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	n/a	n/a	n/a
2013	21	15	71%
2014	25	11	47%

GOAL 7: PREPARATION FOR COLLEGE AND CAREER SUCCESS

GOAL 7: COLLEGE PREPARATION

New Roots Charter School students will graduate from high school with an educational and occupational plan, prepared for college and career success.

Goal 7: Absolute Measure

100% of New Roots graduates will have an educational and/or vocational post high school plan.

METHOD

New Roots students prepare an educational and vocational post high school plan during College and Career Success Seminar, a course required for graduation.

RESULTS

85% of graduates prepared an educational and vocational post high school plan.

EVALUATION

The school did not meet the measure.

ADDITIONAL EVIDENCE

The students who did not complete a plan were not attending College and Career Success Seminar at the time students developed their written plans. The school has put mechanisms in place to ensure that all students complete a written post high school plan.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 7: Absolute Measure

75% of students identified as at risk of academic failure will earn the Career Development and Occupational Studies (CDOS) pathway to graduation.

METHOD

The school prepares students to meet the standards for this pathway through College and Career Success Seminar (CCSS), a requirement for all students, combined with an internship in an area of vocational interest.

RESULTS

There are no results to report for this school year.

EVALUATION

Meeting standards for this graduation pathway is a multi-year process. The 2016 cohort will be the first to have the full four-year program for this pathway.

ADDITIONAL EVIDENCE

83% of students identified as being at risk in the 2016 cohort earned credit for CCSS.

Goal 7: Absolute

Each year, 75 percent of graduating students will earn college credit for one or more courses while enrolled in high school.

METHOD

All students are enrolled in one or more courses bearing college credit during their junior or senior year.

RESULTS

92% of graduates passed one or more college level courses.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent of a College Level Course ⁴
2012	22	100%
2013	24	96%
2014	25	92%

⁴ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

EVALUATION

The school met the measure.

ADDITIONAL EVIDENCE

None.

Goal 7: Absolute

75 percent of students identified as being at risk of academic failure will demonstrate academic persistence, defined as engaging in credit recovery, retaking a course, or retaking a Regents exam.

METHOD

All students are offered credit recovery opportunities and encouraged to retake required courses and Regents exams if they do not earn credit on their initial attempt(s).

RESULTS

81% of students identified as being at risk of academic failure engaged in credit recovery activities, retook a course, or retook a Regents Exam.

EVALUATION

The school met the measure.

ADDITIONAL EVIDENCE

None.

SUMMARY OF THE COLLEGE AND CAREER PREPARATION GOAL

100% of our graduates apply and are accepted to college. Through our partnership with SUNY's Tompkins Cortland Community College, 100% of our students have the opportunity to take one or more classes for college credit while in high school. 100% of our students are scheduled for Career and College Success Seminar, which culminates in the writing of a post-high school plan. Our students graduate well oriented to the value and opportunities a college degree offers, and with the skills and self-awareness needed to succeed in that environment.

We also encourage students to make a thoughtful choice regarding when they matriculate into college as part of their overall life plan. Experience has taught us that students who don't have a solid financial plan for four-year college are at risk of dropping out, often with the burden of significant debt. For many of our students, we have found that a combination of meaningful employment and transition into Tompkins Cortland Community College within the first year or two after high school is an excellent choice for a solid start into their career path.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Did not meet
Absolute	100% of New Roots graduates will have an educational and/or vocational post high school plan.	Did not meet
Absolute	75% of students identified as being at risk of academic failure will earn the Career Development and Occupational Studies (CDOS) 4+1 pathway to graduation.	On track
Absolute	75% of New Roots graduates will earn college credit for one or more courses while enrolled in high school.	Met
Absolute	75% of students identified as being at risk of academic failure will demonstrate academic persistence, defined as engaging in credit recovery, retaking a course, or retaking a Regents exam.	Met

ACTION PLAN

The school will continue to develop programming that supports students in using Career Development and Occupational Studies (CDOS) 4+1 pathway to earning a Regents diploma, and strengthen monitoring systems to ensure that all students complete a written educational and vocational plan by graduation.

Other action items for 2018-19 include:

- Maximize high school readiness and continuity in secondary education by applying for authorization to offer a middle school program.
- Integrate internships into Career and College Success Seminar in grade 11 to ensure that all students satisfy CDOS requirements, and expand community partnerships that support this program.
- Plan for expansion of options for concurrent enrollment courses in 2019-2020.
- Develop means of tracking post-high school programs, work experience and matriculation that allow us to capture data related to student success in college and career.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

New Roots Charter School students will be communicators who demonstrate competent use of the English language.

BACKGROUND

New Roots Charter School offers a four-year sequence of English Language Arts courses that culminate with a college-level English class in grade 12. Our interdisciplinary sustainability theme projects emphasize literacy across the disciplines. All teachers use reading lexiles derived from Measures of Academic Progress (MAP) testing to differentiate instructional materials.

English courses offered to students in grades 9 and 10 are designed to maximize interdisciplinary connections with our Global Studies courses. Through interdisciplinary design and differentiated instruction, our teachers support all students, including those who were tested as not proficient in grade 8, in developing the English language arts skills necessary for college and career success.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁵ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The school met the measure.

Our conclusion is that the performance of these two cohorts is comparable. We attribute the success of these cohorts in achieving this performance level to the design of our English Language Arts curriculum to develop the skills necessary for success on the Common Core Regents exam systematically during the first three years of high school, including compensatory instruction for students who did not enter high school with grade-level literacy skills.

⁵ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	25	84%
2013	27	70%
2014	29	66%

ADDITIONAL EVIDENCE

Two students from the 2014 cohort scored a 74.

59% of students in the 2015 cohort have achieved a score of 75 or higher on the English Common Core Regents exam. The school is on track to meet the four-year measure for this cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	32	63%	29	66%
2015	N/A	N/A	N/A	N/A	29	59%
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

⁶ Based on the highest score for each student on the English Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school met the measure.

Factoring the safety net into account, passing rates for the 2014 cohort are comparable to those of the last two cohorts.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	25	88%
2013	27	93%
2014	29	83%*

ADDITIONAL EVIDENCE

*90% of students in the 2014 cohort passed the exam when one who passed with a safety net is accounted for.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	32	63%	29	83%
2015	N/A	N/A	N/A	N/A	29	62%*
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

*72% including students who passed with a safety net.

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The MIP was not available as of the date of this report, so we are unable to report on results.

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	10	21	34	34

$$\begin{aligned}
 \text{PI} &= 24 + 34 + 34 = 92 \\
 &+ 34 = 68 \\
 &+ (.5)*34 = \underline{17} \\
 \text{PI} &= 177
 \end{aligned}$$

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

⁸ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school did not meet the measure.

Percent Achieving Level 4 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	84%	25	57%	332
2013	70%	27	79%	319
2014	66%*	29	n/a	n/a

* Percentage of students achieving a grade of 75 or higher.

ADDITIONAL EVIDENCE

None.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The school did not meet the measure.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	88%	25	95%	332
2013	93%	27	92%	319
2014	83%*	29	n/a	n/a

*90% of students in the 2014 cohort passed the examination when students when safety nets are factored in.

ADDITIONAL EVIDENCE

Our percentage of passing rates is comparable with student safety nets taken into account.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The school did not meet the measure.

English Regents Performance Index (PI)⁹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	168	25	183	332
2013	152	27	176	319
2014	177	29	n/a	n/a

ADDITIONAL EVIDENCE

None.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

⁹ For an explanation of the procedure to calculate the school’s PI, see page 20.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The school met the measure with 82% of students who did not achieve Language Arts proficiency in grade 8 achieving a score of at least 75 on the English Regents exam.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at least 75 on the Regents Comprehensive English Exam)
2012	6	67%
2013	3	66%
2014	11	82%

ADDITIONAL EVIDENCE

The school is successful in accelerating the literacy development of students who were not meeting proficiency standards in the eight grades through emphasizing literacy across the disciplines and differentiation of instruction.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

The school met the measure.

¹⁰ Based on the highest score for each student on the English Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The school is successful in accelerating the literacy development of students who were not meeting proficiency standards in the eight grades through emphasizing literacy across the disciplines and differentiation of instruction.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	n/a	n/a
2013	n/a	n/a
2014	11	91%

Goal 1: Absolute Measure

Each year, 75% of graduates who have been enrolled at New Roots for two years or more will exit with gains in grade-level literacy skill proficiency equal to the number of years that they attended New Roots as demonstrated by scores on the Measures of Academic Progress (MAP) assessment.

METHOD

The school administers the Measures of Academic Progress (MAP) assessment to all new students upon enrollment, and to all current students annually in late May.

RESULTS

The school documented gains in literacy skill proficiency equal to or exceeding the number of years enrolled for 95% of graduates.

The school had a complete data set for 22 of 25 4-year graduates (88%) who attended New Roots for two or more years. 95% of the graduates we have complete data sets for showed gain in literacy skill proficiency equal to or exceeding the number of years that they attended New Roots.

EVALUATION

The available evidence is inconclusive.

ADDITIONAL EVIDENCE

None.

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

Goal 3: Optional Measure

Each year, the percent of students in the high school accountability cohort passing the English Regents exam with a score of 65 or above will exceed that of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2017-2018 school year is Nottingham High School in Syracuse, NY. 19% of Nottingham’s student body is identified as students with disabilities, and 78% are economically disadvantaged.

RESULTS:

83% of the New Roots 2014 cohort passed the English Regents exam with a score of 65 or higher, as compared to 66% of the 2013 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	English Regents Passing Rate	Cohort Size	English Regents Passing Rate	Cohort Size
2013	93%	27	66%	307
2014	83%*	29	N/A	N/A

* 90% with safety net included.

EVALUATION:

The school met the measure.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹²

The school continues to demonstrate strong performance in the area of English language arts, with success rates for students who did not test as proficient in grade 8 equal to those who started high school with grade-level skills.

100% of students in the 2014 graduation cohort who were on track to graduate this year passed the English Regents exam.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

95% of our graduates showing literacy gains equaling or exceeding the number of years they spent at New Roots Charter School.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	n/a
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Did not meet
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Did not meet
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on New York State Regents English exam) by the completion of their fourth year in the cohort	Met
Absolute	Each year, 75% of graduates who have been enrolled at New Roots for two years or more will exit with gains in grade-level literacy skill proficiency equal to the number of years that they attended New Roots as demonstrated by scores on the Measures of Academic Progress (MAP) assessment.	Met
Optional	Each year, the percent of students in the high school accountability cohort passing the English Regents exam with a score of 65 or above will exceed that of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.	Met

ACTION PLAN

In 2018-2019, the English department is conducting an analysis of Common Core Regents exam results to develop an action plan to target instruction to develop in areas that allow all students to pass this exam with a score of 75 or higher.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

New Roots Charter School students will demonstrate a mastery of mathematical concepts.

BACKGROUND

Recognizing that students enter our school with highly variable needs in the area of mathematics instruction, the school offers a wide range of mathematics courses from foundational, pre-high school instruction (not credit bearing) to Calculus for concurrent enrollment college credit. Our math courses have a high teacher-student ration and emphasize individualized instruction.

During the 2017-18 school year the school adopted a highly differentiated approach to Algebra I based on students' assessed needs, introducing an additional math teacher to allow for smaller class sizes and different approaches to instruction. The success of this approach has informed our action plan for 2018-2019.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.¹³ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

¹³ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school did not meet the measure.

The school's performance on this measure is steadily increasing, and the 2015 cohort's performance already exceeds that of the 2014 cohort by 7%.

To address this goal effectively, we are applying for authorization to provide middle school mathematics instruction so that all students are prepared for success with high school Algebra in their first year of high school. This will allow our students to pursue a full four-year sequence of high school math instruction culminating with college-level coursework.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	25	20%
2013	27	26%
2014	29	34%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	38	8%	32	25%	29	34%
2015	24	13%	29	52%	29	41%
2016			n/a	n/a	30	27%
2017					19	20%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

¹⁴ Based on the highest score for each student on a mathematics Regents exam

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RESULTS AND EVALUATION

The school did not meet the measure.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	25	92%
2013	27	74%
2014	29	74%*

* 90% with safety nets taken into account.

ADDITIONAL EVIDENCE

The school's passing rate at Level 3 is 74%. The passing rate was 90% taking safety nets for students with disabilities into account.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	n/a	n/a	N/a	n/a	29	74%
2015	n/a	n/a	n/a	n/a	29	65%
2016			n/a	n/a	30	47%
2017					20	30%

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

¹⁵ Based on the highest score for each student on a mathematics Regents exam

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METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹⁶ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The MIP has not yet been released, so we cannot assess whether the school met the measure.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort									
Number in Cohort	Percent of Students at Each Accountability Level								
	Level 1	Level 2	Level 3	Level 4					
	10	55	17	17					
	PI	=	55	+	17	+	17	=	89
					17	+	17	=	34
						+	(.5)*17	=	8.5
							PI	=	132

ADDITIONAL EVIDENCE

None.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In

¹⁶ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The school did not meet the measure.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	20%	25	49%	332
2013	26%	27	56%	319
2014	34%	29	n/a	n/a

ADDITIONAL EVIDENCE

None.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The school did not meet the measure.

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Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	92%	25	95%	332
2013	74%	27	93%	319
2014	74%*	29	n/a	n/a

* 86% taking safety nets into account.

ADDITIONAL EVIDENCE

None.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Results cannot be determined until we can compare our MIP with that of the district.

Mathematics Regents Performance Index (PI)¹⁷ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	116	25	170	332
2013	116	27	168	319
2014	132	29	n/a	n/a

ADDITIONAL EVIDENCE

None.

¹⁷ For an explanation of the procedure to calculate the school’s PI, see page 29.

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Goal 4: Growth Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring 80 on a New York State Regents Mathematics Exam) by the completion of their fourth year in the cohort.

Percent Scoring at least 80 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁸

Cohort Designation	Number in Cohort	Percent Scoring 80 or higher on a Math Regents Exam
2012	6	0%
2013	3	0%
2014	11	9%

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The school did not meet the measure.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁹

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	6	n/a
2013	3	n/a
2014	11	18%

¹⁸ Based on the highest score for each student on the English Regents exam

¹⁹ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

None.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

RESULTS AND EVALUATION

The school did not meet the measure.

The school met the measure with a 90% passing rate taking safety nets into account.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁰

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	6	n/a
2013	3	n/a
2014	11	73%/90% w/ safety nets

Goal 1: Absolute Measure

Each year, 75% of graduates who have been enrolled at New Roots for two years or more will exit with gains in grade-level literacy skill proficiency equal to the number of years that they attended New Roots as demonstrated by scores on the Measures of Academic Progress (MAP) assessment.

METHOD

The school administers the Measures of Academic Progress (MAP) assessment to all new students upon enrollment, and to all current students annually in late May.

RESULTS

The school documented gains in mathematics skill proficiency equal to or exceeding the number of years enrolled for 82% of graduates.

²⁰ Based on the highest score for each student on the mathematics Regents exam

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The school had a complete data set for 22 of 25 4-year graduates (88%) who attended New Roots for two or more years. 82% of the graduates we have complete data sets for showed gain in mathematics skill proficiency equal to or exceeding the number of years that they attended New Roots.

EVALUATION

The available evidence is inconclusive.

ADDITIONAL EVIDENCE

None.

Goal 4: Optional Measure

Each year, the percent of students in the high school accountability cohort passing a mathematics Regents exam with a score of 65 or above will exceed that of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2017-2018 school year is Nottingham High School in Syracuse, NY. 19% of Nottingham's student body is identified as students with disabilities, and 78% are economically disadvantaged.

RESULTS:

74% of the New Roots 2014 cohort passed the Mathematics Regents exam with a score of 65 or higher, as compared to 75% of the 2013 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	Math Regents Passing Rate	Cohort Size	Math Regents Passing Rate	Cohort Size
2013	74%	27	75%	307
2014	74%*	29	N/A	N/A

* 86% with safety nets taken into account.

EVALUATION:

While the school did not meet the measure, passing rates were comparable at the two schools.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²¹

100% of our 2014 Accountability Cohort that was on track to graduate in 2018 met the mathematics Regents exam requirements. This success rate takes safety nets for students with disabilities whose performance is Level 2 into account.

We have achieved this success with a combination of small class sizes, custom curriculum design, individualized plans, 1:1 tutoring, and foundational classes to address gaps.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Did not meet
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Did not meet
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet

ACTION PLAN

To improve academic performance on the Algebra Regents exams, the school has added a math Regents preparation period to the schedule of every student who is enrolled in an Algebra class.

²¹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

We will also continue to offer a two-year Algebra sequence to students who require additional time to acquire the necessary skills and content knowledge. Our highly differentiated Prealgebra classes and additional support offered in our transitional LEAP program help students who are entering high school with skill levels below grade level to gain skill and confidence before moving on to Algebra.

Additionally, in 2018-19 the school will initiate peer tutoring and a program to help families support their students with math at home, including increased access to online instructional materials.

This level of differentiation and individualized attention allows the school to support all students who make an effort to pass this exam to do so and earn credit towards graduation.

The goal of 65% or more of our students achieving Level 4 proficiency will be firmly within reach when we have a middle school program that supports students in developing foundational skills that prepare them for high school mathematics.

GOAL 5: SCIENCE

Goal 5: Science

New Roots Charter School students will demonstrate competence in the understanding and application of scientific reasoning.

BACKGROUND

The school offers a four-year science curriculum sequence including Earth Systems Science I and II, Contemporary Science and Technology, Global Environmental Science, and Chemistry. All students are prepared to take the Living Environment Regents exam at the completion of Earth Systems Science I in their first year. Students may also elect to take the Chemistry or Physics Regents exams.

Interdisciplinary project themes focusing on local and global environmental issues such as water and climate change reinforce scientific concepts and reasoning and their applications across academic disciplines.

HIGH SCHOOL SCIENCE

Goal 5: 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 fourth year in the cohort.

METHOD

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

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

RESULTS AND EVALUATION

The school met the measure with 97% of students passing a science Regents exam.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	25	96%
2013	27	96%
2014	29	97%

ADDITIONAL EVIDENCE

The school is maintaining a high level of performance in this area. Historical trends suggest that the school is on track to maintain this level of performance for rising cohorts.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	38	66%	32	88%	29	97%
2015	n/a	n/a	29	86%	31	74%
2016			25	72%	30	80%*
2017					20	75%

* 83% with one safety net taken into account.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

²² Based on the highest score for each student on any science Regents exam

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RESULTS AND EVALUATION

The school met the measure.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	96%	25	94%	332
2013	96%	27	90%	319
2014	97%	29	n/a	n/a

ADDITIONAL EVIDENCE

None.

Goal 6: Additional Measure

Each year, the percent of students in the high school accountability cohort passing the Science Regents exam with a score of 65 or above will exceed that of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school year is Nottingham High School in Syracuse, NY. 19% of Nottingham's student body is students with disabilities, and 77% are economically disadvantaged.

RESULTS:

97% of the New Roots 2014 cohort passed a science Regents exam with a score of 65 or higher, as compared to 60% of the 2013 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	Science Regents Passing Rate	Cohort Size	Science Regents Passing Rate	Cohort Size
2013	96%	27	60%	307
2014	97%	29	N/A	N/A

EVALUATION:

The school met the measure.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

New Roots Charter School students will demonstrate an understanding of human history and the current historical moment, and will be prepared to be active as democratic leaders and citizens.

Goal 6: 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 fourth year in the cohort.

METHOD

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

RESULTS

The school met the measure.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	25	84%
2013	27	85%
2014	29	83%*

* 97% with safety nets taken into account.

EVALUATION

83% of the students in the 2014 cohort passed the U.S. History Regents exam with a grade of 65 or higher by the end of their fourth year in the cohort. 97% of the 2014 cohort passed this exam when the safety net is taken into account.

²³ Based on the highest score for each student on a science Regents exam

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ADDITIONAL EVIDENCE

None.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	n/a	n/a	32	75%	29	83%
2015	n/a	n/a	n/a	n/a	31	62%
2016			n/a	n/a	n/a	n/a
2017					n/a	n/a

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

The school did not meet the measure.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	84%	25	92%	332
2013	85%	27	92%	319
2014	83%	29	n/a	n/a

EVALUATION

The school's passing rate at Level 3 was lower than the district's by 9 points. The school's actual passing rate of 93% including students who passed with the safety net is comparable to the district's passing rate at Level 3.

ADDITIONAL EVIDENCE

None.

Goal 7: Additional Measure

Each year, the percent of students in the high school accountability cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school year is Nottingham High School in Syracuse, NY. 19% of Nottingham’s student body is identified as students with disabilities, and 77% are economically disadvantaged.

RESULTS AND EVALUATION

The school met the measure.

83% of the New Roots 2014 cohort passed a US History Regents exam with a score of 65 or higher, as compared to 61% of the 2013 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	U.S. History Regents Passing Rate	Cohort Size	U.S. History Regents Passing Rate	Cohort Size
2013	85%	27	61%	307
2014	83%	29	N/A	N/A

Goal 6: 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 Global History exam by the completion of their fourth year in the cohort.

METHOD

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

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RESULTS

The school met the measure.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	25	84%
2013	27	85%
2014	29	90%

EVALUATION

90% of students passed this exam with a score of 65 or higher. 97% passed the exam when safety nets are factored in.

ADDITIONAL EVIDENCE

The second-year data from the 2015 and 2016 cohorts demonstrates that the school is on track to maintain this high level of performance.

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

Cohort Designation	2015-2016		2016-2017		2017-2018	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	38	66%	32	75%	29	90%
2015	N/A	N/A	29	64%	31	83%
2016			N/A	N/A	30	70%
2017					20	n/a

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

²⁴ Based on the highest score for each student on a science Regents exam

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RESULTS

The school met the measure.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	n/a	n/a	n/a	n/a
2013	n/a	n/a	83%	336
2014	90%	29	n/a	n/a

EVALUATION

The school's passing rate for the 2014 cohort was higher than that of the ICSD's 2013 cohort.

ADDITIONAL EVIDENCE

None.

Goal 7: Additional Measure

Each year, the percent of students in the high school accountability cohort passing the Global History Regents exam with a score of 65 or above will exceed that of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2017-2018 school year is Nottingham High School in Syracuse, NY. 19% of Nottingham's student body is identified as students with disabilities, and 77% are economically disadvantaged.

RESULTS AND EVALUATION

The school met the measure.

90% of the New Roots 2014 cohort passed the Global History Regents exam with a score of 65 or higher, as compared to 53% of the 2013 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	Global History Regents Passing Rate	Cohort Size	Global History Regents Passing Rate	Cohort Size
2013	85%	27	53%	307
2014	90%	29	N/A	N/A

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school met the measure.

ADDITIONAL EVIDENCE

The school has been in good standing since its inception in the 2009-2010 school year.

Accountability Status by Year

Year	Status
2015-16	Good standing
2016-17	Good standing
2017-18	Good standing