

New Roots Charter School

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By Tina Nilsen-Hodges, Superintendent

116 N. Cayuga Street
Ithaca, NY 14850

(607) 882-9220



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Tina Nilsen-Hodges, Principal and Superintendent, Seren Ozkan, Executive Projects Coordinator, and Kris Erickson, College and Career Program Coordinator, prepared this 2023-24 Accountability Progress Report on behalf of the charter 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, Development, Executive
Dr. Tanya Saunders	Secretary	Development, Executive
Paul Wheeler	Treasurer	Finance, Executive
Dr. Peter Bardaglio	Trustee	Personnel
Joseph Wilson, Esq.	Trustee	Accountability
Millicent Clarke-Maynard	Trustee	Development
Dr. Thomas Shevory	Trustee	Accountability
Dr. Roger Richardson	Trustee Emeritus	Personnel

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. We are dedicated to educating 'solutionaries' for a sustainable future who thrive in an evolving economy.

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 a replication hub for other high schools across the nation.

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, and school leader Tina Nilsen-Hodges was recognized for her leadership with a Best of Green Schools Award with a nomination in the Educator category.

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.

Now in its 15th year of serving students in the region, New Roots has established a strong track record of attracting grant funding for innovative and impactful programming in line with our school's mission. 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 2022, the Park Foundation awarded New Roots a grant to pilot Roots of Success, an environmental literacy course. New Roots students earn college credit from Tompkins Cortland Community College, environmental literacy certification from the U.S. Department of Labor, and priority access to pre-apprenticeship programs upon course completion. A follow-up grant of \$50,000.00 to continue the pilot program was recently awarded in September 2024.

In 2023, Tompkins County awarded New Roots a \$160,000.00 grant to establish EarthForce, a sustainable workforce development program for youth designed to engage low-income Tompkins County youth ages 12-18 in the development of workforce knowledge and skills necessary to obtain

high-quality employment in the regional green economy. In partnership with Tompkins Cortland Community College, New Roots is developing pathways linking career exploration courses like Roots of Success to degrees at the community college that prepare them with the knowledge and skills that are in high demand by local employers.

Also in 2023, the USDA Food and Nutrition Service awarded New Roots a two-year, \$100,000.000 Farm to School grant to expand the size and capacity of the school farm, boost local procurement efforts for the school's free Farm to School breakfast and lunch program, and increase education and internship opportunities for our students related to farming, local foods, and agriculture.

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, which is home to Cornell University and Ithaca College.

Of the approximately 113 students enrolled during the 2023-24 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 2023, about 55% of the students enrolled in New Roots Charter School were considered low-income, and approximately 36% received special education services or had a 504 plan. This percentage of economically disadvantaged students is significantly higher than that of Ithaca High School, and the percentage of students with disabilities is more than three times higher.

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 and college-level coursework.

In the 2023-24 school year, New Roots expanded its EarthForce green workforce development program by establishing Roots of Success, an environmental literacy and green careers training program, as a required course in collaboration with Cornell Cooperative Extension. Students earn 6 college credits and U.S. Department of Labor Environmental Literacy Certification for successful completion of the course, which provides orientation to key concepts and skills in each of the major sectors of the green economy. This program is offered with the renewed support of the Park Foundation in 2024-25.

New Roots also expanded its agricultural education program by assuming stewardship of Kestrel Perch at EcoVillage at Ithaca, a three-acre agricultural space featuring a school vegetable garden and a community-supported agriculture program featuring u-pick berries. In summer 2024, Kestrel Perch and the Cayuga Wetlands Restoration Project were the sites for the school's Youth Ecological Restoration

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Corps, a four-week program featuring paid internships for young people led by New Roots faculty. New Roots is offering paid internships at the farm throughout the school year in collaboration with The Learning Web, a local organization that offers apprenticeships and mentoring for youth.

New Roots also increased its community programming through the Youth Entrepreneurship Market, offered to students in grades 4-12, through a collaboration with Southside Community Center and the homeschooling community, to offer after school programming to young entrepreneurs.

New Roots also expanded its array of courses offered for college credit through the school’s partnership with Tompkins-Cortland Community College’s CollegeNow program. During the 2023-24 school year, New Roots faculty were approved to teach Chemistry, Roots of Success, College Algebra, Statistics, Spanish III, US History & Government, and Participation in Government for college credit through the CollegeNow program. New Roots now offers 20 classes for college credit, at no cost to students. Most core classes for 11th and 12th grade students are now college credit-bearing. During the 2023-24 school year, the graduating class earned a total of 313 college credits. Each student averaged 14.2 credits earned, with the top three students earning 27 college credits each by the end of high school. The school reviews its course offerings annually and continues to apply to offer additional courses based on course interest and faculty expertise and credentials.

The school’s work with partner organizations the Cloud Institute for Sustainability Education and the Green Schools National Network solidified the documentation of curriculum and built capacity for establishing the position of Education for Sustainability Coordinator, an instructional coach who supports teachers in providing mission-aligned instruction and who coordinates interdisciplinary project work. The Education for Sustainability Coordinator serves on the Curriculum and Instruction Leadership Team with Dr. Laura Lamash, Instructional Coach, and Principal Tina Nilsen-Hodges, to plan and deliver high-quality, mission-aligned professional development to faculty in accordance with the professional development calendar.

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
2021-22										26	27	22	52	127
2022-23										16	42	33	25	116
2023-24										20	23	45	24	113

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 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 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>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	41	0	41
2022-23	2019-20	2019	18	0	18
2023-24	2020-21	2020	25	2	23

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 school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. 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 but not limited to 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 Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	44	3	47

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23	2019-20	2019	21	2	23
2023-24	2020-21	2020	23	4	27

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	28	2	30
2022-23	2018-19	2018	43	4	47
2023-24	2019-20	2019	21	2	23

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 2023-24 school year, students were awarded credit for achieving course learning outcomes by demonstrating that they met standards assessed in the provided coursework.

<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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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):

- English Language Arts (1);
- One (1) in Social Studies (Global History and Geography II, or United States History & Government);
- One (1) in Mathematics (Integrated Algebra, Geometry, or Algebra 2/Trigonometry);
- One (1) in Science; and
- One (1) Pathway.

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.

Pathways

Arts Pathway: Students pursuing the Arts Pathway must complete an additional Arts course or sequence ending in a Department-approved pathway assessment, and must earn an acceptable score on the culminating NYSED-Approved Pathway Assessment in the Arts.

Career and Technical Education (CTE) Pathway: Students pursuing the CTE pathway must successfully complete a NYSED-approved CTE program, and the culminating 3-part technical assessment.

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

Civics Pathway: Students pursuing the Civics pathway must successfully complete the NYSED requirements for the Seal of Civic Readiness.

Individual Arts Assessment Pathway (IAAP): Students pursuing the Individual Arts Assessment Pathway must successfully complete a locally-determined three-unit sequence in the arts, and demonstrate through a portfolio of creative works that they have met the High School II Accomplished Performance Indicators in the New York State Learning Standards for the Arts.

Humanities Pathway: Students who pursue the Humanities Pathway must successfully complete an additional social studies or English language arts course culminating in a Regents Exam (or NYSED-Approved Regents Examination Alternative), and must earn an acceptable score on the corresponding Regents Exam (or NYSED-Approved Regents Examination Alternative).

STEM Pathway: Students pursuing the STEM Pathway must complete an additional science or mathematics course ending in a Regents (or NYSED-Approved Regents Examination Alternative), and must earn an acceptable score on the corresponding Regents Exam (or NYSED-Approved Regents Examination Alternative).

World Languages Pathway: Students pursuing the World Languages Pathway must complete adequate World Languages coursework (based on student proficiency), and must successfully complete the culminating NYSED-Approved Pathway Assessment in World Languages.

NYS Regents Exam Requirements

- 1) One English Language Arts Regents examination or NYSED-Approved Regents Examination Alternative;
- 2) One mathematics Regents examination or NYSED-Approved Regents Examination Alternative;
- 3) One science Regents examination or NYSED-Approved Regents Examination Alternative;
- 4) One Social Studies Regents examination or NYSED-Approved Regents Examination Alternative; and
- 5) One Pathway

Additional Requirements for Advanced Designation

In addition to successful completion of the appropriate units of credit, to earn a Regents diploma with advanced designation, students must pass two additional math assessments and one additional science assessment to include:

- 1) One English language arts Regents Examination or NYSED-Approved Regents Examination Alternative;
- 2) Three mathematics Regents Examinations or NYSED-Approved Regents Examination Alternatives;
- 3) One life science Regents Examination or NYSED-Approved Regents Examination Alternative;
- 4) One physical science Regents Examination or NYSED-Approved Regents Examination Alternative;
- 5) One social studies Regents Examination or NYSED-Approved Regents Examination Alternative; and
- 6) One pathway (see Multiple Pathways for more information).

Students must also complete one of the three sequence options:

- 1) two additional credits in World Languages (for a total of three credits) and the locally developed Checkpoint B World Languages Exam;
- 2) 5-unit sequence in the Arts, or
- 3) 5-unit sequence in Career and Technical Education (CTE).

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)
 - Foundations of Algebra

- Algebra
- Foundations of Geometry
- Geometry
- Algebra 2 / Trigonometry*
- Statistics*
- Personal Money Management*
- Pre-Calculus*
- Calculus*
- Science (3-4 credits required)
 - Earth System Science
 - Earth System Science II: 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 that meets requirements for Health credit.
- 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)
 - College and Career Success Seminar (up to 1 credit per year)
 - 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) 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 an Advanced Diploma includes passage of a proficiency exam with typically 3 years of necessary course work.

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

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	22	86%
2023	26	85%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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)
2020	2021-22	27	87%
2021	2022-23	44	70%
2022	2023-24	22	55%

Graduation Goal Measures 3 & 4 - Absolute

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.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	47	41	87%
2019	2022-23	23	21	91%
2020	2023-24	27	22	81%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	30	27	90%
2018	2022-23	47	43	91%
2019	2023-24	23	21	91%

¹ These data reflect August graduation rates.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	47	41	87%	402	87%
2019	2022-23	23	21	91%	402	87%
2020	2023-24	27	22	81%	369	86%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school exceeded key graduation goal measures, with 81% of students in the 2020 graduating after four years in the cohort, and 85%+ students in their first or second year in their respective cohorts earned the required number of credits. The school fell 20 percentage points short of the goal for the percentage of students in the 2022 cohort scoring at least a 65 at three different Regents exams required for graduation, and made no additional gains in the 2019 cohort's five-year graduation rate.

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.	NOT MET
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	MET

² 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF THE GRADUATION GOAL

The school exceeded one of its leading graduation goal indicators by 10 to 11 percentage points, with 85% and 86% of the 2023 and 2022 cohorts earning 5 or more credits towards graduation in 2023-24. The school fell short of the second leading indicator by 20%, with 55% of students in the 2022 cohort passing three or more Regents exams required for graduation.

The school exceeded the absolute graduation goal measure for four-year graduation outcomes by 6 percentage points, with 81% of students in the 2020 cohort graduating after four years. The five-year results for the 2019 cohort at 91% were the same as the four-year graduation rate for that cohort, as students from that cohort who did not graduate were not enrolled in the 2023-24 school year. The school did not meet or exceed the Ithaca City School District's four year graduation rates for the first time in three years.

The school attributes our consistent performance in 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 specifically on monitoring the graduation cohort's progress, the efficacy of Rise to Thrive and special education services, and the development of individualized intervention plans as needed. Robust systems to encourage and support student attendance also play an important role.

Given the small size of New Roots graduation cohorts, variations in the outcomes can occur even with consistent application of previously successful strategies. For instance, although our graduation rate for 2023-24 was 81% for the total cohort, 100% of the students in the cohort who were attending school graduated. The remaining 5 students in the total cohort who have not yet graduated started high school at a different school in 2020, had long-term, extended absences and/or did not provide the transfer or homeschooling documentation needed to be removed from the cohort. We attribute this in part to the impacts of school closure in their first year of high school.

ADDITIONAL CONTEXT AND EVIDENCE

New Roots Charter School's graduation rate has ranged from 85% to 91% over the past five years, meeting or exceeding the Ithaca City School District's performance in 2021-22 and 2022-23. The school's four-year graduation rate for students with disabilities averaged 84% over the past five years, ranging

from 71% to 100%. This exceeds New York State's average reported graduation rate of 65% for students with disabilities by 19 percentage points, and exceeds the Ithaca City School District's average reported rate of 66% by 18 percentage points for the same period.

The school attributes these successes to strong systems for identification and tracking of students identified as having life factors that put them at risk of academic failure, and individualized learning plans to support them in recovering from any setbacks they may have experienced. These identification measures include Measures of Academic Progress (MAP) testing at regular intervals for all students to identify gaps in foundational literacy and mathematics skills.

New Roots students often begin high school at a disadvantage compared to their peers in regional districts. One measure where we see this impact is the goal of 75% of students passing three Regents exams in the first two years of high school. Many students enroll at New Roots after the start of their ninth grade year. During the 2023-24 school year, the 2022 cohort gained several new students who entered New Roots with zero Regents exams completed due to a background in homeschooling, or due to previous schooling outside of the state or country. These recent additions to the cohort have also lowered the cohort's percent passing rate by about 9%.

Additionally, twenty-three percent of the students in the 2022 cohort have an identified disability. Teachers and administrators are working closely with faculty on the Student Services team to support all students (regardless of disability status) in this cohort who have attempted but not yet passed one or more Regents exams by the end of their second year to assess possible factors impacting their test taking performance, and ensure that they have the necessary academic supports in place in 2024-25 to remain on track to graduate.

ACTION PLAN

Based on the 2023-24 data, the school will implement new systems for tracking and monitoring student progress towards passing three required Regents exams by the end of their second year in high school to improve performance on this leading indicator beginning with their first year in the cohort. This year's data will also be used to develop intervention plans for students who did not meet this benchmark to ensure that they are positioned to graduate in four years.

All students who have not yet passed 3 of 5 Regents exams were placed in corresponding Learning Labs in the fall 2024 semester to prepare for the Regents exam(s) which need to be reattempted for a passing score. These Learning Labs are led by subject area teachers, and the students enrolled are scheduled to reattempt the exams in the January 2024 administration.

The school will continue to provide multiple supports for students to complete coursework throughout the year to stay on track academically. Faculty and staff analyze academic data quarterly to identify students with incomplete or failing course grades, and these students are enrolled in academic support learning labs for targeted support with coursework. Additional opportunities for student credit completion or recovery include teacher office hours held during January Regents and midterm week; "Intensives Week," a designated week in May during which students participate in hands-on projects

and local fieldwork in lieu of regular classes; and June Regents week. Any student who does not complete required coursework by the last day of school is required to continue to attend until they complete their courses, with some students required to attend in July and August as necessary.

The school will also continue to implement attendance policies which address the intersection of chronic absences from school and academic performance. The school's attendance policy requires students to complete attendance recovery for a course if more than 10% of classes were missed in a quarter. Students have opportunities to complete attendance recovery during Learning Labs, January Regents and midterm week, and June Regents week. With strong collaboration between teachers and the Dean of Students, the school saw robust rates of attendance recovery, leading to greater accountability for student attendance.

The school will also continue to maintain its academic performance through the *Rise to Thrive* program for students identified as at risk of academic failure, continuing the practices of monitoring all students' academic progress and performance data in weekly team data meetings, developing individualized intervention plans as needed, providing academic support for all students through the College and Career Success Seminar curriculum, and graduation cohort meetings led by the Dean of Students.

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.

Our commitment is that every graduate of New Roots Charter School will leave high school with college acceptance and college credits, as well as a resume that will give them access to well-paid, meaningful employment in our region.

To support this goal, all students are enrolled in Career and College Success Seminar every year they attend New Roots. The four-year curriculum scope and sequence includes orientation to high school requirements and options, development of social, emotional, and academic skills, career exploration, documented post-high school planning, and the college and/or work application process. In their senior year, students are also enrolled in a senior seminar focusing on the senior capstone project and the college application process.

The school maintains a strong partnership with Tompkins Cortland Community College's CollegeNow Program to offer concurrent enrollment classes for college credit in grades 11 and 12. Students have the opportunity to earn over 30 credits with core course offerings such as College Writing, College Algebra, Physics, Chemistry, Technical Math, Statistics, Personal Money Management, Spanish, Economics, US History, and Government classes. Our Senior Year Program Coordinator and College and Career Advisor work together to support all students in applying for college in the fall of their senior year. The College and Career Program Coordinator provides further support for students in the area of career exploration and college readiness, including leading the senior seminar course.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

With the development of the EarthForce program, New Roots Charter School is collaborating with Tompkins County, Cornell Cooperative Extension, and Tompkins Cortland Community College to develop pathways that lead directly from career-focused upper level courses to specific degree programs that will prepare them for a career of their choice that is in demand in the wider region.

College preparation and exploration events held this past year for 11th and 12th graders included organized tours of Tompkins Cortland Community College and Ithaca College, a field trip to a local Career Carnival event held at Tompkins Cortland Community College, and a field trip to the 2024 Clean Energy Careers Exploration Fair held at SUNY Morrisville. PSAT and SAT School Day exams were also administered to 11th and 12th graders during the school year.

During the 2023-24 school year, our College and Career Program Coordinator, Dr. Kris Erickson, worked on several major initiatives and projects in the area of college and career readiness. Dr. Erickson developed a College and Career Newsletter which was sent out monthly to students, parents and guardians, and staff. The newsletter contained information about internship and work opportunities, scholarships, college application and financial aid deadlines and resources, and more. The newsletter will continue during the 2024-25 school year.

As directed by the Board of Trustees, Dr. Erickson also completed an in-depth review of New Roots alumni data, using internal data collected by New Roots from alumni, as well as National Student Clearinghouse data. Findings were compiled into a comprehensive College and Career Programming report for the SUNY Charter Schools Institute and were presented to the Board of Trustees. The report was submitted as additional evidence with the charter renewal application on August 15, 2024.

In addition to Dr. Erickson, staff engaged in alumni outreach and relations include Senior Year Program Coordinator Sue Schwartz, Executive Projects Coordinator Seren Ozkan, and alumna and former Academic Adviser Naomi Hickman (Class of '12). This team seeks to expand our available data regarding alumni outcomes through engaging alumni in planning for a reunion in Spring 2025, networking with LinkedIn, and a bi-annual newsletter featuring alumni profiles.

College Preparation Goal Measure 1 - Absolute

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;

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing a college level course offered at a college or university or through a school partnership with a college or university	22	22	100%
Achieving the college and career readiness benchmark on the SAT	5	5	23%
Earning a Regents diploma with advanced designation	1	1	5%
Overall	22	22	100%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

³ Schools use any method listed above, 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	41	15	37%
2019	2022-23	21	12	57%
2020	2023-24	22	14	67%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school has continued its strong track record of college preparation for all graduating students with 100% earning college credits for one or more courses while in high school, and a 10 percent gain in the percentage of students intending to matriculate in college the year after high school in 2023-24.

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

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

EVALUATION OF THE COLLEGE PREPARATION GOAL

All New Roots students are required to take courses for college credit and apply for college to meet high school graduation requirements. This has been an effective practice that supports all students in meeting the standards expressed in our Accountability Plan. In addition to our existing college credit course offerings, courses newly approved for college credit during the 2023-24 school year through our partnership with Tompkins Cortland Community College included Chemistry, Roots of Success, College Algebra, Spanish III, US History & Government, and Participation in Government. Our three top-earning students in the graduating class of 2023 each earned 27 college credits through the TC3 CollegeNow program, nearly a year's worth of college credits, at no cost.

The school continues to work on developing systems for collecting data to inform our understanding of students' post high school choices. All students complete a documented post-high school plan as part of their 12th grade Career and College Success Seminar curriculum. Additionally, we administered a survey to graduating seniors in the spring of 2024 to gather data on post-high school plans, including college acceptances received, college matriculation status, any scholarships or awards received, and alternate plans if not intending to matriculate in a program immediately after high school or if planning to enter the workforce right after high school. We subscribe to the National Student Clearinghouse, and communicate regularly with alumni via email and online platforms to gather information about post-high school activities.

Of the 67% of graduates who planned to matriculate in a 2 or 4-year program immediately after high school, intended majors of study represented a wide array of career pathways, including computer engineering, aviation and engineering, nutritional sciences/dietetics, marine biology, sustainable agriculture, art, construction and environmental technology, veterinary science, library science, music, and performing arts. While this is 8 percentage points short of the goal, the school increased its percentage of students planning to matriculate in college the year following graduation by 10 percent. This data was collected from student surveys with documentation updated by student reports as needed.

Students who did not plan to matriculate in a 2 or 4-year program immediately after high school indicated plans to take a gap year, enter the workforce directly after high school, or start a small business.

During the 2023-24 school year, our College and Career Program Coordinator prepared the previously noted College and Career Programming Report, examining the school's graduation rates, college and career readiness, and an analysis of alumni data, as well as the broader context of national career and college trends. The major findings of this report indicated that national averages for four-year college enrollments have been slowly but steadily declining in recent years, with immediate college matriculation rates steadily declining nationally since 2016. These trends may be attributable to increasing costs of college, aftereffects of the pandemic, and an increasing interest in or openness to alternative types of post-secondary education and training. The report noted that a steady expansion of alternative, career-focused educational avenues have emerged in response to both student and

workforce demands, such as micro-credentials, apprenticeship and certification programs, as well as other on-the-job training and skills-based learning practices.

New Roots Charter School is responding to these trends with needed changes in programming and increased local partnerships that offer students alternative learning opportunities, while still expanding and strengthening our college programming efforts, ensuring students are ready for their next step after graduation, whether that may be college or the workforce.

ADDITIONAL CONTEXT AND EVIDENCE

In 2023-24, the school continued its positive trend towards increasing student preparation for and interest in college matriculation through expanding opportunities for CollegeNow coursework, school requirements, and college fairs and visits. The school leader and Board of Trustees use data collected by the College and Career Program Coordinator to inform decisions about programming that will enhance post-high school success.

Based on this data, the school is diversifying post-high school career pathways through EarthForce, a green workforce development program. All students take Roots of Success, an environmental literacy and green jobs training program, in their sophomore or junior years, earning 6 college credits and a U.S. Department of Labor Environmental Literacy credential upon completion. This coursework provides a foundation for exploring technical and professional career pathways that contribute to our regional green economy. Additionally, the school is expanding opportunities for paid and unpaid internships, supporting students in exploring career options while building their applications for college and technical school as well as resumes that demonstrate qualifications for entry-level positions in our regional workforce.

ACTION PLAN

Through the EarthForce program, the school educates students about specific associates degree programs and micro-credentials that will allow them to continue studies of interest at Tompkins Cortland Community College, with accelerated progress due to college credits earned through CollegeNow. Our College and Career Program Coordinator has experience developing internship programs to enhance workforce readiness for all students and is developing partnerships with local offices and organizations to develop internship opportunities for our students. Our goal is for every student to graduate from high school with college credits, acceptance to a college of their choice, and a resume that demonstrates their qualifications for an entry-level, living wage job.

GOAL 3: ENGLISH LANGUAGE ARTS

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.

BACKGROUND

Our four-year curriculum scope and sequence for English Language Arts is aligned with Common Core and Education for Sustainability standards, and emphasizes interdisciplinary, real-world projects, reading literature, and meaningful application of writing skills. We implement a sustained silent reading practice across all grade levels as a counterbalance to factors that have led to the national decline in reading fiction or nonfiction books among teenagers, as sustained silent reading supports comprehension, speed and fluency.

In terms of staffing updates, in August of 2023, we welcomed Dr. Eleanor Griggs to our English Department at New Roots. This past school year, Dr. Griggs taught our 9th and 10th grade English Language Arts and Literary Studies courses, respectively, as well as Creative Writing elective classes.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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 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.⁵

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No	Number Scoring at Least Level 4	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
--------	-------------	----------------------	-------------------------	---------------------------------	--

⁵ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁶ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

			Valid Score (b)	(c)	
2018	2021-22	41	22	9	47%
2019	2022-23	18	0	12	67%
2020	2023-24	23	0	20	87%

High School ELA Measure 2 - 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.

METHOD

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.

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 $(c)/(a-b)$
2018	2021-22	41	22	17	89%
2019	2022-23	18	0	17	94%
2020	2023-24	23	0	22	96%

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

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. Students in the 2020 cohort were exempt from grade 8 testing due to the COVID-19 pandemic school closures.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School ELA Measure 8 - Growth

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. Students in the 2020 cohort were exempt from grade 8 testing due to the COVID-19 pandemic school closures.

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)
2018	2021-22				
2019	2022-23				
2020	2023-24				

ELA INTERNAL EXAM RESULTS

Grade-level faculty data teams review assessment data bi-weekly from internal assessments to evaluate student growth and achievement. Summative assessments are designed to evaluate students' progress in learning the content and skills necessary for success on the English Regents exam, and assessments in grades 11 and 12 are also aligned with concurrent enrollment standards. Summative assessments are designed to evaluate students' ability to compose clear, grammatically correct sentences, think critically about what they read, identify and evaluate a range of primary and secondary sources, and graded in

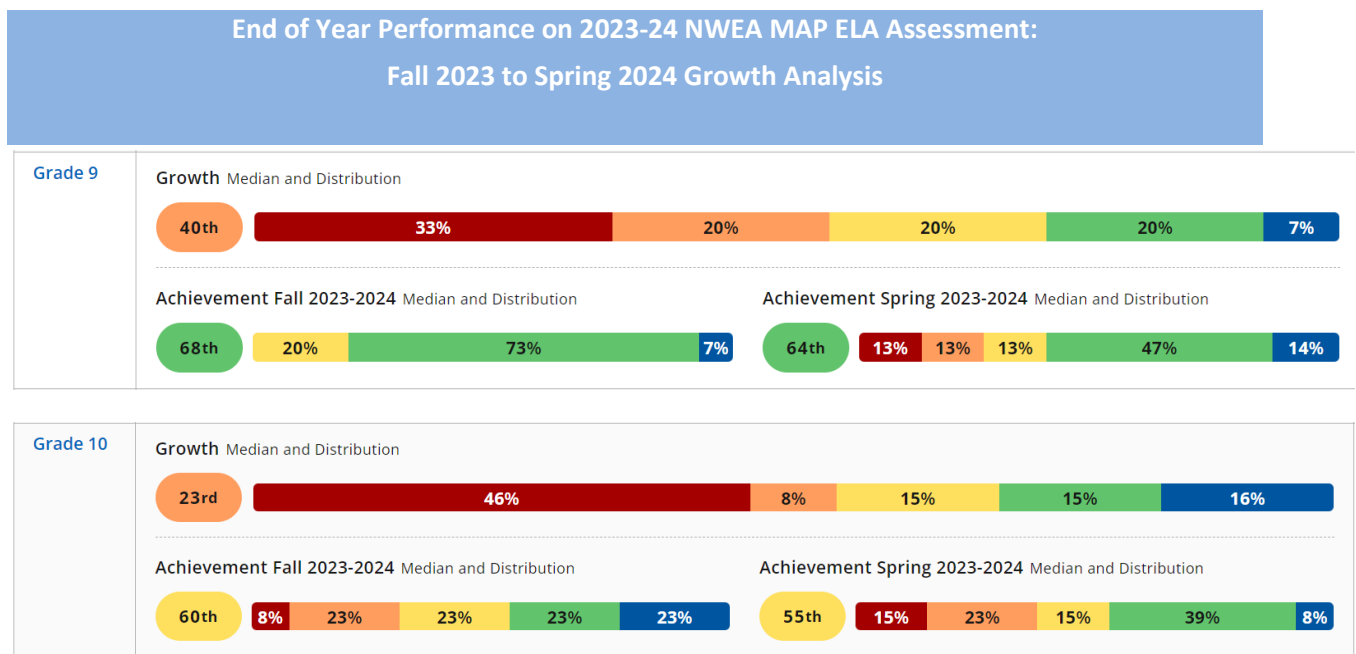
2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

comparison to rubrics to evaluate writing content, engagement with subject matter, effectiveness of structure and organization, and correct usage of mechanical conventions.

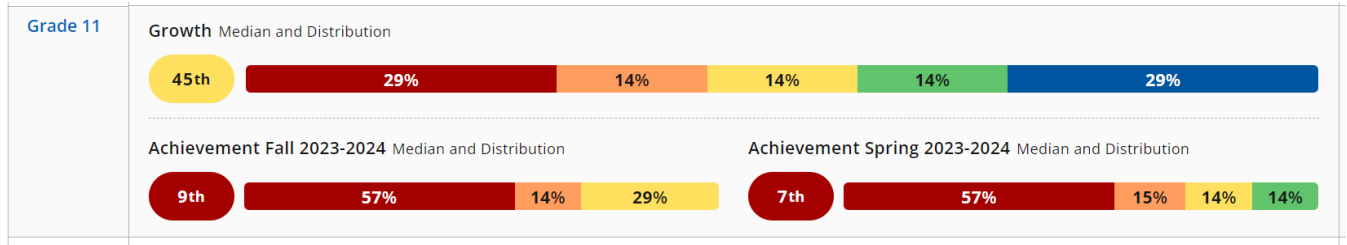
During 2023-24, in addition to Regents-aligned internal assessments, the school primarily used Measures of Academic Progress (MAP) Test for English Language Arts to measure student growth and achievement in ELA. The skill areas assessed by the MAP test include: understanding key ideas, details and connections; vocabulary acquisition and use; and understanding language, craft, and structure.

The reporting feature of the NWEA platform used to administer the MAP test in ELA allows teachers and administrators to generate MAP score profiles and growth reports by individual students and by grade levels. These reports allow the school to gain insights into grade-wide performance compared to the national average, while individual student profiles provide insight into each student’s strengths and weaknesses and growth over time. MAP results are discussed with caregivers at family conferences during the school year, and the results also inform instructional methods and specific interventions for individual students. In addition to helping identify students who may be considered “gifted and talented,” as evidenced by above-grade-level MAP scores, the data is also regularly used by the Student Services team. The Student Services team uses MAP data for identification of students with possible learning disabilities, indirect consultations with core subject teachers, and progress monitoring for students with disabilities, potentially providing evidence for either declassification or an increase in services.

All students are required to take the ELA MAP assessment at the beginning of each school year. Students who test significantly above grade level in one or both areas are exempt from testing in February and June. As a result, while the overall school performance in the Spring appears to be similar to the Fall, but the Spring data set is restricted to students who tested below grade level at the beginning of the year.



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school exceeded the absolute measures for performance on the Regents Exam in English Language Arts, with 87% of the Accountability Cohort scoring at a Level 4 or higher, and 96% of students scoring at least a Level 3. Students in the 2020 cohort were exempt from grade 8 testing due to the COVID-19 pandemic school closures, so there is no data available to assess progress towards this goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Unknown
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.	Unknown
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	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	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

EVALUATION OF HIGH SCHOOL ELA GOAL

The school exceeded the measure by 22 percentage points, an increase of 20 percentage points over 2023 performance. The overall percentage of students passing the exam also increased by 2 percentage points to 96%.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

The school will continue to monitor the implementation and outcomes of established curriculum that emphasizes development of literacy skills across the curriculum, targeted intervention for identified students, and English coursework that is aligned with the ELA Regents exam in grades 9-11.

GOAL 4: MATHEMATICS

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.

BACKGROUND

A mathematics assessment is administered to all students upon entry to New Roots to help determine the best math course placement. This process is supervised by a veteran mathematics teacher who serves as department chair. Freshmen who do not demonstrate the knowledge and skills necessary for Algebra are assigned to a Foundations of Algebra course in their first semester.

The school has adopted the e-mathinstruction curriculum to prepare students for the Algebra, Geometry, and Algebra 2 Regents examinations. The school also offers courses such as Statistics, Personal Money Management, Technical Math, Precalculus, and Calculus aligned with Tompkins Cortland Community College's curriculum to students in grades 11 and 12 for college credit.

Interdisciplinary anchor projects include real-world applications of mathematics skills learned at each grade level.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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 State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. 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.

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)
2018	2021-22	41	25	4	25%
2019	2022-23	18	15	2	67%
2020	2023-24	23	7	2	13%

High School Math Measure 2 - 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.

METHOD

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 a Regents Exam in mathematics. 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2018	2021-22	41	25	15	94%
2019	2022-23	18	15	2	67%
2020	2023-24	23	7	14	88%

High School Math Measure 3 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

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 meet the mathematics requirement for the college and career readiness standard. Students in the 2020 cohort were exempt from grade 8 testing due to the COVID-19 pandemic school closures.

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)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School Math Measure 8 - Growth

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

METHOD

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

for graduation. Students in the 2020 cohort were exempt from grade 8 testing due to the COVID-19 pandemic school closures.

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

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)
2018	2021-22				
2019	2022-23				
2020	2023-24				

MATHEMATICS INTERNAL EXAM RESULTS

The school evaluates student growth and achievement in mathematics at regular intervals by administering Regents-aligned unit assessments and Measures of Academic Progress testing for a comprehensive assessment of each student’s mathematical knowledge and skills. This data is used to inform instruction. An entry exam is administered to new students to determine their baseline skills.

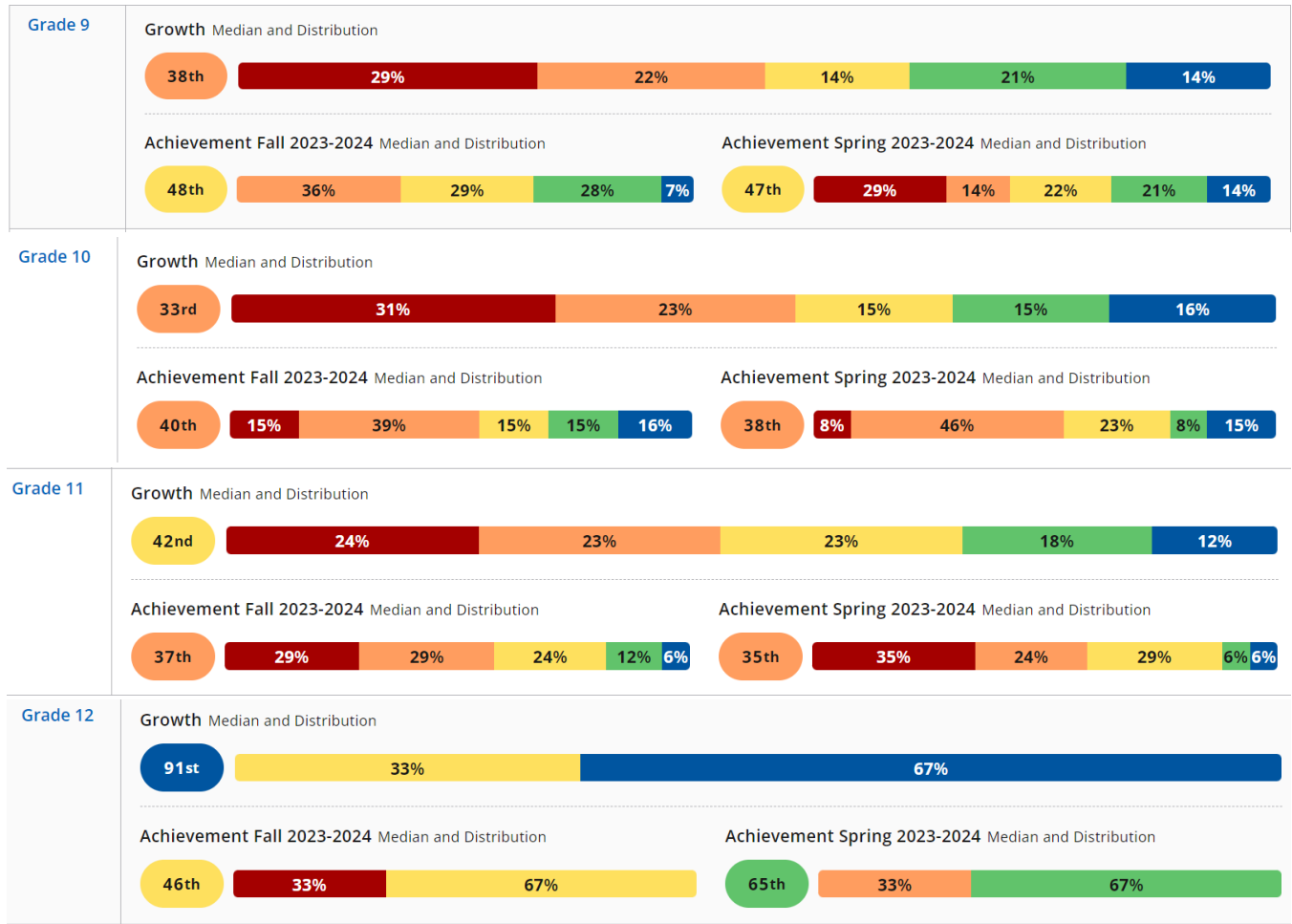
Students’ acquisition of skills and content knowledge is also assessed as a daily practice with Regents-aligned exit tickets for Foundations of Algebra, Algebra I, Geometry, and Algebra 2 courses. Each unit exam is aligned with the relevant Regents exam. Each student enrolled in these courses has an individual plan tailored to their unique needs on the IXL platform, which is used for daily practice. Math teachers compare results from MAP testing, class and IXL practice to confirm correlation and investigate any gaps in correlation.

As with the previously described MAP ELA test, the reporting feature of the NWEA platform allows staff to generate MAP Math growth reports for individual students as well as by grade level. The analysis reports allow staff to assess students’ growth in the following skill areas over time: operations and algebraic thinking; geometry; statistics and probability; and real and complex number systems.

All students are required to take both MAP assessments at the beginning of each school year. Students who test significantly above grade level in one or both areas may be exempted from subsequent testing in February and June. As a result, overall school performance appears to be similar to the Fall testing period, but the Spring results are for students who tested below grade level.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2023-24 NWEA MAP Mathematic Assessment: Fall 2023 to Spring 2024 MAP Math Growth Analysis



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school exceeded the absolute measure of 80 percent of students scoring at or above Level 3 on a mathematics Regents exam by the completion of their fourth year in the cohort by 8 percentage points, but fell short of meeting the goal of 65% achieving Level 4 by 52 percentage points. Data is not available to assess the school's performance on the comparative and growth measures. Students in the 2020 cohort did not take the grade 8 mathematics assessment due to the COVID-19 pandemic closures.

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	NOT MET

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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 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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The school successfully prepares students to pass a required math Regents exam, but only a small percentage of students (13%) are achieving a grade of Level 4 or higher.

ADDITIONAL CONTEXT AND EVIDENCE

As the only charter high school in our region, New Roots attracts students from disparate educational backgrounds. Students may have attended middle school in one of up to 20 local districts, attended school out of the state or country, engaged with a homeschooling mathematics program, or learned mathematics online. As a result, many students have widely divergent preparation for high school mathematics courses. The first two years of mathematics instruction is focused on identifying and addressing gaps in knowledge or skills to support the student in demonstrating proficiency on the Algebra Regents exam, with students scheduled for mathematics instruction 80 minutes per day.

Students who experience significant challenges with mathematics in their early years of high school may be less motivated to continue with traditional mathematics courses in grades 11 and 12, opting instead for courses with applied, real-world projects such as Statistics and Personal Money Management in their junior and senior years, subjects for which there are no Regents exams offered, and thus no opportunity to demonstrate growth through this measure. The school continues to monitor mathematical knowledge and skills using the MAP mathematics test.

ACTION PLAN

As part of a longer-term solution, the school has proposed adding middle school grades to provide our students with a high-quality foundational mathematics education before they enter high school. In the short term, the Board has directed the mathematics team to develop a strategy for increasing the percentage of students who achieve a Level 4 score or higher during each exam administration through targeted skill development and assignment to mathematics learning labs. Additionally, the school will continue to reinforce mathematics skills relevant to the Regents exam through interdisciplinary, real-world application.

GOAL 5: SCIENCE

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.

BACKGROUND

The New Roots Charter School science department has been led by veteran New York State Master Teacher David Streib for over a decade. Under David's leadership, science teachers work in partnership with mathematics teachers to provide a robust, inquiry-oriented learning experience emphasizing real-world, interdisciplinary labs and projects with the theme of ecological sustainability and climate change in keeping with the school's mission and vision.

In August of 2023, we welcomed science teacher Nicole Sly as a new staff member to our Science Department. In 2023-24, Nicole taught Earth Systems Science I, Earth Systems Science II, and Honors Chemistry, the latter of which was offered for college credit through TC3's CollegeNow program.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Environment exam in 2023-24. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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)
2018	2021-22	41	14	24	89%
2019	2022-23	18	16	2	100%
2020	2023-24	23	3	18	90%

High School Science Measure 2 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The school exceeded the measure by 15 percentage points.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	MET
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The school exceeded the measure by 15 percentage points, with 90% of students passing a science Regents exam with a score of 65 or above.

Effective practices that contribute to strong performance on science Regents exams include inquiry-oriented labs, applied projects with real-world relevance, the alignment of interdisciplinary anchor projects and Education for Sustainability standards with the Living Environment exam, and a two-year

course in Earth Systems Science that emphasizes learning about Earth as a holistic system that supports the biosphere. Emphasis on science skills, scientific process, and literacy skills across the disciplines also support student success on science Regents exams.

ADDITIONAL CONTEXT AND EVIDENCE

The school has consistently demonstrated strong performance on this measure. The school attributes this to our mission-aligned science curriculum and long-term leadership of a New York State master teacher.

ACTION PLAN

To sustain our strong performance in this area, the school will continue to focus on ensuring faithful implementation of the school's exemplary science curriculum through coaching and professional development of new teachers who join our faculty.

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.

BACKGROUND

New Roots Charter School students are enrolled in a four-year social studies curriculum featuring cross-disciplinary anchor projects that reinforce course content and themes. Students take two years of Global Studies followed by U.S. History in the junior year, and Sustainable Economics and Participation in Government in the senior year.

In 2023-24, John Killigrew joined the New Roots faculty as our Global Studies teacher.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their 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, or one social studies exam and an alternative pathway exam. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2018	2021-22	41	39	n/a	n/a
2019	2022-23	18	16	1	50%
2020	2023-24	23	0	21	91%

Social Studies Measure 2 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their 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, or one social studies exam and an alternative pathway exam. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2018	2021-22	41	39	0	95%
2019	2022-23	18	15	2	67%
2020	2023-24	23	1	21	95%

Social Studies Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

The school met the measure, with 91 percent of students passing the U.S. History Regents exam and 95 percent passing the Global Studies exam with a score of 65 or higher by the end of their fourth year in the cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	MET
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	MET
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

The school exceeded the measure by 16 percentage points for the U.S. History exam and 20 percentage points for the Global Studies exam. Our emphasis on literacy across the curriculum contributes to student preparation to take these exams successfully.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

New Roots Charter School will continue to emphasize interdisciplinary projects, content area literacy instruction, local history, and community-based learning to render social studies relevant and meaningful to students in order to support their investment in academic achievement in this area. New faculty will receive coaching and professional development to support their implementation of curriculum.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly known as Good Standing)
2023-24	Local Support and Improvement (formerly known as Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

The school has maintained its Local Support and Improvement (Good Standing) status since its inception.