



New Roots Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Remanu Steele, Executive Projects Coordinator, and Tina Nilsen-Hodges, Principal and Superintendent prepared this 2018-19 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Dr. Jason Hamilton	Chairman of the Board of Trustees
Dr. Peter Bardaglio	Vice Chairman, Accountability Task Force
Kathleen Torello	Treasurer, Finance Committee
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Dr. Roger Richardson	Chair, Personnel Committee
Dr. Tanya Saunders	Board Member
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. We were subsequently awarded a \$38,000 grant from the DEC to establish a three-year youth ecological restoration corps to further our Cayuga Wetlands Restoration Project. In collaboration with leaders from the Cayuga Nation, this project seeks to engage students in developing solutions to key water quality issues by using scientific and indigenous ecological knowledge in concert. In 2019, New Roots Charter School was recognized with a Best of Green Schools Award by the Green Schools National Network.

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 150 students enrolled during the 2018-19 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 72% of the students enrolled in New Roots Charter School qualified for our free or reduced price lunch program, and 42% 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 about four times greater.

Many New Roots students overcome significant obstacles on the road to college and career readiness. 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. One feature of our program is that all New Roots students are grouped in heterogeneous classes with peers who have entered high school with more advanced skills, with all students offered equal access to Honors Program enrichment activities.

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To better track the progress of students at risk of academic failure, the New Roots Charter School Board of Trustees track 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

Each cohort's performance is disaggregated so that the school can track quarterly academic indicators to monitor these students' progress so that we can develop early intervention plans.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2018-19										43	42	28	34	147

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 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 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 and acceptable exit reasons: <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 and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

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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
2016-17	2013-14	2013	27	3	25
2017-18	2014-15	2014	27	1	27
2018-19	2015-16	2015	32	3	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 Graduated or 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)
2016-17	2013-14	2013	27	5	32
2017-18	2014-15	2014	29	2	31
2018-19	2015-16	2015	30	1	31

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2016-17	2012-13	2012	2	24	26
2017-18	2013-14	2013	9	6	15
2018-19	2014-15	2014	28	1	29

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

* 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

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Health	0.5	0	0.5	0
Sequence Courses, Electives	3.5	0	3.5	0
Total	24 minimum	8	22 minimum	5

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

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

- 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*
- 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 (.25 credits/year = 1 credit)
 - Interdisciplinary, place-based Learning Expeditions (credits vary by year)
 - Annually varied courses selections

<u>Additional Requirements</u>
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

**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)*

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RESULTS AND EVALUATION

The school met the measure.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	41	88%
2018	35	92%

ADDITIONAL EVIDENCE

None.

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 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met the measure.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	30	63%
2016	2017-18	33	42%
2017	2018-19	38	76%

ADDITIONAL EVIDENCE

None.

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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 2015 cohort and graduated four years later and those who entered as members of the 2014 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.

RESULTS AND EVALUATION

The school met the measure.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	33	64%
2014	2017-18	31	81%
2015	2018-19	31	87%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	30	80%
2013	2017-18	38	71%
2014	2018-19	29	97%

ADDITIONAL EVIDENCE

None.

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

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. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

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	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	33	64%	301	91%
2014	2017-18	31	81%	295	88%
2015	2018-19	31	87%	n/a	n/a

ADDITIONAL EVIDENCE

New Roots Charter School has conducted an analysis of how the school's four-year graduation rates for students with disabilities and economically disadvantaged youth compare to those of the local school district and statewide averages.

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](#).

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Goal 1: Comparative Measure (optional)

The percent of students graduating by the end of their fourth year will exceed that of the New York State.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		State	
		Percent Graduating	Cohort Size	Percent Passing	Cohort Size
2015	2018-19	87%	30	82%	206,916

Goal 1: Comparative Measure (optional)

The percent of students in the Total Cohort with an economic disadvantage graduating by the end of their fourth year will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	100%	12	73%	97

Goal 1: Comparative Measure (optional)

The percent of students in the Total Cohort with an economic disadvantage graduating by the end of their fourth year will exceed that of New York State.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		State	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	100%	12	73%	75,225

Goal 1: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities graduating by the end of their fourth year will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	83%	12	60%	35

Goal 1: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities graduating by the end of their fourth year will exceed that of the state.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		State	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	83%	12	54%	17,727

Goal 1: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities graduating by the end of their fifth year will exceed that of the local district.

RESULTS

The school met the measure.

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Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2014	2018-19	93%	15	78%	50

Goal 1: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities graduating by the end of their fifth year will exceed that of the state.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		State	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2014	2018-19	93%	15	60%	19,351

Goal 1: Comparative Measure

The percent of students in the Total Cohort with an economic disadvantage graduating by the end of their fifth year will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fifth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2014	2018-19	100%	5	90%	116

Goal 1: Comparative Measure (optional)

The percent of students in the Total Cohort with an economic disadvantage graduating by the end of their fifth year will exceed that of the state.

RESULTS

The school met the measure.

Cohort	Fifth Year	Charter School		State	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2014	2018-19	100%	5	80%	77,506

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.

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

The school met the measure.

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Percentage of the 2015 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 = $[(b)/(a)]*100$
Algebra II	5	5	100%
US History	29	27	93%
Overall	29	27	93%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	27	85%
2014	2017-18	38	71%
2015	2018-19	29	93%

ADDITIONAL EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school has met all high school graduation goals with the exception of the comparison with the 4-year graduation rate for the Total Cohort in comparison with the local school district.

However, the school's four- and five-year graduation rates for students with disabilities and who are economically disadvantaged exceed those of the local school district.

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.	Met

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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.	Met
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.	Not Met
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.	Met

ACTION PLAN

The school will continue the practices of monitoring, early intervention, and individualized learning plans to support students in reaching the goal of graduating from high school in four years.

GOAL 2: COLLEGE 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.

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 2015 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	2	2	7%
Passed a college level course offered at a college or university or through a school partnership with a college or university	27	27	100%
Overall	27	27	100%

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 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 an Advanced 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 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

The school met the measure. Our school CCCRI reflects our emphasis on requiring all students to earn college credits while in high school.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	31	128	65
2018-19	2015	31	130	135

ADDITIONAL EVIDENCE

None.

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.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

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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

The school did not meet the measure.

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

Cohort	Charter School	School District
2013	N/A	N/A
2014	65	152.5
2015	135	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 school year following graduation.

RESULTS AND EVALUATION

100% of graduates applied and were accepted to one or more colleges based on student surveys. We have not verified the actual Fall 2019 matriculation rate as of the date this report was submitted.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17	21	15	71%
2014	2017-18	25	11	47%
2015	2018-19	27	27	100%

SUMMARY OF THE COLLEGE PREPARATION GOAL

All students who graduate from New Roots Charter School have earned college credit while in high school and have been accepted to one or more colleges.

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.	Met
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not Met
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	undetermined

ACTION PLAN

The school will continue to expand the number of courses offered for college credit and to encourage students to work towards a diploma with advanced designation.

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.

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the 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). 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 did not meet the measure.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	27	70%
2014	2017-18	29	66%
2015	2018-19	29	64%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	n/a	n/a	29	59%	31	64%
2016	n/a	n/a	n/a	n/a	25	69%
2017			n/a	n/a	n/a	n/a
2018					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.

⁴ Based on the highest score for each student on the English Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the 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.

RESULTS AND EVALUATION

The school met the measure.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	27	93%
2014	2017-18	29	90%
2015	2018-19	29	96%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	29	72%	29	96%
2016	n/a	n/a	n/a	n/a	26	92%
2017			n/a	n/a	n/a	n/a
2018					n/a	n/a

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.

⁵ Based on the highest score for each student on the English Regents exam

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁶ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2019-19 English language arts MIP for all students of 191.

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 Accountability Cohort. 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 school did not meet the measure.

English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
30	4	31	24	42

PI	=	31	+	24	+	42	=	97
				24	+	42	=	66
					+	(.5)*[42]	=	<u>21</u>
						PI	=	184

ADDITIONAL EVIDENCE

None.

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. Due

⁶ 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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.

RESULTS AND EVALUATION

The school did not meet the measure.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	70%	27	79%	319
2014	2017-18	66%	29	78%	278
2015	2018-19	64%	29	n/a	n/a

ADDITIONAL EVIDENCE

New Roots Charter School has conducted an analysis of how the performance of students with disabilities and economically disadvantaged youth compare to those of the local school district.

Goal 3: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities scoring at or above level 4 on a Regents English Language Arts exam will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	33%	12	20%	25

Goal 3: Comparative Measure (optional)

The percent of students in the Total Cohort with an economic disadvantage scoring at or above level 4 on a Regents English Language Arts exam will exceed that of the local school district.

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RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	92%	12	50%	119

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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 met the measure.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	93%	27	92%	319
2014	2017-18	90%	29	92%	330
2015	2018-19	96%	29	n/a	n/a

ADDITIONAL EVIDENCE

None.

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)⁷
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	152	27	176	319
2014	2017-18	177	29	228	356
2015	2018-19	181.5	30	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.

⁷ For an explanation of the procedure to calculate the school’s PI, see page 28.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 has insufficient information to evaluate this measure.

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 ⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	3	66%
2014	2017-18	11	82%
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

None.

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 has insufficient information to evaluate this measure.

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 ⁹

⁸ Based on the highest score for each student on the English Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	n/a	n/a
2014	2017-18	11	91%
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

64% of students in the high school Accountability Cohort met or exceeded Common Core standards.

While the school did not meet ELA goals in comparison to the local school district's Total Cohort, the percentage of students with disabilities or economic disadvantage scoring at or above Level 4 on the ELA Regents exam exceeded that of the district.

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.	Not 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.	Not Met
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.	Not Met
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.	Met
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.)	Not Met
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	n/a

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

	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.	
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.	n/a

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

HIGH SCHOOL MATHEMATICS

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. 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 did not meet the measure.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016	27	26%
2014	2017	29	34%
2015	2018	29	18%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	29	52%	29	41%	29	18%
2016	n/a	n/a	n/a	n/a	26	8%
2017			n/a	n/a	29	15%
2018					n/a	n/a

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.

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 Cohort¹¹

¹⁰ Based on the highest score for each student on a mathematics Regents exam

¹¹ Based on the highest score for each student on a mathematics Regents exam

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Cohort Designation		Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
	Fourth Year		
2013	2016-17	27	74%
2014	2017-18	29	90%
2015	2018-19	29	96%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	29	65%	29	96%
2016	n/a	n/a	n/a	n/a	26	100%
2017			n/a	n/a	29	77%
2018					n/a	n/a

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.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹² To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

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 Accountability Cohort. 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.

¹² 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school did not meet the measure. The Performance Index for the 2015 accountability cohort was 29.5 points below the state's 2018-19 mathematics MIP.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
29	0	82	11	7

$$\begin{array}{rclclclcl}
 \text{PI} & = & 82 & + & 11 & + & 7 & = & 100 \\
 & & & & 11 & + & 7 & = & 18 \\
 & & & & & + & (.5)*7 & = & \underline{3.5} \\
 & & & & & & \text{PI} & = & 121.5
 \end{array}$$

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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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.

RESULTS AND EVALUATION

The school did not meet the measure.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	26%	27	56%	319
2014	2017-18	34%	29	n/a	n/a
2015	2018-19	17%	30	n/a	n/a

ADDITIONAL EVIDENCE

The school did not meet the measure.

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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 met the measure.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	74%	27	93%	319
2014	2017-18	90%	29	94%	335
2015	2018-19	97%	30	n/a	n/a

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

The school did not meet the measure.

Mathematics Regents Performance Index (PI)¹³
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	116	27	163	319
2014	2017-18	132	29	221	356
2015	2018-19	121.5	30	n/a	n/a

ADDITIONAL EVIDENCE

None.

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 has insufficient information to evaluate this measure.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students

¹³ For an explanation of the procedure to calculate the school's PI, see page 29.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	3	0%
2014	2017-18	11	9%
2015	2018-19	n/a	n/a

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 English requirement for graduation.

RESULTS AND EVALUATION

The school has insufficient information to evaluate this measure.

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 ¹⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	3	n/a
2014	2017-18	11	18%
2015	2018-19	n/a	n/a

ADDITIONAL EVIDENCE

None.

¹⁴ Based on the highest score for each student on the English Regents exam

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁶

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.	Not 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 a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
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.	Not Met
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.	Not Met
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.	Met
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.)	Not Met
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.	n/a
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.	n/a

GOAL 5: SCIENCE

Goal 5: Science

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

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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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, Earth Science, 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 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.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	27	96%
2014	2017-18	29	97%
2015	2018-19	29	97%

ADDITIONAL EVIDENCE

None.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	29	86%	31	74%	29	97%
2016	25	72%	30	83%	26	100%
2017			20	75%	29	97%
2018					28	94%

Goal 5: Comparative Measure

¹⁷ Based on the highest score for each student on any science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

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	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	96%	27	90%	319
2014	2017-18	97%	29	93%	320
2015	2018-19	97%	29	n/a	n/a

ADDITIONAL EVIDENCE

The school has conducted a comparative analysis of the performance of students at New Roots with disabilities and who are economically disadvantaged with those enrolled in the local school district.

Goal 5: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities scoring at or above level 4 on a Regents Science exam will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	36%	12	8%	2

Goal 5: Comparative Measure (optional)

The percent of students in the Total Cohort with an economic disadvantage scoring at or above level 4 on a Regents Science exam will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	92%	12	42%	50

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	27	85%
2014	2017-18	29	83%
2015	2018-19	29	91%

ADDITIONAL EVIDENCE

None.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	n/a	n/a	29	62%	29	91%
2016	n/a	n/a	n/a	n/a	26	92%
2017			n/a	n/a	n/a	n/a
2018					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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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.

¹⁸ Based on the highest score for each student on a science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	85%	27	92%	319
2014	2017-18	83%	29	93%	320
2015	2018-19	91%	29	n/a	n/a

ADDITIONAL EVIDENCE

New Roots Charter School has conducted an analysis comparing the performance of students with disabilities and who are economically disadvantaged enrolled at New Roots with that of students enrolled in the local school district.

Goal 6: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities scoring at or above level 4 on a Regents US History exam will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	27%	3	4%	1

Goal 6: Comparative Measure (optional)

The percent of students in the Total Cohort with an economic disadvantage scoring at or above level 4 on a Regents US History exam will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	50%	6	48%	57

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.

RESULTS

The school met the measure.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	27	85%
2014	2017-18	29	90%
2015	2018-19	29	96%

ADDITIONAL EVIDENCE

None.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	29	64%	29	83%	29	96%
2016	n/a	n/a	30	70%	26	92%
2017			n/a	n/a	29	100%
2018					n/a	n/a

¹⁹ Based on the highest score for each student on a science Regents exam

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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

The school met the measure.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	85%	27	83%	336
2014	2017-18	90%	29	95%	325
2015	2018-19	96%	29	n/a	n/a

ADDITIONAL EVIDENCE

The school has conducted an analysis comparing the performance of students with disabilities and who are economically disadvantaged enrolled at New Roots with that of students enrolled in the local school district.

Goal 6: Comparative Measure (optional)

The percent of students in the Total Cohort with disabilities scoring at or above level 4 on a Regents Global Studies exam will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	42%	12	0%	0

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Comparative Measure (optional)

The percent of students in the Total Cohort with an economic disadvantage scoring at or above level 4 on a Regents Social Studies exam will exceed that of the local school district.

RESULTS

The school met the measure.

Cohort	Fourth Year	Charter School		School District	
		Percent Achieving Level 4 or above	Cohort Size	Percent Achieving Level 4 or above	Cohort Size
2015	2018-19	58%	7	24%	82

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’s ESSA status has been “good standing” for each year of the charter term.

Accountability Status by Year

Year	Status
2016-17	Good standing
2017-18	Good standing
2018-19	Good standing

