



**ROADS Charter School II
(ROADS Bronx)**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By The Board of Trustees and Chief Executive Officer

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

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Seth Litt has served as Principal since May 2012.

INTRODUCTION

ROADS Charter School II 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 Bronx 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 Bronx, 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 Bronx students to the NYC DOE peer group norms (see Appendix A on pp 46) 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 were 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 combining 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:

- Algebra Regents Pass Rate (Goal 2c): In the two years since opening, 85% of ROADS Bronx students who have taken the exam have passed with a score of 65 or better. Additionally, every student with an IEP who has sat for the exam has passed, and 87% have passed with a score of 65 or higher.
- English Regents Pass Rate (Goal 1c): The number of students at ROADS Bronx sitting for and passing the English Regents exam more than tripled from SY 2012-13 to 2013-14. In June 2014, 15 out of 24 students passed the Common Core English Regents exam with a score of 65 or higher compared to June 2013 when 7 students sat for the Comprehensive English Regents and 1 passed.
- Students on Track for Graduation by 2015: Despite coming to ROADS with fewer than a quarter of the credits needed to graduate two years ago, three students are now 11 credits shy of graduation and an additional six are within 15 credits of the requirement.
- Reading Improvement (Goal 1a): In SY 2013-14, students' average percentile in all graduation cohorts improved on NWEA MAP Reading assessment; Cohort averages increased by 20% for 2010 cohort, 83% for the 2011 cohort, and 34% for the 2012 cohort. Additionally, one cohort moved out of the bottom quartile of all 9th grade students nationally.
- Mathematics Improvement (Goal 2a): every graduation cohort showed significant gains on the NWEA Map Mathematics assessment in year 2. Cohort averages increased by 66% for the 2010 cohort, by 51% for the 2011 cohort, and by 188% for the 2012 cohort.
- Credit Accumulation (Goal 6d): students who began SY 2013-14 with more than 11 credits earned the same if not more credits, on average, than their counterparts at peer transfer high schools.
- Attendance (Goal 6e): We arrested the steep decline in attendance that our second cohort was experiencing during the three years prior to coming to ROADS.

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 in 2013-14

We continued to hone our instructional approach so that we moved 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 offering science courses.
- **Administered Common Core State Standards (CCSS)-aligned Interim Assessments (IA):** By instituting a set of rigorous CCSS -aligned IAs, 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 Bi-monthly Progress Reports and Data Days:** 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 the outcomes-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 designing a learning lab for highly differentiated instruction geared to our students' highly individualized learning needs.

Talent Development in 2013-14

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

- **Piloted Performance Management Systems** to ensure that our work is aligned to clearly articulated performance goals for staff and students alike. Our staff performance management system, piloted with teachers this past January, provides clear expectations, and benchmarks to measure teachers' progress toward performance goals (we will refine this system and build out to other staff members in the coming year). Our student performance management system includes a new data infrastructure and tools that make student performance data readily available to staff and students.
- **Provided School Year Professional Development:** Principal Seth Litt uses 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 teachers' questioning techniques and increasing student engagement through increasing the rigor of instructional planning. In addition, ROADS BRONX sent teacher leaders to external trainings including sessions at *The Right Question Institute* and the *Harvard Graduate School of Education New and Aspiring School Leaders Program*.
- **Provided 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 during our second year:

- **Advisory Program:** We launched our Crew, a formal advisory program in which students meet weekly with a teacher and a student support staff member to set academic and personal goals, discuss progress toward those goals and create action plans for achieving those goals.
- **Career Readiness Program:** We offered students opportunities to work in the school in order to learn job skills and receive direct instruction on job-readiness skills after school. Students were able to earn money while engaged in culinary arts, clothing design and community improvement projects. They also learned the soft skills of preparing resumes, interviewing for jobs, keeping time sheets and proposing work products.
- **Exposure to College and Career Opportunities:** Faculty and staff members took students on 7 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 New York University, Columbia University and Stonybrook University and places such as Ellis Island, Museum of Natural History and the Wall Street Walking Tour.
- **Summer Community Service and Leadership Development:** This past summer, 66 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 BRONX in developing its teacher effectiveness rubric and to begin to develop school walk-through tools.

Next steps

Our first two years at Bronx ROADS 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 Bronx students with less than 75% attendance in SY 2013-14, 1 in 5 improved their attendance rate from SY 2012-13 and nearly 1 in 2 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**

- **Onboard a new MD of Student Learning and Support:** Michele Shannon, a former NYC school principal and most recently the Senior Director of the Administrator Development Branch of the LA Unified School District, will join the ROADS Network team in mid-October as MD of Student Learning and Support. In this role, Michele will support the schools in further developing its instructional strategies, curricula and assessments. She will also help design and deliver instructional professional development sessions and provide hands-on coaching and support to teachers.
- **Teach targeted literacy skills across the curriculum:** A reading specialist and special educator will work together to help all teachers embed literacy strategies in their curriculum maps and to focus on targeted interventions for students reading well below grade level with literacy strategies in response to their specific reading challenges.
- **Refine Individual Learning Plan (ILP) tool and processes:** We have refined the ILP tool to make it more student-driven and reflective rather than simply tracking data and moved the tool online to make it more accessible to students. In the upcoming year, every staff member will be an Individualized Learning Plan advisor, meeting regularly with 4-5 students over the course of the academic year.
- **Refine Advisory Program:** We will continue to hone our Crew program so that it provides concrete and effective support all students in achieving their academic goals.
- **Improve Consistency in Staff Responses to Student Behaviors:** Through our Positive Student Culture Cycle, 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.
- **Develop classroom-level authentic student assessments:** Building on our efforts last year to develop IAs aligned to rigorous CCSS, these assessments will be 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 literacy strategies across content areas, aligning authentic assessments to course outcomes, differentiated planning and instruction for students with IEPs, and effective methods for giving feedback on student work. Professional development for student support will include motivating students for academic progress, insuring the support team understands grad requirements and students' current academic standing, and motivational interviewing

- **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. This project will help guide our ongoing innovation and evolution of our school model.
- **Develop strategies for measuring our students' progress in the social and emotional dimensions of academic success, such as resilience, grit, 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.
- **Refine teacher performance processes and tools piloted last year:** We will revise our teacher performance management tools based on feedback from last year, editing them to focus on the essential aspects and shortening the overall length of the tool. 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 Bronx ROADS 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 Bronx 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										187				187
2013-14										217	31	3		251

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 Bronx 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 Bronx

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day 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	8	6	2
2015-16	2010-11	2010	42	12	30
2016-17	2011-12	2011	61	18	43
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 Bronx 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 Bronx

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	2	20	22
2015-16	2010-11	2010	30	24	54
2016-17	2011-12	2011	47	16	63
2017-18	2012-13	2012	48	26	74
2018-19	2013-14	2013	44	4	48

^[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 for 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 winter and 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 Bronx 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. Results are not displayed for the 2009 cohort as there are no students in the cohort with test scores from both year 1 and year 2. Additionally, 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 every cohort is in the bottom quartile of all 9th grade students nationally. According to the table, every cohort made significant gains in reading achievement on the NWEA Map from year 1 to year 2. Cohort averages increased by 20% $((20.3-16.9)/16.9)$ for the 2010 cohort, by 83% $((29.3-16)/16)$ for the 2011 cohort and by 34% $((20.4-15.2)/15.2)$ for the 2012 cohort. However, no cohort achieved the target percentile score for year 2.

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	2	0				
2010	30	16	16.9	33.5	20.3	No
2011	47	12	16.0	33.0	29.3	No
2012	48	16	15.2	32.6	20.4	No
Total	127	44	16.0	33.0	22.8	No

Evaluation

This goal was not achieved. While each cohort achieved significant gains in reading as measured by the NWEA Map, the gains fell short of year 2 targets. Specifically, average percentile scores are off by 13.2 (33.5-20.3) for cohort 2010, by 3.7 (33.0-29.3) for cohort 2011 and by 12.2 (32.6-20.4) for cohort 2012.

One of the challenges of reaching this goal is that it is difficult to use NWEA Map results to inform classroom instruction at ROADS. NWEA Map aligns student performance to the Descartes learning continuum, but our courses are aligned to Common Core State Standards (CCSS). Educators must translate the NWEA Map results from Descartes learning continuum into CCSS before they can apply the insights to their classroom practice. Given this additional step, NWEA Map test results have not fully informed course curricula.

To support our achievement of this goal in the coming years, ROADS Bronx is transitioning to the Scantron Performance Series Reading assessment. The Performance Series Reading assessment is aligned to CCSS and the platform provides 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 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

At ROADS Bronx, the majority of students with 8th grade state test scores in English did not meet proficiency standards. Of the 141 students with test scores, 94% achieved a performance level 1 or 2. 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 only 1 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 Bronx opened, 16 students who performed at or below basic on the 8th grade English test have passed the ELA Regents with scores of 65 or higher, and 5 have passed with scores at or above the college and career readiness benchmark. ROADS Bronx anticipates doubling these numbers next year, as the majority of our founding cohort will be completing the third year of 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	2	2	2	0	0	0%	0	0%	1	1	50%	0	0%
2010	30	26	26	1	1	4%	0	0%	14	9	35%	4	15%
2011	47	46	40	0	0	0%	0	0%	5	3	8%	1	3%
2012	48	31	29	0	0	0%	0	0%	3	3	10%	0	0%
2013	44	36	36										
Total	171	141	133	1	1	1%	0	0%	23	16	12%	5	4%

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.

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.

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 shows ROADS Bronx students' progress against goal 1c in the years prior to enrolling in ROADS and at ROADS. Prior to ROADS, only 1 student had sat for the ELA Regents exam. Since ROADS Bronx opened two years ago, 28 students have taken the exam, 19 have passed with a score of 65 or higher and 7 have achieved or surpassed the college and career ready benchmark.

English Language Arts Regents Exam Results for ROADS Bronx Students

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	2	0	0	0%	0	0%	0	0%	0	0%	1	0	0%	0	0%	1	50%	0	0%
2010	30	1	0	0%	0	0%	1	3%	0	0%	16	4	13%	1	3%	6	20%	5	17%
2011	47	0	0	0%	0	0%	0	0%	0	0%	7	2	4%	1	2%	2	4%	2	4%
2012	48	0	0	0%	0	0%	0	0%	0	0%	4	0	0%	1	2%	3	6%	0	0%
2013	44																		
Total	171	1	0	0%	0	0%	1	1%	0	0%	28		0%	3	2%	12	7%	7	4%

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.

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 sixth year Accountability Cohort to that of the respective cohort 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

Each graduation cohort showed significant gains in Reading on the NWEA Map assessment. However, the gains fell short of year 2 targets. Therefore, the one English Language Arts goal that was 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 Language Arts Regents exam. It is anticipated that the number of students that take and pass the English Language Arts Regents will double in the next school year as our founding cohort will have completed its third year of English Language Arts 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 Bronx uses an outcomes-based grading system aligned to CCSS. These outcomes allow 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 Bronx 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.

Students are provided multiple opportunities to master outcomes to ensure that students who have fallen behind in their classes have extended opportunities to learn and master content.

○ Literacy interventions planned for 2014-15

- **Support for Teaching Literacy Across the Curriculum:** Our Reading Specialist and Director of Special Education will collaborate to teach all teachers reading strategies for helping students whose reading skills are below grade level. 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 Reading Specialist and Director of Special Education will ensure that such strategies are reflected in unit plans, monthly plans and, most importantly, instructional practice. Additionally, the Reading Specialist will meet monthly with content teams to see how the strategies are working and whether the teachers need additional support.
- **Assessments:** All teachers will have access to training in the use of assessment techniques such as running records to assess students' current reading strategies, QRI 5 to assess comprehension and fluency, and SLOSSON to assess grade level vocabulary mastery. Taken together, these assessment systems will generate data forming a comprehensive picture of our students, including their vocabulary and instructional reading levels, writing skills, and reading fluency.
- The Reading Specialist will provide monthly opportunities for teachers to learn the most effective strategies to address students' specific literacy challenges, as identified by the various assessments.
- The Reading Specialist will continue to provide direct literacy support to students in their English Language Arts courses, using sections of Wilson Reading Systems and Wilson Just Words.
- Teachers will use Empower 3000 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 English courses, they 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 Bronx 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.

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 2013 as the first benchmarks for growth on a nationally norm-referenced assessment. The assessment was administered again in the summer 2013 as a class placement tool for incoming students and in the winter and 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 Bronx 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. Results are not displayed for the 2009 cohort as there are no students in the cohort with test scores from both year 1 and year 2. Additionally, 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 suggest that each cohort made significant gains in mathematics achievement on the NWEA Map from year 1 to year 2. Cohort averages increased by 66% $((26.2-15.8)/15.8)$ for the 2010 cohort, by 51% $((20.4-13.5)/13.5)$ for the 2011 cohort, and by 188% $((13.6-4.8)/4.8)$ for the 2012 cohort. 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	2	0				
2010	30	19	15.8	32.9	26.2	No
2011	47	11	13.5	31.7	20.4	No
2012	48	19	4.8	27.4	13.6	No
2013	44					
Total	171	49	11	30.5	20	No

Evaluation

This goal was not achieved. While each cohort achieved significant gains in mathematics as measured by the NWEA Map, the gains fell short of year 2 targets. Specifically, average percentile scores are off by 6.7 for cohort 2010, by 11.3 for cohort 2011 and by 13.8 for cohort 2012.

There are two reasons why this goal was not met. First, as with the NWEA Map reading test, it has not been easy to use NWEA Map results to inform classroom instruction. 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. Given this additional step to make test results relevant to the classroom, educators have not been able to fully integrate the test into their course curricula.

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 Bronx 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 Bronx, the NWEA Map Mathematics test is not an appropriate means to achieving this end.

To achieve this goal in the coming years, ROADS Bronx 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.

Additional Evidence

An examination of the relationship between NWEA Map and Integrated Algebra Regents results raise the possibility that the former does not act as a robust predictor of the latter and provides additional support for the argument that the NWEA Map mathematics test is not an appropriate assessment for ROADS Bronx students. The expectation is that students who pass the Regents also meet the year 2 target growth score on the NWEA Map assessment. Yet this expectation does not play out in the data. As the table below indicates, 42 students who passed the Algebra Regents at ROADS Bronx have year 1 and 2 NWEA Map mathematics test results. Although these students were able to demonstrate the Algebra skills necessary to pass the NY State Regents exam, they were not able to demonstrate enough growth on the NWEA Map mathematics assessment to meet the year 2 target. Their performance fell short of the target by 5.5 (33.9-28.4) percentile points.

Number of Students who Passed the Algebra Regents at ROADS & have Year 1 and 2 Test Scores	Average %tile Score in Year 1	Target %tile for Year 2	Average %tile Score in Year 2	Target Achieved
42	17.8	33.9	28.4	No

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 Bronx students with 8th grade state test scores in Mathematics, the majority (92%) achieved a performance level of 1 or 2. It is likely that most of the 26 students missing scores would have scored at or below basic as well: 65% 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 prior to enrolling in ROADS Bronx to the passing rate at ROADS Bronx. 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 25%, with 5 in 20 passing with scores below the college and career readiness benchmark. In the two years since ROADS Bronx opened its doors, the passing rate has climbed to 84% among students who scored at or below basic on the 8th grade ELA state test, with 43 of 51 students passing and 8 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	2	2	2	2	1	50%	0	0%	2	2	100%	0	0%
2010	30	27	24	12	3	13%	0	0%	19	16	67%	3	13%
2011	47	46	39	6	1	3%	0	0%	12	11	28%	3	8%
2012	48	30	29	0	0	0%	0	0%	11	7	24%	1	3%
2013	44	40	40	0	0	0	0	0%	7	7	18%	1	3%
Total	171	145	134	20	5	4%	0	0%	51	43	32%	8	6%

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.

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.

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

Goal 2c Table 1 compares the number and performance of all ROADS Bronx students on the Integrated Algebra Regents exam prior to ROADS and at ROADS. Prior to ROADS, none of our students had achieved the college and career readiness benchmark on the Integrated Algebra Regents exam. Since ROADS Bronx opened its doors two years ago, 9 students have achieved this benchmark. The passing rate of students who sit for the exam at ROADS Bronx is 85% (57/67).

Goal 2c Table 1: Integrated Algebra Regents Exam Information for ROADS Bronx

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	2	2	0	0%	0	0%	1	50%	0	0%	2	0	0%	0	0%	2	100%	0	0%		
2010	30	16	5	17%	6	20%	5	17%	0	0%	24	0	0%	4	13%	17	57%	3	10%		
2011	47	10	4	9%	4	9%	2	4%	0	0%	16	0	0%	1	2%	11	23%	4	9%		
2012	48	0	0	0%	0	0%	0	0%	0	0%	18	2	4%	3	6%	12	25%	1	2%		
2013	44	0	0	0%	0	0%	0	0%	0	0%	7	0	0%	0	0%	6	14%	1	2%		
Total	171	28	9	5%	10	6%	8	5%	0	0%	67	2	1%	8	5%	48	28%	9	5%		

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.

In addition to achieving an overall passing rate of 85%, ROADS Bronx shows promise in preparing its students with IEPs to graduate with a high school diploma. As Goal 2c Table 2 demonstrates, 60 of the 171 of students in Accountability Cohorts have IEPs. Prior to enrolling in ROADS Bronx, 7 of our students with IEPs had taken the Integrated Algebra Regents exam, 3 had passed with a score of 55-64 and 2 had passed with a score of 65-79. Since enrolling in ROADS Bronx the number of students with IEPs who have sat for the Regents has more than doubled, to 16, and all have passed the Regents with a score of 55 or higher, with the majority (87%) passing with a score of 65 or higher.

Goal 2c Table 2: Integrated Algebra Regents Exam Information by IEP Status

IEP Status	Number in Sub-group	Number Took the Exam	Prior to ROADS								At ROADS								
			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	%
No IEP	111	21	7	33%	7	33%	6	29%	0	0%	51	2	4%	5	10%	37	73%	6	12%
Has an IEP	60	7	2	29%	3	43%	2	29%	0	0%	16	0	0%	2	13%	11	69%	3	19%

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.

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.

Summary of the High School Mathematics Goal⁴

Each graduation cohort showed significant gains in Mathematics on the NWEA Map assessment. However, the gains fell short of year 2 targets. Therefore, the one Mathematics goal that was applicable to this school year, 2a, was not met. The school is showing progress towards the remaining goals by dramatically increasing the passing rate on the Integrated Algebra Regents exam from students' performance prior to enrolling at ROADS Bronx to their performance since enrolling in ROADS Bronx.

Type	Measure	Outcome
2a Growth	Each year, the group of students in their second year at ROADS Bronx 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 Bronx with a wide range of mathematics skills and proficiencies. At entry students take several mathematics diagnostic assessments, which ascertain our students' 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 on the math concepts prioritized in the Common Core standards. Teachers will develop learning progressions that move students from their current base-line performance to mastery of Common Core-aligned outcomes, using interim assessments to guide their lesson planning.

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

Our math department uses the same academic structures as the English language arts department, including data-driven instruction, Interim Assessments (IAs) and outcomes-based grading.

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

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 Bronx administered its first Science Regents, the Living Environment Regents, to four students in SY 2013-14. The table below shows the performance of students who sat for the Living Environment exam prior to enrolling at ROADS compared to the performance of the four who sat for the exam at ROADS. As the table indicates, of the 13 students who took the exam in previous years, 2 achieved passing scores, 4 were approaching proficiency, and 7 scored below 54. While the number of students who sat for the Living Environment Regents exam at ROADS Bronx is small, the two students who passed achieved scores higher than 75.

Living Environment Regents Exam Information for ROADS Bronx

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	2	2	2	100%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2010	30	9	4	13%	3	10%	2	7%	0	0%	1	0	0%	1	3%	0	0%	0	0%
2011	47	2	1	2%	1	2%	0	0%	0	0%	3	0	0%	1	2%	0	0%	2	4%
2012	48	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2013	44	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
Total	171	13	7	4%	4	2%	2	1%	0	0%	4	0	0%	2	1%	0	0%	2	1%

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 their counterparts 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 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 Bronx shows a modest gain in the number of students sitting for and passing the Living Environment Regents exam 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 Bronx will offer a 3-term Earth Science course, culminating in a June 2015 Regents. We believe that by focusing our professional development and our teacher efforts on this one course, we will see increases in the number of students passing a science Regents exam.

Our science department uses the same academic structures as the mathematics and English language arts departments, including data-driven instruction, Interim Assessments (IAs) and outcomes-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 Bronx 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 January 2015. The table below shows that prior to enrolling in ROADS Bronx, six students had sat for the U.S. History Regents exam and all had achieved scores of less than 54.

U.S. History Regents Exam Information for ROADS Bronx

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	2	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
2010	30	3	3	10%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
2011	47	2	2	4%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
2012	48	1	1	2%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
2013	44	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
Total	171	6	6	4%	0	0%	0	0%	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, 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 Bronx 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 Bronx and at ROADS Bronx. As the table indicates, of the 5 students who took the exam prior to ROADS, 1 passed with a score above 65. At ROADS Bronx, 38 students sat for the exam in SY 2013-14 and 5 passed, 3 with scores between 65-74, and 2 with scores above 75.

Global History Regents Exam Information for ROADS Bronx

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	2	0	0	0%	0	0%	0	0%	0	0%	1	1	50%	0	0%	0	0%	0	0%		
2010	30	5	4	13%	0	0%	1	3%	0	0%	16	13	43%	1	3%	2	7%	0	0%		
2011	47	0	0	0%	0	0%	0	0%	0	0%	10	8	17%	1	2%	1	2%	1	2%		
2012	48	0	0	0%	0	0%	0	0%	0	0%	11	7	15%	2	4%	0	0%	1	2%		
2013	44	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
Total	171	5	4	2%	0	0%	1	1%	0	0%	38	29	17%	4	2%	3	2%	2	1%		

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 their counterparts 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

None of the measures related to the Social Studies goal are applicable this year. The passing rate of the first group of ROADS Bronx 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 Bronx 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 SY 2014-15 teachers will revise the social studies curriculum so that it aligns with recently released Common Core History standards that will lead to a deeper more thematic approach to teaching and learning. Additionally, social studies teachers will be collaborating with their ELA counterparts so that the work in the two disciplines benefits from overlapping literacy skill development and thematic content.

During SY 2014-15 ROADS Bronx will have students sitting for the Global History Regents exam and for the US

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

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 those on the Regents exam, 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, for students who took the Global History Regents exam last year unsuccessfully, we will offer a Regents Prep course to help them get ready to take it again 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 (IAs) and outcomes-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 II 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 22% of ROADS Bronx 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 (30%).

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	22	4	1	25%
2010	54	38	9	24%
2011	63	56	9	16%
2012	74	61	12	20%
2013	48	47	14	30%
Total	261	206	45	22%

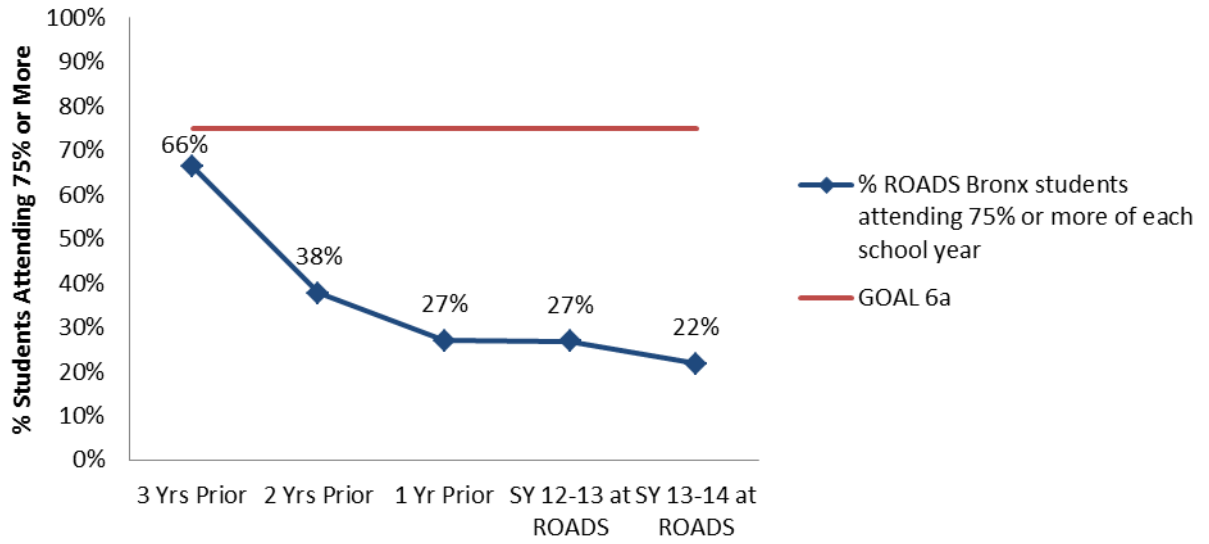
Evaluation

Goal 6a was not achieved.

Additional Evidence

While ROADS Bronx did not achieve goal 6a, the school has succeeded in bending the curve of attendance decline in our student population. ROADS Bronx’s student population has a history 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 of each school year had been declining sharply each year in the three years prior to ROADS. Three years prior, when the percentage was highest, 66% of our student population attended school 75% or more of the time—below the level of goal 6a. This percentage dropped to 38% two years prior to ROADS and to 27% the year prior. Thus, while ROADS Bronx did not meet goal 6a, the school was able to decrease the rate at which attendance declines among our population compared to their experience prior to ROADS.

Percent of Students Attending 75 Percent or More in the 3 Years Prior to ROADS Compared to the First Two Years at 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.

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 63 students in the 2011 cohort, four or 6% have passed at least two Regents exams. An additional 13 students in cohort 2011 are showing progress towards this measure by having passed one 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	63	4	6%	17	27%

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 Bronx 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 Bronx 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 3.18 credits over the course of SY 2013-14, below the 6.11 average accumulated by their counterparts at peer transfer high schools. However, the 28 ROADS Bronx students in the second credit category earned an average of 8.64 credits in SY 2013-14, above the 7.50 average of their peers at peer transfer high schools. The four ROADS Bronx students in the third credit category earned an average of 9.38 credits, which is roughly on par with the 9.52 credits earned on average by their peers at peer transfer high schools. These results suggest that while ROADS Bronx is still finding its way with students who have earned fewer than 11 credits, once it helps boost students out of this first credit bucket, the school is excelling compared to its peers in accelerating credit accumulation.

Credit Accumulation by DOE Benchmarking Credit Categories at ROADS Bronx

NYC DOE Benchmarking Credit Categories	All Students		DOE Peer Group Average
	N	Avg.	
1. Students beginning SY 2013-14 with 0.00 - 11.00 Credits	184	3.18	6.11
2. Students beginning SY 2013-14 with 11.01 - 22.00 Credits	28	8.64	7.50
3. Students beginning SY 2013-14 with 22.01 - 33.00 Credits	4	9.38	9.52
4. Students beginning SY 2013-14 with 33.01 - 38.00 Credits	0	NA	

Evaluation

Goal 6d was not met because credit accumulation in the first credit category is lower on average compared to that of peer transfer high schools. That being said, ROADS Bronx students in the two remaining credit categories achieved a similar, if not higher, rate 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 Bronx 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 Bronx 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). There are 205 students in this sample. The table shows that attendance decreased by an average of -10.3% 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 Bronx Compared to Peer Transfer HS

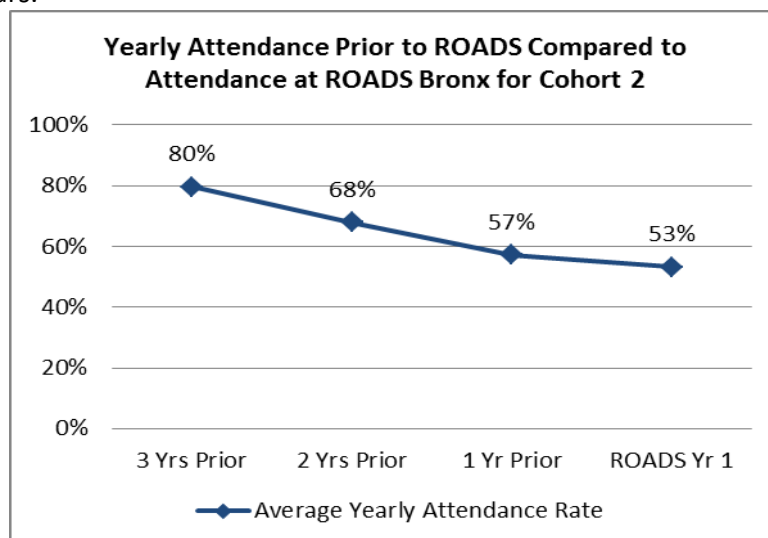
ROADS Bronx	Peer Transfer HS (from SY 2012-13)
-10.3%	-4.1%

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 Bronx was 2.64 times lower.

Additional Evidence

Goal 6e was not achieved. While we were not able to increase year-to-year attendance as we did in our first year, we still managed to arrest the decline in attendance among our second cohort of students. The graph below shows the average yearly attendance in the three years prior to admission to ROADS Bronx for our cohort 2 students compared to their average yearly attendance in their first year at ROADS Bronx. As the graph shows, while attendance decline in the first year, the rate of decline from the year prior to the first year at ROADS was smaller than it was in previous years.



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 Bronx 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 Bronx completed 6.7% 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 Bronx Compared to the Peer Group Average

ROADS Bronx	Peer Group Average
6.7%	17.6%

Evaluation

Goal 6f was not achieved. The average completion rate for ROADS Bronx fell short of the peer group average by 10.9 (17.6-6.7) 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 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 with its 85% overall pass rate on the Algebra Regents exam.

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 Bronx has refined the advisory program (Crew) we launched last year, which pairs small groups of students with a teacher and their counselor to create the time and space for students to learn the personal development and work habits necessary for academic success. The redesigned program explicitly leverages peer influence to improve academic achievement.

In addition, ROADS Bronx refined its Individual Life Plan tool and related processes so that they more effectively help students set academic and life goals and routinely reflect on their progress toward these goals. Each staff member at ROADS Bronx will be assigned 4-5 students that they will meet with bi-monthly to check progress against academic, career- and college-readiness goals.

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

Building Relationships

ROADS Bronx 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 5 social workers.

Career and College Counseling

ROADS Bronx provides students with increased counseling time, made possible in part by our partnership with the Children's Aid Society. We find 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, Bronx ROADS has staffed with 5 social workers and 5 team advisors who work with students regularly to set goals, monitor academic and behavioral performance, and work on post-secondary plans.

Our revised ILP guides students to set goals around college and career readiness and track activities around the same over the course of the year. Additionally, where appropriate, we are infusing our academic subjects with related content such as college essay writing and cover letter/resume writing in our ELA 12 course and an advanced math course that focuses on personal finances.

Broadening Opportunities

ROADS Bronx will continue to expose students to college and careers through career days and college trips. ROADS also supports students in preparing to take the ACT. We also provide career readiness opportunities via school-based work opportunities combined with explicit job-readiness skill instruction.

APPENDIX A: PEER GROUP

Peer transfer high schools are New York City public schools with student populations on BEDS day in October 2014 most similar to ROADS Bronx’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 Bronx’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 Bronx’s student population to those of its peers. The average proficiency in English and Math at ROADS Bronx continues to be lower than the peer group average while the percent of students with disabilities continues to be higher than the average. ROADS Bronx continues to enroll a higher-than-average percent of students with disabilities—33.8% compared to the peer group average of 22.2%. Of the 31 schools included in the peer group, only three 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 3.34 times the peer group average. Only the percent of students classified by the NYC DOE as “overage and under-credited” is similar to 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 Bronx students classified as overage by the NYC DOE in SY 2013-14 is smaller than in 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 Bronx Transfer High School Peer Group School Names and Characteristics

School	Average English Proficiency	Average Math Proficiency	%		%Overage
			Students with Disabilities	% Self-Contained	
<u>ROADS Charter School II</u>	<u>2.24</u>	<u>2.19</u>	<u>33.8%</u>	<u>29.7%</u>	<u>75.8%</u>
ROADS Charter School I	2.24	2.15	32.5%	23.7%	63.9%
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%

ROADS Bronx Charter High School 2014-15 Grading Policy

How do I receive grades at ROADS?

We have outcomes-based grading. Outcomes are the MOST important things you have to KNOW and be ABLE to do in every class. Every class at ROADS has 10 outcomes. Your teacher will make sure that you know what the outcomes are. Your **progress report** will tell you how you are doing on each outcome, it won't have an overall grade on it.

You can check your mastery of course outcomes anytime by logging into JumpRope.

Once every three weeks your teacher will log into JumpRope with you to check your progress on outcomes in the course that they teach.

You will receive a full print out of your progress report and it will be mailed home every six weeks.

Your **report card** will show how you did on each outcome AND will have an overall grade on it. If you master 7 out of 10 outcomes for a class, you will earn credit for the class after each trimester.

Progress Report and Report Card Dates:

Trimester	Marking Periods	Grades Reported
1	October 15 th 2014	Progress Report
	December 11 th 2014	<i>Trimester 1 Report Cards Issued</i>
2	February 11 th	Progress Report
	March 26 th 2015	<i>Trimester 2 Report Cards Issued</i>
3	May 6 th 2015	Progress Report
	June 24 th	<i>Trimester 3 Report Cards Issued</i>

How do I master an outcome?

In order to **MASTER** an **OUTCOME**, you must achieve a 70% or above on the assessment for that outcome. You are allowed multiple opportunities to demonstrate mastery.

What will my grade be if I do not MASTER at least 7 outcomes?

If you do not pass at least 7 outcomes, your report card grade will depend on your attendance. See the chart below:

Average Across 10 Outcomes	Attendance Calculation	Report Card Grade
Greater than 65	None	60*
Less than 65	Attended class more than 75% of the time	55
Less than 65	Attended class less than 75% of the time	50

*signals significant progress along multiple outcomes but not enough mastery to earn course credit

+signals excessive absences

What happens if I do not master seven outcomes and earn the credit during the trimester in which I am enrolled in the course?

Students at ROADS have several options to demonstrate mastery and earn the credit for a course, even if they have not demonstrated mastery during the trimester:

- 1) A student can arrange to spend time with a teacher during lunch and after school to complete assignments that demonstrate mastery of at least 7 outcomes.
- 2) Students can opt into or be assigned into a “Learning Lab” class the next trimester where they can work on completing on or more courses.
- 3) Some courses are “annualized.” This means that if you pass the last trimester of the course and pass the Regents, you earn the credit for all three trimester of the year. Please see the course catalog for further information on course annualization.

Who should I talk to if I have questions about outcomes or my grades?

Your teacher will give the class information about outcomes and will discuss your grades with you. Your Team Adviser and/or Social Worker are also available if you have any questions. If you still have questions, schedule an appointment with your teacher to sit and talk about the questions you have.

Why does ROADS have outcome-based grading?

We want to make sure that you have all the information and skills you need to be ready for graduation, college, and career.