



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

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By The Board of Trustees and Chief Executive Officer

ROADS Charter School I
1495 Herkimer Street
Brooklyn, NY 11233

Abeku Hayes, Principal

Abeku Hayes, Principal ROADS I High School
Katherine Czehut, Director of Research and Evaluation, ROADS Schools Inc.
Courtney Welsh, Managing Director
Sandra Stein, Strategy Consultant

The individuals listed above prepared this Accountability Progress Report on behalf of the school's board of trustees and Chief Executive Officer, Jemina Bernard:

Trustee's Name	Board Position Office, (Committees)
Jeff Li	Chair, (Executive)
Martin Kurzweil	Vice Chair, (Executive, School Performance)
Jane Wilson	Secretary, (Executive, Finance & Audit)
Ashley Dills	Treasurer (Executive, Finance & Audit)
Mark Gallogly	(Executive)
Carrie Braddock	(School Performance)
Gwen Baker	(School Performance)
Stacy Gibbons	(Finance & Audit)

Abeku Hayes has served as Principal since June 2014.

INTRODUCTION

ROADS Charter School I (ROADS Brooklyn) was established to ensure that students who are over-age and under-credited graduate from high school thoroughly prepared to excel academically, professionally, and personally. ROADS Brooklyn continues to operate in a network of two high schools, both of which admit students who are between 15 and 16 years old, are off-track for their age cohort, and have fewer than 11 credits. Further, we give admissions preference to students who have been in foster care, homeless or involved in the criminal justice system. In short, we take those students that many other schools have not been able to serve and those that some schools, responding to the policy incentives built into the traditional school system, actively try to push out. At ROADS Brooklyn, we embrace our students holistically and seek to address all aspects of their wellbeing including healing any past or ongoing emotional traumas, redirecting non-productive behaviors, helping meet basic needs for food and shelter, and, importantly, making up for years of unsuccessful learning experiences. A demographic comparison of ROADS Brooklyn students to the NYC DOE peer group (see Appendix A on page 47) demonstrates that our school actively seeks to serve students with the farthest to go to achieve their goals of obtaining a high school diploma.

Our first two years of start-up was extremely demanding since we had to build the foundation of a new school while also working to more deeply understand our students' complex and varied needs in order to begin implementing strategies to address them. While not yet reflected in our SUNY metrics, we have developed a promising model, which combines intensive social and emotional supports with a flexible, mastery-based instructional approach. Using this approach, we have started to see signs of an impact on our students' academic achievement, with improving formative assessments and solid performance on the Regents exams from a growing number of students. Some of the early victories we are celebrating include:

- Credit Accumulation (Goal 6d): ROADS Brooklyn increased the average rate of credit accumulation based on demonstrated content mastery for all groups of students in SY 2013-14 compared to SY 2012-13. As Goal 6d indicates, the average number of credits earned among students who began the school year with more than 11 credits was higher than their counterparts at peer transfer high schools. While students who began the year with fewer than 11 credits are still earning, on average, fewer credits than their peers at peer transfer high schools, their average is up to 4.52 compared to 4.04 last year.
- Students on Track for Graduation in 2015: Despite coming to ROADS with fewer than a quarter of the credits needed to graduate two years ago, three students are now 12 credits shy of graduation and an additional seven are within 18 credits of the graduation requirement.
- Regents exams: Both the number of different Regents exams administered and the number of students sitting for Regents exams grew tremendously in SY 2013-14 compared to SY 2012-13. This year ROADS Brooklyn administered Regents exams in four subjects to more than 40 students compared to SY 2012-13 when one Regents subject exam was administered to 15 students.

(More data and detail on all of these can be found in the report below.)

In addition to monitoring these and other SUNY accountability metrics, we continue to explore other metrics that represent the leading indicators of student progress and other targets for assessing the success of our students and our schools. For example, this year we will be developing metrics and data collection strategies for non-academic

skills. We will also be integrating our analyses of comparative data such as our students' performance compared to their performance at previous schools, more closely into our day-to-day operations.

The First Two Years: Building a Foundation

Programmatically, our first two years focused on creating the conditions to transition students with unsuccessful academic histories into a school that did not see them as failures but rather saw them as strong individuals worthy of pursuing their goals, despite the failure of the systems that are stretched thin in their efforts to support them. To that end, we put in place strong socio-emotional supports and created a culture of respect and acceptance, dedicating considerable time and effort to getting our students to come to school, to feel safe at school, and to experience respect at school.

Instructional Supports 2013-14

We continued to hone our instructional approach so that we move our students from their prior academic challenges to the ambitious goals they have for professional, personal, and academic success. To that end, our teaching staff worked to build out our offerings, closely align to the Common Core, use interim assessments to drive instruction, and hone their teaching techniques to accelerate student learning.

- **Built out instructional offerings:** In our second year we were able to offer all core content areas to all students by adding science courses.
- **Administered Common Core State Standards (CCSS)-Aligned Interim Assessments (IA):** By instituting a set of rigorous CCSS-aligned IA, teachers, administrators, and students can closely monitor individual student progress toward skill and content mastery, as well as analyze trends in student achievement that can signal the need for alternative curricular and instructional approaches.
- **Instituted Outcomes-based Grading:** Grading is now tied to mastery of CCSS with annualized course grades and a focus on assessing skill and content mastery through baseline, interim, and final assessments. This method proves motivating to students to stick with the learning even if they do not achieve it via our first attempts at teaching the content or skill.
- **Implemented Data-Driven Instruction via a Data Analysis System including Data Days and IA analysis:** Our detailed student progress reports are reviewed bi-monthly between students and teachers so students know exactly where they stand in relation to their goals and teachers can utilize the rich body of information generated through the use of standards-based grading to inform instructional and curriculum decisions.
- **Engaged staff and students in a design process** that framed students as clients and staff as designers tasked with understanding and addressing student needs. The design team collected information about student needs from in-depth interviews and took that information to inform design prototypes for strategic responses, interventions, and basic design elements of our school. From this work, we are in the process of piloting several concepts including a re-imagined Individual Life Plan tool and process.

Talent Development 2013-14

There are two key structures we put in place this past year:

- Provided School Year Professional Development: ROADS Brooklyn used both academic and social/behavioral student performance data to determine the year-to-year priorities for teacher professional development. The foci over the past year of this PD included effective lesson planning, communicating high expectations, and using assessments to inform instruction.
- Summer Professional Development Series: ROADS Brooklyn led a summer professional development series in August 2013 that included sessions on effective lesson planning, classroom management and data-driven instruction. *Student Supports 2013-14*

The following is a representative list of some of the new student supports and opportunities we provided in our second year.

- **Youth Court:** Launched a student-led youth court program through which 15 students were trained to address student behavioral infractions. The Youth Court members completed a 12-week training, developed student sanctions and heard 11 student cases.
- **Exposure to College and Career Opportunities:** Faculty and staff members took students on 3 college visits, hosted an on-site career and college readiness conference and conducted academic field trips during the school year to expose students to the world outside of our community. Students visited colleges such as Pratt University and the New School and places such as the NY Aquarium, Museum of Natural History and the Brooklyn Bridge Walk.
- **Summer Community Service and Leadership Development:** This past summer, 72 ROADS students extended their leadership skills and performed community service through placements at community organizations such as The Leadership Program, Ghetto Film Festival, Green City Force, Friends of Brook Park, and The Police Reform Organizing Project.

In addition to further developing our school's systems and structures, our network has also been redesigned in order to better align their services to our needs. Since the ROADS Network Board hired our new CEO, Jemina Bernard in September of 2013, who formerly served on the ROADS Board of Directors and as the Senior Vice President of Regional Operations at Teach for America, the central office has made various changes to make its work more responsive to school needs. They have created a new, centralized mechanism for attracting and retaining school-based staff by hiring a Team dedicated to Talent and Recruitment. They have added a Managing Director of School Support and Strategic Operations whose focus is to drive ongoing program development, school design work, and to provide strategic operational support to schools. They hired a Manager of Data Systems who has dramatically increased our capacity to build our data infrastructure and reporting mechanisms. They have added a leadership coach to support the principals and leadership teams, focusing mainly on instructional improvement and they have hired a consultant to work with teachers on their development of interim assessments geared toward outcome mastery. . In addition, they secured two consultants – Adele Fabrikant, a former NYC transfer school principal and Sandra Stein, former CEO of the NYC Leadership Academy – to support ROADS Brooklyn in developing its teacher effectiveness rubric and to begin to develop school walk-through tools.

Next steps

Our first two years at ROADS Brooklyn have taught us a great deal and provide direction for years to come. We summarize that learning in the following points:

- Our students require deliberate focus on literacy across the curriculum. As goals 1a and 1b indicate, most of our students come to us reading well below grade-level, and our data show that they are particularly behind their age-cohort in reading comprehension and stamina. In order for them to access curricular content, we need a focused approach to assessing their reading obstacles and a targeted strategy for building their literacy skills that can be applied in every class. Our approach to literacy must be consistent, coherent and targeted to the specific interferences our students experience when approaching text. In our upcoming year we will focus on developing our skills for bolstering our students' ability to read for content mastery.
- In keeping with their academic histories, our students still struggle with consistent attendance as goals 6a and 6e demonstrate. For those who do attend 75% or more of the academic year, 98% demonstrate content and skill mastery resulting in credit accumulation. We believe that although there are environmental factors that contribute to our students' inconsistent attendance, our efforts at improving our academic support in response to our students' learning needs will improve attendance as students will enjoy school more as they experience more academic success.
- For students who are not yet attending school 75% or more of the academic year, we are still seeing progress in both attendance and academics. For example, of ROADS Brooklyn students who attended less than 75% of SY 2013-14, 1-in-6 improved their attendance rate from SY 2012-13 and 2-in-3 demonstrated enough content and skill mastery to earn some credit.

As we transition from start-up to being more established in our third year, we will turn our focus to the academic supports and instructional strategies that students need in order to make up for years of lost learning opportunities while continuing to strengthen our other systems and structures. Our specific next steps are described below:

- **Student Achievement and Support**
 - **Teach targeted literacy skills across the curriculum:** The Director of Teaching and Learning and the Principal will help all teachers embed literacy strategies in their curriculum maps and offer targeted literacy interventions for students reading well below grade level in response to their specific reading challenges.
 - **Launch Individual Life Plan (ILP) tool and processes:** We are adapting the tool piloted in our ROADS Bronx sister school and will use it as a goal-setting and reflection tool. Students will review the ILP regularly through Crew, our advisory program.
 - **Launch an Advisory Program:** We will launch Crew, a formal advisory program, in which students meet weekly with a teacher and/or a student support staff member to set academic and personal goals, discuss progress toward those goals and create action plans for achieving those goals.
 - **Improve Consistency in Staff Responses to Student Behaviors:** Through the use of our newly developed Culture Standards we will improve consistency in both our expectations for student behaviors and performance and the consequences for behaviors that are not acceptable or appropriate at our school. We have set specific targets for key areas such as attendance, violent incidents and removals from class and will monitor these regularly for improvement.
 - **Develop classroom-level authentic student assessments:** Building on our efforts last year to develop IA aligned to rigorous CCSS, these assessments are designed to indicate student mastery of outcomes and college readiness.
 - **Introduce Teacher Templates:** All teachers will use consistent curricular maps, scope and sequence, and lesson planning templates. This standardization of organizational practice will allow for clearer lesson planning, greater collaboration among teachers, and clearer expectations between teachers and supervisors on the content of a lesson and a curriculum.

- **External Partnerships:** In order to meet the varied and complex needs of our students, we will strengthen and formalize existing partnerships with community based organizations, mental health providers and health clinics. We will also seek to establish additional partnerships in areas such as legal support, substance abuse treatment, and family supports.
- **Talent, Recruitment, Retention**
 - **Work with the Network to develop a human resources and compensation strategy:** In partnership with the Network's team for Talent and Recruitment we will develop a comprehensive strategy to ensure that we can attract and retain high quality talent.
 - **Continue to provide teachers with weekly observations and feedback** while increasing the amount of formal written evaluations.
 - **Support teachers through effective professional development:** In the upcoming year, professional development for instruction will focus on instructional reading strategies, lesson planning and developing effective assessments.
- **Accountability and Design**
 - **Hone ROADS Schools' theory of action and evaluate progress toward our goals:** The ROADS Network has engaged the Columbia University Center for Public Research and Leadership to document our school's theory of action with an evaluation framework that clearly delineates data collection practices and benchmark measures toward our goals.
 - **Develop strategies for measuring our students' progress in the social and emotional dimensions of academic success, such as resilience, grit, and self-regulation:** Our Director of Research and Evaluation will research and implement tools for capturing data regarding our students' social and emotional characteristics in order to determine which behaviors we successfully encourage and develop in our students and which we need to learn more about. These data will also allow for more effective and productive performance management of our student services team staff.
 - **Launch teacher performance processes and tools piloted last year:** We will launch teacher performance management tools and processes this year. We will also build our tools for student support, operational staff, and leadership team members. Finally, we will formalize and annualize the entire performance management process across all staff members.
 - **Administer surveys every 6 weeks to students and staff:** These surveys are intended to provide feedback for teachers, student support staff and school leadership to help align support to our students' needs and improve our ability to understand what our students find effective and what we need to change.

Conclusion

Our school has come a long way since we first opened our doors two years ago, and we still have a long way to go in order to ensure that every ROADS Brooklyn student is adequately prepared for professional, academic and personal success. In our upcoming and third year, we will continue to hone our approach to generating student success, enhancing the structures and systems that have worked well to support our students, and increase our focus on our instructional practice, particularly for students entering with low literacy levels. We know that we still have a lot to learn in order to reach every ROADS student; our staff is deeply committed to this work and to demonstrating the power and potential of our dynamic and determined students.

HIGH SCHOOL GOALS AND MEASURES

ROADS Brooklyn Enrollment by Grade Level and School Year¹

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11														
2011-12														
2012-13										179				179
2013-14										208	29	1		238

¹Note: This table includes all students who were enrolled for one day or more during each School Year (SY)

Transfer High School Accountability Cohort

The ROADS Charter High School Accountability Plan will measure outcomes with respect to six-year cohorts. The Sixth Year Accountability Cohort consists of students who entered the 9th grade six years ago. For SY 2013-14, the Sixth Year Accountability Cohort is made up of students who entered the 9th grade in SY 2008-09, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in SY 2013-14, and remained in the school for the rest of the year. It does not include those who left during the school year.

Currently, ROADS Brooklyn does not have any students in their sixth year of high school. The following table groups students by the year they first entered the 9th grade anywhere and indicates the school year in which each group will reach its sixth year of high school.

Sixth Year High School Accountability Cohorts at ROADS Brooklyn

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of SY 2013-14	Number Leaving During SY 2013-14	Number in Accountability Cohort as of June 30th
2013-14	2008-09	2008	0	0	0
2014-15	2009-10	2009	5	2	3
2015-16	2010-11	2010	20	8	12
2016-17	2011-12	2011	32	7	25
2017-18	2012-13	2012	105	23	82
2018-19	2013-14	2013	52	14	38
2017-18	2012-13	2012	68	22	46
2018-19	2013-14	2013	61	21	40

Total Transfer High School Cohort for Graduation

As with the Accountability Cohort, students are included in the Total Transfer High School Cohort for Graduation based on the year they first enter the 9th grade. Students who were enrolled in the school for one day or more after entering the 9th grade are part of the school's Total Cohort for Graduation. ROADS removes students from this cohort only for the following reasons: transferred to another public or private diploma-granting institution with

documentation, transferred to home schooling by a parent or guardian, transferred to a postsecondary school prior to earning a diploma, transferred by court order, left the U.S. or deceased.

Currently ROADS Brooklyn does not have any students in their sixth year of high school. The following table groups students by the year they first entered 9th grade anywhere and indicates the school year in which each group will reach its sixth year in the cohort.

Sixth Year High School Total Cohort for Graduation at ROADS Brooklyn

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th (a)	Additional Students Still in Cohort ^[1] (b)	Graduation Cohort (a) + (b)
2013-14	2008-09	2008	0	0	0
2014-15	2009-10	2009	3	9	12
2015-16	2010-11	2010	12	7	19
2016-17	2011-12	2011	25	4	29
2017-18	2012-13	2012	85	14	99
2018-19	2013-14	2013	59	0	59

^[1] Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

ENGLISH LANGUAGE ARTS

Goal 1a: Growth Measure

Each year, the group of students in their second year at ROADS who have taken a norm-referenced English test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

The school administered the Northwest Evaluation Association's Measures of Academic Progress (NWEA Map) assessment for reading comprehension. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9th grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9th grade students. This measure examines the progress ROADS has made towards improving students' reading comprehension skills, particularly the cohorts that perform below the national average for grade 9 students.

The assessment was administered during the summer of 2012 as a class placement tool and again in the winter and spring of 2013 as the first benchmarks for growth on a nationally norm-referenced assessment. The assessment was administered again in the summer of 2013 as a class placement tool for incoming students and in the spring of 2014 to measure growth.

Last year, the cohort average score was calculated using students' RIT scores, which are scale scores on the NWEA Map assessment. The averaged RIT score was then transformed into the appropriate percentile score for the term in which students took the assessment. After further research, it was discovered that this transformative step is not necessary. For this reason, this year the cohort average score is calculated using each student's percentile score. Additionally, last year students' test scores were separated by testing season. Upon further investigation, we discovered that the percentile scores shift with the testing season and that this step, too, is no longer necessary. Therefore, this year scores are not distinguished by testing season.

Results

The table below shows first to second year growth on the NWEA Map Reading assessment for ROADS Brooklyn students. The first column indicates the cohort year; the second column displays the number of students in each cohort; the third column shows the number of students in each cohort with test results in year 1 and year 2; the fourth column lists the average percentile score achieved by students with year 1 and year 2 test results in each cohort; the fifth column shows the target percentile score for year 2; the sixth column indicates whether or not the target was achieved by each cohort. The 2013 cohort is not included as students in this cohort just completed their first year of high school and therefore do not have test results for year 2.

Results displayed in the table below show that the average percentile score in year 1 for each cohort save 2010 is in the bottom quartile of all 9th grade students nationally. The three students in cohort 2010 with test scores in both years averaged a percentile score of 37 on the year 1 test, which places them in the second quartile and still below the national average of 50. As indicated below, this cohort showed the greatest gains on the NWEA Map reading assessment. The 2010 cohort missed the target for year 2 by just 0.2 percentile points. Results from other cohorts fall short of expectations and do not reflect the growth that occurred in our classrooms. Specifically, the average

percentile score for the 2011 cohort declined by 0.4 percentile points and by 0.2 percentile points for the 2012 cohort.

First to Second Year Cohort Growth on the NWEA Map Reading Assessment

Cohort Designation	Number in Cohort	Number Tested in Year 1 & 2	Average %tile Score Year 1	Target %tile for Year 2	Average %tile Score Year 2	Target Achieved
2009	3	1	9	29.5	10	No
2010	12	3	37	43.5	43.3	No
2011	25	5	15.4	32.7	15	No
2012	85	21	5.5	27.8	5.3	No
2013	59					
Total	184	30	10.4	30.2	10.9	No

Evaluation

This goal was not achieved. While the three students in cohort 2010 were just 0.2 percentage points shy of the target for year 2, NWEA Map test results for the other cohorts do not reflect the content and skill mastery that students displayed in the classroom.

One reason identified as an obstacle to achieving this goal is that it is difficult to integrate the NWEA Map into the content of classroom instruction at ROADS Brooklyn. This is because NWEA Map aligns student performance to the Descartes learning continuum, but our courses are aligned to CCSS. Therefore, educators must translate the NWEA Map results from Descartes learning continuum into CCSS before they can apply the insights to their classroom practice. For this reason, NWEA Map tests cannot have an immediate impact on classroom content.

To achieve goal 2a in the coming years, ROADS Brooklyn is transitioning to Scantron Performance Series. Performance Series tests are aligned to CCSS and provide reports that point to specific CCSS-aligned skills for individual students to address to improve their learning. In this way, educators will be able to immediately apply the Scantron test results to classroom instruction.

Goal 1b: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents Comprehensive English exam) by the completion of their sixth year in the cohort.

Method

The school demonstrates the effectiveness of its English Language Arts program by enabling students who did not meet proficient standards in the 8th grade (e.g. those who received a performance level of 1 or 2 on the New York State English Language Arts test) to meet the English requirement for graduation with a Regents diploma (passing the Regents with a 65 or higher) and the college and career readiness standard (passing the Regents with a 75 or higher).

Results

Results for this goal are not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Additional Evidence

At ROADS, the majority of students with 8th grade state test scores in English did not meet proficiency standards. Of the 115 students with test scores, 93% achieved a performance level of 1 or 2. It is likely that most of the 69 students missing test results would have scored at or below basic as well: 63 of the 69 students are missing test results because they enrolled in ROADS Brooklyn from grades 5, 6 or 7. Accordingly, results displayed in the table for goal 1b, below, are similar to those displayed in the table for goal 1c.

In SY 2013-14 the school administered both the Comprehensive English Language Arts Regents exam as well as the Common Core English Regents exam. Results for both tests are combined and displayed in the table below.

The table below compares each cohort's pass rate on the English Language Arts Regents prior to ROADS to its pass rate at ROADS. The table shows that prior to ROADS no student who performed at or below basic on the 8th grade English test had taken the English Regents exam. By contrast, in the two years since ROADS Brooklyn opened, 17 students who performed at or below basic on the 8th grade English test have sat for the exam, 8 have passed with scores of 65 or higher, and 2 have passed with scores at or above the college and career readiness benchmark. Notably, every student in the 2011 cohort who scored at or below basic on the 8th grade ELA test and sat for the ELA Regents since enrolling at ROADS has passed with a score of 65 or higher. ROADS Brooklyn anticipates doubling these numbers next year, as the majority of our founding cohort will be completing the third year of their English Language Arts courses and thus sitting for the English Language Arts Regents in June 2015.

English Language Arts Regents Passing Rate Among Students Who Did Not Perform at the Proficient Level on the 8th Grade State English Test by Accountability Cohort

Cohort Designation	Number in Cohort	Number with 8th Grade Test Score	Number with 8th Grade ELA Performance Level 1 or 2 Score	Prior to ROADS				At ROADS					
				Number Took the Exam	Score >=65		Score >=75		Number Took the Exam	Score >=65		Score >=75	
					N	%	N	%		N	%	N	%
2009	3	3	2	0	0	0%	0	0%	0	0	0%	0	0%
2010	12	12	10	0	0	0%	0	0%	4	3	30%	0	0%
2011	25	23	19	0	0	0%	0	0%	5	3	16%	2	11%
2012	85	43	42	0	0	0%	0	0%	8	2	5%	0	0%
2013	59	34	34										
Total	184	115	107	0	0	0%	0	0%	17	8	7%	2	2%

Goal 1c: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort.

Method

The school administers the New York State Regents English Language Arts exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma, and scoring 75 to meet the college and career readiness standard.¹ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their sixth year in the cohort. Students have until the summer of their sixth year to do so.

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Additional Evidence

In SY 2013-14 the school administered both the Comprehensive English Language Arts Regents exam as well as the Common Core English Regents exam. Results for both tests are combined and displayed in the table below.

The table below shows ROADS Brooklyn students' progress against goal 1c in the years prior to enrolling in ROADS and at ROADS. Prior to admission to ROADS, no student had sat for the ELA Regents exam. Since ROADS Brooklyn opened two years ago, 28 students have taken the exam, 10 have passed with a score of 65 or higher and 2 have achieved or surpassed the college and career ready benchmark. The two students who achieved the college and career ready standard demonstrate considerable progress made since enrolling at ROADS Brooklyn as both scored at or below basic on the state test in ELA.

¹ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

English Language Arts Regents Exam Results Prior to ROADS and at ROADS Brooklyn

Cohort Designation	Number in Cohort	Prior to ROADS										At ROADS									
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100			
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%		
2009	3	0	0	0%	0	0%	0	0%	0	0%	1	1	33%	0	0%	0	0%	0	0%		
2010	12	0	0	0%	0	0%	0	0%	0	0%	6	2	17%	0	0%	4	33%	0	0%		
2011	25	0	0	0%	0	0%	0	0%	0	0%	7	3	12%	0	0%	2	8%	2	8%		
2012	85	0	0	0%	0	0%	0	0%	0	0%	14	10	12%	2	2%	2	2%	0	0%		
2013	59																				
Total	184	0	0	0%	0	0%	0	0%	0	0%	28	16	9%	2	1%	8	4%	2	1%		

Goal 1d: Absolute Measure

Each year, the Performance Level Index (PLI) on the Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of 163.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

Results for this goal are not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Goal 1e: Comparative Measure

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

Method

The school compares the performance of students in the school's sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exams up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results

Results for this goal are not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Summary of the High School English Language Arts Goal

Test results on the NWEA Map reading assessment do not reflect the growth that students displayed in the classroom. Therefore, the one English Language Arts goal that was the applicable to this school year was not met. The school is showing progress towards the remaining goals by dramatically increasing the number of students who are sitting for and passing the English Regents exam compared to students’ experiences prior to enrolling in ROADS. It is anticipated that the number of students taking and passing the English Language Arts Regents will double in the next school year as the founding cohort will be completing its third year of English Language coursework. This means more students will be prepared to sit for the exam in June 2015 than ever before.

Type	Measure	Outcome
1a Growth	Each year, the group of students in their second year at ROADS who have taken a norm-referenced English test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Did Not Achieve
1b Absolute	Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8 th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort.	Not Applicable
1c Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort.	Not Applicable
1d Absolute	Each year, the Performance Level Index (PLI) on the Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Not Applicable
1e Comparative	Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring a 75 on the New York State Regents exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable

Action Plan

ROADS Brooklyn uses a standards-based grading system aligned to Common Core State Standards (CCSS). This practice allows for clarity of expectations for student learning, common planning amongst staff, and targeted curriculum and remediation.

The school has developed a set of rigorous CCSS-aligned Interim Assessments (IA) to use in conjunction with data days and a system of data analysis to drive student achievement. Through the implementation of a system of IA and data-driven instruction ROADS Brooklyn has the ability to closely monitor the progress of individual students, to identify trends and patterns in student achievement, and to make the necessary adjustments to curriculum and instruction to improve student outcomes.

We have revised our daily schedule to include 6 longer periods versus the 7 we offered last year. These longer periods will allow teachers to include specific instruction around skill acquisition in each class.

Students are provided multiple opportunities to master standards. This is done in part to ensure that students who have fallen behind in their credit accumulation have extended opportunities to learn and master content through blended learning lab, office hours and Crew.

○ **Literacy interventions planned for 2014-15**

- **Support for Teaching Literacy across the Curriculum:** Our Director of Teaching and Learning and our principal will teach all instructional staff reading strategies to support students whose reading skills are below grade level. These strategies will include guided reading, close reading, and direct vocabulary instruction. Teachers across the curriculum will be expected to embed these strategies into their curriculum maps and instructional practice. Use of these strategies will benefit all struggling students, and especially those who are at a reading level of fourth grade or below. Through year-round professional development and regular meetings with teachers, the Director of Teaching and Learning and the principal will ensure that such strategies are reflected in unit plans, monthly plans and, most importantly, instructional practice.
- **Assessments:** In the early part of the year, teachers will use results from Scantron and interim assessments to understand student reading skills and learning needs. ROADS Brooklyn will train teachers on the Fountas and Pinnell assessment to be implemented in Trimester 3.
- Teachers will use Achieve3000 and APEX to support students' Lexile level growth through blended learning with the goal of making progress toward college- and career-ready reading levels.
- In order to increase student interest and engagement in ELA courses, the courses will be organized by themes and will connect around questions of personal identity, community issues and creating change.

MATHEMATICS

Goal 2a: Growth Measure

Each year, the group of students in their second year at ROADS who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

The school administered the Northwest Evaluation Association's Measures of Academic Progress (NWEA Map) assessment for mathematics. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9th grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9th grade students. This measure examines the progress ROADS has made towards improving students' mathematics skills, particularly the cohorts that perform below the national average for 9th grade students.

The assessment was administered during the summer of 2012 as a class placement tool and again in the winter and spring of 2013 as the first benchmarks for growth on a nationally norm-referenced assessment. The assessment was administered again in the summer of 2013 as a class placement tool for incoming students and in the spring of 2014 to measure growth.

Last year, the cohort average score was calculated using students' RIT scores, which are scale scores on the NWEA Map assessment. The averaged RIT score was then transformed into the appropriate percentile score for the term in which students took the assessment. After further research, it was discovered that this transformative step is not necessary. For this reason, this year the cohort average score is calculated using each student's percentile score. Additionally, last year students' test scores were separated by testing season. Upon further investigation, we discovered that the percentile scores shift with the testing season and that this step, too, is no longer necessary. Therefore, this year scores are not distinguished by testing season.

Results

The table below shows first to second year growth on the NWEA Map Mathematics assessment for ROADS Brooklyn students. The first column indicates the cohort year; the second column displays the number of students in each cohort; the third column shows the number of students in each cohort with test results in year 1 and year 2; the fourth column lists the average percentile score achieved by students with year 1 and year 2 test results in each cohort; the fifth column shows the target percentile score for year 2; the sixth column indicates whether or not the target was achieved by each cohort. The 2013 cohort is not included as students in this cohort just completed their first year of high school and therefore do not have test results for year 2.

Results displayed in the table below do not reflect the level of content and skill mastery students displayed in the classroom. The 2010 cohort demonstrated the greatest growth on the NWEA Map mathematics assessment. Among the two students in the 2010 cohort with year 1 and 2 test scores, the average increased by 148% $((26 - 10.5)/10.5)$ from year 1 to year 2. However, no cohort achieved the target percentile score for year 2.

First to Second Year Cohort Growth on the NWEA Map Mathematics Assessment

Cohort Designation	Number in Cohort	Number Tested in Year 1 & 2	Average %tile Score Year 1	Target %tile for Year 2	Average %tile Score Year 2	Target Achieved
2009	3	2	3	26.5	2	No
2010	12	2	10.5	30.3	26	No
2011	25	7	11.6	30.8	7.7	No
2012	85	23	3.9	26.9	4.1	No
2013	59					
Total	184	34	5.8	27.9	6	No

Evaluation

This goal was not achieved.

There are two reasons why this goal was not met. First, as with the NWEA Map reading test, it is difficult to embed NWEA Map into the content of classroom instruction at ROADS Brooklyn. NWEA Map aligns student performance to the Descartes learning continuum, but our courses are aligned to CCSS. Educators must translate the NWEA Map results from Descartes learning continuum into CCSS before they can apply the insights from NWEA Map to their classroom practice. For this reason, NWEA Map tests cannot have an immediate impact on classroom content.

The second reason why this goal was not met is because the content of the NWEA Map Mathematics test does not align to the content of classroom instruction. Core Mathematics courses at ROADS Brooklyn cover Algebra skills and content. However, this content makes up a fraction of the NWEA Map Mathematics test. Instead, the majority of the NWEA Map test covers topics that students were taught in previous years. Since the aim of this goal is to measure growth in student learning that is taking place at ROADS Brooklyn, the NWEA Map Mathematics test is not an appropriate means to achieving this end.

To achieve this goal in the coming years, ROADS Brooklyn is transitioning to Scantron Performance Series Algebra test for high school students. Performance Series tests are aligned to CCSS and provide reports that point to specific CCSS-aligned skills for individual students to address to improve their learning. In this way, educators will be able to immediately apply the Scantron test results to course curricula. Additionally, the content of the Scantron Performance Series Algebra test more closely aligns to the content of classroom instruction.

Goal 2b: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort who performed at the basic level on the New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their sixth 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 8th grade (e.g. those who received a performance level 1 or 2) to meet the mathematics requirement for graduation with a Regents diploma (passing the Regents exam with a 65 or higher) and the requirements for the college and career readiness standard (passing the exam with an 80 or higher).

Results

Results for this goal are not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Additional Evidence

Of the ROADS Brooklyn students with 8th grade state test scores in Mathematics, the majority (91%) achieved a performance level of 1 or 2. It is likely that most of the 68 students missing scores would have scored at or below basic as well: 94% are missing 8th grade test scores because they enrolled in ROADS from grades 5, 6 or 7. Given that the majority of students performed at or below basic on the 8th grade Mathematics test, results displayed in the table for goal 2b, below, are similar to those displayed in the table for goal 2c.

In SY 2013-14 the school administered both the Common Core Algebra Regents exam as well as the Integrated Algebra Regents exam. Results for both assessments are combined in the table below.

The table below compares the passing rate of each cohort on the Integrated Algebra exam to the passing rate at ROADS Brooklyn. As the last row of the table indicates, prior to enrolling at ROADS, the passing rate on the Integrated Algebra exam among our students who scored at or below basic on the 8th grade test was 31% with 4 in 13 passing with scores below the college and career readiness benchmark. In the two years since ROADS Brooklyn opened its doors, the passing rate has increased 1.72 times, to 53%, with 8 of 15 students passing and 1 achieving the college and career readiness benchmark.

**Integrated Algebra Regents Passing Rate Among Students
Who Were Not Proficient in the 8th Grade by Accountability Cohort**

Cohort Designation	Number in Cohort	Number with 8th Grade Test Score	Number with 8th Grade Math Performance Level 1 or 2 Score	Prior to ROADS				At ROADS					
				Number Took the Exam	Score ≥ 65		Score ≥ 80		Number Took the Exam	Score ≥ 65		Score ≥ 80	
					N	%	N	%		N	%	N	%
2009	3	3	3	1	0	0%	0	0%	1	0	0%	0	0%
2010	12	12	9	4	2	22%	0	0%	3	1	11%	1	11%
2011	25	23	21	7	1	5%	0	0%	7	6	29%	0	0%
2012	85	42	36	1	1	3%	0	0%	4	1	3%	0	0%
2013	59	36	36	0	0	0%	0	0%	0	0	0%	0	0%
Total	184	116	105	13	4	4%	0	0%	15	8	8%	1	1%

Goal 2c: Absolute Measure

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

Method

The school administered the New York State Regents Integrated Algebra exam. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma, and scoring 80 to meet the college and career readiness standard.² This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their sixth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their sixth year to pass a mathematics exam.

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Additional Evidence

The table below compares the number and performance of all ROADS Brooklyn students on the Integrated Algebra Regents exam prior to ROADS and at ROADS. In SY 2013-14 the school administered both the Integrated Algebra Regents exam as well as the Common Core Algebra Regents exam. Results for both exams are combined in the table below. Prior to ROADS, 16 students had sat for the exam, 6 had passed with scores between 65 and 79, 3 had received scores approaching proficiency and 7 received scores below 54. None of our students had achieved the college and career readiness benchmark. Since ROADS Brooklyn opened its doors two years ago, 3 students have achieved the college and career ready benchmark and 12 have passed with a score between 65 and 79. The passing rate of students who sit for the exam at ROADS Bronx is 63%.

² The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

Integrated Algebra Regents Exam Information for ROADS Brooklyn

Cohort Designation	Number in Cohort	Prior to ROADS								At ROADS									
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-79		Score of 80-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-79		Score of 80-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	3	1	1	33%	0	0%	0	0%	0	0%	1	1	33%	0	0%	0	0%	0	0%
2010	12	7	3	25%	0	0%	4	33%	0	0%	5	0	0%	2	17%	1	8%	2	17%
2011	25	7	3	12%	3	12%	1	4%	0	0%	8	1	4%	0	0%	6	24%	1	4%
2012	85	1	0	0%	0	0%	1	1%	0	0%	10	2	2%	2	2%	5	6%	0	0%
2013	59	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
Total	184	16	7	4%	3	2%	6	3%	0	0%	24	4	2%	4	2%	12	7%	3	2%

Goal 2d: Absolute Measure

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

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of 142.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

Results for this goal are not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Goal 2e: Comparative Measure

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

Method

The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents most recently available peer transfer high school results.³

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Summary of the High School Mathematics Goal⁴

NWEA Map mathematics test results do not reflect the level of content and skill mastery students displayed in the classroom. For this reason, the one Mathematics goal that was the applicable to this school year, 2a, was not met. The school is showing progress towards the remaining goals by increasing the passing rate on the Integrated Algebra Regents exam from students' performance prior to enrolling at ROADS Brooklyn to their performance since enrolling in ROADS Brooklyn.

³ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Type	Measure	Outcome
2a Growth	Each year, the group of students in their second year at ROADS Brooklyn high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not Achieved
2b Absolute	Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8 th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents mathematics exam) by the completion of their sixth year in the cohort.	Not Applicable
2c Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their sixth year in the cohort.	Not Applicable
2d Absolute	Each year, the Performance Level Index (PLI) on a Regents mathematics exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's accountability system.	Not Applicable
2e Comparative	Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable

Action Plan

Our students enter ROADS Brooklyn with a wide range of mathematics skills and proficiencies. At entry students take several mathematics diagnostic assessments, which ascertain their algebra-ready and foundational mathematics skills.

In SY 2014-15 the mathematics department will focus on depth of knowledge rather than breadth of coverage, honing in on the math concepts prioritized in the Common Core State Standards. Teachers continue to develop learning progressions that move students from their current baseline performance to mastery of CCSS, using IA to guide their lesson planning.

In order to more effectively engage students in math, we will offer choices in post-algebra course selections, including college-readiness math and math courses with content applicable to daily and future life.

Our math department uses the same academic structures as the English Language Arts department, including data-driven instruction, IA and standards-based grading.

SCIENCE

Goal 3a: Absolute Measure

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

Method

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

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Additional Evidence

ROADS Brooklyn did not administer a Science Regents exam in SY 2013-14. It is anticipated that the school will administer both the Earth Science and Living Environment Regents exams in June 2015. To date, no student at ROADS Brooklyn has passed a Regents exam in science. Five students have taken the Living Environment Regents exam prior to enrolling in ROADS Brooklyn, one received a score approaching proficiency and four achieved scores lower than 54.

Living Environment Regents Exam Information for ROADS Brooklyn

Cohort Designation	Number in Cohort	Prior to ROADS									At ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	3	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2010	12	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2011	25	5	4	16%	1	4%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2012	85	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2013	59	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
Total	184	5	4	2%	1	1%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%

Goal 3b: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

Method

The school compares the performance of students in the sixth year Accountability Cohort to that of students in the high school Accountability Cohort from peer transfer high schools. Given that students may take Regents exams up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results

Results for this goal are not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2012-13 as no students were in their sixth year of the cohort.

Summary of the Science Goal

While neither measure is applicable this year, ROADS Brooklyn laid the foundation for a successful science Regents pass rate in SY 2014-15 by offering all students a one-year Environmental Science course in SY 2013-14.

Type	Measure	Outcome
3a Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their sixth year in the cohort.	Not Applicable
3b Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable

Action Plan

In SY 2014-15 ROADS will offer a 3-term Living Environment and Earth Science course, culminating in a June 2015 Regents. In addition, Forensic Science will be offered as an elective.

Students also will be offered comprehensive lab time after school to insure they are able to complete the required lab activities.

Our science department uses the same academic structures as the mathematics and English Language Arts departments, including data-driven instruction, Interim Assessments (IA) and standards-based grading.

SOCIAL STUDIES

Goal 4a: Absolute Measure

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

Method

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

Results

Results for this goal are not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2013-14 as no students were in their sixth year of the cohort.

Additional Evidence

ROADS Brooklyn did not administer a U.S. History Regents exam in SY 2013-14. It is anticipated the first group of students will take this Regents exam in June 2015. The table below shows that prior to ROADS Brooklyn, two students had sat for the U.S. History Regents exam, one achieved a passing score and one received a score less than 54.

U.S. History Regents Exam Information for ROADS Brooklyn

Cohort Designation	Number in Cohort	Prior to ROADS									At ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	3	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2010	12	2	1	8%	0	0%	1	8%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2011	25	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2012	85	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2013	59	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
Total	184	2	1	1%	0	0%	1	1%	0	0%	0	0	0%	0	0%	0	0%	0	0%

Goal 4b: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above after their sixth year in the cohort will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.

Method

The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Goal 4c: 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 sixth year in the cohort.

Method

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

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Additional Evidence

ROADS Brooklyn administered a Global History Regents exam for the first time in June 2014. Results do not reflect the time and effort that educators and students spent preparing for this exam. The table below shows the performance of students who sat for the Global History Regents exam prior to enrolling at ROADS Brooklyn and at ROADS Brooklyn. As the table indicates, of the two students who took the exam prior to ROADS, neither achieved a passing score. At ROADS Brooklyn, 22 students sat for the exam in SY 2013-14 and 1 passed.

Global History Regents Exam Information for ROADS Brooklyn

Cohort Designation	Number in Cohort	Prior to ROADS									At ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	3	1	0	0%	1	33%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2010	12	1	1	8%	0	0%	1	8%	0	0%	7	4	33%	2	17%	1	8%	0	0%
2011	25	0	0	0%	0	0%	0	0%	0	0%	5	5	20%	0	0%	0	0%	0	0%
2012	85	0	0	0%	0	0%	0	0%	0	0%	10	9	11%	1	1%	0	0%	0	0%
2013	59	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
Total	184	2	1	1%	1	1%	1	1%	0	0%	22	18	10%	3	2%	1	1%	0	0%

Goal 4d: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above after their sixth year in the cohort will exceed that of the high school Accountability Cohort from peer transfer high schools.

Method

The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents most recently available peer transfer high school results.

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Summary of the Social Studies Goal

The passing rate of the first group of ROADS Brooklyn students to sit for the Global History Regents exam does not reflect the time and effort that students and educators put into preparing for this assessment. These results are tempered, in part, by the fact that the Global History Regents has the lowest pass rate of all Regents exams.⁵ The additional evidence provided indicates that ROADS Brooklyn is progressing on these goals by increasing the number of students who are preparing to take both Social Studies Regents exams necessary for graduation.

Type	Measure	Outcome
4a Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their sixth year in the cohort.	Not Applicable
4b Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable
4c Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their sixth year in the cohort.	Not Applicable
4d Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.	Not Applicable

Action Plan

In 2014-15 teachers will revise the social studies curriculum so that it aligns with recently released NY State Common Core Social Studies framework that fosters a thematic approach to teaching and learning Global History

⁵ <http://ny.chalkbeat.org/2012/09/10/instead-of-eliminating-global-studies-exam-state-could-revamp-it/#.VBbq8vldX6I>

and Geography. Additionally, social studies teachers will be collaborating with their ELA counterparts so that coursework in the two disciplines benefits from overlapping literacy skill development and thematic content.

During the 2014-15 school year ROADS Brooklyn will have students sitting for the Global History Regents exam and for the U.S. History Regents exam. To support students as they prepare for these exams, social studies classes will use in-class assessment formats that are similar to the Regents exams, including multiple choice, document-based essays, and thematic essays so that our students are familiar with not only the content tested but the testing formats as well.

In addition, an Economics elective will be offered this year.

Our social studies department uses the same academic structures as the mathematics and English Language Arts departments, including data-driven instruction, Interim Assessments (IA) and standards-based grading.

NCLB – THE SCHOOL WILL MAKE ADEQUATE YEARLY PROGRESS

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

Results

According to ESEA Accountability Designation Reports available here:

<http://www.p12.nysed.gov/accountability/documents/AccountabilityStatusfor2014-15.xlsx>

ROADS Charter School I is in Good Standing for 2014-15.

Evaluation

Goal 5 was achieved.

HIGH SCHOOL GRADUATION

Goal 6a: Absolute Measure

Each year, 75 percent of students will have an attendance rate of 75 percent for the year.

Method

This measure examines the number of students in each Total Graduation Cohort who attended at least 75% of the days in which they were enrolled in SY 2013-14. Following the method set forth in the “Educator Guide: The New York City Progress Report Transfer High School 2011-12” (page 7), all students who are on register for fewer than 40 days in SY 2012-13 and/or SY 2013-14 are excluded from analysis.

Results

The following table shows that 24% of ROADS Brooklyn students attended school at least 75% of SY 2013-14. The number and percent of students who attended 75% or more was highest in the 2013 cohort (29%).

Students with an Attendance Rate of 75% or Higher in SY 2013-14

Cohort Designation	Number in Cohort	Number with Valid Attendance Rate	Attended 75% or More	
			N	%
2009	12	3	0	0%
2010	19	13	1	8%
2011	29	25	6	24%
2012	99	88	21	24%
2013	59	59	17	29%
Total	218	188	45	24%

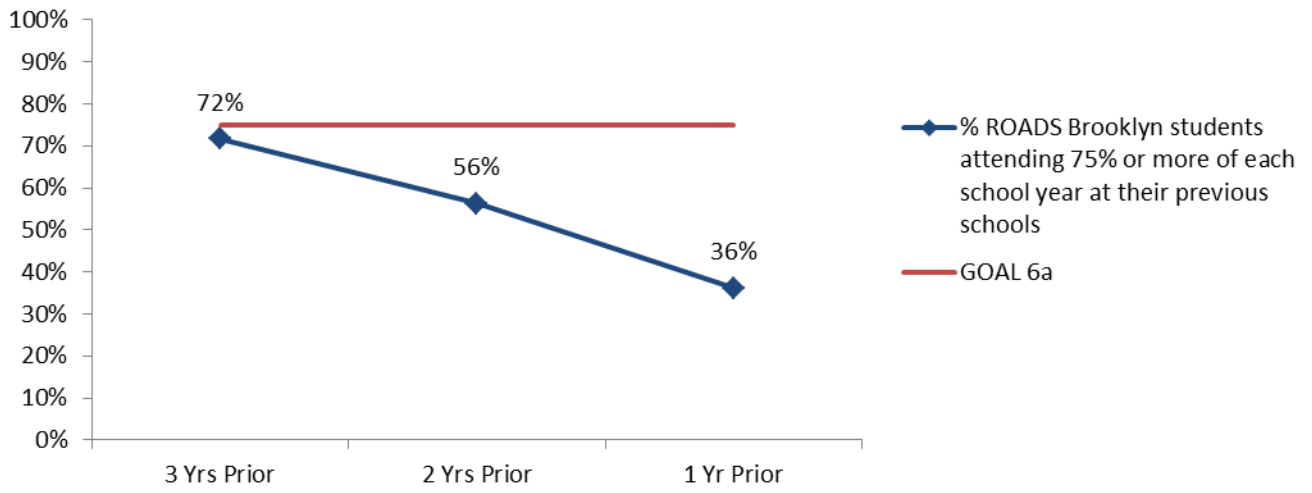
Evaluation

Goal 6a was not achieved.

Additional Evidence

While ROADS Brooklyn strives to achieve goal 6a, there are several entrenched obstacles we must learn to overcome before this can become a reality. ROADS Brooklyn’s student population has a history of severe chronic truancy. While there are many well-regarding methods geared towards increasing attendance, there is little evidence to support claims of an agreed upon best practices for students with histories of severe chronic truancy. The graph below shows the percent of our students with an attendance rate of 75% or higher in each of the three years prior to their admission to ROADS. As the graph shows, the percent of students attending 75% or more had been declining sharply each year in the three years prior to ROADS. Three years prior, when the percentage was highest, 72% of our student population attended school 75% or more of the time—below the level of goal 6a. This percentage dropped to 56% two years prior to ROADS and to 36% the year prior.

Percent of Students Attending 75 Percent or More in the 3 Years Prior to ROADS



Goal 6b: Absolute Measure

Each year, 75 percent of students in the third year high school total Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75% of students in each Total Graduation Cohort pass at least two Regents exams by their third year in the cohort. In August 2014, the 2011 cohort will have completed its third year. Students in the 2011 cohort have spent only one or two of their years in high school at ROADS Brooklyn.

Results

The table below displays the number and percent of students in the 2011 cohort who have passed Regents exams. The third and fourth columns display the number and percent that have passed at least two Regents exams. The fifth and sixth columns show the number and percent that have passed at least one Regents exam. According to results displayed in the table, of the 28 students in the 2011 cohort, 3 or 11% have passed at least 2 Regents exams. An additional 6 students in cohort 2011 are showing progress towards this measure by having passed 1 Regents exam.

Number and Percent of Cohort 2011 Students Who Have Passed Two Regents Exams

Cohort Designation	Number in Cohort	Passed at least two Regents		Passed at least one Regents	
		N	%	N	%
2011	29	3	10%	9	31%

Evaluation

Goal 6b was not achieved. The school made progress in its second year towards achieving this measure by increasing the type of Regents exams it administers and the number of students sitting for Regents exams.

Goal 6c: Absolute Measure

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

Method

This measure examines students in the Graduation Cohort who entered the 9th grade as members of the 2008 cohort and graduated six years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Goal 6d: Comparative Measure

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

Method

ROADS Brooklyn compares its students' progress towards graduation based on annual credit accumulation to that of peer transfer high schools. Peer transfer high schools are New York City public schools with student populations most like ROADS' student population. They are determined by the NYC DOE published peer index. For more on the peer index, please see Appendix A.

Results

The table below displays the average rate of credit accumulation by DOE benchmarked credit category for all students at ROADS Brooklyn compared to the average across peer transfer high schools in SY 2012-13. According to the table, students in the first credit category on average accumulated 4.52 credits over the course of SY 2013-14 which is above last year's average of 4.04 but below the 6.11 average accumulated by their counterparts at peer transfer high schools. However, the 18 ROADS Brooklyn students in the second credit category earned an average of 9.22 credits in SY 2013-14, above the 7.50 average of their peers at peer transfer high schools. The one ROADS Brooklyn student in the third credit category earned 13 credits, which is well above the average number of credits earned by this student's peers at peer transfer high schools.

Credit Accumulation by DOE Benchmarking Credit Categories at ROADS Brooklyn

NYC DOE Benchmarking Credit Categories	All Students		DOE Peer Group Average
	N	Avg.	
i. Students beginning SY 2013-14 with 0.00 - 11.00 Credits	175	4.52	6.11
ii. Students beginning SY 2013-14 with 11.01 - 22.00 Credits	18	9.22	7.50
iii. Students beginning SY 2013-14 with 22.01 - 33.00 Credits	1	13.00	9.52
iv. Students beginning SY 2013-14 with 33.01 - 38.00 Credits	0	NA	

Evaluation

Goal 6d was not met because average credit accumulation in the first credit category is lower than that of peer transfer high schools. ROADS Brooklyn students in the two remaining credit categories achieved higher rates of credit accumulation compared to their counterparts at peer transfer high schools.

Goal 6e: Comparative Measure

Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.

Method

This measure shows the average change in student attendance from SY 2012-13 to SY 2013-14. It provides the average of the difference between 2012-13 and 2013-14 attendance rates across all students in the school. Positive results suggest gains in attendance while negative results indicate a decline in attendance from the previous year. The population of students contains all students who were enrolled at ROADS Brooklyn for 40 or more days in school years 2012-13 and 2013-14.

Results

The following table shows the average change in attendance from SY 2012-13 to SY 2013-14 for ROADS Brooklyn students compared to the average year-to-year change in attendance at peer transfer high schools in SY 2011-12 to SY 2012-13 (the most recently published results). The table shows that attendance decreased by an average of -13.8% in SY 2013-14 compared to an average decline in student attendance of -4.1% at peer transfer high schools.

Average Year-to-Year Change in Attendance at ROADS Brooklyn Compared to Peer Transfer HS

ROADS Brooklyn	Peer Transfer HS (from SY 2012-13)
-13.8%	-4.1%

Evaluation

Goal 6e was not achieved. Compared to the average year-to-year change in attendance at peer transfer high schools, the average at ROADS Brooklyn was 2.64 times lower.

Goal 6f: Comparative Measure

Each year, the average completion rate for the remaining Regents required for graduation will exceed that of the peer transfer high schools.

Method

As explained on page 8 of the “Educator Guide: The New York City Progress Report Transfer High School 2011-12,” this measure, “evaluates a school’s ability to help students progress each year toward passing the five Regents subject tests required for a Regents diploma: English, Math, Science, U.S. History, and Global History.” The Regents completion rate is calculated by dividing the total number of Regents passed by the total number of Regents still needed to graduate with a Regents diploma. All students in a graduation cohort in their second, third, fourth, fifth and sixth year of high school are included in the analysis.

The calculation of the metric differs slightly depending on the number of years students have been in high school. For students in years three through six, the metric is calculated by taking the total number of Regents each student passed during SY 2013-14 and dividing it by the total number of Regents that each student still needed to pass to earn a Regents diploma at the start of the 2013-14 school year.

$$\text{Average Completion Rate (third – sixth year students)} = \frac{\sum \text{Regents Passed in SY 2013 – 2014}}{\sum \text{Regents needed to earn Regents Diploma at the start of SY 2013 – 14}}$$

Students in their second year of high school are only expected to have passed three of the five Regents subject exams (less those they passed in middle school) and the numerator covers all Regents passed in the first two years of high school (e.g. SY 2012-13 and 2013-14).

$$\text{Average Completion Rate (second year students) } = \frac{\sum \text{Regents Passed in SY 2012 – 13 and 2013 – 14}}{\sum 3 - \text{Regents passed in middle school}}$$

Results

The table below displays the Regents completion rate for ROADS Brooklyn compared to the average for peer transfer high schools in SY 2012-13 (the most recent results available). According to the table, in SY 2013-14 ROADS Brooklyn completed 3.9% of the Regents needed for all students to earn a Regents diploma, compared to 17.6% on average among peer transfer high schools.

Regents Completion Rate at ROADS Brooklyn Compared to the Peer Group Average

ROADS Brooklyn	Peer Group Average
3.9%	17.6%

Evaluation

Goal 6f was not achieved. The average completion rate for ROADS Brooklyn fell short of the peer group average by 13.7 (17.6-3.9) percentage points.

Goal 6g: Comparative Measure

Each year, the percent of students in the sixth year of the high school Total Graduation Cohort graduating will exceed that of the cohort from peer transfer high schools.

Method

This measure compares the graduation rate of the sixth year Total Graduation Cohort to that of students in the sixth year Total Graduation Cohort at peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results

Results for this goal are not applicable in 2013-14 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Summary of the High School Graduation Goal

The school did not achieve any of the measures associated with the high school graduation goal. Given both our students’ starting points and the school’s short tenure of operation, this result is not surprising. The school shows progress towards this goal in the credit accumulation of students who began the school year with 11 or more credits, and by increasing the number and type of Regents exams administered to students.

Type	Measure	Outcome
6a Absolute	Each year, 75 percent of students will have an attendance rate of 75 percent for the year.	Did Not Achieve
6b Absolute	Each year, 75 percent of students in the third year high school Total Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.	Did Not Achieve
6c Absolute	Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Applicable
6d Comparative	Each year, students’ average credit accumulation in NYC DOE benchmarked credit-categories will exceed that of peer transfer high schools.	Did Not Achieve
6e Comparative	Each year, students’ year-to-year percent change in attendance will exceed that of peer transfer high schools.	Did Not Achieve
6f Comparative	Each year, the average completion rate for remaining Regents required for graduation will exceed that of peer transfer high schools.	Did Not Achieve
6g Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the cohort from peer transfer high schools.	Not Applicable

Action Plan

Students enter ROADS with a history of academic failure and, for the most part, negative experiences in school. We have a four-pronged approach to changing the academic trajectory of our students so that they can obtain a high school diploma.

Academic Supports

ROADS Brooklyn will launch an advisory program (Crew) which pairs small groups of students with a teacher and/or counselor to create the time and space for students to learn the personal development and work habits necessary for academic success. The program will explicitly leverage peer influence to improve academic achievement.

In addition, ROADS Brooklyn will launch an Individual Life Plan tool and related processes to help students set academic and life goals and routinely reflect on their progress toward these goals. Students will use the ILP tool during their Crew sessions.

In order to address low credit accumulation, ROADS Brooklyn regularly provides students with progress reports and multiple opportunities to demonstrate mastery of CCSS.

Building Relationships

ROADS Brooklyn prioritizes relationship building between school staff, parents and students. We strive to use these relationships to promote engagement in school, academic progress, and student awareness of goals and next steps. In particular, our students have ready access to counseling support through its Student Support Team staffed with 4 social workers and 2 social work interns.

Career and College Counseling

ROADS Brooklyn provides students with increased counseling time, in part to address the fact that students are often misinformed about topics ranging from high school graduation requirements to the negative impact of poor attendance on the chances of high school completion. To counter the misinformation and increase our ability to effectively serve our students, ROADS Brooklyn is staffed with 4 social workers and 2 social work interns who work with students regularly to set goals, monitor academic and behavioral performance, and work on post-secondary plans.

Our new ILP guides students to set goals around college and career readiness and track activities around the same over the course of the year.

Broadening Opportunities

ROADS Brooklyn will continue to expose students to college and careers through career days and college trips. We also provide career readiness opportunities via school-based work opportunities combined with explicit job-readiness skill instruction.

APPENDIX A: PEER GROUP for ROADS Brooklyn

Peer transfer high schools are New York City public schools with student populations on BEDS day in October 2014 most similar to ROADS Brooklyn's student population based on the following characteristics:

- Average 8th grade English proficiency⁶
- Average 8th grade Math proficiency
- Percent students with disabilities
- Percent students with self-contained placement
- Percent students overage on admission

Peer groups are created by the NYC DOE. Groups consist of 25-30 transfer high schools with the smallest differences across all characteristics and are determined by a "nearest neighbor" methodology. This method represents a shift in calculations from SY 2011-12. Then the DOE calculated a "peer index" score for each transfer high school, which made it easy to determine peers with similar student populations. This new method makes it more difficult to ascertain peer transfer high schools.

The characteristics of ROADS Brooklyn's student population show that the school serves a high-needs population and again places the school into the peer group of NYC DOE transfer high schools with the most at-risk student populations based on SY 2012-13 data (the most recent year available). The table below compares the characteristics of ROADS Brooklyn's student population to those of its peers. The average proficiency in English and Math at ROADS Brooklyn continues to be lower than the peer group average while the percent of students with disabilities continues to be higher than the average. ROADS Brooklyn continues to enroll a higher-than-average percent of students with disabilities—32.5% compared to the peer group average of 22.2%. Of the 31 schools included in the peer group, only four outside the ROADS network enroll a higher percent of students with disabilities. Similarly, the percent of students with a self-contained placement on their IEP in the last seven years remains high: it is nearly three times the peer group average. Only the percent of students who the NYC DOE classifies as "overage and under-credited" is lower than the peer group average. This reflects changes to the enrollment policy. To be considered overage by the NYC DOE, students must turn 16 by December 31 of the school year of admission. However, our new enrollment policy focuses efforts on promoting 15-year-old students who are stuck in middle school to high school. For this reason, the number of ROADS Brooklyn students classified as overage by the NYC DOE in SY 2013-14 is smaller than the previous year.

⁶ The NYC DOE rescales student proficiency ratings so results from all years are evaluated on the rigorous standard. ROADS Schools were not privy to the standard used by the DOE and thus were unable to conduct this step of the process. For this reason, the figures provided here should be considered estimates.

ROADS Brooklyn Transfer High School Peer Group School Names and Characteristics

School	Average English Proficiency	Average Math Proficiency	% Students with Disabilities	% Self-Contained	%Overage
ROADS Charter School I	2.24	2.15	32.5%	23.7%	63.9%
ROADS Charter School II	2.24	2.19	33.8%	29.7%	75.8%
Forsyth Satellite Academy	2.57	2.31	19.1%	4.4%	76.3%
Independence High School	2.53	2.38	18.0%	4.1%	59.2%
Satellite Academy High School	2.57	2.38	17.8%	4.5%	76.8%
Edward A. Reynolds West Side High School	2.48	2.34	20.9%	6.5%	61.3%
Harlem Renaissance High School	2.51	2.37	17.9%	8.0%	70.0%
High School for Excellence and Innovation	2.39	2.46	40.3%	12.7%	69.8%
Jill Chaifetz Transfer High School	2.49	2.37	16.1%	2.6%	73.0%
Bronx Haven High School	2.48	2.36	21.9%	5.1%	68.4%
Mott Haven Community High School	2.41	2.39	32.5%	16.9%	85.9%
Providing Urban Learners Success In Education High School	2.42	2.28	17.1%	3.6%	77.2%
Arturo A. Schomburg Satellite Academy Bronx	2.45	2.32	11.9%	4.0%	69.9%
Bronx Regional High School	2.45	2.38	15.7%	4.5%	59.2%
Brooklyn Academy High School	2.47	2.42	18.7%	4.5%	71.5%
Brooklyn High School for Leadership and Community Service	2.46	2.32	15.8%	3.6%	82.4%
Brooklyn Frontiers High School	2.41	2.39	51.1%	25.9%	100.0%
West Brooklyn Community High School	2.62	2.39	16.2%	4.3%	73.4%
South Brooklyn Community High School	2.54	2.32	20.4%	9.2%	65.8%
W.E.B. Dubois Academic High School	2.54	2.31	15.7%	3.7%	70.5%
Brownsville Academy High School	2.51	2.32	10.6%	2.8%	65.5%
Brooklyn Bridge Academy	2.48	2.21	17.2%	5.6%	71.9%
EAST BROOKLYN COMMUNITY HIGH SCHOOL	2.58	2.29	15.6%	3.5%	87.5%
Brooklyn Democracy Academy	2.47	2.31	19.2%	5.1%	77.0%
Aspirations Diploma Plus High School	2.50	2.31	15.3%	3.1%	70.8%
North Queens Community High School	2.77	2.51	19.5%	5.6%	78.9%
Concord High School	2.53	2.32	23.2%	6.6%	66.3%
Bushwick Community High School	2.33	2.19	16.5%	3.7%	81.6%
Urban Dove Charter School	2.40	2.40	34.7%	10.9%	55.6%
New Dawn Charter High School	2.44	2.37	32.9%	11.8%	76.4%
John V. Lindsay Wildcat Academy Charter School	2.37	2.23	30.4%	11.7%	73.5%
PEER GROUP AVERAGES	2.47	2.33	22.2%	8.1%	72.8%

Grading and Assessment Policy

The intent of this policy is to provide congruence and consistency between and among departments in the use of grading and assessment procedures.

Earning Course Credit

Student performance at ROADS is measured through the mastery of standards. Every class at ROADS has (6) standards per term that students will be measured against. There are (3) school wide common core standards that will be used consistently across disciplines. The other (3) standards are content specific, and are chosen by departments. Students must master all (6) standards with an average of 65% and above to demonstrate that they have met the requirements of the course. The school wide Common Core Learning Standards that will be addressed each term are as follows:

<i>School Wide Common Core Learning Standards</i>		
1.	Vocabulary CCLS: RL.4	Determine the <u>meaning of words</u> and phrases as they are used in the text, including figurative and connotative meanings
2.	Close Reading CCLS: RL.1	Cite strong and thorough <u>textual evidence</u> to support analysis of what the text says explicitly as well as inferences drawn from the text
3.	Volume of Reading CCLS: RL.10	Read and comprehend complex literary and informational texts <u>independently and proficiently</u>

Our Course offerings and their credit value are as follows:

2014-15 Courses Offerings	Credit Bearing	Number of Credits <i>Per Trimester</i>
English 1-8	Yes	1
Journalism (English Elective)	Yes	1
Integrated Algebra 1-4	Yes	1
Geometry	Yes	1
Problem Solving	Yes	1
Global 1-4 and American History 1-2	Yes	1
Living Environment	Yes	1
Earth Science	Yes	1
Art/Theatre	Yes	0.5
Physical Education	Yes	0.5
Health	Yes	1
Crew	Yes	0.25
APEX Blended Learning	Yes	1

Report Periods

There are (2) report periods per Trimester. Progress reports will be issued during each trimester to indicate student progress on course standards. Report cards are issued towards the end of each trimester, which will include an overall course grade. Credits will be issued after report cards are issued.

Trimester	Report Periods	Grades Reported
1	September 2, 2014-October 17, 2014	<i>End of Report Period 1: Progress Report Issued</i>
	October 21, 2014-December 5, 2014	<i>End of Report Period 2: Report Cards Issued</i>
2	December 10, 2014-January 29, 2015	<i>End of Report Period 3: Progress Report Issued</i>
	February 2, 2015- March 18, 2015	<i>End of Report Period 4: Report Cards Issued</i>
3	March 25, 2015-May1,2015	<i>End of Report Period 5: Progress Report Issued</i>
	May 5, 2015-June 25, 2015	<i>End of Report Period 6: Report Cards Issued</i>

The staff at ROADS Charter High School believes...

1. Assessments should be frequent and provide meaningful feedback.
 - a. Teachers will provide students with on-going and descriptive feedback on their learning to help them establish goals for improvement.
 - b. Learning expectations and criteria for assessment are communicated to students in advance.
 - c. Students are provided with opportunities to learn how to assess their own work and to set goals for improvement.
2. Grades should reflect achievement of standards.
 - a. Teachers work collaboratively to determine achievement levels and to establish exemplars.
3. Cheating, Plagiarism, Academic Dishonesty are all clearly defined in the student handbook. At ROADS Charter High School, students will not be given a zero for work that is determined to be fraudulent. They will be expected to re-do and complete the work honestly. Punishment for cheating will be handled as a behavior infraction; consequences will be determined depending on the severity of the academic dishonesty.
4. Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students' grades will reflect their most consistent and recent level of achievement at the time of reporting.
 - a. **Summative Assessments** represent about 40% of a student's grade. They may include tests, projects, writing tasks, reflections on simulations, or lab assessments.

- b. **Formative Assessments** represent about 60% of a student’s grade. They may include homework, classwork, writer’s notebook, admit and exit slips, Socratic seminars, rough drafts, lab activities, and quizzes.
 - c. It is important to note that while formative assessments represent 60% of the final student grade, they represent the essential activities and practices that stimulate the learning, and the primary investment of teacher and student time. Without the practice, the drill, the trials, the drafts – done in a low risk, supportive environment—the student would not be able to meet the challenges of summative assessments meant to gauge the students’ skills against standards. A sports metaphor is most apt; a student practices regularly under the guidance of a skilled coach in order to meet the challenge of the game in which one puts his skills on the line.
5. Teachers avoid grading practices that distort the meaning of a grade by under or over inflation.
- a. Extra credit is not allowed when it attempts to fill in missing scores with tasks unrelated to the work required by standards.
 - b. Extra credit can be assigned by teachers as an enhancement of the instructional coursework with supervisor’s approval.
 - c. We discourage reducing the value of school work turned in late. All work should be scored against standards. Missing deadlines, however, is a bad habit that should be reported in the Behavior and Engagement grade. When students repeatedly turn in work late without reasonable explanations, they put themselves in jeopardy of quickly falling behind.
 - d. Progress reports serve as an important reminder of grade standing, progress and work completion.
 - e. About two weeks before the end of each report period, the school posts **Firm Deadlines**, after which no more late or missing work may be turned in.
 - f. The use of zeros to mark missing work skews student grades dramatically downward. Instead of zeros, teachers are strongly encouraged to hold students accountable for completing the missing work and use other codes listed below to communicate a student’s status.
 - g. M indicates work is missing
 - h. I indicates the work is incomplete or not yet done to standards
 - i. When the teacher *has no evidence of student learning because of significant missing work*, the teacher will mark the *course grade* as “I” and with no credit value (0%). The purpose of the mark to alert both parent and student that the student is in jeopardy of failing the class.
6. Departments may have more specific assessment policies and will summarize those in letters to parents at the beginning of the school year. All teachers will send a statement of assessment and grading policy to parents at the beginning of the year.

Definition of key terms:

1. **Assessment:** the process of gathering information on student learning from a variety of sources to understand how well students are achieving standards. Assessment has two main components: assessment of learning (summative), assessment for learning (formative)
2. **Formative assessment:** the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. Formative assessments may include homework, classwork, writer’s notebook, admit and exit slips, Socratic seminars, rough drafts, lab activities, and quizzes.
3. **Summative assessment:** is assessment of learning. It is designed to allow students to demonstrate achievement on standards. Far fewer summative assessments are given than formative assessments, but

summative assessments bear the burden of showing student achievement on standards. Summative assessments may include tests, projects, writing tasks, reflections on simulations, or lab assessments.

4. **Evaluation:** the process of judging the quality of student work based on identified criteria and assigning value to represent the level of achievement attained
5. **Diagnostic assessment:** the process of gathering evidence of student learning prior to commencing instruction. This information is useful in planning instruction and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Scoring Scale

This scale helps to distinguish between higher and lower level cognitive activities.

Score	Description of Place on Scale
4.0	In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught.
3.5	In addition to Score 3.0 performance, partial success at inferences and applications that go beyond what was taught
3.0	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes
2.0	No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.
1.5	Partial knowledge of the simple details and processes but major errors or omissions regarding the more complex ideas and procedures.
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes
0.0	Even with help, no understanding or skill demonstrated

Conversion of Scale Score to Percentage

Label	Scale Score	% on 10 point task		Label	Scale Score	% on 25 point task
Advanced	4	10	A	Advanced	4	23-25
Proficient	3	8-9	B	Proficient	3	20-22
Basic	2	6.5-7	C	Basic	2	17-19
Missing or Incomplete	M or I	5	F	Missing or Incomplete	M or I	12.5

Calculating Final Grades

All students receive a letter grade of A, B, C or F. To determine that final grade for the class, a student's scores on all priority standards assessed are averaged together. (All scores are added together, than divided by the number of standards.) That number is converted to a letter grade based on the chart below.

Conversion Range From → To		Letter Grade
3.50	4.00	A
3.00	3.49	B
2.30	2.99	C
0.00	2.29	F

Methods of Assessing Students

Grading Scale:

4	A+	=	97-100		B-	=	80-83
	A	=	94-96	2	C+	=	77-79
	A-	=	90-93		C	=	70-76
3	B+	=	87-89		C-	=	65-69
	B	=	84-86	1	F	=	Below 65

Assignment Descriptions

Weighted Value

Classwork	35%
------------------	------------

Participation: Students are expected to attend class prepared with the necessary assignments completed and ready to discuss in class! Participation is a vital part of student grades, and students should expect to come prepared to every class session with the necessary materials, and a willingness to learn and actively contribute.

Professionalism: Students are expected to attend class in full dress code according to the school mandated policies and procedures. Students are also expected to conduct themselves as mature young adults; no class time will be spent addressing behavior issues.

Writer's Notebook: Students will be provided black and white marble notebooks for each class, which will serve as students' "Writer's Notebooks." WN will remain in the classroom, and will be graded at the end of every week, according to organization and accuracy of class notes, responses to texts, and journal entries.

Assessments	35%
--------------------	------------

Quizzes/Tests/Projects/Seminars: Students will be assessed on unit components to demonstrate understanding and progression of the material covered, as it relates to assessed standards.

Homework	30%
-----------------	------------

Students are expected to complete all homework assignments in a timely fashion. Students will have an opportunity to make up missing or late assignments during office hours. No extra credit work will be assigned until students complete necessary work for regular course credit and master standards.