

New Roots Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Tina Nilsen-Hodges, Principal and Superintendent, and Ian Cummings, Executive Projects Coordinator, prepared this 2020-21 Accountability Progress Report on behalf of the school’s Board of Trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Dr. Jason Hamilton	Chair	Executive
Cate Thompson	Vice Chair	Personnel, Accountability
Kathleen Torello	Treasurer	Finance
Joseph Wilson	Secretary	Accountability, Finance
Dr. Peter Bardaglio	Accountability	Personnel
Tanya Saunders	Trustee	Development

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

SCHOOL OVERVIEW

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 through Academic Achievement."

In 2021, New Roots Charter School was recognized as a U.S. Department of Education Green Ribbon School, one of only five charter schools among 37 schools in the nation to receive this distinction. In 2017, the school was selected by the Green Schools National Network as one of the ten leading schools in our field, and began preparing to serve as an Accelerator School, 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 engages 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. The school's programs supporting student wellbeing and academic success during the COVID-19 school closure were featured in this organization's national newsletter in 2020.

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 up to 20 regional school districts surrounding the small upstate city of Ithaca, NY, home to Cornell University and Ithaca College. Of the approximately 115 students enrolled during the 2020-21 academic year, about half live in the Ithaca City School District and the rest reside in the rural areas surrounding Ithaca. As of BEDS Day in 2020, 57% of the students enrolled in New Roots Charter School were identified as qualifying for our free or reduced price lunch program, and approximately 40% received special education services or had a 504 plan. The percentage of economically disadvantaged students we serve is significantly higher than that of Ithaca High School, and the percentage of students with disabilities is over two times as many.

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.

During the 2020-21 school year, the school operated under a hybrid model, with students attending remotely and in person in grade-level cohorts on alternate days. The bell schedule was modified to allow students to focus on a smaller number of courses at a time and complete the course hours necessary for a full unit of study in one semester. On Fridays, the schedule was designed to facilitate outdoor learning activities and safe outdoor and indoor electives. The school provided fully remote instruction to students with health issues, and on days when COVID symptoms or exposures impacted their ability to attend in person.

Supports provided for students during the 2020-21 school year included:

- Ensuring that all students had a Chromebook or other device, and internet access at home that would enable them to participate in remote instruction.
- Delivery of free Farm to School lunches to students attending remotely, and packaged for hybrid students to take home for remote learning days.
- Home visits to deliver school supplies, plants, art materials, and musical instruments.
- Regular check ins with each family to determine what community services they might need.
- Delivery of fresh vegetables and food pantry items to families in need.
- Virtual counseling sessions with the Dean of Students and school social worker.
- Development of virtual social events called “Newt’s Night” to allow students to gather and interact with one another and teachers in a social setting.
- Interdisciplinary, community-based learning about the pandemic and its impacts on our local community.
- Opportunities to participate in community service, such as growing food for a food pantry.

In the absence of Regents exams, the school developed and tracked a variety of student performance indicators during the 2020-21 school year including Measures of Academic Progress (MAP) testing data, performance-based assessments in all Regents-aligned courses, and quarterly assessments of education for sustainability standards.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17										32	38	38	30	138
2017-18										29	31	38	30	128
2018-19										44	40	28	35	147

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2019-20										15	42	28	24	109
2020-21										17	16	45	32	110

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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

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 30 th
2018-19	2015-16	2015	32	3	29
2019-20	2016-17	2016	23	0	23
2020-21	2017-18	2017	31	1	30

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

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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)
2018-19	2015-16	2015	30	1	31
2019-20	2016-17	2016	24	3	27
2020-21	2017-18	2017	29	1	30

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)
2018-19	2014-15	2014	28	1	29
2019-20	2015-16	2015	28	2	30
2020-21	2016-17	2016	23	4	27

PROMOTION POLICY

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. Students must earn at least five credits to be promoted to the next grade level.

In accordance with the Commissioner's guidance for the 2020-21 school year, students were awarded credit for achieving course learning outcomes by demonstrating that they met standards assessed in the provided coursework.

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	Advanced Regents Diploma		Regents Diploma	
<i>Subject</i>	<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

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 CDOS 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.

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

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*
 - Personal Finance
 - Pre-Calculus*
 - Calculus*
- Science (3-4 credits required)
 - Earth System Science
 - Earth System Science: Living Environment
 - Contemporary Science & Technology (Physics)
 - 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
 - Various Art Options
 - 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 courses (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)*

Additional Requirements

- 1) Career and College Success Seminar
- 2) Application to college
- 3) Senior Capstone Project
- 4) Graduation Portfolio
- 5) Annual service learning hours

* 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

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.

RESULTS AND EVALUATION

The school met the measure. The school attributes strong results in this area to weekly interdisciplinary teacher team meetings used to monitor work completion and create action plans for students at risk, and regular academic support provided through the crew curriculum for all students.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	19	89%
2020	22	86%

ADDITIONAL EVIDENCE

The school improved the credit accumulation of the 2019 cohort by over 10 percentage points compared to the 2019-20 school year. The in-person learning opportunities afforded by the transition to hybrid learning was supportive of students’ academic engagement.

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.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met the measure. 95% of students passed three Regents exams or completed Regents-level coursework that qualified them for an exemption. This success is attributed to weekly teacher team meetings to track student progress and develop support plans.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	38	76%
2018	2019-20	41	76%
2019	2020-21	19	95%

ADDITIONAL EVIDENCE

The school has maintained a high level of performance for three consecutive years on this measure.

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 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from 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 above the graduation goal.

RESULTS AND EVALUATION

The school met the four-year graduation measure. The school attributes our consistently high graduation rates to weekly team meetings to monitor student progress and develop action plans, academic support provided through the crew curriculum, bi-weekly data meetings focusing on monitoring the 2017 cohort’s progress, and developing individualized intervention plans as needed.

¹ The state’s guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	31	84%
2016	2019-20	27	85%
2017	2020-21	30	87%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	29	97%
2015	2019-20	29	97%
2016	2020-21	27	85%

ADDITIONAL EVIDENCE

The school has maintained a graduation rate at or above 80% for four consecutive years despite the impacts of school closure and a modified schedule that limited in-person learning during the pandemic period.

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. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

The school came close to meeting the measure with a four-year graduation rate that is equal to that of the Ithaca City School District in prior years. The school's graduation rate is also greater than the statewide average of 83.4 for the 2015 cohort.

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
2015	2018-19	31	84%	356	87%
2016	2019-20	31	85%	378	87%
2017	2020-21	30	87%	n/a	n/a

ADDITIONAL EVIDENCE

The school has maintained a four-year graduation rate of higher than 80% for four consecutive years.

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.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The school did not administer alternative pathway assessments during the 2020-2021 school year

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school has achieved a strong track record of success in supporting students in graduating in four years, with graduation rates consistently over 80%. In 2020-21, the school matched the Ithaca City School District’s last published four-year graduation rate of 87%. In the pre-COVID period, the school also exceeded benchmarks for the 5-year graduation cohort twice in this charter term.

The school has also established a strong track record of improving performance on leading indicators including credit accumulation in the first two years of high school and the second year cohort’s performance on Regents exams, a measure met for the first time in the third charter term.

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

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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
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.	Not 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.	N/A

ACTION PLAN

The school will maintain our academic performance by continuing the practices of monitoring student performance data in weekly team meetings, developing individualized intervention plans, providing academic support through the crew curriculum, and bi-weekly graduation cohort meetings led by the Dean of Students.

To ensure that all students have the skills necessary to stay on track to graduate in four years despite COVID-related learning loss, the school will increase instructional time in literacy and mathematics in the 2021-22 school year for students in grades 9-11, and implement an interdisciplinary literacy curriculum to foster skill development in core areas. Teachers will participate in weekly data meetings to analyze exit tickets as evidence of student mastery of literacy standards taught across the disciplines, and core math skills necessary for success on Regents exams.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The school maintains a partnership with Tompkins Cortland Community College's CollegeNow Program to offer concurrent enrollment classes for college credit in grades 11 and 12. All

graduating students apply for college in the fall of their senior year. The school added the position of College and Career Advisor for the 2020-21 school year to provide further support for students in the area of career exploration and college readiness.

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 indicators, and the overall percentage achieving any indicator.

New Roots offers concurrent enrollment courses for college credit through Tompkins Cortland Community College and SUNY College of Environmental Science and Forestry. Students can earn college credit for courses such as College Writing and Literature, US History, Global Environmental Science, Physics, Chemistry, Music Theory, and Economics in grades 11 and 12.

RESULTS AND EVALUATION

The school met the measure. All students are expected to complete the requirements necessary to earn college credit for at least one class while in grades 11 or 12. Students also have the opportunity to pursue additional college preparation opportunities.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

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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	4	4	17%
Passed a college level course offered at a college or university or through a school partnership with a college or university	23	23	100%
Achieving the college and career readiness benchmark on the SAT	6	4	17%
AP	3	3	100%
Overall	23	23	100%

ADDITIONAL EVIDENCE

The school consistently monitors and supports all students in accessing college level coursework on a yearly basis through core classes offered at New Roots. The school introduced AP coursework for the first time in 2020-21 and achieved good results. In 2021-22, all juniors and seniors will take the PSAT and SAT exams during school hours as part of their College and Career Success Seminar requirements.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The school did not meet the measure. The school requires all students to apply to college as part of their graduation requirements, but we have not met our targets for growth in this area in 2020 or 2021.

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
2015	2018-19	27	16	59%
2016	2019-20	23	6	26%
2017	2020-21	24	10	42%

ADDITIONAL EVIDENCE

To acquire the complete data set required to fully evaluate the school’s success on this measure, in 2020-21 the school subscribed to the National Clearinghouse and engaged a College and Career Advisor to engage alumni and organize an Alumni Association so that the school can better track student matriculation and persistence in college.

We do not yet have information about all alumni, but our incomplete data set is promising, showing that 50-74% of the total graduates in each graduation cohort to date have chosen to matriculate into college at some point after graduating from high school. Matriculation rates for the last two cohorts have been impacted by the pandemic.

SUMMARY OF THE COLLEGE PREPARATION GOAL

100% of New Roots graduates meet at least one indicator of college readiness, and 100% apply to college. The majority of New Roots graduates enroll in college at some point after graduating from high school.

Type	Measure	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.	Not Met

ACTION PLAN

The school is developing systems for tracking students' post-graduation career and college activities.

The school is developing Career and Technical Education coursework for all students, beginning with Green Career exploration classes, to increase motivation and interest in postsecondary education.

The school is implementing Honors course standards in math and English classes in grades 9 and 10 to prepare all students to undertake rigorous college coursework in their last two years of high school.

GOAL 3: ENGLISH LANGUAGE ARTS

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 the Regents English exam that students must pass to graduate. 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

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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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the measure.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	29	0	19	66%
2016	2019-20	22	1	16	77%
2017	2020-21	30	7	15	65%

ADDITIONAL EVIDENCE

The school has maintained a high level of performance in this area for three consecutive years. The 2017 cohort achieved this level of performance during the midyear January 2020 exam period, which was originally intended as the first of two exam administrations for this cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	n/a	n/a	24	97%	30	65%
2018	n/a	n/a	n/a	n/a	43	25%*
2019			n/a	n/a	n/a	n/a
2020					n/a	n/a

² Based on the highest score for each student on the English Regents exam

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* 50% of the students in the 2018 cohort who took the Regents exam in 2021 performed at a Level 4 or higher.

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 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	29	0	26	90%
2016	2019-20	22	1	21	100%
2017	2020-21	30	7	19	83%

ADDITIONAL EVIDENCE

While the school has maintained a high level of performance, the percentage of students passing with valid scores was impacted by the cancellation of exams in June 2020.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	n/a	n/a	24	100%	30	83%
2018	n/a	n/a	n/a	n/a	43	39%*
2019			n/a	n/a	n/a	n/a
2020					n/a	n/a

*Seventy-eight percent of students in the 2018 cohort who sat for the exam scored at least a level 3

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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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.

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 receives incomplete records from local school districts and is therefore unable to reliably determine which students to include in this calculation. The school did not meet the measure based on available data.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a
2017	2020-21	1	0	0	0%

ADDITIONAL EVIDENCE

New Roots students come from a variety of school backgrounds prior to enrolling including homeschooling and out-of-state transfer. Additionally, we are only able to calculate these growth measures based on receiving records from the student's home districts, which are not yet available when records are requested for incoming freshmen. Based on these limitations in accessing records, these calculations reflect the available data for the 2017 cohort.

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.

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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 receives incomplete records from local school districts and is therefore unable to reliably determine which students to include in this calculation. The school met the measure based on available data.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a
2017	2020-21	1	0	1	100%

ADDITIONAL EVIDENCE

New Roots students come from a variety of school backgrounds prior to enrolling including homeschooling and out-of-state transfer. Additionally, we are only able to calculate these growth measures based on receiving records from the student's home districts, which are not yet available when records are requested for incoming freshmen. Based on these limitations in accessing records, these calculations reflect the available data for the 2017 cohort.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school met key measures despite the impacts of COVID on exam administration. The school has insufficient evidence to reliably determine which students in the cohort did not score proficient on grade 8 test scores.

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	N/A

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	the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	
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.	N/A
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.	N/A
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.	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.	Not 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

ACTION PLAN

To restore and sustain our high historical performance in this area, the school will adopt a schoolwide, interdisciplinary focus on literacy instruction in 2021-22 to mitigate learning loss, using MAP data to focus instructions and interventions. Humanities courses will continue to integrate the externally validated performance-based assessments the school developed in 2020-21 to assess student learning in the absence of Regents exams to support development of research and expository writing skills.

GOAL 4: MATHEMATICS

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.

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METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did not meet the measure. The school maintained a rate of performance consistent with historical gains despite the cancellation of Regents exams in 2020 and 2021.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	29	0	5	18%
2016	2019-20	22	5	6	35%
2017	2020-21	30	4	8	31%

ADDITIONAL EVIDENCE

Pre-COVID data from the 2019 cohort shows an upward trend that demonstrates that the school was making significant progress towards meeting the measure’s target with this cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	26	8%	24	58%	30	31%
2018	29	15%	37	45%	43	36%
2019			12	20%	21	40%

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2020						20	0%
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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 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The school met the measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	29	0	28	96%
2016	2019-20	22	5	17	100%
2017	2020-21	30	4	21	81%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	29	77%	24	83%	30	81%

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2018	n/a	n/a	37	84%	43	68%
2019			12	58%	21	60%
2020					20	60%

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 receives incomplete records from local school districts and is therefore unable to reliably determine which students to include in this calculation. The school did not meet the measure based on available data.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a
2017	2020-21	2	0	0	0%

ADDITIONAL EVIDENCE

New Roots students come from a variety of school backgrounds prior to enrolling including homeschooling and out-of-state transfer. Additionally, we are only able to calculate these growth measures based on receiving records from the student's home districts, which are not yet available when records are requested for incoming freshmen. Based on these limitations in accessing records, these calculations reflect the available data for the 2017 cohort.

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 receives incomplete records from local school districts and is therefore unable to reliably determine which students to include in this calculation. The school met the measure based on available data.

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	n/a	0	n/a	n/a
2016	2019-20	n/a	n/a	n/a	n/a
2017	2020-21	2	0	2	100%

ADDITIONAL EVIDENCE

New Roots students come from a variety of school backgrounds prior to enrolling including homeschooling and out-of-state transfer. Additionally, we are only able to calculate these growth measures based on receiving records from the student's home districts, which are not yet available when records are requested for incoming freshmen. Based on these limitations in accessing records, these calculations reflect the available data for the 2017 cohort.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school met the measure of achievement for the four-year graduation cohort, and maintained gains in the percentage of students demonstrating mastery despite the cancellation of exams.

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.	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.	N/A
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.	N/A
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.	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	Not Met

	or above Performance Level 4 on a Regents mathematics exam) 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 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.	Met

ACTION PLAN

The school will build on its success in doubling the rate of students who score at a level 4 or higher on a Regents exam by testing all students using the MAP (Measures of Academic Progress) to identify areas for targeted instruction and intervention to mitigate learning loss. The school administers a placement exam to all new students to determine instructional needs and ensure proper course placement. The school will continue to build on its successes by continued use of rigorous curriculum aligned with the Regents exams supplemented by practice using IXL, online software that provides targeted practice opportunities for students and a dashboard of analytics for teachers.

GOAL 5: SCIENCE

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 administers the Living Environment Regents exam to students during one of the two years of Earth Systems Science, and also offers 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were

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exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	29	0	28	97%
2016	2019-20	22	2	20	100%
2017	2020-21	30	3	24	89%

ADDITIONAL EVIDENCE

100% of the members of the 2019 and 2020 cohorts earned a rating of Proficient or above, with 72% performing at a Good or Outstanding using an externally validated rating process on a rigorous performance-based assessment involving designing an original Earth Systems Science experiment and presenting the findings that is used only with juniors and seniors in New York Performance Standards Consortium schools.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	29	97%	24	92%	30	89%
2018	28	94%	37	86%	43	72%
2019					21	33%
2020					n/a	n/a

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.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

N/A

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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The school did not meet the measure due to the impacts of COVID-19.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	29	0	27	91%
2016	2019-20	22	2	20	100%
2017	2020-21	30	7	15	65%

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The school administered the U.S. History Regents to the 2017 cohort midyear in January 2020 with the intention of readministering the exam to any student who did not achieve proficiency in June 2020. The cancellation of the June 2020 exam administration impacted the school’s track record of strong performance on this measure.

ADDITIONAL EVIDENCE

No Regents exam data is available for the 2018 cohort due to the cancellation of exams in 2021. 95% of the members of the 2018 cohort earned a rating of Proficient or above, with 68% of the members of the 2018 cohort earned a rating of Good or Outstanding using an externally validated rating process on a rigorous performance-based assessment involving historical research.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	n/a	n/a	24	87%	30	65%
2018	n/a	n/a	37	n/a	43	8%
2019			12	n/a	n/a	n/a
2020					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.

The calculation of this measure is not required for 2020-21.

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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were

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scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The school met the measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	29	0	28	96%
2016	2019-20	22	3	18	95%
2017	2020-21	30	2	24	86%

EVALUATION

The school's historically strong performance on this measure was only moderately impacted by loss of the opportunity for students to take or retake the Global History Regents exam in their junior or senior year if necessary.

ADDITIONAL EVIDENCE

No Regents exam data is available for the 2019 cohort due to the cancellation of exams in 2021.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	29	100%	24	91%	30	86%
2018	n/a	n/a	37	81%*	43	0%
2019			12	n/a	21	0%
2020					n/a	n/a

*Based on June and August 2020 Regents exam exemptions

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.

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

95% of the members of the 2019 cohort earned a rating of Proficient or above, with 42% performing at a Good or Outstanding using an externally validated rating process on a rigorous performance-based assessment involving historical research that is used only with juniors and seniors in New York Performance Standards Consortium schools.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

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 with an accountability status of Good Standing in 2020-21.

ADDITIONAL EVIDENCE

The school has maintained its Good Standing status throughout the history of the school.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

